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**MULTISENSORY LEARNING APPLIED
TO TEFL IN SECONDARY EDUCATION**

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1. ABSTRACT

This project hopes to be a brief essay advocating the power of multisensory learning applied to Teaching English as a Foreign Language (TEFL) classroom dynamics. For that purpose we will review multisensory learning rationale based on two major pedagogical trends, Bloom's taxonomy and his revision on the affective domain, and Gardner's theory of multiple intelligences. As already mentioned, both hypotheses are on the basis of multisensory learning foundation, as both propose that we are born gifted with the most powerful tool for learning, our brain. Brain inner mechanisms are connected among them, and eventually, scientific research has proven that our five senses, alone or combined, are the doors for such a significant learning to be happening. Although multisensory learning offers us the interesting possibility of reaching a meaningful learning more quickly by making use of our senses, it has been occasionally rejected. The entertaining lessons which students usually enjoy seem apparently too empty of contents for some teachers who disregard this method by claiming that we are losing all control over our students' learning process.

2. DESCRIPTORS

Multisensory Learning; Multiple Intelligences; Cognitive Domain; Affective Domain; Psychomotor Domain; Bloom's Taxonomy; Gardner Theory; Senses; Linguistic intelligence; Logical-Mathematical intelligence; Visual-Spatial intelligence; Bodily-Kinesthetic intelligence; Musical intelligence; Intrapersonal intelligence; Interpersonal intelligence; Naturalistic intelligence; Remembering; Understanding; Applying; Analyzing; Evaluating; Creating; Neuronal paths; Touch; Sight; Smell; Hearing; Taste; LOE Basic Competences.

3. OBJECTIVES

Multisensory learning is within reach and may be easily implemented in English classroom dynamics. Multisensory learning proposes that learning is realized by means of our five senses, through our capability to touch, smell, taste, hear and see. This way of acquiring knowledge from the world around us is part of ourselves. In scientific words, it is engraved in our genome, and in addition, it is completely free. The main objective of this project consists in showing the kind of interconnections we experience as learning individuals and in pointing out that these connections make our learning possible as well as easier. Especially, we will focus on how this kind of knowledge can help us in the long-term objective of learning a second language.

The poor English standards our students achieve throughout obligatory secondary education give us the clue that we are doing something wrong. Students attending the University show a deficient level of English compared with our European colleagues. Local and central administrations try to do their best when facing this generalized problem. Governments enact laws within the endless quest of hitting upon the best approach to apply when it comes to teaching English as a foreign language. Due to this concern, the Spanish Government passed the current law *Ley Orgánica de Educación* (LOE) 2/2006, 3rd of May trying to set up the new guidelines for the teaching of any foreign language. These guidelines incorporate the curriculum, which include the general objectives, contents, basic competences, methodology and assessment criteria that any teacher under the Spanish administration regulation should follow. Despite the importance and the motivation which with governments might have established these new avenues, Spanish experts did not make anything different from the rest of their European colleagues, and approximately twenty years later than its neighbours, the Spanish administration has introduced the *Communicative Oral Approach* as the unique method to follow in order to reach a higher oral proficiency among Spanish Secondary students.

Another innovative teaching methodology recently introduced in the Spanish education system is that related to *Information and Communication Technologies* (henceforth ICT). The LOE has granted the access of students to the web 2.0 by regulating its mandatory fulfillment within the syllabus design. Nowadays, a teacher is required to introduce resources from the most innovative technology so as to be judged as a highly-trained teacher. However, although computers have spread to an incredible extent within the classroom walls, they are not enough to give the recognition to anyone to be considered a good teacher. It seems pretty reasonable to distinguish a good teacher by knowing how s/he performs rather than knowing with which resources s/he may act. Anyway, we live immersed in the age of consoles and videogames. The internet is changing our world completely. Interactive boards are conquering our classrooms. And maybe, in a near future, we will be able to give the lesson through computer-based learning channels. But, nevertheless, we still overlook something freely given to human beings, our sense-based ability to learn.

In this regard, the special education field has given the first serious steps in order to develop this methodology. We can define special education as the education

addressed to students' individual differences in order to attend students' requirements throughout the learning process. Students with special needs are assessed to determine their specific strengths and weaknesses. This kind of teaching methodology, which differs from the regular methods, focuses on fostering the unique students' abilities and skills. This personalized way of teaching has achieved enormous developments dealing with children affected by brain damages among other disabilities. Nowadays, multisensory learning techniques are commonly used in special education. Multisensory learning turns our senses into perception channels which triggers students' brain connections. For instance, a child suffering from mental retardation will easily learn forms and colours if associated with music or smells rather than forms and colours without using any sensory association. This is explained by how our brain works. When we smell some scent a neuronal path is triggered and connected. If we touch a cube, at the same time, in order to learn that kind of form, neurotransmitters go through that already connected path to reach beyond neurons to form further neuronal paths. For that reason, multisensory learning provides us with the capability to use our mass-produced gadgets in order to accomplish the challenging venture of learning a foreign language.

4. THEORETICAL FOUNDATIONS

4.1. HISTORICAL BACKGROUNDS OF MULTIMODAL LEARNING

The philosophy behind multimodal learning is not a new one. Many centuries ago, the philosopher Plato seemed to be very concerned, so to speak, with multimodal education. According to Plato, children must begin learning through playing and through their natural inclinations. Later on, the 18th century philosopher Jean-Jacques Rousseau stated in his treaty about education -the *Emilio*- that the child must learn not through words but through experiences; not through books but through the book of life. Following those trends, Johann Heinrich Pestalozzi devised a curriculum which integrated physic, moral and intellectual experiences to achieve a significant learning. A century later, Friedrich Froebel developed a syllabus based on tactile experiences which include gardening and animals caring. Finally, in the past 20th century, innovators such as Maria Montessori and John Dewey developed similar techniques based on multisensory learning and multiple intelligences which include, among others, tactile letters. They viewed the classroom as a society microcosm in which children may develop themselves following their natural tendencies. Nowadays, Montessori schools are widespread all over the world as a proof of their success and functionality for teaching.

It is also in the last century that two further different approaches may be highlighted. On the one hand we may talk about *Total Physical Response* (TPR). TPR was developed as a modern adaptation of *Direct Method* by James Usher. This method is very well known because of its use of oral commands which students have to carry out to show their understanding. Nowadays, it is mainly used to teach children a foreign language in their first years at school. It has verified its power to teach some vocabulary regarding verbs of movement which involves easy demonstration by students, but it has not proved its supremacy for teaching more abstract words and verbs, not to mention more complex structures belonging to grammar (cf. Richards & Rodgers 1986: 97). Nevertheless, following Omaggio we might assure that its success is closely related to multisensory theory:

This approach is based on the belief that listening comprehension should be developed fully, as it is with children learning their native language, before any active oral participation from students is expected. Further, it is based on the belief that skills can be more rapidly assimilated if the teacher appeals to the students' kinesthetic-sensory system (Omaggio 2005: 118).

On the other hand we may talk about *Communicative Language Learning* (CLL). CLL stresses the role of affective domain (studied by Bloom, as we will deal with later) in promoting the cognitive learning. Developed by Charles Curran in 1976, the basic theoretical premise is that the human individual needs to be understood and aided in the process of fulfilling personal values and goals. This learning process is best done in community. In CLL classroom dynamics the lesson was comprised of six to twelve learners seated in a close circle. One or two teachers stood outside ready to help. Techniques were used to reduce anxiety and promote students' expression of ideas and feelings. This cooperative learning was based mainly in interpersonal competence (cf. Armstrong 2006: 78).

Continuing with this review of multimodal learning throughout the history, more recently, some humanistic approaches have tried to look for the key factor within the second language learning. In this regard we may mention *Suggestopedia*. Suggestopedia is a pedagogical approach developed in 1978 by the Bulgarian psychiatrist Georgi Lozanov (also known as Lozanov's method) to empower the human

learning to its climax. This method consisted in creating a very relaxed atmosphere where learning should occur easily. For that purpose, the furniture and decoration played an important role within the classroom dynamics. Suggestion was at the core of the method. Relaxation was required to achieve a pseudo-passiveness mood in order to attain a good level of oral proficiency. Another significant feature of this approach consisted in playing music to help students to feel secure and comfortable. Therefore, according to Armstrong (2006: 79), multimodal learning has to go beyond textbooks in order to move and wake up students' minds.

4.2. BLOOM'S TAXONOMY

In 1948, the American psychologist Benjamin Bloom discovered three different domains to be significant in the learning process, the *Cognitive* domain (based on mental skills); the *Affective* domain (based on feelings and emotions); and the *Psychomotor* domain (based on physical skills). We can define Bloom's taxonomy as a hierarchy or classification of learning objectives - which educators set for students - within the education practice. Further study on the Cognitive domain was collected in 1956 by a group of cognitive psychologists from the University of Chicago (headed by Bloom) and published as *The Taxonomy of Educational Objectives. The Classification of Educational Goals, Handbook I: Cognitive Domain*. Works on Cognitive domain eclipsed the other two. But still *Affective* and *Psychomotor* domains are considered to be a significant part within the learning process.

4.2.1. THE AFFECTIVE DOMAIN

The affective domain is based on feelings and emotions, what we can call "attitude". Skills in the affective domain describe the way people react emotionally and their ability to feel another human or non-human being's pain or joy. We can find five levels in the affective domain moving through the lowest order processes to the highest:

1. *Receiving*: The lowest level; the student passively pays attention. Without this level no learning can occur.
2. *Responding*: The student actively participates in the learning process, not only attends to a stimulus; the student also reacts in some way.
3. *Valuing*: The student attaches a value to an object, phenomenon, or piece of information.
4. *Organizing*: The student can put together different values, information, and ideas and accommodate them within his/her own schema; comparing, relating and elaborating on what has been learned.

5. *Characterizing*: The student holds a particular value or belief which exerts influence on his/her behaviour so that it becomes a characteristic.

Affective objectives typically pursue awareness and growth in attitudes, emotions, and feelings.

4.2.2. THE PSYCHOMOTOR DOMAIN

The Psychomotor domain is based on physical skills, what we can call “skills” for manipulating or creating mostly by using our hands or body. Skills in the psychomotor domain describe the ability to physically use a tool or instrument like a piano or a hammer. Bloom and his colleagues never created subcategories for skills in the psychomotor domain. Psychomotor objectives usually focus on the development of physical skills.

4.2.3. THE COGNITIVE DOMAIN

The Cognitive domain is based on mental skills, what we can call “knowledge”. Skills in the cognitive domain revolve around knowledge, comprehension, and critical thinking of a particular topic. Based on this domain Blooms’ taxonomy was developed, and six levels of processing knowledge were described from the lowest order of process to the highest:

1. *Know*: defined as recalling information.
2. *Comprehend*: defined as showing understanding, summarizing or explaining.
3. *Apply*: defined as using your understanding in a new way.
4. *Analyze*: defined as breaking down knowledge to find meaning.
5. *Synthesize*: defined as putting together knowledge into a new whole.
6. *Evaluate*: defined as judging the value and its alternatives.

Nowadays, new studies carried out on this classification have changed this old-fashioned perspective into an updated one:

1. *Remembering*: Exhibit memory of previously-learned materials by recalling facts, terms, basic concepts and answers.
2. *Understanding*: Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.

3. *Applying*: Solve problems by applying acquired knowledge, facts, techniques and rules in a different way.
4. *Analyzing*: Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.
5. *Evaluating*: Justifying a decision or action. Checking, experimenting, and hypothesizing.
6. *Creating*: Generate new ideas, create or combine elements in a new pattern or proposing alternative solutions.

Recent studies have shown the fact that, most of the time, students only “work” within the levels belonging to the lowest order processes. They remember, understand, and apply but hardly need to analyze, evaluate or create anything in order to pass their subjects. This methodology tries to reach the highest levels of processing in order to achieve a meaningful learning. According to this taxonomy, the goal should be to allow students to get the control over their learning, since autonomy is in the basis of such learning:

*Current conceptions of learning focus on the active, cognitive, and constructive processes involved in meaningful learning. Learners are assumed to be active agents in their own learning; they select the information to which they will attend and construct their own meaning from this selected information. Learners are not passive recipients, nor are they simple recorders of information provided to them by parents, teachers, textbooks, or media. This move away from passive views of learning toward more cognitive and constructivist perspectives emphasizes what learners **know** (knowledge) and **how they think** (cognitive process) about what they know as they actively engage in meaningful learning (Anderson et al 2001: 38).*

Therefore, by means of this classification, educators assure that the training students receive is capable of encouraging them apart from developing students’ highest levels of thought. Therefore, Bloom’s taxonomy provides us with a quality control mechanism for judging the intensity by which the students’ minds are stimulated.

4.3. GARDNER'S MULTIPLE INTELLIGENCES THEORY

In 1904, the French Ministry of Education commissioned the French psychologist Alfred Binet to develop a method to determine which students of primary education could be “at the risk” of failing at school with the intention of avoiding such a collapse. The first intelligences tests were born there. Later on, these tests extended to the United States, spreading the idea that we possess some kind of cleverness called “intelligence” which it might be measured up by means of some figure called intelligence quotient, popularly known as “IQ”. Almost eighty years later, Harvard psychologist Howard Gardner set out a different thesis against this established idea. Gardner expected to extend the scope of potential human being beyond that figure of intellectual quotient. He began to suggest that the word intelligence deals with these two following capacities (Gardner 1993: 60 – 61):

- a) Solving problems
- b) Creating products within a rich and naturalistic environment.

Gardner developed his theory as a cognitive model which tries to depict how individuals use their different capabilities to solve problems and to create products.

Due to his work in the Boston Veterans Administration, Gardner dealt with individuals who had suffered from accidents or illnesses which had affected some specific areas of the brain. In several cases, the cerebral injuries seem to have affected only one of the some basic skills, whereas the rest seemed to be intact. For instance, one person with an injury in the Broca area, which is in the left frontal lobe, could suffer from important damage in his/her linguistic area, and so, s/he may experience some difficulties in speaking, reading and writing. However, s/he could still keep his/her capacity for singing, executing mathematical calculation, dancing and thinking about his/her own feelings. In the same way, one person with an injury located in the temporal lobe of the left hemisphere of the brain could lose his/her musical abilities, while another with an injury located in the frontal lobe would only lose his/her interpersonal abilities. For that reason, he defended the existence of, at least, eight cerebral systems, relatively autonomous, which gave him a basis to develop his theory of multiple intelligences. Following this justification, he argued that what we call a “genius” are individuals who show a superior capacity in a particular intelligence, while the rest of them keep working at a lower rate (Gardner, 1993: xi – xii).

Gardner found that each system had its own development process, usually appearing at first infancy, achieving its best moment throughout the course of life, and declining (quickly or gradually) as we get older. However, not all intelligences develop in the same manner at the same stage. For instance, musical composition develops earlier than any other capacity, as we have lots of examples in history of music like Mozart, who composed his first work at the age of five. But regarding mathematical capacity, the process is slightly different. This intelligence does not show as early as the musical one, but it achieves its climax mostly at the adolescent age, like the famous mathematicians Pascal and Gauss declining approximately after the age of forty. In this regard, hardly any famous mathematician after the age of forty has revolutionized math's history in the same way that they did with all the original contributions they formulated before adulthood. Nevertheless, a novelist could reach his/her climax no matter his/her age after maturity. Even a painter could paint his/her masterpiece in the last days of his/her life. According to Gardner (1993: 33-36), the rationale below all these differences is deeply rooted in our evolution. There might seem obvious, that certain intelligences have played a significant role in our development as human beings. For instance, naturalistic intelligence keeps being principal within native cultures.

4.3.1. DESCRIPTION OF GARDNER'S EIGHT INTELLIGENCES

1. LINGUISTIC INTELLIGENCE

The linguistic intelligence is related to the capacity for using words efficiently, no matter the scenario. For instance, in oral form -like narrators, politicians- or in written form -like poets, playwrights, editors and journalists-. This intelligence involves the capability to manage syntax, phonology, pragmatics and other practical uses of language. People possessing this ability may use it in the field of rhetoric (using language to convince others to do something); mnemotechnic (using language to remember some information); explanation (using language for informing); and metalanguage (using language for talking about the language).

2. LOGICAL-MATHEMATICAL INTELLIGENCE

The logical-mathematical intelligence is related to the capability to use numbers efficiently -like mathematicians, accountants, statesmen- and the ability to possess a logical aptitude for reasoning -like scientists, programmers-. This

intelligence involves possessing some sensitiveness for patterns and logical relations. The typical processes which people having this intelligence develop are categorization, classification, deduction, generalization, calculus and hypothesis testing.

3. VISUAL-SPATIAL INTELLIGENCE

The visual-spatial intelligence is related to the capability to perceive the visual-spatial world in a very precise way -like hunters or body-guards- and in carrying out transformations based on those perceptions -like architects, artist and inventors-. This intelligence implies sensitiveness for colours, forms, spaces and the relationships among those elements. It involves the ability to visualize, to represent visual and spatial ideas graphically, and the aptitude for orienting oneself correctly within an area.

4. BODILY-KINESTHETIC INTELLIGENCE

The bodily-kinesthetic intelligence is related to the capability to master one's own body for the expression of ideas and feelings like actors, mimes, athletes or dancers do. This intelligence also involves the gift for using the hands for the creation or transformation of different objects like sculptors, artisans, or surgeons do. People possessing this intelligence show physical abilities such as coordination, balance, strength, flexibility, velocity, and tactile skills.

5. MUSICAL INTELLIGENCE

The musical intelligence is related to the capability to perceive music (like a music lover), discriminating (like a music critic), transforming (like composers) or expressing (like interpreters) the musical forms. This intelligence involves the sensitiveness to detect rhythm, tone or melody, as well as the colour or timbre of any given musical piece. People possessing this ability usually understand music connecting it to their inner emotions and feelings.

6. INTERPERSONAL INTELLIGENCE

The interpersonal intelligence is related to the capability of perceiving and distinguishing the different states of mind, intentions, motivations and feelings behind the surface of other people. People possessing this intelligence may show sensitiveness for distinguishing facial expressions, voices and gestures,

as well as the ability for differentiating among a great amount of interpersonal signs plus giving them an efficient response.

7. INTRAPERSONAL INTELLIGENCE

The Intrapersonal intelligence is related to self-knowledge and to the capability to act following that knowledge. This intelligence involves exhibit a precise image of oneself, his/her strong or weak points. People possessing this ability are usually conscious of his/her inner states of mind; his/her real intentions, motivations and inner desires, as well as his/her discipline potential, self-understanding and self-esteem.

8. NATURALISTIC INTELLIGENCE

The naturalistic intelligence is related to the faculty of acknowledging and classifying the different species belonging to the flora and fauna. This intelligence also involves the sensitiveness to weather phenomena such as the formation of clouds. In the case of individuals born and raised up within an urban environment, this capacity appears throughout the possibility of distinguishing inanimate forms such as cars, sports shoes, and so on.

Although Gardner describes intelligences separately for better comprehension, he addresses the interrelation of each cerebral system with the rest of them as a relevant aspect of his theory. The way our brain works is an important key factor we cannot overlook. Multiple intelligences always interact in our brain. For example, in preparing a meal we have to read the recipe (linguistic), maybe we have to divide the quantities (logic-mathematical), we have to create a special menu for the approval of every member of the family (interpersonal), and we have to control our own hunger sensation while cooking the elements (intrapersonal).

Regardless of the fact that intelligences work interrelatedly, Gardner suggested that most of us may develop intelligences to achieve a very acceptable mastery of any of them. However, we cannot miss out the following three factors which influence on the maturity of the different intelligences. These are factors entailing different experiences which can blossom or block their proper development:

- *Biological endowment*: involves heritage or genetic factors, as well as cerebral damage or traumas, during and after birth.

- *Vital history*: includes the experiences from parents, teachers, classmates, friends and further people who may wake up intelligences or, on the contrary, prevent their development.
- *Cultural and historic backgrounds*: includes the time and space where the individual was born, as well as his/her nature and the cultural and historical backgrounds.

5. METHODOLOGY

In order to apply this methodology to our English students, we must know, or at least identify, our students' intelligences and capabilities, explicitly, their way of learning. For that purpose, we need to focus on their abilities or aptitudes. In order to focus on our students' competence, we need to observe them, even taking notes about their behaviours. A good way to notice which kind of intelligence is better developed among our students consists in learning from their areas of misbehaviour. A very linguistic student will talk to his/her classmate constantly, or indeed, s/he will talk loudly in the middle of the class regardless of his/her turn for speaking. The very visual-spatial student will not stop doodling and daydreaming. The very interpersonal student will keep establishing social relations with the rest of his/her classmates at all times. And the very bodily-kinesthetic student will not stop moving. These all students' misbehaviors are telling us, metaphorically speaking, the following idea: "Teacher, this is the way I learn. If you do not teach me by means of this channel, I will keep doing whatever necessary to capture your attention." We could say that the above mentioned bad behaviours are usually some sort of shouts asking for help, a diagnostic indicator of how the students need to be taught.

Apart from that, another way of knowing our students interests is just by asking them. "Which subjects do you like most? Why? What do you do when you are outside school? What do you want to become? Do you practice any sport? Do you like music? What kind of..." In short, we can ask them all sorts of questions which may help us to identify their inner abilities or competences. To do so, we might elaborate a sheet of paper, and give it to them to gather some information at the beginning of the year, asking our students to answer it as honestly as they can. With such important information in our hands we can try to fulfill their necessities focusing on different fronts. On the one hand, we could take into account this information to design our syllabus attending to our students' interests (adapting contents when possible). We can also elaborate more appealing activities to meet their demanding requirements (being

flexible with classroom dynamics and activities). And eventually, taking into account students' skills, we are better prepared to try to offer them the appropriate methodology for learning (widening our way of teaching in more than just one way, which is usually the linguistic one as we will see later).

At the same time, it is a good idea to share this information with our students. It might be helpful for them or even for their parents to know something about their way of learning. This relevant information can help our students to better understand themselves and why they are "better" in some subjects or "worse" in others, and maybe how they can improve to obtain better results without making so much effort. Therefore, it is worth highlighting their capabilities to help them to nurture a good self-esteem, besides, it may help to create a relaxed atmosphere with them, who are not "good" or "bad" students on this or that subject but they are more or less talented for this or that field of study. Nevertheless, the most important thing is that they can improve the areas where they find themselves weaker or focus on the areas in which they find themselves stronger. This is of great significance in secondary education because our students have to decide about their professional future choosing or ruling out the subjects they do not feel comfortable with. Indeed, recent research on applied cognitive psychology in education reinforce the idea that students benefit from the different approaches which make them reflecting on their own inner learning processes (cf. Armstrong 2006: 65). Accordingly, when children get involved in these kinds of cognitive activities, they can select those which are more adequate for them in order to solve their problems or, at least, they can face them. Consequently, they might be capable of defending themselves when facing new learning environments.

In order to distinguish our student's features we can make use of some clues we can find in any manual of multiple intelligences. We may underline some of the different actions we might find among our students within a real secondary classroom dynamics to identify and classify them. This time, we have changed the word "intelligence" for "competence" so as to show the reader the closer relation between Gardner's theory of multiple intelligences and the *competencias básicas* which our LOE defines:

1. *Linguistic competence*:
 - S/he writes better than the rest of his/her classmates.
 - S/he shows a good memory for names, locations, and dates.
 - S/he likes reading.

- S/he shows a good vocabulary regarding his/her age.

2. *Logical-mathematical competence:*

- S/he makes a lot of questions to learn how things work.
- S/he enjoys working/playing with numbers.
- S/he likes chess and other strategic games.
- S/he enjoys classifying categories.

3. *Visual-Spatial competence:*

- S/he reads/ interprets maps, graphics and diagrams easily.
- S/he usually daydreams.
- S/he likes drawing.
- S/he likes seeing films, slides and pictures.

4. *Bodily-kinesthetic competence:*

- S/he stands out at some sport.
- S/he gets nervous when s/he keeps seated for long.
- S/he likes touching.
- S/he expresses her/himself dramatically.

5. *Musical competence:*

- S/he likes singing.
- S/he plays a musical instrument or sings in a chorus.
- S/he is sensitive to sounds and noises.
- S/he remembers melodies easily.

6. *Interpersonal competence:*

- S/he enjoys mixing with people.
- S/he has two or more best friends.
- S/he shows empathy and concern about people.
- S/he offers advice to his/her friends in trouble.

7. *Intrapersonal competence:*

- S/he enjoys being alone, even working alone.
- S/he learns from his/her errors and successes.
- S/he shows a good self-esteem.

- S/he is very realistic about their capacities, including his/her weak and strong points.

8. *Naturalistic Competence:*

- S/he enjoys pets a lot.
- S/he likes science subjects as nature or biology.
- S/he is sensitive about nature phenomena.
- S/he enjoys practice outdoors activities related with plants or animals.

The current LOE collects up to nine intelligences in its 6th article, depending on the province administration or *Comunidad Autónoma (CC.AA)*. The LOE identifies eight areas of knowledge and experience that are functional in nature but must be developed in a systematic way. The European Council has recommended these basic competences as an essential element in the present curriculum of ESO for the assessment and promotion of students:

1. Linguistic competence
2. Mathematical competence
3. Knowledge and interaction with the natural world competence
4. Treatment of information and digital competence
5. Social and civic competence
6. Cultural and artistic competence
7. Learning to learn competence
8. Autonomy and personal initiative competence
9. Emotional competence (only in the Community of Castilla la Mancha)

As we can observe, there is a clear relation between the above mentioned competences and Gardner's theory. First of all, there is no doubt about *linguistic* and *mathematical* competences as to be similar with the first two Gardner's intelligences. Secondly, we can match *Knowledge and interaction with the natural world* with *Naturalistic* competence. In the same way, *Social and civic* competence seems to be very related to *Intrapersonal* intelligence, while *Autonomy and personal initiative* could be related to the *interpersonal* one. *Cultural and artistic* competence can be related to Gardner's musical intelligence, but in this case, the artistic perspective envisaged by the LOE competence is much wider. A few competences keep without their

counterparts in both cases. Concerning Gardner's theory, *visual-spatial* and *bodily-kinesthetic* have not their corresponding items in the current LOE. Likewise, *Treatment of information and digital* and *Learning to learn* competences have not their equivalents in Gardner's theory, however, it seems quite interesting to observe that there is a whole competence destined to improve learning strategies under the unique title of *Learning to learn* competence, which give us an idea of the importance of acknowledging the manner in which we accomplish the goal of learning.

After knowing how our students are, we need to offer them those strategies with which they may feel more comfortable. The following table (table 1) shows us different tips about our student's requirements bearing in mind their different ways of learning.

Eight different ways of learning

<i>Students with....</i>	<i>They Think....</i>	<i>They like....</i>	<i>They need....</i>
<i>Linguistic Intelligence</i>	in words	Reading, writing, telling stories, words games	Books, objects to write, paper, newspapers, dialogue, conversation, debates, stories
<i>Logical-Mathematical Intelligence</i>	through reasoning	Asking, resolving, calculating, experimenting	Visits to the planetarium and museum, materials for experimenting
<i>Visual-Spatial Intelligence</i>	in images	Drawing, designing, visualizing, drafting	Films, videos, slides, labyrinths, puzzles, illustrated books, imagining games, construction games
<i>Bodily-Kinesthetic Intelligence</i>	through physical sensations	Dancing, running, jumping, touching, gesticulating, building	Drama, role-plays, movement, sports, physical games, tactile experiences, manual experiences

<i>Students with....</i>	<i>They Think....</i>	<i>They like....</i>	<i>They need....</i>
<i>Musical Intelligence</i>	through rhythms and melodies	Singing, whistling, listening, creating rhythms with their feet and hands	Singing, attending concerts, playing some musical instrument
<i>Interpersonal Intelligence</i>	by communicating ideas to people	Leading, organizing, getting relation, negotiating, attending parties	Friends, group games, social meetings, collective acts, attending clubs, mentor/mentee relationships
<i>Intrapersonal Intelligence</i>	according to their necessities, feelings and objectives	Setting up objectives, dreaming, planning, reflecting	Secret places, loneliness, own projects, decisions
<i>Naturalistic Intelligence</i>	through nature and natural forms	Playing with pets, gardening, studying nature, taking care of animals and plants	Access to nature, opportunities for getting in contact with nature, tools for accessing nature

Table 1

After taking this table into consideration, we must focus on teachers and different kinds of teaching. Apparently, there seems to be as many different kinds of teaching as teachers are, but on the contrary, most teachers look like the same regardless of their ways of doing things. According to a pioneer project called “A Study of Schooling” carried out by investigators observing more than one thousand classrooms all over the United States confirmed that teachers were consuming almost a 70% of the class time. Within this long period, teachers principally talk directly to students, to give them lesson explanations or to give them instructions for doing activities. Related to the activities, writing turned out to be the most frequently practiced activity, mostly by answering exercises based on or other kinds of written exercises. Unfortunately this is not only an isolated example which happens to exist abroad. Within our Spanish Secondary

education system, even taking into account that LOE encourages *Oral Communicative Approach* together with the *Competencias Básicas*, a quick walk through English classroom dynamics will disappoint us at the very first moment. Unfortunately, due to the number of students or due to uncertain factors, the TEFL classroom dynamics turns out to be a poor and deficient exercise-making routine. It seems hardly impossible to reverse such a limited didactic methodology.

Nevertheless, the above classroom dynamics depiction does not mean that the teacher should not be explaining for a long time in front of their students, standing with the chalk in one hand and the blackboard behind. After all, most of us feel that a fine verbal explanation is good enough for setting up some main concepts properly. However, we must use other techniques to help our students to achieve full comprehension, such as showing pictures, drawing on the blackboard, playing a movie, or listening some music at a particular moment of the lesson, just for creating different teaching atmospheres or for introducing some topic. Another way to reinforce learning consists in offering students real things to touch, if possible, things related to the lesson topic. In this same sense, we may offer our students different ways to work with, in groups or alone, because some of them may feel less or more comfortable depending on their way of learning. We may apply melodies or rhythms to our dynamics to offer students musical lessons; we may ask our students to draw on the blackboard to illustrate the main ideas of the lesson for visual-spatial pupils; we may play role-plays or speaking in a much more dramatic way for bodily-kinesthetic students; we may include references to natural phenomena for naturalistic students; or we may ask them questions for eliciting their interaction when dealing with interpersonal students; and eventually we may do short pauses while explaining a lesson for giving our intrapersonal students a little more time to reflect on a given topic. In other words, it is all about translating the same idea into different languages so that our students could better comprehend, and at the same time, trying to connect them to the real world.

6. PROPOSAL FOR PRACTICAL APPLICATIONS IN ENGLISH LESSONS

The aim of this section is to suggest some practical proposals related to multisensory learning to operate within the Secondary English classroom dynamics. The main objective is to offer some strategies to teach English as a foreign language bearing in mind our students' different ways of learning. As the reader may guess from what is already mentioned, it is all about discovering the different ways of informing the students by means of not only linguistic instructions but going beyond them, by using

images, or graphical symbols (for visual-spatial students via the sense of sight), musical sentences (for musical students via the sense of hearing), logical patterns (for logical-mathematical students), social signs (for interpersonal students), stimuli in relation to the states of mind (for intrapersonal students) or living beings (for naturalistic students). And finally, by trying to put these strategies together through the combined use of our five senses. As an implementation of this proposal for multisensory learning applied to teaching of English in Secondary Education, we will describe some practical strategies applied to a 4th year group of twenty-five students in Secondary Obligatory Education (ESO) carried out through the Practicum period of this Master in the I.E.S. “Juana de Castilla”.

As far as the following techniques are concerned, we would like to highlight the fact that they can be combined with whichever sense we may choose. For instance, the strategies described for translating English language for linguistic students entails the use of the following senses: hearing (listening whatever may be said either from the teacher or from another student), sight (watching whatever the students can display, including letters written on the blackboard and on their notebooks), and touch (feeling whatever the students may handle or touch). Concerning touch, indeed, the kind of relation that students keep with their school material turned out to be a key factor to gain a deeper knowledge about them.

In the following strategies proposed below, we can make use of the sense of hearing by listening to music at the same time that we are engaged in any other activity. As regards the sense of touch, we can offer students some objects to touch at the same time that we are engaged in whatever related activity. All the same, we can add the sense of smell to our lessons by spreading scents or fragrances to whatever strategy and, of course, we can make use of the sense of taste under the same circumstances. It is all about enthusiastic or how innovative we want to be.

1. Linguistic competence: Probably the linguistic intelligence shows few difficulties in its development, due to the fact that it has historically been the most time-devoted intelligence at schools. For that reason, we will skip the traditional ways to develop this competence and we will focus on some fresh strategies for English lessons:

- ❖ *Narration*: Narration has always been considered a traditional way of children entertainment mostly, but it has to be dealt as a basic teaching strategy since oral narrations have played an important role in all kind of cultures. To achieve a useful narration we must prepare a list with the basic elements or concepts we want to include in it. Considering the great amount of topics dealt with in English lessons, this strategy allows us to be very creative. Stories do not have to be very original or fantastic; as the important thing is for our students to be able to imagine a virtual world for a better understanding and recording of new concepts. Narrations allow us to work on listening or speaking skills if we ask our students to narrate something.

 - ❖ *Brainstorming*: Brainstorming is a very common strategy used nowadays in every kind of teaching dynamics. However, it is usually relegated to the first five minutes of the lesson, as a warm-up time for introducing the topic, but it is not used as the main activity to learn vocabulary or word collocation. Brainstorming is the kind of activity which allows students to get involved in the topic and to obtain a public appreciation for doing so.

 - ❖ *Personal Diary*: In principle, a personal diary implies a lot of work by students, but this strategy may be applied as a part of whatever related task. Writing a personal diary may encourage students to write about any topic they want to in order to develop intrapersonal competence.
2. *Logical-mathematical competence*: The logical-mathematical way of thinking is usually only related to science and math lessons, however, it may be applied to any subject of the curriculum, including of course, English lessons:
- ❖ *Classifications and categorizations*: Classification and categorization may be very useful in learning abstract concepts of English lessons related to grammar. However, we can apply

this strategy to any lesson, as for instance, asking our students to classify nouns or adjectives in a given text; or to categorize word relations such as nouns occurring in a given text with their immediate superordinates or hyperonyms.

- ❖ *Heuristic*: The heuristic field deals with imagining possible solutions to solve a given problem starting from the experience we already possess. This strategy may help our students in some areas of the English language, such as word formation (trying to learn, for instance, how adverbs are formed from the verbs our students already know); phonetics and pronunciation (guessing how words sound starting from what they already know).

3. *Visual-Spatial competence*: Prehistoric cave paintings make it self-evident that the visual and spatial learning have always been important for the human development. Unfortunately, in some schools the idea of presenting the input in a visual way is limited to writing something on the blackboard. This competence uses the “image” as the channel to realize the learning. Furthermore, images can be accompanied by different kinds of auditory support such as oral texts or music. For English lessons we propose the following strategies:

- ❖ *Visualization*: Visualization consists in imagining an interior blackboard (like a TV screen) in which students can visualize whatever they may need. This strategy is very useful to correct misspellings of English words or to learn vocabulary.
- ❖ *Use of Colours*: Usually very visual-spatial students feel very receptive to colours. We can use this sensitiveness to colours to bring out some patterns of pronunciation and intonation of English sentences or words in order to make them more logical. For instance, we could mark a stressed syllable with a red colour (or any other strong colour) and an unstressed one with a lighter one.

❖ *Motion picture*: As we have already mentioned, whatever the assistance from the “image” field, we will be enriching our lessons. Resources may vary from pictures (including diagrams, signals, etc.) drawn on the blackboard, to the most recent technical devices such as interactive boards. Within such a variety of technical devices, we can find computer-assisted software such as presentations on Power Point, access to the internet which instantly offers us a variety of possible contents based on images. And finally we cannot overlook videos, films, documentaries, and of course realia for English lessons.

4. *Bodily-Kinesthetic*: For some students it is not enough to learn by means of their textbooks and folders. On the contrary, they need to be an integral part of the learning process in question. Fortunately, it is not so difficult to adapt our English dynamics to those students:

❖ *Role-plays*: This strategy is not a new one. In fact, nowadays most of the teachers use it as a part of their English dynamics. However, as in the case of *brainstorming*, it is considered an ornament in the lesson rather than the lesson in itself. Dramatization of dialogues involves not only the performance of some language structure but the internalization of the structure by means of our body language and body memory.

❖ *Charades*: A very useful method for acquiring and reminding vocabulary is charades. It is obvious that due to the fact that this strategy offers students a very enjoyable time, teachers do not implement it so often as other activities. On the contrary, it is usually relegated to some specific day in which students are too difficult to keep calm –as Fridays or a holyday’s eve- or quite the opposite; it is usually used to reward students with a break in text exercises.

❖ *Tactile experiences*: In this strategy we can drop in any given tactile experience. With regard to learning new vocabulary we can offer our students the objects themselves to be manipulated.

Students possessing bodily-kinesthetic competence need to touch objects and their characteristics. In order to supply different sensations, we need to bring different materials to the classroom. It has been proved that children remember more easily words if they have written them on sand or clay.

5. *Musical:* There is no doubt that music helps us to remember more easily. In fact the advertising industry has made much profit of it in their ads throughout its history. Indeed, we still can sing some songs or melodies associated to particular TV ads. Unfortunately, music within the classroom walls does not enjoy the same privilege.

- ❖ *Melody, rhythm and rap:* It is easy to implement. Teachers are able to make good use of melodies and rhythms to support a particular lesson. It is a quite common practice carried out with children, but as our students grow older, we begin to think they are not collaborating in such activities. But, on the contrary, they love singing and moving.

- ❖ *Songs:* Songs provide us with a huge variety of possible activities. In any given topic, teachers can extend their lessons with songs related to that topic. On the other hand, songs can be used to introduce new concepts –grammatical structures, verbs, pronunciation- to introduce debates, discussions and other issues. Concerning activities based on songs, we can focus on the lyrics, which can be considered as a whole unit of text. And finally, in relation to some specific culture, songs provide us with unlimited cultural references we can add to English lessons as well as to bring real world closer to the class. Regardless the massive information songs can offer us, musical pieces or songs offer us the opportunity of working in our students' states of mind.

6. *Interpersonal:* Given the fact that all our students possess interpersonal competence, it seems obvious to follow the required strategies to fulfill their needs concerning the feeling of belonging to the group. Strategies designed to develop this potential have always something to do with

sharing information, working in a collaborative way or making the students groups to perform their function as a piece of a puzzle. We can turn out every activity to be an interpersonal one intended to offer students their participation within the classroom dynamics, that is, to offer them the main character role. For instance, we can design a game for that purpose, or we can just involve them in our explanations as to be our personal assistants.

7. *Intrapersonal:* We all have been intrapersonal students at least once in life. Our intrapersonal students have a permanent trouble in their minds: "This lesson has nothing to do with my life". It is the teacher's responsibility to link that knowledge with students' personal experiences. This strategy requires the teacher to contribute with the personal, emotional and experience load to make the process of learning real. This kind of learning is a very useful one when dealing with learning a second language. Within the strategies designed to work with Secondary students learning English we can focus on the following:

- ❖ *Decision-making:* An important factor to assure learning is to give the students freedom to make significant decisions in their own learning process. It is just as easy as to offer the students the possibility of choosing among some exercises for doing just one or two of them. Or just to give them the liberty to choose about how their final project will be or what topics it will deal with. On the contrary, teachers tend to think that this is a very bad idea. Teachers think that owing to the law of minimum effort, students will choose whatever they like and prefer or feel more comfortable with. And teachers are apt to believe that some kind of mysterious damage is being done by means of such an unfair method in which students choose how they would like to be taught. Therefore, they tend to fix limited ways to work which may cause intrapersonal students a feeling of despair. This is the problem with grammar exercises from textbooks in which contents are so fixed that students feel they lack their independence. Autonomy is at the core of European Council guidelines and, therefore in LOE regulation, but, we insists on

limit our students about what they have to learn; what they have to answer; and what they have to do to pass the subject. Regarding English lessons, it is within reach to offer our students the autonomy they may lack in other subjects, because in the end, what it should only matter is their oral and written proficiency.

- ❖ *Establishing objectives:* For those students who show a very significant intrapersonal competence, we can set some objectives, or even better, we can assist them to set them themselves. In both cases, objectives could be within a short period of time, or a larger one. And, in both cases, they may include language concepts of study or the process of learning itself. So, we can advise our students to follow a personal diary to collecting their feelings and advances about any knowledge in particular. For students who like this way of learning but dislike writing we can ask them to design a *collage* or poster to define his/her objectives regarding whatever topic related to the English language (grammar structures, vocabulary, language functions, modal auxiliaries verbs, pronunciation, culture, and a long list of other items) or related to their learning process concerning the same subject.

8. *Naturalistic:* We tend to think that there are fewer and fewer naturalistic students because of the urban environment in which we live, but millions of years of evolution have not hindered this primary intelligence to continue its development. Our naturalistic students will look through the window in a nostalgic manner suffering from being indoors for a six-hour period of time. Can we use this evasive strategy for our English lessons? Yes, we can. If our students feel more appealed by the world outside the window we can refer to it as a fixed scenario to improvise new sentences based on whatever the grammar structure we may be dealing with. In addition, describing the landscape can give us a good opportunity to improvise oral communication, as well as to invent or imagine new stories starting from the outside setting. On the other hand, nature and environment are topics which students feel closer to them. In

this sense, regarding Content-Based-Learning, we can offer our students the possibility to learn English through scientific texts or by means of other contents related to our urban or rural environments.

In the cognitive field, knowing how students think has become a more important matter than knowing what they think. Sometimes our students have problems with memory. For instance, concerning orthography, this language area constitutes a subject matter based on memory mostly. Unfortunately, the majority of the teaching approaches used to study orthography imply the exclusive use of linguistic strategies: writing a word five times, using that word in a sentence or spelling the word in a loud voice. The multisensory theory proposes that students presenting orthography problems might require going beyond these already mentioned linguistic strategies involving auditory, oral strategies and writing to achieve satisfactory results. Alternative activities might involve musical strategy (singing); visual-spatial strategy (visualizing in their inner screen); bodily-kinesthetic strategy (letters translated into body movements or sand writing so as to include the sense of the touch)

In some way, teachers have to play the role of “strong points detectives” of their students in the case of children with difficulties in the school. This kind of support can facilitate the proposals of positive solutions addressed to their special needs. Particularly, the theory of multisensory learning suggests that the students that do not outstand due to their limitations at school can avoid these handicaps by making use of alternative routes which explore their more developed competences.

Consequently, we can assure that multisensory learning theory opens the doors to a wide range of varieties of teaching strategies which are easily implemented within the English classroom dynamics. Fortunately, in some cases, these strategies are already put into practice by some teachers. However, in other cases, the theory of multisensory learning may offer some teachers a wonderful opportunity to develop innovative teaching techniques. Nevertheless, the theory of multisensory learning does not suggest that we may label any collection of teaching strategies as “the best” to be applied. On the contrary, multisensory learning proposes that there are different strategies to be used at different moments attending our students’ orientations and requirements. Moreover, due to these noticeable individual differences, it seems convenient that teachers should be capable to put into practice a large variety of teaching strategies inside the classroom. According to García Nieto (2009) we should

redefine our learning objectives in order to set a different scenario in which the main focus will lay on the learning process as to avoid the mere transmission of knowledge.

Therefore, according to this methodology we have put into practice some of the multisensory strategies in order to offer our students a meaningful learning. The following strategies have been carried out with the 4th-year ESO students at the I.E.S of “Juana de Castilla”. The title of the Unit was “The Global Warming” and the unit was centered on climate change and its causes and consequences to our environment.

The practical proposal carried out in the I.E.S. “Juana de Castilla” included a film and a worksheet with exercises based on it. The film was addressed to the visual-spatial students. Cinema is a kind of multisensory learning because it involves two senses: hearing and sight. Besides, it is considered to be a meaningful learning strategy because it helps to think and feel, consolidates knowledge and generates attitude, which belong to the highest processes of the affective domain developed by Bloom. Concerning the English contents, by seeing the film, students are able to link the related vocabulary with the images or scenes in it, which might help them to remember it more easily. Subtitles in the foreign language may help them too, because they are visualizing the written word that they are hearing. The worksheet was addressed mostly to the linguistic students, but its exercises were addressed mainly to the intrapersonal students, since some questions directly address the student’s opinion about the consequences of the global warming: “What do you think about this film? Do you think there might be any possibility for this to happen?”¹ For that purpose, the questions written on that worksheet were left for open answer, that is to say, the students can freely express their honest opinions, regardless the grammatical structures taught in that lesson.

Nevertheless, the main objective of this activity was not to memorize vocabulary or to answer the worksheet questions correctly. The main goal of this activity it was to elicit from the students an open debate about the relation existing between the climate change and the phenomenon popularly known as the global warming as well as its possible consequences for our environment. Debates are a very useful tool for students, as they learn to speak and participate within the group respecting each other’s turns as well as each other’s beliefs and opinions. Besides, it helps students to

¹ Worksheet on “The Day After Tomorrow”. Question no. 4. (See appendix).

learn the vocabulary required to speak about a certain topic, and on top of that, it gives students the opportunity to help themselves in order to build up their self-esteem and autonomy for facing subsequent learning environments.

7. CONCLUSIONS

The *Communicative Approach* has emerged as the ultimate valuable method for TEFL. Although this method is not a new one, as it was born in the 70's of the past 20th century, it is at the present time that the Spanish administration tries to implement it up in public schools under the LOE regulations definitively. Some voices assured that instead of investing the necessary money to guarantee its success, administration loads secondary teachers' backs with a great amount of extra and useless work and training. Alternatively, recent developments in English language teaching go beyond this approach introducing new perspectives within the way we conceptualize learning. These new advances walk, hand by hand, with the latest medicine studies centered on how our brain works.

A method is a theory, research and practice which mean a predominant way or mode of building up theories, doing research and carrying out classroom activities. Usually, the emergence of a new method is associated to a loss of expectation of the previous ones and new theoretical findings. Nowadays, to fully understand where we head for we need to have a look backwards to see what we have left behind. In the history of foreign language didactics, different methods and approaches have been devised in order to find out the key issues of Foreign Language Teaching (FLT). The *Communicative Approach* (CA) was born as the rejection of what we had before. The *Grammar Translation Method* (GTM) was centered on literature, grammar rules and translation; the *Direct Method* (DM) was born as the resulting opposition to the lack of orality in GTM, and therefore its methodology was not based on written channels but on oral channels, particularly it was based on the way children learn their native language. Following these, different methods based on oral skills appeared: *The Oral Approach and Situational Language Teaching*; *The Audiolingual Method*; and modern adaptations of DM such as: *Total Physical Response* or TPR and the *Natural Approach*. Moving away from "old-fashionable" ways of teaching grammar and vocabulary, these oral methods paid a lot of attention to listening and speaking skills rather than reading and writing. A later development in the sociolinguistic field derived in humanistic approaches such as *Community Language Learning* or CLL; *The Silent Way* and *Suggestopedia*, also known as *Suggestive-Accelerative Learning and*

Teaching (SALT). These approaches stressed the role of affective domain in promoting effective learning as we have previously seen.

As far as the CA is concerned, a real revolution exploded in TFL studies when, in the early 70's of the past 20th century, David Wilkins tried to show that language was organized not around traditional concepts of grammar but rather around two systems: *notional categories* (meanings and concepts such as time, location, etc.) and *communicative functions categories* (requesting, offering, etc). This new way of looking at foreign language methodology gave rise to innovative syllabuses where the importance was not in grammar rules but in achieving communicative competence. *Task Based Learning* (TBL) and *Content Based Learning* (CBL) are two successful realizations of *Communicative Language Learning*. They both are at the top of the *learner-centered teaching* stressing the importance of the learner's interests and motivations rather than the unit content itself. In the TBL learners are free to use any language they can in completing the task. The CBL involves the teaching of a subject matter in the target language. Consequently, in these two avenues, language is seen as a tool or medium for acquiring some other knowledge related to student's interests and inclinations.

However, in Spain, the CA does not seem to work as the precise mechanism it should be. Checa Marín (2002) really hits the nail on the head pointing out some reasons for this method to fail. First of all, he points at the "bleak reality" which every secondary teacher has to face. Administration constrains and a more heterogeneous collection of students make daily teaching a much more stressing proof of fire. The happiness of joining an enjoyable profession usually shatters with this barren reality. The novel teacher's ideas and projects usually end up in some drawer when s/he gets into the school routine. Sociologists call it the "washing effect". School adaptation causes the teacher's frustration. Initiation of novel teachers in the public education system results in an overlooked issue. Current LOE vaguely states about the necessity to monitor novel teachers. The only help that novel teachers may receive in their first steps when entering the education system is that from the high-school experienced teachers who usually are already fed up with their work. Currently, there is no remunerated training available for novel teachers who pass the examination process known as *Oposiciones* which gives access to the civil servant function. Quite on the contrary, in the current situation students have to pay themselves a title which enables them to apply to the *Oposiciones* official announcement.

On top of that, the LOE has its own contradictions. For instance, to get into the public system most people who have passed the official examination go through different schools summing up credits for next examinations. This period extends until the apprentice teacher gets the post officially (an average period of time ranging from two to four years as a general rule). However, once s/he gets the post, a legal period of practice opens up. It is in this final and observed period that the LOE advises about novel teacher mentorship, but unfortunately, the novel teacher has already gained enough experience to cope autonomously. Because in the period that s/he has worked as a substitute teacher nobody has taken care of his/her first and unobserved performances.

Following Checa Marín's argumentation, another reason to CA failure would be its nature. CA originated and evolved in English speaking countries where the time devoted to English language practice is enforced by an English spoken environment outside the class. In this sense, we cannot compare us with our neighbors. The amount of time that our English students devote themselves to managing in English outside the classroom comes down to zero. They can hear English songs; but the great majority cannot understand English spoken on the TV, or at the cinema, and they do not face any real situation either. Moreover, what they can experience, with everything that has been mentioned above, can be of very little help compared with the real necessity of true communication. Instead of this, we feel obliged to offer them some sort of "enough appealing activity" to be involved in. This commendable mission comes into a hard one when teachers have to bear in mind their students' diversity in order to offer them a meaningful learning.

Nowadays we have to face the current situation of a thirty percent of students who desert from school shortly before they can graduate in the secondary obligatory stage of the ESO, which give them access to labor. Without this certificate they are in some sort of limbo in which they are not permitted to work or to go on studying. It is not an isolated matter about TEFL but involves the whole Spanish education system. Despite the Government's interest to solve this problem nothing has changed. However, as we belong to the European Community, higher administrations push the national one to handle the desertion problem to slow it down from that frightening 30% to a much more honorable 10% in the next years. Although the first steps have been taken, it seems a much more complicated problem which entails principally management and supervision

efforts by the administration in order to run the system properly. In addition to that, not only the teachers of English have to be properly trained to give their lessons under meaningful learning principles, schools and administrations have to be prepared to support them.

Regarding TEFL methodology throughout the history, we have observed different U-turns of methods which were on top of the trend and subsequently fell off. Depending on every new finding, methods have changed the TEFL methodology completely trying to uncover the hidden mystery on the L2 learning process. We keep on believing that “ancient” methods are totally useless rather than picking among them and select that what makes the difference. We waste our time trying to find out the proper method for all our students instead of applying the best choice for each one. Multisensory learning may be applied to the Spanish public education, in order to address each of our students’ different abilities in an individual way. Based on the multiple intelligences theory, multisensory learning is gaining followers. Recent studies on neurobiology demonstrate that our brain works better when our neurons are inter-connected. Related to this discovery, multisensory stations are being developed to help and favour the learning process. But nevertheless we have to bear in mind that these advances in learning and language learning are difficult to implement in secondary education. On the one hand, the education system will need to reduce the number of students per class; it will need to invest more heavily in the education system too; and it will have to hire more professional people to help or assist the students’ individual differences. But, to do so, the whole system has to be structurally changed.

In the meantime, we can offer our students the kind of activities which they feel comfortable with. Students are open-minded for new avenues as long as their needs might keep fulfilled. Activities going beyond textbooks and workbooks attracted instantly our students’ attention. Most of them proved themselves to be motivated enough to fully accomplish the objective of the activity. As far as our practical proposal is concerned, students engaged in the activity with enthusiasm and they achieved its main goal which was the discussion about the climate change related to the phenomenon of global warming and its possible consequences on our closest environment.

From the very first moment they felt very engaged to see the film *-The Day After Tomorrow-* related to the topic of the unit –Global Warming-. After that, all of the 25

students finished the exercises proposed in the worksheet. The worksheet questions were not only related to the description of what had happened in the film. On the contrary, half of the questions written on the worksheet required the students to express their personal opinion, an important key factor for achieving full collaboration from them. The fulfilled sheets of exercises were collected and checked up.

Regarding the assessment criteria to evaluate students, the ultimate aim of this worksheet was not to limit students to give their answers in a fixed manner. So, the grammatical, lexis and syntax errors and mistakes were not evaluated as the significant parts of the assignment, but merely as a correction exercise to show them the faults to be avoided in the future. This was done according to the *Learning to learn* competence stated on the LOE, and to demonstrate them that errors form a consistent part within the learning process. The relevant criteria to assess them was their contribution to the topic in itself. Consequently, the higher comprehension shown by the students the higher score they obtained. Thus, we had taken into account the vocabulary and their usage for expressing ideas, opinions and beliefs, as well as the impact on their inner world of this lesson topic.

In order to finish the activity every student was able to give his/her opinion about this particular topic and a debate was elicited among them. Students could freely give their view about the subject matter and, at the same time, they were encouraged to convince their classmates to adopt their beliefs or not. This kind of activity was closely linked with the *Social and Civic* competence defended by the LOE, as well as with the *Knowledge and interaction with the natural world* competence. *Autonomy and personal initiative* and *linguistic* competences were also promoted.

In view of such results, we can assure that we can still provide our students with the kind of learning they always have dreamed of. That is the type of learning in which they feel comfortable, confident, autonomous, encouraged, motivated and interested. Because our fundamental goal should be to engage students in the kind of learning in which they can develop themselves to build up a stronger self-esteem to overcome their possible education difficulties. This might translate into a lower rate of schooling desertion which can give us major opportunities to teach them before they give up.

As far as TEFL is concerned, our objective is easier to achieve compared to the rest of the subjects that students have to pass to obtain the ESO certificate. That is because

TEFL allows us to teach English by means of any other content. Election of topics must be done with our student's approval, or at least, under our student's interests and motivations. According to Holliday (2005) it is fundamental to offer them that which they are really interested in to try to avoid desertion from classrooms or to show resistance, a student strategy aimed at spoiling the teacher's lesson plans when these plans do not match the students' requirements. In the end it is all about to transfer the old-fashioned teacher role of the main character of the play to the students, letting them to act more freely and autonomously.

As a matter of fact, according to Abraham Maslow and his famous pyramid, we need some acknowledgement and self-realization to achieve success as individuals. Therefore, we must offer our students the possibility to freely develop themselves in a confident and relaxed environment which may support them to reach such a purpose. After fulfilling those needs we can think about teaching our students all the grammar and subsequent boring contents that any foreign language possesses and few students happen to love.

Concerning key figures, a high percentage of the students in the group "4A" in their 4th year of the ESO presented a high level of motivation and interest throughout the development of the proposal of practical application. A significant 91,7% of the students accomplished the main objective of the proposal. However, a mere 8,3% of the students were not able to attain the goals of the proposal owing, not to their lack of knowledge, but to a lack of effort put forth in their task performance. This also led to an absence of exercises required to evaluate students. The resulting grades were as follows²:

- ✓ 92% accomplished the proposal objective according to the following grades:
 - 8 students: A
 - 12 students: B
 - 2 students: B -
- ✓ 8% did not accomplished the proposal objective according to the following grades:
 - 2 students: F

² Some samples of these works may be checked in the appendix section

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9. APPENDIX

10

Name.....

Unit 10
Our Planet is Changing
REVISION

A. Choose the most recommendable option in any given situation:

- You are travelling around the Canary Islands and a sandstorm makes impossible to see or breathe. What can you do?
 - a. I can cover my nose and mouth with a handkerchief. ✓
 - b. I can take some pictures of it.
 - c. I can go shopping.
- You are camping with some friends and a great rain turns into a flood. What might you do?
 - a. I might swim in the flood with all my friends.
 - b. I might look for my diver glasses to practice some diving. ✓
 - c. I might look for a higher location.
- You and your family are inside your car going back home from the weekend and a huge tornado is coming to you. What must you do?
 - a. We must keep driving. The tornado will skip us. ✓
 - b. We must stop driving for taking some pictures.
 - c. We must stop driving and look for a shelter.
- In summer you are suffering from water shortages due to the last draught. What should you do?
 - a. I should save as much water as possible. ✓
 - b. I should turn the faucet on when I brush my teeth.
 - c. I should not have a shower in all summer.

5. You and your classmates are in the middle of the lesson and the fire alarm goes off. You open the class' door and you find some smoke and fire in the corridor. What can you do?

- a. We can phone the fire fighters to ask for help if any of us has a mobile
- b. We can not go out to the corridor because there's fire over there
- c. We must stay calm and not panic
- d. We should keep the door shut so the smoke doesn't go into the class
- e. We might jump ^{out of} from the window if we aren't in a very high floor

6. You and your friends go out for a trip to the mountains. The sun disappeared and begins to rain. After that, a hailstorm begins, and then a big snowfall. You and your friends do not have adequate clothes to wear, so you all are at risk of freezing.

- a. What you must / should do in that situation? We must phone someone to ask for help. If we don't have cars we must look for some place to avoid freezing. ~~If we~~ We should look for some dry wood to light a fire. We should stay all together and not separate because someone could get lost.
- b. What you can do in that situation? We can try looking for some cave and pick up some ^{dry} wood before it gets wet.

- c. What you shouldn't / can't do in that situation?
We can't stay out there because we could freeze. We shouldn't separate from each other because someone could get lost.

Name.....

6'S

Unit 10

Our Planet is Changing

REVISION

A. Choose the most recommendable option in any given situation:

1. You are travelling around the Canary Islands and a sandstorm makes impossible to see or breathe. What can you do?

- a) I can cover my nose and mouth with a handkerchief. ✓
- b. I can take some pictures of it.
- c. I can go shopping.

2. You are camping with some friends and a great rain turns into a flood. What might you do?

- a. I might swim in the flood with all my friends. ✓
- b. I might look for my diver glasses to practice some diving.
- c) I might look for a higher location.

3. You and your family are inside your car going back home from the weekend and a huge tornado is coming to you. What must you do?

- a. We must keep driving. The tornado will skip us. ✓
- b. We must stop driving for taking some pictures.
- c) We must stop driving and look for a shelter.

4. In summer you are suffering from water shortages due to the last draught. What should you do?

- a) I should save as much water as possible. ✓
- b) I should turn the faucet on when I brush my teeth.
- c. I should not have a shower in all summer.

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5. You and your classmates are in the middle of the lesson and the fire alarm goes off. You open the class' door and you find some smoke and fire in the corridor. What can you do?

- a. We can Run.....
- b. We can not lost the calm.....
- c. We must go out
quiet in order.....
- d. We should take the exit door.....
- e. We might Jump through the window
'out.....

6. You and your friends go out for a trip to the mountains. The sun disappeared and begins to rain. After that, a hailstorm begins, and then a big snowfall. You and your friends do not have adequate clothes to wear, so you all are at risk of freezing.

a. What you must / should do in that situation?

b. What you can do in that situation?

c. What you shouldn't / can't do in that situation?

2'5

Name:

Unit 10

Our Planet is Changing

REVISION

A. Choose the most recommendable option in any given situation:

1. You are travelling around the Canary Islands and a sandstorm makes impossible to see or breathe. What can you do?

- a. I can cover my nose and mouth with a handkerchief.
- b. I can take some pictures of it.
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- c. I should not have a shower in all summer.

5. You and your classmates are in the middle of the lesson and the fire alarm goes off. You open the class' door and you find some smoke and fire in the corridor. What can you do?

0'5

- a. We can.....
- b. We can not *go out through the corridor,*
- c. We must
- d. We should.....
- e. We might

6. You and your friends go out for a trip to the mountains. The sun disappeared and begins to rain. After that, a hailstorm begins, and then a big snowfall. You and your friends do not have adequate clothes to wear, so you all are at risk of freezing.

- a. What you must / should do in that situation?
- b. What you can do in that situation?
- c. What you shouldn't / can't do in that situation?

Navika de Diego
 4ºA E.S.O.

Unit 10

Our Planet is Changing

The Day After Tomorrow exercises

1 Explain in your own words the first scene of the movie located in the Antarctica shelf. VERY WELL DONE, ALTHOUGH NOBODY DIE!

In the Antarctica shelf, there are some scientists, that they investigate the ice and his ^(ice) starts. Suddenly, the shelf break in two parts. their instruments disappeared, and one of the men die.

2 On the New Delhi conference on Climate Change. Do you think politicians get serious about Professor May's theories?

No, I think that the politicians doubt about his theories. they think and say that the professor may are wrong. VERY WELL!

3 Professor May's son has failed a subject. Do you know why?

Yes, because ~~but~~ he didn't write the solutions in the paper. Also, the teacher thinks that he was cheating, and, finally, he failed the exam and the subject. VERY WELL DONE!

4 What do you think about this film? Do you think it is a realistic one? Do you think there might be any possibility for this to happen?

No, I think that this film isn't realistic. Also, I think that the climate change can happen, and it happens nowadays, but I ~~do~~ disagree with some events that happen in the film. VERY WELL!

5. After having watched the movie say whether the following sentences are true or false. You have to distinguish between the ones which express possibility and the ones which express some certainty.

1. It is possible that The Antarctic shelf breaks. The Antarctic shelf **may** break. *True. Possibility. ✓*
2. Hailstorm **might not** happen in Japan. *False. Possibility. ✓*
3. The Atlantic Ocean current **can't** change. *False. Certainty. ✓*
4. Hailstones **may** help to reduce hot weather. *True. Possibility. ✓*
5. Greenhouse gases **must** be reduced. *True. Certainty. ✓*
6. Planes **must** land because of weather conditions. *○ Certainty. ✓*
7. Sam's plane **may** crash. *True. Possibility. ✓*
8. Sam **can't** fail any subject. *False. Certainty. ✓*
9. Sea levels **may** rise because of ice caps melting. *True. Possibility. ✓*
10. Global warming **might** cause floods. *True. Possibility. ✓*
11. Buddha dog **can** read. *○ Certainty. ✓*