

Introducing
COOPERATIVE LEARNING
through
MULTIPLE INTELLIGENCES
In a BILINGUAL SCHOOL

Author: Cristina Segovia Villanueva

Tutor: M^a del Carmen Alario Trigueros

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“If your emotional abilities aren’t in hand, if you don’t have self-awareness, if you are not able to manage your distressing emotions, if you can’t have empathy and have effective relationships, then no matter how smart you are, you are not going to get very far”

– Daniel Goleman

RESUMEN

Uno de los objetivos básicos de este trabajo es resaltar la importancia del trabajo cooperativo y las inteligencias múltiples en el aula.

El segundo objetivo es hacer una propuesta de adaptación al aprendizaje cooperativo a través del trabajo con inteligencias múltiples en una escuela bilingüe.

En el trabajo se analizan los principios generales del aprendizaje bilingüe, del aprendizaje cooperativo y del uso de las inteligencias múltiples en el aula, y se introducen pequeñas modificaciones a la metodología habitual y teniendo en cuenta estas inteligencias múltiples que los alumnos poseen, para prepararles para la introducción del trabajo cooperativo prevista para el próximo curso.

ABSTRACT

One of the main objectives of this work is to emphasize the importance of cooperative learning and Multiple Intelligences at school.

The other objective would be to make a proposal to introduce Cooperative Work through Multiple Intelligences in a bilingual public school.

In this work, the main bases for bilingual learning, Cooperative Work and Multiple Intelligences have been analyzed, and there have been made some adaptations of methodology in a classroom, to adapt it to the introduction of Cooperative Work in the following year.

KEYWORDS

Cooperative Work, Multiple Intelligences, Key Competences, Intrapersonal Intelligence, Interpersonal Intelligence, Thinking Skills, Mind Maps, Independent learners, Self-Assessment, Peer-Assessment, Emotional Education.

INDEX

FRAMEWORK AND DESIGN.....	5
1. INTRODUCTION.....	5
2. OBJECTIVES.....	6
3. JUSTIFICATION.....	7
3.1. Links with General Competences.....	10
4. THEORETICAL FOUNDATION.....	12
5. METHODOLOGY AND DESIGN.....	15
5.1. European Framework and Castilla y León Currículum.....	15
5.2. School Context.....	16
5.2.1. The school's Main Programs regarding Multiple Intelligences.....	17
5.2.2. Educational Approach and characteristics of the students.....	19
5.3. Methodology.....	20
5.3.1. Strategies to develop some of the Multiple Intelligences.....	20
a) Developing Self-Esteem, as the base for Intrapersonal and Interpersonal Intelligences.....	20
b) Self-Knowledge as a way to improve the student's Intrapersonal Intelligence.....	22
c) Communication skills required to work cooperatively.....	26
d) Social and Emotional Independent Thinkers.....	27
e) Developing Thinking Skills through Mind Maps.....	28
5.3.2 Capacities and abilities the students develop through this program.....	30
5.3.3. Development of Key Competences.....	30
6. RESULTS.....	32
FINAL CONCLUSIONS.....	32
BIBLIOGRAPHY.....	34
WEBGRAPHY.....	34

1. INTRODUCTION

This study focuses on how to set the basis to implement Cooperative learning in a near future in a CLIL Public school in Palencia, according to the basis of Multiple Intelligences.

The selected school, where I happened to training as teacher this course, is already working within the basis of cooperative learning in Secondary Education and they are planning to introduce it in Primary Education next year.

Cooperative learning is now an accepted and often the preferred instructional procedure at all levels of education.

Since we are working in a Bilingual School, that follows the CLIL premises, we, as teachers, need to create the appropriate English environment, to develop in the students a new culture as well as a new perspective to look at the world. For most of the students, the aim of learning a second language is mainly, the necessity and desire of having social and emotional relationships with others.

It is necessary to set certain basis before starting working cooperatively. For example, how teachers structure student-student interaction patterns has a lot to say about how well students learn, how they feel about the school and the teacher, how they feel about each other and how much self-esteem they have.

The aim of this study has been, therefore, to analyze the current situation of a selected class of the school and make a first step on the future implementation of this methodology. I have analyzed everything related to Multiple Intelligences in the class, and adapt it to the introduction of this new methodology in a near future.

The pre-selected school already works with several projects, that are related to Multiple Intelligences, so I have taken from all of them, what is needed so that the students get prepared for the implementation of this cooperative learning next year. The objectives of these programs are developing different kinds of intelligences and acquiring the competences required in the curriculum and needed for their lives.

2. OBJECTIVES

- To reflect about the importance of working with Multiple Intelligences in the class to prepare the student to be able to do Cooperative Work efficiently.
- To present the main theories that support the use of Multiple Intelligences in the learning process.
- To analyze and describe some of the main strategies that the students can use to improve some of these intelligences.
- To design a project for cooperative learning based on the analysis of the program they are already using in secondary education.
- To fundament the basis of this program in Multiple Intelligences, and develop on the students the interpersonal skills required to work cooperatively
- To adapt the methodology and organization of the classroom to this project.
- To analyze how can the different programs that the school already has regarding Multiple Intelligences help in this project.
- To design and adapt the routines, mediators and time management to the near future introduction of cooperative learning methodology.
- To adapt the syllabus and structure the lessons according to the needs of Cooperative Work.

3. JUSTIFICATION

The reasons why I chose to work with Multiple Intelligences related to Cooperative Work in a bilingual school are mainly because of my personal interest on the subject, the needs of the school I did my training in and the significant importance that both of these topics have gained in the last few years.

Cooperative learning

Society demands from school to provide the students with new capacities and abilities; the use of searching techniques, the ability to select and process data independently, new technologies, group work or bilingualism are shown like necessary items in any educational project nowadays.

Besides, school should contribute to improve the society, developing in the students thinking skills, critical minds, and a capacity to live in the already mentioned society, respecting their values, prepared to work together to, therefore, achieve a common objective. Multicultural education or cooperative learning are seen like necessary tools so that all students get the same success possibilities.

And that society that we want to develop in our classrooms cannot survive without the cooperation of all its members and their team work. The way in which, as teachers, we structure the interaction among students, will determine how they will learn and the kind of relationship they will have among them, and even there self-image, encouraging or stopping them from using their Multiple Intelligences.

According to David W Johnson and Roger T Johnson in *Introduction to Cooperative Learning*, cooperative learning is now accepted, and very often the preferred educative process in every educative level.

Cooperative learning consists on working in teams to get common objectives. This way, students obtain at the same time benefits for themselves and for the other members of their teams. This methodology can be used for any task, of any subject. To develop interpersonal intelligence, the learning process of each student and their objectives should be connected with the ones of the rest of the members of their team, and it is this common objective, the one which will lead and motivate Cooperative Work.

Following this methodology, students develop, among others, abilities like leadership, decision making, the ability to generate trust in others, communicative abilities and conflict management. And the most heterogeneous the groups are, the more abilities and different perspectives we will find, and, therefore, the more successful final work will be.

Hundreds of studies agree on Cooperative Work results on a bigger effort to achieve positive relationships and a better emotional health, compared to competitive work or individual effort.

As we can find in the studies about Cooperative Work, some of the most important benefits associated to students who have been trained with techniques associated to Cooperative work:

- It encourages reciprocal interaction and influence among the members of each team, which improves the development of social and group work abilities.
- It encourages the development of the social and citizenship competence, creating the necessary conditions for the students to be interested in, be able to, and know how to work in teams.
- It develops independence and autonomy in the students, since they are the ones chasing through this group work their own learning.
- It improves the academic results, personal effort and productivity due to the learning co-responsibility of each student and the other members of the team.
- It is useful as a tool for multicultural environments and, therefore, to offer a quality education. It helps integrating and understanding multiculturalism, it encourages positive multicultural relationships and it improves the special needs students' acceptance.
- It helps assimilating new learning to learn strategies, from the observation of other models.
- It reduces anxiety, since it helps to raise students' self-esteem and self-trust. It allows them to work in a quite environment and it, therefore, raises opportunities to succeed.
- It improves the class group cohesion, developing opening attitudes, trust, or even friendship that will follow with a proximity and integration among classmates that contributes to the improvement of the school environment.

- It contributes to reduce some of the most decisive causes of violent behavior, like academic failure, the lack of links among students, or even the development of psychological pathologies.
- It offers multiple opportunities to develop complex critical thinking strategies: tasks planning and organization, decision making, as well as communication and interaction abilities, among others.
- It increases the variety and richness of experiences that school provides the students with, helping them to develop higher intellectual abilities and to improve their oral skills and verbal comprehension.
- It increases motivation towards academic learning, due to the positive influence on personal view of opportunities to succeed, the persistence on the task and the future success expectations.

I have, therefore, focused my study in analyzing deeper the use of Intrapersonal, Interpersonal, musical and kinesthetic intelligences in the class.

Multiple Intelligences

Only a few years ago, success capacity in the students was measured by IQ, and intelligence that mainly focuses on mathematical abilities. Now we know that we do not only develop one kind of intelligence. According to Gardner, there are eight different types. Each of us think and learn in a different way.

The best achievement of the Multiple Intelligences theory is to deny the belief of a low result in an IQ test being related to failure. IQ could be partially valid to measure the success at school but, outside it, we will clearly need the rest of intelligences.

The way each of us learns is different, and each of us should know in which field we feel more comfortable, which are our strengths and our passions. And, in this context, our mission as teachers should be, therefore, to help each student to recognize which are the types of intelligence they mainly use to access knowledge easier, stimulating it and developing the rest of their abilities, being the student's education their own responsibility, encouraging them to control themselves and to decide what is best for each of them, both in their learning process and in their social relationships with others.

Information & Communication Technologies (ICT), internet or the social networks are some of our main resources to be able to personalize their education, adapting it to the different capacities, abilities and rhythms of each student.

We, nowadays, very often work in teams and do networking. To collaborate affectionately with others and to develop trust on them is only possible if we learn to know the others better and, consequently, to know ourselves better too.

3.1. LINKS WITH THE GENERAL COMPETENCES

One of the competences to be developed by this research is acquisition of the knowledge of the main aspects of educative terminology, objectives, curricular contents and procedures of the Spanish curriculum. Analyzing them has been the first step, to then, adapting them to the object of my study.

Another important point of the analysis is about the main psychological, sociological and pedagogical features of the students, as a previous tool to, then, adapt the methodology.

We need, therefore, to be able to read the obtained data from observations and to interpret it. And, as a consequence of all this, a critical analysis needs to be done and decisions need to be taken, giving always reasons for it.

The study has been made working with the rest of the teachers of the school, for which interpersonal abilities, associated to the capacity to coordinate and cooperate with others are needed.

Reflection about the educative praxis has been done, both previous and after the study.

Since the project is based in a bilingual school, we have been working through language, and therefore, transmitting information, ideas, problems and solutions through oral and written language.

ICTs have been used all through this process, to get and analyze the information, to design the project, create and adapt mediators and resources, etc.

According to the ORDEN ECI/3857/2007 of 27th December, that regulates the tittle, some of the main specific competences that are proven to be developed through this work are:

- To know and understand the learning process in the students aged 6 to 10 in their familiar, social and school context.
- To value and respect diversity, and to know and meditate about the issues that are faced in heterogeneous classrooms. And the analysis of different capacities is exactly one of the main issues I deal with in this study through Multiple Intelligences.
- Linked with the previous one, to encourage the acquisition of reflection attitudes and habits to face that heterogeneity in the school context, which is just one of the aims of the work.
- To know the interaction and communication processes in the classroom, which is completely necessary as a previous analysis to then, adapt them to the aim of the study.
- To know the current proposals based on learning basic competences, to planify and develop learning processes focused on basic competences.
- To be able to implement strategies that stress on active and participative methodologies, especially on team work, cooperative learning and a right use of spaces, times and grouping. This is one of the aims of the work.
- To know and carry out the duties as a tutor and advisor, showing social abilities and leadership with the students.
- To encourage the development of respect, tolerance and solidarity in students, through leading them to their self knowledge, self esteem and the ability to establish relationship with the other members of the group, from a democratic attitude.
- To develop in the students the ability to analyze critically about the necessity to delete any kind of discrimination among them. And we will get this trough letting them understand that they all have different capacities, all of which are important.

4. THEORETICAL FOUNDATION

GARDNERS MULTIPLE INTELLIGENCES THEORY (1983)

Howard Gardner made an intensive research in the field of development psychology, with the aim of making a contribution to the cognitive and behavioral sciences, by broadening the concept of intelligence.

Gardner defines intelligence as “the capacity of solving problems or elaborating new products that are valuable in one or more cultures”. He came to the conclusion that intelligence is not only a genetic capacity and that, since there are different types of problems to solve, there are different types of intelligences to do it. Gardner and his team identified eight types of intelligence. According to this author, we would all have all these intelligences but each of us to a certain point.

One of the most important conclusions of Gardner is that intelligence is not something we are born with and that cannot be changed along our lives, like we used to think before his research. We are all born with different capacities, but they will be or not developed according to our environment, experiences or education.

Thinking skills are a requirement to access a quality education and needed to solve problems in every field of life. Intelligence is the ability to solve problems.

The “Multiple Intelligences Theory” introduces us a broader image of human beings and the different ways we learn. If we explore the different capacities of our students and look for the most developed intelligence in each of them, we will be able to improve daily plans and routines.

VIGOTSKI'S THEORY

Vygotski (1934) has been one of the most relevant authors in cognitive psychology. He presents his Sociocultural learning model, through which he affirms that development and learning interact with each other, considering learning like one step for development. According to his learning theory, the context is in the center of the scene and the social interaction becomes the engine of development. According to Vygotski, cognitive abilities and the different types of structuring our way of thinking are not genetically determined. They are, instead, the result of the activities performed according to the social customs of a certain individual culture. Therefore, the history of the society where a child is brought up,

and their personal history are important facts that will determine their way of thinking. For this author there is a fundamental link between **thought and language**. In the cognitive development process, language has a crucial role modeling and building children thinking structures, since the advanced thinking structures are transmitted through words. Language is not only an expression of the child's acquired knowledge, but has an essential role when structuring the thinking and character of each individual.

Another of Vigotsky's theories is about the **zone of proximal development**, based on the idea that children development is influenced by what they can do independently and also by what they can do when an adult or another peer is assisting them.

COOPERATIVE LEARNING'S THEORETICAL FOUNDATION

Cooperative learning is mainly based on three theoretical perspectives, which have guided its research and practice: social interdependence and cognitive and conductive development learning theories

a. Social Interdependence Theory

It determines that the way in which social interdependence is structured will determine the way in which the members of the group will interact. If the interdependence is positive (cooperation), individuals will facilitate each other efforts to learn. If there is a negative interdependence (competence) there will be, each member of the group will discourage and obstruct the efforts of others to achieve the target. If there is no interdependence (individual efforts), there will not be any interaction since every member works independently without any kind of exchange with others. The interaction with positive interdependence raise the efforts for achievement, promote interpersonal relationships and leads to emotional health. The interaction based in opposition or opposition absence decreases the efforts to achieve, promote negative interpersonal relationships at the same time it forces certain emotional or psychological disarrangements.

COGNITIVE DEVELOPMENT THEORY

This theory is based in Piaget (1965) and Vigotsky (1962) theories, both theories underline the crucial role of social interaction in the learning process, the cognitive science and the academic *controversia* theory (Johnson & Johnson, 1979, 1995)

According to Piaget, the learning experiences should be structured in such a way that cooperation, collaboration and exchange of points of view in the group search of knowledge are privileged.

When the individuals cooperate, it appears a socio-cognitive conflict, the students are forced to get to agreements with their colleges that have opposite points of view; which, at the same time, stimulates the ability to acquire a perspective and cognitive development.

From the perspective of a cognitive science, Cooperative learning involves modeling, training and advising. From this exchange, students are forced to restructure cognitively the information so that it can be retained in our memory and then back to some cognitive structures that already existed.

BEHAVIOUR LEARNING THEORY.

Cooperative learning is design to provide encouragement to the members of the group, and states that the cooperative efforts have the extrinsic motivation power to obtain the rewards.

5. METHODOLOGY AND DESIGN

We need to analyze some information about the school framework, the students, etc. to be able to adapt the syllabus so that the students can develop the different types of intelligence that they will need to do Cooperative Work effectively.

There are many ways in which we can develop Multiple Intelligences. One of them is through specially designed programs like some of the ones this bilingual public school already has.

I have centered my proposal in adapting methodology, the way we deal with our students and the way we encourage them to deal with each other. Therefore, we develop a more individualized way of dealing with our students, encouraging each of them to develop a certain kind of intelligence.

5.1. EUROPEAN FRAMEWORK AND CASTILLA Y LEON CURRICULUM

All the decisions taken when designing and implementing this study were based on the main lines of the Castilla y Leon curriculum as it is the compulsory frame. All the methodological principles in the Spanish law were settled according to the European Framework of Reference, as above described.

Some of the leading ones concerning the theories that have been analyzed are:

- Learner-centered curriculum and choosing the methods that can better be adapted to the students and their characteristics.
- Key competences. We have also spoken about them in several parts of the syllabus. They are obviously also a key element in the Spanish curriculum since they are regulated in the European Framework.
- Developing independent learners.
- Prior learning, which has been taken into account in each of our lessons.
- Group work and cooperative learning that has also been included in our syllabus.
- Reading and writing have a very important role in the Spanish curriculum. We have obviously plan according to this importance and also taking into account the compulsory Reading Plan.

- The students as part of a pluricultural society, which has to be necessarily taken into account since we are in a bilingual school teaching a foreign language and other subjects through a foreign language.
- Assessment must be global, continuous and personalized. Self assessment will help developing the students' intrapersonal intelligence and peer assessment will help developing the intrapersonal one.

5.2. SCHOOL CONTEXT

This proposal has been designed for a Public school that joined the Bilingual Project in 2009 so that it has been developing this program for the last 4 years.

The school is a Public school sited in the center of Palencia. Its students belong to a medium-upper class and live in different areas or nearby villages of the city. It has around 1% of foreign students and around 5% of students with special needs (TDAH, high capacities, etc). The total number of students is 813.

Their School Project understands Education as a whole process, which aim is the development of the entire personality of the students, caring both for their intellectual development, and their personal, emotional and social abilities.

To achieve this objective, the school implements some educative programs, developed through different learning experiences, in which different types of intelligences are stimulated. In order to do so, the school has articulated their educative offer through several projects and programs which aim is to develop some educative areas that haven't traditionally been so important, like arts, sports or entrepreneurial training.

Integral education also demands having a plan that reinforces the personal abilities on the students and pays attention to the social competences of the students.

Society demands from school, to train future citizens with new capacities and abilities; it becomes crucial to design different tools to obtain it. The use of searching, selecting and processing tools in an independent and autonomous way, new ICTs, group work, bilingual education are considered as main elements in their school project.

Therefore, the head management team of the school is conscious of the need of the school contributing to improve the society, educating reflective and critical citizens, able to respect their values, and prepared to work together and obtain a common objective. The school bet for a multicultural education, where active and cooperative learning are fundamental tools to give all the students the same success opportunities.

5.2.1 MAIN PROGRAMMS OF THE SCHOOL REGARDING MULTIPLE INTELLIGENCES

The main programs related to Multiple Intelligences and Cooperative Work, that the school already follows are:

- **HARA Program.-** which pursues the development on the students of the learning to be competence and their Self-knowledge through emotions, corporal work, and openness to transcendence. The students have periodical sessions from 3rd year of Infant Education until they end Post Compulsory Secondary Education “*Bachillerato*”. There are many different types of sessions, all of them related to activities like listening to music and drawing or writing what does that inspire to them, relaxing, massage sessions, etc.
- **CREA Program.-** Entrepreneurship Innovation Strategies. It has obtained the “*Premio Europeo de Calidad a la Innovación Educativa*” awarded by the Spanish Education Ministry. An innovative cooperative method, based on problems resolution about different aspects of communication, motivation, leadership, negotiation and knowledge about the current requirements of companies. Nowadays companies demand certain abilities and competences that had never been part of the curriculum before, such as social abilities or the capacity to work cooperatively. The aim of the program is, therefore, to develop creativity, innovation and entrepreneurship initiative, and consequently independent individuals capable of doing cooperative work efficiently. To develop these abilities, children should need to have developed interpersonal and intrapersonal strategies previously.
- **IRATI Program.-** It deals with the knowledge management through the representation and organization of this knowledge. There are several tools to do it. In Primary Education teachers work with Mind Maps, through which children learn how to structure, summarize, and categorize information. They are based in Thinking Skills and intimately related to kinetic and visual intelligences.

- ***Bilingual Program.***- Our society needs individuals able to communicate in more than one language. The school is conscious of the need to offer the children a better communicative competence in a second language, which is even more important in the European context, which means a definite push in the learning of foreign languages.

Their model of bilingualism is founded in the idea of the need of acquiring a language in a motivating and stimulating way. The learning of a second language contributes to the integral development to which all the educative process should point, considering that it improves self-esteem and generates self-confidence in the students learning strategies, all of which helps also in the improvement of their own language.

The acquisition of a second language is also related to the need and desire of having social and affective contact with other adults of their environment. That is the reason why at this school they work comprehension mainly, so that the students are not forced to necessarily modify their language in their social exchanges.

Each child has their own matureness, development and learning process, for which the school has an open and personalized methodology. Initially, contents are arranged in a natural way, based on what each child experiments, from their relation with objects and people. Later, it becomes more global, they focus on dialogue and acquisition of linguistic verbal structures, so that the students can understand and reproduce their mental structures, using a second language as a communication, information and work tool.

From a psychosocial point of view, children have the best conditions to learn, due to their facility to make contact with others, even if they do not have a deep knowledge of a second language. They are able to use it without mastering it. They use their few linguistic resources from a creative perspective and they lack shyness.

The fact of having an opened mind to other perspectives of the world can facilitate the ability to learn a new language. That is the reason why the curriculum of this bilingual program must include, apart from the grammatical components, every sociocultural and sociolinguistic aspect that is part of a foreign language. And this is one of the bases of this school methodological project: The “language in the culture” and the “culture of the language”. That is the reason why at this school they pursue, not only the developing two language awareness, but also the biculturalism.

Finally CLIL bases relay on a perspective in bilingual education where students should be kept in touch with simple but natural language, but it is not a question of learning only a few words of specific vocabulary, but providing them a communication context with enough verbal resources for them to have a tool to learn other subjects through the new target language in a natural way full of significant and optimum learning environment.

5.2.2. EDUCATIONAL APPROACH AND CHARACTERISTICS OF THE STUDENTS.

As nine-year-old children, they are curious about the world, they think critically, and express their own opinions about things. They are able to observe, register and categorize and analyze data. They generally work well in groups and cooperate to work on a project or activity. And they also like working on a subject, topic, or particular part of the curriculum until they become skilled and master it. So, as teachers, we can offer support and guidance by encouraging kids to keep going when they become frustrated, which is intimately related with their intrapersonal intelligence.

It is a 3rd year class of Primary Education and the group has the average rate of students. Their understanding of the English language is really good. All the students can also use the words and structures that we are seeing in class, although only a few of them can express themselves in English language. Therefore, they are asked to make the effort of using term, structures and texts that we are working with at any time, but they are allowed to express opinions, explain things, give reasons etc. in their own language whenever they are not able to do it in English.

In this group we find some differences in the student's previous knowledge. A few of them have some help outside school and some of them even work with the same contents that we see in class before we do it. This can offer a positive and negative perspective. The negative point is that it can be harder to handle with the different learning rhythms, but the positive point, in which I tried to focus, is that the ones who have more facility –for whatever reason- can help the rest of their colleagues, applying what they have learned through the HARA Program. In this way, we generate a positive atmosphere.

The disposition of the classroom is changed by the tutors quite often, so that the students can find out different personal strategies to cooperate with others. They were working in pairs and in fours while doing this research.

5.3. METHODOLOGY

Once stated the current situation of the school regarding Multiple Intelligences and Cooperative Work, I am going to detail how I programmed and which decisions I took, regarding routines, time management, group work, etc. to develop independent learners who had a deep knowledge of themselves and their best strategies to learn, and all the necessary abilities to do Cooperative Work efficiently the following year.

The following are, therefore, some strategies used with the students to develop some of the Multiple Intelligences (specially interpersonal and intrapersonal) and thinking skills to help them work cooperatively:

5.3.1. STRATEGIES USED TO DEVELOP SOME OF THE MULTIPLE INTELLIGENCES NEEDED TO WORK COOPERATIVELY

A. DEVELOPING SELF-ESTEEM, AS THE BASE FOR INTRAPERSONAL AND INTERPERSONAL INTELLIGENCES

➤ THROUGH POSITIVE REWARDS

Given an environment of love, recognition and support, children will be helped to grow resilient, stand a chance of making their way in the world and they will be likely to become eager learners.

Self-esteem is one of the most important bases of intrapersonal and therefore interpersonal intelligences, and, as a consequence, a main foundation for learning in general and for cooperative learning in particular.

Therefore, a positive rewards system was established in the classes. The students would get stamps or stickers for doing their homework, for doing it showing that they made an effort, for helping others when working in groups, all the members of the group would get them when winning in quizzes or different activities, etc.

The rules of the classroom were already made while I was not there, at the beginning of the school year. When I arrived, I revised them with all the students in an assembly and we agreed some modifications for my classes, according to what I had planned to do and to the students' wishes and needs.

At the end of every class, every student had to quickly fill up a table stating whether they had respected or not each of the rules of the class and at the end of the week they were given some rewards according to what they had done regarding the rules during that week.

➤ **THROUGH RECOGNISING AND PRAISING THE UNIQUE CHARACTER OF EACH STUDENT**

For the same reason and the same purpose of developing self-esteem in my students, at the beginning of my training period I decided to observe the students till I found something they were good at, and praise them for it.

I kept record of everything I found in each student concerning this and at the end of the training I gave each of the students a photo of me with all of them, with something written at the back. In each student's photo I wrote, among other things, how good they were at a certain thing, encouraging them to keep working and improving it.

➤ **CREATING AN ATMOSPHERE THAT PROMOTES SELF-ESTEEM**

- Considering that the way we speak and body language affect children, I adapted them trying to smile as much as possible, relaxing my body posture, making eye contact with all of them, and trying to use a warm voice to communicate them approachability and friendliness.

- Demonstrating them that I was interested in and had time for each child, like, for example, giving them time to express themselves and not interrupting them to cut across their thinking.
- Memorizing all their names from the first day and remembering some details of each of them (date of birth, name of their pet, etc.) to make them feel special.
- Encouraging children to teach others in certain occasions like if they have already finished an activity, or every time we are doing group work.

B. PROVIDING CHILDREN TECHNIQUES TO HELP THEIR SELF-KNOWLEDGE AS A WAY TO IMPROVE THEIR INTRAPERSONAL INTELLIGENCE

Since we are working in a bilingual school, there are several techniques I tried to apply to create the necessary learning environment.

Some of them included using all the mediators which were described above, using English language at every time to communicate with my tutor in front of the students, talking to the students in English inside but also outside the classroom, and trying to behave according to the English culture at all times.

- Using silence, after asking them a question, to give all children time to think and give an answer of a better quality. The following is an example of mediator, in this case that the teacher uses showing the students every time we want them to have some time to think and respect the thinking time of other.



- Paraphrasing or summarizing what the children say, as it could be difficult for the children to put their thoughts into words in a foreign language.
- Ask them for more information on what they tell, to show them interest on their views or on what they have done to help them become confident on making judgments.

- d. Provide them information on every improvement and achievement along the year.

Another specific tool for students' self-knowledge is self-awareness, this process has been deeply studied in the part named **Evaluation and Performance Assessment**. According to David Nunan, when we speak about assessment, we refer to the set of processes through which we identify students' learning process. It is carried out by different procedures in order to measure the extent to which students have achieved the objectives of a course. The information from assessment should primarily be for the purpose of supporting day-to-day learning, but over time should generate information that supports the evaluation and planning of learning and teaching and the setting of targets for individual children and the whole school.

On the other hand, evaluation is a wider term entailing assessment, but including other processes as well. The goal of these additional processes is to assist us in interpreting and acting on the results of our assessment. The data obtained from the evaluation assist us in deciding whether a course needs to be modified in any way so that aims may be achieved more effectively. The evaluation will provide adequate information to ascertain if certain learners are not achieving the objectives set for evaluating a course. Then, any element in the curriculum process may be evaluated as it may affect learner progress, and it is up to the teacher to decide how broadly they should establish the limits. So that evaluation is not simply a process of obtaining information, it is also a decision making process. According to Nunan, in Learner-centered Curriculum, both teachers and learners should be involved in the evaluation process.

Through **Performance Assessment** children become aware of how they apply their knowledge to do things. This improves their own knowledge of themselves and consequently, it helps them to develop Intrapersonal and, therefore, Interpersonal Intelligences.

We need to provide students with samples of the kind of performance they are asked to do. It is difficult to be great in anything without models. They need to see the excellence and also to see what is not so good, especially the concrete learners. When we want quality

work, there shouldn't be any room for mystery. This way, they will increase their self-esteem by feeling more secure of what they do.

I decided to assess the students work with a big smile, a normal smile and a more serious face, which correspond to “*terrific*”, “*ok*” or “*needs work*”, avoiding terms like “bad” or sad faces. This terms and symbols have a positive meaning for them, which will, again, protect their self-esteem by transmitting them always a positive image of themselves.

Self Assessment is essential in order to encourage students to be independent learners, and to develop intrapersonal intelligence by analyzing themselves and the results of their performance. At the end of each session and unit, as a method of reflection, students returned from their learning process to think about their learning strategies and their progress. It makes them aware of their learning and informs the teacher about their thoughts on their progress.

Self assessment sheet was always given to the students in advance, so that they could know what we exactly expected from them, to make them feel secure. Questions in the Self assessment sheet were, depending on the lesson, of this kind:

- Did I observe carefully?
- Did I draw the main parts?
- Did I think about the size and proportion of each part?
- Did I draw and label carefully and neatly?
- Did I draw details at the skeleton?

At the end of each unit, the students in small groups answered these three questions:

What have I learnt?

What have I found easy?

What have I found difficult?

What do I want to know now?

Children were also give a Self-assessment sheet to evaluate if they have followed the rules and used some of the given strategies when working in groups.

TAKING PART IN DISCUSSIONS

Name..... Date.....

What was the discussion about?
.....

MY ACHIEVEMENTS

Tick the box next to the face which you think best describes your achievement in each of the skills:



Could do better Good Brilliant

	Could do better	Good	Brilliant
Listening to what others say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speaking in front of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning what to say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Following what others say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Answering questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinking about what we talked about	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Which area do you think you need to develop and practice?
.....

Another very important strategy for me was to allow students some time to think before producing their answers so that everyone in the class can think at their own speed and have enough time to build their thoughts and explore what has been asked. This included giving the students 30 seconds silent thinking before any answers and discuss with their neighbours for 2 or 3 minutes before giving a final answer.

Besides, talking to their partners allowed students to articulate their thoughts and therefore, learn. I encouraged *thinking through talking* in almost every lesson with discussion activities and group/pair work. One of the aims of this is to develop interpersonal as well as intrapersonal intelligence on the students.

I used the “two stars and a wish” technique for **Peer Assessment**, meaning two good things about their partners work and something that could be improved. This is a very good tool to develop interpersonal abilities. This mediator can be used both for self-assessment and for peer-assessment.

Two Stars and a Wish
 Name: _____
 Subject: _____

★

★

🪄

Use the two stars and a wish to tell me two things you really liked about your work and one thing that could be improved.

C. DEVELOPING THE NECESSARY COMMUNICATION SKILLS REQUIRED TO WORK COOPERATIVELY

Good communication is at the heart of any successful relationship. Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. It differs from group work, and it has been described as "structuring positive interdependence." Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.).

I have, consequently planned: discussions that include formulating a response to our questions, sharing responses to the questions asked with their partners, listening to a partner's responses to the same question, and creating a new well-developed answer. This type of learning enables the student to process, consolidate, and retain more information learned. This is especially important for the children to learn to become aware and respect other's opinions.

Concerning the relationships among the students, I have:

- Observed them developing social relationships, how they interacted when working in groups, during the breads, etc.
- Learnt more about their relationships, asking my tutor about who were the more popular or who had difficulties in making relationships, to contrast the information that was given to me with the one I observed.
- Strengthened my relationships with the children, paying attention to both verbal and non-verbal communication.
- Provided specific support to those children who lacked friendship skills, including giving the children strategies to enable them to join a group and encourage hesitant children to join in by imitating what others were doing.
- Provided activities and opportunities to encourage the children to share and take turns.

D. ENCOURAGING THE STUDENTS TO BE SOCIAL AND EMOTIONAL INDEPENDENT THINKERS

- Listening and observing the students individual work and their roles when working in groups.
- Promoting physical and functional independence, when making them conscious of their responsibilities, like their responsibility in the class (every student was responsible of something within the organization of the classroom) or the responsibility of doing their homework, having their desk tidy or taking notes to their parents when necessary, etc.
- Encouraging them to decide about the materials they use, how they use their time, who they work with, etc.

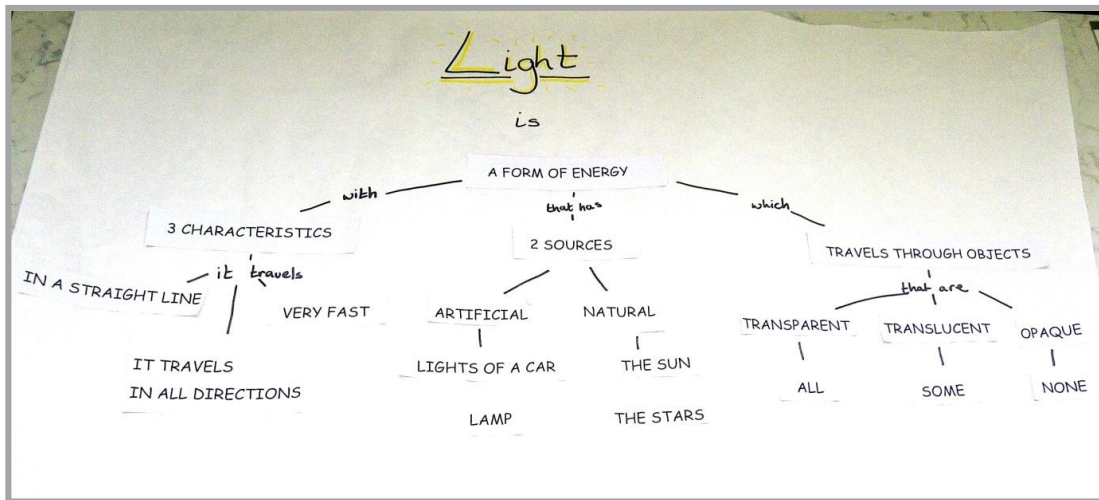
This is an example of a self-assessment grid, but which main purpose is to make the students reflect about their difficulties and best abilities after developing a task. It will, therefore, help them improve a lot their self-knowledge, and consequently, their intrapersonal intelligence. Besides, through the use of post-its that the students can add and remove or change, they also develop kinesic and spatial intelligence.



E. DEVELOPING THINKING SKILLS THROUGH MIND MAPS

According to the research on the cognitive development of children (Bruner 1966) and his proposal, I have followed the symbolic/iconic representation through mind maps. Bruner's work also suggests that a learner even of a very young age is capable of learning any material so long as the instruction is organized appropriately.

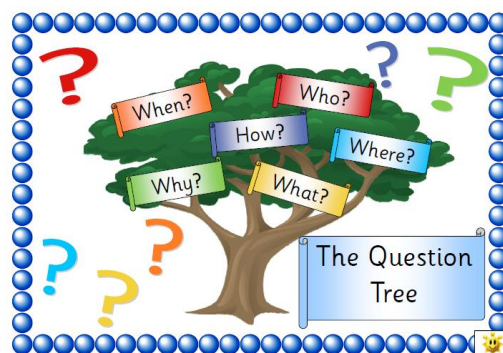
The use of mind maps, to which learning strategies the students were already used to since my tutor always use them, apparently help the students a lot when trying to understand concepts and tidy them in their minds.



Texts were often represented diagrammatically. These structures are known as 'ideational frameworks' or 'diagrams of thinking', and are used to help learners categorize the ideas and information in a text. The structure of the text is used to facilitate learning and the creation of activities which focus on both language development and core content knowledge.

Kinesthetic is the main of the Multiple Intelligences involved in the use of mind maps. Nevertheless, we also improve intrapersonal intelligence through the development of thinking skills when working with these concept maps.

This is a mediator that sometimes is used when making a mind map, so that the students get used to structure the information. We often use it when summarizing a narrative text:



5.3.2. CAPACITIES AND ABILITIES THE STUDENTS WILL DEVELOP THROUGH THIS PROGRAMM

According to the “*DECRETO 40/2007, of 3rd of May, that establishes the Curriculum for Primary Education in Castilla y Leon*”, some of the main objectives of this stage are to develop in the students the following capacities related to the interpersonal and intrapersonal intelligences:

- a) To know and appreciate the values and norms of co-existence, learn to behave accordingly, prepare the children for active citizenship and respect human rights and pluralism in a democratic society.
- b) To develop individual and team working habits, effort, responsibility for their work, self-confidence, critical awareness, personal initiative, curiosity, interest and creativity in the learning process.
- c) To acquire habits to prevent and solve conflicts peacefully, which will enable them to act autonomously in the family and in their social groups.
- d) To know, understand and respect different cultures and the differences between people, equal rights and opportunities of men and women and non-discrimination towards the disabled.
- e) To acquire basic communicative competence in at least one foreign language, which enables pupils to express and understand basic messages and interact in everyday situations.
- f) To value hygiene and health, accept different physical appearances, respect differences and use physical education and sport as a means for personal and social development.
- g) To develop affective capacities in all aspects of personality and relationships, and an attitude against violence, prejudices and sexist stereotypes.

5.3.3. DEVELOPMENT OF KEY COMPETENCES

Most of the students enjoy learning through English and show a great disposition which encourages them to **lifelong learning**.

The main European Key Competences also established in the Spanish curriculum that I want my students to develop through this work are:

- **Competence in linguistic communication** (linguistic and also intrapersonal, interpersonal)

This competence will also be use for the students as a tool for self-regulation of thinking, emotions, and behavior. It contributes to the development of a positive self-image, and helps to make constructive relationships with others and with the environment.

- **Competence in knowledge of and interaction with the physical world** (interpersonal, especial, kinesthetic, musical)
- **Competence in social skills and citizenship** (interpersonal)

This competence enables the student to form a part of the society they live in, understand how it functions and play a part, as a democratic citizen. It involves the individual patterns of behavior (intrapersonal) which facilitate peaceful co-existence, relationships with others, cooperation, commitment, and the resolution of conflicts (interpersonal). The acquisition of this competence involves being capable of putting oneself in the place of others, accepting differences, being tolerant and respecting the values, beliefs, cultures and personal and collective history of those around us (interpersonal intelligence).

- **Cultural and artistic competence** (creativity, musical, corporal intelligences, as well as intrapersonal)

This competence implies knowledge, appreciation, understanding and critical evaluation of different cultural and artistic manifestations, both for the sake of enjoyment and as a source of personal enrichment, and considering them as a part of the heritage of different cultures. It involves an appreciation and enjoyment of Art and other manifestations of culture, keeping an open-minded attitude towards different types of Art, preserving the common cultural heritage and encouraging one's own creative capacity.

- **Learning to learn competence**

This competence involves beginning to learn and being capable of continuing to learn autonomously, looking for and finding answers in a rational manner. This means accepting a variety of possible answers to the same problem, and being motivated to use different methodologies to find them. It implies being able to organize one's own learning and an efficient use of intellectual resources and techniques.

- **Autonomy and personal initiative.**

This involves making choices following one's own criteria, carrying out the initiatives necessary to develop one's choice, and taking responsibility for one's decisions both in social and personal domains and in the workplace. The acquisition of this competence

implies creativity, innovation, responsibility and a critical approach in the development of individual or group projects.

6. RESULTS

The following are some of the results obtained from observing the students, as well as interviewing some of the parents and other teachers of the school:

- The classroom environment and behavior of the students has improved considerably according to most of the teachers that have been asked about it.
- There has been a decrease of behavioral problems among the students, stated by the headmaster according to the registered data of the teachers.
- Some of the students that had always shown less social abilities and more difficulties to communicate with others experimented a light improvement of those relationships with the rest of their colleges.
- The academic results of some of the previously described students, as the ones who had more difficulty for a total integration in the class had also improved.
- Complains from students, and even from families sometimes, concerning the way teachers group students in the class decreased considerably, showing that the facility for them to work with others had increased.
- There were two students, whose parents told the tutor in their monthly meeting that they had detected a great improvement in their children disposition for learning.

FINAL CONCLUSIONS

The observation, analysis and adaptation of methodology and routines of the students to the development of Multiples Intelligences has been really successful given the short period of time available.

Somehow, I consider that a longer period of time would be necessary to collect more data on the improvements along the time of the abilities, capacities and consequently academic results of children to give more accurate results.

Nevertheless, the results obtained show the great importance of the development of this multiple intelligences, especially intra and interpersonal ones, on the correct development of the students and the great influence of them in the all the learning process.

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