TRABAJO DE FIN DE GRADO

A HOLISTIC APPROACH TO EFL LEARNING AND TEACHING: MULTIPLE INTELLIGENCES IN THE PRIMARY CLASSROOM

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Abstract. Nowadays, holistic education is finding its way into some educational institutions but, what about the implementation in schools? This study is an educational intervention that takes multiple intelligences as an overarching element in the English Primary classroom through a holistic approach based on storytelling. For this purpose, the present dissertation examines the role played by holistic education nowadays as well as the extent to which the new educational law, LOMCE, encourages teachers to incorporate new methodologies in their classrooms. Being aware of the limits, a multiple intelligences-based Unit of work has been elaborated and actually implemented in a First Grade Primary classroom leading to some interesting conclusions.

Key words: Holistic education, Unit of work, multiple intelligences, storytelling, law, LOMCE curriculum.

Resumen. Hoy en día la educación holística se ha abierto camino en algunas instituciones educativas pero ¿qué pasa cuando se lleva a la práctica en los colegios? Esta investigación es un proyecto de intervención educativa que toma como hilo conductual el desarrollo de las inteligencias múltiples en el aula inglés de educación primaria desde un enfoque holístico de integración de las mismas trabajado desde el cuentacuentos.

Para ello, se ha investigado el papel de la educación holística en la actualidad y el margen de actuación que la nueva ley de educación LOMCE otorga en cuanto a implementar diversas metodologías en el aula se refiere. Siendo consciente de los límites, una unidad didáctica basada en la teoría de las inteligencias múltiples, ha sido elaborada e implementada en un curso de primero de primaria, generando algunas interesantes conclusiones.

Palabras clave: Educación holística, unidad didáctica, inteligencias múltiples, cuentacuentos, ley, LOMCE.

I. INTRODUCTION

Trying to better understand multiple intelligences theory (MIs theory, from now on) (Gardner, 1983) and its possibilities in the Primary classroom, I decided to design an educational intervention proposal based on this theory in order to explore such possibilities and be able to draw my own conclusions. Thus, I elaborated a Unit of work for First Grade of Primary which was actually implemented from 11th to 21st of May in a real context: The *Cortes de Aragón* Primary School located in Actur Rey Fernando neighbourhood in Zaragoza.

In the **theoretical part** of my work, I explain what holistic education is and its relationship with Howard Gardner's Multiple Intelligences theory (MIs), from its emergence in the 1980s to its development in the present. At the same time, I try to demonstrate the relevance and usefulness of MIs theory to inform methodological practices in the Primary classroom. I will also try to elucidate the feasibility of its application within the directions and prescriptions of the LOMCE curriculum.

The **practical part** of my work comprises the "In search of Lisa" Unit of work, which I designed to respond to my inquisitiveness about MIs theory. This instructional design is also accompanied by the feedback I received on my implementation of the Unit, as well as by my self-evaluation as a trainee teacher on my performance in the lessons.

From a methodological point of view my design turns around storytelling with puppets, the key visual tool used all along the implementation of the Unit of work, and complies to curricular guidelines. Storytelling with puppets has proved to be very useful for teaching and learning. Puppets allow for ideas and emotions to be expressed visually and audibly, providing a powerful multisensory experience (Champlin 1997: 4-5) and, therefore, encouraging an active involvement, not only through kinesthetic intelligence, but also through all the intelligences, and both in the story and in the activities proposed. There are many advantages in using puppets in the early Primary classroom. To start with, they are children's favorite toys at this early stage. Another reason of why puppets were used as one of the main tools throughout the entire implementation was the necessity to present language in a meaningful way, so that it comes to life for the young learners. As the English teacher Karen Frazier-Tsai say, "having puppets and animated teaching as part of your lesson will make the language come alive in your

English classroom" (2011:1). Meaning will also be facilitated through the use of gestures and realia, so that a context is created in which young learners can grasp the meaning.

Puppets have a magical effect on children and help transform the introduction of a basic question and answer pattern into a fun and interactive exchange. In this way young learners become motivated to learn because the puppets bring animation and fun. Children also want to see what the puppets are doing, and they want to hear what they are saying. They can model new language patterns and help students to better understand how language is used. Furthermore, puppets can guide the students in their language practice, making them more confident to use the language: even the shy students will want to participate in the lessons and will develop an active interest in trying out new language patterns.

On the other hand, stories provide a way for children and teachers to engage in creative and imaginative learning (Mallan 1991). To be specific, when children respond to stories, some mental processes take place: picturing and imaging, identification and personalizing, making value judgments and stablishing a creative partnership between the text and the child (Vale and Feunteun 1995: 83). For Wells (1986), stories are readily accepted by the children and, thus, they will help children to assimilate new ideas presented within the framework of a tale or story.

Storytelling was also chosen as a main tool because it can help children to improve oral skills such as listening or speaking. When the teacher tells a story, children focus on listening: rhythm, intonation, pitch and tone of voice, suprasegmental features of the language that children can easily imitate, so that their own production may gradually improve. Besides, it will be easy for children to remember vocabulary and learn sentence patterns through the context and images of story.

When it comes to the feedback part, it was a matter of luck that some teachers wanted to participate in my study and kindly accepted to be observers in the lessons. This way, it has been possible to enclose an evaluation observation grid at the end of the practical part, and comment on their points of view. Thus, we will show important conclusions about whether use MI in the primary classroom or not.

II. MIs THEORY AND THE REGIONAL LOMCE CURRICULUM

a. A holistic approach and Howard Gardner's Theory of Multiple Intelligences

When it comes to measuring intelligence, we cannot overlook the overriding milestone that took place in 1900. It all began in Paris when some parents asked a talented psychologist for a way in which academic success in youngsters could be predicted. The intelligence test measured by the "intelligence quotient" (IQ) arrived, and it was not long before this that Alfred Binet invention made its way to the United States and became gradually well-known across the world; becoming potentially one of psychology's biggest success so far.

Along with this one-dimensional view of how to assess people's minds, there came a corresponding view of school, which the psychologist and investigator Howard Gardner (1983) called "the uniform view". This type of school focuses on a core curriculum in which everybody should know certain facts or contents. It makes reference to the known content-based instruction approach (CBI), where learning processes were moved aside to focus on contents instead of abilities (e.g. process, analyze, infer...). In this type of approach, the students are focused on learning about something, during the lesson. This way, the children find much easier to use their mother tongue.

On the other side, it is no coincidence that Behaviourist learning theory emerged at the beginning of the twentieth century concurrently with the emergence of the IQ test. This theory was a thinking movement which understood education as an amount knowledge that had to be learned.

It was not until the mid-twentieth century that constructivist theories (as we understand them nowadays) emerged in the education field, changing the obsolete view of Behaviourism. Arising from these theories, holistic education was born and became the new educational paradigm of the twenty first century. Holistic education assumes that every human being is unique, but that we are intrinsically linked with everything that surrounds us at the same time. This type of education seeks to engage and develop

the person as a whole. Furthermore, holistic education does not only focus on the physical aspects, but also on the emotional and spiritual ones.

In parallel, Multiple Intelligences theory (MIs), which has a focus on a holistic approach, was also being formulated by Howard Gardner (1983), a developmental psychologist. He made a significant contribution to this view on education with his theory, which " is a pluralistic view of mind, recognizing many different and discrete facets of cognition, acknowledging that people have different cognitive strengths and contrasting cognitive styles" (Gardner 1983: 5). In this way, he presented an alternative vision to a one-dimensional view of intelligence.

Gardner believes that human cognitive competence is better described in terms of a set of abilities, talents, or mental skills, which he calls intelligences. He understands that all individuals possess each of these skills to some extent; but individuals may differ in the degree of skill and in the nature of their combination (1983:7).

MI theory is framed in light of the biological origins of each problem solving skill, and based on that, we can see how the different multiple intelligences emerged. Such intelligences are: musical intelligence, linguistic intelligence, logical-mathematical intelligence, bodily-kinaesthetic intelligence, intrapersonal intelligence, interpersonal intelligence and spatial intelligence. Later on, naturalistic intelligence was also added.

Whereas contemporary Western culture is primarily focused in linguistic and logical-mathematical intelligences, the holistic approach that MIs purport might emphasise the interplay of all intelligences. As Howard Gardner claims, logical thinking, for example, is important; rationality is important; but they are not the only abilities and skills the individual needs to develop.

On the other hand, Daniel Goleman, American psychologist, argues in Emotional Intelligence (2006) that IQ only contributes a 20% to success in life, while the emotional coefficient (EC) is responsible for 80% of it. In one of Goleman's surveys it is said that a child that is emotionally locked cannot learn in the same way as a happy and optimistic one. Managing emotions, having a high self-esteem or learning how to interact with others are really key factors in order to enjoy a healthy and happy life, which is the ultimate objective of holistic education.

b. Points in common between holistic vision of promoting learning opportunities, MI and the vision of the new educational law: LOMCE.

The continuous changes to which modern society is being subjected mean that a constant and thoughtful adaptation of the education system is required in order to respond to the emerging learning demands. This, along with the low results obtained in international exams and the alarming data referring to school leaver's cases, these changes propelled the creation of a new educational law in Spain.

The theoreticians of the *Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE)* claim that other countries have improved the quality of their educational systems relatively quickly through the implementation of measures advocating simplified curricula and the reinforcement of instrumental contents, as well as the promotion of conditions that allow students to fully develop in personal and professional realms (*Ley Orgánica del 8 de agosto de 2013: 97862*).

When it comes to EFL teaching and learning in the LOMCE curriculum, we can state that the Common European Framework of Reference (CEFR) is a central point of reference for a specific view on learning. This framework proposes a holistic approach to language learning, when it identifies the recognition of the plurality of languages and cultures, the idea of learning from respect and of promoting the learners' desire to learn alongside their engagement with their own learning. On the other hand, the LOMCE curriculum itself can be said to be promoting holistic education, bearing in mind some of its methodological principles. These state that the learning of a foreign language has to contribute to the development of positive and receptive attitudes towards other languages and cultures, at the same time as learners help, understand and value one's own language or languages.

These ideas clearly reflect the holistic education style, which is a humanistic pedagogy centred on the student and interested in his training and personal development in relation with himself and, also, with society, with nature and with other individuals. On the other hand, the LOMCE explicitly supports the students' development through multiple intelligences in the Primary education classroom, as can be read in its

methodological principles [1](Aragonese curriculum, Art. 9): "El proceso enseñanza-aprendizaje de la lengua inglesa centrará el esfuerzo en no cortar las vías de desarrollo creativo de sus aprendices, generando oportunidades para que el talento y las inteligencias múltiples puedan ser desarrolladas." Along the same lines, the LOMCE curriculum identifies creativity and emotion as key aspects in the teaching and learning process: teachers must not kill learners' creative impulses but provide learning opportunities in which talent and multiple intelligences can be developed.

Moreover, we cannot override the fact that key-competence development is one of the main pillars on which LOMCE methodology is based. Delving into this approach we can see existing relationships between competences and multiple intelligences. As *Competencia Aprender a Aprender* is related with intrapersonal and interpersonal intelligence, or *Competencia matemática* is related with logical-mathematical intelligence. Having middle points between them, such us knowing how you better study and how you better learn to learn (*Competencia Aprender a Aprender* and the emotional intelligences). Thus, we can conclude that MIs theory perfectly fits the current curricular conception of working on leaners' mental processes in an interrelated way.

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[1] My translation: "The teaching and learning process of the English language will be focused on do not cut the strings to creativity development of the children, as well as promoting opportunities for talent and multiple intelligences to be developed."

II. INTERVENTION PROPOSAL: MIs AND THE LOMCE CURRICULUM

    a. Unit of work "In search of Lisa"

    1. Title

In search of Lisa: An intervention proposal for 1st year of Primary Education

    2. Introduction

The "In search of Lisa" Unit of work has been inspired by Howard Gardner's Multiple Intelligences theory (MI) and provides a practical evidence of the coexistence between the current curricular prescriptions and methodological orientations (LOMCE) and the idea of a holistic education based on storytelling with puppets.

Each of the lessons uses storytelling with puppets along with different tasks and activities that intend to develop children's communicative competence through the use of different activities designed with multiple intelligences theory in mind. The lesson plans proposed are based on the idea that learners "learn language much better when allowed to do so within the wide range of perspectives attended by MI" (Puchta and Rinvolucri, 2005: 20).

The Unit comprises five lessons of one hour each. The common thread among all the lessons is the story of "In search of Lisa" children's book (script in Appendix 1), where the mummy elephant Tina goes searching for her daughter Lisa, who has been recently kidnapped. Every day a continent is covered: the story begins in Africa and finishes it in Europe. Children are expected to play an important role in the story by interacting with the characters through the tasks the Unit contains.

The Unit also makes a significant contribution to the type of crosscurricular instruction that concerns what the Order of June 16 of 2014 of the Regional Government of Aragón calls "transversal contents", that is, elements such as, for example, the development of a sense of equality, of reading comprehension or, most importantly for the present Unit, elements related with sustainable development and the environment. The Unit proposed, thus, makes a significant contribution to intercultural and love-for-animals awareness as it deals with current issues as multiculturality, animal welfare, and the flow of information and interaction that media and transport

allow, at the same time as multiple intelligences are developed through the specific activities the Unit contains (find some pictures of the book in Appendix 2).

3. Contribution to key competences

This Unit of work contributes specially to the development of some curricular competences. These are: *Competencia en comunicación lingüística*, *Competencia social y cívica*, *Competencia sentido de iniciativa y espíritu emprendedor* and *Competencia conciencia y expresión cultural*.

The Unit has been designed to contribute first and foremost to the first competence above mentioned (*Competencia en comunicación lingüística*), as it is aimed at helping learners achieve a number of the curricular standards for the area and the year, such as: locating words appearing in simple conversations in which the child participates; beginning to participate in face to face simulated conversations to establish basic social contact; identifying words and relating them to create hypotheses; and starting to participate in some controlled and simple face-to-face conversations. This is why the development of the learner's communicative competence occupies a central position along the implementation and this is why English is used by the teacher, with the aim of encouraging the children to use it themselves as much as possible. Therefore the L2 will be the main language of instruction whilst the L1 will be used only occasionally to fill a key information gap when other techniques (mime, demonstration, illustration, pitch and tone of voice, intonation, etc.) prove to be useless.

On the one hand, *Competencia social y cívica*, is developed from the very first moment the story is introduced to the children. "In search of Lisa" children's book is about some animals which have been stolen and caged to be exhibited in zoos, and children are the only ones that can save them. In this way, they Unit helps children develop an ethical conscience towards animals, something that may encourage children to treat animals with respect and responsibility, at the same time as it may make them think about animal rights: with questions such as whether animals have to be free or live in captivity, if they are entitled to freedom or they are not.

When it comes to *Competencia sentido de iniciativa y espíritu emprendedor,* it is developed when children are the ones who make decisions throughout the story. The

story is told with pauses in which the teacher asks the children some questions. These questions keep the children involved in the story at the same time as they are made to think they are the only ones deciding. For example, they have to make decisions whether to help Tina to find Lisa or not, or what they should do after visiting the market.

Finally, the *Competencia en conciencia y expresión cultural* is developed in many ways but one of the most important ones is through the methodology of the Unit. Children are given the chance to express themselves creatively. Most of the activities require an active involvement on the children's part, as they will have to act out some situations, give the meaning of some words using their own, or express meanings through their body language and actions. On the other hand, the storybook on which the Unit is based is an actual craft, as it has been hand made specifically for this Unit, and the children will be made aware of this. This responds to a personal drive to foster arts and crafts appreciation from early Primary (in order to enjoy and respond to the detail, colour and texture of a good quality, unique product). Arts and crafts appreciation promotes creativity. For the same reason, puppets are present through the entire implementation. I believe that puppet play as well as performing arts both enhance children's creativity. In summary, the Unit will be developed under a creativity framework where the teacher will ask for the children's own opinion or for their own way to do some activities.

Finally, other competences are promoted together with the ones already mentioned but they are not paramount to the Unit: *Competencia Aprender a Aprender, Competencia digital, Competencia matemática* and *Competencias básicas en ciencia y tecnología*. The *Competencia matemática* and *Competencia en ciencia y tecnología* are developed through some of the MI activities where some cognitive processes such as observing, inferring, or comparing, are involved. In those activities children will have to count, to classify, to compare objects, to try to guess where a puppet can be hidden or even compare sizes of things where a puppet can be hiding in. The *Competencia digital* is addressed in an indirect way. That is even if children do not use technological devices or tools with their own hands, they can see how such tools are being used by the teacher during some lessons, though. This may make them aware of the importance and utility of technology since they can observe their teacher using it. Finally*, Competencia*

aprender a aprender is developed throughout the whole lessons of the Unit of work but only in a lesser degree. Since children are small most of the processes have to be guided by the teacher. It has been incorporated in the activities, for example, in the form of decision making: where children have to make their own decisions (for example, to determine where an animal is hiding) and express themselves.

4. Objectives

The main objectives to be accomplished in this Unit are the following:

At the end of the lesson SS will be better prepared to:

- ➢ Infer the meaning of key words and phrases in the story, making use of linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) given or used by the teacher.
- ➢ Produce simple oral language to participate in the story.
- ➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.
- ➢ Get through those second language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.
- ➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

5. Contents

The contents have been taken from the current English as a foreign language (EFL) curriculum for 1st year Primary Education "*Orden de 16 de junio de 2014 currículo Educación Primaria*".

Extra contents have been added, since they are necessary for the understanding of the story.

The curricular contents from 1st year Primary Education can be found in Appendix 3. Nevertheless, here is a translation of those specifically selected for the Unit.

BLOCK 1: ORAL TEXTS UNDERSTANDING

Understanding strategies

- Hypothesizing about content and context (imagination and prediction; inference from images and gestures).
- Inferring meanings from significant elements; linguistic and paralinguistic (gestures, facial expression, visual contact).

Sociocultural and sociolinguistic aspects

- Social conventions (greetings and farewells: "Hello", "Good bye", "Good Morning"); politeness (thank you, please), non-verbal language (gestures, facial expression, eye contact).

Communicative functions

- Greetings and farewells ("Hello", "Hi", "Good Bye", "Good Morning", etc.), introducing themselves ("My name is..." "I'm..."), acknowledgments ("thank you").
- Place expressions (in, on, here, there) and direction (up, down).
- Requesting and offering of assistance ("Can I help you?" "Do you need help?"), asking for information ("What's your name?", "How old are you?").

Syntactic-discursive structures

- Affirmation, negation, asking for personal information, location (to be + prepositions" "Where …?")
- High frequency oral lexicon (reception) concerning identification; colours, numbers, food, drinks, toys, school supplies, body parts, animals, weekdays, clothing.
- Rhythm and intonation patterns.
- Phonological recognition: sounds, rhythm, intonation and stress of words and phrases commonly used in the classroom.

BLOCK 2: ORAL TEXTS PRODUCTION: EXPRESSION AND INTERACTION

Production strategies:

- Planning and structuring a presentation, practicing the message and execution.
- Using objects or actions to clarify the meaning.
- Using body language (gestures, facial expressions, eye contact).

Sociocultural and sociolinguistic aspects:

- Social conventions ("Hello", "Goodbye", "Good Morning") and politeness ("Thank you", "please").

Communicative functions:

- Greetings and farewells ("Hello", "Good Bye", "Good Morning", etc.) introducing oneself (My name is ... "" I am... "" This is my ... ") and acknowledgments (" thank you ").

Syntactic-discursive structures

- High frequency oral lexicon (production) colours, numbers (1-20), family members (baby, dad, mummy, daughter) meals and drinks (carrot, onion, tomato, apple, orange, banana, fruit, breakfast, dinner, drink, eat, food, ice cream, lunch,), toys (bike, boat, car, plane and train), and animals (buffalo, panda, lynx, bird, cat, chicken, cow, crocodile, dog, duck, elephant, giraffe, monkey, bear, tiger, zoo); school materials (rubber, pencil, colour, class).

BLOCK 3: WRITTEN TEXTS UNDERSTANDING

Understanding strategies:

- Hypothesis on content and context (imagination and prediction; inference from known words)
- Inference and hypothesizing of meaning from language understanding and significant paratextual elements (pictures, graphics ...)
- Sociocultural and sociolinguistic aspects: social conventions (greetings and farewells, "Hello", "Goodbye", "Good Morning"); politeness (thank you, please).

<u>Communicative functions:</u>

- Greetings and farewells ("Hello", "Hi", "Good Bye", "Good Morning", etc.) and presentations of the same one ("My name is..." "I'm..."), acknowledgments ("thank you"); Invitations (Birthday: "To... From...").

<u>Syntactic-discursive structures</u>

- High frequency oral lexicon (reception) concerning personal identification; colours, numbers, food, drinks, toys, school supplies, body parts, animals, weekdays, clothing.
- Graphic patterns and spelling conventions. Identification of the basic punctuation marks (period, comma, quotation marks, exclamation, question...).

BLOCK 4: WRITTEN TEXTS PRODUCTION: EXPRESSION AND INTERACTION

<u>Production strategies:</u>

- Expressing the message clearly in accordance with the models and formulas for each type of text.
- Sociocultural and sociolinguistic aspects: social conventions ("Hello", "Goodbye", "Good Morning"), politeness ("Thank you", "please"), attitudes (interest and respect for the particularities of English speaking countries).

<u>Communicative functions</u>

- Greetings and farewells ("Hello", "Good Bye", "Good Morning" etc.) and presentations (My name is... "" I am... "" This is my... "), acknowledgments ("thank you ").
- Asking questions and answers in which we talk about personal issues (name, age, tastes).
- Request for help ("Can you help me, please?").
- Questions and answers about personal matters (name, age). Discursive syntactic structures; Expression of possession (1st person: "My...", "...I have got."); Expression of taste (1st person: "To like" in the affirmative, negative).

<u>Syntactic-discursive structures</u>

- High frequency oral lexicon (production) on animals (bird, cat, chicken, cow, crocodile, dog, duck, elephant, fish, frog, giraffe, goat, horse, lizard, monkey, mouse, sheep, snake, spider, tail, tiger, zoo).

6. Evaluation and timing

In the following grid we can see the connection between the selected standards and each activity of the lessons (standards developed in Appendix 4).

6.1 Timing of activities in connexion with evaluation criteria, evaluation standards and key competences

ASPECTS TO EVALUATE			TIMING																														
			1st Week																2nd Week														
			Lesson 1				Lesson 2					Lesson 3							Lesson 4								Lesson 5					
Evaluation criteria	Evaluation standards	Key competences	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6
Crit.ING.1.2.	Est.ING.1.2.5	CAA CCL	▓	▓	▓		▓	▓	▓			▓	▓	▓			▓	▓		▓		▓	▓	▓	▓		▓	▓				
Crit.ING.1.3.	Est.ING.1.3.3	CSC CCL CMCT	▓				▓	▓	▓			▓	▓			▓	▓			▓	▓	▓		▓	▓	▓	▓				▓	▓
	Est.ING.1.3.5	CCL CSC	▓									▓															▓	▓				
Crit.ING.1.5.	Est.ING.1.5.4	CCL		▓	▓	▓		▓	▓		▓	▓	▓			▓	▓		▓	▓			▓				▓					▓
	Est.ING.1.5.6	CCL		▓	▓			▓	▓					▓					▓				▓									
Crit.ING.1.6.	Est.ING.1.6.6	CCA CCL			▓						▓			▓					▓						▓			▓				
Crit.ING.1.7.	Est.ING.1.7.3	CCL	▓	▓			▓					▓															▓					

Crit.ING	Est	Comp																																		
	Est.IN.1.7.4.	CSC CCL																																			
Crit.ING.2.4.	Est.ING.2.4.3	CCL																																			
	Est.ING.2.4.4	CCL CIEE																																			
Crit.ING.2.2.	Est.ING.2.2.1	CAA CCL																																			
Crit.ING.3.2.	Est.ING.3.2.2	CAA																																			
	Est.ING.3.2.5	CAA																																			
Crit.ING.3.6.	Est.ING.3.6.2	CCL CAA																																			
Crit.ING.4.4.	Est.ING.4.4.2	CAA CCL																																			

Legend	
Evaluation standards from *Bloque 1. Comprensión de Textos Orales*	
Evaluaion standards from *Bloque 2. Producción de Textos Orales: Expresión e Interacción*	
Evaluation standards from: *Bloque 3. Comprensión de Textos Escritos*	
Evaluation standards from: *Bloque 4. Producción de Textos Escritos: Expresión e interacción*	

6.1 Multiple Intelligences timing and relation with activities

ASPECTS TO EVALUATE	TIMING																														
	1st Week																2nd Week														
	Lesson 1				Lesson 2					Lesson 3							Lesson 4								Lesson 5					
MI	1	2	3	4	1	2	3	4	5	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	1	2	3	4	5	6
Musical intelligence			▓						▓										▓											
Bodily-Kinaesthetic			▓	▓					▓	▓	▓										▓	▓				▓	▓			
Logical-Mathematical			▓				▓	▓		▓							▓													▓
Linguistic	▓				▓	▓				▓							▓	▓		▓				▓						
Spatial		▓	▓				▓															▓	▓						▓	
Interpersonal	▓	▓			▓					▓									▓			▓		▓	▓				▓	▓
Intrapersonal					▓								▓								▓	▓					▓			
Naturalistic		▓		▓				▓				▓					▓	▓	▓	▓		▓								

6.2 *Indicadores de logro*: a practical example

Evaluation criteria	Evaluation standard	Key competence	Achievement stage	Level	Levels of achievement
Crit.ING.3.6. Localizar un repertorio limitado de léxico escrito de alta frecuencia relativo a una actividad determinada o a un campo semántico relacionado con sus experiencias, y formar hipótesis sobre los significados probables de palabras y expresiones que se desconocen utilizando pistas textuales y contextuales.	Est.ING.3.6.2 Localiza palabras dentro de un campo semántico escritas en material informativo breve y sencillo haciendo uso del apoyo textual y contextual (por ejemplo: menú de comida internacional, animales en el zoo).	CCL CAA	1. Identify those vocabulary words and understand their meaning	1	He or she does not understand what the words mean
				2	He or she has an idea of what the word could mean
				3	He or she knows what the word means
				4	He or she knows what the word means without using contextual support

6.3 Process and evaluation timing

Evaluation is a continuous process that cannot be apart from didactic action. It intends to discover whether the objectives have been achieved or not, as well as investigate if any element of the educational system is missing in the implementations, such as contents, methodology and the like. Evaluation is the specific reference tool to assess the level of achievement of the objectives and key competences (*Orden 31 octubre de 2014:37065*). Thus, it involves a feedback process which allows redirecting the learning process when necessary.

In "In search of Lisa" Unit of work, three different types of evaluation take place: Initial, process and final evaluation. They are all equally important.

o Initial evaluation

This constitutes the first contact with the children and the baseline from which a teacher must start to plan or change what they initially did in order to adapt it to the children's learning needs. During the unit, this evaluation is levelled and made by direct observation. It is constituted by a dialogue with the children where their knowledge and language level will be tested through questions that will emerge in every activity of the Unit. The procedure will be the following: First, the teacher will introduce herself and, immediately afterwards, she will ask some questions to the children to check if they know where the continents are located.

o Evaluation of processes

This type of evaluation will have a formative character that will propitiate a constant improvement process by supplying the teacher with the necessary information to carry out the implementation. The goal of this type of evaluation is to grade the level of achievement as compared to evaluation standards. It will be also carried out by direct observation and the conclusions and processes observed will be recorded by the teacher (*Orden 31 octubre de 2014:37065*).

On the other hand, since this research also pays attention to MIs theory, multiple intelligence development will be also evaluated. To accomplish this purpose, an evaluation grid of MIs (Appendix 5) has been designed and the results will show,

therefore, to what an extent intelligences have been put to use in the sessions, as an additional material to accompany curricular evaluation. The grading system will be from 1 to 3, being 1 a poor use of intelligence, 2 a fair use of intelligence and 3, a good use of intelligence.

- o Final evaluation

The objective of this final stage of evaluation is to check the level of achievement of the evaluation standards. For that purpose, indicators (*indicadores de logro*) will be used to concretize that level of achievement. They will be rated from 1 to 4 and will be written by the teacher in order to specify the points that he or she wants to be accomplished by the children. Besides, we cannot forget that indispensable standards in first grade of Primary are not identified in the national or regional regulations, since this concretion corresponds to each particular the school in its General Course Plan (Programación General Anual).

In the Unit final evaluation will be carried out through the quiz placed at the end of the lessons. These quizzes contain different types of activities that will test the different selected standards to work out through in the Unit.

The proposed activities to test children's learning are the following:

- Vocabulary activities:
  - o Encourage Ss to list five fruits or vegetables.
  - o Encourage Ss to list five means of transport.
  - o Encourage Ss to list the five continents.
- Mime of animals:
  - o Whisper the name of an animal to a S and the rest have to guess it.
- Holey envelopes:
  - o Give to one group the holey envelope with an image on it and give them time to guess what is inside.
- Role-playing activity
  - o Encourage Ss to play a simulation in the street when meeting someone new.

- Retelling:
  - Retelling of Tina's journey: Give the images of Tina's journey to each group of Ss and give them time to organize them.
  - Retelling of Lisa and Tina daily's life:
  - Give the images of Tina and Lisa daily's life to each group of Ss giving them time to guess what the order could be.

6.4 Assessment tools

There are different assessment tools for the different types of evaluation except for the initial evaluation where the information is collected through direct observation by the teacher.

- Multiple intelligences grid (Appendix 5)

The first instrument shows the relation between activities and the intelligence developed in each of them. The results obtained there have to be written with numbers from one to three, where one refers to a poor use of the intelligence, two refers to a fair use of the intelligence and three refers to a good use of the intelligence.

The purpose of this instrument is to computerize the good or bad use that the class of 1ºA did of each intelligence through the implementation of the Unit of work as additional information to the research.

- Final evaluation grid of "In search of Lisa" Unit of work through Quiz activity (Appendix 6)

This second tool shows the learning made by the students throughout the whole Unit, keeping away from the current evaluation of standards but measuring the multiple intelligences of the class in order to understand the relation between the type of activities and the use of each intelligence.

The grid will be fulfilled by the teacher at the end of the last lesson and has to be evaluated ranking the evidences in: Excellent, very good, good, fair and poor.

6.5 Analysis of results after actual implementation

The data for this analysis were obtained through the MIs evaluation grid in Appendix 7. With the transcript of the results (Appendix 8) of the aforementioned grid, I created a circular graphic (Appendix 9) in which it can be observed the use of the different intelligences as interesting data to the investigation.

The evaluation results were revealing. In referring to MIs development, a mainly homogenous use of them took place (data obtained from MIs evaluation grid in Appendix 7). It was kinaesthetic intelligence that played the most important role in the lessons, where the teacher could take advantage of it to let the children understand the story and follow the instructions. On the other hand, musical intelligence was well used by the children. Many times, children only pay attention to the rhythm, melody or musical aspects, without focusing on form and so paying attention to the content or lyrics of the song and learning how the language is structured. Nevertheless, music gives teachers the chance to make children enjoy their lessons and take advantage of songs for listening, grammar activities or activities where the body is used.

Finally, all the results obtained from the Quiz and the self-student evaluation are attached in Appendix 10 and Appendix 11.

7. Methodological orientations

A holistic approach has been used as the leitmotif when implementing the Unit. This approach considers whole-person education as one of its methodological bases, being in line with LOMCE methodological guidelines (Aragonese curriculum, Art. 9): "La etapa de Educación Primaria comprende seis cursos y se organiza en áreas, que tendrán un carácter global e integrador"[2]. The notion of a "global character" makes reference to the fact that the different curricular areas deal with reality as a whole, and not as isolated phenomena made of independent parts to be put together by the learner, while "integration" makes reference to the necessity of interrelating learning and making it concrete.

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[2] My translation: "The Primary Education stage comprises six levels and is organized in area that will have a global and integrator character".

It must be pointed out that a holistic approach would make no sense if the teacher were to override the importance of the promotion of communicative competence. As we are social beings we need to develop our communication skills in order to take part in society. In addition, we cannot forget that we are in a multicultural and multilingual context which understands that an individual does not save his knowledge of a language in separated compartments in his mind, but in an interrelated way, along with his prior knowledge, linguistic baggage or all the paralinguistic resources needed when learning a new language. This is one of the goals of the communicative competence as well as the LOMCE law, which do not understand learning as an isolated process.

In order to implement a holistic approach and foster the development of communicative competence, the present Unit combines two types of instructional sequences and the methodologies that are associated to them: Task-based instruction (as Willis and Willis, 2007, and Ellis 2003, understand it) and a communicative version of the traditional Presentation-Practice-Production (PPP) instructional sequence.

But, first of all, it is to mention what a task is and how it is related with a holistic approach and the communicative competence. In words of Rod Ellis: "a task is a workplan that requires learners to process language pragmatically in order to achieve an outcome [...]" (2003: 16). "Pragmatically" refers to learn the language involving real-world processes of language use, rather than just displaying language. It means, to develop L2 through communication. Here is the point where communicative competence appears and, along with it, the holistic approach. This, advocates for non isolated processes, as work with tasks through a work requires learners to employ different "cognitive processes such as selecting, classifying, ordering, reasoning and evaluating information in order to carry out the task" (2003: 10).

Having seen the relation between that approach and that methodology, we can add that task-based teaching is "about creating opportunities for meaning-focused language use" (Willis and Willis, 2007:12-14), and that is why in the "In search of Lisa" Unit of work every lesson has some communicative outcome that students have to achieve, and they are all connected to the main non-linguistic objective of the Unit, which is helping Tina to find Lisa. To accomplish this purpose, some task must be completed to lead them to her. For example, they have to write an email to ask for

information; they have to interpret the information received; and they have to buy food to feed Tina.

As to form-focused activities, task-based learning has a place for them, but they are not understood as tasks, since they are designed to practise language items that have been presented earlier. For this end, the Unit includes activities in the form of a Presentation-Practice-Production sequence. With this instructional sequence, the teacher begins illustrating the meaning of one or two forms and then putting them into practice. At the same time the teacher has to be aware enough of the language used by the learners and take control of it since children are too small to internalize some grammatical structures yet. This control will be also needed in some role-play activities such as "Let's go shopping!", where students act as sellers or shoppers to buy food in a fictional market and the teacher has to guide the interaction (so that the children should not get lost in the activity) while encouraging them to use the English language.

On the other hand, storytelling has been chosen as the common wire throughout the whole development of the lessons. It is because stories offer a major and constant source of language experience for the children, and promote richer language experience than textbooks or adapted materials. What is more, the picture book designed for the Unit, is based on realistic relationships and, despite the fact that the main characters are animals while people hardly appear, there are still actual relationships personified thorough the animals. This has the purpose of encouraging children to respect animals and is intended to awake motivation in children. They will also feel motivated because they may want to find their own meaning in the story, so they will listen with a purpose (Wright 2004).

The aforementioned methodological choices, along with the different types of activities based on multiple intelligences theory, build up the methodological framework of the "In search of Lisa" Unit of work. It must be noted that the different intelligences have been distributed throughout the Unit in order to foster student's involvement. The idea is to prevent children feeling worthless if they do not have a good level of linguistic intelligence if only this intelligence were made use of. However, when the Unit was implemented in a real school, the target children were small and had had a short experience with the English language. Hence, I decided to use kinaesthetic

intelligence as a central intelligence to be used and developed in the lessons, without forgetting about the other intelligences.

8. Didactic resources

A wide range of resources are needed for a successful implementation of the Unit. This is due to the fact that there are multiple activities and, therefore, children may need different types of support to understand the tasks and activities proposed. In actual fact, because of the low English level demonstrated by the children in the first lesson, it was necessary to create extra material from one day to the day after. Here is, consequently, the list of materials and resources needed to carry on "In search of Lisa" Unit of work:

- o **To bring during the whole unit (Appendix 12):** "In search of Lisa" picture book; means of transport flashcards; whiteboard and Tina teddy.
- o **Specific to Lesson 1 (Appendix 13):** Ben and Sally flashcards; two white pieces of cardboard; a World map and pieces of Africa's puzzle.
- o **Specific to Lesson 2 (Appendix 14):** The pieces of Africa's puzzle; twenty EVA fruits and vegetables (a mix of onions, carrots, tomatoes, apples, bananas and oranges); a classification board (on one side a classification between salty and sweet; on the other, a classification between yellow, orange and red colours) (Appendix 15); template of the email the children will have to send (print-outs) (some "emails" done by the children in Appendix 16 and just the template in Appendix 17); a model of Asia's map; twenty fake coins of 20 cents and an EVA board with stuck fruits and vegetables, with their names and prices.
- o **Specific to Lesson 3 (Appendix 18):** Modified newspaper (Appendix 19) with the news about stolen animals stuck on it; pieces of Oceania's puzzle; cardboard box (called The Magic Box); white cardboard (some of the cards done by the children in Appendix 20) and different objects to put inside (e.g., a pencil, a mask, a book and so on).
- o **Specific to Lesson 4 (Appendix 21):** Wild animals record (Appendix 22); emotional reencounter record (Appendix 23); Kangaroo, panda, Iberic lynx and buffalo flashcards; wild animal flashcards; home-made translucent screen to project light on it; pieces of America's puzzle; five envelopes of five different colours, a small lamp; a box decorated as a tree (The Magic Tree) and Lisa teddy (Appendix 24).

- o **Specific to Lesson 5 (Appendix 25):** Some pictures of Tina's journey; Lisa teddy; TV presenter cards with activities information on it; some pictures of Tina's daily life; a variety of some animal flashcards; a holey envelope with five squared images to put inside; a mysterious box with different textures and materials inside; twenty "Hero" medals to put into The Mysterious Box (Appendix 26); pieces of Europe's puzzle; puzzles of America, Oceania, Asia and Africa (Appendix 27); twenty small pieces of paper (five papers cut four times).

9. **Development of sessions**

LESSON 1: ONCE UPON A TIME IN AFRICA'S HEART

EVALUATION STANDARDS
- Evaluation standards in relation with the activity lessons: Appendix 3.
- *Estándares de aprendizaje evaluables* (LOMCE): Appendix 4.

MULTIPLE INTELLIGENCES
- Multiple Intelligences in relation with the lesson's activities: Appendix 5.

EXPECTED LEARNING OUTCOMES

The main objectives to be accomplished in this unit are the following:

At the end of the lesson SS will be better prepared to:

➢ Infer the meaning of key words and phrases in the story being helped by linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) given by the teacher.

➢ Produce simple oral language to participate in the story.

➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.

➢ Get through those foreign language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.

➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

MATERIALS
o **To bring during the whole Unit:** "In search of Lisa" book, means of transport flashcards, whiteboard and Tina teddy.
o **Specific to Lesson 1:** Ben and Sally flashcards; two white pieces of cardboard; a World map and pieces of Africa's puzzle.

ACTIVITIES	Intelligences involved

1. How it all started (10')
 	
- Introduce yourself to Ss.
- Ask them if they have friends and tell them that you have friends as well.
    ▪ *Do you want me to show you my friends?*
- Introduce Ben and Sally using the flashcards.
- Read the situation you want them to hear out loud.
    ▪ *Hello, my name is Ben. What's your name?*
    ▪ *Hello Ben, my name is Sally. Nice to meet you.*
    ▪ *Nice to meet you too.*
- Ss repeat right after.
- Choose two Ss to play the scene.
- Choose five pairs of Ss to play the situation in front of the class (one pair after another).
- Ask for applause for those who have acted.
	Linguistic and interpersonal intelligences.

2. Meeting Tina (10') - Tell the students you want to know them so you want them to talk about themselves for a while. - Ask them whether they have pets or not. - Let Ss answer. - Tell Ss you have a special big animal friend. - Introduce Tina to Ss. - Encourage Ss to use the structure they just have learned with Ben and Sally to greet Tina. - Ask them where they live and tell them where Tina lives. - Ask them whether they know what a continent is or not. - Tell them Africa is one of them and point it out on the world map.	Interpersonal, naturalistic and spatial intelligences.

- Ask them if they know where Spain is and in which continent it is placed. - Encourage one S to point out Spain in the map. - Explain through Tina that her continent is the most dangerous and ask them if they would like to hear a story about someone who had a bad experience there.	

3. Once upon a time… (15')
 	
Pre-telling
 	
First part
 	
  - Tell Ss to sit down on the floor forming a semicircle in the front of the class.
 	
  - Sit in front of the semicircle looking at them.
 	
  - Write some key words of the chapter on the whiteboard and encourage them to guess what they could be.
 	
  - Ask for volunteers and whisper the word translated into Spanish that the others have to guess (in their ears).
 	
  - Give them time to act and to guess the meaning.
 	
  - Do the same with the key words left.
 	
  - For those words too difficult for the children to play, draw the meaning of the word on the whiteboard and give Ss hints to understand.
 	
Second part
 	
  - Show Ss the front and the cover of the book.
 	
  - Ask them what they think the story is going to be about.
 	
  - Give them time to guess and answer.
 	
  - Ask Ss words that appear in the book and they might not know.
 	
  - Help them to infer the meaning of those words (mime as first option and translation into Spanish as the last
	Linguistic, interpersonal and naturalistic.

option). *While-telling* - Take "In search of Lisa" book and read the first chapter. *Post-telling* - Ask Ss what they think it is going to happen next. - Ask them where Lisa could be, while pointing out the possible places in the world map.	
4. Time to go! (15') - Tell Ss to say goodbye to Africa in a proper way: by making a puzzle of this continent, so that they will not forget about it. - Distribute one piece for every pair and give them time to build it. Help them if necessary. - Encourage them to guess the best means of transport to travel to Asia: airplane, car, bicycle or boat. - Illustrate means of transport through flashcards. - You miss two means of transport so ask them which ones are missing. - When answering boat and plane, tell two Ss to draw and name the objects in the white cardboards. - Encourage them to repeat the name of all the means of transport right after you. - Let them think what the best means of transport to travel to Asia could be. - Guide their choice to ship as the best means of transport. - Ask Ss to stand up and make a circle. - Begin to imitate the sound of a boat and go around the circle while the Ss imitate you doing the same. - Tell Ss you are now is Asia and the lesson has ended.	Musical, logical-mathematical, spatial and bodily-kinaesthetic intelligences.

LESSON 2: READY TO START

EXPECTED LEARNING OUTCOMES

The main objectives to be accomplished in this Unit are the following:

At the end of the lesson SS will be better prepared to:

➢ Infer the meaning of key words and phrases in the story being helped by linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) given by the teacher.

➢ Produce simple oral language to participate in the story.

➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.

➢ Get through those second language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.

➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

MATERIALS

o **To bring during the whole Unit:** "In search of Lisa" book, means of transport flashcards, whiteboard and Tina teddy.

o **Specific to Lesson 2:** The pieces of Africa's puzzle; twenty EVA fruits and vegetables (a mix of onions, carrots, tomatoes, apples, bananas and oranges); a classification board (on one side a classification between salty and sweet, on the other, a classification between yellow, orange and red colours); template of the email the children will have to send (in paper); a model of Asia's map; twenty fake coins of 20 cents and a EVA board with stuck fruits and vegetables, with their names and prices.

ACTIVITIES	Intelligences involved

1. Storytelling I: Let's go shopping! (20')
 	
 - Before starting the lesson, draw a picture of one person buying (shopper), other selling (seller) and one observing the situation (observer). Write also a short dialogue in the blackboard near the picture that Ss will have to follow later on.
 	
      ▪ *Good morning. Can I help you?*
      ▪ *Good morning. Yes, I want one____(type of food)*
      ▪ *Here you are.*
      ▪ *How much is it?*
      ▪ *20 cents.*
      ▪ *Thank you*
 	
 - Also build up a small market on one of the sides of the class. For that, distribute three fruits and vegetables for each table ("counter").
 - Tina says hello to Ss.
 - Read the book up until half the second chapter.
 - Tell Ss Tina is really tired because of the journey and she needs food that they have to buy.
 - Divide Ss in groups of three people and give one role to each of the student: Shopper, seller and observer.
 - Distribute them in the tables disguised as counters.
 - Introduce Ss "let's go shopping" activity reading the dialogue out loud.
 - Encourage Ss to act out the situation at the same time while you guide them and buy one item for Tina.
 - The third student (observer) will ensure the dialogue is being said in the right way.
 	
 A variety of this activity could be that Ss to exchange the roles until every student has played each one.
	Linguistic, interpersonal and naturalistic, intrapersonal and bodily-kinaesthetic intelligences.

2. Total physical response (10')	Logical-mathematical, spatial and naturalistic intelligences.
- Tell Ss Tina is a bit special and she always eats food already classified.	
- Encourage them to organize what they have bought, in colours first (yellow, red and orange) and salty and sweet right after	
▪ *Put all the fruits of the same colour together. Put the salty food together.*	
- Encourage Ss to count each group of fruits and vegetables they have classified.	
▪ *How many yellow items do we have?*	
- Tell Ss is time to feed Tina and give them time to take their item and give it to Tina teddy.	
3. Storytelling II: Good news (10')	Linguistic, interpersonal and naturalistic.
- Order Ss to sit down on the floor forming a semicircle in the front of the class.	
- Sit in front of the semicircle looking at them.	
- Write some key words of the chapter on the whiteboard and encourage them to guess what they could be.	
- Ask for volunteers and whisper the word translated into Spanish that the others have to guess, in their ears.	
- Give them time to act and so, to guess the meaning.	
- Do the same with the key words left.	
- For those words too hard for the children to play, draw the meaning of the word on the whiteboard and give Ss hints to understand.	
- Return to storytelling and finish the chapter.	

4. Dear friend (10') - Tell Ss they could guess where Lisa is by asking Tina' friends. - Write down the names and the countries where Tina' friends are from. - Encourage Ss to choose the person they would like to write to. - Distribute a template of the email where Ss have to fill in gaps by finding specific information in the text read aloud. - Guide the activity reading the text of the template out loud and slowly. - Tell Ss you will type their emails into the computer and send it to each person. - Give Ss time to write. - Collect Ss' emails and tell them you will send them as soon as possible.	Linguistic and logical-mathematical intelligences.
5. Time to go! (10') - Tell Ss it is time to say goodbye to Asia in a proper way: by making a puzzle of this continent, so that they will not forget about it. - Distribute the pieces and give them time to build it. - Encourage Ss to guess which the best means of transport to travel to Oceania is: airplane, car, bicycle or boat. - Guide their choice to boat as the best means of transport. - Ask Ss to stand up and make a circle. - Begin to imitate the sound of a boat and go around the circle while the Ss follow you doing the same. - Tell Ss you are now is Asia and the lesson has ended.	Musical, logical-mathematical, spatial and bodily-kinaesthetic intelligences.

LESSON 3: TRUE DETECTIVES

EXPECTED LEARNING OUTCOMES

The main objectives to be accomplished in this unit are the following:

At the end of the lesson SS will be better prepared to:

➢ Infer the meaning of key words and phrases in the story being helped by linguistic and paralinguistic information (intonation, gestures, visual aids etc.) given by the teacher.

➢ Produce simple oral language to participate in the story.

➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.

➢ Get through those second language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.

➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

MATERIALS

o **To bring during the whole Unit:** "In search of Lisa" book, means of transport flashcards, whiteboard and Tina teddy.

o **Specific to Lesson 3:** Modified newspaper with the news of about stolen animals stuck on it; pieces of Oceania's puzzle; cardboard box (called The Magic Box); white cardboard and different objects to put inside (e.g., a pencil, a mask, a book and so on).

ACTIVITIES	Intelligences involved
1. Hello (5') - Say Hello to Ss through Tina. - Ask them if they remember which country they have travelled to find Lisa in the last lesson and encourage them to guess it. ▪ *There are two things typical from here. The first one is....* (Imitate a kangaroo)*, the second one is...* (Imitate a surfer). - Give them time to guess and answer.	Logical-mathematical, interpersonal and linguistic intelligences.
2. Checking understanding (15') - Order Ss to sit down on the floor forming a semicircle in the front of the class. - Sit in front of the semicircle looking at them. - Write some key words of the chapter on the whiteboard and encourage them to guess what they mean. - Ask for volunteers and whisper the word translated into Spanish that the others have to guess, in their ears. - Give them time to act and so, to guess the meaning. - Do the same with the key words left. - For those words too hard for the children to play, draw the meaning of the word on the whiteboard and give Ss hints to understand.	Logical-mathematical and bodily-kinaesthetic intelligences.
3. Checking the mailbox: Storytelling (5') - Read "In search of Lisa" book and stop after reading the emails that have been sent to Tina. - Draw a grid on the blackboard with the names of the continents and a gap below them.	Linguistic, interpersonal, naturalistic, logical-mathematical, spatial and bodily-kinaesthetic intelligences.

- Try to guess where Lisa could be by asking Ss questions to check their comprehension: ▪ *Do you think Lisa could be in Asia? Why? Why is Jimmy, from America, so rude?* - Draw a cross or a tick or a wave (expresses doubt) in the gaps depending on the information the Ss infer from the questions.	
4. The magic box (10') - Tell Ss as you could see, they had not enough information to guess where Lisa could be, so you have to find more. - Tell them they can try it, searching inside The Magic Box. - Introduce it to Ss in a funny way. - Encourage them to try to guess what could be inside. - Call a S and give an object from the box, to him. Blindfold him first. - Give him time to guess what he is grabbing. - Give him hints if necessary. ▪ *You use it at school to write with it.* - Call another student (S) until the last object appears (the newspaper) following the same process.	Linguistic, bodily-kinaesthetic, logical-mathematical and intrapersonal intelligences.
5. Reading the newspaper (5') - Take the newspaper and read the news that appears there, out loud. - Ask Ss questions about what you have read ▪ *Hmm...Suspicious, an elephant as small as an ant...Where can Lisa be?* - Return to the grid drawn on the blackboard and encourage Ss to guess when Lisa can and cannot be.	Linguistic and logic intelligences.

6. What is yellow, blue or green in nature? (12')	Logic, bodily-kinaesthetic, intrapersonal, naturalistic and linguistic intelligences.
- After guessing the Zoo is placed in America, play the situation of Tina taking the plane and travelling there.	
- Tell Ss Tina is watching beautiful landscapes through the plane that they have to draw.	
- The only colours Tina can distinguish through distance are yellow, green and blue so; promote a brainstorming about yellow, green and blue things they can see in nature.	
- Draw the answers in the blackboard and write their name down.	
- Distribute small white cardboards to each Ss.	
- Encourage them to draw one thing of one of these colours.	
- Give them time to do the task.	
- Collect the cardboards.	
- Order Ss to sit down on the floor forming a circle in the middle of the class.	
- Encourage Ss to create a collage with their drawing that make sense when putting them down together: *e.g., First drawings of the sea, then drawings of mountains and finally drawings with suns.*	
7. Time to go! (8')	Logical-mathematical, spatial and bodily-kinaesthetic intelligences.
- Tell Ss it is time to say goodbye to Oceania in a proper way: by making a puzzle of this continent, so that they won't forget about it.	
- As Oceania is a small continent and there are not pieces enough for all Ss, distribute pieces only to those seven Ss who have behaved well during the lesson, and give them time to build the puzzle.	

- Encourage Ss to guess which the best means of transport to travel to America is: airplane, car, bicycle or boat. - Make a circle with the Ss and play you are travelling by plane in a funny way.	42

LESSON 4: HEADING TO THE ZOO!

EXPECTED LEARNING OUTCOMES

The main objectives to be accomplished in this Unit are the following:

At the end of the lesson SS will be better prepared to:

➢ Infer the meaning of key words and phrases in the story being helped by linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) given by the teacher.

➢ Produce simple oral language to participate in the story.

➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.

➢ Get through those second language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.

➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

MATERIALS

o **To bring during the whole Unit:** "In search of Lisa" book, means of transport flashcards, whiteboard and Tina teddy.

o **Specific to Lesson 4:** Wild animals record; Kangaroo, panda, Iberic lynx and buffalo flashcards; emotional reencounter record; wild animal flashcards; home-made translucent screen to project light on it; pieces of America's puzzle; five envelopes of five different colours; a small lamp; a box decorated as a tree (The Magic Tree) and Lisa teddy.

ACTIVITIES	Intelligences involved
1. Short storytelling (5') - Start the lesson at the back of the class - Tina says hello to Ss. - Read "In search of Lisa" book and stop when the old turtle gives the map to Tina so that she can head the Zoo. - Tell Ss to place behind you as a united group. - Read the instructions the turtle gives to Tina out loud. - Follow those steps and encourage Ss to follow you. - Continue storytelling now you are all in the front of the class and have "headed the Zoo" and now you have ordered Ss to sit down on the floor forming a semicircle looking at you.	Linguistic, interpersonal, naturalistic, logical-mathematical-mathematical and spatial intelligences.
2. Checking understanding (10') - Write few key words of the chapter on the whiteboard and encourage them to guess what could be. - Ask for volunteers and whisper the word translated into Spanish that the others have to guess, in their ears. - Give them time to act and so, to guess the meaning. - Do the same with the key words left. - For those words too hard for the children to play, draw the meaning of the word on the whiteboard and give Ss hints to understand.	Linguistic, logical-mathematical and bodily-kinaesthetic intelligences.
3. Listen carefully! What's there? (10') - Face the wild animal flashcards down on the floor. Play the audio of the wild animal and encourage Ss to count how many sound they hear while you face different animal flashcards up along with their sound.	Musical, naturalistic, logical-mathematical and bodily-kinaesthetic intelligences.

- Tell students they have already saved those animals but we miss some others more, still.	
4. Chinese Magic (10') - Tell the Ss they have to find the kangaroos, buffalos, panda and the Iberic lynx. - Tell them they are going to use Chinese magic to bring the rest of the animals back, playing the shadows' game. - Prepare the home-made screen and light. Call it: the stage. - Encourage them to come to the stage in pairs to play the game, while the rest are sitting down looking at them and trying to guess the animal. - Tell those couples, the animal they have to represent. - Give them the flashcard of that animal if the rest of the group guess it. - Continue with the same process until they have collected the kangaroo, lynx, panda and buffalo flashcards.	Linguistic, logical-mathematical, spatial, bodily-kinaesthetic and naturalistic intelligences.
5. Each feather flocks together! (10') - Put all the animal flashcards together and distribute one to each Ss. - Show them the three five envelopes of the different continents stuck on the world map placed on blackboard. - Encourage them to classify each animal in to one continent. ▪ *Where do you think is the monkey from? Ok, there's ducks all over the world so choose the place you decide.*	Logical-mathematical-mathematic, intrapersonal and naturalistic intelligence.

- Once the animals have been classified, tell Ss that all of them are safe and sound and really thankful now.	
6. The Magic Tree (5') - Ask the students if you are missing someone. - Tell them you don't know where Lisa is but maybe The Magic Tree do. - Take the magic tree and begin to ask him where Lisa could be. - The Magic Tree answers is somewhere around him so begin to ask him questions to check where Lisa could be. ▪ Is Lisa under you? (to the tree), Is she behind you? - Finally ask if she is inside. - She is, so play a touching reencounter with Tina and Lisa puppets.	Spatial, naturalistic, intrapersonal and interpersonal intelligences.
7. Short storytelling (5') - Return to storytelling and finish the chapter.	Linguistic, interpersonal and naturalistic.
8. Time to go! (5') - Tell Ss it is time to say goodbye to America in a proper way: by making a puzzle of this continent, so that they won't forget about it. - Distribute the pieces and give them time to build it. - Encourage Ss to guess which the best means of transport to travel to Europe is: airplane, car, bicycle or boat. - Remember the means of transport vocabulary and be helped with flashcards if necessary. - Let them think what could be the best means of transport to travel to Europe.	Logical-mathematical, spatial and bodily-kinaesthetic intelligences.

LESSON 5: FEELING THE FAME!

EXPECTED LEARNING OUTCOMES

The main objectives to be accomplished in this Unit are the following:

At the end of the lesson SS will be better prepared to:

➢ Infer the meaning of key words and phrases in the story being helped by linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) given by the teacher.

➢ Produce simple oral language to participate in the story.

➢ Participate in simple oral transactions to take part in the interactions the teacher promotes.

➢ Get through those second language difficulties that may appear in their lives, selecting and putting into practice those intelligences that may be needed.

➢ Identify simple but significant vocabulary both for the understanding of this and other stories and for their future learning.

MATERIALS
  o **To bring during the whole Unit:** "In search of Lisa" book, means of transport flashcards, whiteboard and Tina teddy.
  o **Specific to Lesson 5:** Some pictures of Tina's journey; Lisa teddy; TV presenter cards with activities information on it; some pictures of Tina's daily life; a variety of some animal flashcards; a holey envelope with five squared images to put inside; a mysterious box with different textures and materials inside; twenty "Hero" medals to put into The Mysterious Box; pieces of Europe's puzzle; puzzles of America; Oceania; Asia and Africa; twenty small pieces of paper (five sheets of paper cut four times).

ACTIVITIES	Intelligences involved
1. European contest (5') - Tina says hello to Ss. - Read "In search of Lisa" book and stop when the book says Lisa and Tina won a lot of money. - Tell Ss is time to say what will happen and to play the quiz.	Linguistic and interpersonal intelligences.

2. The Quiz begins! (20')
 	
- Dress up as a TV presenter
- Present the contest in a funny way.
- Make five groups of Ss.
- Before implementing the contest, draw a grid on the blackboard and write down the name or number of each group.
- Implement the contest (you can change the order of activities or proofs):
    ▪ Vocabulary activities:
        ○ Encourage Ss to say five fruits or vegetables.
        ○ Encourage Ss to say five means of transport.
        ○ Encourage Ss to name the five continents.
    ▪ Mime of animals:
        ○ Whisper the name of an animal to a S and the rest have to guess it.
    ▪ Holey envelopes:
        ○ Give to one group the holey envelope with an image on it and give them time to guess
	Depending on the questions of the Quiz, some or other intelligences are involved:
	
	- Vocabulary activities
	Linguistic intelligence.
	- Mime of animals
	Bodily-kinaesthetic, interpersonal and intrapersonal intelligences.
	- Holey Envelopes
	Logical-mathematical, spatial and naturalistic intelligences.
	- Role-playing activity
	Bodily-kinaesthetic, interpersonal and linguistic intelligences.
	- Retelling
	Logical-mathematical, linguistic, intrapersonal and interpersonal intelligences.

what is inside could be.
     ■ Role-playing activity
          ○ Encourage Ss to play a situation in the street meeting someone new
     ■ Retelling:
          ○ Retelling of Tina's journey: Give the images of Tina's journey to each group of Ss and give them time to organize them.
          ○ Retelling of Lisa and Tina daily's life:
             Give the images of Tina and Lisa daily's life to each group of Ss and give them time to guess what the order could be.	

3. European Awards (5')
  - Tell the students all of them did well and so they have won a prize. But they have to get their hand into The Mysterious Box to get the prize (if they are brave enough).
  - Take The Mysterious Box and walk around the class while every S tries to get their price introducing their arm in the box.
	Bodily-kinaesthetic and intrapersonal intelligences.

4. Time to go! (10')
  - Tell Ss it is time to say goodbye to Europe in a proper way: making a puzzle of this continent, so that they won't forget about it.
  - Distribute the pieces and give them time to build it.
	Logical-mathematical, spatial and bodily-kinaesthetic intelligences.

- As is the last continent, and the journey is coming to an end, give them the other puzzles of the continents and encourage them to build a world map up right in the ground.	
5. Photoshoot (5') - Take pictures with the map on the floor, with Lisa and Tina teddies, with the TV presenter and all the pictures they want.	Interpersonal intelligence.

6. Self-evaluation (15')
    - Order Ss to sit in their chairs.
    - Form four groups of five people.
    - Tell them they have to put a mark to each continent.
    - Distribute twenty small pieces of paper to Ss and encourage them to draw sad, happy, serious or surprised faces depending on the mark they would like to give to each continent. It will be the evaluation system.
    - Give them two minutes to discuss in groups and put the emoticon they have chosen on top of the different continents (puzzles) lying on the ground.
    - Tina and Lisa say thanks to students for have saving them.
	Intrapersonal, interpersonal and logical-mathematical intelligences.

b. Feedback after implementation

The feedback is comprised by two parts: One where four Primary teachers evaluate my work by fulfilling a specific grid (which is available in the appendix number 28), and there is another part where I analyse my own implementation and methodology as a teacher; proposing some changes that I would do if I had to repeat the Unit again and highlighting my weaknesses and strengthens. The first one allows me to see how the implementation of the Unit went and which was the role exercised by the teacher.

- ○ **Feedback of the teachers**

The most noteworthy commentaries of the teachers are explained below:

Teacher number 1 (Annex 29): This teacher only attended the second lesson.

As strong point, this teacher mentioned the quality of the materials used as well as their attractiveness. In contrast, he mentioned that the activities did not imply enough work from the children and their low English. Besides, he added that a sequence of activities took place and the only evaluation he saw was mistakes correction.

Teacher number 2 (Annex 30): This teacher only attended the first lesson.

This teacher did not fulfil any item referring to weaknesses, and she only mentions a good use of English, that the lessons were well-structured, that a variety of activities took place and that the children were motivated all through.

Teacher number 3. (Annex 31): This teacher was a trainee teacher so she attended all the lessons.

In reference to the item "classroom management" she says that discipline was a bit problematic at some points and could have been tackled at the beginning. Nevertheless, she also highlighted that children were involved in the activities most of the time.

On the other hand, she added that even those activities that required a higher level of English than the one the children had were well contextualised and most times with clear communicative goals. Besides, she said that the activities were well structured, innovative, and that the time was perfectly used as well as resources.

Regarding the use of English she mentioned it was fluent and with variety of vocabulary, and that she could see effort from the teacher when trying to make students to understand her.

Finally, when it comes to correction of mistakes, she said that while few of them were not addressed, some others were corrected immediately.

<u>Teacher number 4 (Appendix 32):</u> She is the tutor of the class where the implementation took place. Hence she was present in all the lessons.

Regarding the first item (Classroom management), the teacher said that it would have been better to ask students to be quiet before it was too late, avoiding, this way, all the bad behaviour that took place in the lesson.

When it comes to the structure and timing of lessons and activities, the teacher proposed the Unit of work for other upper courses, thus taking into account their age and English level. However she noted that a good management of the class took place and rewarded the excellent design of activities.

Referring to the English language, she mentioned that the English level was higher than the one the students had but she highlighted the big and effective effort from the teacher to be understood.

Finally, about the sixth item (Promotion of student to student interaction) and the twelfth one (Grade of involvement in the activities, as well as, students' satisfaction grade), the teacher mentioned that there was a variety of group-forming methodologies being used throughout the Unit of work and that the children were keenly enthusiastic and motivated.

o **Personal feedback on my implementation**

First of all, I agree with all the critics I received, except with the one I received from Teacher number 1, who said that there was not enough implication from the children during the development of the activities. His is necessarily a partial view, since he only attended one lesson, and was the one I had to guide the most. It was the lesson where the children had to go to Asia's market and act a situation while playing the roles of seller, observer and shopper. They were supposed to play the situation on their own, but

I had to guide them step by step because they were distracted by the fake food and coins, talking to each other. Nevertheless, I must mention that I planned easier activities were children had to take control in other lessons, but this teacher could not attend them.

On the other hand, I agree with the statement that the English level used (both in the picture book and throughout the Unit implementation) was higher than the children expected and maybe it should have been adapted, or the Unit adapted for upper grades such us third of Primary. In spite of this, it was possible to carry it out in first grade, implying great effort from the teacher and by using uncountable and varied tools, though.

Regarding methodology, it is not easy to connect the three key guidelines (holistic education, task-based language learning, and Multiple Intelligences theory) in practice, using them to implement an entire Unit of work.

One of the weak points was to take the children's English level for granted and their understanding. Thus, a gap between expectations and reality took place. However, thanks to linguistic and paralinguistic information (intonation, gestures, visual aids, etc.) children could understand the whole story and participate in the lessons, fulfilling, this way, the aims proposed at the beginning of the lessons.

When it comes to my strengths, I was congratulated by all the teachers that attended my lessons, for how original and well prepared the activities were. In contrast, I lost the point of one of my main objectives which was to develop communicative competence. Those activities had to have communicative purposes (Willis & Willis, 1996) and, whilst some activities involved this competence, some others did not. Therefore, I had to do small changes in the activities from one day to another.

On the other hand, the timing planned for the lessons was followed sharply and I could implement everything that was planned.

Finally, the implementation of my work leaded me to some interesting conclusions:

- What the teacher has in mind changes in comparison with what finally takes place during the lesson. From time to time, I had to change the arrangement of the pupils, create new materials for the next day, and think of different ways to present new information.
- Creating opportunities to let the children learn a foreign language in an enjoyable way is possible. However, it is difficult to achieve and it takes a lot of effort on the teacher's part.
- It is not always worth it to create such large quantity of aids and materials and, instead, it would be better to think of more practical activities that require more participation from the children.
- Visual aids are one of the most needed for children to help them to understand a language and it is easy to lose their attention if they are not involved.
- The use of the mother tongue may be required in some specific situations where it is of the utmost importance that children understand the message so as not to disengage from the lessons. I understand now that a certain degree of understanding on the children's part is necessary. Because children that do not understand a large part of the message can became unmotivated and feel worthless.
- The hardest English skill for children to use and develop is speaking. It is really hard for children to produce language. They can understand almost everything when hearing a conversation or instructions because they know the meaning of isolated words and some phrases when accompanied with gestures and facial expressions, but they do not understand how language is structured so they cannot use it properly.

IV. CONCLUSION

To carry out this research was not an easy process. Several steps had to be taken before starting it.

First of all, it was necessary to become familiar with LOMCE provisions in order to understand its principles and be able to compare them with Howard Gardner's MIs theory, in search of common points and differences. This was the starting point for syllabus design.

Then, it was necessary to identify this education law's theoretical framework: the competence-based model of education. Delving into this approach I could observe that there was a relationship between some competences and some intelligences of the MIs theory. Some relations are clearer than others, but still, every competence can involve one or more intelligences.

From this point on, the design of the Unit of work began to take form. The starting point for syllabus design was a selection of a number of curricular evaluation standards, which became the objectives of the Unit of work and which I associated to a number of contents (divided into four blocks: oral texts understanding, oral texts production, written texts understanding and written texts production) in order to make them more specific. The objectives of a block may seem quite similar, but this is so in order to give free rein to planning and adapting the activities if necessary, as long as they allow learners acquire the selected curricular objectives. These are phrased with verbs such us: "recognize", "to be aware", "identify" or "realized" and are followed by the consecution of the same goal. The selected contents are not the end but the means to achieve curricular objectives, which involve different cognitive skills. Here is where Multiple Intelligences acquire relevance. Working through MIs theory you can decide which intelligences you want to develop the most. Nevertheless, more than one intelligence could be developed while trying to develop an specific intelligence. As work the mind out through MI is not an isolated process and involve many others.

Since the LOMCE curriculum is so specific in terms of contents (they are selected and organised for the different grades in Primary), I had to analyse them clearly before planning anything. I was careful to design activities that would allow the children to achieve the selected objectives. If, at some point, when I selected activities

just because I liked them without comparing and contrasting them with the curriculum, it meant that I had to reorganize the Unit to fulfill curricular objectives.

When it comes to the difficulties presented, either while carrying out the research or implementing the Unit of work, there are some things that must be mentioned.

First of all, whilst it was not difficult to find activities that did not contradict the LOMCE curriculum, it was difficult to find original activities that could be implemented in an early-Primary classroom, without implying far too much effort from the teacher. One of those activities that finally could be implemented was the *Shadows* game, where students had to guess the animal by wondering which animal they classmates were trying to imitate behind a lighted screen.

I must also mention that another handicap was the use of the foreign language as the language of instruction and classroom management, as the students were not accustomed to this. However, it was possible to carry out the Unit by inferring meaning of key words or phrases used by the teacher being helped by linguistic and paralinguistic information such as intonation, gestures or visual aids, accomplishing this way the first and main objective proposed.

Finally, I realized that it goes beyond possible to work through MI theory in Primary education. And, even if some teachers still work with old-fashioned methodologies, there are others that do not. Those are the teachers who are willing to try out new methodologies, such as involving their children to work online, or making them work in cooperative teams, asking them to interact with other children. These teachers may be promoting Multiple Intelligences although they may not be aware of this.

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APPENDICES

Appendix 1. Text of "In search of Lisa" children's book

IN SEARCH OF LISA

Africa's chapter

Page 1. Once upon a time there was a big grey mummy elephant called; Tina.

She lived with her daughter Lisa (who was as small as an ant).

They lived in the middle of Africa and always enjoyed the hot sunny days.

Page 2. In Africa it was so hot that ice cream didn't exist! Before eating them, they already melted!

But Tina and Lisa were happy without ice cream, because they had fruits and vegetables that didn't melt.

They ate a lot of food, so every weekend they had to go shopping.

Page 3. One Saturday at the supermarket, something terrible happened!

- Excuse me, can you help me?
- Yes, of course – answered the shop assistant.
- How much does green pepper cost?
- It is 2€
- O, thank you – said Tina- Lisa grab the pepper. Lisa? LISA!?

Lisa had disappeared…

Page 4. Tina saw a man running with a small bag, a bas as small as an ant…

…It had to be Lisa.

Page 5. Sadder than ever, Tina wondered where Lisa could be. But, instead of losing time, she decided to move quickly!

- With Asia I will start to look for Lisa and won't give up!

Asia's chapter

Page 6. Travelling to Asia was harder than she thought!

Tina was so weak that she needed food to be strong and healthy again.

Page 7. She went to the most beautiful market of Istanbul to buy some food. After having bought, a mysterious fox came near to her saying:

- I'm a spy. I think this information can be useful to you.

The fox gave her a paper with four email addresses on it.

Page 8. - Hmm, I should write them an email immediately – said Tina to herself.

And so, she did it.

After having written all the emails, and feeling better, Tina wondered where Lisa could be. But instead of losing time, she decided to hurry up!

- With Oceania I will continue to look for Lisa not wasting a minute of time!

Oceania's chapter

Page 9. The travel was better this time and Tina could relax in the hotel. There, she checked the mailbox.

- I have new emails! – Screamed Tina happily- Let's read them!

Page 10.

From: Jason	From: Edouard
To: Tina	To: Tina
Hello, I am from Australia (Oceania).	Hello, I am from France (Europe).
We are sad because five kangaroos have been stolen from the Natural Park.	Someone stole one Iberic lynkx and we think it had to be a hunter.
Good bye,	Good bye,
Jason Blake	Edouard Champion
From: Feen	From: Jimmy
To: Tina	To: Tina
Hello, I am from India (Asia).	Hello,
Two pandas have disappeared.	Sorry, we cannot help you. We are preparing an animal show.
We found footprints going to the west.	
Good luck and see you son!	Bye,
Feen Lee	Jimmy McGuire

Page 11.

How rude was Jimmy from America. He looks suspicious!- Tina said to herself.

Tina was thankful for the emails but it was not enough information, so she decided to have a look at the newspaper…And look what she found!:

Illegal hunters in prison

A group of hunter are in prison for steal exotic animals from different continents and open a Zoo with them.

Five kangaroos, two pandas, a buffalo, an Iberic lynx and an elephant as small as an ant, are waiting in the Zoo for someone to rescue them.

- As small as an ant…That is her! Lisa is that elephant! I have to rescue her.

So, she lost no time and took a plane to travel there.

America's chapter

Page 12. Tina travelled faster than the thunder!

Page 13. …But she didn't know how to go to the Zoo. Tina started crying when she saw and old turtle.

- Excuse me, can you help me? How can I get to the Zoo, please?- asked Tina.
- Of course! Listen carefully!: Walk straight, then turn right, walk a bit more, turn left and walk straight again- said the turtle while showing a map to Tina.
- Ok, thank you so much. Have a good day!

Page 14. Tina followed his directions and son she arrived at the Zoo. She saw nothing. So she decided to pay attention and to do what the wise turtle told her before: Listen carefully!

Page 15. –Roar-roar, roar-roar!

- What is it?- Tina asked to herself half scared, half intrigued.

And something appeared from behind an enormous rock. It was a lion!

- Pant-hoot, pant-hoot!
- What is it?- Tina asked once more.

And something appeared from behind a big rock.

It was a chimpanzee!

- Prr-prr

- Hmm…What strange sound is that? Oh, can it be Lisa? Lisa!- She shouted.

And a small elephant as small as an ant, appeared from a small rock.

Page 16. – Mummy, I missed you so much!- shouted Lisa.

They were so happy and cried a lot but they had to find the other animals.

With their big ears, Tina and Lisa found the rest in five minutes ore even less.

Page 17. They saved all the animals and thanks to that…They become famous!

Right after, an important TV presenter called them to participate in a show in Europe.

So they took a plane and travelled there.

Europe's chapter

Page 18. The show was great!

And thanks to it, they won a lot of Money!

Page 19. Tina and Lisa opened three natural parks with the prize and… Became famous in the whole world!

Appendix 2. Some random pictures of "In search of Lisa" children's book

In Africa it was so hot that ice cream didn't exist!
Before eating them, they already melted!

But Tina and Lisa were happy without ice cream, because they had fruits and vegetables that didn't melt.

They ate a lot of food, so every weekend they had to go shopping.

FROM: Jason
TO: Tina

Hello, I am from Australia (Oceania) we are sad because five kangaroos have been stolen from the Natural Park.
good bye,
Jason Blake

FROM: Edouard
TO: Tina

Hello, I am from France (Europe). Someone stole one Iberic Lynx and we think it had to be a hunter.
good bye,
Edouard Champion

FROM: Feen
TO: Tina

Hello, I am from India (Asia). Two pandas have disappeared. we found footprints going to the west.
good luck and see you soon!
Feen Lee

FROM: Jimmy
TO: Tina

Hello,
Sorry, we cannot help you. We are preparing an animal show.
Bye,
Jimmy McGuire

Tina followed his directions and soon she arrived at the zoo. She saw nothing.
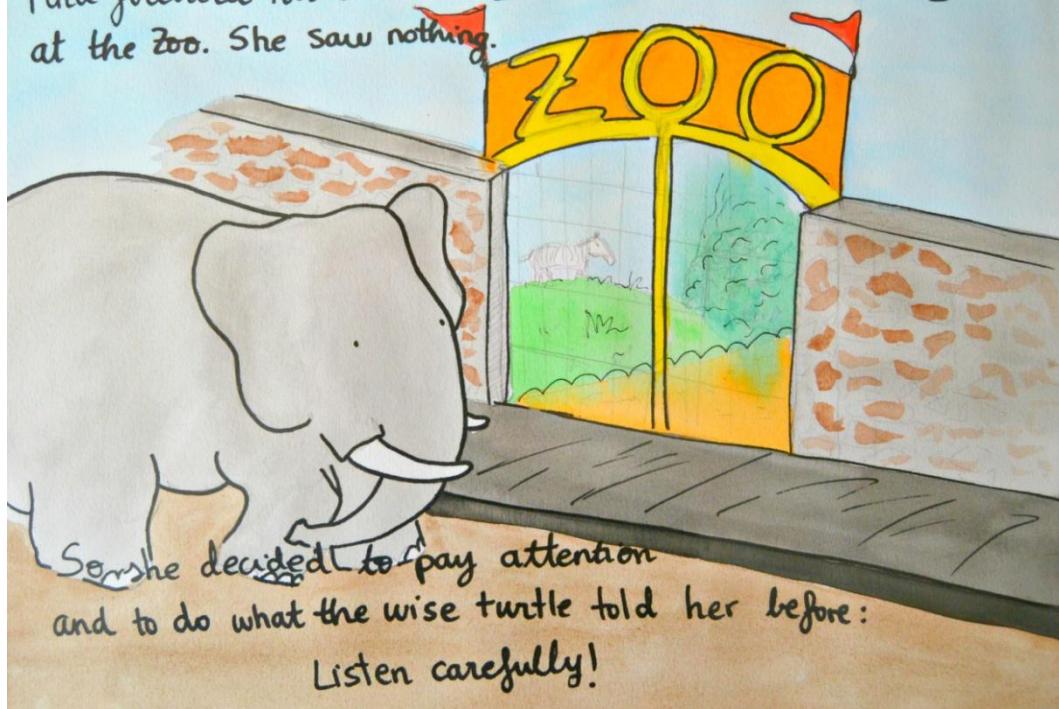
So she decided to pay attention and to do what the wise turtle told her before: Listen carefully!

- Mummy, I missed you so much! - Shouted Lisa. They were so happy and cried a lot but they had to find the other animals

With their big ears, Tina and Lisa found the rest in five minutes or even less...
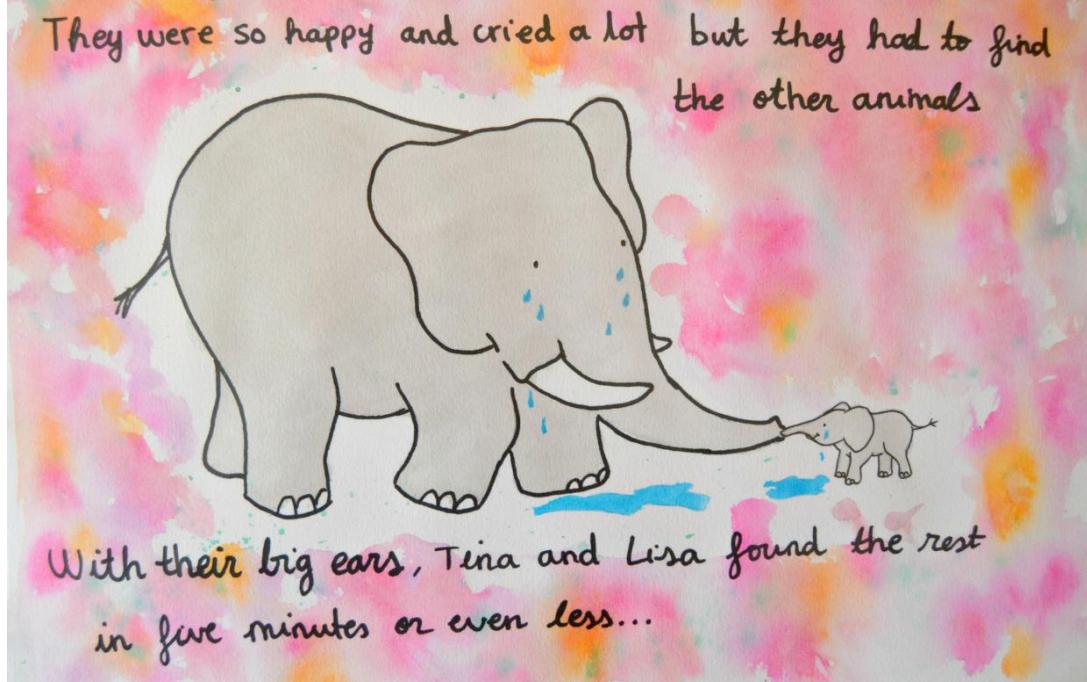
Appendix 3. First grade of Primary contents by LOMCE law

BLOQUE 1: COMPRENSIÓN DE TEXTOS ORALES.

Contenidos:

Estrategias de comprensión:

Movilización de información previa sobre tipo de tarea y tema.

Distinción de tipos de comprensión (palabras y frases cortas).

Formulación de hipótesis sobre contenido y contexto (imaginación y predicción; inferencia a partir de imágenes y gestos)

Inferencia de significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos (gestos, expresión facial, contacto visual).

Aspectos socioculturales y sociolingüísticos:

Convenciones sociales (saludos y despedidas: "Hello", "Good bye", "Good Morning"); normas de cortesía (thank you, please); costumbres (celebraciones: Halloween, Christmas, Easter), actitudes (interés y respeto por las particularidades de los países de habla inglesa); lenguaje no verbal (gestos, expresión facial, contacto visual).

Funciones comunicativas:

- Saludos y despedidas ("Hello", "Hi", "Good Bye", "Good Morning",…) y presentaciones de uno mismo ("My name is…"; "I'm…"), agradecimientos ("thank you"); instrucciones propias del contexto de clase (Sitdown, Look, Circle, Colour), invitaciones (Cumpleaños: "To…From…").

- Expresión de la posesión ("My…"; "This is my…"; "I have got…"; "Have you got…?"); Expresión del lugar donde están las cosas (in, on, here, there) o dirección de movimiento (Up, down); Expresión de la hora (morning, afternoon); Expresión de la capacidad ("I can see…"); Expresión del gusto ("Like/Don't like); Expresión de sentimiento (I'm happy; sad; scared)

- Descripción de personas, animales y objetos (I am…; My cat is…)

- Petición y ofrecimiento de ayuda ("Can I help you?"; "Do you need help?"), de información ("What's your name?", "How old are you?"), de objetos ("Can I have a pencil, please?", de permiso ("Can I go to the toilet, please?").

Estructuras sintáctico-discursivas:

- Afirmación. Negación. Interrogación. Información personal. Expresión de ubicación de las cosas ("tobe + preposiciones"; "Where…?"); Expresión del

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gusto ("To like" en afirmativo, negativo, interrogativo "Do you like?")

- Léxico oral de alta frecuencia (recepción) relativo a identificación personal; colores, números, comidas, bebidas, juguetes, material escolar, partes del cuerpo, animales, días de la semana, ropa.

- Patrones sonoros, acentuales, rítmicos y de entonación. Reconocimiento de aspectos fonológicos: sonidos, ritmo, entonación y acentuación de palabras y frases uso frecuente en el aula.

BLOQUE 2: PRODUCCIÓN DE TEXTOS ORALES: EXPRESIÓN E INTERACCIÓN.

Contenidos:

Estrategias de producción:

- Planificación

    - Estructurar una presentación.
    - Practicar el mensaje varias veces.

- Ejecución

    - Expresar el mensaje con claridad ajustándose a los modelos dados.
    - Apoyarse en los conocimientos previos.
    - Compensar las carencias lingüísticas mediante procedimientos paralingüísticos o paratextuales:

        Paralingüísticos y paratextuales

        - Pedir ayuda.
        - Señalar objetos o realizar acciones que aclaran el significado.
        - Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, contacto visual).

Aspectos socioculturales y sociolingüísticos:

Convenciones sociales ("Hello", "Good bye", "Good Morning"), normas de cortesía ("Thank you", "please"); costumbres (celebraciones: Halloween, Christmas, Easter), actitudes (interés y respeto por las particularidades de los países de habla inglesa); lenguaje no verbal (gestos, expresión facial, contacto visual).

Petición de ayuda ("Can I help you?"; "Do you need help?"), de información ("What's

your name?", "How old are you?"), de objetos ("Can I have a pencil, please?", de permiso ("Can I go to the toilet, please?").

Funciones comunicativas:
- Saludos y despedidas ("Hello", "Good Bye", "Good Morning"…) y presentaciones (My name is…"; "I am…"; "This is my…"), agradecimientos ("thank you"), felicitaciones ("Happy Birthday"; "Happy Christmas"…)
- Realización de preguntas y respuestas en las que se habla sobre aspectos personales (nombre, edad, gustos)
- Expresión de la posesión ("My…"; "Thisis my…"; "I havegot…"; "Have you got…?"); Expresión de la capacidad ("I can see…"); Expresión del gusto ("Like/Don'tlike); Expresión de sentimiento (I'mhappy; sad; scared)
- Descripción de personas y animales y objetos (I am…; My cat is…).
- Petición de ayuda ("Can you help me, please?"), de información ("What's your name?", "How old are you?"), de objetos ("Can I have a pencil, please?", de permiso ("Can I go to the toilet, please?").

Estructuras sintáctico-discursivas:
- Preguntas y respuestas sobre aspectos personales (nombre, edad). Expresión de la posesión (1ª p. "My…", "I have got…"); Expresión del gusto (1ª p. "To like" en afirmativo, negativo).
- Léxico oral de alta frecuencia (producción) relativo a colores, números (1-20), miembros de la familia (baby, brother, dad, father-dad, grandfather, grandmother, mother-mum, sister, man, woman, child, boy, girl, person)comidas y bebidas (fruit, bread, breakfast, Burger, cake, chicken, chips, dinner, drink, eat, egg, fish, food, ice cream, lunch, meat, milk, rice, sausage, water…) , juguetes (ball, basketball, bike, boat, car, doll, football, helicopter, kite, lorry-truck, monster, plane, robot, toy, train), partes del cuerpo(body, face, arm, head, leg, ear, eye, hair, mouth, nose, smile) y animales (bird, cat, chicken, cow, crocodile, dog, duck, elephant, fish, frog, giraffe, goat, horse, lizard, monkey, mouse, sheep, snake, spider, tail, tiger, zoo); material escolar (board, book, class, colour, computer, door, rubber-eraser, number, page, pencil, school, teacher, tick, understand, Wall, window, Word, write).
- Patrones sonoros, acentuales, rítmicos y de entonación. Repetición de aspectos

fonológicos: sonidos, ritmo, entonación y acentuación de palabras y frases de uso frecuente en el aula.

BLOQUE 3: COMPRENSIÓN DE TEXTOS ESCRITOS.

Contenidos:

Estrategias de comprensión:

- Movilización de información previa sobre tipo de tarea y tema.
- Distinción de tipos de comprensión (palabras y frases cortas).
- Formulación de hipótesis sobre contenido y contexto (imaginación y predicción; inferencia a partir de palabras conocidas)
- Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos lingüísticos y paratextuales (ilustraciones, gráficos…)

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales (saludos y despedidas: "Hello", "Good bye", "Good Morning"); normas de cortesía (thankyou, please); costumbres (celebraciones: Halloween, Christmas, Easter), actitudes (interés y respeto por las particularidades de los países de habla inglesa).

Funciones comunicativas:

- Saludos y despedidas ("Hello", "Hi", "Good Bye", "Good Morning",…) y presentaciones de uno mismo ("My name is…"; "I'm…"), agradecimientos ("thankyou"); instrucciones propias del contexto de clase (Sitdown, Look, Circle, Colour), invitaciones (Cumpleaños: "To…From…").
- Expresión de la posesión ("My…"; "This is my…"; "I have got…"; "Have you got…?"); Expresión del lugar donde están las cosas (in, on, here, there) o dirección de movimiento (Up, down); Expresión de la hora (morning, afternoon); Expresión de la capacidad ("I can see…"); Expresión del gusto ("Like/Don't like); Expresión de sentimiento (I'm happy; sad; scared) Descripción de personas, animales y objetos (I am…; My cat is…) Petición y ofrecimiento de ayuda ("Can I help you?"; "Do you need help?"), de información ("What's your name?", "How old are you?"), de objetos ("Can I have a pencil, please?", de permiso ("Can I go to the toilet, please?").

Estructuras sintáctico-discursivas:

- Afirmación. Negación. Interrogación. Información personal. Expresión de ubicación de las cosas ("to be + preposiciones"; "Where…?"); Expresión del gusto ("To like" en afirmativo, negativo, interrogativo "Do you like?")

- Léxico oral de alta frecuencia (recepción) relativo a identificación personal; colores, números, comidas, bebidas, juguetes, material escolar, partes del cuerpo, animales, días de la semana, ropa.

- Patrones gráficos y convenciones ortográficas. Identificación de los signos ortográficos básicos (Punto, coma, comillas, exclamación, interrogación…)

BLOQUE 4: PRODUCCIÓN DE TEXTOS ESCRITOS: EXPRESIÓN E INTERACCIÓN.

Contenidos:

Estrategias de producción:

- Planificación

    - Coordinar las propias competencias comunicativas con el fin de realizar eficazmente la tarea (qué se puede o se quiere decir, etc.).

    - Localizar y usar adecuadamente recursos lingüísticos o temáticos (consulta de ficha, libro…; obtención de ayuda, etc.).

- Ejecución

    - Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.

    - Compensar las carencias lingüísticas mediante procedimientos paratextuales: incorporación de ilustraciones (fotografías, dibujos, etc.); gráficos, tablas; características tipográficas (tipos de letras, emoticonos…).

Aspectos socioculturales y sociolingüísticos:

- Convenciones sociales ("Hello", "Good bye", "Good Morning"), normas de cortesía ("Thank you", "please"); costumbres (celebraciones: Halloween, Christmas, Easter), actitudes (interés y respeto por las particularidades de los países de habla inglesa).

Funciones comunicativas:

- Saludos y despedidas ("Hello", "Good Bye", "Good Morning"…) y presentaciones (My name is…"; "I am…"; "This is my…"), agradecimientos

("thank you"), felicitaciones ("Happy Birthday"; "Happy Christmas"…)

- Realización de preguntas y respuestas en las que se habla sobre aspectos personales (nombre, edad, gustos)

- Expresión de la posesión ("My…"; "This is my…"; "I have got…"; "Have you got…?"); Expresión de la capacidad ("I can see…"); Expresión del gusto ("Like/Don'tlike); Expresión de sentimiento (I'm happy; sad; scared)

- Descripción de personas y animalesy objetos (I am…; My cat is…).

- Petición de ayuda ("Can you help me, please?"), de información ("What's your name?", "How old are you?"), de objetos ("Can I have a pencil, please?", de permiso ("Can I go to the toilet, please?").

Estructuras sintáctico-discursivas:

- Preguntas y respuestas sobre aspectos personales (nombre, edad). Expresión de la posesión (1ª p. "My…", "I have got…"); Expresión del gusto (1ª p. "To like" en afirmativo, negativo)

- Léxico oral de alta frecuencia (producción) relativo a colores, números (1-20), miembros de la familia (baby, brother, dad, father-dad, grandfather, grandmother, mother-mum, sister, man, woman, child, boy, girl, person) comidas y bebidas (fruit, bread, breakfast, Burger, cake, chicken, chips, dinner, drink, eat, egg, fish, food, ice cream, lunch, meat, milk, rice, sausage, wáter…) , juguetes (ball, basketball, bike, boat, car, doll, football, helicopter, kite, lorry-truck, monster, plane, robot, toy, train), partes del cuerpo (body, face, arm, head, leg, ear, eye, hair, mouth, nose, smile) y animales (bird, cat, chicken, cow, crocodile, dog, duck, elephant, fish, frog, giraffe, goat, horse, lizard, monkey, mouse, sheep, snake, spider, tail, tiger, zoo); material escolar (board, book, class, colur, computer, door, rubber-eraser, number, page, pencil, school, teacher, tick, understand, Wall, window, Word, write).

- Patrones gráficos y convenciones ortográficas: Aplicación de los signos ortográficos básicos (Exclamación, interrogación…).

Appendix 4. Evaluation criteria in relation with evaluation standards from LOMCE law

Criterios de evaluación	*Estándares de aprendizaje evaluables*
Crit.ING.1.2. Localizar las estrategias básicas más adecuadas para la comprensión del sentido general de textos orales muy sencillos, siempre y cuando se cuente con apoyo de elementos paralingüísticos y/o imágenes.	Est.ING.1.2.5. Localiza palabras simples presentes en conversaciones breves y sencillas en las que participa, que traten sobre temas cercanos (ej. Identificación personal, familia, partes del cuerpo, comidas...), para interactuar adecuadamente, aunque sea necesario el uso de gestos, a partir de la adecuada interpretación de los elementos lingüísticos y paralingüísticos básicos presentes en las mismas.
Crit.ING.1.3. Identificar aspectos socioculturales y sociolingüísticos muy elementales, concretos y significativos, sobre costumbres, convenciones sociales, normas de cortesía y lenguaje no verbal, y aplicar, de manera guiada, los conocimientos adquiridos sobre los mismos a una comprensión adecuada del mensaje, siempre y cuando sea transmitido de manera lenta y clara, con suficientes pausas para asimilar el significado, aunque sea necesario volver a escuchar lo dicho, o el uso de gestos o imágenes y muestra actitudes de interés y respeto por los mismos.	Est.ING.1.3.3. Localiza palabras aisladas en expresiones corrientes muy básicas (convenciones sociales; normas de cortesía) dirigidas a la satisfacción de necesidades frecuentes (instrucciones, indicaciones, peticiones, avisos), en contextos muy próximos (p.ej.: el aula).
	Est.ING.1.3.5. Localiza palabras simples presentes en expresiones básicas de saludos y despedidas dirigidas a él, y se familiariza con los elementos de lenguaje no verbal y el comportamiento (gestos, expresión facial, contacto visual, uso de la voz…) asociados a las mismas.
Crit.ING.1.5. Percatarse de la existencia de los significados más comunes asociados a las estructuras sintácticas más elementales propias de la comunicación oral (p. ej:	Est.ING.1.5.4. Localiza palabras aisladas cuando escucha una conversación sobre temas cotidianos y se habla de manera lenta y clara (p. ej.: cuentos...)

E.xpresión de posesión, interrogación, afirmación, negación...) para tener una idea general del mensaje, transmitido en buenas condiciones acústicas, de manera lenta y clara, y con las suficientes pausas para asimilar el significado, aunque sea necesario volver a escuchar lo dicho, pedir confirmación o apoyo de imágenes o gestual.	Est.ING.1.5.6. Identifica palabras sueltas, previamente trabajadas en expresiones de posesión, gusto; o preguntas y respuestas personales (nombre, edad), siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara.
Crit.ING.1.6. Localizar un repertorio limitado de léxico oral de alta frecuencia relativo a situaciones muy cotidianas y temas habituales y concretos relacionados con las propias experiencias para hacerse una idea del significado general, siempre y cuando cuente con imágenes o gestos, se hable de manera lenta y clara y con las suficientes pausas para asimilar el significado, aunque sea necesario volver a escuchar el mensaje.	Est.ING.1.6.6. Identifica palabras sueltas, previamente trabajadas cuando escucha una presentación sobre temas cotidianos, como por ejemplo: uno mismo, comidas y bebidas, juguetes y material escolar...; y las organiza, de manera guiada, para tener una idea general del mensaje, siempre y cuando cuente con imágenes e ilustraciones y se hable de manera lenta y clara.
Crit.ING.1.7. Percatarse de la existencia de patrones sonoros, acentuales, rítmicos y de entonación muy básicos y con sus significados e intenciones comunicativas generales, siempre y cuando sean transmitidos en buenas condiciones acústicas y de manera lenta y clara, y se destaquen especialmente estos aspectos al transmitir el mensaje.	Est.ING.1.7.3. Localiza patrones sonoros y de entonación muy básicos en saludos y despedidas, preguntas personales (nombre, edad), instrucciones e indicaciones muy sencillas, cuando se habla de manera lenta y clara y se remarcan especialmente estos aspectos.
	Est.IN.1.7.4. Identifica aspectos muy básicos de ritmo y acentuación de palabras y frases y sus intenciones comunicativas generales, cuando escucha una conversación sobre temas cotidianos (por ejemplo, en el colegio).

Crit.ING.2.4. Familiarizarse con la función comunicativa principal del texto oral (p. ej.: en un saludo), utilizando de manera guiada un repertorio limitado de sus exponentes más frecuentes y de patrones discursivos básicos (p. ej.: saludo para iniciar una conversación y despedida).	Est.ING.2.4.3. Empieza a participar en conversaciones simuladas muy simples y cara a cara para establecer contacto socia básico (saludar y despedirse, felicitar a alguien) y así intentar cumplir una función comunicativa (saludos y despedidas, realización de preguntas personales).
	Est.ING.2.4.4. Repite preguntas y contesta en actividades de role-play de forma muy guiadas utilizando estructuras dadas muy breves y sencillas (What is this? Itis… / What's your name? / I have…) para intentar cumplir una función comunicativa, con repertorio muy limitado y repitiendo patrones discursivos básicos.
Crit.ING.2.2. Familiarizarse con la aplicación de algunas estrategias básicas para producir textos orales en forma de monólogos o dialógicos muy breves, sencillos y siguiendo un modelo, p. e. expresiones repetitivas o memorizadas, apoyando con gestos lo que quiere decir.	Est.ING.2.2.1. Da información básica sobre sí mismo (p. ej. hablando de su familia, su casa) y participa en cuentos con lenguaje simple y repetitivo, demostrando que conoce estrategias de producción (planificando sus presentaciones y usando modelos)
Crit.ING.3.2. Identificar las estrategias más elementales más adecuadas para acercarse a la comprensión del sentido general de textos escritos muy sencillos, de manera muy guiada, siempre y cuando se cuente con apoyo de elementos paratextuales.	Est.ING.3.2.2 Identifica palabras escritas en material informativo breve y sencillo para formar una hipótesis sobre el sentido global probable del texto y el contexto por ejemplo: objetos etiquetados en un dibujo, relaciona una lista de palabras con su imagen.
	Est.IN.3.2.5. Identifica palabras y las relaciona para formular una hipótesis sobre la idea general de cuentos breves e identifica a las protagonistas, siempre y cuando la imagen y el contexto conduzcan gran parte

	del argumento en cuentos con el texto adaptado a su nivel cognitivo y lingüístico.
Crit.ING.3.6. Localizar un repertorio limitado de léxico escrito de alta frecuencia relativo a una actividad determinada o a un campo semántico relacionado con sus experiencias, e formar hipótesis sobre los significados probables de palabras y expresiones que se desconocen utilizando pistas textuales y contextuales.	Est.ING.3.6.2 Localiza palabras dentro de un campo semántico escritas en material informativo breve y sencillo haciendo uso del apoyo textual y contextual (por ejemplo: menú de comida internacional, animales en el zoo).
Crit.ING.4.4. Escribir palabras y estructuras hechas a partir de un modelo, CCL ajustándose a la función comunicativa del texto, dentro de un contexto cercano (p. e. saludo y despedida al escribir una postal).	Est.ING.4.4.2. Copia palabras y completa frases cortas y muy sencillas (listas, notas, tarjetas) en la que felicita a alguien o habla sobre temas cercanos (p. ej.: familia, animales, material escolar), ajustándose a la función comunicativa del texto.

Appendix 5. MI evaluation grid of "In search of Lisa" Unit of Work implemented in 1ºA classroom

Evaluation of MI rubric		
1	**2**	**3**
Poor use of this intelligence	Fair use of this intelligence	Good use of this intelligence

LESSON 1 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
1. How it all started (10')	Linguistic intelligence	
	Interpersonal intelligence	
2. Meeting Tina (10')	Interpersonal intelligence	
	Naturalistic intelligence	
	Spatial intelligence	
3. Once upon a time… (15')	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
4. Time to go! (15')	Musical intelligence	
	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinesthetic intelligence	

LESSON 2 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
1. Storytelling I: Let's go shopping! (20')	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
	Intrapersonal intelligence	
	Bodily-kinaesthetic intelligence	
2. Total physical response (10')	Logical-mathematical intelligence	
	Spatial intelligence	

	Naturalistic intelligence	
3. Storytelling II: Good news (10')	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
4. Dear friend (10')	Linguistic intelligence	
	Logical-mathematical intelligence	
5. Time to go! (10')	Musical intelligence	
	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	

LESSON 3 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
8. **Hello (5')**	Logical-mathematical intelligence	
	Interpersonal intelligence	
	Linguistic intelligence	
9. **Checking understanding (15')**	Logical-mathematical intelligence	
	Bodily-kinaesthetic intelligence	
10. **Checking the mailbox: Storytelling (5')**	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	

11. The magic box (10')	Linguistic intelligence	
	Bodily-kinaesthetic intelligence	
	Logical-mathematical intelligence	
	Intrapersonal intelligence	
12. Reading the newspaper (5')	Linguistic intelligence	
	Logic intelligence	
13. What is yellow, blue or green in nature? (12')	Logic intelligence	
	Bodily-kinaesthetic intelligence	
	Intrapersonal intelligence	
	Naturalistic intelligence	
	Linguistic intelligence	
14. Time to go! (8')	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	

LESSON 4 ACTIVITIES	Intelligences involved	Evaluation of MI
1. Storytelling (5')	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
	Logical-mathematical-mathematical intelligence	
	Spatial intelligence	
5. Checking understanding (10')	Linguistic intelligence	
	Logical-mathematical intelligence	
	Bodily-kinaesthetic	

	intelligence	
6. Listen carefully! What's there? (10')	Musical intelligence	
	Naturalistic intelligence	
	Logical-mathematical intelligence	
	Bodily-kinaesthetic intelligence	
7. Chinese Magic (10')	Linguistic intelligence	
	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	
	Naturalistic intelligence	
5. Each feather flocks together! (10')	Logical-mathematical-mathematic	
	Intrapersonal intelligence	
	Naturalistic intelligence	
6. The Magic Tree (5')	Spatial intelligence	
	Naturalistic intelligence	
	Intrapersonal intelligence	
	Interpersonal intelligence	
7. Short storytelling (5')	Linguistic intelligence	
	Interpersonal intelligence	
	Naturalistic intelligence	
8. Time to go! (5')	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	

LESSON 5 ACTIVITIES	Intelligences involved	Evaluation of MI
1. European contest (5')	Linguistic intelligence	
	Interpersonal intelligence	
2. The Quiz begins! (20')	Linguistic intelligence	
	Bodily-kinaesthetic intelligence	
	Interpersonal intelligence	
	Intrapersonal intelligence	
	Logical-mathematical intelligence	
	Spatial intelligence	
	Naturalistic intelligence	
3. European Awards (5')	Bodily-kinaesthetic intelligence	
	Intrapersonal intelligence	
4. Time to go! (10')	Logical-mathematical intelligence	
	Spatial intelligence	
	Bodily-kinaesthetic intelligence	
5. Photoshoot (5')	Interpersonal intelligence	
6. Self-evaluation (15')	Intrapersonal intelligence	
	Interpersonal intelligence	
	Logical-mathematical intelligence	

Appendix 6. Final evaluation grid of "In search of Lisa" Unit of Work through Quiz activity

<table>
<tr><td colspan="6" align="center">"QUIZ" RUBRIC</td></tr>
<tr><td rowspan="2" align="center">TYPE OF ACTIVITY</td><td colspan="5" align="center">SCORE IN RELATION WITH EVALUATION</td></tr>
<tr><td align="center">Excellent</td><td align="center">Very good</td><td align="center">Good</td><td align="center">Fair</td><td align="center">Poor</td></tr>
<tr><td align="center">Vocabulary activities</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td align="center">Role-playing activities</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Mime of animals</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td>Holey Envelopes</td><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td align="center">Retelling</td><td></td><td></td><td></td><td></td><td></td></tr>
</table>

Appendix 7. Data obtained from MI evaluation grid of "In search of Lisa" Unit of Work implemented in 1ºA classroom

<table>
<tr><td colspan="3" align="center">Evaluation of MI rubric</td></tr>
<tr><td align="center">1</td><td align="center">2</td><td align="center">3</td></tr>
<tr><td align="center">Poor use of this intelligence</td><td align="center">Fair use of this intelligence</td><td align="center">Good use of this intelligence</td></tr>
</table>

<table>
<tr><td><i>LESSON 1 ACTIVITIES</i></td><td>Intelligences involved</td><td>Evaluation of MI</td></tr>
<tr><td rowspan="2">1. How it all started (10')</td><td>Linguistic intelligence</td><td align="center">1</td></tr>
<tr><td>Interpersonal intelligence</td><td align="center">2</td></tr>
<tr><td rowspan="3">2. Meeting Tina (10')</td><td>Interpersonal intelligence</td><td align="center">3</td></tr>
<tr><td>Naturalistic intelligence</td><td align="center">2</td></tr>
<tr><td>Spatial intelligence</td><td align="center">1</td></tr>
<tr><td rowspan="3">3. Once upon a time… (15')</td><td>Linguistic intelligence</td><td align="center">2</td></tr>
<tr><td>Interpersonal intelligence</td><td align="center">3</td></tr>
<tr><td>Naturalistic intelligence</td><td align="center">3</td></tr>
</table>

4. Time to go! (15')	Musical intelligence	3
	Logical-mathematical-mathematical intelligence	2
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3

LESSON 2 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
1. Storytelling I: Let's go shopping! (20')	Linguistic intelligence	1
	Interpersonal intelligence	3
	Naturalistic intelligence	2
	Intrapersonal intelligence	2
	Bodily-kinaesthetic intelligence	3
2. Total physical response (10')	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	3
	Naturalistic intelligence	3
3. Storytelling II: Good news (10')	Linguistic intelligence	2
	Interpersonal intelligence	3
	Naturalistic intelligence	3
4. Dear friend (10')	Linguistic intelligence	1
	Logical-mathematical-mathematical intelligence	3
5. Time to go! (10')	Musical intelligence	3
	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	3
	Bodily-kinaesthetic intelligence	3

LESSON 3 ACTIVITIES	Intelligences involved	Evaluation of MI
15. Hello (5')	Logical-mathematical-mathematical intelligence	2
	Interpersonal intelligence	3
	Linguistic intelligence	2
16. Checking understanding (15')	Logical-mathematical-mathematical intelligence	2
	Bodily-kinaesthetic intelligence	3
17. Checking the mailbox: Storytelling (5')	Linguistic intelligence	1
	Interpersonal intelligence	1
	Naturalistic intelligence	2
	Logical-mathematical-mathematical intelligence	1
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3
18. The magic box (10')	Linguistic intelligence	2
	Bodily-kinaesthetic intelligence	3
	Logical-mathematical-mathematical intelligence	3
	Intrapersonal intelligence	3
19. Reading the newspaper (5')	Linguistic intelligence	2
	Logical-mathematical-mathematical intelligence	2
20. What is yellow, blue or green in nature? (12')	Logical-mathematical-mathematical intelligence	3
	Bodily-kinaesthetic intelligence	3
	Intrapersonal intelligence	3

	Naturalistic intelligence	3
	Linguistic intelligence	1
21. Time to go! (8')	Logical-mathematical-mathematical intelligence	2
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3

LESSON 4 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
2. Short storytelling (5')	Linguistic intelligence	1
	Interpersonal intelligence	2
	Naturalistic intelligence	3
	Logical-mathematical-mathematical intelligence	2
	Spatial intelligence	3
8. Checking understanding (10')	Linguistic intelligence	2
	Logical-mathematical-mathematical intelligence	3
	Bodily-kinaesthetic intelligence	2
9. Listen carefully! What's there? (10')	Musical intelligence	3
	Naturalistic intelligence	3
	Logical-mathematical-mathematical intelligence	3
	Bodily-kinaesthetic intelligence	3
10. Chinese Magic (10')	Linguistic intelligence	2
	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3

	Naturalistic intelligence	3
5. Each feather flocks together! (10')	Logical-mathematical-mathematical intelligence	2
	Intrapersonal intelligence	3
	Naturalistic intelligence	3
6. The Magic Tree (5')	Spatial intelligence	2
	Naturalistic intelligence	2
	Intrapersonal intelligence	2
	Interpersonal intelligence	3
7. Short storytelling (5')	Linguistic intelligence	1
	Interpersonal intelligence	2
	Naturalistic intelligence	2
8. Time to go! (5')	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3

LESSON 5 ACTIVITIES	**Intelligences involved**	**Evaluation of MI**
1. European contest (5')	Linguistic intelligence	1
	Interpersonal intelligence	2
2. The Quiz begins! (20')	Linguistic intelligence	3
	Bodily-kinaesthetic intelligence	2
	Interpersonal intelligence	3
	Intrapersonal intelligence	2
	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	1

	Naturalistic intelligence	3
3. European Awards (5')	Bodily-kinaesthetic intelligence	3
	Intrapersonal intelligence	1
4. Time to go! (10')	Logical-mathematical-mathematical intelligence	3
	Spatial intelligence	2
	Bodily-kinaesthetic intelligence	3
5. Photoshoot (5')	Interpersonal intelligence	2
6. Self-evaluation (15')	Intrapersonal intelligence	3
	Interpersonal intelligence	2
	Logical-mathematical-mathematical intelligence	1

Appendix 8. Development of the data obtained with 1ºA MI evaluation grid

Name of the intelligence	Number of times the intelligence takes place	Score obtained	Total score	Media
Linguistic	16	25	48	5,21
Spatial	12	25	36	6,94
Logical-mathematical-mathematical	20	48	60	8
Bodily-kinaesthetic	15	43	45	9,55
Intrapersonal	8	19	24	7,91
Interpersonal	14	34	42	8,09
Musical	3	9	9	10
Naturalistic	14	37	42	8,8

Appendix 9. Graphic showing how MI are proportionate in 1ºA class group

Class group MI proportion

- Linguistic
- Spatial
- Logical-mathematical
- Kinaesthetic
- Intrapersonal
- Interpersonal
- Musical
- Naturalistic
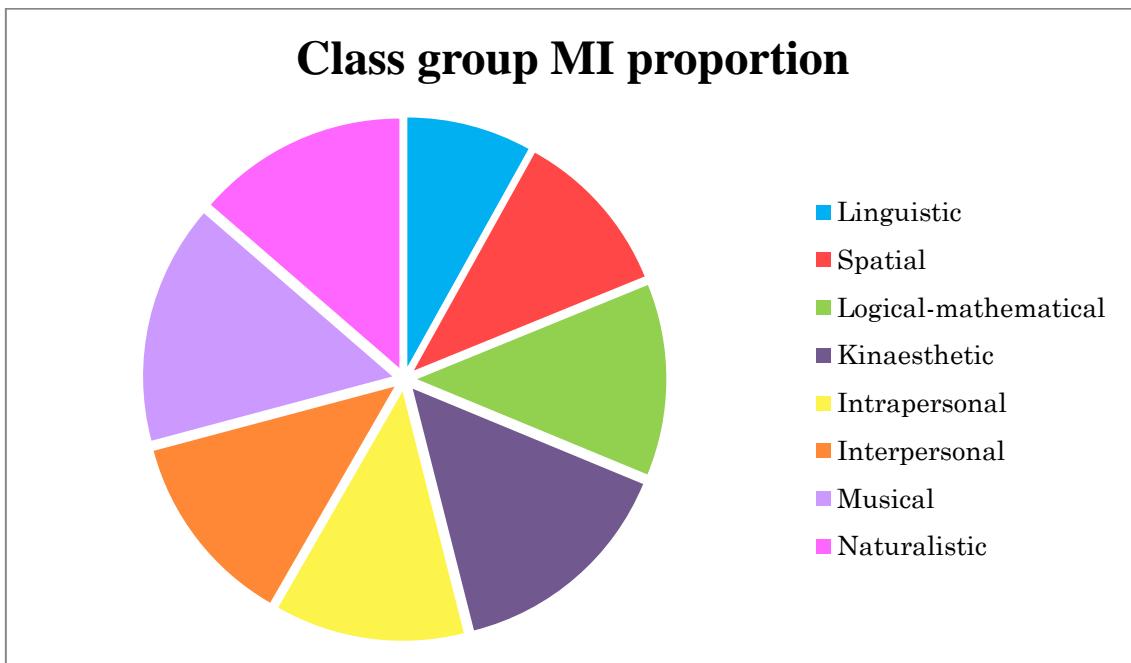
Appendix 10. Final evaluation results of "In search of Lisa" Unit of Work through Quiz activity

"QUIZ" RUBRIC					
TYPE OF ACTIVITY	**SCORE IN RELATION WITH EVALUATION**				
	Excellent	**Very good**	**Good**	**Fair**	**Poor**
Vocabulary activities		▓			
Role-playing activities				▓	
Mime of animals	▓				
Holey Envelopes			▓		
Retelling			▓		

Appendix 11. Rubric and graphic of students' self-evaluation

STUDENTS SELF-EVALUATION RUBRIC			
Sad face ☹	**Serious face** ☺	**Happy face** ☺	**Surprised face** ☺
Poor	Fair	Good	Very good

Students self-evaluation graphic

Poor
Fair
Good
Very good

Africa   Asia   Oceania   America   Europe
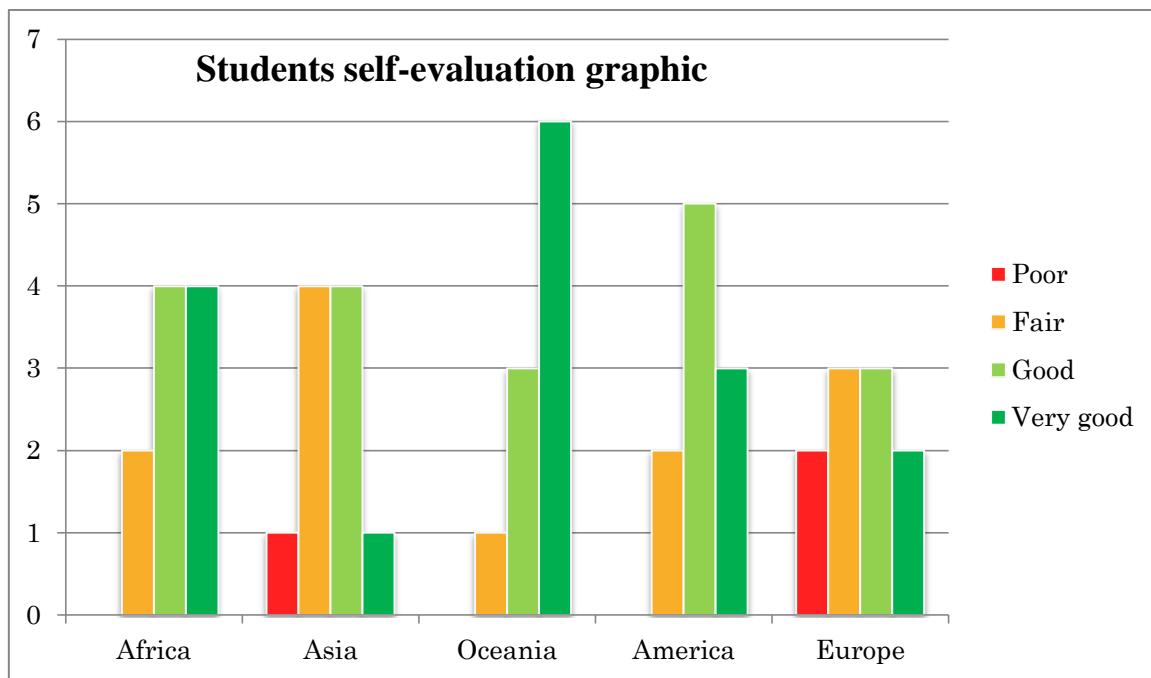
Appendix 12. Fixed material for every lesson during the implementation of "In search of Lisa" Unit of Work

1. *Means of transport flashcards, 2. Tina teddy, 3. Whiteboard and marker, 4. In search of Lisa children' book.*

**Appendix 13. Materials of Lesson 1: Once upon a time in Africa's heart**

1. Pieces of Africa's puzzle, 2. Ben and Sally flashcards

**Appendix 14. Materials of Lesson 2: Ready to start**

1. White cardboards, 2. Pieces of Africa's puzzle, 3. Twenty EVA fruits and vegetables (a mix of carrots, tomatoes, onions, apples, oranges and bananas), 4. Template of the email the children will have to send, 5. A model of Asia's map 6. Twenty fake coins of 20 cents.

Appendix 15. Classification poster for EVA fruits and vegetables
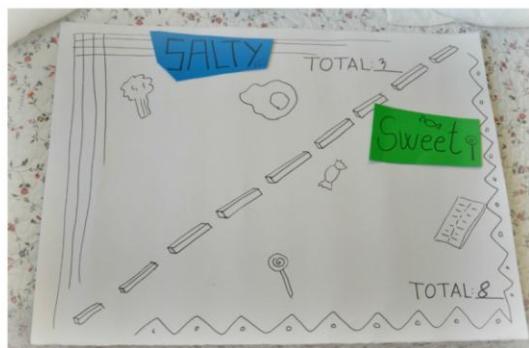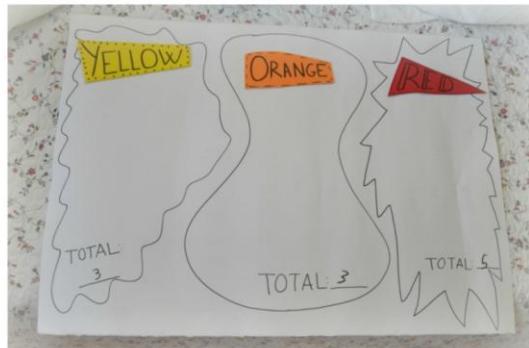
Appendix 16. Some "emails" done by the children
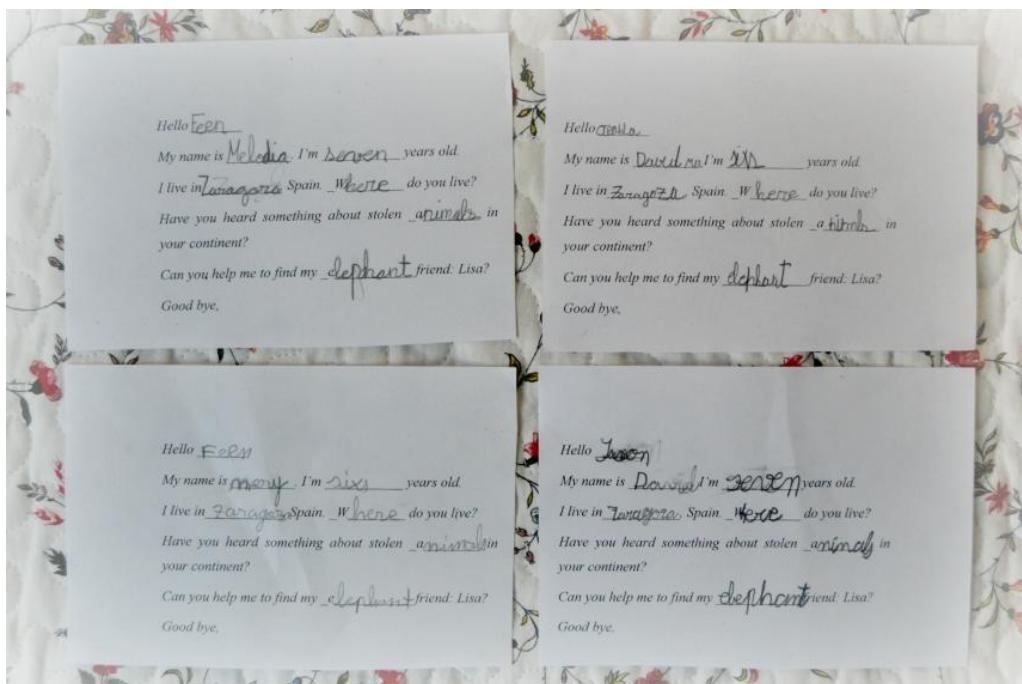
Appendix 17. Template of the emails for the children

Hello _____

My name is _____. I'm _____ years old.

I live in_____, Spain. _W_____ do you live?

Have you heard something about stolen _a_____ in your continent?

Can you help me to find my _e_____ friend: Lisa?

Good bye,

Hello _____

My name is _____. I'm _____ years old.

I live in_____, Spain. _W_____ do you live?

Have you heard something about stolen _a_____ in your continent?

Can you help me to find my _e_____ friend: Lisa?

Good bye,

Hello _____

My name is _____. I'm _____ years old.

I live in_____, Spain. _W_____ do you live?

Have you heard something about stolen _a_____ in your continent?

Can you help me to find my _____ friend: Lisa?

Good bye,

Hello _____

My name is _____. I'm _____ years old.

I live in_____, Spain. _W_____ do you live?

Have you heard something about stolen _a_____ in your continent?

Can you help me to find my _e_____ friend: Lisa?

Good bye,

Appendix 18. Materials of Lesson 3: True detectives

1. White cardboards, 2. Modified newspaper, 3. Pieces of Oceania's puzzle, 4. The Magic Box and some objects to put inside.

Appendix 19. Modified newspaper message
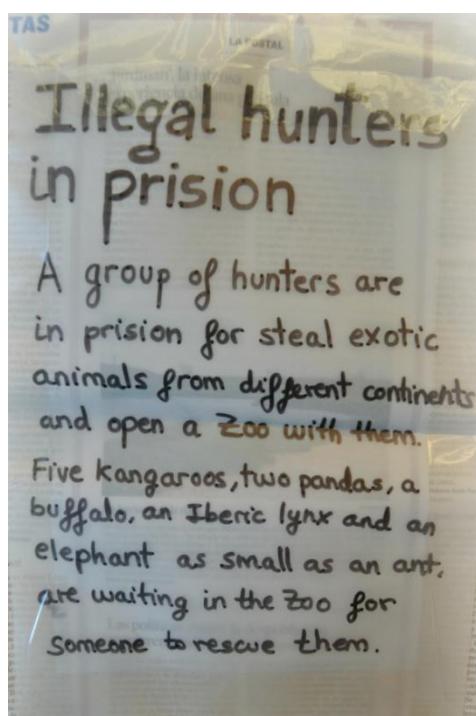
Appendix 20. Some of the cardboards done by the children

Appendix 21. Materials of Lesson 4: Heading of the Zoo

1. Home-made screen to project a light, 2. Small lamp, 3. Kangaroo, panda, Iberic lynx and buffalo flashcards, 4. Five envelopes of five different colours, 5. Wild animal record and emotional reencounter record, 6. Some wild animal flashcards,7. Pieces of America's puzzle.

Appendix 22. Wild animals record

Appendix 23. Reencounter record

Appendix 24. Materials of Lesson 4: Heading of the Zoo Part II: The Magic Tree and Lisa teddy

Appendix 25. Materials of Lesson 5: Feeling the fame!

1. Some pictures of Tina's journey 2. Pieces of Europe's puzzle, 3. Tina teddy, 4. A variety of some animal flashcards, 5. TV presenter cards with activities information on it, 6. Some pictures of Tina's daily life, 7. Holey envelope with five squared images to put inside, 8. Twenty small pieces of paper (five papers cut four times)

Appendix 26. Materials of Lesson 5: Feeling the fame! Part II: The mysterious box with a medal in it

Appendix 27. Materials of Lesson 5: Feeling the fame! Part II: Puzzles from the different continents

Appendix 28. Evaluation of the teacher implementation in Spanish

	Evalúa del 1-4: 1-Excepcional, 3-Muy buena, 2-Buena , o 1-Pobre	Fortalezas	Debilidades	Implicaciones para la futura práctica docente
1. Manejo de la clase El profesor ha tenido a los alumnos ocupados con las actividades manejando la clase bien.				
2. Estructura y temporalización de las actividades La lección ha estado bien estructurada y ha controlado el tiempo dedicado a cada actividad planeada.				
3. Variedad en las actividades Las actividades han sido variadas y han promovido mejora de la fluidez y habilidades comunicativas en el alumno.				
4. Objetivos claros e integración de las habilidades- Las actividades fueron diseñadas con claros objetivos teniendo en cuenta la integración de las 4 habilidades y promoviendo el desarrollo de la competencia comunicativa.				
5. Interacción con los estudiantes La interacción con los alumnos ha sido clara y directa con una Buena actitud y clara instrucciones.				
6. Creación de situaciones de interacciones alumno-alumno El profesor ha promovido la interacción entre estudiantes a través de trabajos en parejas o en grupos.				
7. Uso del inglés El inglés empleado por el profesor es claro y correcto con un amplio uso del vocabulario y				

apropiado al lenguaje de la clase.				
8. Corrección de errores El profesor ha seguido una política clara para corregir los errores y la ha mantenido durante las lecciones.				
9. Utilización de recursos El profesor ha hecho un buen uso de los recursos así como de aquellos que presta el colegio.				
10. Evaluación El profesor ha propuesto y llevado a cabo alguna forma de evaluación o asesoramiento del aprendizaje o proceso del aprendizaje.				
11. Originalidad de las actividades y de la propuesta en general				
12. Grado de involucración en la actividad y satisfacción por parte del alumnado al llevarse a cabo las sesiones				
13. Visión general del profesor que ha implementado las diferentes lecciones.				

Por favor, anota aquellas fortalezas o debilidades que te gustarían destacar y no han sido contempladas anteriormente.

Appendix 29. Evaluation grid from Teacher number 1

Evaluación del estudiante en su práctica docente

	Evalúa del 1-4: 4-Excepcional, 3-Muy buena, 2-Buena, o 1-Pobre	Fortalezas	Debilidades	Implicaciones para la futura práctica docente
1. Manejo de la clase El profesor ha tenido a los alumnos ocupados con las actividades manejando la clase bien.	4	La distribución fue adecuada para tener controlados y el manejo de las actividades		
2. Estructura y temporalización de las actividades La lección ha estado bien estructurada y ha controlado el tiempo dedicado a cada actividad planeada.	4	Cada sesión ha estado bien planificada.		
3. Variedad en las actividades Las actividades han sido variadas y han promovido mejora de la fluidez y habilidades comunicativas en el alumno.	4	Ha habido variedad y las actividades han motivado a los alumnos		
4. Objetivos claros e integración de las habilidades- Las actividades fueron diseñadas con claros objetivos teniendo en cuenta la integración de las 4 habilidades y promoviendo el desarrollo de la competencia comunicativa.	4	Fueron muy variadas las actividades y claras para conseguir los objetivos propuestos		
5. Interacción con los estudiantes La interacción con los alumnos ha sido clara y directa con una Buena actitud y clara instrucciones.	4	Los alumnos entendieron correctamente lo que se les pedía		
6. Creación de situaciones de interacciones alumno-alumno El profesor ha promovido la interacción entre estudiantes a través de trabajos en parejas o en grupos.	4	Hubo actividades en parejas y grupos funcionando perfectamente		
7. Uso del inglés El inglés empleado por el profesor es claro y correcto con un amplio uso del vocabulario y apropiado al lenguaje de la clase.	4	El uso del inglés ha sido muy bueno		

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Appendix 30. Evaluation grid from Teacher number 2

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Evaluación del estudiante en su práctica docente

	Evalúa del 1-4: 1-Excepcional, 3-Muy buena, 2-Buena , o 1-Pobre	Fortalezas	Debilidades	Implicaciones para la futura práctica docente
1. Manejo de la clase El profesor ha tenido a los alumnos ocupados con las actividades manejando la clase bien.	3	Entorno y materiales atractivos para los niños. Materiales muy bien trabajados	Poca actividad para los alumnos. Escaso nivel de Inglés de los alumnos	
2. Estructura y temporalización de las actividades La lección ha estado bien estructurada y ha controlado el tiempo dedicado a cada actividad planeada.	4			
3. Variedad en las actividades Las actividades han sido variadas y han promovido mejora de la fluidez y habilidades comunicativas en el alumno.	4			
4. Objetivos claros e integración de las habilidades- Las actividades fueron diseñadas con claros objetivos teniendo en cuenta la integración de las 4 habilidades y promoviendo el desarrollo de la competencia comunicativa.	4			
5. Interacción con los estudiantes La interacción con los alumnos ha sido clara y directa con una Buena actitud y clara instrucciones.	4			
6. Creación de situaciones de interacciones alumno-alumno El profesor ha promovido la interacción entre estudiantes a través de trabajos en parejas o en grupos.	4			
7. Uso del inglés El inglés empleado por el profesor es claro y correcto con un amplio uso del vocabulario y apropiado al lenguaje de la clase.	4			

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Page 2

Evaluación del estudiante en su práctica docente

8. Corrección de errores El profesor ha seguido una política clara para corregir los errores y la ha mantenido durante las lecciones.	4		
9. Utilización de recursos El profesor ha hecho un buen uso de los recursos así como de aquellos que presta el colegio.	4		
10. Evaluación El profesor ha propuesto y llevado a cabo alguna forma de evaluación o asesoramiento del aprendizaje o proceso del aprendizaje.	2	En cadena las actividades y, en esta sesión no veo más evaluación que la corrección de errores	
11. Originalidad de las actividades y de la propuesta en general	4		
12. Grado de involucración en la actividad y satisfacción por parte del alumnado al llevarse a cabo las sesiones	3	Poca actividad para los alumnos y escaso nivel de inglés de los alumnos	
13. Visión general del profesor que ha implementado las diferentes lecciones.	4	Actividad muy trabajada con excelentes materiales y con una involucración plena por su parte	

Por favor, anota aquellas fortalezas o debilidades que te gustarían destacar y no han sido contempladas anteriormente.

Appendix 31. Evaluation grid from Teacher number 3

	Evalúa del 1-4: 4-Excepcional, 3-Muy buena, 2-Buena , o 1-Pobre	Fortalezas	Debilidades	Implicaciones para la futura práctica docente
1. Manejo de la clase El profesor ha tenido a los alumnos ocupados con las actividades manejando la clase bien.	4	Los alumnos han estado ocupados en todo momento	En ocasiones se podrían haber interrumpido comportamientos molestos de los alumnos más rápidamente	
2. Estructura y temporalización de las actividades La lección ha estado bien estructurada y ha controlado el tiempo dedicado a cada actividad planeada.	4	Actividades perfectamente estructuradas, cumpliendo con el tiempo disponible en cada sesión		
3. Variedad en las actividades Las actividades han sido variadas y han promovido mejora de la fluidez y habilidades comunicativas en el alumno.	4			
4. Objetivos claros e integración de las habilidades- Las actividades fueron diseñadas con claros objetivos teniendo en cuenta la integración de las 4 habilidades y promoviendo el desarrollo de la competencia comunicativa.	3	Actividades muy contextualizadas y en la mayoría de las ocasiones con propósitos comunicativos claros	Las actividades han tenido un nivel algo superior al actual de los alumnos.	
5. Interacción con los estudiantes La interacción con los alumnos ha sido clara y directa con una Buena actitud y clara instrucciones.	4	Esfuerzo por hacerse entender, utilizando ayudas visuales, gestos, la lengua materna…		
6. Creación de situaciones de interacciones alumno-alumno El profesor ha promovido la interacción entre estudiantes a través de trabajos en parejas o en grupos.	4	Actividades que han permitido una agrupación heterogénea del alumnado		
7. Uso del inglés El inglés empleado por el	4	Vocabulario muy variado y gran		

profesor es claro y correcto con un amplio uso del vocabulario y apropiado al lenguaje de la clase.		fluidez.		
8. Corrección de errores El profesor ha seguido una política clara para corregir los errores y la ha mantenido durante las lecciones.	3	Corrige sus propios errores inmediatamente. Ciertos errores de los alumnos se corregían inmediatamente y otros se pasaban por alto		
9. Utilización de recursos El profesor ha hecho un buen uso de los recursos así como de aquellos que presta el colegio.	4	Uso variado y eficaz de recursos y materiales		
10. Evaluación El profesor ha propuesto y llevado a cabo alguna forma de evaluación o asesoramiento del aprendizaje o proceso del aprendizaje.	4	Sesión final dedicada a evaluar el conocimiento de los alumnos		
11. Originalidad de las actividades y de la propuesta en general	4	Innovadora		
12. Grado de involucración en la actividad y satisfacción por parte del alumnado al llevarse a cabo las sesiones	4	Alumnos motivados y participativos		
13. Visión general del profesor que ha implementado las diferentes lecciones.	4	Esfuerzo y dedicación, originalidad y creatividad		

Por favor, anota aquellas fortalezas o debilidades que te gustarían destacar y no han sido contempladas anteriormente.

Appendix 32. Evaluation grid from Teacher number 4

Page 1

Evaluación del estudiante en su práctica docente

	Evalúa del 1-4: 4-Excepcional, 3-Muy buena, 2-Buena , o 1-Pobre	Fortalezas	Debilidades	Implicaciones para la futura práctica docente
1. Manejo de la clase El profesor ha tenido a los alumnos ocupados con las actividades manejando la clase bien.	3	Buen dominio de la clase	Mejorar pero a la hora de llamar la atención.	*Buena relación y empatía con los alumnos
2. Estructura y temporalización de las actividades La lección ha estado bien estructurada y ha controlado el tiempo dedicado a cada actividad planeada.	4	Excelente diseño de las actividades	*Quizá sea más efectivo en cursos superiores	Darse cuenta del nivel evolutivo del alumnado
3. Variedad en las actividades Las actividades han sido variadas y han promovido mejora de la fluidez y habilidades comunicativas en el alumno.	3	Diseño muy variado y creativo		
4. Objetivos claros e integración de las habilidades- Las actividades fueron diseñadas con claros objetivos teniendo en cuenta la integración de las 4 habilidades y promoviendo el desarrollo de la competencia comunicativa.	3			
5. Interacción con los estudiantes La interacción con los alumnos ha sido clara y directa con una Buena actitud y clara instrucciones.	4	¿no sé (?)		
6. Creación de situaciones de interacciones alumno-alumno El profesor ha promovido la interacción entre estudiantes a través de trabajos en parejas o en grupos.	3	se ha utilizado un agrupamiento variado: individual/parejas/grupos.		
7. Uso del inglés El inglés empleado por el profesor es claro y correcto con un amplio uso del vocabulario y apropiado al lenguaje de la clase.	3	Lenguaje algo elevado para este nivel, pero esfuerzo para hacerse entender →		

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Evaluación del estudiante en su práctica docente

8. Corrección de errores El profesor ha seguido una política clara para corregir los errores y la ha mantenido durante las lecciones.				
9. Utilización de recursos El profesor ha hecho un buen uso de los recursos así como de aquellos que presta el colegio.	4			Ha Inver-tisión eco-nómica muy vista.
10. Evaluación El profesor ha propuesto y llevado a cabo alguna forma de evaluación o asesoramiento del aprendizaje o proceso del aprendizaje.	4			
11. Originalidad de las actividades y de la propuesta en general	4			Le servirá de base para la creación de futuras actividades
12. Grado de involucración en la actividad y satisfacción por parte del alumnado al llevarse a cabo las sesiones	4	Muy entusiasmados y motivados	Pérdida frecuente de la atención por la edad	
13. Visión general del profesor que ha implementado las diferentes lecciones.	4			

Por favor, anota aquellas fortalezas o debilidades que te gustarían destacar y no han sido contempladas anteriormente.

Gran esfuerzo y entusiasmo para organizar las actividades. Sin duda alguna, será una excelente profesional en el futuro ya que posee cualidades extraordinarias.