FACULTAD DE EDUCACIÓN DE PALENCIA

UNIVERSIDAD DE VALLADOLID

THE LEARNING OF ENGLISH AS A FOREIGN LANGUAGE THROUGH THE MULTIPLE INTELLIGENCES THEORY.

EL APRENDIZAJE DE LA LENGUA EXTRANJERA INGLESA A TRAVES DE LA TEORÍA DE LAS INTELIGENCIAS MÚLTIPLES.

TRABAJO FIN DE GRADO

EN EDUCACIÓN PRIMARIA

AUTOR/A: Beatriz Hernández Franco.

TUTOR/A: Radoslava Stankova Laykova.

Palencia, 2 de diciembre de 2021

UVa PA~LEN CIA

RESUMEN

El objetivo de este Trabajo de Fin de Grado es enseñar las posibilidades que las Inteligencias Múltiples nos dan a la hora de trabajar con ellas en inglés, como lengua vehicular extranjera, en Educación Primaria. Para ello, tomaremos como referencia la teoría de las inteligencias Múltiples y se elaborará una propuesta didáctica de intervención en el aula.

Palabras clave:

Inteligencias Múltiples, inglés, inteligencia, lingüística-verbal, lógico-matemática, musical, cinestésico-corporal, espacio-visual, naturalista, interpersonal, intrapersonal.

ABSTRACT

The main objective of this Final Degree Project is to show the Multiple Intelligences possibilities to work with in the English as a Foreign Language, in Primary Education. For it, we will take as a reference the Multiple Intelligences Theory and a didactic proposal that will be elaborated in the classroom.

Key words:

Multiple Intelligences, english, intelligence, verbal-linguistic, logical-mathematical, musical, bodily-kinaesthetic, visual-spacial, naturalist, interpersonal, intrapersonal.

INDEX

INTRODUCTION

For many years students have been wondering about their intelligence taking into account the more common ways of evaluation in the educative system focused on linguistic or mathematical aspects.

This Final Degree Project presents a didactical proposal about the Multiple Intelligences Theory developed by Howard Gardner (1983) in the learning of the English as a Foreign Language (EFL).

The multiple intelligences theory suggests that there are eight different types of intelligences, and each of them has a different degree of development. Therefore this proposal suggests that teachers focus on each student, encourage his or her outstanding intelligence and develop the others if it is possible.

As Diez (2010) claims in order to learn different languages and their cultures, the ability to live in a society in the 21th century is necessary because we are in contact with each other irrespective of nationalities. Therefore, this helps students to learn the EFL during some activities along some activities that can be found in the didactical proposal.

In this project some general objectives are proposed to help with the application of the multiple intelligences in the English classroom. This allows focusing on the educative process from a different point of view. That is interesting because of the possibilities they offer within the classroom through each intelligence.

One of these objectives is to encourage the personalization learning, as Corvin (2020) says, each student has different characteristics, which makes them different, therefore finding their main intelligences we can make them develop their skills as well as creativity.

This project tries to escape from the typical perception of a single intelligence through which everyone learns in the same way, to give the students the opportunity to be the main objective of the teaching-learning process.

This is carried out through a didactic proposal in the Foreign Language area on the first grade of Primary Education whose aim is to introduce students into the different types of intelligences and make them aware of the type of intelligence that they have more developed and therefore it is easier for them to reach the objectives.

The change in the methodology will change the way students learn because teachers will focus on students and the dominant intelligence in each of them. Therefore, it seems necessary to deal with the learning of a new language taking into account the intelligence that a person can activate the ones which are more developed to provide students with the opportunity to learn in the most appropriate way.

I choose working through the multiple intelligences theory because this theory offers different ways of learning considering all individual characteristics of students. Furthermore, this proposal will develop the key competences required in the Primary Education curriculum that makes them develop themselves and their inclusion in the society that is the social and civic competences.

This Final Degree Project will have the objectives, the justification, and the theorical framework of working with the English as a Foreign Language through the Multiple Intelligences Theory. Then, there is a didactical proposal to develop the English in the classroom taking into account the multiple intelligences in the way of learning. Finally, the conclusion of all this Final Degree Project.

OBJECTIVES

The main objective of this project is to improve the teaching-learning process of English as Foreign Language (henceforth, EFL), taking into account the different learning styles which students have through Multiple Intelligences, such as the logical-mathematical, the verbal-linguistic, the bodily-kinaesthetic, the interpersonal, the intrapersonal, the visual-spatial, the naturalist and the musical intelligences (Gardner, 1999).

Considering this, the specific objectives will be the following:

- To identify the different learning styles of the students.
- To identify the different ways of applying multiple intelligences in the classroom.
- To design, plan and develop activities considering the multiples intelligences in the EFL learning in the classroom.
- To plan learning processes taking into account the basic competences established in the curriculum.
- To encourage positive attitudes towards the English language and its use through dynamic and motivating activities.
- To discover the interactive and communicative process in the classroom.
- To learn about the difficulties that students may have when learning a foreign language.
- To use body language and dramatization techniques as a communicative and motivating resource in the EFL.

JUSTIFICATION

This Final Degree Project focuses on the learning of the English as a Foreign Language through Gardner´s (1999) Multiple Intelligences Theory which will be used to develop a didactical proposal for fourth grade of Primary Education.

The main reason for carrying out this project and planning the didactical proposal is to demonstrate that the teaching-learning process can be followed taking into account different intervention ways.

Through the realization of this Final Degree Project, it is intended to show the development of the following general competences:

- To learn about the main teaching-learning techniques through a detailed bibliographical review of the Multiple Intelligences.
- To plan and carry out good teaching-learning practices applying the knowledge in a professional way, giving students in the didactical proposal the importance they need and taking their necessities into account.
- To develop interpersonal skills through relationships with other people and group work, as well as, developing skills and autonomous techniques. In the didactical proposal it is taking into account the grouping of the students in the different activities.
- To learn about and update on socio-educational knowledge through the didactical proposal that talks about women.
- To promote democratic values through attitudes of respect, tolerance, justice, and solidarity in the different sessions of the didactical proposal.

Moreover, the importance of the topic selected is justified by the *ORDEN ECI/3857/2007, of December 27th,* where there are regulated the contents, abilities and specific competences that must be developed to be a Primary Education teacher, from which the following objectives have been selected:

- To know and understand the learning processes and characteristics of the students.

- To understand and develop innovative methodologies in the classroom.
- To master strategies to promote a participatory approach, as well as, an active one, with special emphasis on teamwork, diversity of resources, collaborative learning and the full use of space, time and groups.
- To know basic methodologies of educational research, designing projects of innovation.
- To make use in the classroom of information and communication technologies.
- To be able to critically incorporate the most relevant issues of society.
- To promote personal training by promoting self-knowledge, personal self-esteem, the ability to build group relationships, and a positive and democratic attitude.
- To encourage the development of oral language, as well as, written production.
- To develop communicative competences by practicing the five classroom skills: listening, reading, speaking, writing, oral, and written interaction.
- To plan the teaching-learning process in a foreign language, taking into account the diversity of the students.

THEORICAL FRAMEWORK

The theorical framework of this Final Degree Project revolves around the three following concepts: what intelligence is, the multiple intelligences theory, the application in the field of education, and how to work with it in the classroom.

WHAT IS INTELLIGENCE?

Gardner (1983) gives one of the first definitions of intelligence as "the natural ability to solve problems or create products that are valued within one or more settings" (p. 78). This perspective of intelligence expands the field of view of the concept of intelligence and recognizes that studying is not everything.

Then, he expands his first idea of intelligence as "a psychological potential that provides a learner with an opportunity to process information which can be activated in a cultural products that are culturally valuable" (Zarei & Mohseni, 2012).

Piaget (1967) defines the intelligence as: "the state of equilibrium towards which all successive sensory-motor and cognitive adaptations, as well as all assimilating and accommodating exchanges between the organism and the environment." (p. 23).

Binet (1973) understands the intelligence as a faculty of knowledge that works to build that knowledge through the part we catch from the world, without having into account the sensibility, emotional or choice phenomenon. Therefore, the intelligence would be limited to four functions: understanding, invention, direction, and censorship.

Binet (1973) affirms that the intelligence is neither innate nor hereditary, but that it is a general and individual capacity, which should be calculated to differentiate children unable to follow the ordinary lessons of school and, children who, according to his criteria, they are capable.

Stenberg (1990) develops a theory in which the intelligence is based on three intellectual processes related to each other in a hierarchical way (The Triarchical Theory). To Sternberg (1990), the intelligence is "a mental activity directed toward intentional adaptation to, and selection and formation of, media relevant to one´s life" (p. 67).

The intelligence concept that I am going to take into account to the development of the didactic proposal is a mix of most of the concepts explained before, due to I think all of them have important things to use

MULTIPLE INTELLIGENCES THEORY

When we refer to Multiple Intelligences, we say that it is an educative philosophy focused on the student's attention and taking into account different dimensions of the intelligences developed in the classroom (Carrillo García & López López, 2014).

Gardner (1978) considers that the existence of just one intelligence aimed to solving different types of situations is a wrong idea, and a person is capable of developing up to 8 different intelligences depending on the context of each situation, even combining more than one intelligence in order to solve a situation.

As it is observed in Gardner's (1983) definition of intelligence, he considers that the intelligence can only be taken as a capacity or an ability to perform an action, and every person is capable of performing multitude of actions in a correct way. Is it when the conception of intelligence is born as something pluralist. This new concept is based on observations made to individuals who were able to demonstrate the talent in different contexts such as chess, music, athletics or even politics.

Howard Gardner (1994) analyzed the existent theories about the intelligence; there are some points focused on the intelligence quotient and others on the learning environment knowledge and a series of test were designed from them. He affirms that the previous visions only take into account a part of what is commonly understood as intelligence, and that, in them, aspects such as the creativity or the skills needed to solve everyday problems in a practice.

Gardner (1998) discusses7 initial intelligences which are the logical-mathematical, linguistic, bodily-kinaesthetic, visual-spatial, interpersonal, intrapersonal, and musical capacity. Also, he would add one intelligence more related to the naturalist capacity, highlighting that the criteria above could also be applied to the domain of the nature.

 It is important to use "capacity" instead of "intelligence" because, according to Armstrong (1999), "intelligence" has an ambiguous and generalized concept until Gardner´s (1983) proposal, and his demonstration of existence of various intelligences.

The eight types of intelligence by Howard Gardner

According to Gardner (1998), the eight Multiple Intelligences would be the ones that are exposed bellow:

- Logical-Mathematical.

Gardner (1998) talks about the ability to think and use the numbers to solve problems in everyday life, also related to decipher symbols, patterns, and sequences and making hypothesis. He also considers that it is not necessary to have a high IQ level to develop this intelligence and refers to this intelligence as the *gross intelligence*.

Armstrong (2008) places this intelligence in the left hemisphere of the brain and says that it is very developed in scientists or mathematicians.

- Verbal-Linguistic.

Gardner (1998) talks about the use and control effectively of the language, whether orally or in writing and the interaction with other people. It includes the ability to manipulate the syntax, the phonology, the semantics and the pragmatic dimensions or practical uses of language.

Gardner (1998) defines it as "an intelligence that can operate regardless of a certain stimulus modality or certain channel of exit" (p. 38).

Armstrong (2008) places this intelligence in the left hemisphere of the brain, and it is very developed in teachers, politicians or writers.

This is an important intelligence for the development of this project, being the English language the foreign language context in the communicative-linguistic field.

- Bodily-Kinaesthetic.

Gardner (1998) refers to this capacity as the ability that controls the whole body to express ideas, feelings or to demonstrate the physical ability of the body, which in turn can be used to perform certain activities or solve problems, although the last one is considered by Gardner (1998) as somewhat less intuitive.

Armstrong (2008) sets that this intelligence includes specific physical skills such as coordination, balance, dexterity, strength, flexibility, and speed, as well as

proprioceptive, tactile, and haptic capacities. He considers it is very developed in dancers, actors, athletes, or neurosurgeons.

        −   Visual-Spatial.

Gardner (1998) refers to this capacity as the ability to perceive the visual-spatial world and objects accurately and to perform transformations upon those perceptions and through a mental representation of pictures. This intelligence involves sensitivity to colour, line, shape, form, space and the relationships that exist between these elements. It includes the capacity to visualize, to graphically represent visual or spatial ideas, and to orient oneself appropriately in a spatial matrix.

Armstrong (2008) places this intelligence in the right hemisphere of the brain andit is very developed in artists.

        −   Interpersonal.

Gardner (1998) states that this intelligence is in charge of the perceiving, interacting, and activating social relationships with other individuals. It allows to empathize and to understand people, as well as to see their emotions and feelings.

Armstrong (1999) defines it as "knowing how to perceive and establish distinctions in the moods, intentions, motivations and feelings of other people" (p. 17).

Following this definition by Armstrong (1999), interpersonal intelligence enables people to glimpse what they feel by merely observing their body movements, facial gestures or linguistic prosody. Garner (1998) says that this ability is very developed in religious or political leaders and teachers.

        −   Intrapersonal.

Gardner (1998) refers to this intelligence as the self-knowledge ability and to act adaptively on the basis of that knowledge. This intelligence includes having an accurate picture of oneself; awareness of inner moods, intentions, motivations, temperaments, and desires: and the self-discipline, self-understanding, and self-esteem capacity.

- Naturalist.

Gardner (1998) defines this intelligence as to be expert in the recognition and classification of the numerous species like flora and fauna of an individual´s environment.

Armstrong (2008) says that this also includes sensitivity to other natural phenomena and, in the case of those growing up in an urban environment, the capacity to discriminate among inanimate objects such as cars, sneakers, and CD covers. This intelligence is very developed in biologists.

- Musical.

Gardner (1998) talks about this intelligence as the capacity to listen, sing, play instruments such as perceiving discriminate, transform, and express musical forms. It has direct connection to rhythm and gross motor skills (bodily-kinaesthetic intelligence).

Gardner (1998) affirms that:

> (…) the data that supports the interpretation of musical ability as "intelligence" come from very diverse sources. Even though the musical ability is not generally considered an intellectual ability, such as mathematics, following our criteria should be. (p. 35).

Armstrong (2008) places this intelligence in the right hemisphere of the brain and includes sensitivity to the rhythm, pitch or melody, and timbre or tone colour of a musical piece. One can have a global intuitive understanding of music, an analytic, technical understanding or both. He considers that this intelligence is very developed in composers or musicians.

Finally, despite the fact that the latest studies by Gardner (1998) only talk about eight intelligences, given the technological update that the world has suffered in these last two decades, seem to indicate the existence of more intelligence according to the criteria developed by Gardner (1983). There is one more intelligence added by Gardner (1998) called Existential intelligence, this one talks about the ability to position themselves to the world that surrounds and of which it is a part. This leads to the person to analyze

how to live better being good with themselves and others. This intelligence is based on the existentialism. (Sandoval & González & González & Lauretti, 2013).

Torralba (2010) states that "existential or spiritual intelligence is a basic condition and fundamental to develop the religious experience and interpret the symbolic messages of traditions". This intelligence could be developed by priests, monks, rabbis and Muslim leaders, among others. Gardner (2011) talks also about the sexual intelligence as a new intelligence to take into account.

In addition to these two intelligences, Gardner (2011) talks about the media explosion that lately he has had the emotional intelligence of Goleman (1996), which is defined as the ability to motivate oneself and "determinate our ability to learn the rudiments of our self-control" (Goleman, 1996, p. 19).

Also, Gardner (2011) admits the Digital Intelligence that meets the identification criteria of intelligences proposed by Gardner (1983), and studies on considering *attention* as a type of intelligence. Later, Gardner (2011) mentions his interest in the possibility of a pedagogical intelligence.

Some certain points of the multiple intelligences theory that we have to take into account, are that all the students possesses all the intelligences and they can develop each of the eight intelligence as they want to. Intelligences, as a general rule, act together in complex form, in the same activity you can work with more than one intelligence at the same time. There are many ways to be intelligent within each category, a student may not be able to write and be highly skilled in the verbal-linguistic intelligence (Armstrong, 2008).

Multiple intelligences theory by other authors

There are some authors, pedagogues, and researches who have worked with activities and resources that could enhance multiple intelligences in the students, such as:

Maria Montessori (1907) who develops some manipulative materials with which students learn in their own rhythm, taking into account the creation of a safe and organized environment that will lead to a teaching-learning process, where social, emotional and intellectual aspects of the child are combined as well as observed in multiple intelligences.

Goleman (1996) adds the emotional intelligence to the eight which Gardner develops, claiming the importance of knowing your own feelings and those of others in order to use them to motivate both yourself and the others.

Olvera (2010) suggests a new intelligence called "transgenerational" which refers to knowing how to carry the relationships between people of other generations.

Many of these authors have been creating and opening doors towards a multidiscipline of the different theories and ideas proposed, which converge and reinforce the idea of multiple intelligences in the field of education, and they expand our knowledge of the teaching of English as a second language.

APPLICATION OF THE MULTIPLE INTELLIGENCES THEORY TO THE FIELD OF EDUCATION

It is important to wonder if this vision agrees with the traditional view of education and intelligence. The behaviourism defends just one intelligence which allows any student to learn any concept taking into account the environment.

Gardner (1983) talks about two main aspects to consider when relating Multiple Intelligences with the field of education. The first one is the existence of a specific teaching for each intelligence and the second one is the idea of the limitation of the intelligences. If we consider intelligences as something limited, it is easier to adapt them to learning.

Gardner (1983) states that due to the complexity that exists in any educative situation, a large number of components must be taken into account in a process such as the transmission of knowledge.

Finally, Gardner (1998) considers that it is during the adolescence period and adult age when the intelligence is expressed through hobbies.

According to Corvin (2020), there are some benefits of working with Multiple Intelligences in the classroom. There, you can appreciate the importance of work taking into account the multiple intelligences theory in the school proposals. Some of the benefits that Corvin (2020) proposes are the following ones:

- Motivation.

  Know that the teachers take each student into account, having their different intelligences in the practise, makes the students being motivated.

- Learning personalization.

  Each student has specific characteristics, which makes them different, therefore finding their intelligence or intelligences we can favour learning and make them develop their skills as well as creativity.

- Teach to learn.

  This gives the students the tools and creative strategies to develop their talents. This educative model is different from the classic one, therefore it supports the creativity because it gives the students that kind of tools.

- Accurate evaluation.

  This type of model gives the chance to know and develop the weaknesses and strengths of each student, and gives a view of what each one is and what they need to stimulate their learning.

There are some key points that explain some reasons of the importance of work with the multiple intelligences in the classroom.

This learning defends the idea that it is the child who builds his or her own knowledge, taking into account the environment, the social interaction and their own reality. This gives a big value to the teaching-learning process, but it insists on the necessity that students have to access the main contents and to be the ones who build their own knowledge. In addition, it is important to consider giving the students some opportunities to connect life experiences with the school (Nadal, 2015).

WORKING WITH MULTIPLE INTELLIGENCES IN THE EFL CLASSROOM

The learning of a foreign language is not only based on grammar or sentence structures as, it is a cognitive exercise. There is a necessity to work with the multiples intelligences in the foreign language classroom, using creativity resources, the use of the

body, space to move… this could help to stimulate the leaning (Carrillo garcía, López López, 2014).

As Armstrong (2008) says, the Multiple Intelligences Theory is a cultural emanating from the U. S. culture, when these values contacts with other cultures it seems quite constructive. Usually, when this happens it appears that Multiple Intelligences theory gains with the contact with another culture.

The intelligences evaluation has some advantages. It is easy to see the difficulties of the students in each field of knowledge and there are some possibilities to design some alternative routes to achieve a determinate educative objective from this information. As Gardner (1995) says, the intelligences can be used as a teaching content and a way to teach another objective.

Taking into account the Multiple Intelligences to learn the EFL, some difficulties too can be found, as Gardner (1983) proclaimed the difficulty of evaluating the Multiple Intelligence, because most evaluations are carried out using written instruments that they would only show the domain of the verbal-linguistic and logical-mathematical intelligences. However, it is possible to appreciate the development of each intelligence through performing tasks or observing some specific contexts. This evaluation will be used in the proposal to observe the areas in which the students show difficulties and after making these observations, it offers the possibility of looking for another pedagogical path to solve these difficulties. This is one of the reasons why the multiple intelligences theory is the main guide in the proposal of this project to the learning of a foreign language.

Some exceptional learners of a foreign language who learn this language in a short period of time become fluent speakers, and they develop memory ability for this language. Taking this into account, the linguistic intelligence involved in the learning of a foreign language, can be supported by other intelligences (Morgan & Fonseca, 2004).

The logical-mathematical intelligence can be developed in the learning of a foreign language reasoning strategies and doing problem-solving tasks. This can be helpful to acquire a familiarity with the use of some vocabulary and structures (Morgan & Fonseca, 2004).

The verbal-linguistic intelligence has been used all through the teaching-learning process of the foreign language, because in all the units the language is the main tool we use to develop it, therefore there is no special activities to work with this intelligence.

The bodily-kinaesthetic intelligence can be developed using the body to express them or to handle physical objects dexterously. Using role-plays, games, shadow puppets or group dynamics is going to be directly related to this intelligence in the language classroom. Also, the non-verbal language is relevant here, using gestures and movements of the body to communicate an intention, a feeling or an idea. (Morgan & Fonseca, 2004).

The visual-spatial intelligence can be developed creating a mental image of something, these images have a strong influence on the learning of a foreign language. In reading comprehension, for example, this intelligence has a big importance to become familiar with the context of the text (Morgan & Fonseca, 2004). It is so easy to activate this intelligence because, most of the times, words are glued to images. These are so helpful, and it becomes a useful learning strategy. (Tomilson, 1998).

The interpersonal intelligence can be developed working cooperatively, which is a method that helps in the learning of a foreign language. This type of socialization helps in the development of verbal negotiation strategies and even to understand other points of view. Here, the active listening strategies can be included to work with this intelligence in communication (Morgan & Fonseca, 2004).

The intrapersonal intelligence can be developed practicing self-discipline and knowing personal limitations and capacities (Morgan & Fonseca, 2004). Self-discipline is based on three metacognitive abilities: the talent for motivating the self, the perception of personal emotions and the ability to control them (Goleman, 1995). Foreign language tasks like asking students about thinking in the colour, texture, size to express their feelings (Robles, 2002).

The naturalist intelligence can be developed in different activities like brainstorming about recycling paper o describing how they think we can do to contaminate less are related to this intelligence (Morgan & Fonseca, 2004).

The musical intelligence can be developed perceiving the rhythm, pitch, and melody. Music has physical effects like the adaptation of the breathing, the impact on muscular energy and psychological effects. The development of this intelligence in the foreign language classroom can have many benefits such as the concentration, the connection with themselves, and stimulation of creative processes and elimination of distracting sounds. (Morgan & Fonseca, 2004)

The foreign language learning is possible in relation with the Multiple Intelligences because it motivates learners by activating multiple ways of learning. Giving them different language activities can stimulate the intelligences (Morgan & Fonseca, 2004).

DIDACTIC PROPOSAL

Through this project, my objective is to strengthen the contents in the EFL classroom. This proposal is guided to the first grade students of primary in the English hours, with the main objective of enjoy this subject.

CONTEXT

It is important to take into account the context of the students and their level of English before planning the different activities of the proposal.

The school

In order to plan the proposal activities, these activities have been prepared for the students with which I had my last internship (Prácticum II). It is a public school located in Valladolid. It is small with two lines in most of the classes. The whole school has 202 students divided into Infant Education and Primary Education.

Due to the different characteristics of the students, the school gives them a special and personalized education; this is perfect for my proposal and its relation to the Multiples Intelligences, because it gives me the opportunity to follow the school methodology.

The classroom

My proposal will be carried out in the classroom of the first grade of Primary Education, with students from 6 to 7 years old. In the classroom, there are 16 students, 7 boys and 9 girls. They usually work in two classes, but this proposal has been planned

to be developed in one of them. This class is bigger than the other; it has some chairs and tables where the students decide where to sit. There is other space where we can develop some activities or the proposal, such as the assembly space.

OBJECTIVES

The main objective of this proposal is to improve the English skills of these students through multiple intelligences. In addition, it is about facilitating their learning as it has been mentioned in the theoretical framework, there are many authors who support Gardner´s theory and who believe that each person has developed intelligence more than others, so each one´s ways of learning is exclusive and different. Therefore, what is sought with this proposal is to know the strengths of each student, to know which intelligences they have developed more, while we work with the rest of the intelligences trying to develop the others in each student. Some objectives the didactical proposal will achieve are the following ones:

– To develop the learning of the foreign language.
– To encourage the students their motivation in the learning of the foreign language.
– To approach the individual differences giving them various activities.
– To adapt the proposal to the different levels of the different people of the class.
– To make the students aware of the importance of the women in different spheres.
– To encourage the creativity and the imagination in the students.
– To develop different intelligences in each student.

METHODOLOGY

The topic on which I am going to work in my proposal will be the Art and the women. In this way, taking as a reference the Common European Framework of Languages, and the Curriculum of Primary Education of Castilla y León, the teaching-learning process is structured based on two essential axes; such as the production and understanding of oral and written texts. That is why the curriculum is divided into the following block:

oral text comprehension, oral texts production: expression and interaction, written text production: expression and interaction.

Regarding the methodological guidelines, it can be said that foreign language learning is based on the development of four communication skills: oral comprehension, listening; oral expression, speaking; written comprehension, reading; and written expression, writing. Due to all the mentioned above, the learning of the students in this proposal will be based on the improvement, in some aspects, of these four skills. Taking this into account, the skill that will be given more importance is the listening one.

Furthermore, what is planned to achieve is that students become more interested and motivated in the EFL classroom language and therefore give the second language the importance an instrument for communicating.

MATERIALS AND RESOURCES

The materials and resources that will be used along the sessions of the proposal will be the following:

- Digital board: It will be use edit to search for information when necessary and this resource will be to listen to music, see videos, watch images, and play games too.
- Displays: Students will make them about their learning, and this will be part of the decoration of the classroom to remind them what they have learned.
- Classroom materials: such as crayons, paper sheets, markers, watercolours, and glue. We will use them in most of the activities.
- Salt dough: This material is going to be used in some activities. This dough is made with 1 cup of salt, 2 cups of flour, and 1 cup of water. It is easy to prepare because it is only necessary to mix all the ingredients.
- Book: *What colour is a kiss* by Rocío Bonilla. We will use this book once in the proposal to work with the literature discipline.
- Other materials: there were other materials that will be used such as: lipstick, cups and the inspire woman task.

SESSIONS

This is the part where I am going to put into practice all the theories previously considered. I am going to put in practice the theory of multiple intelligences to work with "The art and the women" theme.

The activities of this proposal will be done through 7 weeks, from the beginning of February to the beginning of March (8th). There will be one session per week in the hour of foreign language. At the end of every session, they are going to make a display, in a big cardboard, with the information about the women they have searched for. This display will be placed at the end of the eight sessions on the corridor of the school.

The *Tables A, B, C, D, E, F, H, D* are the presentation of the sequence of the different session that will be carry out to develop the Multiple Intelligences Theory with English as a Foreign Language.

Session 1: We are painters (Rachel Ruysch)

Timing	Grouping	Activity	Resources
5´	Individually	Prior knowledge	
10´	All the group	Search for information about the artist	Digital board Blackboard
10´	Individually	Answer the questions about the paint	Digital board
25´	Groups	Make their own pigments and draw their paints	Digital board Paper sheets Flowers Leaves Glue Markers Crayons Alcohol Mortar
10´	All the group	Do the display	Big cardboard Glue Markers

				Crayons

Table A. Sequence of the session 1.

Description

This session will follow the *Table A. Sequence of the session I.* This activity will start with some questions to know the prior knowledge of the students, for example: "Do you know the name of an artist? And an artist´s woman name? There is a painting of a woman that you like?"

Before these questions, I am going to introduce Rachel Ruysch, a famous Dutch painter. Then we are going to find some information of this artist, when and where did her life, and how old was she when she died. After this, I am going to put a photo of a painting of this artist on the digital board **(annexe I)** and the students have to answer some questions, such as:

– What can they see in the painting?

– How many colours do they see in the painting?

– What colours?

– Do they like the painting?

Finally, they are going to try to reproduce the painting in groups; they can use markers, crayons or flowers and leaves pigments made with the alcohol and the mortar. The students who finished early or all the class if they have finished, will start the display **(annexe II),** adding this woman to the map of the world with her age, where she is from and the paint worked.

Timing.

1 hour.

Grouping.

There are going to be working individually while they are answering the questions and then, when they are going to make their own paint, they will be working in four groups of 3 people and two pairs.

Objectives.

- − To be conscious of the importance of women in the art.
- − To create a painting using different materials
- − To express their emotions.
- − To put in practice some vocabulary.

Intelligences.

In this session, the logical-mathematical, verbal-linguistic, naturalist, interpersonal and visual-spatial intelligences will be developed.

The logical-mathematical intelligence is going to be developed in this activity in the activities in which they are going to count the different colours and the number of flowers. Also, this intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class because they have to answer the questions trying to do it in English with the vocabulary that they know.

The naturalist intelligence is used when the students create the natural pigments and paint with them or stick the flowers and the leaf.

The interpersonal intelligence is developed because students are going to be in groups of 3 and pairs and they have to reach agreements in orderto create the painting.

The visual-spatial intelligence is used in the display because they have to locate on the map where the artist is from.

Materials.

In this session the materials we are going to work with are: digital board, blackboard, paper sheets, cardboard, flowers, leaves, glue, markers, crayons, mortar, alcohol, and the display.

Evaluation.

The evaluation is based on the participation of the students during the first part of the class where they will be answering the different questions. The paintings of the different groups are going to be collected and taken into account.

Finally, this activity is going to be evaluated by the observation of their group work.

Session 2: Becoming sculptors (Paige Bradley)

Timing	Grouping	Activity	Resources
5´	Individually	Prior knowledge	
10´	All the group	Search information about the artist	Digital board Blackboard
5´	Individually	Answer the questions about the paint	Digital board
30´	Individually	Make their own sculpture	Flour Salt Water
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table B. Sequence of the session 2.

Description.

This session will follow the *Table B. Sequence of the session2*. We will start by making them some questions to check what they know about the sculpture. The questions will be the following: What is a sculpture? Have you ever seen a sculpture? Do you have a favourite sculpture? Then I will introduce Paige Bradley, a famous American sculptress. After this, we are going to find some information about her, such as, something about her life, how old she is, where she is from. When this were done, I am going to put a photo of a famous sculpture **(annexe III)** of this artist on the digital board, such as:

– What can they see in the sculpture?

– What colour is it?

– What does it transmit to you?

Then they are going to try to make their own sculpture or reproduce the one we have worked on previously, using salt dough. This dough is made with 1 cup of salt, 2 cups of flour, and 1 cup of water. It is easy to prepare because it is only

necessary to mix all the ingredients. When they will have finished mixing it, they can start doing the sculpture. Then as they be finishing their work, we are going to make the display **(annexe IV)** adding this new person, we have worked on, to the world map with her age, where she is from, and the sculpture worked.

Timing.

1 hour.

Grouping.

They are going to work individually most of the time and sometimes all the group together

Objectives.

- To be conscious of the importance of women in the art.
- To create a sculpture using a paste made by them
- To express their emotions.
- To put in practice some vocabulary.

Intelligences.

In this session the logical-mathematical, verbal-linguistic, visual-spatial and intrapersonal intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical calculation to discover the age of the artist.

The verbal-linguistic intelligence is all through this session because they have to answer the questions trying to do it in English with the vocabulary that they know.

The visual-spatial intelligence is going to be developed in this session because they are going to represent and express their ideas of a sculpture or reproduce their own. It is used also in the display because they have to where is the artist from on the map.

The intrapersonal intelligence is developed in the task where they have to make the sculpture, because there they have to pay attention to their feelings and themselves.

Materials.

In this session, the materials we are going to work with are: digital board, blackboard, flour, salt, water, glue, markers, crayons and the display.

Evaluation.

The evaluation is been guided by the participation of the students during the first part of the class where they will be answering the different questions. Their sculptures are going to be taken into account.

Session 3: My favourite story (Rocío Bonilla)

Timing	Grouping	Activity	Resources
5´	All the group	Think and answer the questions	
10´	Individually	Draw and paint kisses with different materials	Paper sheets Crayons Markers Lipsticks Watercolours Newspaper Cardboard
15´	Individually	What colour is a kiss?- Rocío Bonilla	The book/ Digital board
20´	In pairs	Know their classmates and draw	Paper sheets Crayons Markers
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table C. Sequence of the session 3.

Description.

This session will follow the *Table C. Sequence of the session 3*. We will start suggesting the question: What colour is a kiss? And let them think on it and answer the question. After this, they can draw and paint kisses on a paper sheet with different materials, like crayons, markers, lipsticks, watercolours and pasting some others newspaper, cardboard…

When they have finished their kisses, I am going to introduce the book *what colour is a kiss?* and her writer Rocío Bonilla. While I am reading the book, I am going to do some questions as the followings:

 – What is this colour?

- Do you like spaghetti?
- What is this animal?
- Have you ever eaten a sunflower seed?
- What is the forest´ colour in autumn?
- Can you see something white in the classroom?
- Do you think your mother knows what colour is a kiss?
- Did you like the book?

Then, in pairs, they will share their favourite colour with their classmate and make a draw together taking into account their favourite's colours. Finally, we will search for information of the writer and put it on the display **(annexe V).**

Timing.

1 hour.

Grouping.

They are going to work individually most of the time. When we have finished the reading of the book, they are going to work in pairs and finally when we are going to make the display, they are going to work the entire group together.

Objectives.

- To be conscious of the importance of women in the art.
- To communicate with others in English
- To put in practice some vocabulary.

Intelligences.

In this session the logical-mathematical, verbal-linguistic, visual-spatial and interpersonal intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class because they have to answer the questions trying to do it in English with the vocabulary that they know; also this intelligence is present in the reading of the book and the understanding of this one.

The visual-spatial intelligence is going to be developed in this session because they are going to represent and express their ideas in their drawings, and it is used also in the display because they have to locate on the map where the artist is from.

The interpersonal intelligence has been developed because students are going to be in pairs sharing each other their interests and they also have to be in agreement to create the painting.

Materials.

In this session, the materials we are going to work with are: paper sheets, crayons, markers, lipsticks, watercolours, newspaper, cardboard, the book "What colour is a kiss?" or the digital board, glue and the display.

Evaluation.

The evaluation is been guided by the participation of the students during the class where they will be answering the different questions and their behaviour during the book reading. Their work in groups is going to be observed and taken into account too.

Session 4: Can you really dance? (Alessandra Ferri)

Timing	Grouping	Activity	Resources
5´	Individually	Dance	Digital board
15´	Individually	See the video and dance again	Digital board
15´	In pairs	The blind statues	
15´	All the group	Chinese whispers	
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table D. Sequence of the session 4.

Description.

This session will follow the *Table D. Sequence of the session 4.* To start this session, I am going to play music and let the students dance as they want. Then when they have finished, we are going to see a video of Alessandra Ferri and they have to tell what it does remind them and we are going to see the video again letting them dance.

Later, we are going to play the blind statues, they will be in pairs, one of them will get into a dance form and the other person blindfolded should copy it, trying to guess the posture of his or her classmate.

And then, we are going to play theChinese whispers with all the body. At the beginning of the game, they will have a message, with their bodies and in a row each participant will show the message to their in front partner without damaging the main message.

When the students have finished we will do the display **(annexe VI)** adding this person to the map of the world with her age, where she is from, and what she does.

Timing.

1 hour.

Grouping.

This day they will start individually, to play the games they will be in pairs and all the entire group together, same as in the realization of the display.

Objectives.

- To be conscious of the importance of women in the art.
- To express their emotions dancing.
- To learn to interpret body postures
- To develop body possibilities

Intelligences.

In this session the logical-mathematical, verbal-linguistic, bodily-kinaesthetic, visual-spatial and musical intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class.

The bodily-kinaesthetic intelligence is all the session because during some activities they have to control the coordination, balance and speed while they are dancing.

The visual-spatial intelligence is going to be developed in this session because they are going to represent and express their ideas during the time of the dance, and it is used also in the display because they have to locate on the map where the artist is from.

The musical intelligence appears because, in this session, they need the capacity to listen and express themselves through the music as the dancer we are working with.

Materials.

In this session the materials we are going to work with are:digital board, glue, markers, crayons and the display

Evaluation.

The evaluation is been guided by the participation of the students during the class where they will be answering the different questions and their behavior through the observation. Their work in groups is going to be observated and take into account too.

Session 5: What a singer!(Miriam Makeba)

Timing	Grouping	Activity	Resources
15´	Individual	Draw the music	Paper sheets Digital board Crayons Markers
25´	All the group	Cup game	Cups Digital board
10´	Groups	Create a new rhythm	Cups
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table E. Sequence of the session 5.

Description.

This session will follow the *Table E. Sequence of the session 5*. We will start the session listening to music from Miriam Makeba, a famous artist of South Africa, the students should draw the music they are listening and what does it transmit to them.

Then we are going to try to learn step by step a cup game with the song worked and represent it all together. When we finished they will have 10 minutes to create a new rhythm in pairs and show it to their classmates.

When the students has finished we will do the display **(annexe VII)** adding this person to the map of the world with her age and where is she from.

Timing.

1 hour.

Grouping.

They will be individually at the very beginning of the hour and then they will work in pairs in one activity and finally they will be the entire group.

Objectives.

- To be conscious of the importance of women in the art.
- To develop the imagination
- To express feelings and emotions
- To internalize the rhythm
- To express the rhythm on a draw
- To discover and experiment with new sounds
- Use recycled material as an instrument

Intelligences.

In this session the logical-mathematical, verbal-linguistic, body-kinaesthetic, visual-spatial, interpersonal and musical intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class.

The bodily-kinaesthetic intelligence is all the session because during some activities they have to control the coordination, balance and speed while they are playing the cups game.

The visual-spatial intelligence is going to be developed in the display because they have to locate on the map where the artist is from.

The interpersonal intelligence is been developed because students are going to be in groups sharing each other their ideas and they also have to be in agreement to create the rhythm.

The musical intelligence appears because in this session they need the capacity to listen and express them through the music.

Materials.

In this session the materials we are going to work with are: paper sheets, digital board, crayons, markers, cups, glue and the display.

Evaluation.

The evaluation is been guided by the participation of the students during the class where they will be answering the different questions and their behavior through the observation. Their work in groups is going to be observated and take into account too.

Session 6: Becoming architects (Zaha Hadid)

Timing	Grouping	Activity	Resources
15´	Individually	Heydar Aliyev of Baku	Digital board
15´	Individually	Heydar Aliyev of Baku with salt dough	Flour Salt Water
20´	Groups	Make their own construction	Flour Salt Water
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table F. Sequence of the session 6.

Description.

This session will follow the *Table F. Sequence of the session 6.* We will start introducing the center Heydar Aliyev of Baku **(annexe VIII)** one of the best known works of Zaha Hadid. Then we are going to search some information about this building, where is it, what is it, when was it build…

Then we are going to try to reproduce the same building with the salt dough.

When they finished their building, they will be in four groups of 4 people; they should plan their buildings and create them with the flour and salt paste. In this process they have to distribute the roles in the group, if it is necessary the teacher will take part in this process.

Finally we will search information about the architect and her life, and we will express it on the display **(annexe IX)**.

Timing.

1 hour.

Grouping.

At the beginning of the session they will be working individually, then they will be in groups and at the end, to make the display, they will be the entire group together.

Objectives.

- – To be conscious of the importance of women in the art.
- – To develop their imagination
- – To express their ideas
- – To work in groups with roles

Intelligences.

In this session the logical-mathematical, verbal-linguistic, visual-spatial and interpersonal intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class.

The visual-spatial intelligence is going to be developed in the display because they have to locate on the map where the artist is from.

The interpersonal intelligence is developed because students are going to be in groups sharing each other their ideas and they also have to be in agreement to create the rhythm.

Materials.

In this session the materials we are going to work with are: digital board, salt, flour, water, crayons, glue, markers and the display.

Evaluation.

The evaluation is been guided by the participation of the students during the first part of the class where they will be search some information to answer different questions. Their creations are going to be collected and take into account, also in this activity is going to be evaluated by the observation of their group work.

Session 7: Making a collage (Aemelia Widodo)

Timing	Grouping	Activity	Resources
5´	Individually	Watch a short film "Last shot"	Digital board
10´	Individually	Answer the question about the short	
5´	Individually	Watch a short film "Last shot" again	Digital board
20´	Groups	Make a collage	Magazines Newspapers Paper sheet Crayons Markers
10´	All the group	Do the display	Big cardboard Glue Markers Crayons

Table G. Sequence of the session 7.

Description.

This session will follow the *Table G. Sequence of the session 7.* We will start this session watching a short film, "Last shot", it is about photograph enthusiast girl whose camera was suddenly broken. This short talks about things´ value although they were old or broken and their useful second life or the opportunity we can give to them. It talks about the subjectivity of the art too, and the different interpretations that we can give to the images, and the different realities depending on the person who watch them. This short film is made by Aemelia Widodo an unknown artist.

After watching this video, they will have to answer a series of questions, such as the following:

- − Do you like to make photos?
- − Do you think are you good at it?
- − Do you have a camera as the girl in the video?

- When her camera is broken, how do you think the girl feels?
- Has it ever happened to you?
- If something is broken, do you throw away?
- Is the girl feeling good?
- Do you like what the camera do at the end?

Next I am going to explain what the creator says the video means and we are going to see the video again.

When we have finished answering the questions, we are going to make four groups of 4 people. They are going to establish their roles and put in common some ideas to make a collage as the one who is in the in the short film that we just saw.

Finally we will make the display writing some pieces of information about the artist(**annexe X**).

Timing.

1 hour.

Grouping.

They will start the session working individually, then they are going to be in small groups working with roles and finally, to make the display they will be al the entire group together.

Objectives.

- To be conscious of the importance of women in the art.
- To understand the video through the non verbal language.
- To develop the imagination.
- To express their ideas.
- To work in groups with roles.

Intelligences.

In this session the logical-mathematical, verbal-linguistic, visual-spatial and interpersonal intelligences will be developed.

The logical-mathematical intelligence is going to appear when they have to do mathematical account to know the age of the artist.

The verbal-linguistic intelligence is all through this class.

The visual-spatial intelligence is going to be developed in the display because they have to locate on the map where the artist is from and also they need this intelligence to the realization of the display.

The interpersonal intelligence is been developed because students are going to be in groups sharing each other their ideas and they also have to be in agreement to create the collage.

Materials.

In this session the materials we are going to work with are: digital board, magazines, newspaper, paper sheets, glue, markers, crayons and the display

Evaluation.

The evaluation is been guided by the participation of the students during the first part of the class where they will be search some information to answer different questions. Their creations are going to be collected and take into account, also in this activity is going to be evaluated by the observation of their group work.

Session 8: Women´s day

Timing	Grouping	Activity	Resources
10´	All the group	Think and answer the questions	
15´	All the group	Remember our display	Display
20´	Individually	Our important woman	Crayons Markers Paper sheet of their inspire woman (**annexe XI).**
15´	All the group	Add our woman to the museum	

Table H. Sequence of the session 8.

Description.

This session will follow the *Table H. Sequence of the session 8.*We will start this session making them some questions that they have to answer, such as:

- What day is it today?
- Why is today women´s day?
- Why were we working only with women in our display?
- Were the women of our display important?
- Did you know these women before?
- Now, do you think they were important people?

After that, we will check our display and try to remember what each person created, and the place where were they.

Next we are going to make a museum of these important women in our in the corridor. Then we are going to do an activity about their inspiration woman. They have to think about an important female is their life or somebody they have found inspirational. Then they have to draw a picture of her (**annexe XI**). They have to explain to the rest of the class why they have chosen that person. Finally they will add their important women to our museum.

Timing.

1 hour.

Grouping.

They will be the entire group together all through the session, except on the activity where they have to draw their inspire women **(annexe)**.

Objectives.

- To be conscious of the importance of women in the art.
- To know information about the women´s day
- To express their emotions.
- To put in practice some vocabulary.

Intelligences.

In this session the verbal-linguistic, visual-spatial, intrapersonal and interpersonal intelligences will be developed.

The verbal-linguistic intelligence is all through this class because they have to answer the questions trying to do it in English with the vocabulary that they know and also they have to try to explain themselves in English.

The visual-spatial intelligence is going to be developed in the display because they have to locate on the map where the artist is from.

The intrapersonal and interpersonal intelligence is used because they have to draw their inspired woman and they have to have self-knowledge

The interpersonal intelligence it is developed because they have to listen to the rest of their classmates.

Materials.

In this session the materials we are going to work with are:display, crayons, markers and the paper sheet of their inspire woman.

Evaluation.

The evaluation is been guided by the participation of the students during the first part of the class where they will be search some information to answer different questions. Also their knowledge of the display done is going to be evaluated. Their creations are going to be collected and take into account.

FINAL TASK EVALUATION

The final task is going to be assessed with a rubric **(annexe XII).** It will be the teacher who will evaluate by answering whether the objectives planned have been achieved or not.

TEACHER EVALUATION

Following this evaluation **(annexe XIII)** it is easy to appreciate the mistakes made in the design and planning of the proposal and the mistakes in the implementation.
This evaluation process involves a systematic review of the strategies used by the teacher in search of an improvement of the entire teaching process in the area of English.

CONCLUSION

For many years people have been wondering whether they are intelligent or not, due to an evaluation focused on linguistic or mathematical aspects as the important ones in the educative field.

The existence of Multiple Intelligence, allows focusing on the educative process from a different point of view. This is interesting to assess the range of possibilities they offer within the classroom through each intelligence.

Introducing the students to new environments in which they can learn without getting frustrated, in case their learning pace was different from others, beyond what the traditional school has determinated as primordial knowledge in a student (linguistic intelligence and logical-mathematical intelligence), supposes a change in the idealization of intelligence in people.

The change in the educative point of view increases motivation and self-confident in a person, increasing their expectations and their ability to cope with different situations in real life.

The development of the Multiple Intelligences in the foreign language classroom is a benefit for learning, due to its possibility to approach the learning through many perspectives to be able to get the learning, in a meaningful way.

Putting in practise this theory in the classroom, it could be difficult for teachers because it is important to take into account many points of view and have in mind every single intelligence, how to work with it and what intelligence has each student more developed. This is because when you are working with your proposal it is important to be able to focus on the same objective or content through the Multiple Intelligences.

It must also be borne in mind that as teachers, if we want to implement Multiple Intelligences within the classroom, we have to be in constant renewal and recycling since, as mentioned above, we have not only remained in the eight Multiple Intelligences that Gardner developed (1998), but currently more intelligences are being added as it evolves.

In conclusion, we could point out that the application of Multiple Intelligences in the classroom will mean an increase in educational quality in the context in which the students are daily living. Likewise, this application will increase the motivation of

students when it comes to learn new content. This proposal located on the English area could mean a significant change in the way of seeing the contents of the subject from the point of view of the students.

Also, this project can be extended talking about the learning of a foreign language through the Multiple Intelligences in a kindergarten class about early years or talking about the new intelligences are developing now a days due to the evolution of the society. It could be interesting to talk about the cooperative way to learn in the classroom related to the Multiple Intelligences Theory, because it could became an enriching learning taking into account the classmates and their different leader intelligences.

Some limitations of some of the limitations of putting into practice the development of multiple intelligences in the classroom is the misinformation about Multiple Intelligences and the prejudices that may exist for its application in the educational field, since there is no specific subject that encompasses all intelligences, but works in different educational areas, and the most teachers do not know how to work MI in the classroom or what class of benefits this application can suppose in the cognitive processes of the student, on everything in learning a foreign language.

REFERENCES

Armstrong, T. (1999). *Las inteligencias múltiples en el aula.* Buenos Aires: Ediciones Manantial SRL.

Armstrong, T. (2008). *Multiple intelligences in the classroom.* California: Alexandria.

Binet, A. (1973). *Les idées modernes sur les enfants.* 2nd ed. [e-book]. Traslated by Coll, C., pp. 115-120. https://dialnet.unirioja.es/descarga/articulo/668635.pdf. (Recovered: may 20th of 2019)

Carrillo García & López López. (2014). *The Multiple Intelligence Theory for the teaching of languages. Contextos educativos. Revista de educación* , 12.

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

Diez, V. Á. (2010). *El inglés mejor a edades tempranas.* Pedagogía magna, (5), 251-256.

Gardner, H. (1983). *Frames of mind: The Theory of the Multiple Intelligences.* New York: Basic Book.

Gardner, H. (1994). *Estructuras de la mente.* Fondo de Cultura económica. México.

Gardner, H. (1995). *Inteligencias múltiples. La teoría en la práctica.* Barcelona: Paidós

Gardner, H. (1998). *Mentes líderes. Una anatomía del liderazgo.* Barcelona, España: Paidós

Gardner, H. (1 999a). *Intelligence reframed. Multiple intelligencesfor the 21'" century.* New York: Basic Books.

Gardner, H. (1 999b). *Are there additional intelligences? The case for naturalist, spiritual, and existential intelligences. In J. Kane (Ed.), Education, information and transformation (pp. 11 1-131).* Englewood Cliffs, NJ: Prentice Hall.

Gardner, H. (2011). *Multiple Intelligences: New Horizons.* https://howardgardner.com/multiple-intelligences/ (Recuperado el 17 de mayo de 2019)

Goleman, D. (1995). *Emotional intelligence.* London: Blumsbury .

Goleman Goleman, D. (1996) *Inteligencia emocional.* Barcelona, Kairós.

Morgan, Fonseca. (2004). *Multiple intelligence theory and foreign lanfuafe learning: A brain- Based perspective. International Journal of english Studies* , 119-136.

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

Piaget, J. (1967). *La psicología de la inteligencia.* Buenos Aires: Psique

Piaget, J. (1973). *La representación del mundo en el niño.* Madrid: Morata.

Robles, A. (2002). *La inteligencia emocional en el aula de ingles* .Sevilla: Mergablum.
Sandoval, González, González, Lauretti. (2013). Naturalist and existencial intelligence: A contribution to emotional development and well-being. *Multiciencias* , 292-298.

Sandoval, A., & González, L. & González, O. (2015). *Estimación de la inteligencia lingüística-verbal y lógico-matemática según el género y la ubicación geográfica.* Revista de Estudios Interdisciplinarios en Ciencias Sociales. 17(1), 25-37

Sternberg, R. (1990). *Más allá del cociente intelectual.* Bilbao: Desclée de Brouwer.

Tomilson, B. (1998). *Materials development in language teaching*. Cambridge : University Press.

Torralba, F. (2010). *Inteligencia espiritual.* Barcelona: Plataforma Editorial.

Zarei, A., &Mohseni, F. (2012). *On the relationship between multiple intelligences and grammatical and writing accuracy of Iranian learners of English.* Us-China Foreign Language, 10(7), 1306-1317.
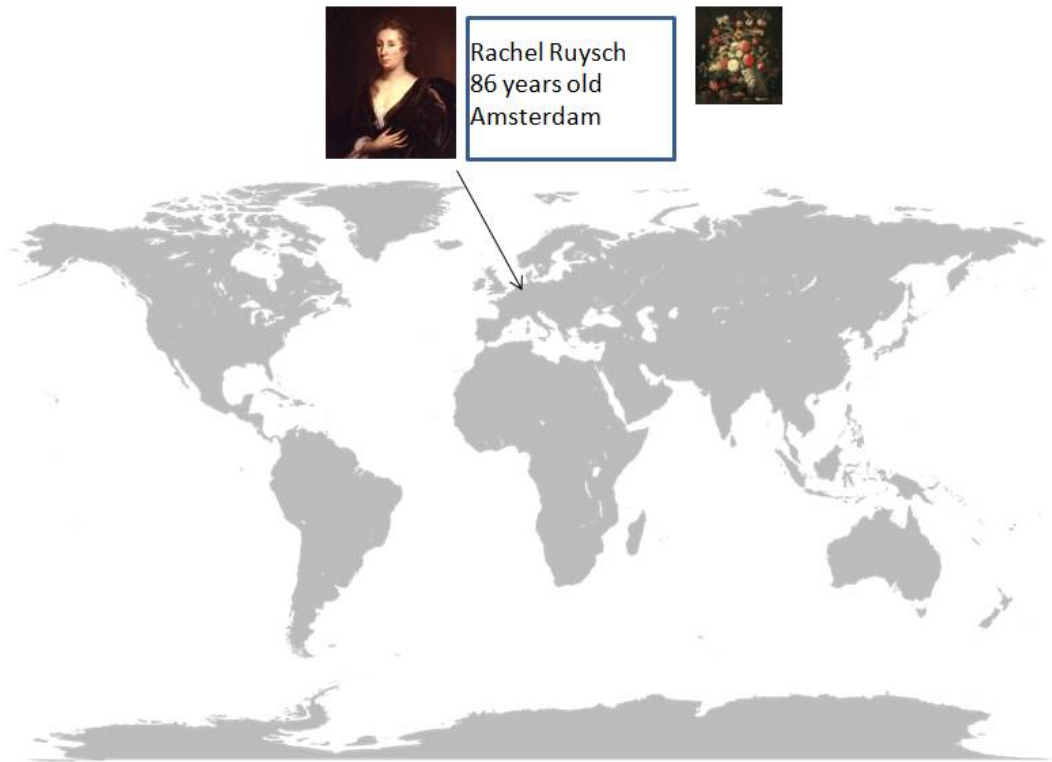
ANNEXES

ANNEXE I.

Session 1: We are painters (Rachel Ruysch)
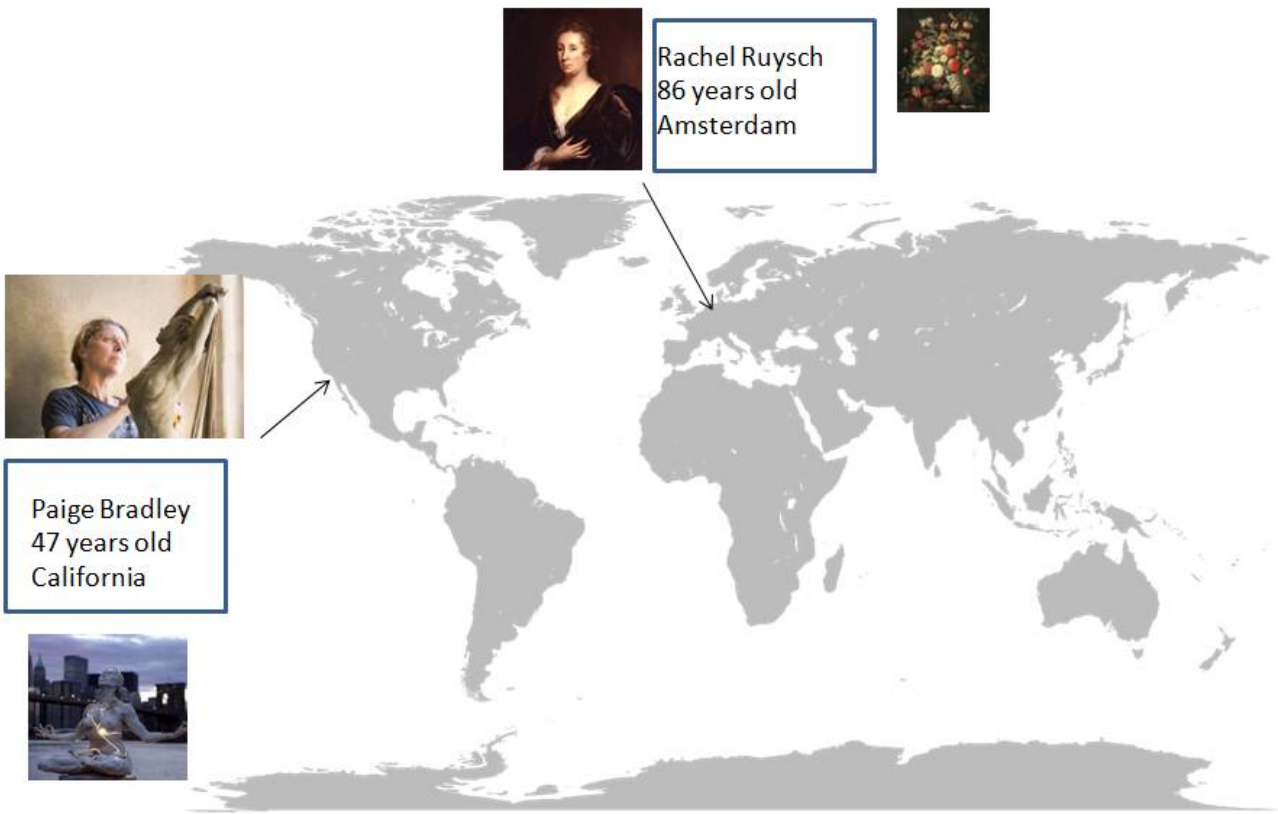
ANNEXE II.

The display of the end of the session 1.

Rachel Ruysch
86 years old
Amsterdam

Session 2: Becoming sculptors (Paige Bradley)

ANNEXE IV.

The display of the end of the session 2.

Rachel Ruysch
86 years old
Amsterdam

Paige Bradley
47 years old
California

ANNEXE V.

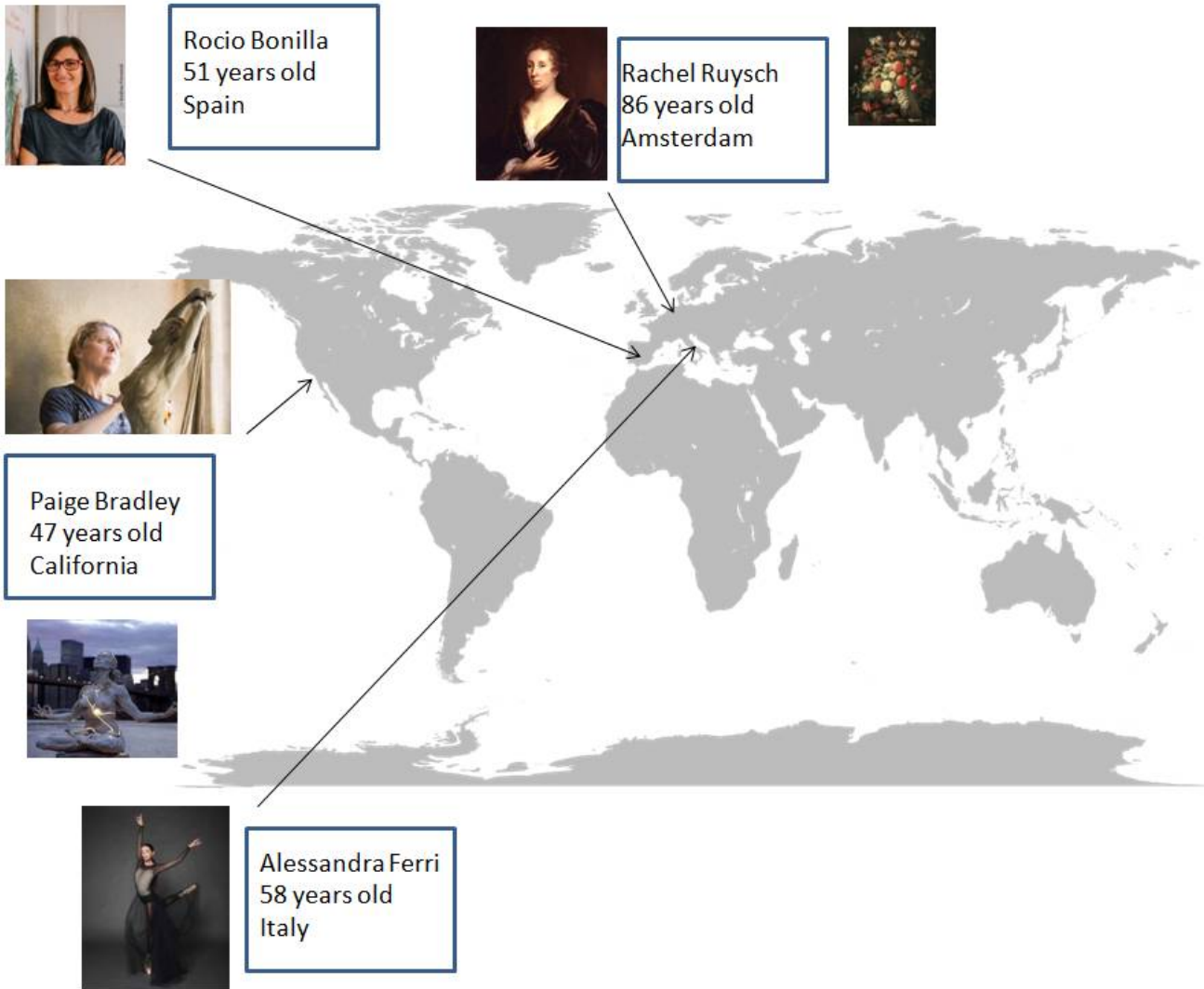**Session 3: My favourite story** (Rocío Bonilla)

The display of the end of the session 3.
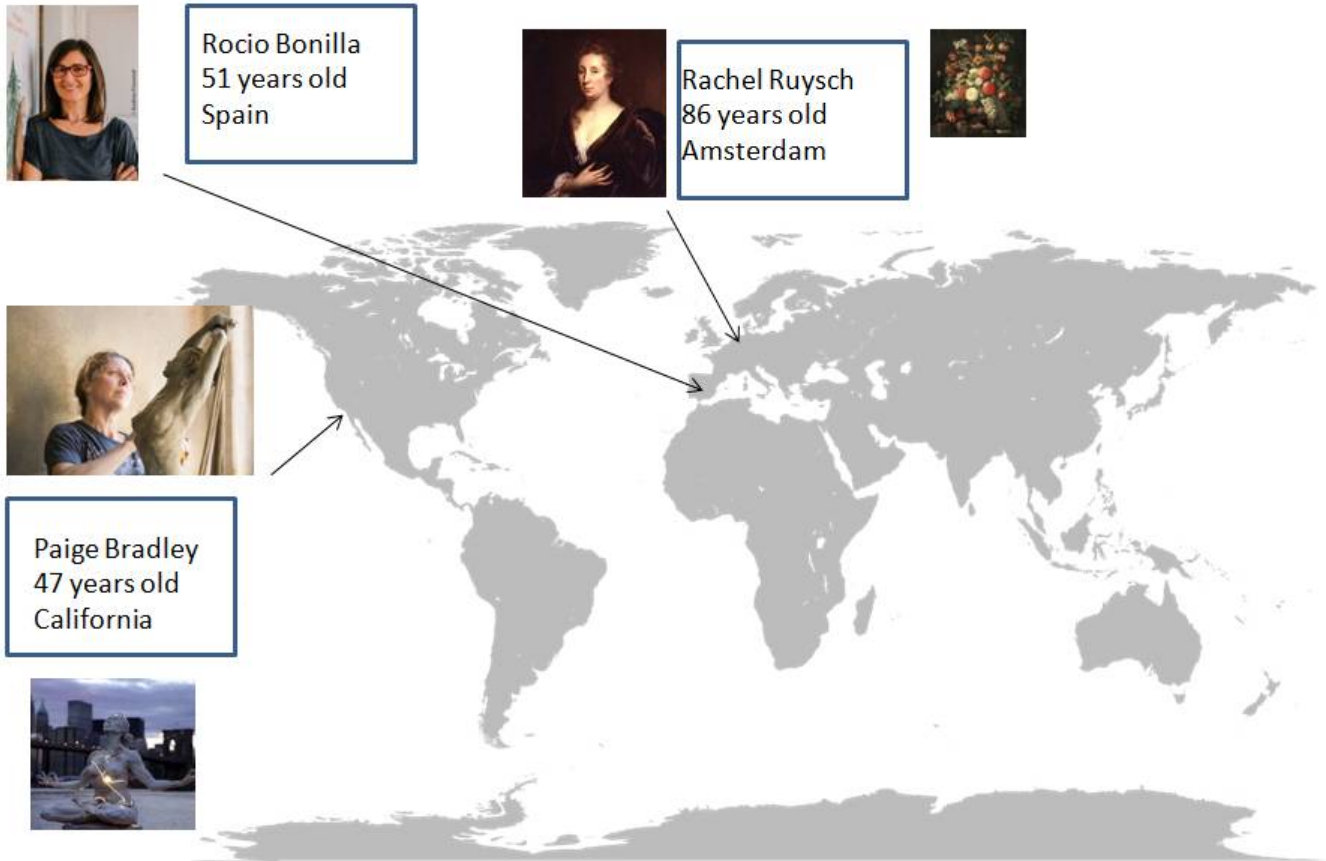
ANNEXE VI.

Session 4: Can you really dance? (Alessandra Ferri)

The display of the end of the session 4.

Rocio Bonilla
51 years old
Spain

Rachel Ruysch
86 years old
Amsterdam

Paige Bradley
47 years old
California

Alessandra Ferri
58 years old
Italy

ANNEXE VII.

Session 5: What a singer! (Miriam Makeba)

The display of the end of the session 5.

Rocio Bonilla
51 years old
Spain

Rachel Ruysch
86 years old
Amsterdam

Paige Bradley
47 years old
California

Alessandra Ferri
58 years old
Italy

Miriam Makeba
76 years old
Sudafrica

ANNEXE VIII.

Session 6: Becoming architects (Zaha Hadid)

The display of the end of the session 6.

Rocio Bonilla
51 years old
Spain

Rachel Ruysch
86 years old
Amsterdam

Paige Bradley
47 years old
California

Zaha Hadid
66 years old
Irak

Alessandra Ferri
58 years old
Italy

Miriam Makeba
76 years old
Sudafrica
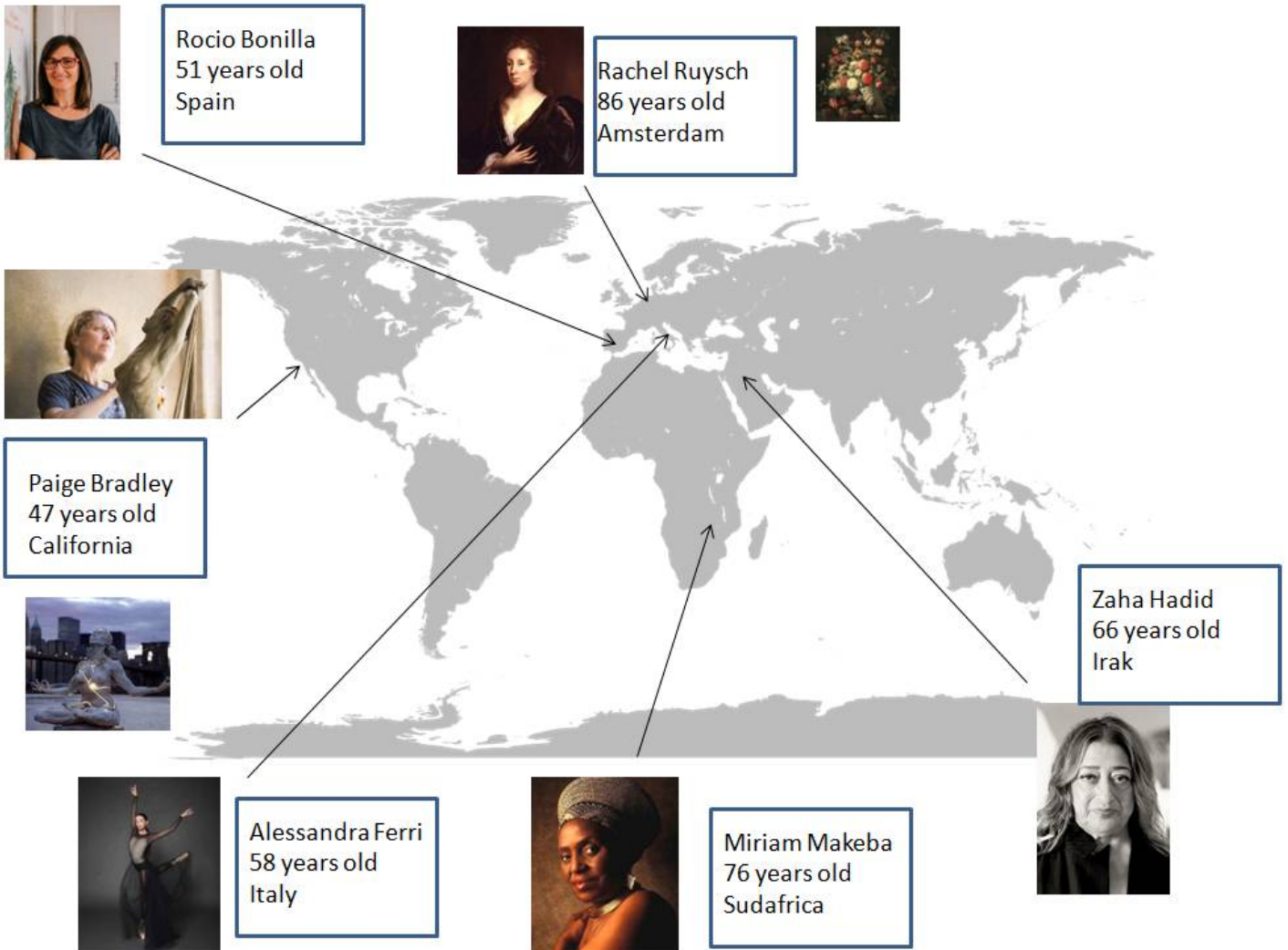
ANNEXE X.

Session 7: Making a collage (Aemelia Widodo)

The display of the end of the session 7.

Rocio Bonilla
51 years old
Spain

Rachel Ruysch
86 years old
Amsterdam

Amelia Widodo
66 years old
Irak

Paige Bradley
47 years old
California

Zaha Hadid
66 years old
Irak

Alessandra Ferri
58 years old
Italy

Miriam Makeba
76 years old
Sudafrica

ANNEXE XI.

Session 8: Women´s day

INTERNATIONAL WOMEN'S DAY
"MY INSPIRATION" ACTIVITY
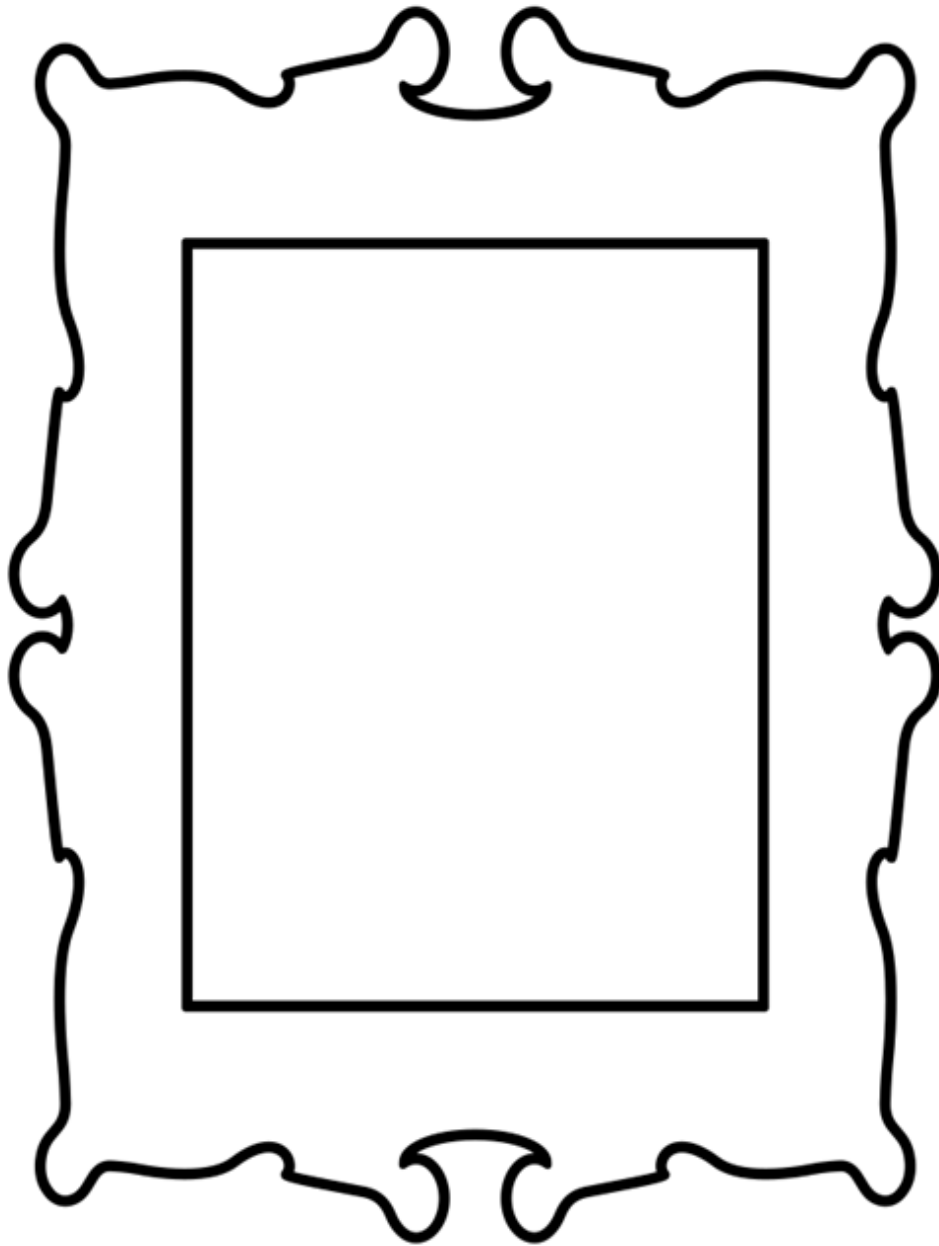
ANNEXE XII.

	1	2	3	4
They have answered the questions taking into account the information about other sessions				
The information searched for the display is correct				
Understand the importance of the women in the different ambits of the art				

ANNEXE XIII.

	1	2	3	4
The contents were adapted to the students level				
The objectives established at the beginning of the proposal have been achieved				
The explanations were of good quality and were easily understood by students.				
They have been able to solve the problems that have gone arising during the implementation of the program in an efficient and definitive way.				