Centro de Estudios de Postgrado

Máster en Profesorado de Enseñanza Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas

UNIVERSIDAD DE JAÉN
Centro de Estudios de Postgrado

Trabajo Fin de Máster

THE COOPERATIVE LEARNING METHOD AND THE MULTIPLE INTELLIGENCE THEORY IN THE ENGLISH CLASSROOM

Alumno/a: **García Cuadros, Marta**

Tutor/a: Prof. D. Antonio Bueno González

Dpto: Filología Inglesa

TABLE OF CONTENTS

TABLE OF FIGURES, TEXTS AND PICTURES

ABSTRACT

One of the main goals of education is to know how intelligent a person is. Throughout the years, the concept of intelligence has been defined a great number of times. Howard Gardner designed the Multiple Intelligences theory, which is one of the most accepted definitions of this notion; it is also an influential methodology in education. On its part, the Cooperative Learning method is another prominent method in the educational centres. It has always existed; however, it has never stopped developing and improving. The objectives of this Master's final dissertation are to describe and explain both methodologies; it also aims at designing a lesson plan in which both methodologies would be combined. With this mixture, the process of learning-teaching could be regarded as a more attractive procedure, and students could feel more motivated and willing to participate in the classroom, specifically, in the English classroom.

Keywords: students, teachers, Cooperative Learning, strategies, Multiple Intelligences theory, education.

RESUMEN

Uno de los principales objetivos de la educación ha sido saber el grado de inteligencia de una persona. Con el paso de los años, el concepto de inteligencia ha sido definido una gran cantidad de veces. Howard Gardner creó la teoría de las Inteligencias Múltiples, que se considera una de las definiciones más aceptadas de esta idea; además, es un método que influye mucho en la educación. Por su parte, el Aprendizaje Cooperativo es otro método que destaca en los centros escolares. Siempre ha existido, pero nunca ha dejado de desarrollarse y mejorarse. Los propósitos de este trabajo de fin de máster son describir y explicar ambas metodologías; igualmente, diseñar una unidad didáctica en la que ambos métodos aparecerán combinados. Con esta mezcla, el proceso de enseñanza-aprendizaje podría ser considerado más atractivo, y los estudiantes podrían sentirse más motivados y dispuestos a participar en clase, concretamente en el aula de inglés.

Palabras clave: estudiantes, profesores, Aprendizaje Cooperativo, teoría de Inteligencias Múltiples, educación.

1. INTRODUCTION

The reason why I decided to write my Master's dissertation about the Multiple Intelligences theory and the Cooperative Learning method is because I think that these methodologies could make the process of learning more attractive. Nowadays, Education is a stalled system in a society that does not stop developing. Lately, it seems that the Educational System does not fit with students; they do not seem to be motivated to study or go to school. The combination of these methods could make it more interesting for learners; they could feel encouraged to participate in class, making the process of learning easier for them and even without realizing that they are studying.

This final Master's dissertation work aims at achieving several goals. On the one hand, at making a Literature Review about the Multiple Intelligences theory and the Cooperative Learning method; on the other hand, at designing a lesson plan based on these methodologies.

Firstly, the concept of intelligence and its history will be explained; it will be followed by Gardner's Multiple Intelligence theory, the Multiple Intelligence theory in education and the Multiple Intelligence theory in English education. Secondly, the Cooperative Learning method will be defined; then, some Cooperative Learning strategies will be mentioned. Thirdly, after that, a lesson plan will be deeply designed; it will consist of five sessions and a final project.

The results of this work will be presented in a diachronic, qualitative way, since I will make a research about the development of Multiple Intelligence theory and Cooperative Learning method, which will be presented with quotations and details.

This Master's dissertation work makes the following questions:

- How has the concept of intelligence developed throughout the time?
- What is the Cooperative Learning method?
- Which are some strategies that could be used to implement the Cooperative Learning method?
- Can those methodologies be combined in a lesson plan?

2. LITERATURE REVIEW

2.1 The history of the Multiple Intelligences (MI) theory

2.1.1 The concept of Intelligence and its history

"Intelligence is what the tests test" (Boring, 1923, p. 35). This sentence, as Hiser and Francis (2000, p. 118) comment on, has appeared more than once throughout the years. These authors (Hiser and Francis, 2000) explain to us that it is one of the most common definitions of *intelligence*. However, there is not a specific definition for this notion. With the passing of time, innumerable psychologists have tried to explain the meaning of this concept as Sternberg (1997, p. 1030) emphasizes in his article.

According to Rushton (1990, p. 118) the first physiologist who dealt with the concept of intelligence was Francis Galton at the end of the 19th century. In 1865, he made a research about the differences of behaviour found in individuals and about intelligence. As Rushton points out, he created some tests to measure both notions. In 1882, as López (2013, p. 50) states, Galton set up a laboratory in London's South Kensington Museum to study the differences between individuals. There, some people were paid in order to complete a battery of tests which would measure sensorial and hearing abilities among other features. As this author says (López, 2013), around 9000 people did the tests between 1884 and 1890. She adds that Galton thought that intelligent were those who had developed skills and a lot of energy.

Later, at the beginning of the 20th century, in congruence with Mora and Martín (2007, p. 308), the French Government wanted to have information about the effectiveness of the school systems. It also desired to discover if there were students with any deficit disorder. The reason for wanting to know this information, as López (2013, p. 52) supports, was to discover which children needed to attend special education classes. In order to do that, in 1905 Binet and Simon designed IQ tests for children going from 6 to 12 years old. They were divided into 5 practices aiming at exploring thought processes such as memory, mental imagery, comprehension or opinion.

These physiologists, according to López (2013, p. 51) distinguished two types of intelligences: *the ideational intelligence* and the *instinctive intelligence*. The former, encompasses the logical and verbal analysis through words or beliefs; the latter, intuition.

As López (2013, p. 51) states, Galton, Simon and Binet are considered to be the creators of the concept of intelligence; since it cannot be seen, it has to be measured,

as they did. This fact is remarked by Sternberg (1997, p. 1030). He reveals that Binet and Simon are considered the fathers of the IQ tests.

But it was not until 1911, in congruence with López (2013, p. 3010), when the German physiologist William Stern, created the term *mental age* or *IQ (intelligence quotient),* which would be represented by a number after having completed the tests of Binet and Simon. However, Binet disagreed with this idea because he thought that intelligence could not be represented simply by a number.

In agreement with Sternberg (1997, p. 1031), during the same years, in 1904, the concept of intelligence was also studied by Charles Sternberg. He indicates that one of the key concepts that define intelligence is *adaptation*. He explained that humans do not only adapt themselves to the environment; but they also react to the changes of their living conditions, which make them shape or select a new environment. Before being able to carry out this process, the individuals have to learn how to adapt themselves to the environment accepting or rejecting its features: "Many of the most creatively and practically intelligent people are people who have changed the environment, not just for themselves but for others as well" (Sternberg, 1997, p. 1031).

As said by Hiser and Francis (2000, p. 130), Sternberg differentiates between *general intelligence* and *specific intelligence*: "He called the general intelligence factor (g) and the specific factors (s)". Therefore, as these authors explain, when a person performs a task, a general factor and some specific factors are present. The specific ones will depend on the type of activity he/she is carrying out.

As Hiser and Francis (2000, p. 122) say, Wechsler was influenced by Binet and Simon definition of intelligence to make his own one. As Miles (1957, p. 159) states, Wechsler also speaks about *general intelligence*, and compares it to *electricity.* He says that both of them are considered a kind of "energy" in the sense that they have an unknown nature, but which are known by their function: "We do not know what the ultimate nature of this energy is, but as in the case of electricity, we know it by the things it does".

Some years later, in 1939, as Wechsler emphasizes (1981, p. 159), Wechsler created an IQ test for adults going from 12 to 60 years which, after some revisions, became an IQ test that measured intelligence of people as old as 75. The last correction was done in 1955, and the test was called WAIS.

As Tracy, Robins and Tangney (2007, p. 91) write, in the 1930s there were some physiologists who disagreed with the idea of factor g and s designed by Spearman. They believed that the notion of general intelligence was useless for discovering if

individuals were going to succeed in their jobs or in other every-day activities. Among these physiologists was Thurstone. As these writers explain, he thought that it was possible that human intelligence could be divided into several packages. Therefore, he created some tests in order to measure these human abilities. They were called *Primary mental abilities*; they are seven: *Verbal Comprehension, Spatial Orientation, Inductive Reasoning, Word Fluency, Associative Memory* and *Perceptual Speed*.

Howard Gardner had a similar idea on the concept of intelligence as it will be deeply seen in the following part of this final master dissertation. As Davis, Christodoulou, Seider and Gardner (2011, p. 485) explain, Gardner thought that humans do not have only a general intelligence; instead, they have eight or more intelligences. With this notion, he started to create the Theory of Multiple Intelligences in the late 1970s, as will be described later.

As we have seen, intelligence has been regarded differently throughout the years. Even if a great number of definitions for *intelligence* can be found, Neisser (1979, p. 217) exposes that it is impossible to deliver a precise description of this concept. However, there are some authors who tried to give a definition to this notion.

In order to reach an agreement on the definition, as Sternberg (1997, p. 1030) states, two surveys were conducted in 1921 and a symposium was held to synthesise all the ideas; it was the *JEP (Journal of Educational Psychology)* symposium. Among all the descriptions, the most common ones explained that an intelligent person is able to solve problems, to make decisions, to learn, to adapt him/herself to the environment and to value culture.

On their part, as Cunningam (1975, p. 54) explains, Catell and Horm came with the idea of *fluid and crystalized intelligence.* According to him, these intelligences develop in childhood in a fast way, but as children grow they become different. Fluid intelligence increases until the child is mature in the adolescence period and then disappears. On the other hand, crystalized intelligence increases throughout the adult period. However, as the author continues, crystallized intelligence appears because of fluid intelligence.

Besides, coinciding with Wechsler, there is another psychologist who partly coincides with Wechsler. It is Boring (1923, p. 36), who determines *intelligence* as a type of *power*, and the abilities of the individuals as “machines”. He explains that a machine cannot work without power, that is the reason why the power (intelligence) is more significant than the machines (abilities): “It is idle to speculate as to which is the more important, the power or the adaptive device for the utilization of the power; and it is folly to bet one's fortune on the power, forgetting the machine.”

2.1.2 Gardner's Multiple Intelligences theory

As mentioned above, as Davis, Christodoulou, Seider and Gardner (2011, p. 485) state, there are some theories which oppose Spearman's *general intelligence*; for instance, Thorndike thought that intelligence was divided into three parts: abstract intelligence, mechanical intelligence and social intelligence; in addition to this, the theory designed by Thurstone previously explained; moreover, Guilford said that intelligence consists of four content categories, five operational categories and six product categories. Among all the challengers of Spearman's concept of intelligence, the most popular one, as Davis, Christodoulou, Seider and Gardner postulate, is Howard Gardner's theory of Multiple Intelligences.

Şener and Çokçalışkan (2018, p. 125) say that Gardner thought that the individuals do not have a single intelligence; instead, they have at least nine. However, depending on the person, some intelligences would be more developed than others: "His assumption is that all people have these intelligences but in each person one of them is more pronounced". In congruence with these authors, nowadays the academic differences between students can be understood because of the Multiple Intelligences Theory.

Howard Garder himself (Gardner, 1987, p. 21) explains that when the intelligence test of Binet and Simon was created, it was really important for society. It was due to the society of the epoch. They could, for example, calculate if children would be tall or short when they become adults; and after the Binet and Simon's test, they could also be able to measure how intelligent a person was.

However, Gardner (1987, p. 21) says that he disagreed with this type of test. It is because he thinks that they can be completed in a few minutes; and therefore, this is not enough time to measure the intelligence of a person: "I just think the notion that you can measure something as precious as a person's intellectual ability in three to five minutes is fatally flawed". Moreover, as he adds, the most debated fact is that a child would do the same IQ test as an adult.

Gardner (1987, p. 22) remarks that he was influenced by the ideas of Piaget. He admits that although Piaget was trained by Binet, he did not speak too much about intelligence tests. Instead, Piaget was interested in the individuals' development of intelligence during their childhood.

From this Piagetian ideas, as Gardner continues, he thought that the mind could do several types of things which, later, were given a name. They were called

intelligences: “I decided to call the different kinds of the minds *intelligences*” (Gardner, 1987, p. 24).

In order to explain these kinds of intelligences, Gardner (1987, p. 25) firstly defined intelligence as a capacity to reason and to sort out issues: “An intelligence is an ability to solve a problem or to fashion a product which is valued in one or more cultural settings”. According to Gardner, the difference of this definition with the others is that it does not say that it is neither an inborn ability nor can be measured in a three-minute intelligence test.

As a result, in congruence with Davis, Christodoulou, Seider and Gardner (2007, p. 485), the theory of Multiple Intelligences postulates that everyone has at least eight intelligences that help them to face the problems of life and solve them.

Gardner (1987, p. 29) says that he firstly proposed seven intelligences. But later, as Şener and Çokçalışkan (2018, p. 125) underline, he added two more; therefore, nowadays there are nine types of intelligences in the Multiple Intelligence Theory. In his journal article, Horacio (2002) summarises the content of each one.

Firstly, *verbal-linguistic intelligence*. As Horacio (2002) states, it is the ability to write and speak adequately. It includes the accurate use of syntax, phonetics, semantics and pragmatics. It is common for writers, poets and journalists to have this capacity. Besides, it can be noticed in those students who like writing stories, reading and who easily learn other languages.

Secondly, *logical-mathematical intelligence*. In agreement with Horacio (2002), it is the capacity to reason and to solve mathematic operations successfully. Şener and Çokçalışkan (2018, p. 126) add that the learners having this intelligence are supposed to investigate patterns and relationships. Horacio (2002) says that this is a popular ability of scientists, mathematicians, accountants and engineers. Moreover, students with a logical-mathematical intelligence show themselves enthusiastic when they make calculations and solve abstract problems.

Thirdly*, visual-spatial intelligence*, or as Gardner (1987, p. 28) says “The ability to form a representation of the world”. Individuals with this intelligence, according to Horacio (2002), think in three dimensions: they can perceive external and internal images, modify them and produce or decode graphic information. It is present in pilots, seamen, sculptors, painters and architects, among others.

Fourthly, *musical intelligence*. In congruence with Horacio (2002), those students who are attracted by the sounds of nature and by all type of melodies, and who enjoy marking the meter making any noise rhythmically are those who have musical intelligence. It is therefore the ability to perceive, transform and produce

musical forms including rhythm, tone and pitch. It is common to find it in people who are good at music as singers or composers.

Fifthly, *bodily-kinaesthetic intelligence*. As Horacio (2002) explains, it is the capacity to use the body in order to express ideas and feelings; furthermore, these people find it easy to use their hands to manipulate and transform things. It includes coordination, technical skills, balance, flexibility, strength and speed. It is typical of athletes, dancers, surgeons and craftsmen. In the educational centres, bodily-kinaesthetic intelligence can be identified in those students who excel at sport, dance, body language and construction works.

Sixthly, *interpersonal intelligence*. Şener and Çokçalışkan (2018) emphasize that this intelligence requires empathizing with other people, understanding the feelings, emotions, motivations, believes and desires of them. According to them (Şener and Çokçalışkan, 2018) those are friendly individuals who are willing to participate in social activities. Students with an interpersonal intelligence are good at cooperative activities and group work. Horacio (2002) includes that interpersonal people are very expressive with their faces, tone of voice and gestures. He says (Horacio, 2002) that it is typical of actors, politicians, salesmen and teachers.

In the seventh place, *intrapersonal intelligence*. Davis, Christodoulou, Seider and Gardner (2011, p. 126) comment that those people who are able to understand their own feelings and emotions, motivations and wills have intrapersonal intelligence. In addition to this, Horacio (2002) underlines that these individuals have a stable self-esteem, a beneficial self-understanding and a suitable self-discipline. He highlights (Horacio, 2002) that it is deeply-developed in theologians, philosophers, and psychologists. Besides, students who reason and who give advice to their partners have intrapersonal intelligence.

In the eighth place, *naturalistic intelligence*. Horacio (2002) claims that individuals having naturalistic intelligence are able to distinguish, classify and use elements belonging to the environment: objects, animals or plants not only from the natural environment, but also from the city. Those people can observe, experiment, and reflect on their environment. Şener and Çokçalışkan (2018, p. 126) add that these individuals who love nature such as astronomers, biologists and zoologists are included in this group. Horacio (2002) says that learners having a naturalistic intelligence are interested in animals and plants. They are also curious about nature.

In the last place, *existential intelligence*. Şener and Çokçalışkan (2018, p. 126) suggest that people who have existential intelligence usually question about life and death and existence. This is a new intelligence which was included by Gardner in 1999.

Fernández and Mihura (2015, p. 8) emphasize that Gardner made a metaphor. He said that if it is thought that individuals have just one type of intelligence, it is being indicated that this person has a computer in his/her brain that can perfectly work, can work making mistakes, or cannot work. Consequently, in congruence with these authors, people would be labelled as smart, normal or unintellectual; nonetheless, the Multiple Intelligences theory proclaims that people have several computers in their brains that function individually and, thus, some of them may work more suitably than others.

Gardner (1987, p. 30) admits that although there are other pluralistic theories about intelligence, his theory differs from these and from the others that support the IQ tests in some aspects. In the first place, his studies are based on biological studies because they describe the organization of the brain divided into several intelligences; moreover, each intelligence is individual and, therefore, they develop separately; besides, his theory takes into account the different cultures because they would be the same for people having other learning and cultivation; finally, it focuses on creativity and gifts that people have, it gives individuals the opportunity to feel that even if they are not gifted in all the areas, they still are intelligent, because they do not have to be talented in all of them.

2.1.3 The Multiple Intelligences in education

As Cantantinescu (2014, p. 3349) explains, Gardner thought that the Multiple Intelligences theory should be taken into consideration in the classroom. As the writer states, all humans have their own types of intelligence and their ways of studying; therefore, teachers should help their students to learn adapting the classes to their types of intelligences.

Moreover, according to this writer (Cantantinescu, 2014, p. 3346), being a teacher is a challenging procedure since a mentor has to assume many roles and to take innumerable responsibilities: “A mentor should be a counsellor, a teacher, an evaluator, a role model, a guide, a friend. A mentor should be able to develop different competences and strategies in different situations, at different stages, with different personalities”. As Cantinescu says, the Multiple Intelligences theory may help the instructors to prepare themselves and to carry out all these functions.

Luca (2004, p. 4) explains how to foster the Multiple Intelligence theory in the classroom. First of all, teachers should not only comprehend the theory but also design their own model to successfully impart this knowledge to their students. She

comments that mentors might identify which intelligences they have and think about the way to develop them in their daily lives. She continues by saying that this may help instructors to know their weaknesses and strengths. Besides, teachers should understand, in congruence with this author, that every student would have all the intelligences; however, some of them may be more developed than others.

The developing of the intelligences may depend on several aspects as Armstron (1999, p. 147) explains. Firstly, the genetic factors and the damage the brain may have suffered before or after the birth; secondly, the life experiences with the students' family, teachers and friends who may have influence on the learners; lastly, the cultural environment, the epoch and the context where the individuals were born and spent their childhood.

According to Díaz, Verela and Rodríguez (2017, p. 79), teachers have a fundamental role in the classroom when they teach with the MI theory. Moreover, they are opposed to traditional teachers because they are constantly changing the methodology. On the one hand, in a traditional classroom, the instructors talk to the students, ask them questions and help them to complete exercises. On the other hand, the MI teachers do not have to design the same class for each type of intelligence; instead, they go from the musical area to the logical-mathematical one, from the linguistic to the kinaesthetic, and so on.

As Fernández and Mihura (2015, p. 7) assert, before implementing the MI theory, Gardner advises identifying the intellectual profile of students at an early age to improve and develop the learners' education. But, as they comment on, since each one has a different configuration of intelligences, there should exist a personalised educational plan.

In order to implement this personalised educational plan, as these writers claim, Gardner suggests that teachers observe their students to discover if it is more favourable for them to improve their difficulties, to focus on their strengths or work all the Multiple Intelligences simultaneously. The mentors should, as they continue saying, do an individual study of the learners bearing in mind the available resources and the needed time to perform the procedure.

Moreover, Luca (2004, p. 7) asserts that once teachers have discovered the most frequently developed intelligences of each student, they should adapt the activities to these intelligences. Sabriye Şener and Ayten Çokçalışkan (2018, p. 126) emphasize that if teachers try to adapt activities to all the types of intelligences, they will make sure that all the students participate in class, since they will feel confident: "If teachers understand there are different intelligences types in their classes, they can

effectively carry out their lessons involving in all students, not just those who read and write or calculate well".

There have been some research studies that verify the success of this adaptation. Díaz et al. (2017, p. 81) note that in the educational context, the MI theory offers a bank of benefits for a great number of elements; for example, it reinforces the teaching-learning process and focuses on attention to diversity; it also creates stronger ties between the educational centres and the families, and it inspires teachers to design innovative projects.

For instance, Lai (2016, p. 431) made a research about the MI theory for 5 years where he verified that learners were more successful if the activities were adapted to the different intelligences. He proved that students having similar intelligences had resembling learning preferences. Giving some examples, he says that intrapersonal intelligence students would rather work alone to complete individual activities; furthermore, kinaesthetic intelligence learners may do activities such as mind- maps or hand-working exercises.

Besides, Hopper and Hurry (2000, p. 27) observed that their students did not realize that they were learning as much as they were because they had fun in the classroom with the MI theory. Moreover, they say that students learnt more comfortably since their instructors became guiders rather than teachers who seem to know everything and communicate it to them.

Luca (2004, p. 2) adds that there are some educational centres that have been working with the MI theory for more than ten years. The results, according to her have been extremely positive. Apart from all the mentioned advantages, the MI theory brought other benefits as the improvement of behaviour, increase of self-esteem, development of cooperation, increase of interest and amelioration of knowledge. Hopper and Hurry (2000, p. 28), for example, discovered that the behaviour of students ameliorated after putting the MI theory into practice.

Briefly, in congruence with Hopper and Hurry (2000, p. 29), the MI theory is a powerful tool in the classroom because, as has been commented on, it brings a bank of benefits. In the English classroom, it is also extremely favourable as will be described in the following section.

2.1.4 The Multiple Intelligences in teaching English

The MI theory, as stated by Dolati and Tahriri (2017, p. 2) and as explained above, has been proved to have a big impact in education. These authors comment that, particularly, it is very effective in the foreign language classroom.

There are some researchers who think that the most prosperous learners in the English classroom are linguistic and intrapersonal intelligence students. For instance, Lyitoglu and Aydin (2015,) wanted to know the relation of the MI Theory with the reading skill in the English classroom. The results of their study show that verbal-linguistic and intrapersonal intelligence students were better readers than interpersonal or kinaesthetic intelligence students.

Besides, Ahmadian and Hosseini (2012) did another study about the relation that the Multiple Intelligences Theory has with the writing ability in the English classroom. In this case, coinciding with the one above, the interpersonal and verbal intelligence students were the most successful learners.

However, it has been proved that if teachers work with all the intelligences, all the students could improve their English:

Arnold and Fonseca (2004, p. 125) explain that the English learning process can be extremely favourable and motivating if teachers' methodology is based on the MI Theory because they could be able to design a great number of different activities to review the contents: " Not only does this variety of presentations allow students to learn in their own best ways, it also helps to reduce boredom as language learning requires frequent circling back over the same material if learning is to be sustained".

Moreover, Madkour and Mohamed (2016) carried out a research about the impact of MI Theory on the English classroom. At first, they found that students of English did not have enough motivation to study English and they did not have a suitable level, thus, they found it difficult to communicate in this language. At the beginning of the study, they administered students a survey that helped them to discover their most developed intelligence. Once they knew it, they started to be more motivated and, consequently, their language skills improved.

Furthermore, as Şener and Çokçalışkan (2018, p. 126) explain, the MI theory is strongly related to the different learning styles. In congruence with them, if teachers know the preferable intelligences of their students, they would discover their learning styles and, therefore, they could help them to be more successful. As they say, there

are six types of learning styles which teachers should take into consideration to help their students:

Firstly, as they comment on, visual students learn observing their teachers; that is why it would be suitable for them to be sit in front of the class. Secondly, auditory students should read texts aloud in the class or listen to their partners since it is the best way they learn. Thirdly, tactile learners need to move their hands while they study; they could highlight texts or take notes of what they listen. Fourthly, individual learners analyse information carefully and pay attention to all the details. Fifthly, kinaesthetic learners who need to keep contact with the physical world because they find it difficult to be concentrated. Lastly, group learners, who are better at working with other students because they know how to actively communicate with their partners.

Şener and Çokçalışkan (2018, p. 127) state that it is very important for language teachers to know their students' Multiple Intelligences and their learning styles: "Exploring this learning style and multiple intelligence type will allow them to identify their personal strengths and weaknesses and learn from them."

To conclude this part, as Lyitoglu and Aydin (2015, p. 9) say, although there are some researchers who have stated that the most successful students in the English classroom are those whose most often developed intelligences are the linguistic and intrapersonal ones, teachers could help their students in the foreign language classroom to improve their English.

2.2 Cooperative Learning

2.2.1 The Cooperative Learning method in education

Pliego (2011, p. 65) tells us that in Greece the philosopher Socrates taught their students to work in groups and to open dialogues with their partners. During the Middle Age, as she mentions, the artists considered it crucial to work with other artists in order to learn the methods that the others applied to their works.

Giménez (2014, p. 232) explains that people have always worked in groups; nevertheless, it was not until the 1970s when this method started to improve and new cooperation techniques began to be put into practice with favourable results.

Nowadays, in education teachers can implement the Cooperative Learning method. As Johnson, Johnson and Smith (2014, p. 87) define, it is the best Method for students to learn in class. They say that *Cooperation* means working in groups helping

each other to achieve their goals: “In the ideal classroom, all students would learn how to work cooperatively with others, compete for fun and enjoyment, and work autonomously on their own”. Moreover, they add that this method is beneficial for all the learners because they learn how to solve problems together.

As Johnson, Johnson and Holubec (1999, p. 3) reveal, the Cooperative Learning method opposes others such as the Individual one, which is implemented in a lot of educational centres. According to them, the Individual Learning method makes students work alone. It is less favourable for them than the Cooperative Learning method, as they say.

As a contrast, with the Cooperative Learning method students have conversations with their partners. Berger and Hänze (2015, p. 296) explain that it is important that students have a suitable communication in the Cooperative Learning method since they would be more successful if their interaction is appropriate: “In cooperative learning settings, the learning process crucially depends on the quality of the interaction between students.”

Pliego (2011, p. 66) shows us that the principal objective of the Cooperative Learning method is that all the members of the groups learn the educational contents respecting the academic differences between them. Besides, Giménez (2014, p. 240) remarks other goals such as to offer students the opportunity to be more responsible in the teaching-learning process, improve the atmosphere of the class and the relationship between the students and the teachers and be innovative leaving traditional methodologies behind.

However, as Gillies (2016, p. 40) warns, it is not enough to group the students and let them work because on many occasions the cooperative groups could work unfavourably: “Group members often struggle with what to do and discord can occur as members grapple with the demands of the task as well as managing the processes involved in learning such as dealing with conflicting opinions”. In order to avoid struggles, Gillies says that there are some elements which need to be included in the implementation of the method.

Firstly, positive interdependence, which according to Gillies (2016, p. 41) will let students know that they will be successful if everyone in the group work together. Secondly, helping each other in the tasks or, as the author mentions, “promotive interaction”. Learners should give feedback to their partners, try to solve their problems together and encourage the other members to do the exercises. Thirdly, as Pliego (2011, p. 67) comments on, individual accountability; students have to be responsible to complete their works. Lastly, according to Pliego (2011, p. 67) simultaneous interaction; the groups will have suitable conversations; she also

mentions that the groups should have an even number of members since it will make the process of interaction easier.

Gillies (2016, p.41) explains that these four components have to be well taught if teachers want their students to be successful: “students who were trained to cooperate and help each other are: more inclusive of others; respectful and considerate o others’ contributions; and, provide more detailed explanations to assist each other’s learning”.

However, as Sharan (2010, p. 300) asserts, students are not the only ones who have to prepare themselves for Cooperative Learning, but teachers also should. They have not only to be informed about the method, but also have to learn new behaviours, be patient with students, give them enough time to complete their tasks, encourage and support their learners and give feedback to them.

Once the teacher has implemented Cooperative Learning, he/she should assign a role to each member of the group. As Alcarria (2015, p. 8) states, there are five roles. In the first place, the moderator; he/she has to control the time, make sure that the other members respect the others’ speaking time, and manage the activities; in the second place, the secretary, who takes notes of the decisions and agreements of the group; in the third place, the overseer, who has to encourage the others to participate and make sure that everyone abides the rules; in the fourth place, the coordinator of tasks, who makes sure that the work is done; lastly, the observer, whose task is to supervise that everybody plays his/her role correctly.

Besides, this writer comments that every group should have a notebook where they would write a diary with the activities carried out every day. The aim of this task is to consolidate the group and make patterns of the different exercises that are done.

Teachers who have followed these steps have verified that this Learning Method has a lot of benefits for students. For instance, Hsiung (2012, p. 131) made a research to prove if Cooperative Learning was more favourable than Individualistic Learning. At the end of the study, he ascertained that the former method was more advantageous for learners than the latter: “The results in Tables 3, 4 and 5 clearly show that the students in the cooperative learning condition achieved a higher level of academic performance in both the homework and unit tests than those in the individualistic learning condition”.

Apart from academic advantages, Giménez (2014, p. 232) asserts that the Cooperative Learning method motivates students, makes them have a more positive attitude and raise their self-esteem. Another point that she highlights is that the Cooperative Learning is a key point for attention to diversity and inclusion since it

promotes a positive environment, keeps in mind heterogeneity and, consequently, would help all students emotionally.

Overall, the Cooperative Learning method is not new; however, with the passing of time it is improving and developing. As will be explained in the following sections of this study, there are some methods which can be applied in the cooperative classrooms.

2.2.2 Some Cooperative Learning strategies

There are a lot of strategies that can be applied to the cooperative classroom and which students can find interesting. Several authors explain them.

The first strategy that can be used at the beginning of the school year, as Hernandez (2002, p. 74) explains, is the *Team- Building Strategy.* This is a good activity to break the ice. Each student of the class will present him/herself to others, he/she will also say which people she/he would like to be in their groups. Once everyone has a group, they will establish some behaviour rules and they will assign the cooperative rules. These groups, as the author explains could be at first established by the teacher; with the passing of days, every group would invent new rules.

Secondly, *Circle of Speakers*. As Jacobs (2004) explains, in this activity, there are groups of 4 students. Each student is going to speak for a few minutes while the others take notes, ask questions or give answers to the one who is talking. After that, the teacher will ask a student of every group to summarise what his/her partners have said. Jacobs (2004) says that this activity can be carried out in a written way as well.

Thirdly, *Write-Pair-Switch*. Jacobs (2004) comments that to perform this technique, students start working individually to write several questions. Then, they choose a partner, ask them and answer their peer's questions. After that, they will choose another partner to share the information previously collected.

Fourthly, *Question-and-Answer Pairs*. As Jacobs (2004) describes, students firstly work alone and write some questions. Then, they answer their own questions. After that, they give a sheet of paper with their questions to their partners, everyone writes their answers. Finally, students share their answers.

In the fifth place, *Peer Tutoring,* which according to Eskay, Onu, Obiyo and Obidoa (2012, p. 933), gives some students of each group the role of the teacher and

teach their other partners concepts, skills or other issues. They say that this strategy helps students to be successful, ameliorates their behaviour and makes them more mature.

Besides, *jigsaw*. As Karacop and Doymus (2013, p. 187) mention, it was first designed in 1978. Like the other cooperative methods, it has some benefits for students, such as the facility to learn the contents, students help each other and are active in class. In this case, the class will be divided into groups, then the teacher will explain that the content of that session will be subdivided; after that, each learner chooses a part of this subdivided content; the following step is that all the students with the same part form a group and study the content and are prepared to teach this part to their partners; then, people belong to each part (one from each) form a new group; finally, each person explains his/her part while the others take notes.

The following cooperative method is *Group Investigation*. It is deeply analysed by Mitchell, Montgomery, Holder and Stuart (2008, p. 389). Students are divided into groups and they decide which topic they want to investigate. Then, they collect the information and write it with photos or pictures. Finally, they present the work to the class.

The Teams-Games-Tournament is another effective cooperative method. Van Wyk (2011, p. 184), writes that in this case, students play academic games that make them learn without realizing it. They are divided into groups and compete with the others to get the greatest number of points and be the winners.

In addition, *Team Assisted Individualization (TAI)* could also be implemented in the cooperative classroom. Slavin (1984, p. 34) defines it as a combination of cooperative learning and a individual instruction. It is cooperative learning because all the students work on the same topic and help each other, but it is individual because each one works with a specific programme and it might be possible that all the members of the group do not have the same objectives. At the end of the task, if everyone has achieved his/her goals and all the members of the groups have worked helping each other, they will receive a reward.

Pelegrín (2014) talks about the *Round Robin Strategy*. In this method the teacher is going to choose a topic for all the groups. After that, each group will take a sheet of paper; then, each person will write a sentence about the topic. When everyone has finished they read the result to the other groups.

Hoseyn and Davoudi (2012) state that there are some famous structures of cooperative learning called Kangan Structurues. They explain some of them:

Inside-Outside Circle. As they describe, to carry out this task half of the class form a circle; the other half stand in front of a person of the circle. The pairs start to talk in English and review vocabulary. The teacher decides when they exchange roles or pairs.

Round Table. Hoseyn and Davoudi (2012, p. 1139) comment that in this activity the teacher firstly ask a question to the students which could have several answers, such as name all the food types that you can find in a supermarket; secondly, groups write their thoughts in a sheet of paper. After that, they have to order all the words alphabetically and grammatically. At the end, the group which has more words with an appropriate order will be the winner.

The last one, as these authors explain, is *Story Scramble*. The teacher will choose a story, print it out and cut it into several parts; after that, the instructor will introduce the parts into an envelope and give one copy to each group. Each member of the group will have a part of this story and have to read it aloud. The group will decide the appropriate order of the story. At the end, the first group to have the whole story ordered will be the winner.

To conclude, there are plenty of strategies that can be used to motivate students and make the learning process more attractive. English can be a really interesting and enjoyable subject if teachers put these methods into practice.

3. LESSON PLAN

3.1. Presentation and justification

This didactic unit represents the seventh one in the curriculum for the 2nd year of Compulsory Secondary Education in the school *La Purísima*, which is located in the province of Jaén. It follows the Organic Law for the Improvement of Education (8/2013 Dec, 9th); specifically, Royal Decree 1105/ 2014 December 26th (BOE January 3rd 2015), and Decree 110/2016, June 14th (BOJA, July 29th).

Music and travelling have been chosen as the main subjects of this lesson plan. They are presented in an engaging way since they are introduced through the sessions aiming at learning about the Eurovision contest. Therefore, one of the main objectives of this didactic unit is that students learn part of the European culture. Culture is included in one of the seven Key Competences that the law establishes – Cultural Awareness and Expression – (Decree 110/ 2016 June, 14th). Thus, it is essential for students to gain consciousness about their cultural heritage.

Besides, in almost all the activities students will have to communicate orally and in written contexts. Another Key Competence of the law is Competence in

linguistic communication (Decree 110/2016 June, 14th); learners have to be able to communicate, and the activities of this lesson plan will foster interaction. Moreover, the third Key Competence is Digital Competence (Decree 110/2016, June 14th); throughout this unit students will make use of the new technologies watching videos and doing other interactive tasks.

Furthermore, students will be able to communicate in different contexts, to respect the others' opinion, to take decisions and to interact with the others according to rules they previously decided. All these behaviours are part of Social and Civic Competence, the fifth one set by the law (Decree 110/2016).

In addition, these sessions will improve students' way of planning and achieving their objectives; the 6th Competence established by the law is Sense of Initiative and Entrepreneurship (Decree 110/2016, June 14th), which aims at helping students to change thoughts into real plans or actions.

Moreover, another central goal is to improve learners' skills of English and to foster communication and interaction between them. *The Common European Framework of Reference for Languages* (CEFRL, 2001) describes these objectives in chapters 5 and 6. They deal with the significance of communicating in different contexts as well as developing diverse language strategies and competences.

3.2. Contextualization

This lesson plan has been designed for a group of Second Year of Compulsory Secondary Education belonging to the educational centre *La Purísima.* It is located in the city centre of Jaén. It is a place with a lot of labour participation; there are some banks, a juvenile court, a police office, an ambulatory, some markets, restaurants and other public institutions. The majority of the students belong to the upper-middle class. There is not much intercultural diversity.

This educational centre has three educational stages: childhood education, primary and secondary education. "La Purísima" is a centre with four floors and some playgrounds. Almost all the building is new. The oldest part is the last floor, which is devoted to Secondary Education. The school has a floor for every stage: the first for Infant Education; the second and third for Primary Education and the last one belongs to Secondary Education. It has two playgrounds, an events room, a church and a gym.

When students start Secondary education they buy a laptop to do digital and interactive activities. Teachers work with students in the chrome classroom platform, where they can upload and correct tasks, show the correction of exams or do other

interactive activities. They also communicate with the families of the students through this application.

The didactic unit has been designed for a group of twenty-four students (twelve girls and ten boys) belonging to the second year of Compulsory Secondary Education. They form a heterogeneous group, which means that there are diverse levels, capacities aptitudes and attitudes.

They are sitting in groups of 4 people. Each group's desks form a rectangle shape that promotes interaction and Cooperative Learning. Broadly speaking, there are no serious disciplinary problems in the classroom; instead, they are willing to participate in class and they know how to work in groups.

In general, their curriculum coincides with that of low/pre-intermediate (A2) stated by *the Companion Volume with New* Descriptors (CEFR, 2018). However, each student has a way of learning and the Multiple Intelligences Theory will help them to learn in an easier way.

The school is provided with digital blackboards and Internet access which make the teaching-learning process more attractive. Teachers are able to teach their students in other classrooms (the music classroom, the gym) if they inform the headmaster in advance. In this case, the English teacher previously books the music classroom and the gym for the third and the last sessions.

The unit has been divided into six sessions. Each session lasts around 50-55 minutes, leaving 10 minutes for organise the class at the beginning, and for doubts at the end. The first five ones aim at teaching students the names of the European countries, vocabulary about music, travelling, the future verb forms and several issues about Eurovision. The last session is a final project in which students will participate in a contest "Eurovision contest". Here, apart from doing a performance, they will put into practice everything they learnt.

Coinciding with the Day of Europe and the date of Eurovision contest, this didactic unit will be carried in the month of May. During the first days of the month the first five sessions will be put into practice, and the final project will take place on the 9th of May, which is the Day of Europe.

3.3. Methodology

The Methodology used for this didactic unit is the Cooperative Learning method and The Multiple Intelligences theory. Each student has a way of learning depending on

his/her most developed intelligences. This didactic unit includes activities for all the types of intelligences. In this way, all the students will feel motivated to do the tasks and they will find the process of learning easier and more attractive.

Moreover, with the Cooperative Learning method they can help each other to achieve their objectives. Communication will be fostered and they will interact in English, improving their skills.

Every month, students change their seats so that everyone can interact with more students. The teacher makes the group because they need to be heterogeneous. Since this didactic unit starts at the beginning of May, students need to assign roles and establish new rules (this will be the first activity of session 1).

To make the teaching-learning process more engaging and innovative, technological materials will be used. Furthermore, the final project will let students plan a creative task encouraging their imagination and inventiveness.

The combination of the Cooperative Learning method and the Multiple Intelligences theory makes that all students feel integrated and more willing to actively participate in class, helping each other, learning how to work in groups, learning from others, leaving the comfort zone and developing their intelligences.

3.4. Timing

This didactic unit was designed to be carried out during the third term of the school year 2018-2019, specifically, during the first weeks of May (from 29th of April to 9th of May), which corresponds with the Day of Europe (9th of May). However, it was not implemented because there was not enough time.

Monday, 29th April	**Tuesday, 30th April**	**Thursday, 2nd May**	**Monday, 6th May**	**Tuesday, 7th May**	**Thursday, 9th May**
Session 1: Which countries belong to Europe?	Session 2: Let's travel to the future	Session 3: Do you like music?	Session 4: Let's vote!	Session 5: Let's plan the performances	Session 6: Eurovision contest!

Figure 1. Timing

3.5. Objectives

- **Didactic objectives:**

- To learn the names of the European countries which are part of cultural heritage.
- To learn vocabulary related to travelling, means of transport, music and musical instruments.
- To be able to communicate in groups orally and in written contexts to plan a performance.
- To express future events distinguishing the future simple (will) and the future continuous (be going to).
- To be aware of the pronunciation of the learnt vocabulary and expressions.

- **Stage objectives:**

- Royal Decree 1105/2014:
- B. To develop and consolidate a study routine individually and in group as a central condition to perform the tasks correctly.
- E. To develop basic skills to search information and learn it. It will help them to learn how to use new technologies and have a critical thinking.
- G. To develop an entrepreneurial spirit, self-confidence, participation, critical thinking, personal initiative and the capacity to learn how to learn, plan, take decisions and take responsibilities.
- J. To know, value and respect the basic aspects of the culture and history of others as well as the artistic and cultural heritage.

- **Foreign Language objectives**

- 1. To listen and comprehend specific information of oral and written texts in different communicative contexts, with a respectful attitude, tolerance and cooperation.
- 5. To write simple texts with different purposes about different topics using the correct resources of coherence and cohesion.
- 8. To develop the capacity of working in groups, refuse gender discrimination or other type of discernment, reinforcing social skills and affective capacities, which are necessary to solve conflicts and refusing stereotypes and prejudices.

- **Key Competences**

- 1. Competence in Linguistic Communication.
- 2. Digital Competence.
- 5. Social and Civic Competences.

- 6. Sense of Initiative and Entrepreneurship.
- 7. Cultural Awareness and Expression.

3.6. Contents

Comprehension and Production strategies -Listening and understanding videos and texts about Eurovision. - Designing a project about a performance.	**Communicative functions** -Producing an oral presentation describing their final performance. -Voting the best group in the final task. -Working together and cooperating with the other members of the group.
Linguistic exponents -Vocabulary related to the names of European countries, travelling and music. -Pronunciation about the learnt words.	**Sociocultural and Sociolinguistic aspects** -Getting to know the names of European countries and their location. -Approaching Eurovision: what it is, when it started, first winners and songs.

Figure 2. Table of contents

3.7. Cross Curricular issues and interdisciplinary aspects

Cross Curricular issues	Interdisciplinary aspects
1. Creativity 2. Patriotism	3. Geography 4. Music

Figure 3. Cross Curricular and interdisciplinary aspects

3.8. Methodology (Step-by-step planning)

Day	Activity	Description	Skills	Cooperative strategy	Intelligences	Materials
1	Breaking the ice (10')	Students decide the cooperative roles and the rules of the group	Speaking, interaction, listening and writing	Team building strategy	Verbal-linguistic and interpersonal intelligences	Basic material (pen and paper)
1	**Learning European countries**	Students search in the Internet the	Speaking, interaction, listening,	Round Table	Verbal-linguistic, interpersonal,	Internet access, European

	(10')	names of European countries and write them in a map	writing and reading		visual-spatial and logical-mathematical intelligences	maps and basic materials
1	**Guess where (10')**	Each student writes the names of 10 countries in a map. Then in pairs they have to guess the countries of their partners making questions	Writing, speaking, interaction, listening	Teams-Games-Tournament	Intrapersonal, interpersonal, verbal-linguistic, visual-spatial and logical-mathematical	European maps, basic materials
1	**Investigation (20')**	Every group searches in the Internet information about Eurovision	Reading, writing, speaking, interaction and listening	Group investigation	Verbal-linguistic, interpersonal and visual-spatial intelligences	Internet access, questions provided by the teacher and basic materials
2	**Grammar (15')**	Students watch a video about "will" and "going to". Then they write some questions and ask them to their partners.	Listening, writing, reading, speaking and interaction	TAI and Write- Pair-Switch	Verbal-linguistic, intrapersonal, interpersonal, musical, visual-spatial and logical-mathematical intelligences	You tube video and basic materials
2	**Vocabulary (15')**	Students have to search the names of some transports and tell their partners using the future which	Reading, writing, speaking and interaction	Group investigation and a kind of write-pair-switch	Verbal-linguistic, intrapersonal, interpersonal, bodily-kinaesthetic, visual-spatial and logical-mathematical intelligences	Transport cards, Internet access, map and basic materials

		is the best means of transport to go to a country they choose				
2	**Let's sing (5)**	Students listen to a song and sing it	Listening and speaking	TAI	Visual- spatial, verbal-linguistic and musical intelligences	You tube video and lyrics of the song
2	**Reading (20')**	Each student has a part of a reading. They summarise it. Then, they tell their partners the content of their parts and the other members summarise it.	Reading, speaking, listening and interaction	Jigsaw reading	Verbal-linguistic, logical-mathematical, interpersonal and bodily-kinaesthetic	Text about Eurovision provided by the teacher, sheet to summarise the text, basic materials
3	**Vocabulary (10')**	Students look for musical instruments in the music classroom	Speaking, interaction and writing	Round Table	Naturalistic, visual-spatial, interpersonal, bodily-kinaesthetic and verbal-linguistic intelligences	Basic materials
3	**Writing (30')**	Students imagine that they are famous and write a story	Writing, speaking, interaction and reading	Round Robin strategy	Verbal-linguistic, interpersonal, intrapersonal, naturalistic and bodily-kinaesthetic	Basic materials
3	**Vocabulary review (10')**	Students review vocabulary	Speaking and interaction	Inside-outside circle	Interpersonal, verbal-linguistic, bodily-kinaesthetic and	No materials. Students stand up

					naturalistic intelligences	
4	**Listening (15min)**	Students watch some videos, write typical expressions and compare the information	Listening, writing, speaking and interaction	TAI and a kind of write-pair-switch	Musical, interpersonal, intrapersonal, visual-spatial and verbal-linguistic intelligences	You tube videos and basic materials
4	**Game (35')**	Students compete in groups playing a game. They have to answer the questions the teacher asks.	Listening, writing, speaking and interaction	Teams-Games-Tournament	Verbal-linguistic, visual-spatial, musical, bodily-kinaesthetic, naturalistic and interpersonal intelligences	Question provided by the teacher and one bell for each group
5	**Review (5')**	Students answer several questions to find the mysterious words	Writing, reading, speaking and interaction	A kind of write-pair-switch	Logical-mathematical, visual-spatial, verbal-linguistic, intrapersonal and interpersonal intelligences	Sheets provided by the teacher and basic materials
5	**Writing (40min)**	Students design poster explaining their performance Then, they present in front of the class	Speaking, interaction, writing and listening	Group investigation	Verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinaesthetic and interpersonal intelligences	Posters and basic materials
6	**Performances (40')**	Each group make a presentation and then they do their performance	It depends on the group	A kind of group investigation	All the intelligences	It depends on the group

6	**Speaking (10')**	Students vote for the best performance	Writing, speaking, listening, reading and interaction	A kind of group investigation	Verbal-linguistic and interpersonal intelligences	Basic materials

Figure 4. Step-by- Step methodology

3.9. Attention to diversity

- *Extension activities for fast finishers*. Since almost all the tasks are done in groups, fast finishers will help slow learners to do their tasks in case they have doubts. In this case slow learners could feel motivated and will find fewer problems to finish their activities.

- *Reinforcement for slow learners*. Slow learners could be helped by fast finishers. Moreover, they can meet the teacher privately to solve doubts.

3.10. Evaluation Criteria

- Whether or not students have learnt the names of the European countries which are part of cultural heritage.
- If learners have learnt the vocabulary related to travelling, means of transports, music and musical instruments.
- Whether or not students are able to communicate in groups orally and in written contexts to plan a performance.
- If students express future events distinguishing the future simple (will) and the future continuous (be going to).
- Whether or not students are aware of the pronunciation of the learnt vocabulary and expressions.

3.11. Indicators of Achievement

Every student:

- Knows the names of the European countries which are part of the cultural heritage.
- Recognises the vocabulary related to travelling, means of transports, music and musical instruments.

- Is able to communicate in groups orally and in written contexts to plan a performance.
- Expresses future events distinguishing the future simple (will) and the future continuous (be going to) tenses.
- Is aware of the pronunciation of the learnt vocabulary and expressions.

3.12. Instruments of evaluation and marking criteria

TASK	PERCENTAGE	RESULTS
Attitude and participation while doing cooperative activities	20% (teacher observation)	
Poster work and oral presentation	40% (rubric)	
Activities in class	20%	
Final task	20% (rubric)	_____/100%

Figure 5. marking criteria

Poster work and oral presentation rubric

	Excellent	Well done	It could be improved	Low-grade
Creativity	The poster is highly original and creative. There is a great number of ideas presented in a clear way.	Although the poster is creative and original, the ideas could be presented more clearly.	The poster could be more original. There are not enough ideas.	The poster is not very well designed. The ideas are too poor.

Writing and grammar	Grammar is accurate. The ideas are presented in an ordered way	Grammar is less accurate. The ideas are more or less ordered	Grammar is not accurate enough. The ideas do not have a suitable structure	The structure of the ideas is not suitable and the grammar is not accurate
Vocabulary	A great number of words learnt during the units has been included	Some vocabulary learnt throughout the units is included	There are not so many words learnt during the units	The vocabulary is not related to the units.
Oral presentation	All the members of the group have participated. Their explanation is clear and the pronunciation is suitable	Some members have participated. The explanation and pronunciation are suitable	Some members of the group have not participated and the explanation and pronunciation could be improved	Only one member of the group have participation giving a poor explanation and with a bad pronunciation

Figure 6. Rubric 1

Final task

	Excellent	**Well done**	**It could be improved**	**Low-grade**
Presentation	The group has said the country they will be representing and how they will return home	Although the group has made a suitable presentation, there are some issues missing	The presentation of the group was not suitable since there were a lot of information missing	The presentation was too poor or there is no presentation.
Use of English	The group has an accurate grammar, a	The grammar is more or less accurate, the	The grammar could be more accurate, the	The grammar and the pronunciation

	suitable pronunciation and they speak using the future verb forms and distinguishing them	pronunciation is more or less suitable, but there is no use of the future verb forms or the group do not distinguish them	pronunciation could be improved and they do not use the future at all.	are not suitable and they do not use the future.
Group	All the members of the group have participated with the activities in English	Almost all the members have participated with the activities in English	Few members of the group have participated with the activities in English	One member of the group has participated with the activities in English
Performance	The group has done a good performance using English as the main focus	The performance is suitable but there could be more English	The performance is more or less suitable but there is not enough English	The performance is not suitable, English is not used at all

Figure 7. Rubric 2

3.13. Design of Activities

SESSION 1: WHICH COUNTRIES BELONG TO EUROPE?

Materials: pen and paper.
Intelligences: verbal-linguistic and interpersonal intelligences.
Cooperative Strategy: Team Building strategy.
Skills: Speaking, interaction, listening and writing.

1. **In groups, decide and write the roles of each member of the table. Then, design your specific rules. (10min)**

Picture 1. Activitiy1.1. Retrieved from (https://pixabay.com/es/)

Materials: Internet access, a European map, basic materials.
Intelligences: verbal-linguistic, interpersonal, visual, mathematical intelligences.
Cooperative Strategy: Round Table.
Skills: Speaking, interaction, listening, writing, reading.

2. **Speaking in English, surf the Internet and search the name of the European countries. Then, write them down in the map. You have 10 minutes; the group which has more names will get a point! Hurry up! (10min)**

Picture 2. Activity 1.2. (Retrieved from https://pixabay.com/es/)

Materials: European map, basic materials.
Intelligences: intrapersonal, interpersonal, verbal-linguistic, visual, mathematical intelligences.
Cooperative strategy: Teams-Games-Tournament.
Skills: Writing, Speaking, interaction, listening.

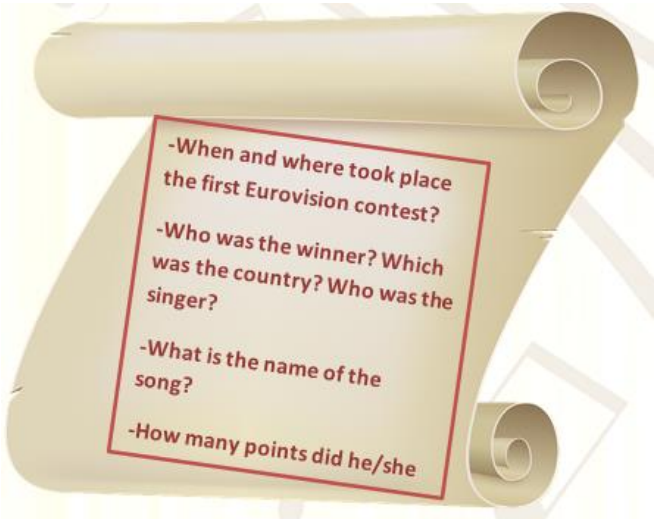
3. **Where would Eurovision be? (Guess who). Individually, write the name of 10 countries in their corresponding place; these will be the places where Eurovision will take place. Then, in pairs describe and ask your partner where are the countries you have chosen. Try to guess them. You can follow the example of the speech bubble. The person who guesses more countries will get a point. (10min)**

Picture 3. Activity 1.3. (Retrieved from https://pixabay.com/es/)

Picture 4. Activity 1.3.1

Materials: Internet access, questions provided by the teacher, basic materials.
Intelligences: verbal-linguistic, interpersonal and visual- spatial intelligences.
Cooperative strategy: Group investigation.
Skills: Reading, writing, speaking, interaction, listening.

4. **Search in the Internet the following questions and write the answer. You have to write long answers. The first group to have all the answers will get one point. (20min)**



Picture 5. Activity 1.4. (Adapted from https://pixabay.com/es/)

SESSION 2: LET'S TRAVEL TO THE FUTURE

Materials: You tube video, basic materials.
Intelligences: verbal- linguistic, intrapersonal, interpersonal, musical, visual and mathematical intelligences.
Cooperative Strategy: TAI and Write-Pair-Switch.
Skills: listening, writing, reading, speaking and interaction.

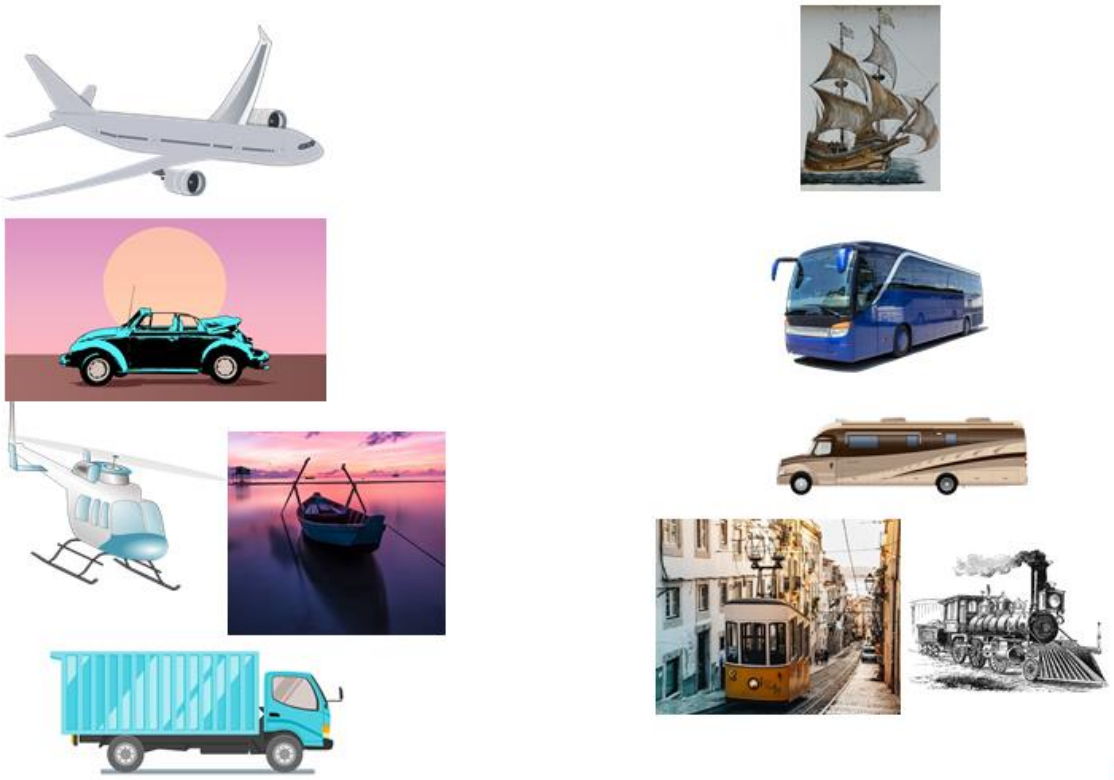
1. **Grammar. Firstly, watch the following video about the future verb forms with "will" and "be going to". Take notes individually and, in case you have any doubt, write them down and ask your partners later. Secondly, write 2 questions with *will* and 2 with *Be going to*. Thirdly, choose a partner, ask and answer the questions and try to memorise the answer of your partner. Finally, choose another partner and tell him/her the information you collected before. (15min)**

WILL vs. GOING TO: The Difference Between Will and Going to | Future Tense in English Grammar

Picture 6. Activity 2.1. (Retrieved from https://www.youtube.com/watch?v=Cl0Kr4e4vzI)

Materials: transport cards, Internet access, map and basic materials. 2 people of each group will have different transport cards from the other 2 people.
Intelligences: verbal-linguistic, intrapersonal, interpersonal, bodily-kinaesthetic, visual and mathematical intelligences.
Cooperative Strategy: group investigation and a kind of write-pair-switch.
Skills: reading, writing, speaking and interaction.

2. **Vocabulary. Look at the images of transports. There are some images for each pair. In pairs, search in the Internet the names of each one and write them next to the image. After that, try to teach the other pair of the group the vocabulary. Finally, individually you are going to think that you are a famous person. You want to travel somewhere. Tell your partners where you want to go (using a future verb form) and which is the best means of transport to travel there. (15min)**



Picture 7. Activity 2.2 (Adapted from https://pixabay.com/es/)

Materials: You tube video and lyrics of the song.
Intelligences: visual, verbal-linguistic and musical intelligences.
Cooperative Strategy: TAI.
Skills: listening and speaking.

3. **Let's sing. Listen to the following song about being famous of *The Beatles*. Read the lyrics and try to sing it. Help your partners in case they have doubts about how to pronounce the lyrics. (5min)**

Drive My Car (Remastered 2009)

Picture 8. Activity 2.3. (Retrieved from [https://www.youtube.com/watch?v=kfSQkZuIx84)](https://www.youtube.com/watch?v=kfSQkZuIx84)

Drive My Car

The Beatles

Asked a girl what she wanted to be
She said baby, can't you see
I want to be famous, a star on the screen
But you can do something in between
Baby you can drive my car
Yes I'm gonna be a star
Baby you can drive my car
And maybe I'll love you

I told a girl that my prospects were good
And she said baby, it's understood
Working for peanuts is all very fine
But I can show you a better time

Baby you can drive my car
Yes I'm gonna be a star
Baby you can drive my car
And maybe I'll love you

Beep beep'm beep beep yeah

Baby you can drive my car
Yes I'm gonna be a star
Baby you can drive my car
And maybe I'll love you

I told a girl I can start right away
And she said listen babe I got something to say
I got no car and it's breaking my heart
But I've found a driver and that's a start

Baby you can drive my car
Yes I'm gonna be a star
Baby you can drive my car
And maybe I'll love you

Beep beep'm beep beep yeah
Beep beep'm beep beep yeah
Beep beep'm beep beep yeah
Beep beep'm beep beep yeah

Text 1. The Beatles song

Materials: text about Eurovision, sheet to summarise the other parts of the text, basic materials.
Intelligences: verbal-linguistic, visual, mathematical, interpersonal, intrapersonal and bodily-kinaesthetic intelligences.
Cooperative strategy: Jigsaw reading.
Skills: Reading, speaking, listening and interaction.

4. **Each of you is going to have a part of a text about Eurovision. Read it and summarise it in the corresponding gap of the sheet. After that, try to summarise what you have read to your partners and complete the empty gaps of your sheet. You cannot read, you have to summarise! (20min)**

What is the Eurovision Song Contest?

In short, the Eurovision is an enormous, televised concert which is full of fireworks, wonderful dancing, lots of colours and shiny clothes. Oh, and pop songs, of course!

Each participating country sends a singer or group to perform a song live at the Eurovision semi-final. From these performances, 26 are chosen for the Saturday-night Grand Final.

Which countries participate?

Most of the participating countries are within Europe or are nearby (e.g. Israel, Azerbaijan, etc.). However, due to the popularity of the competition with TV viewers in Australia, this country has been included since 2015.

How do they choose the winner?

After the performances at the Grand Final, each country votes for the best song. TV viewers can vote using their mobile phones, but each country also has an official jury who decide 50 per cent of the votes. Obviously, it is not permitted to vote for your own country. In the end, the song with the most votes wins. The winning country will then host the Eurovision the following year.

What is the origin of the competition?

Although it might seem like a normal TV talent show like *The X-Factor* or *The Voice*, the Eurovision has quite historical origins. The Second World War ended in 1945, leaving Europe very divided. In the 1950s, the European Broadcasting Union started to think of an event which would both entertain and unite Europeans. This led to the first European song contest in 1956. It happened in Switzerland and included just seven countries. Decades later, it has grown into an enormous international event with hundreds of millions of viewers.

Text 2. Eurovision text. (Retrieved from https://learnenglish.britishcouncil.org/magazine/eurovision-song-contest)

What is the Eurovision song contest?

Which countries participate?
How do they choose the winner?
What is the origin of the competition?

Figure 8. Activity 2.4.

SESSION 3: DO YOU LIKE MUSIC?

Materials: basic materials. Students go to the music classroom.
Intelligences: Naturalistic, visual-spatial, interpersonal, bodily-kinaesthetic and verbal linguistic intelligences.
Cooperative strategy: Round table.
Skills: Speaking, interaction and writing.

1. **As you can see, we are in the music classroom. Try to look at many musical instruments as possible and write their names down. Then, look for the word in English. (10min)**

Picture 9. Activity 3.1. (Adapted from https://pixabay.com/es/)

Materials: Basic materials.
Intelligences: verbal-linguistic, interpersonal, intrapersonal, naturalistic and bodily-kinaesthetic intelligences.
Cooperative strategy: Round Robin strategy.
Skills: Writing, speaking, interaction, listening and reading.

2. **Imagine that you are a famous group and invent a story. Each of you will write 5 sentences. After that, each group will read the story in front of the class. You can focus on the following questions or, if you prefer, you can invent your own story. Be creative! (30min)**

Picture 10. Activity 3.2

Materials: no materials needed. Students need to stand up.
Intelligences: interpersonal, verbal-linguistic, bodily-kinaesthetic and naturalistic intelligences.
Cooperative Strategy: Inside-outside- circle.
Skills: Speaking and interaction.

3. **Vocabulary Review. Half of the class will stand up and form a circle. The other half will choose a partner; then they will stand face to face and can review vocabulary. One person will describe a word and the other has to guess it. After that, you will change pairs.**

Picture 11 . Activity3.3.(Retrieved from https://pixabay.com/es/)

SESSION 4: LET'S VOTE!

Materials: you tube videos and basic materials.
Intelligences: musical, intrapersonal, interpersonal, visual- spatial and verbal-linguistic intelligences.
Cooperative strategy: TAI and kind of write-pair-switch
Skills: Listening, writing, speaking and interaction.

1. **Watch the following videos 2 times. The first time listen to them. The second time, individually, try to take notes and write the typical expressions that are said to vote in the Eurovision contest. After that, compare the information with your group and if you have any doubts ask your partners. (15min)**

Eurovision 2014: Votes of United Kingdom

Picture 12. Activiy 4.1 (Retrieved from [https://www.youtube.com/watch?v=MNUJqGBr1z0)](https://www.youtube.com/watch?v=MNUJqGBr1z0)

Eurovision 2013 : Vote of United Kingdom (HD) (1080p)

Picture 13. Activity 4.1.1. (Retrieved from [https://www.youtube.com/watch?v=LnkkC3RbmkY)](https://www.youtube.com/watch?v=LnkkC3RbmkY)

United Kingdom Eurovision 2012 Voting

Picture 14. Activity 4.1.2. (Retrieved from [https://www.youtube.com/watch?v=9YKsJzLlaLc)](https://www.youtube.com/watch?v=9YKsJzLlaLc)

Materials: Questions provided by the teacher and one bell for each group.
Intelligences: verbal-linguistic, visual-spatial, musical, bodily-kinaesthetic, naturalistic and interpersonal intelligences.
Cooperative strategy: Teams- Games- Tournament.
Skills: Listening, writing, speaking and interaction.

2. **Let's play! Listen to the questions the teacher will ask you. Then, in groups write the answer down. Each group will have a bell. When you have written the answer ring the bell and wait for your turn. You will say the answer aloud; if it is right you will get a point, if it is wrong another group will say the answer. At the end of the game, the group with more points will be the winner. Good luck! (35min)**

1. What is the name this transport?

Picture 15. Activity 4.2. (Retrieved from https://pixabay.com/es/)

2. Tomorrow I have a match. I …. football. (play)
3. Russia gets 11 points in Eurovision. Write the correct sentence.
4. Jim thinks that in the future he… a doctor. (be)
5. What is the name of this musical instrument?

Picture 16. Activity 4.2.1. (Retrieved from https://pixabay.com/es/)

6. What is Eurovision?
7. Write the names of 6 European countries. (you cannot say either Spain or United Kingdom).
8. How can I travel from Spain to United Kingdom? (Write at least 3 possibilities).
9. What is the name of this musical instrument?

10. The phone is ringing, I….(answer)

Picture 17. Activity 4.2.2. (Retrieved from https://pixabay.com/es/)

SESSION 5: LET'S PLAN THE PERFORMANCES!

Materials: sheets provided by the teacher and basic materials.
Intelligences: mathematical, visual-spatial, verbal-linguistic, intrapersonal and interpersonal intelligences.
Cooperative Strategy: a kind of Write- Pair Switch.
Skills: Writing, reading, speaking and interaction.

1. **Firstly, in pairs, try to solve the mysterious words. After that, compare the answers with your partners. (5min)**

    1. It is a little instrument which has cords.
    2. It is a big transport with wheels where you can carry objects or materials.
    3. It is a house where you can travel.
    4. It is the country where you can eat a lot of pasta and pizza.
    5. These two transports can fly.
    6. It is a big instrument with cords.

Materials: posters and basic materials.
Intelligences: verbal-linguistic, logical-mathematical, visual-spatial, bodily-kinaesthetic and interpersonal intelligences.
Cooperative strategy: Group investigation.
Skills: Speaking, interaction, writing and listening.

2. **In your groups think about the performance you are going to do in the Eurovision contest and describe it. You can sing, dance, perform a sketch or whatever you want but, remember, it has to be in English! You can add photos or colours to make a beautiful poster. (20min)**

Picture 18. Activity 5.2. (Retrieved from https://pixabay.com/es/)

3. **Now, each group is going to present the poster to the rest of the class. (20min)**

Picture 19. Activity 5.3. (Retrieved from https://pixabay.com/es/)

SESSION 6: EUROVISION CONTEST!

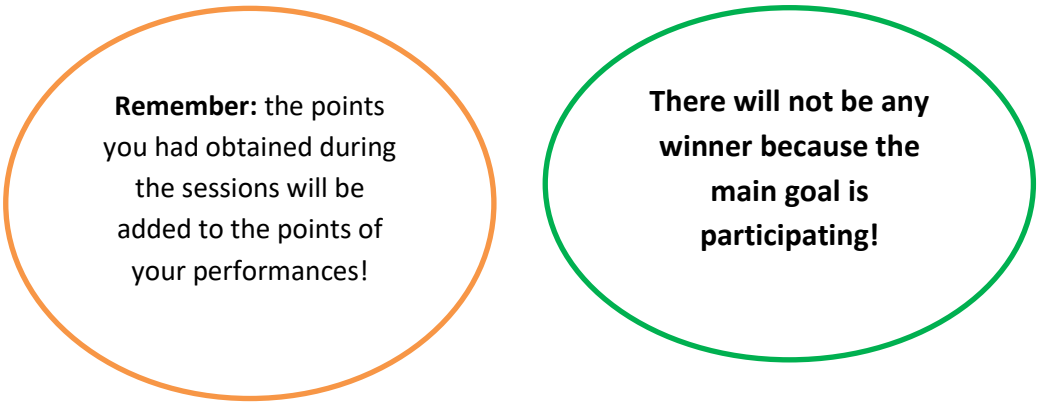
Materials: it depends on the performance the students choose. The class will go to the events room.
Intelligences: verbal-linguistic, logical-mathematical, visual-spatial, musical, bodily-kinaesthetic, interpersonal, intrapersonal and naturalistic intelligences.
Cooperative strategy: a kind of group investigation.
Skills: it depends on the performance the students choose.

1. **Each group will do their performance. Before starting, you have to present yourselves, tell the group which country you are going to represent and how you will travel to your country after the performance. (40min)**

Picture 20. Activity 6.1. (Retrieved from https://pixabay.com/es/)

Materials: A sheet of paper and a pen or pencil for each group.
Intelligences: verbal-linguistic and interpersonal intelligences.
Cooperative strategy: a kind of group investigation.
Skills: writing, speaking, listening, reading and interaction.

2. **Let's vote! Firstly, each group will decide and write the points that every group is going to receive (you cannot vote your own group). After that, you are going to tell the rest of the class the results aloud with the learnt expressions. The points every group had obtained during the sessions will be added to your results. Although some groups have more points, there will not be any winner, since the main goal is participating. (15min)**



Picture 21. Activity 6.2

4. CONCLUSION

In summary, this Master's dissertation copes with several sections. As explained above, the concept of intelligence has significantly changed throughout the passing of time. A great number of physiologists have dealt with this notion, trying to define and give an explanation of it. Nowadays, the most famous definition is that done by Gardner and his Multiple Intelligence theory. As described in the previous sections, the MI theory has been successfully implemented not only in education in general, but also in teaching English, with positive results.

Moreover, the Cooperative Learning method has always existed, as said above. This method requires that students work together, making them feel integrated and allowing that learners help their partners. In education it is a favourable methodology that can be put into practice with numerous strategies.

The combination of both methodologies is possible. It can make the teaching-learning process more attractive as shown in the lesson plan. Students work in groups and carry out the tasks at the same time that they develop their intelligences.

However, there were some limitations found while doing this Master's dissertation. Firstly, existential intelligence could not be introduced in the activities of the lesson plan since it was difficult to find an exercise based on the topics of the sessions and which has to do with this intelligence. Secondly, some Cooperative strategies have been adapted in the lesson plan since the design of the activities required them to be changed. The lesson plan was not implemented because there

was not enough time during the teaching training period; nevertheless, as a future teacher, I would like to implement it in the following years.

From my point of view, the mixture of these methodologies could be positive in the English classroom. With the Cooperative Learning method learners will communicate in their second language; communication is the best way to learn a language. Furthermore, each student has a way of studying depending on their most developed intelligences. The Multiple Intelligence theory will help students not only to work depending on their preferences, but also to develop their intelligences.

Briefly, although there could be some limitations, the combination of the Multiple Intelligence theory and the Cooperative Learning Method could achieve positive results in the English classroom since, as previously said, students would feel motivated and integrated in a group where all the members would help each other to finish the tasks and to develop their intelligences.

5. BIBLIOGRAPHICAL REFERENCES

Ahmadian, M., & Hosseini, S. (2012). A Study of the Relationship Between Iranian EFL Learners' Multiple Intelligences and their Performance on Writing. *Mediterranean Journal of Social Sciences*, 3(1), 111-126.

Alcarria, C. (2015). Las técnicas del método de aprendizaje cooperativo llevadas a la práctica de aula. (Unpublished Degree Dissertation). Universitat Jaume I, Valencia, Spain.

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

Arnold, J., & Fonseca, M. (2004). Multiple Intelligence Theory and Foreign Language Learning: A Brain-based Perspective*. International Journal of English Studies*, 4(1), 119-136.

Berger, R. & Hänze, M. (2015). Impact of Expert Teaching Quality on Novice Academic Performance in the Jigsaw Cooperative Learning Method. *International Journal of Science Education*, 37(2), 294-320.

Boring, E. (1923). Intelligence as the Tests Test It. *New Republic*, 36, 35-37.

Contantinescu, R. (2014). The Theory of Multiple Intelligences – Applications in Mentoring Beginning Teachers. *Procedia- Social and Behavioral Sciences*, 116, 3345-3349.

Council of Europe, (2001). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment*. Cambridge, U.K: Press Syndicate of the University of Cambridge.

Council of Europe, (2018). *Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Companion Volume with New Descriptors.* Cambridge, U.K: Press Syndicate of the University of Cambridge.

Cunningham, W. (1975). Fluid and Crystallized Intelligence in Young Adulthood and Old Age. *Journal of Gerontology*, 30(1), 53-55.

Davis, K., Christodoulou, J., Seider, S., & Gardner, H. (2011). The Theory of Multiple Intelligences. *Cambridge Handbook of Intelligence*, 24, 485-503.

Díaz, L., Varela, S., & Rodríguez, L. (2017). Inteligencias múltiples e implementación del currículo: avances, tendencias y oportunidades. *Revista de Psicodidáctica*, 22(1), 69-83.

Decree 110/2016, which establishes the organization and the teaching curriculum corresponding to CSE in Andalusia.

Dolati, Z., & Tahriri, A. (2017). EFL Teachers' Multiple Intelligences and Their Classroom Practice. *SAGE Open*, 7(3), 1-12. Available at: https://journals.sagepub.com/doi/10.1177/2158244017722582 (Last access 23rd April, 2019)

Eskay, M., Onu, V., Obiyo, N., & Obidoa, M. (2012). Use of Peer Tutoring, Cooperative Learning, and Collaborative Learning: Implications for Reducing Anti-Social Behavior of Schooling Adolescents. *US-China Education Review*, 11, 932-945.

Fernández, A., & Mihura, D. (2015). Inteligencias Múltiples. *E-motion. Revista de Educación, Motricidad e Investigación*, 4, 6-17.

Gardner, H. (1987). The Theory of Multiple Intelligences. *Annals of Dyslexia*, 37(1), 19-35.

Gillies, R. (2016). Cooperative Learning: Review of Research and Practice. *Australian Journal of Teacher Education*, 41(3), 39-54.

Giménez, M. (2014). Aprendiendo Aprendizaje Cooperativo. Una experiencia en un aula universitaria. *Pulso*, 37, 231-248.

Hiser, E., & Francis, C. (2000). Intelligence: A Brief History. *Journal of Inquiry and Research*, 72, 117- 133.

Hopper, B., & Hurry, P. (2000). Learning the MI Way: The Effects on Students' Learning of Using the Theory of Multiple Intelligences. *Pastoral Care in Education*, 18(4), 26-32.

Horacio, F. (2002). ¿Qué es eso que llamamos inteligencia? La teoría de las inteligencias múltiples y la educación. *PsicoPediaHoy*, 4(3). Available at: http://psicopediahoy.com/inteligencia-teoria-inteligencias-multiples/ (Last access date 20th April, 2019)

Hoseyn, A., & Davoudi, M. (2012). Kagan Cooperative Learning Model: The Bridge to Foreign Language Learning in the Third Millennium. *Theory and Practice in Language Studies*, 2(6), 1134-1140.

Hsiung, C. (2012). The Effectiveness of Cooperative Learning. *Journal of Engineering Education*, 101(1), 119-137.

Jacobs, G. M. (2004). Cooperative learning: Theory, principles, and techniques. . Paper presented at the First International Online Conference on Second and Foreign Language Teaching and Research. Available at: https://files.eric.ed.gov/fulltext/ED573881.pdf (Last Access date 27th April, 2019)

Johnson, D., Johnson, R., & Holubec, E. (1999). *El aprendizaje cooperativo en el aula*. Buenos Aires: Paidós.

Johnson, D., Johnson, R., & Smith, k. (2014). Cooperative Learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3&4), 85-118.

Karacop, A., & Doymus, K. (2013). Effects of Jigsaw Cooperative Learning and Animation Techniques on Students' Understanding of Chemical Bonding and Their Conceptions of the Particulate Nature of Matter. *Journal of Science Education and Technology*, 22, 186-203.

Lai, H. (2016). Application of Multiple Intelligence Theory in Assessment for Learning. In S.F. Tang & L. Logonnathan (Eds.), *Assessment for Learning Within and Beyond the Classroom* (pp. 427- 436). Singapore: Springer Sciente + Bussiness Media.

López, L. (2013). Los orígenes del concepto de inteligencia II: El nacimiento de la Psicometría de la Inteligencia. *Revista galego-portuguesa de la Psicoloxía de la Educación*, 21(1), 49-61.

Luca, S. (2004). El docente y las inteligencias múltiples. *Revista Iberoamericana de Educación*, 34(1), 1-12. Available at: https://rieoei.org/RIE/article/view/2884 (Last access date 18th April, 2019)

Lyitoglu, O., & Aydin, H. (2015). The relationships between multiple intelligence profiles and Reading strategy use of successful English as a Foreign Language (EFL) readers. *South African Journal of Education*, 35(2), 1-11.

Magda, M., & Mohamed, R. (2016). Identifying College Students' Multiple Intelligences to Enhance Motivation and Language Proficiency. *English Language Teaching*, 9(6), 92- 107.

Miles, T. (1957). Contributions to Intelligence Testing and The Theory of Intelligence. *British Journal of Educational Psychology*, 27(3), 153-165.

Mitchell, M., Montgomery, H., Holder, H., & Stuart, D. (2008). Group Investigation as a Cooperative Learning Strategy: An Integrated Analysis of the Literature. *The Alberta Journal of Educational Research*, 54(4), 388-395.

Mora, J., & Martín, M. (2007). La Escala de Inteligencia de Binet y Simon (1905) su recepción por la Psicología posterior. *Revista de Historia de la Psicología*, 28(2-3), 307-313.

Neisser, U. (1979). The Concept of Intelligence. *Intelligence*, 3, 217-227.

Order of July 14th, 2016 by means of which the curriculum corresponding to CSE in Andalusia is developed.

Royal Decree 1105/2014, whereby the minimum teaching contents corresponding to CSE are established.

Pelegrín, M. (2014, November 18). Cooperative work (folio giratorio) [Web log post]. Retrieved from: http://pelesa2.blogspot.com/2014/11/cooperative-work-folio-giratorio.html (Last access date 25th April, 2019)

Pliego, N. (2011). El aprendizaje cooperativo y sus ventajas en la educación intercultural. *Revista Educativa Digital*, 8, 63-76.

Rushton, J. (1990). Sir Francis Galton, Epigenetic Rules, Genetic Similarity Theory, and Human Life-History Analysis. *Journal of Personality*, 58, 117- 140.

Şener, S ., & Çokçalışkan, A. (2018). An Investigation between Multiple Intelligences and Learning Styles. *Journal of Education and Training Studies*, 6(2), 125- 132.

Slavin, R. (1984). Team Assisted Individualization: Cooperative Learning and Individualized Instruction in the Mainstreamed Classroom. *Remedial and Special Education*, 5(6), 33-42.

Sharan, Y. (2010). Cooperative Learning for Academic and Social Gains: valued pedagogy, problematic practice. *European Journal of Education*, 45(2), 300-313.

Sternberg, R. (1997). The Concept of Intelligence and Its Role in Lifelong Learning and Success. *American Psychological Association*, 52(10), 1030-1037.

Tracy, J., Robins, R., & Tangney, J. (2007). *The Self-conscious Emotions and Research: Theory and Research*. New York: Guilford.

Van Wyk, M. (2011). The Effects of Teams-Games-Tournaments on Achievement, Retention, and Attitudes of Economics Education Students. *Journal of Social Sciences*, 26(3), 183-193.

Wechsler, D. (1981). The Psychometric Tradition: Developing the Wechsler Adult Intelligence Scale. *Contemporary Educational Psychology*, 6, 82-85.

https://learnenglish.britishcouncil.org/magazine/eurovision-song-contest

https://www.youtube.com/watch?v=CI0Kr4e4vzI

https://pixabay.com/es/

https://www.youtube.com/watch?v=kfSQkZuIx84

https://www.youtube.com/watch?v=MNUJqGBr1z0

https://www.youtube.com/watch?v=LnkkC3RbmkY

https://www.youtube.com/watch?v=LnkkC3RbmkY

https://www.youtube.com/watch?v=9YKsJzLlaLc