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Motivating students through MI activities in an EFL classroom

ESTUDIANT: Erika Eboli
DIRECCIÓ: David Soler Ortínez

Abstract (English)

This dissertation explores the idea of using Multiple Intelligences (MI) to boost students' motivation in the EFL classroom. This research presents a Didactic Unit based on MI activities and it underlines the importance of students' motivation and the key role of these proposed activities in the motivational process.

First, it provides an overview of relevant authors that have researched on the topics of Multiple Intelligences theory and Motivation such as Howard Gardner and Thomas Armstrong. Then, an analysis of these two concepts applied in the EFL classroom is presented.

Secondly, to apply the described theory, a 10-session Didactic Unit based on Multiple Intelligences activities addressed to an Administrative Management class was created. This group-class was chosen due to their low motivation in order to help them stimulate it and boost their participation. A description of these Didactic Unit activities is presented here. Moreover, five instruments were created in order to collect data before and after the implementation of the Didactic Unit. Due to the Covid-19 lockdown, the Didactic Unit and three out of the five instruments could not be implemented, therefore only an analysis of the interview with the class teacher and the observation grid could be included in this study.

Key words: Multiple Intelligences, motivation, skills, participation.

Abstract (Catalan)

Aquest treball explora l'idea d'utilitzar les Intel·ligències Múltiples (IM) per fomentar la motivació dels alumnes a la classe d'anglès com a llengua estrangera. Aquest estudi presenta una Unitat Didàctica basada en activitats de IM, remarca la importància de la motivació de l'alumnat i la funció clau d'aquestes activitats proposades en el procés de motivació.

Primer, es presenta un resum dels principals autors que han investigat sobre els temes de la teoria de les Intel·ligències Múltiples i la Motivació com Howard Gardner i Thomas Armstrong. A continuació, es descriu una anàlisi d'aquests dos conceptes aplicats dins de l'aula d'anglès.

En segon lloc, per aplicar la teoria, es va crear una Unitat Didàctica de 10 sessions basada en activitats de IM i adreçada a una classe de Gestió Administrativa. Aquesta classe va ser triada per ajudar-los a estimular la seva baixa motivació i fomentar la seva participació. Una descripció de la Unitat Didàctica es presenta aquí. A més, es van crear cinc instruments per recollir dades abans i després de la implementació de la Unitat Didàctica. A causa del confinament degut a la Covid-19, la Unitat Didàctica i tres d'aquests instruments no van poder ser implementats, únicament l'anàlisi de l'entrevista amb el professor de la classe i de la taula d'observació es van poder realitzar.

Paraules clau: Intel·ligències múltiples, motivació, habilitats, participació

Abstract (Spanish)

Este trabajo explora la idea de utilizar las Inteligencias Múltiples (IM) para fomentar la motivación de los alumnos en una clase de inglés como lengua extranjera. Este estudio presenta una Unidad Didáctica basada en actividades de IM, subraya la importancia de la motivación de los alumnos y el rol clave de las actividades propuestas en el proceso motivacional.

Primero, se presenta un resumen de los autores más destacados que han investigado sobre los temas de la teoría de las Inteligencias Múltiples i de la Motivación como Howard Gardner y Thomas Armstrong. A continuación, se describe un análisis de estos dos conceptos aplicados en la clase de inglés.

En segundo lugar, para poner en práctica la teoría descrita, se creó una Unidad Didáctica de 10 sesiones basada en actividades de IM i dirigida a una clase de Gestión Administrativa. Esta clase se eligió para poder ayudar a los alumnos a estimular su baja motivación y fomentar su participación en clase. Una descripción de la Unidad Didáctica se presenta aquí. Además, se crearon cinco instrumentos para poder recopilar datos antes y después de la implementación de la Unidad Didáctica. Debido al cierre de la Covid-19, la Unidad Didáctica y tres de estos instrumentos no se pudieron implementar. Por lo tanto, este trabajo sólo incluye un análisis de la entrevista con el profesor de la clase y la tabla de observación.

Palabras claves: Inteligencias múltiples, motivación, habilidades, participación

To my parents, my sister and my fiancé,
For their unconditional support.

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"Hide not your talents
for use they were made.
What's a sundial in the shade!"
(Ben Franklin in Armstrong 2009: 32)

1. INTRODUCTION

My final project is based on the topic of motivation in the EFL classroom. More specifically on how and if a teaching methodology can help students enhance their motivation. The idea came from my internship in Vocational Training classes where I noticed that students' motivation was fluctuating. This lack of involvement suggested that students did not have enough interest for what was happening in the classroom. However, participation is very important for the learning process and its outcome (Eggleton, 1992). This is why I started wondering about the reason why they had no interest and then I realised that, as a researcher-teacher, I had no rights to know the reasons, but I had the duty to discover the way they could be helped to find this missing motivation.

Therefore, I started thinking about Howard Gardner's Multiple Intelligences theory (from now onwards MI theory) and whether MI-theory-based activities could actually help students to find their motivation and increase it (other than help them to enhance their skills). Even though Gardner did not create MI theory thinking about educational purposes, he later applied it to teaching (see Gardner and Hatch, 1990; Gardner, 1993). In fact, at the beginning of his research Gardner focused on how the concept of intelligence was seen by society up until that moment and how it could be changed in order to adapt it to people's real skills and abilities. The concept of intelligence was too limiting for the human brain's potential so, after his research, he talked about multiple intelligences instead of one single intelligence (Gardner, 1983).

As the objective of applying the MI theory in an EFL classroom was to boost students' motivation, I did a theoretical research about the concept of motivation as well. There are different theories about this concept and none of them is to be taken as an absolute reference because motivation is a really personal issue (Petri and Govern, 2006). Nonetheless, the literature shows how motivation is influenced by internal and external factors which can be valid for someone but not for somebody else. Furthermore, I gathered in this dissertation as much theory as possible regarding the concepts of MI theory and motivation found in other researches (Dörnyei, 1994; Spirovska, 2013; Massanet Oliver, 2018; Socias Llabrés, 2018) that show that MI activities can actually stimulate motivation because they are related to people's personal skills and can be related to any kind of topic.

This theoretical research was the basis for the second part of the present research which is creating a didactic unit based on MI activities that could motivate the students. Together with the didactic unit, five different instruments have been designed to gather results and opinions from the school teacher and the students. Although it was not possible to implement the didactic unit and the five instruments because of the COVID-19 lockdown, this dissertation expects to be of use for future researches.

2. OBJECTIVES AND RESEARCH QUESTION

The main research question of the present dissertation arises from the identified problem in the theoretical framework that suggests that teacher-centred methods negatively affect students' motivation. As a way to solve this, the present research proposes to explore the benefits of MI activities and takes as starting point the following research question:

> Can the implementation of MI activities help to boost students' motivation and improve the quality of the learning process and outcome?

Connected to the research question, four specific objectives have been designed:

1. To explore how to implement Gardner's MI theory in an EFL classroom effectively.
2. To research about the concept of motivation in general and then in an EFL classroom.
3. To design and implement a didactic unit taking into account the MI principles.
4. To analyse the impact of MI activities on students' motivation and outcome.

3. THEORETICAL FRAMEWORK

3.1   Multiple Intelligences in Theory

The concept of intelligence is normally related to the well-known IQ (Intelligence Quotient) test, invented at the beginning of the 20th century. This test is made of standard questions based on logic, mathematics and linguistics. However, in the seventies-eighties Howard Gardner, an American development psychologist, started considering intelligence as something related not just to logic and linguistics and pluralised this traditional concept by stating that there are eight different intelligences that co-exist and have the same importance (Gardner, 1993). Therefore, he defined intelligence as the ability for solving problems in different contexts more than as the ability to answer closed items of a test. That is why Multiple Intelligences theory (MI theory) is based on the idea that IQ test is too limited for the potential of the human brain and its skills (Gardner, 1983).

Gardner underlined that the criteria used to define what intelligence is and is not, were no established a priori. On the contrary, he approached intelligences first analysing the problems that humans solve daily and then working on a definition of intelligence (Gardner, op. cit.). Hence, he goes on defining intelligence as the biological and psychological potential that identifies each human being's faculty to capture, process, represent and communicate information through different formats and to work with different contents in order to create solutions, take decisions and construct new knowledge. This definition underlines a fundamental aspect of the MI: even though each individual is biologically prepared to have certain skills, they all have the possibility to boost their intelligences in order to improve their skills (Gardner, ibid.).

Gardner also states that there are no two people with the same intelligences profile, not even two identical twins, due to the fact that the nature of intelligences is to operate according to one's own procedures based on biological features. Therefore, each person has their own intelligences system with its own rules. Based on this assumption, the mind has to be thought of as a set of elements which are autonomous and interconnected at the same time and each individual has a different set of skills and different degree of skills (Gardner, 1983).

Gardner identified eight different types of intelligences and defined them as below:

1. The Linguistic intelligence is the potential to capture, understand, organise and apply the verbal language in an oral or written form. (González, op.cit.)

2. The Logical-Mathematical intelligence is the potential to capture, understand and establish relations, to employ numbers and calculations in an effective way, to plan and solve problematic situations and to develop schemes and logical reasoning. (ibid.)

3. The Musical intelligence is the potential to recognise, appreciate, interpret and compose different types of rhythm, melodies and musical structures. (ibid.)

4. The Spatial intelligence is the potential to recognise, decode and code graphic and visual information and to interpret, develop and organise space understanding, remembering, explaining and placing objects, distances, paths and trajectories. (ibid.)

5. The Bodily-kinesthetic intelligence is the potential to use all the body and/or parts of it to favour the thinking and the expression of ideas and feelings and to manipulate, transform and create objects and material. (ibid.)

6. The Naturalistic intelligence is the potential to capture, distinguish, interpret and communicate information relative to the human being and to nature but also to properly select, classify and use elements and material of nature. (ibid.)

7. The Interpersonal intelligence is the potential to capture and understand intentions, motivations, feelings and wishes of others and to effectively interact with them. (ibid.)

8. The Intrapersonal intelligence is the potential to capture, reflect, understand and communicate all the information related to oneself and to one's own abilities and difficulties. (ibid.)

Gardner's theory is revolutionary as previous theories focused on intelligences being important only for school success (Gardner & Hatch, 1990), therefore the society's idea on the concept must change to understand Gardner's, which was born to define intelligence as important in all aspects of life and it was only later applied to the educational context (Gardner, 1993).

The aim for each individual is to reach an adequate level of each intelligence to have a complete set of skills and to do so they need to train the intelligences. It is important to understand that focusing only on one intelligence would compromise the other ones. Therefore, people must engage in different activities to stimulate all the intelligences. In fact, intelligences can work together and separately at once, as Gardner exemplifies: "to cook a meal, one must read the recipe (linguistic), perhaps double the recipe (logical-mathematical),

develop a menu that satisfies all members of the family (interpersonal) and placate one's own appetite as well (intrapersonal)" (ibid.: 7).

Therefore, as each intelligence corresponds to a certain way of thinking and understanding the world, only by engaging in different activities individuals can transform their intelligences into abilities. Nonetheless, it is not to be excluded that a person may have a particular preference, inclination or even a talent in one intelligence (Mozart, for instance, excelled in Musical Intelligence). Table 1 shows how Armstrong (2009: 33) links the intelligences with the related ways of thinking and activities:

Children who are highly…	Think…	Love…	Need…
Linguistic	in words	reading, writing, telling stories, playing word games.	books, tapes, writing tools, paper, diaries, dialogue, discussion, debate, stories.
Logical-mathematical	by reasoning	experimenting, questioning, figuring, logical puzzles, calculating.	materials to experiment with science materials, manipulatives, trips to planetariums and science museums.
Spatial	in images and pictures	designing, drawing, visualizing, doodling.	art, legos, videos, movies, slides, imagination games, mazes, puzzles, illustrated books, trips to art museums.
Bodily-kinesthetic	through somatic sensations	dancing, running, jumping, building, touching, gesturing.	role-play drama, movement, building things, sports and physical games, tactile experiences, hands-on learning.
Musical	via rhythms and melodies	singing, whistling, humming, tapping feet and hands, listening.	sing-along, trips to concerts, playing music at home and school, musical instruments.
Interpersonal	by bouncing ideas off other people	leading, organizing, relating, manipulating, mediating, partying.	friends, group games, social gathering, community events, clubs.
Intrapersonal	in relation to their needs, feelings and goals	setting goals, mediating, dreaming, planning, reflecting.	secret places, time alone, self-paced projects, choices.

| Naturalistic | through nature and natural forms | playing with pets, gardening, investigating nature, raising animals, caring for the planet earth. | access to nature, opportunities for interacting with animals, tools for investigating nature. |

Table 1 Intelligences and related ways of thinking and activities

3.2   Motivation

Motivation is the concept that describes the strengths that act over a human being to make it initiate and behave a certain way (Petri and Govern, 2006). Therefore, behaviour and motivation are always related. Each person finds motivation in different ways. For instance, what might be a necessity for somebody it could be a goal for somebody else. Therefore it is difficult to establish a priori what might or might not motivate a person. According to Petri and Govern (op.cit.) two dimensions need to be considered: internal and external factors.

3.2.1   Internal and external motivating factors

An internal reason for motivation is **expectations** which are a consequence of an individual's predictions about the future, for instance, about the fact that a specific behaviour will help them reach a precise objective. These kinds of predictions are called cognitive expectations: if the aim is finally not reached as predicted, the person will lose interest and motivation (Petri and Govern, ibid.).

Another internal reason is **feelings** which are basic to humans who often base their decisions on them rather than on rational thoughts.

Talking about external motivation, Petri and Govern (ibid.) affirm that behaviour is deeply influenced both by situational factors and by other people's presence. **Peers** are one of the strongest external factors in today's society. Technically defined is called social motivation (ibid.) and it is directly related to conformism: consciously or not each person is influenced by his peers because the desire of being accepted by the community is innate for humans. What is more, the fact that peers are connected to feelings forms a connection between internal and external motivating factors.

Encouragement (or incentives) is another external factor. When a price or a goal are set by somebody else, individuals are influenced in their decision to act and in the effort they are willing to make (ibid.). However, incentives are not directly connected with the learning outcome.

3.3   Motivation in the EFL classroom

In this section attention will be placed on the role of motivation in the EFL classroom. This role is relevant for the present study due to the impact that motivation has on students' behaviour. Although motivation in other areas may be similar, it is important in EFL teaching because without motivation students do not recognise the importance of AL acquisition, therefore they do not participate in class activities.

In his research on motivation in EFL classroom, Dörnyei (1994) distinguishes three sets of motivational components: course-specific, teacher-specific and group-specific. The group-specific component is an external factor. As a matter of fact, Petri and Govern (2006) claim that motivation hides behind the group and propose a real-life example: a person who has a flat tire and is parked on the side of the highway. One could think it is easy to receive help as many cars drive on the highway daily, but it is precisely the high number of cars that compromises the group decision. Each driver thinks that another one will stop, so they do not do it. The situation is paradoxical but real. The same concept can be applied to a classroom context: when teachers ask a question to the whole class, they are unlikely to obtain an answer unless they call a student by name (Petri & Govern, op.cit.). This happens because each student thinks that someone else will answer and they all wait for the brave one.

Another group-specific related factor is **unanimity**: in a classroom there are students with different personalities but, despite their differences, when it comes to taking classroom decisions they gather and agree. In this case concord prevails over one's individual opinion. As Massanet Oliver states in her dissertation "although the group's goals will not be the same as the individual's goals, this last motivational component is very important to form a sense of unity in a class full of different profiles and will be decisive to create cooperation between individuals" (Massanet Oliver, 2018: 19-20).

The so-called **coaction effect**, mentioned by Petri and Govern (op.cit.), is also a group-related factor. For instance, when the teacher proposes a (individual or team) game whose winner will receive a price, coaction occurs because of competition.

Another typical educational external **incentive** that needs to be taken into consideration is grades. The educational system threatens students with the idea of failing an exam because it assumes that students are motivated by the possibility of getting good grades. However, "studies have confirmed that students will lose their natural intrinsic interest in an activity if they have to do it to meet some extrinsic requirement" (Dörnyei, op.cit.: 275-276). Deci's and Flaste's research also supports this position: "if you offered rewards to your children for learning, you would want the children to remain enthusiastic about learning after your reward system was terminated. But it is not at all clear that they would" (op.cit.: 51-52). Hence, no one can assure that after taking an exam the students will remember the studied concepts or, instead, will be left only with the satisfaction of having passed the exams. Therefore, there is no direct connection between grades and prices and learning outcome and this factor is obviously important as the main teaching objective is learning.

Another previously mentioned factor is **feelings**. Adolescence is the period when youngsters need to learn how to manage emotions. In fact, young learners often want to succeed but, at the same time, they feel that success is beyond them for undetermined reasons (Dörnyei, op. cit.). Therefore, in order to help their students, teachers need to show them how to use feelings from a learning perspective and use of them in order to improve their skills (González, op.cit). For instance, knowing what students like and dislike and organise activities based on these preferences, can help boost their skills and motivation.

Having said all this, motivating students seems easy but it is not a simple, one-step process (Eggleton, op.cit.). Motivation, in fact, is a long journey which takes an effort from both the teacher and the students. According to Eggleton "one aspect of motivation lies in the personality of the teacher" (Eggleton, 1992: 2). Therefore, the teachers and the proposed tasks would be considered as external motivational factors in an EFL classroom. Nonetheless, it is important to consider that teachers cannot force students to motivate. Hence, according to this, motivation remains internal.

According to Daniels and Arapostathis (2005), the way to motivate the students is for them to see the value of the proposed tasks. Therefore, teachers need to reflect carefully about the meaning and the purpose of a proposed activities: their value needs to be clear and explicit. This means that there should be a constant communication between the two parts because if students know the teaching aim, they will be more motivated. In conclusion, teachers need to be a guide to their students and help them to become aware of their abilities (Socias Llabrés, op.cit.). A way to do that is by discovering the students' skills and intelligences and only afterwards organise the lesson activities considering MI theory in order to win a great motivation technique (ibid.).

3.4   Multiple intelligences in the EFL classroom

Multiple intelligences have been studied in diverse fields. As mentioned before, education is one of them and it has had an important impact on present methodologies. In this section, attention will be placed on MI in the EFL classroom through previous researches that proved the utility of this theory.

Daniels and Arapostathis' position (2005) about students' conscious involvement in the teaching aims is supported by Fuster's (2013) motivation cycle which describes the stages that people need to go through to motivate. Moreover, Fuster affirms that individuals have to find the equilibrium between their innate skills and what society has to offer. Hence, teachers should use MI activities in the classroom in order to motivate the students. Gardner himself (1993: 39) affirms that "interest and intelligence might be connected, although there is no proof of it". This said it is difficult to predetermine steps for the teachers to follow to implement MI activities because there is no actual recipe for education. Teachers, in fact, should implement their own teaching style in order to maximise their own intellectual potential (Gardner, ibid.). However, Armstrong (2009), Maftoon and Sarem (2012) and Spirovska (2013) formulated some basic steps that teachers could follow to implement MI theory:

a) First, teachers should take the MI test and reflect about their skills and learning/teaching preferences. Knowing their own intelligences helps them teach their students how to know theirs.

b) Secondly, teachers should observe how students behave in the classroom towards the different subjects, the teachers and the classmates.

c) Thirdly, teachers should submit the MI test to students and observe their reactions to the results. Zebari, Allo and Mohammadzadeh's research (2018) shows that teachers being aware of the students' differences and preferences will help them plan successful lessons.

d) Afterwards, teachers should explain students the MI concept and the MI activities benefit, underlining the importance of training the weaker intelligences and reinforcing the stronger ones.

e) Finally, the lessons should be planned based on the students' intelligences and necessities. Teachers should focus on a clear learning objective and on boosting all intelligences through different activities, providing students the opportunity to boost all their intelligences (Maftoon and Sarem, op.cit.). Implementing MI activities requires teachers' dedication and time. For instance, Linguistic and Logical-mathematical intelligences are the easiest ones to implement in an EFL classroom. However, students need to recognise that the other six intelligences are important too.

Moreover, Armstrong (op.cit.: 56) affirms that "MI theory essentially encompasses what good teachers have always done [..]: reaching beyond the text and the blackboard to awaken students' minds". Zebari et al (2018) conclude that MI theory can successfully motivate students in the EFL classroom as it would completely change the traditional teaching way placing the focus on their interests and needs, not on the teacher's. MI theory can truly provide teacher with "a great variety of ways for their students to learn and demonstrate their learning and understanding" (Christison & Kennedy in Spirovska, op.cit.: 6). Derakhshan and Faribi (2015: 69) affirm that "the greatest effect of the theory in the process of AL learning is to increase the **creativity of teachers in developing teaching strategies**".

Table 2 shows the activities that can be developed to reinforce each intelligence when applying the MI theory in an EFL class (Spirovska, op.cit.:7):

Intelligence	Activity to reinforce it in an EFL classroom
Linguistic	reading a story, choosing appropriate word to fill in a gap in a sentence, choosing an appropriate synonym or antonym for a given word, answering multiple questions related to a text
Logical-mathematical	sequencing events in a chronological order, finding logical errors, presenting timelines of events presented in a story or a text, jigsaw puzzles and games, concept maps
Bodily-kinesthetic	drawing, colouring, mime, dramatization, making models of objects and using real objects, games
Spatial	drawing diagrams, concept maps, matching pictures with words, describing pictures or images
Musical	songs, tongue twisters, rhymes, playing songs in order to introduce a topic or analyse the lyrics, transforming lyrics into a text
Interpersonal	analysing a character, reflections on characters and their actions or motivation, analysing or retelling/rewriting a text from another's character point of view, group work
Intrapersonal	journal keeping, activities in order to elicit personal experiences (reflections, discussions and sharing personal experiences)
Naturalistic	comparison between a novel and a film, news broadcasted by two different resources, categorizing, analysing settings, field trips and projects

Table 2 Intelligences and reinforcing EFL classroom activities

Socias Llabrés' (2018) and Massanet Oliver's (2018) Master Dissertations did a similar research to the present one. Socias Llabrés planned a 12-session Didactic Unit including MI activities for students of 4th E.S.O. connected to Project Based Learning. Massanet Oliver, instead, planned a 4-session teaching unit for 1st *Batxillerat* students claiming that "if students are engaged and feel motivated in class, […] it will be one of the best rewards for teachers as we will perceive their enthusiasm in the learning process." (Massanet Oliver, op.cit.: 22).

4. METHOD

This research was based on the idea of applying Gardner's MI theory in an EFL classroom in order to motivate the students. Therefore, the researcher designed a 10-session Didactic Unit and five different instruments to be used before and after the implementation of said unit. This Unit was meant to be implemented in a Vocational Training class.

The main objective of the instruments is to collect qualitative data, especially referring to the teacher's and the students' opinions. In order to collect these opinions, a pre-didactic unit survey was submitted to the teacher and a pre- and a post-didactic unit surveys were submitted to the students. Moreover, the researcher completed an observation grid. Finally, students were also submitted the MI test after the implementation.

4.1 Participants and Contextualization

The school where I did my internship is a state-subsided school in Barcelona which only offers non-compulsory courses. It was founded in 1884 on the Don Bosco Congregation philosophy which is still followed nowadays even though religion is not a compulsory subject anymore. The school is in the neighbourhood of Sarrià, which is known to be an uptight area of the city. However, its students come both from the city and from other cities and villages near Barcelona. The school offers Baccalaureate courses (*Batxillerat*) and Vocational Education and Training courses (*Formació professional - FP*).

My internship was with classes of Vocational Training courses of the Mechanics (*Mecànica*) and the Administrative Management (*Gestió Administrativa*) cycles of middle-level (*Grau Mitjà*), first year. Together with my internship tutor, it was decided to design and implement the Didactic Unit with the Administrative Management group. In this group there were 27 students of which 16 boys and 11 girls aged 16-17, although three of them were older (18 years old) as they repeated two years.

4.2 **Instruments**

For the implementation of this Didactic Unit five different instruments for data collection have been designed: (1) an observation grid; (2) an interview with the teacher; (3) pre-didactic unit survey for the students; (4) a post-didactic unit survey for the students; (5) the

MI test. However, due to the COVID-19 lockdown, it was only possible to implement the observation grid and one of the questionnaires.

The observation grid (see Appendix 8.1) was designed and completed with comments based on my observation period. In this period I had the opportunity to observe the EFL lessons during several weeks and examine both the students' and the teacher's behaviour and activities that were proposed before being able to teach myself.

Two questionnaires were designed to be submitted prior to the implementation of the didactic unit: one to the teacher and one to the students. The questions for the teacher (see Appendix 8.3) regard his opinion about the students' motivation and the activities he plans. On the other hand, the survey for the students (see Appendix 8.4) contains questions about their interests and motivation in the EFL classroom.

After the implementation of the Teaching Unit, another questionnaire is submitted to the students (see Appendix 8.5). This survey contains appreciation questions, questions related to each proposed activity and their preference for future activities.

Finally, as this Teaching Unit aims to boost their motivation through MI-based activities, students will be asked to take the MI test (see Appendix 8.6) which is a pre-made test that can be done in a short time and whose result gives an idea about one's intelligences levels. The MI test is done at the end of the Teaching Unit because, after talking with the teacher, it was decided that it would be better to explain students all about MI theory and the aim of the didactic unit at the beginning of the implementation but to ask them to take the test at the end of the sessions as the students could take the results as an excuse not to do some of the planned activities if the results related to the intelligence connected to that specific activity were low, for instance.

4.3   Didactic Unit: objectives and methodology

Referring to the Didactic Unit, its main aim was to motivate students through MI activities. In order to do so, MI activities had to be created from scratch and connected to the specific school course. Therefore the Unit was created based on Gardner's assumption: "we have

begun with the problems that humans solve and worked back to the intelligences that must be responsible" (Gardner, 1983: 26). The Didactic Unit was based on the topics of three book units and the tasks and activities were created connecting them first with the topics to study and only afterwards with the MI. This is the reason why not every activity relates to all MI simultaneously but they all improve the students' intelligences without them having to strictly focus on them (Armstrong, 2009). The only excluded intelligence was the Naturalistic one, as field trips were not allowed for such a short didactic unit. However, the other seven intelligences were all included and practiced thanks to different activities and exercises.

The didactic unit has a duration of ten sessions of one hour each and it was meant to be implemented at the beginning of the third term. Many of the activities prepared are to be done in pairs or groups, although there are few tasks to be done individually. This is due to the fact that MI-based activities alone do not guarantee to stimulate students' motivation: peer stimulation is an important source of motivation.

Didactic Unit Objectives

Referring to the objectives of this didactic unit, three different groups of objectives can be distinguished.

First, the motivation related objectives: students should feel motivated by the special activities that are done during these ten sessions as they are different from the activities they have done during the previous two terms with their teacher. The main aim is to motivate them and involve them actively.

Secondly, the MI related objectives: to use MI without being aware of actually using them and, by doing so, to improve the students' skills in each intelligence. The researcher will present the activities to be realised during each session and will explain which intelligences are related to each activity but the aim is not for the students to remember this information but to enjoy the activity and learn at the same time.

Lastly, there are the English learning related objectives which are: (1) to learn vocabulary related to the topics of Presentations and Travelling, (2) to learn how to express oneself in certain situations (such as during a work presentation, at the airport, during a business

meeting), (3) to exploit critical thinking skill and apply it to the two topics, (4) to create a presentation and present it orally, (5) to create original content based on given guidelines and (6) to be able to create the programme of a business trip. Therefore, in this unit students practice the fours skills (Reading, Listening, Writing and Speaking) but with a particular focus on the communicative approach.

Didactic Unit: Methodology and Implementation

First, this is a student-centred didactic unit, namely that all activities require an active participation from the students and are planned to be motivating and interesting for them. The researcher (who, for the Didactic Unit implementation, is the teacher) has an instructive, monitoring and helping role. Indeed, the teacher has organised this didactic unit reflecting about the two topics that will be treated and about student-motivating tasks.

Before implementing the teaching unit, the teacher distributes a pre-teaching questionnaire to the students. The questionnaire is anonymous but if they would like to write their names, they are free to do so. The questions are about their feelings, motivation and interests inside the classroom. A sincere answer is needed.

In order to implement this didactic unit in the Administrative Management classroom, the teacher will explain them that it is a ten-session Didactic Unit made of book-based as well as MI-based activities. After this brief introduction, the teacher asks the students a direct question: "How many of you think you are intelligent?" (Armstron, op.cit.: 45) and explain them that, according to the MI theory, everybody is intelligent in (at least) eight different ways, corresponding to the eight intelligences defined by Gardner. Afterwards, explaining what intelligences are showing this Figure 1 would help them understand.
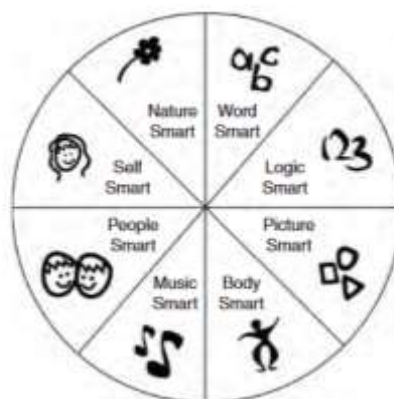

Figure 1 (Armstrong, op.cit.: 46)

The following step would be explaining that students are asked to pay particular attention to how they react when facing a task or activity.

As explained in 3.2.1 one of the motivation factors is incentives. Based on this, one initiative will be proposed to the students. On the first session of this didactic unit the teacher brings a transparent big jar to the classroom and explains that for each correct answer any of the students give, a sweet will be put into the jar. This action will be repeated until the end of Session 9. In Session 10, in fact, students play a board game in groups: the winning group receives the jar as a price. The teacher will remind them at the beginning of every session about the jar, to be sure that students do not forget about it. This action was planned to prove or disprove the theory that states that incentives are the only reason for learning. Specifically, the teacher wants to see if the sweets jar reward can be a temporary incentive (so it is appealing to the students only during the first session) or a long-term one (so it remains appealing during the nine sessions).

This dissertation provides a detailed explanation of five sessions out of ten. Nonetheless, the the grid with the activities of all ten sessions can be found in the Appendix.

4.3.1 Session 1

Resources / Material	Skills	Grouping	Multiple Intelligences
Book, Class Computer, Projector, Mobiles, Worksheet, Book, CD	R, W, L	WG, I, PW	Linguistic, Logical-mathematical, Intrapersonal, Bodily-kinesthetic, Visual-spatial,

Session 1 (as well as session 2 and 3) regards the topic "Presentations" and it starts with a brainstorming activity which stimulates students' previous knowledge and grasping skills. In fact, students are asked to open their books and look at the two pages of the unit and then close it after ten seconds. Then, they brainstorm about the topic using the website WordItOut: one student comes to the class computer and writes down the words the classmates say (even the repeated ones). When they finish, the website creates a Word Cloud with the inserted words. They can say words they already knew or words they have just read in the book. This activity stimulates their Linguistic, Logical-mathematical, Intrapersonal and Bodily-kinesthetic intelligences.

After the brainstorming, the teacher asks a disruptive student to distribute a reading comprehension worksheet. Students work in pairs (and one group of three) on the reading comprehension. They have to read a text written partly in English and partly in Spanish and create a grid with the words translations from English to Catalan/Spanish and vice versa. This activity stimulates their Linguistic, Logical-mathematical, Interpersonal and Visual-spatial intelligences. Afterwards, they need to complete the three comprehension exercises in their book, individually. When finished, they can compare and discuss their answers with the same partner as the previous activity. This activity stimulates their Linguistic and Logical-mathematical intelligences.

The last activity of this session is a listening task. The audio is a conversation between a manager and an employee. Students have to write down the guidelines given by the manager. This activity stimulates their Linguistic and Logical-mathematical intelligence.

4.3.2 Session 2

Resources / Material	Skills	Grouping	Multiple Intelligences
Students' computers	S, W	SG	Linguistic, Logical-mathematical, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical

During this session students divide in groups of 4 or 5 and work on a presentation. They have to choose a product to sell and create an attractive presentation for it and an ad flyer. They have to work considering the guidelines of the listening heard in the first session. Before starting to work, the teacher shows a video-presentation of an employee selling a product and a flyer as examples of effective work.

Teacher tells students that the presentations have to be created using programs like Canva or PowerPoint and must include: visual aids, product picture and description (oral or written), price, maybe attractive and appropriate music. They have the whole session to prepare the presentation.

4.3.3 **Session 6**

Resources / Material	Skills	Grouping	Multiple Intelligences
-	W, S, L	I, PW, SG	Linguistic, Logical-mathematical, Interpersonal, Intrapersonal, Bodily-kinesthetic, Visual-spatial, Musical

Session 6 is the third session dedicated to the topic "Travelling". Students have already studied the related vocabulary and expressions in Session 4, whereas in Session 5 they have worked in groups to organise a business trip programme.

Therefore, in this session they need to work in groups of 3 on three role play situations that could happen on a business trip: at the hotel, at a restaurant and at a business meeting. First, each member of the group is assigned two roles so that each one plays the role of the worker in one of the three situations (for example, student 1 plays the receptionist during the hotel roleplay and the worker during the restaurant roleplay). Each student imagines the situation and prepares some script lines for their characters considering that each situation should last at least 10 minutes. This individual part does not exclude confrontation with the groupmates. The teacher monitors.

Once the scripts are ready, students can roleplay, two at a time, obviously. Meanwhile, the third student observes and tries to identify the grammar and/or communicative mistakes. The teacher monitors.

4.3.4 **Session 8**

Resources / Material	Skills	Grouping	Multiple Intelligences
Computers, any extra material needed	S, W	SG	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical

Students have studied airport vocabulary in Session 7. Therefore, in Session 8 they are divided in groups of three (groups composed by different members), each group is assigned one place or situation (at the airport, on an airplane, on a train, in a car, in a hotel, in a restaurant, at a conference, in a client's office/business meeting and for an effective

presentation) and has to create a video about rules, regulations and advice for the place of no more than 2 minutes.

The groups can use programs like Movie Maker and they display the content as they want: through images, music or filming themselves.

4.3.5 Session 10

Resources / Material	Skills	Grouping	Multiple Intelligences
Board game material, Blackboard	S, L, W	SG, WG	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial

During this last session students have the chance to test and put into practice what they learnt during this didactic unit through a Board Game (see Appendix **¡Error! No se encuentra el rigen de la referencia.¡Error! No se encuentra el origen de la referencia.**) based on Multiple Intelligences.

Students divide into seven teams and compete to win the jar of sweets. The game includes questions connected to six MI. For each correct answer, the team advances one space on the template. Each team has one minute to answer, if they do not, another team has the possibility to answer and if they guess it correctly, they advance one space. The first team to finish wins.

4.4 **Didactic Unit Assessment**

For this didactic unit, the teacher has prepared assessment rubrics for three activities. The first activity is the ad and the flyer presentation done in Session 3. Each group is assessed by the teacher and by the other five groups (see Annex 8.8). The criteria to evaluate this task are: (1) presentation and flyer graphic attractiveness, (2) presentation and flyer grammar correctness, (3) adequate vocabulary, (4) oral presentation clarity, (5) adequate voice tone, (6) pronunciation correctness, (7) group member preparedness, (8) adequate bodily-kinesthetic and gestures, (9) motivation and (10) time management.

The second activity to be assessed is the business trip programme writing of Session 5. In this case, the activity is only assessed by the teacher (see Annex 8.10). The criteria to assess this

activity are: (1) inclusion of all the asked details, (2) clear text structure, (3) grammar correctness, (4) inclusion of studied vocabulary and (5) text coherence.

The last activity to be assessed is the video created in Session 8. In this case each group is assessed by the teacher and by the other five groups (see Annex 8.13). The criteria to evaluate this task are: (1) video has an appealing graphic, (2) grammatical correctness, (3) use of adequate vocabulary, (4) clear oral presentation, (5) adequate voice tone, (6) correct pronunciation, (7) adequate bodily-kinesthetic and gestures, (8) motivation and (9) respect of given time.

5. RESULTS AND DISCUSSION

This section presents the results obtained from the two instruments that this research could implement. In fact, at the beginning of this research, the intention was to use five instruments: (1) the observation grid, (2) the interview with the school teacher, (3) the pre and (4) the post-questionnaire for the students of the Administrative Management class and (5) the Multiple Intelligences Test. Unfortunately, three instruments (see Appendix 8.4, 8.5 and 8.6) were designed but not implemented.

5.1 Observation Grid

The observation grid was implemented in the months of January, February and March and its results can be seen in Appendix 8.1. The most relevant results, however, are presented below according to different dimensions of analysis: (1) content, (2) tasks, (3) teacher's role, (4) language, (5) assessment, (6) feedback, (7) rules, (8) material and (9) students' behaviour.

Regarding the EFL classroom **content**, results show how the teacher focuses on teaching the students the basic technical vocabulary and field expressions they will need to work. To do so, he always begins working from the book units and then using technical English websites or videos. When using a website to do exercises, students have to work individually. On the other hand, when watching a video, this is projected and then the teacher starts a discussion with the whole group about the vocabulary or the behaviour of the characters.

The proposed **tasks** were individual or as a whole group. Students like tasks such as preparing a presentation. In this case, the teacher gives them a topic and some guidelines to follow. Students have time to prepare the visual and oral presentation using their favourite technological resource and then they expose it in front of the whole class. However, they repeatedly told the teacher that they did not like doing presentations because it made them feel nervous. Regarding the oral presentation, it could be observed how, when students were doing the oral presentations and were in doubt, they would either switch to their L1 or look for help from classmates. This suggests that promoting pair work could help diminish the students' stress and enhance collaboration, quick-thinking skills and, in time, the outcome.

Regarding the listening tasks, these were not well-received as most students kept saying they did not understand the tracks and they were not willing to make an effort. On the other hand,

video activities were always well-received and students would watch them attentively. However, few students participated to the open discussion proposed after the video.

The **teacher's role** is mainly instructive and monitoring during individual tasks. During whole group activities, the teacher is able to capture students' attention although some of them distract with mobiles, drawing or chatting. The researcher noticed that the teacher's role was adequate in most situations, even though he could have tried to motivate more the distracting students.

Regarding the **language** used in the classroom, the teacher changes from L1 to English as needed. Normally, he starts the lessons using the L1 for a short introduction and to list the daily activities. Moreover, he uses the L1 for important announcements such as exam dates or assignments. During the rest of the lesson he speaks in English, although he often translates. Lastly, students speak very little AL in the classroom and the teacher does not actually stimulate them to do so. As a matter of fact, the researcher noticed that students were not enough stimulated, therefore they did not talk too much in English.

In regard to **assessment**, the teacher evaluates the students through a term exam (regarding four or five units with vocabulary exercises and a listening task) and an oral presentation. The students' issue with this second task is their low English level and, as the teacher is aware of it, he does not aim for their written and oral expression to be grammatically perfect but he asks them to express themselves without resorting to their L1. As for the **feedback**, the teacher tries to be very clear and talks personally to each one of the students about their results, improvements and features to improve. Regarding this, the researcher detected the students' appreciation, whether they have low or high mark in an exam. Moreover, students told the researcher it makes them feel valued and connected to the teacher.

Concerning classroom **rules**, some rules are established by the school itself such as the no-mobiles-use in the classroom. However, the teacher allows the use of the mobile in moments of pause but he strictly forbids taking pictures. He also allows the use of translator tools as long as the students check the grammar correctness. Finally, he gave two concessions: the possibility of listening to music when doing individual tasks with the condition of wearing headphones and of the volume being low and the chance, when doing listening tasks, to listen to the track three times. The researcher noticed that, while listening to music, students choose

the songs so they often pay more attention to the lyrics than to the task. As the main idea of listening to music is to help them concentrate, an implementation strategy would be for the teacher to choose the music for the whole group. On the other hand, an implementation idea regarding the mobile use would be to organise activities that require their use. This way, the mobile becomes a learning tool.

With regards to the **material** used in the classroom, the book plays an important role in the lesson planning. The book was specifically created for Administrative Management course and despite being an old edition (therefore not visually attractive to students), the topics included are interesting and adequate. Moreover, the teacher uses specific websites for extra practice. The researcher noticed that indeed the students dislike working with the book and enjoy slightly more working with computers.

Finally, regarding **students' behaviour**, the researcher noticed that it is difficult for the teacher to keep students concentrated and interested. They distract using the mobile to check social media or to play games. When the teacher sees these kinds of behaviours, he often tries to help them resume their work. However, when the distracted students do not disturb the lesson, he prefers not to say anything and follow his plan. What is more, the teacher applies the same attitude with students who fall asleep at the last hour: as long as they do not disturb, he does not call their attention. Nonetheless, this way excludes some of the students from the learning process. It is true that the teacher is not totally responsible for their behaviours but he could try to find a way of involving them in all the activities.

5.2   Interview with the teacher

The second instrument to be analysed is the interview with the teacher (see Appendix 8.3) which includes questions specifically related to the Administrative Management classroom and the motivation of these students. The interview was planned to be implemented after the researcher's observation period and before the implementation of the didactic unit as it aim it to know the teacher's opinion.

The first two questions regard the **lack of motivation**. The researcher needed to understand if it was a trait of this class or of Vocational Training courses classes. The teacher confirmed seeing the lack of motivation as well and added that, according to his experience, it is indeed a common trait for *FP* classes. Additionally, he commented that Administrative Management

students usually choose this course because they don't have a clear idea for their professional future; therefore they are not as interested in the subjects as students who choose, for instance, the Mechanics course. Moreover, he added that they are teenagers and, as such, they are "reluctant to be quiet in a room for hours listening to the teacher". This opinion supports this research aim of planning activities that stimulate the students' motivation, skills and active participation.

Question number 3 regards the **students' participation** and the teacher's answer was the following:

> "Each student has his/her own reasons. One important factor is confidence: the more confident you are with the group or the subject, the more you will participate (particularly if you are a teenager, when the opinion of your classmates is so important)."

Based on this answer, the teacher should help students boost their confidence by proposing activities that can boost their skills, as they are directly related to confidence. The teacher also refers to the classmates' opinion, which confirms the theory mentioned in 3.2.1 according to which one of the external motivation factors is peers. If students feel good about themselves in a certain place and with certain people, they will be more motivated to participate into whichever activity is proposed.

Following with the **motivation factors** topic, when asked question number 4 the teacher talks about the fact that "the students can also be stimulated with a task if they think it is important to get a good mark at the end of the term". In this case, the mark he talks about is the external incentive (see 3.2.1) for the students to do a good work. However, in the process of achieving the grade they want, no one can assure that the concepts learned are actually learnt and internalised.

Question number 4 regards the kind of **grouping** the teacher uses for the planned activities, (which is mainly individual and as a whole group) and his explanation is clear and can be accepted by the researcher: "I admit that in a subject like English is important to have a clear idea of the real level of each student, and probably that idea leads me to choose many individual tasks in class". However, the doubt about pair or group work being more motivating persists. The researcher's Didactic Unit could have proved or disproved this motivational hypothesis.

Question number 5 refers to the **teacher's concession** of listening to music during individual tasks and, once again, the answer is clear: "when they have to work using a computer for a certain period of time, many of them feel more relaxed if you allow them to listen to music". During the observation period, the researcher noticed that this is true. However, it is also true that, as students choose their own music, they often focus more on the lyrics than on the task. Therefore, an implementation idea for future research would be for the teacher to choose the music (not the same kind for every lesson) in order to see the students' reaction and see if they work better with a certain type of music or another.

Question number 6 had an unexpected answer: "Trying to approach to contents that they are familiar with. For instance, influencers or instagrammers could be very stimulating in class. I admit that I don't know anything about these contents, but I think that it could be stimulating to create activities involving the instagrammers and influencers that they know (or even to make them discover new ones). I promise myself to work on it for the next school year". From the researcher's point of view this is a very innovative idea and it could be connected, for instance, to one of the MI activities created for the didactic unit of this research. In fact, the business trip programme could be connected to influencers that travel for work and the task could be for students to make an analysis of the influencer's trip and create the related trip programme. This could certainly be an idea for future research.

6. CONCLUSIONS

This dissertation aimed to reach four different objectives and to answer one research question. Even though the most important part of this research, which is the Didactic Unit based on MI activities, could not be implemented, some conclusions can be drawn anyways.

Regarding the research question, due to the impossibility of implementing the Didactic Unit, this research cannot answer it. However, it provides all the theoretical part in support of its theory.

In regard to **objective 1 and 2**, which referred to the analysis of the concepts of MI theory and motivation in general and then applied to an EFL class, they were fulfilled as the theoretical framework section was entirely dedicated to this. This first section was, in fact, essential for this dissertation: without this initial theoretical research it would not have been possible to comply with the other objectives.

The theoretical framework section made clear that, even though initially MI theory was born to help people understand their skills in their daily lives, it was later applied to the educational context. Moreover, it illustrated that MI activities can boost students' motivation because they can be based and connected to their interests and passions and involve them actively.

The theoretical research also showed that, as each person is unique and individual, motivation comes from different sources and there is no way to know it previously. Firstly, it can be influenced by different factors such as encouragement, incentives, peers, places, feelings and emotions and expectations. When the concept of motivation is applied to the classroom environment, as Dörnyei's research (1994) shows, it can be influenced by three possible motivational components: course-specific, teacher-specific and group-specific. It is therefore important to specify that MI activities may be only one of the many techniques or approaches to motivate students, so this research should motivate other researchers and teachers to explore more and different ways to do it. In fact, as Dörnyei (ibid.) affirms, it is true that motivation is not entirely a teacher's responsibility but, at the same time, it is also true that teachers play an important role in it. Hence, there are no reasons for teachers not to try to

raise students' motivation as this would only improve the classroom environment as well as students' outcome.

Considering **objective 3**, designing and implementing a Didactic Unit based on MI principles, it was unfortunately not entirely fulfilled as it was designed but not implemented. The theoretical research was the basis for the creation of this 10-session unit which included activities from the class book and MI activities created from scratch and based on the topics to cover but also based on whether they could motivate students to participate. The researcher created different kinds of activities and using different materials, so that students would not feel bored by the repetition of similar tasks. Moreover, activities were created to be done in different groupings (individually, in pairs, in groups of three or more). For all these reasons, it would have been interesting to see the reaction of students to each one of the proposed activities, to see them working on the tasks and the final outputs of each task.

Another part that was supposed to be implemented was the five created instruments. Unfortunately, it was only possible to collect data from two of them: the observation grid and the interview with the teacher. During the observation period the researcher completed a grid with all the observation notes regarding different dimensions of analysis. Thanks to this observation, the research felt the need to interview the teacher in order to confirm or disprove certain ideas such as the lack of motivation and participation. In fact, the teacher confirmed these ideas and gave his insight point of view about it. The three not-implemented instruments were directed to the students and they were a pre- and a post-didactic unit questionnaire and the MI test. In this regard it is important to underline that these surveys were a way to understand the students' emotions in the EFL classroom and receive their evaluation and opinion on the teaching proposal. These questionnaires were part of the **objective 4** because they would have been the way to understand and check if the MI activities composing the Didactic Unit truly boosted the students' motivation.

This didactic unit was designed to be a possibility for the students to experience a teaching way that would focus on boosting their motivation and, at the same time, increase their skills, strengths and knowledge. In conclusion, this research turned out as merely theoretical but it would be valuable, interesting and possibly useful for the future of teaching to implement the planned didactic unit in order to observe students' response and see if their can really boost their motivation.

6.1 Future lines of research

Even though the planned didactic unit could not be implemented, this researcher can already offer two features to implement in this or any other teaching unit.

The first regards the use of music: as previously mentioned, the teacher lets the students listen to whichever music they want to while working on individual tasks. An idea could be for the teacher to choose the music and turn it on the class computer so everybody would listen to the same songs. If a teacher were to do so, they should first research on what music can stimulate or benefit the learning process.

The second idea came to the researcher thanks to one of the teacher's answers in his interview. The teacher talked about doing a personal research on influencers and instagrammers in order to connect the course topics to them or their specific job. For instance, referring to this dissertation didactic unit, the business trip programme that students need to organise in Session 5 could be connected to travelling influencers and students could be asked to make an analysis of the influencer's trip and write the related trip programme.

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8. APPENDIX

8.1 Observation Grid

The teacher aims to:	Indicators:	+ observed – not observed 0 NA	Comments
1. Content			
1.1 The content is established by the book. Each unit is made by two pages including a reading comprehension with related exercises, a listening task, a writing task and a speaking task. Each unit has the same structure. The teacher (T henceforth) follows the book even though he skips some tasks. He focuses on new technical vocabulary and tries to discuss it with the whole group.	e.g., technical vocabulary related to the administrative management field, so topics such as presentations, meetings or emails. T plans more individual tasks.		T avoids pair work, role plays and group work. T prefers students to work individually as they seem to concentrate better.
1.2 In order to apply the learnt vocabulary, T asks students to prepare and do a presentation about the studied topic.	Once per term students need to prepare and do a presentation about a given topic. E.g., after having studied three units regarding company vocabulary (hiring, promoting, scheduling), make a presentation about an British company and its products, philosophy, etc.		Presentations are done individually and students do not seem too motivated. The oral part makes them nervous because their AL level is low so they are not able to express what is on their mind.
1.3 T implements the book activities with online websites which provide technical English vocabulary exercises. T also shows students videos that refer to the book unit because T wants	T shows video taken from movies or from educational websites. Videos show the abstract concepts applied in real life.		T shows a video and tries to comment the language used with students. They watch the video attentively but then only some of them interact. Other times he uses websites

students to see the usefulness of what they study.			with technical English multiple choice, fill the gaps exercises to be done with computers individually.

2. Language / Communication

2.1. Students are involved in *using* and *learning* language. T provides students with the opportunity to participate and speak.	Students have few opportunities to use the oral language in class and practise (new) language structures. T prefers individual or whole group activities. Students are encouraged to speak to the whole group and to help each other when in doubt.		When T tries to begin a conversation, students seem to like the situation but as their level is low they soon (or, in some cases, immediately) speak their L1.
2.2	T speaks a simple language using simple syntax and grammar. Messages are repeated twice in the AL before translating them into Catalan. Students' interest depends on the moment and on the topic treated. Students rarely use the AL even though they are asked and stimulated to do so. Students' syntax and grammar are not accurate but T does not focus on them.		Students appreciate when T repeats concepts, even though they often ask T to translate what he said. Again, this is due to their low English level.
2.3 T voice tone is firm but gentle. T rarely raises his voice tone to capture attention.	T normally tries to find the source of distraction and solve it.		When T notices a distracted student, he acts in two possible ways. 1-If the student is one known to be disruptive and is distracted but quiet, he lets it be. 2-If the student is generally well-behaved, he calls his/her attention or approaches him/her.
2.4 T uses body language, practical examples, real life examples to communicate meaning.	e.g., facial and hand gestures, actual objects.		T often tries to bring real life news into the class to capture students' attention. He normally sits at the front of

			the class but he likes to walk around or sit next to a distracted student while explaining.

3. Assessment

3.1 T plans one book related exam per term. Exam focuses on vocabulary and a listening task.	e.g., Exam includes a translation exercise (from English to L1), a listening exercise and a multiple-choice task.		Exams always have the same structure. One translation exercise with at least 15 sentences to translate. One listening exercise to be listened to 3 times. One multiple-choice exercise taken from a website.
3.2 T plans one oral presentation per term and evaluates language, content and body language.	T sets some guidelines that need to be fulfilled. Language can be basic but it needs to be correct. T wants students to learn appropriate body language as their future jobs require it.		T tries to motivate them by letting them choose the presentation topic and students like it. However, when they start preparing (so, writing) the presentation they soon feel bored. During the oral presentation they use loads of L1 expressions due to their low English level.
3.3 The questions/problems to be solved are at the appropriate cognition level.	Students can solve and answer most of the questions/problems and progress cognitively.		Exams are within everyone's reach if only they studied. Most students do not study at home or they study just enough to pass the exam.

4. Feedback

4.1 T gives individual and complete feedback after every exam or presentation.	e.g., after correcting the exams, T gives an assignment to the whole class and then calls students up in groups of 3-4 to show them the corrections and comment it with them.		Students appreciate the personalised feedback and feel like they can talk to the teacher freely.
4.2 T gives individual term feedback after term marks are uploaded on the school's Moodle.	T speaks to each student about term achievement, mistakes, failures, things to be		Students appreciate these one-to-one talks and tell T about their struggles with the

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	improved. Students appreciate this.		learning process.
5. Use of L1/AL			
5.1 T always starts the lessons using the L1 to talk about the daily lesson plan.	T's language is clear, enthusiastic and sets a daily programme.		Students often try to bring up a conversation about real-world situations asking for T's opinion. However, T knows that it is a strategy to postpone the beginning of the lesson. If T considers the topic interesting and educative, he talks about it, otherwise he follows with his lesson plan.
5.2 T uses L1 to give important announcements.	Announcements such as exam date or special task are given in the L1 for best understanding.		T wants to make sure that all students understand the important announcements, he does not want students to use lack of understanding as an excuse.
5.3 T tries to give the lesson using the AL but often students do not understand instructions.	Students do not make the necessary effort to understand nor speak English. T often tries to stimulate them but is often unsuccessful.		Students rarely speak English: they are too afraid, shy or often lazy. They almost always use their L1 and only few of them try to speak using the AL when stimulated.
6. Class rules			
6.1 Mobiles: T's personal rule is that students cannot take pictures.	School does not allow the use of mobiles in the classroom but students manage to hide them and use them anyway. They often use social medias and take pictures or 'do stories': if T sees them, he asks them to delete the picture and show him they actually did it.		
6.2 Listening to music: T's personal rule is that they are	Students must wear headphones.		

allowed to do so when doing an individual task as long as the volume is low.			
6.3 Use of Translator tools: T allows students to use this tool as long as they check the translated sentence or ask in case of doubts.			Most students rely too much on the translator tool and they simply copy and paste the translated sentence. Others use it and then check the translated sentence with T.
6.4 Listening: T always plays a listening track three times.	T prefers to play it one more time (sometimes even two times more) so students can concentrate and understand.		
6.5 Deadlines: when a deadline is not respected, T speaks with the student to understand the situation.	T always gives another chance to students.		T is aware that other teachers are more strict about deadlines but he prefers to be flexible, otherwise the student would get an E.

7. Material

7.1 Book is the basis of the lessons.	Each unit is made of two pages and includes 5 exercises related to a reading comprehension, 2 exercises related to a listening, 2 speaking exercises and a final writing exercise.		Topics contained in the book are useful for the field, although the book is slightly old. Students are not motivated by the book as each unit has the same structure.
7.2 T uses technical English websites to bring extra exercises.	These websites are interesting and more up-to-date.		Students are stimulated by the website task when they are interactive. Tasks such as multiple-choice or fill the gaps are not stimulative.

8. Student's behaviour

8.1 Material: students do not always bring their book.	Even though the school's timetable never changes, some students are often found without their books.		T solves the situation by recommending them to bring their book the next time and by letting them share the book with a classmate.
8.2 Distraction: a group of disruptive students would use	As while playing they do not disturb the lesson, T prefers to		

their mobiles to play a game.	let them play.		
8.3 Distraction: once per week the English lesson is at the last hour of the day, so some students just lay their heads on the desks and fall asleep.	As while sleeping they do not disturb, T prefers to let them sleep.		
8.4 Attendance: some students often arrive late to school or enter one hour later. Others have low attendance.	Action in this case is taken by the students' tutor.		The low attendance compromises the learning process as students miss lessons.

Font: Elaboració pròpia a partir de CARLA (2000) i Coyle, Hood i Marsh (2010)

8.2   Didactic Unit

Session #	Activity	Resources / Material	Skills	Grouping	Time	Intelligences
1	**Unit 13 – Presentations** <u>Brainstorming</u>: teacher asks students to take their books and go to unit 13. They have 10 seconds to look at the two pages of the unit, then they close the book and brainstorm about the topic "presentations" using the website **WordItOut**: one student comes to the class computer and write the words the classmates say. They can write words they read on the book or words they already knew.	Book, Class Computer, Projector, Mobiles	R, W	WG, I	15'	Linguistic, Logical-mathematical, Intrapersonal, Bodily-kinesthetic
	- <u>Reading Comprehension</u>: teacher hands out a reading comprehension written partly in English and partly in Spanish. Some of the words will be in bold and students will have to work in pairs (and one group of 3) to create a grid with words translations.	Worksheet, Book	R, W	PW,	25'	Linguistic, Logical-mathematical, Interpersonal, Visual-spatial
	- Then, individually they will need to complete the three comprehension exercises the book provides.	Book	R,W	I	5'	Linguistic, logical-mathematical
	- <u>Listening</u>: students will listen to a conversation between a manager and an employee talking about a presentation the employee is going to do. Students have to write down the guidelines given by the manager.	Book, CD	L,W	I, WG	15'	Linguistic, Logical-mathematical
2	- In groups (3 groups of 4 and 3 groups of 5) students have to choose a product to sell and create an attractive presentation for it and an ad flyer. - Before they start doing the task, the teacher shows some flyer as example of effective ad. - Presentations have to be created using programs like Canva or Powerpoint and must include: visual aids, product picture and description (oral or written), price, maybe attractive and appropriate music.	Computers	S,W	SG	60'	Linguistic, Logical-mathematical, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
3	- Groups have 15 more minutes to complete last details.	Computers	S	SG	15'	Linguistic, Logical-mathematical,

						Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
	- Each group has 10-15 minutes to do the presentation and present their flyer. - Each group evaluates the other 5 groups using a Rubric provided by the teacher. - During this session there is time only for 3 groups to present. (the other 3 groups present during the following session).	Class computer, projector, Rubrics	S,R, L	SG, WG	45'	Linguistic, Logical-mathematical, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
4	- The 3 remaining groups do the presentation	Class computer, projector, Rubrics	S,R, L	SG, WG	45'	Linguistic, Logical-mathematical, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
	Unit 14 – Travelling 1 - <u>Reading Comprehension</u>: Students work in groups of 3 and teacher hands out 8 paper strips to each group. The paper strips form a text (specifically, an email) and they have to put the text in order. - When the text is in order, they need to find all the words related to the "travelling" topic and write down the corresponding translations in Catalan or Spanish.	Worksheet	R,W	SG	15'	Linguistic, Logical-mathematical, Interpersonal, Visual-Spatial
5	- Group project (9 groups of 3): Plan a business trip. - Contextualization: you are going on a business trip to Dublin to present a product and negotiate a contract. Plan the trip from Barcelona to Dublin. - Trip details: you are 3 travelers, company has assigned a budget of 500€ each, it is a 3-days trip, you can choose where to eat. - Write the trip program in a Word document specifying flights timetable, hotel, restaurants, costs, meeting times and all additional necessary details.	Computer	S,W	SG	60'	Linguistic, Logical-mathematical, Interpersonal, Bodily-kinesthetic, Visual-spatial, Naturalistic

6	- Now that you have created a business trip, you have to imagine you are in 3 places: at the hotel, at a restaurant and at the business meeting. You need to create the script of the three possible conversations. Each member of the group is assigned two roles so that each one plays the role of the worker in one of the three situations (for example, student 1 plays the receptionist during the hotel roleplay and the worker during the restaurant roleplay). - Each student prepares some script lines for their characters keeping in mind that each situation should last at least 10 minutes.	-	W	I	20,	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Visual-spatial
	- Once the short scripts are ready, students roleplay, two at a time. - The third student observes and tries to identify the mistakes. - Teacher goes around the class and is available for help.	-	S,L	PW,SG	40,	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial
7	**Unit 15 – Travelling 2** - <u>Reading Comprehension</u>: before reading the unit text about "Airport rules and regulations", the group will play **Taboo**. Teacher has prepared cards (one for each student) with airport vocabulary and the game will be played as a whole group. One by one students come up front and have 30 seconds to describe the assigned word. The student who guesses the word, is the following player. Teacher is there to help with missing vocabulary.	Cards with vocabulary	S,L, R	I, WG	20,	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial
	- Then they will read the text and do 3 comprehension exercises individually.	Book	R,W	I	15,	Linguistic, Logical-mathematical, Intrapersonal
	- Final lesson activity: a Kahoot about travelling vocabulary.	Class computer, Projector, Mobiles	R	I, WG	15,	Linguistic, Logical-mathematical, Intrapersonal, Visual-spatial
8	Students are divided in groups of 3 (total groups: 9) and create a video about rules, regulations and advice:	Computers, any extra	S,W	SG	60,	Linguistic, Logical-

	- at the airport - on an airplane - on a train - in a car - in a hotel - in a restaurant - at a conference - in a client's office/business meeting - for an effective presentation Groups can use programs like Movie Maker and they can use images, music, film themselves. As they prefer. Videos should be 2 mins long tops.	material needed				mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
9	- Groups have 15 minutes more to finish preparing the video if they have not done it at home or during the last session.	Computers, any extra material needed	S,W	SG	15'	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial, Musical
	- Presentations: each group has 5 minutes to present its video and then show it. - After each presentation, each group takes time to evaluate the other 8 groups using a Rubric provided by the teacher.	Class computer, Projector, Rubrics	S, L, R	SG, WG	45'	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial
10	- Final Game on Topics Negotiating and Travel Teacher will prepare a board game with questions connected to six Multiple Intelligences (there are 4 questions per MI). Students play in teams (7 teams: 6 teams of 4 + 1 team of 3). For each correct answer, the team advances one space on the template. The team has one minute to answer, if they do not, another team has the possibility to answer and if they guess it correctly, they advance one space. The first team to finish, wins.	Board game material, Blackboard	S,L, W	SG, WG	60'	Linguistic, Logical-mathematical, Intrapersonal, Interpersonal, Bodily-kinesthetic, Visual-spatial

Grouping: WG (Whole Group), I (Individually), PW (Pair Work), SG (Small groups)

8.3   Interview with the teacher

1. Talking about the M1GA group, do you see a lack of motivation? Could you justify your answer?

   Not only in the M1GA group: many students in vocational training groups show lack in motivation. In this group in particular, I would say this is the case in the 25% of students. In my opinion, one reason for this group is the following: if they don't have a clear idea of what they want to do as a professional career, then some people think that a certain amount of administrative knowledge will be useful for many different fields.

 2. In case of having identified a lack of motivation, do you think it is a common trait in *FP* classes? Or is it a common trait for teenagers?

   I think that the right answer is a mixture of both reasons. Teenagers in general are reluctant to be quiet in a room for hours listening to a teacher; but, in addition to this, many FP students are not used to studying (as a habit), which leads directly to lack of motivation.

2. According to your opinion, why do you think some students participate more, others less and others not at all?

   Each student has his/her own reasons. One important factor is confidence: the more confident you are with the group or the subject, the more you will participate (particularly if you are a teenager, when the opinion of your classmates is so important).

3. Based on your experience with the M1GA group, what kinds of activities have stimulated them the most?

   The kind of activities they are more familiar with (for instance, the presentation about a film or a TV programme that they were preparing just before the confinement). They can also be stimulated with a task if they think it is important to get a good mark at the end of the term.

4. During my observation period, I have noticed that all the activities you prepare are to be carried out individually or as a whole group. Is there a specific reason to avoid pair and team work?

   Your observation is right, but the fact is that in a normal school year most of the third term is dedicated to a project, which requires teamwork. I'm afraid this year it will be impossible to develop this project, but I keep in touch with the other teachers to try to find a solution. Nevertheless, I admit that in a subject like English is important to have a clear idea of the real level of each student, and probably that idea leads me to choose many individual tasks in class.

5. I have also noticed that you let them listen to music while they work on an individual task: do you think this helps them work better? Why?

It depends on the task. If they need to pay attention to my explanations (or to a video, or whatever), then obviously music disturbs their effort, but when they have to work using a computer for a certain period of time, many of them feel more relaxed if you allow them to listen to music.

6. In your opinion, how could motivation in the class be increased?

Trying to approach to contents that they are familiar with. For instance, influencers or instagrammers could be very stimulating in class. I admit that I don't know anything about these contents, but I think that it could be stimulating to create activities involving the instagrammers and influencers that they know (or even to make them discover new ones). I promise myself to work on it for the next school year.

7. If you know about Gardner's Multiple Intelligences theory, have you ever thought about using MI activities in the classroom? Justify your answer.

I don't know much about Howard Gardner's Multiple Intelligence theory, so that I wouldn't feel confident enough to implement activities based on it.

8.4   Pre-didactic unit Survey

Please, answer these questions sincerely.
Respon aquestes preguntes de manera sincera, si us plau.

1. To what extent do you enjoy the English lessons?
    Fins a quin punt disfrutes les classes d'anglès?

never	sometimes	often	always

2. To what extent do you feel motivated in the English class?
    Fins a quin punt et sents motivat a l'aula d'anglès?

never	sometimes	often	always

3. Justify/Explain your answers in questions 1 and 2.
    Justifica/explica les teves respostes a les preguntes 1 i 2.

_____
_____
_____
_____

4. How much do you enjoy doing these activities during the English lesson?
    Amb quina intensitat disfrutes les activitats fetes a la classe d'anglès?

	Like a lot	Like a little	Dislike a little	Dislike a lot	WHY?
working individually					
working in pairs					
working with the book					
doing listening exercises					
doing vocabulary exercises					

watching videos					
doing presentations					

5. Which has been, for you, the most stimulating activity (or activities) done during the English lessons up until now?
   Quina ha sigut, per tu, la/les activitats més estimuladores fetes a la classe d'anglès fins ara?

   _____
   _____
   _____
   _____
   _____

6. If you could choose, which kind of activities or tasks would you like to do in the English class? Give examples.
   Si poguessis triar, quins tipus d'activitats o feines t'agradaria fer a la classe d'anglès? Dona exemples.

   _____
   _____
   _____
   _____
   _____

7. Do you feel like you have learnt new concepts since the beginning of the school year?
   Tens la impressió d'haver après conceptes nous des de l'inici del curs escolar?

   _____
   _____
   _____

8.5   Post-didactic unit Survey

Please, answer these questions sincerely.
Respon aquestes preguntes de manera sincera, si us plau.

1. To what extent did you enjoy this Didactic unit?
   Fins a quin punt has disfrutat d'aquesta unitat didàctica?

never	sometimes	often	always

2. To what extent did you feel motivated during this Didactic Unit?
   Fins a quin punt t'has sentit motivat durant aquesta unitat didàctica?

never	sometimes	often	always

3. Justify/Explain your answers in questions 1 and 2.
   Justifica/explica les teves respostes a les preguntes 1 i 2.

_____
_____
_____
_____

4. How much did you enjoy doing the activities done during this Didactic Unit?
   Amb quina intensitat has disfrutat les activitats fetes durant aquesta unitat didàctica?

	Like a lot	Like a little	Dislike a little	Dislike a lot	WHY?
1. Brainstorming with WordItOut.					
2. Reading Comprehension in English/Spanish.					
3. Listening exercise.					
4. Creating a product presentation and flyer in groups.					
5. Doing the product presentation.					

6. Re-order the reading comprehension.					
7. Plan a business trip in group.					
8. Write the business trip programme.					
9. Role play in groups.					
10. Taboo.					
11. Travelling Kahoot.					
12. Creating the video about rules, regulations and advice.					
13. Playing the final board game with MI.					

5. Which has been, for you, the most stimulating activity (or activities) done during this didactic Unit?
Quina/quines ha sigut, per tu, la/les activitats més estimuladores fetes durant aquesta unitat didàctica?

_____
_____
_____
_____
_____

6. If you could choose, which activity/activities would you like to repeat in the English class in the future?
Si poguessis triar, quina/quines activitats t'agradaria repetir a la classe d'anglès en el futur?

_____
_____
_____
_____
_____

7. Do you feel like you have learnt new concepts during this Didactic unit?
Tens la impressió d'haver après conceptes nous durant aquesta unitat didàctica?

_____
_____
_____

8.6   Multiple Intelligences Test

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

1 – No, the statement is not at all like me 2 – The statement is a little like me 3 – The statement is somewhat like me 4 – The statement is a lot like me 5 – Yes, the statement is definitely me

Linguistic

I can use lots of different words to express myself.	
I feel comfortable working with language and words.	
I enjoy crosswords and other word games like Scrabble.	
I tend to remember things exactly as they are said to me.	
I enjoy participating in debates and/or discussions.	
I find it easy to explain things to others.	
I enjoy keeping a written journal and/or writing stories and articles.	
I like to read a lot.	
TOTAL	

Visual/Spatial

I understand colour combinations and what colours work well together.	
I enjoy solving jigsaw, maze and/or other visual puzzles.	
I read charts and maps easily.	
I have a good sense of direction.	
I like to watch the scenes and activities in movies.	
I am observant. I often see things that others miss.	
I can anticipate the moves and consequences in a game plan (i.e., hockey sense,	

chess sense).	
I can picture scenes in my head when I remember things.	
TOTAL	

Musical

I often play music in my mind.	
My mood changes when I listen to music.	
It is easy for me to follow the beat of music.	
I can pick out different instruments when I listen to a piece of music.	
I keep time when music is playing.	
I can hear an off-key note.	
I find it easy to engage in musical activities.	
I can remember pieces of music easily.	
TOTAL	

Logical/Mathematical

I work best in an organised work area.	
I enjoy maths and using numbers.	
I keep a 'things to do' list.	
I enjoy playing brain teasers and logic puzzles.	
I like to ask 'why' questions.	
I work best when I have a day planner or timetable.	
I quickly grasp cause and effect relationships.	
I always do things one step at a time.	

TOTAL	

Interpersonal

I can sense the moods and feelings of others.	
I work best when interacting with people.	
I enjoy team sports rather than individual sports.	
I can sort out arguments between friends.	
I prefer group activities rather than ones I do alone.	
I enjoy learning about different cultures.	
I enjoy social events like parties.	
I enjoy sharing my ideas and feelings with others.	
TOTAL	

Naturalistic

Pollution makes me angry.	
I notice similarities and differences in trees, flowers and other things in nature.	
I feel very strongly about protecting the environment.	
I enjoy watching nature programs on television.	
I engage in 'clean-up days'.	
I like planting and caring for a garden.	
I enjoy fishing, bushwalking and bird-watching.	
When I leave school, I hope to work with plants and animals.	
TOTAL	

Bodily-kinesthetic

I like to move, tap or fidget when sitting.	
I enjoy participating in active sports.	
I am curious as to how things feel and I tend to touch objects and examine their texture.	
I am well coordinated.	
I like working with my hands.	
I prefer to be physically involved rather than sitting and watching.	
I understand best by doing (i.e. touching, moving and interacting).	
I like to think through problems while I walk or run.	
TOTAL	

Intrapersonal

I know myself well.	
I have a few close friends.	
I have strong opinions about controversial issues.	
I work best when the activity is self-paced.	
I am not easily influenced by other people.	
I have a good understanding of my feelings and how I will react to situations.	
I often raise questions concerning values and beliefs.	
I enjoy working on my own.	
TOTAL	

Adapted from
https://www.collegesuccess1.com/InstructorManual4thEd/Learning%20Style/MI_quiz.pdf.

8.7   Session #1 - Reading Comprehension

Personnel Guidelines and policy Manual

Presentations: You may be asked to give a **presentation** to staff or senior executives. En aquesta situació, prepara't atentament. Repassa la teva presentació i assegura't que tota la informació més rellevant hi sigui inclosa. En general, presenta la informació de manera clara. Use **diagrams**, **tables**, **charts** and **graphs** where necessary. In addition, it is highly recommended that you bring extra **copies** of all **handouts**. Copy machines are available for use in the copy room.

Presentation Delivery: Arriba uns minuts abans per poder preparar la presentació. Cada sala de reunió està equipada amb connectors per ordinadors i **projectors**. També es pot fer ús de **diapositives**. If you include the use of **images** from outside sources, ensure that they are properly **resized**. More specific information on computer use and image manipulation can be found in Appendix A.

Reserva de Sala i Equip: Please **reserve** the space for your presentation no less than three days in advance. Sign-up sheets for conference rooms are located in Room B32. També pots reservar l'ús del projector, pantalla i un **làser per apuntar**. Aquests formularis s'han de demanar a l'escriptori de l'entrada.

8.8   Session #3 - Ad presentation Rubric

GROUP # _____	Excellent	Very good	Average	To be improved
1. Visual aid: Is the presentation graphically attractive?				
2. Visual aid: is the flyer graphically attractive?				
3. Language: Is the presentation grammatically correct?				
4. Language: Is the flyer grammatically correct?				
5. Language: Is the vocabulary used adequate?				
6. Clarity: Is the oral presentation clear? (introduction, explanation, structure)				
7. Voice: is the voice tone adequate?				
8. Pronunciation is correct?				
9. Preparedness: are all components of the group prepared?				
10. Bodily-kinesthetic and gestures: is the body language adequate?				
11. Enthusiasm: do all participants show motivation?				
12. Time: was the time well-managed?				

Session # 4 - Re-order the text

to: helenrobinson@bennetinteriordesing.com

from: sallybennet@bennetinteriordesign.com

Subject: Last Minute Travel

Hi Helen,

I need to meet with our New York clients as soon as possible. I'd like to leave Tuesday morning and retunr Frinday evening. Can you make the travel arrangements for me?

Taking the train isn't an option this time. The trip is just too far. Please book a flight on W/E Airways.

Try to get a seat assignment on the aisle. Since it it so last minute, first class and business class will probably be full. I prefer those seats because they have more room. But if coach is the only option, that will be fine.

I'll try to upgrade my ticket at the airport. If possible, pick a fare that is less than 1,500$.

Also, I would prefer a non-stop flight - no layovers or plane changes. Remember I got stuck in Chicago for hours last time?

And now, for my hotel accomodations, please make a reservation for a non-smoking room at the Park West Hotel. Their rates are usually reasonable. It's close to our client's office, too. I'd like to check inbefore I meet with thmem. That might be before the official check-in time. Can you find out it that's possible?

Please send me an itinerary with all the information.
Thanks!
Sally

8.10 Session #5 - <u>Writing Rubric (only for the teacher)</u>

GROUP # _____	Excelent	Very good	Average	To be improved
1. Plan includes the asked <u>details</u> (flights timetable, hotel, restaurants, costs, meeting times and all additional necessary details)				
2. <u>Structure</u>: does the text have a clear structure?				
3. <u>Grammar</u>: is the text grammatically correct?				
4. <u>Language</u>: does the text include the studied vocabulary?				
5. <u>Coherence</u>: is the text coherent?				

8.11 Session #7 - <u>Taboo</u>

CHECK-IN	TO CANCEL	ACCOMODATIONS	TICKET
FLIGHT	SEAT	BUSINESS TRIP	ITINERARY
PASSENGER	GUEST	PLANE	BOARDING PASS
CARRY-ON LUGGAGE	PROHIBITED	DESTINATION	BAGGAGE CLAIM
PASSPORT	TO DECLARE	ZIP-TOP BAG	CIGARETTES
SECURITY	AIRLINE	TO TRAVEL	AIRPORT PERSONNEL
AIRPORT	FARE	TO UPGRADE	FIRST CLASS

8.12 Session #7 - <u>Reading Comprehension</u>

Airport Rules and Regulations

Arrivals and Departures:
- For domestic flights, please have your **boarding pass** and **identification** accessible when passing through **security**, and again when boarding planes.
- Acceptable identification includes drives licenses, military ID, and **passports**.
- Passengers will not be admitted onto international flights without a passport.
- Passengers arriving on international flights must pass through **customs** and **declare** items being brought into the country.
- Foreign visitors must also present their **visas** at customs.

Luggage:
- Both **carry-on** luggage and luggage that has been **checked** are subject to inspection.
- **Flammable** items are not permitted inside carry-on luggage.
- Carry-on luggage may hold containers containing 3 ounces or less of non flammable liquid. The containers must be placed in a quart-sized, clear plastic, zip-top bag.
- **Medications** in carry-on luggage must be clearly labeled.
- Laptops may be carried in carry-on bags, but must be removed and inspected at security.
- Weapons are not permitted in any luggage.
- Though permitted by airport security, some items may be **prohibited** at a passenger's final **destination**. It is the passenger's responsibility to be aware of laws applicable at origination and destination locations.
- Passenger must present a **baggage claim ticket** when obtaining luggage from the baggage claim.

General:
- Smoking is prohibited throughout the airport except in clearly designated locations.

8.13 Session #9 - <u>Video Rubric</u>

GROUP # _____	Excellent	Very good	Average	To be improved
1. <u>Visual aid</u>: Is the video graphically appealing?				
2. <u>Language</u>: Is the video grammatically correct?				
3. <u>Language</u>: Is the vocabulary used adequate?				
4. <u>Clarity</u>: Is the oral presentation clear? (introduction, explanation)				
5. <u>Voice</u>: is the voice tone adequate?				
6. <u>Pronunciation</u> is correct?				
7. <u>Bodily-kinesthetic and gestures</u>: if group filmed themselves, is the body language adequate?				
8. <u>Enthusiasm/effort</u>: do all participants show motivation?				
9. <u>Time</u>: was the given time respected?				

8.14 Session #10 - <u>Board Game</u>

1. **Linguistic**
- How do you say "layover" in Catalan?
- What can you say at the beginning of a presentation?
- Do you know a synonym of "reservation" in English?
- Name three areas at the airport.

2. **Logical-mathematical**
- What would you do if, arriving at a hotel, the receptionist told you she cannot find your booking?
- What would you do if right before a presentation, the projector did not work?
- Balloon debate. All teams participate. Each team has to defend their position. Topics: <u>Team 1</u>: Travelling by plane is the best. <u>Team 2</u>: travelling by car is the best. <u>Team 3</u>: Travelling by train is the best. <u>Team 4</u>: travelling by subway is the best. <u>Team 5</u>: travelling by boat is the best. <u>Team 6</u>: travelling by helicopter is the best. <u>Team 7</u>: travelling by bike is the best.
- What would you do if your train/flight was late and you had a meeting with a client?

3. **Bodily-kinesthetic**
- Present yourself effectively.
- What kind of body language is appropriate during a presentation? Give 2 examples.
- Name two actions you cannot do in an airport.
- Name two sentences you should not say at a business meeting.

4. **Visual-spatial**
    - Pictionary time: "business class"
    - Pictionary time: "slide"
    - Pictionary time: "boarding pass"
    - Pictionary time: "destination"

5. **Interpersonal**
- Watch the first 50 seconds of this video and say what is wrong about this presentation: https://www.youtube.com/watch?v=wbTYzlzaUXk
- Role play time! Imagine you are assisting a product presentation and you see an mistake in it. How can you say it politely to the presenter?

- Role play time! Imagine you arrive at a restaurant and you want to make your order. What do you say?
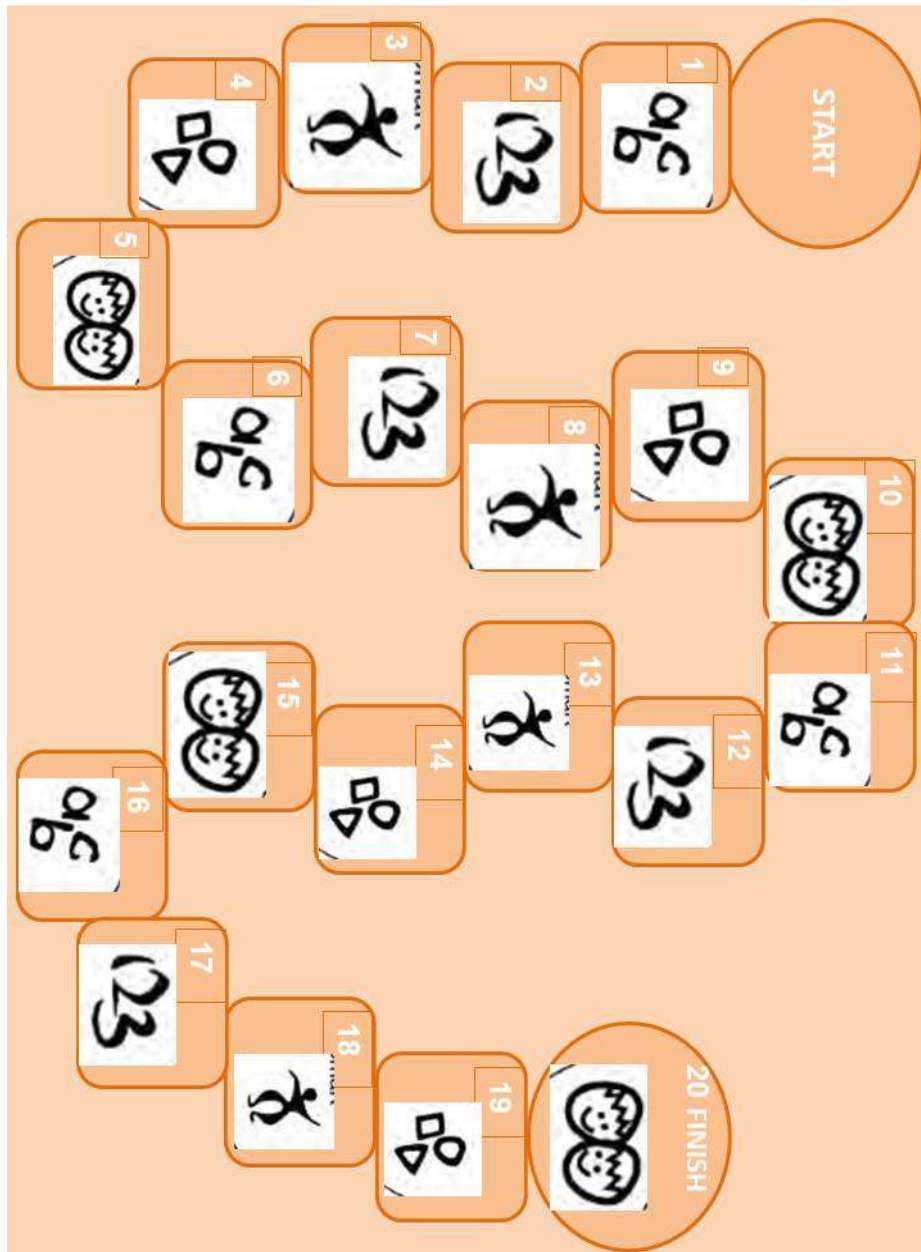- You are the leader of a work group and you need to start a business meeting: what do you say?

Figure 2 Board game Template