Exploring Affective Variables in the EFL Classroom: An Educational Proposal for the Development of the Personal and Emotional Intelligences through Dramatical Interpretations

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Abstract

With the birth of and growing interest in the term *intelligence* researchers of the educational world began to question in which ways could individuals express understanding. The changes undergone by this concept will be analysed in the first section of this thesis in order to account for the appearance of the personal and emotional intelligences. As affective elements began to be integrated in the intelligence construct, Howard Gardner [1983] and Salovey & Mayer [1990] created the two personal intelligences – interpersonal and intrapersonal – and the emotional intelligence respectively. The main theoretical focus of this dissertation will lay on the second section which will be devoted to the analysis of the importance of exploring and reinforcing affective variables in the EFL classroom and will analyse the three targeted intelligences separately and in more depth. Finally, this study will expose an educational proposal designed for an EFL class with the aim to develop and strengthen students' interpersonal, intrapersonal and emotional intelligences through dramatical interpretations.

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Introduction

As modernised Western society increasingly values and appreciates the knowledge of foreign languages as the most significant tool to overcome communication barriers across the world, language instructors now face the challenges of teaching students in a helpful and nurturing way which will enable them to possess a good understanding of the language, if not the possibility to master it. If there is a language which will tremendously benefit individuals who are able to use it, it is no other than English:

> English is the dominant international language in many fields of development such as trade, research, technology, commerce and tourism. This language is also used with increasing frequency in international communication. […] Advanced English proficiency not only benefits many people during their studies, but later also helps with promotion and career development. [Chen 2005: 1]

There is no discussion on the idea that the globalisation of the English language entails teachers to become great experts in helping students achieve their goals and become succesful users of English. Due to this fact, the educational literature of the last decades has profoundly studied and analysed in what ways teachers could improve their instructional strategies and teaching methods in foreign language contexts to give individuals the opportunity to have a good command of English.

Teacher-centred instruction predominated in the English language classrooms for many decades, a teaching methodology which gave primer and principal role to the figure of the teacher, and confined students to play a minor role by only making them receptors of the knowledge transmited in the classroom [Campbell *et al.* 1996: 222]. The revolution in English language teaching, and in the teaching of any type of knowledge, began when students commenced to take centre stage in the learning process, meaning that other types of teaching instructions needed to be conducted in order to focus teachers' efforts and strengths on giving learners the opportunity to actively participate in their

learning experiences, rather than being just mere listeners. This profound change also brought other positive consequences; as the first step of giving more importance to learners was conquered, it was time to recognize the individuality and uniqueness of each learner, something that entailed an awareness of students' different profiles, the needs manifestated by each of them, and finally their ways of learning and demonstrating knowledge [Morgan & Fonseca 2004: 120].

In this context of classroom diversity, one of the primary goals of teachers and professionals belonging to the educational sector should be not only to teach to everyone, but to reach everyone. Not a single student is the same as another one, all of them, are unique human beings who show specific features and qualities. The movement towards the realisation and awareness of students' individuality has been a very strenuous and long journey, which has crossed a very bumpy and unpaved road but which has finally seemed to become a reality as "the second half of the twentieth century can be called the age of individualism, when individual values and differences were recognized and respected" [Akbari & Hosseini 2008: 141]. This event has clearly marked and influenced people's views on education, who now realise that to cater for each and every student, some changes in their educational systems and teaching strategies are to be made.

In addition to this new learning environment, the appearance of a new concept in educational psychology also brought significant changes to the views of the teaching and learning processes that take place in the classroom setting. The beginning of the twentieth-century saw the birth of the term "intelligence", which was first defined by Alfred Binet [Chapman 1993: 2], a concept that took central stage in the discussion of the issues related to the diversity and individuality aforementioned. Up until this moment, classroom approaches directed for learners of English as a foreign language, such as the Grammar Translation Method, the Audio-Lingual Method, etc, focused on academic related issues and built connections between students' ability to learn the foreign language

and their level of their first language, their intellectual capacities in other areas or subjects, their performance in different tests and their knowledge of grammatical structures. Now, other approaches, such as the Multiple Intelligences Theory [1983], see intelligence as a potential factor and contributor to the ways in which students go through the process of acquiring a new language.

In this way, studies on the term intelligence began to focus on the definition of the concept, its limits and boundaries, to then express this interest in the relationship between being intelligent and and individual's language proficiency. One of the pioneers in addressing the relationship between intelligence and language was Oller [1978], who was a strong defendant of the idea that intelligence was the same as linguistic facility [Akbari and Hosseini 2008: 144]. In the process of clarifying the influence which intelligence has upon individuals' learning processes, there has been a clear intention of identifying if a person's intellectual capacity is related to their ability in learning a foreign language. "Among so many factors contributing to second language learning success, including motivation, attitude or personality types, it seems that one important factor which accounts for success in language learning is the degree of intelligence that individuals possess" [Pishghadam 2009: 31].

Nowadays, in this era of individualism, it is already accepted that students can be intelligent in many different ways. This thesis aims to analyse three distinct but interrelated intelligences which facilitate and contribute to a student's process of learning English as a foreign language. Two of the analysed intelligences belong to Howard Gardner's Multiple Intelligences Theory [1983]; The first one refers to students' ability to interact with others (interpersonal intelligence), while the second to their ability to know themselves (intrapersonal intelligence). The third intelligence type, which was introduced by Mayer & Salovey [1990], and rendered popular by Daniel Goleman [1995], accounts for the interaction of many elements of the two other intelligences and was finally given the name of emotional intelligence.

The main theoretical aspect to consider throught this thesis is how the personal and affective components of individuals, are now considered to have a strong and direct corelation with a person's facility for learning and acquiring a new language. Over the next pages, the analysis will focus on how the afective filter is also an essential and irrefutable component which makes a learning experience effective, exploring the main features of the interpersonal, intrapersonal and emotional intelligences and their development in the English classroom.

It is the aim of this dissertation to focus on how the development of the personal and emotional intelligences can contribute to and act as relevant predictors of successful English language learning. Before entering the discussion on the central idea of this thesis, section one will cover the development and changes undergone by the term intelligence in order to account for the appearance of the vision of intelligence that this dissertation wants to examine. The focus of this dissertation will lay entirely on section number two which will analyse the relationship between the interpersonal, intrapersonal and emotional intelliigences and the learning of English as a foreign language. Finally, the third and last section, will mirror the aforementioned theoretical aspects in an educational proposal for an English as a foreign language classroom.

The reason why this thesis aims to explore the relationship between students' affective dimension and their learning process is because, this particular side of individuals has been neglected for too long, both in the classroom and in the literature of EFL learning. According to the author of this dissertation, it is about time educators came to the realisation that they deal with people who are strongly formed by affective components that need enhancing and developing just as much as any other skill, capacity or ability, and even more so in language learning contexts.

1. Birth and Development of the Term Intelligence

Over the past decades, as Howard Gardner [2006: 5-6] explains, the field of psychological and educational research, has shown a unwavering interest in both analysing how human beings learn, and in what ways they are capable of demonstrating and putting into practice the acquired knowledge. Furthermore, determining the factors or finding out the reasons why one can be considered a person with high intellectual capacities, have also been ideas which have received special attention [Furnham 2001: 1400] . As a consequence, a number of theoretical constructs have arisen in order to provide answers to this widespread dilemma. Many of these, focused their efforts in determining the features and boundaries of a now well-known term in the educational world: intelligence, and as Akbari & Hosseini explain, these theories still hold a relevant place in society:

> The existence of different theories of intelligence (Mackintosh, 1998; Sternberg, 2000; Bock *et al*., 2000; Sternberg and Kaufman, 2001) is another indication of the fact that intelligence is still a vibrant, relevant concept in psychology. [2008: 142]

The task of defining the term intelligence and the different ways in which it can be measured and tested have always been a topic of academic controversy. The first theories about intelligence arouse at the beginning of the twentieth century when Alfred Binet and Lewis Terman coined and popularised the term "intelligence quotient", also known as IQ [Pishghadam 2009: 32]. These authors saw intelligence as something unitary and fixed, arguing that everyone is born with an innate and immutable mental capacity which will last for life, and most importantly, they strongly defended the idea that being intelligent is to possess high intellectual capacities in two areas of knowledge: mathematics and linguistics. IQ tests that measured students ability in these two fields of study were carried out in order to determine if a person was intelligent or not, the results of these specific tests were taken as very serious and accurate demonstrations of intelligence, limiting inviduals' potential future success. Their understanding of the word intelligence shaped the century's educational

systems, which clearly prioritised the two traditional academic intelligences. something which brought about very important consequences to the life of students. As Chapman puts it,

> the IQ test results showing how well or poorly a young person could analyze language or mathematics made an indelible and immutable mark. From this single score, a permanent tattoo, the student's path was set. [1993: 2]

The fact that this notion of intelligence was the one that dominated nearly the entire twentieth century also brought very serious implications to the classrooms. Primarily, teachers were teaching in favour of the logical and linguistic capacities of students, which turned out to be extremely disadvantageous as teachers, by using materials and resources that only reinforced the two intelligences, were stengthening students' abilities in mathematics and language and ignoring others. In addition, students' exposal to this dual intelligence instruction entailed that those that were weaker in mathematics and language would soon feel unappreciated, excluded or marginalized, and would confirm their erroneous belief of not being intelligent through their behaviour [Furnham 2001: 1382].

Furthermore, by establishing these unnecessary learning boundaries, students were denied the opportunity of showing their aptitudes and strengths in other areas, something that could directly affect students' motivation. Finally, those students which did not excel in those two areas of knowledge were often considered slow learners, or possessors of some kind of learning disability, something which had tremendous setbacks for the academic lives of students and their self-esteems.

Razmjoo [2008: 155] argues that the notion of a monolitic kind of intelligence perdured as valid and was accepted by pshychologists for a reasonable amount of time, but in spite of this, scientists started to question the foundations of this view of intelligence. IQ tests as tools to assess the pontential of children were

quickly falling into disrepute, and the traditional view of intelligence was soon regarded as "disputable in nature and narrow in scope" [Akbari and Hosseini 2008: 153].

The theoretical model on which the defenders of the unitary and traditional conception of general intelligence based their arguments, saw itself diminished by a watershed event in the history of both cognitive and educational research. This one is no other than Howard Gardner's Multiple Intelligences Theory, which he first introduced in his now world-wide famous book *Frames of Mind* [1983]. As Solan [2008: 16] puts it "Gardner's dissatisfaction with the historical views of intelligence drove him to develop new ways of thinking about what it means to be smart". The educational psychologist, who was interested in human nature and its psychological cognitions, modelled his immensely popular theory on the principle that there is not only one form of congnition, but multiple ways of thinking and knowing.

Moving away from the binary dimension of intelligence, Howard Gardner originally proposed seven different ways in which individuals could display their capacities and aptitudes, thereby encompassing a wide range of human abilities. Multiple Intelligences theory established diverse intelligences, two of which are the two personal intelligences – interpersonal and intrapersonal – which are the focus of this thesis. The fascination behind the Multiple Intelligences theory is explained by the fact that it became the major and most significative attempt to account for and respect the individuality and uniqueness of all students. One of the theory's most relevant arguments is that every person possesses a blend of all of these intelligences, which makes every person to be intelligent in their own particular and distinctive way.

As a consequence of Howard Gardner's revolutionary ideas, other visions of intelligence began to gain ground too. Researchers started to expand their views on what it meant to be intelligent, adding affective components to their previous conceptualisations. Their ideas reflected upon the fact that if

considered to be human beings, there must be some emotional side that makes "beings" be "human". Psychologists such as Thorndike started to point out that true intelligence should not only account for academic components but should also entail a vision that includes emotional and social components in order to construct the modernised view of intelligence [Pishghadam 2009: 32].

The final step led to the affirmation that "emotion and cognition, long considered separate and distinct from each other, are clearly linked" [Campbell *et al.* 1996: 208]. As a consequence, the term emotional intelligence appeared, which was constructed by Salovey & Mayer [1990] after being influenced by Gardner's individualist view, and was later popularised in the works of Daniel Goleman [1996], who defended the idea that emotional intelligence enourmously contributes and is an irrevocable factor that determines students' future success [49].

In this way, the construction and conception of intelligence has changed over time expanding and adding more components to its previous definition. As Pishghadam argues;

> intelligence, as a slippery term to define, has undergone different changes, from intelligence as a unidimensional concept (Binet, 1905) to intelligence as a multiple concept (Gardner, 1983), and finally to intelligence as an emotional notion (Salovey & Mayer, 1990). [2009: 32]

The last two visions of intelligence are at the heart of this dissertation as have proven to be closely linked to language learning processes while other studies such as [Gardner & Lambert 1972; Skehan 1982; Silva & White 2002], after studying the relationship between IQ and the facility for acquiring a new language have concluded that the traditional conception of intelligence is an irrelevant predictor of leaners' succes in language learning [Morgan & Fonseca 2004: 123].

Nowadays, in the 21st century, Gardner's vision of multiple intelligences and Salovey & Mayer's vision of emotional intelligence have overcome and

disproven many of the established misconceptions in reference to the single and unified intelligence. It is now time to explore how the two personal intelligences proposed by Howard Gardner and the concept of emotional intelligence (EI) have gained ground in the field of English language learning.

2. Enhancing Students' Affective Dimension

Multiple Intelligences Theory was seen as an ideal response both to the issues that perpetuaded in instructional contexts and to the underestimated vision of intelligence that unfairly classified individuals' capabilities, as the theory gave way to a dynamic and creative approach to learning, and it expanded the concept of intelligence into a multiple dimension that understood and welcomed a diverse spectrum of abilities respectively. The embracement of intelliigence as an umbrella term for a wide variety of human qualities and capacities implied the awareness that the different types of intelligence which can be found in a classroom results in different ways of learning. As a consequence, there was a shift of attention toward individuals' needs. Just As Lin [2000] argues,

> when humanism began to have a decisive impact on education in the 1960s, […] educators started paying more attention to the impact of affective factors such as feelings, emotions, anxiety, frustration, motivation, and confidence on the process of learning. [cited in Chen 2005: 23]

The awareness of learners' different needs and personal profiles implied a shift in education, from an analytical approach to teaching, to a more humanistic approach that entailed the viewing of inner aspects of man as determinant factors of an individual's learning process. Human beings were beginning to be seen as a mixture of physical, cognitive and affective components and "man became man in the real sense of the word" [Akbari & Hosseini 2008: 141-142]. This shift of attention had enormous implications in the classroom as for the first time, emotional variables were seen as poignant elements that take part in the learning process, creating a pathway that would enable the interpersonal, intrapersonal and emotional intelligences enter the classroom.

When it comes to English language teaching contexts, as expected, these have prioritised the development and enhancement of the verbal/linguistic intelligence in the attempt to create succesful users of the language. Nowadays, as a consequence of Gardner's contribution, English teachers are calling for other intelligences that have not traditionally been associated with the linguistic emphasis of English classrooms to be embraced. Peter Smagorinsky, expressed this idea in the following manner:

> I would not dispute the notion that a linguistic response should be central to English classrooms,or suggest that it should be displaced by other forms of expression. I would argue, however, that students should be given opportunities to respond in other ways through other intelligences as well. In this way our classes will move closer to being student-centred in that they will allow students their best means of expression.
> [Smagorinsky 1991: 11]

And he was not the only one that defended this idea as Morgan & Fonseca [2004: 126] also stated that the verbal linguistic intelligence involved in foreign/second language learning can go hand in hand with some other types of Gardner's intelligences. Such statements were a defense of students' individuality, as much as there were an attempt to make English educators realise that their classes should allow students to demonstrate knowledge in the ways these feel most comfortable in. In any case, in an English language teaching-learning process, the verbal/linguistic intelligence will always be present through the use of the language. The idea behind this was to begin to pay attention to other forms of expression that would compliment the traditional and established development of the verbal/linguistic intelligence in the English classroom.

In this context, and due to the aforementioned facts, the personal and emotional intelligences were beginning to be taken into consideration in the classroom in response to the "need to develop a holistic view of the classroom, taking the physical and affective dimensions of learners into account if their cognitive side

is to function optimally" [Morgan & Fonseca 2004: 121].

Research on MI theory is tremendously extensive, and the implications of applying a multimodal instruction in concordance to the principles of multiple intelligences theory have been widely analysed by many theorists, psychologists and educators [Smagorinsky 1995; Akbari & Hosseini 2008; Razmjoo 2008; Saricaoglu & Arikan 2009]. What seems to be true, is that, because of the supremacy of the cognitive domain that long perdured in both individuals' opinions and in the educational organisation, Gardner's personal intelligences have remained at the background of many studies. Authors such as Furnham explained this fact arguing that

> it could be the ideas of emotional, practical or social intelligence are either rejected by many western educated people as not really part of intelligence or else the ideas are too new to have taken hold in the popular imagination. [2001: 1401]

Now that doors are opening to other ways of expression, the relationship between the two personal intelligences and the acquisition of English as a foreign language is becoming more recurrent in the MI literature. For example, Akbari and Hosseini conducted a study to determine the relationship between multiple intelligences and English proficiency, in which it was also included the analysis of individuals' atittudes toward the two personal intelligences, and concluded that applying the MI model into the English classroom brought positive consequences to students' language learning [2008: 153-154].

From the second half of the twentieth century, emotional variables have also come to occuppy a prominent position in the teaching and learning processes of all classrooms. As Fabio and Palazzeschi [2008: 316] argue, "there has been an increasing interest in the construct of emotional intelligence within a school context". As a consequence, the literature on foreign language learning also began to explore learners' emotional dimensions. Since then, there have been many studies that have tried to investigate the role of affective factors in EFL

contexts. As the research on MI theory, research on emotional variables is also very extense [Goleman 1996; Austin *et al.* 2005; Pishghadam 2009]. One of these studies, Fahim and Pishghdam's work [2007], analysed the interrelationship of emotional intelligence, IQ, and the traditional verbal linguistic intelligence to find out their influence in the academic achievements of English language students and concluded that there is indeed a strong correlation between emotional intelligence and language learning success [Pishghadam 2009: 33].

Emotional variables have also been present for some time now in some of the methodologies carried out in the EFL learning contexts. One of them is the approach known as Suggestopedia which is now considered to be have similar elements to the intrapersonal intelligence, and another one could be Krashen's Monitor Model, in which he dealt with affective issues in foreign language learning by refering to these as part of the affective filter [Pishghadam 2009: 40]. In spite of this fact, and although these type of intelligences are now gaining a more prominent role in school systems and in the literature written about these issues, for some others, "EI has not received enough attention in the realm of EFL teaching" [Moafian & Ghanizadeh 2009: 79].

According to the author of this dissertation, there are not any studies that have taken the concept of interpersonal intelligence, intrapersonal intelligence and emotional intelligence together to investigate their development and influence in EFL settings. This thesis, in order to analyse the affective dimension, has chosen to tackle the three intelligences together due to the following; As Solan [2008: 17] and Moafian & Ghanizadeh [2009: 79] have explained, despite Gardner not tackling or directly addressing the concept of emotional intelligence, it was his conception and arguments on the personal intelligences which set up the path for the construction and development of the emotional intelligence. In this way, emotional intelligence is constructed by elements featured in the two personal intelligences, for example, emotional intelligence deals with inner aspects of the self (intrapersonal intelligence) and also explores

individuals' ability to feel empathy and show an understanding of others (interpersonal intelligence). Chan illustrates this connection between the three intelligences by explaining that "emotional intelligence involves the intrapersonal abilities to appraise, manage, and regulate one's emotions, and to utilise emotions in problem-solving, and the interpersonal abilities to appraise emotions in others" [2008: 406]. In this manner, all three intelligences deal with affective processes.

The reason why this thesis concentrates on the importance of developing the three intelligences in the English language classroom lays on the well-established awareness of the demands and constraints of learning a new language. Teachers should bear this fact in mind and look for alternatives and methodologies that ease the process for students and make them feel comfortable and relaxed.

Today, "there is strong neurobiological support for the importance of affect for learning" [Morgan & Fonseca 2004: 121], and this becomes even more real and true in language learning. Language learning processes can be enormously enjoyable and especially rewarding if students reach their goals, begin to see an improvement and feel they can use the language with facility and confidence. But learning a new language can also be considered to be long, tedious, difficult, frustrating, demanding and stressful. Students who aim to become adept at, in this case, English, have to realise that the process will entail a great commitment and effort on their behalf as they will soon find themselves speaking a different language from their mothertongue, something that can create anxiety and embarrasement.

Because of the environment students face in an EFL setting, there are now many authors that strongly defend the development of the personal and emotional intelligences as valuable skills that would help students to overcome many of the setbacks they face in this setting. In reference to this, Pishghadam argues;

> Students generally suffer from error phobia, meaning that they do not write or speak until they think they are perfect. Therefore, it seems to be natural that emotional factors, especially intrapersonal competencies and stress management abilities, can be of great importance in this context of learning. [2009: 40]

The enhancement of the two personal intelligences can make a total difference in how students perceive themselves and how they interact with their classmates. Furthermore, the enhancement of the personal intelligences during the school years can positively contribute to individuals' years to come, and determine future success [Campbell *et al.* 1996: 189]. The embracement of interpersonal and intrapersonal intelligence, and the combination of both intelligences in the emotional intelligence have to become a reality if educators aim to improve students' vision of and attitudes toward learning, and prepare individuals for their future lives. Language learning is one of the areas which would benefit most by applying instructional methods that appeal to the personal and emotional dimensions of individuals. As Morgan & Fonseca explain;

> Ideally learning in any classroom will involve personal development and growth in all human dimensions. For this reason, in today's language classroom it is not enough solely to promote linguistic competence or even communicative competence. [2004: 130-131]

Despite talking about the necessity and the implications of developing the personal and emotional intelligences in the English clasroom, it is also of utmost importance that teachers are able to develop and demonstrate their affective skills in the English classroom. When students learn, they should have the opportunity to have a teacher at their disposal who understands how they are feeling and is able to ease their anxiety toward the learning process.
In today's learning contexts, the relationship between students and teachers has been defined as one of the most important elements of successful teaching. In reference to this point, Moafian & Ghanizadeh [2009: 709] explain that

"according to current humanistic approaches of education, the teacher is not just a transmitter of information; there should also be a sound affective relationship between teachers and students", and if applied to language learning environments, it is even more relevant, as learners need to see teachers as facilitators of the learning process and as professionals on whom they can rely on.

Austin *et al.* carried out a study in which they defended the importance of the emotional intelligence of professionals such as doctors by arguing that "patients feel better when their feelings are understood by their doctors" [2005: 1399], if patients are substituted by learners, and doctors by students, we can apply the same rule, as learners who are taught by empathetic teachers who are able to understand them will have a more positive attitude toward their learning process. This is the reason why the development of affective traits should not only be restricted to students, but also should apply to teachers, as these become involved in building healthy relationships between themselves and their students by engaging their students in the learning process and increasing their motivation.

As a consequence of this fact, there have been many studies [Chan 2004, 2008; Fabio & Palazzeschi 2008] that have also aimed to explore the affective and emotional intelligence displayed by teachers. Moafian and Ghanizadeh, in their study *The relationship between Iranian EFL teachers' emotional intelligence and their self-efficacy in Language Institutes* [2009] explained that studying affective variables among teachers is "one promising area of research that has the potential to shed light on what constitutes effective teaching" [2009: 708], and continued to argue that

> this is more evident in EFL settings, in such a classroom, teacher's support, empathy and cooperation are indispensable ingredients […]
> Reflective teachers who are able to recognize and respond appropriately to student's emotions, motivate students who are reluctant to cooperate as a result of repressed fear or anxiety, and provide appropriate

challenges for very capable students. [Moafian & Ghanizadeh 2009: 715]

Then, it is crucial that teachers create a positive, nurturing, stimulating and interactive atmosphere by establishing healthy and positive learning spaces in the classroom that will enable students to display their personal and emotional intelligences naturally and comfortably [Campbell *et al.* 1996: 21]. Moreover, in language learning environments, it is vital that teachers include activities that boost students' confidence and enhance their self-esteem.

In the next section, the interpersonal, intrapersonal and emotional intelligences will be analysed separately to provide a more accurate view of how these type of intelligences can be embraced and enhanced in the English classroom. But first, following is an introduction of the two personal intelligences together as integrated in Gardner's personal forms framework.

Howard Gardner tackled the personal dimension and growth of human nature by developing the two personal intelligences separately – interpersonal as part of the interactive domain, and intrapersonal as part of the introspective domain – but by firmly arguing that both of these can work cooperatively to contribute more effectively to an individual's progress. Intrapersonal and interpersonal are interdependent, they do not work discretely and normally, in order to perform succesfully, both intelligences will be blended together [Campbell *et al.* 1996: 195]. The personal intelligences encompass a wide range of aspects and in many occasions, it has been the author himself, Howard Gardner, who has explained the relevance of his two personal intelligences and the connection between them with the aim of perpetuating the awareness of the personal intelligences in people's consciousness stating that in one self there is a combination of elements of both personal intelligences [Gardner 2006: 18].

2.1 Interpersonal Intelligence: Getting to Know One Another

This section will focus on the characteristic aspects of Gardner's interpersonal intelligence. Out of all the intelligence types pertanying to Gardner's framework, interpersonal intelligence is of vital importance in today's world as "this

intelligence helps individuals interact across cultural and language barriers" [Bellanca *et al*. 1997: 192]. Moreover, interpersonal intelligence is one of the most used intelligence in the classroom, as it is reinforced and used by individuals without them even noticing they are doing so. This type of intelligence is used by simply being part of a communicative interaction with others; by listening and responding appropriately, individuals are already using and devoping the interpersonal intelligence, hence why the English language classroom may be a suitable environment for its encouragement.

As Smagorinsky [1991: 22] puts it, "the opportunities for explorting interpersonal intelligence seem almost limitless. Any interaction has the potential for the employment of interpersonal skills". Moreover, language acquisition processes are under a transformation with the aim of becoming more collaborative and interactive, reason why educators should adopt and adapt interpersonal intelligence approaches to their teaching. In spite of this fact, interpersonal intelligence is not only confined to an interactive act, as individuals progress in the usage of this intelligence, their skills improve and enable them to demonstrate higher and deeper interpersonal skills.

Howard Gardner defined interpersonal intelligence as the "capacity to notice distinctions among others – in particular, contrasts in their moods, temperaments, motivations and intentions" [2006: 15]. In this way, interpersonal intelligence, focuses outwards and is strongly connected to an individual's relationship with others and his or her talent and desire of understanding them. Most importantly, it emcompasses the ability to be empathetic, to interpret and understand others' feelings, emotions, and thoughts, and to be able to respond to these in an effective way [Chen 2005: 52].

Having already mentioned the obstacles many learners face in an EFL classroom, and the demands they encounter during their learning process, it would be highly beneficial for both teachers and students to become intepersonally intelligent in order to ease the pressure and anxiety students may be exposed to. Engaging students in interpersonal tasks should be one of the

main objectives ot todays' teachers as good and healthy relationships in the classroom will promote a relaxed and friendly atmosphere which displays warmth and acceptance. As Campbell *et al*. [1996: 161] explain, "learning is more productive and enjoyable when students feel a sense of belonging and the classroom functions as a caring community". Furthermore, it is of utmost importance that, in an EFL classroom students develop these empathetic skills in order to provide respect and support toward those individuals that feel uncomfortable speaking in the target language to raise their self-confidence.

Interpersonal intelligence can be cultivated in the English classroom through a variety of different methods and activities. All class discussion is the primary way in which students use their interpersonal skills [Smagorinsky 1991: 22]. Another EFL teaching approach that is directly related to the development of the interpersonal intelligence is cooperative learning, which consists in the organisation of the learning environment in different groups which will learn from and with each other. As Chapman [1993: 182] explains, "a cooperative group consists of two or four students of different ability, motivation, intelligence type, socio-economic status, or ethnic/racial origin with a common learning goal".
In this way, by organising students in different groups and assigning them different tasks to accomplish together, teachers are already helping them to develop their interpersonal intelligences. Nevertheless one of the main objectives of teachers during this process is to make these group interactions and collaborations meaningful, constructive, and to provide them cooperative guidelines in order to create the right environment for the development of the interpersonal intelligence.

One way in which educators can control and enhance the interpersonal skills which take place in group or team work is making these groups consider various issues and carry out a discussion enabling them both to use their verbal skills, but most importantly, to understand each other's point of view and arguments as "succesful group life requires the balancing of one's individual needs with consideration for the needs of others" [Campbell *et al.* 1996: 163].

Another way to do so is by assigning different roles to each of the members of the groups, as this will make students feel they have a role and responsability to take on and a job to do [Lazear 2003: 29]. Furthermore, students will also be more implicated in their own learning processes and will become personally involucrated in the activities.

As interaction and the ability to effectively understand and respond to the needs of others are the most noticeable attributes and represent the essence of interpersonal intelligence, other sample skills related to the interpersonal frame also are the capacity of solving a problem and resolving conflict [Christison 1996: 11]. Then, in this context of group work and collaboration, teachers can also pose issues or problems wiith the aim of making students use their interpersonal intelligence to approach the situation and arrive at a group solution by means of cooperative problem solving strategies.

Due to the importance of team work, but also as a consequence of the relevance of being empathetic toward others' emotions, feelings and experiences, one of the most important features to enhance interpersonal intelligence in the classroom is by making students construct a community that is built in human values such as helpfulness and fairness [Campbell *et al.* 1996: 162]. Group work accounts for the appearance of what is called positive interdependence, which rests on the cooperation and support students can demonstrate in possession of good interpersonal skills [Lazear 2003: 127].

To sum up, in the English classroom, interpersonally intelligent students would display the following features: According to Razmjoo, the strengths of interpersonally- skilled students lay on the abilities of stepping into someone else's shoes – i.e. to be empathetic – while understanding and relating to people. Their abilities encompass communication and problem solving skills, their preferences consist on mixing with others and joining groups, and finally they learn best through cooperating and sharing. In addition, these students excel at collaborative projects as a consequence of their sensitivity toward

others' opinions and feelings [2008: 163]. All of these factors, make interpersonal intelligence a tremendously beneficial way of displaying intelligence and knowledge.

Lazear [2003: 127] also adds that students are often very interested in exploring their intepersonal skills and relationships, especially in the secondary education level as they find themselves constructing their self-identity and are in need of support and security. Reason why, if we add this fact to the constraints of learning a foreign language, or to the embarrasment many students face when using the target language in front of their classmates, the English classroom should encourage the development of all the aspects of interpersonal intelligence to facilitate students' learning experience. In this manner, nowadays, there are an increasing amount of schools across the world that implement interpersonal skills into their school systems. Examples are located in Canadian and Norweigian schools, which have proved to highly value interpersonal intelligence [Champan 1993: 177].

2.2. Intrapersonal Intelligence: Getting to Know One's Self

As the outside world and relationships are left aside, it is now time to look into the inner aspects of one self. This next section will focus on the most important characteristics which form the second and last personal form, named by Gardner as intrapersonal intelligence. As the previous intelligence was totally focused and directed outwards, intrapersonal intelligence, on the contrary, is directed inwards and encompasses the internal aspects of a person. Just as interpersonal intelligence can be one of the most cultivated intelligences in the English classroom through interaction and group work, its' counterpart can be considered as one of the most difficult intelligences to develop due to its private nature and individuals' often rejection toward their own introspective insights [Gardner 2006: 17]. As Campbell *et al.* put it:

> To gain deeper inner knowing of oneself and to gain peace with that
> knowledge requires considerable life experience. Intrapersonal
> intelligence develops gradually over time, and in the classroom,

> intrapersonal processes require time in planning and teaching as well as
> time to unfold within the learner. [1996: 225]

Another important factor to bare in mind when analysing intrapersonal intelligence is that, just as the interpersonal, and despite its' inward outlook, it can also be reinforced by using the language as individuals can discuss feelings, emotions and thoughts through language, and can be developed to facilitate language learning, as knowing one self can contribute to ease the language learning process.The person who gave birth to this type of intelligence defines it as an individual's ability to acces

> one's own feeling life, one's range of emotions, the capacity to make
> discriminations among these emotions and eventually to label them and
> to draw on them as a means of understanding and guiding one's own
> behavior. [Gardner 2006: 17]

In this way, intrapersonal intelligence also draws upon emotional factors as this way of knowing consists in the awareness of your own feelings and emotions in order to act adaptively on the basis of that knowledge. This idea will be further developed in the educational proposal as it will take the two personal and emotional intelligences together, proving how deeply interrelated they all are.

The reason why intrapersonal intelligence should have a role in the English classroom is again explained by the factors individuals face when learning a foreign language. Just as students can face embarrassment in front of their peers, and need to be around empathetic students who understand and support them when needeed, students also need to have opportunities to work on their self-esteems to make them believe in themselves and what they are capable of. Furthermore, students need to be in possession of self-knowledge that could help them face any setbacks during their learning process. To expand on this idea, it is important that students also get to know themselves, their limits, their capabilities, their strengths and weaknesses in order to use all of this information on their advantage. Just as Martin & Loomis [2014: 141] put it,

"intrapersonal intelligence involves knowing ourselves, knowing who we are, being comfortable in our own skins, and acting on our knowledge of ourselves".

This definition also reflects the importance of cultivating the intrapersonal intelligence in the English classroom. Students, especially secondary students, are often confused by all the changes they experiment in their adolescense, causing changes in their self-image and self-esteem. It is true that in those years it is difficult to make students have an accurate image of themselves, as they are still discovering and experimenting in order to know themselves properly, reason why educators should be cautious "against expecting immediate changes within students, since deep self-knowledge requires a lifetime of living and learning to develop" [Campbell *et al.* 1996: 195]. But it is also true that if teachers help students in developing self-confidence, and in the process of knowing who they are, students will be able to act upon this knowledge and would feel more comfortable in the process of acquiring a new language.

Intrapersonal intelligence, as a type of intelligence which denotes a high capacity for introspection, is developed and reinforced through methods and activities that helps students reflect and enable them to overlook their motivations, aspirations and desires. This reflection process in which students can take part by using their intrapersonal capacities and abilities is now seen as extremely beneficial for their learning. As Armstrong [2009: 44] puts it, "research in cognitive psychology applied to education has supported the notion that children benefit from instructional approaches that help them reflect upon their own learning processes", as a consequence, teachers should follow approaches that help students become highly reflective individuals through a constructive personal insight. One way in which teachers could help students develop their intrapersonal intelligences is by creating the right atmosphere that would encourage and facilitate students' intrapersonal skills. "The teacher must strive to create a risk-free environment that encourages the students' reflections but does not invade their privacy" [Chapman 1993: 153], by providing students

with positive ways to express their emotions and inner thoughts.

Giving students the time to reflect is one of the most important aspects that make the construct of intrapersonal intelligence. This thinking time can also be substituted by discussion on emotions, feelings, thoughts and ideals, as students also work on intrapersonal intelligence when expressing their inner worlds to their classmates. Furthermore, in these discussions, intrapersonally skilled students also show a great capacity for problem solving situations as they look within themselves for the solutions. Without a doubt reflection time, both alone or in small groups, is extremely connected to intrapersonal intelligence. For some authors, such as Bellanca *et al.* [1997: 167], "reflection is the key to enhanced learning" and teachers are the ones who can enable students become good reflective and critical thinkers.

In spite of the demanding nature of the intrapersonal intelligence, nowadays, it should be taken as a tool that contributes to ease indivuals' learning process in learning English as a foreign language. When students feel anxious or uncomfortable when they ought to use the target language, students should have the opportunity to look within themselves for means to calm the feelings they are experimenting. This is another reason why the development intrapersonal intelligence is extremely beneficial for students, as by embracing this type of knowledge students would have the means to understand themselves better and learn from their mistakes. As Campbell *et al.* put it,

> being able to laugh at our foibles or mistakes is a non-threatening way to greater self-understanding. Students will be well-served by realizing that making an honest mistake should not automatically lead to self-depreciation or shame or anger. [1996: 195]

In the English class, the main objective working with this intelligence would be to make students assume responsibility for their lives and learning processes, to enable them to reach a greater understanding of themselves, and to use this understanding with the aim of drawing upon them as a means of directing their

behaviour.

To sum up, in the English classroom, it is crucial to integrate and embrace the intrapersonal intelligence, as knowing personal capacities and limitations is one of the steps to optimize learning. The investigation of the inner aspects of one's self is then, something which is increasingly recognized as positive in the classroom and as valuable for greater success and life fulfillment [Campbell *et al.* 1996: 225].

2.3. Emotional Intelligence: Getting to Know One's Self through Others

The emotional intelligence construct is deeply related to Gardner's two personal intelligences. After the interpersonal and intrapersonal intelligences were constructed and defined, just a few years later, Salovey and Mayer [1990] addressed the concept of emotional intelligence. In their theory, these two authors "connected emotions and intelligence by developing a model that described what it means to be smart about one's emotions and relationships" [Solan 2008: 24]. In this way, the emotional intelligence construct encompasses the inner emotions of individuals but also, the ways in which these interact with others.

Just as the intrapersonal intelligence helps individuals to gain information from themselves in order to use this information to guide their thinking and actions, emotional intelligence also includes the outlook of others emotions and interpersonal relationships. Furthermore, emotional intelligence is gained by understanding how an individual's own emotions create an impact on others [Baldwin 2012: 63]. After nearly a decade of study, this definition of emotional intelligence expanded, and now, apart from including the capacities of perceiving, managing and demonstrating emotions and feelings [Chan 2004: 1782], emotional intelligence also consists in being able to handle those emotions and in "the capacity to reason about emotions, and of emotions to enhance thinking" [Solan 2008: 15], giving a more metacognitive view to the

concept of emotional intelligence.

Despite of Salovey and Mayer introducing the concept of emotional intelligence, it was Daniel Goleman who first addressed this concept in his desire to study how emotional intelligence influences on students' learning [Baldwin 2012: 63]. In 1995, Daniel Goleman wrote *Emotional Intelligence*, a book in which he argued on the importance of developing students' emotional intelligence. Goleman posed that negative emotions can have a detrimental effect on people's lives, and if taken into the classroom, these negative emotions would have a very negative impact on students' learning processes. Educators face the challenges of being in charge of the learning of a great number of students, who go to class with a great variety of emotions. When it comes to the English as an foreign language class, emotions are also created in the classroom as a result of the demanding nature of language learning processes.

This is the reason why teachers should integrate teaching approaches that recognise the diverse emotions students both bring to the class, and experiment in it, in order to help them understand and regulate these emotions. If students are able to develop emotional skills during their process of learning English, they will soon start to act in positive ways that would reinforce their own emotional wellbeing and that of their classmates. In reference to this, the sooner the teachers start helping students in their development of emotional intelligence the better, as school success is "predicted by emotional and social measures such as confidence, curiosity, self-control, communication, and cooperativeness" [Goleman 1996: 49].

Just as the development of the two personal intelligences has been seen as extremely beneficial for future success, so has been the development of the emotional intelligence as Daniel Goleman firmly established that emotional intelligence accounts for an 80 per cent of individuals' success [Pishghadam 2009: 31]. Because of this, defenders of the embracement of emotional intelligence in education are fighting to make emotional competencies valuable

in the classroom. Pishghadam [2009: 39], in her interest in the development of emotional intelligence in the English class, explains that to enable students to develop emotional values such as empathy, the recognition of their own feelings and others' emotions and handling these emotions, English teachers should create and use materials and techniques which give a more prominent role to emotional factors, as in this way, teachers would allow students emerge in a process of self discovery while also discovering the personal values of others.

It is a reality that teaching to enhance the emotional dimension of individuals is not an easy task, and it becomes an even more difficult one if the many diverse emotions of teenagers are taken into account. Furthermore, English teachers face this double challenge of also taking into account the emotions that individuals experience inside the classroom when learning the language. The unforgetful fact here is that every student should feel relevant and comfortable in a classroom, and for this to happen, the human and affective side of students should stop being overlooked when teaching any type of knowledge. As Campbell *et al.* [1996: 208] argue "with the current changes in family structures, many children bring to school needs that are not necessarily met at home. In order to succeed academically, some children require positive emotional outlets".

These techniques and approaches encompass diverse aspects: One very important step to allow the development of emotional variables in the classroom is to create a positive and healthy environment, as students are more likely to share the feelings when they feel confident and safe. Apart from building a community between all the members of the classroom, both teachers and students should take into account and recognise the feelings of others, in order to make of the expression of feeling a great classroom experience that students would want to repeat. Although enhancing emotional expression is a demanding task as not all individuals feel comfortable when sharing their inner worlds with others, there are now different ways and methods that teachers can use to increase the use emotional intelligence in their classes. One of them is the

simple act of discussion:

> Discussion groups in which the learners are asked to express their
> feelings freely and share it with others in an explicit way can help the
> learners get to know themselves more deeply, foster good relations with
> others, and reduce stress and anxiety dramatically. [Pishghadam 2009:
> 39]

When learners get involved in discussions that appeal to emotional factors, they
will soon feel that sharing their experiences, feelings and emotions in groups
greatly contributes to ease all what they are experiencing inside, because as
human beings, individuals like to be heard and understood by others.
To sum up, in this classroom, emotionally intelligent individuals, would then be
in possession of the following elements: self-awareness; these students are
able to observe themselves in order to recognize their owm emotions and
feelings, self-acceptance; as these individuals are likely to feel comfortable in
their own skins. Self-control; managing and handling those emotions in order to
fight negative emotions such as anger, fear and sadness is also a key aspect of
this type of intelligence. And finally, as these students are able to project these
abilities in their relationships, emotional intelligence also implies stepping into
someone else's shoes – i.e being empathetic toward others' needs,
pespectives, opinions, and feelings – but also encompasses the capacity of
talking about feelings in communicative acts [Goleman 1996: 49-50].

To end with the analysis on emotional intelligence, an important fact to bear in
mind is that, just as the two personal intelligences, this type of knowledge also
gained popularity from the 1990s among the educational systems of different
countries and cultures. An example is located in California, where students at
Nueva School, have been given the opportunity of taking a class called self-
science which explores all the elements that are integrated in the emotional
intelligence construct [Goleman 1996: 50].

Now that the main aspects of developing the affective dimension of individuals in the EFL classroom have been stated, and after having more deeply analysed the interpersonal, intrapersonal and emotional intelligences, this thesis proceeds to present a didactic proposal that integrates all the theoretical aspects explained so far, in an attempt to help students learn English as a foreign language by addressing and appealing to the affective domain of human experience.

3. Educational Proposal: Working Together as One

3.1. Contextualisation

The following educational proposal has been designed for students of English as a foreign language. It is addressed to the level of 1st Bachillerato, and consists in a project named "Working Together as One", which will be developed during the first quarter of the academic year. The reason why this proposal is directed to this particular level is because, in those years, the enhancement and development of affective variables can be extremely useful and effective as students are more mature, they are starting to know themselves better, they are also beginning to think about their future plans, and are able to process emotional issues and provide emotional outcomes in a more sensible way. The decision to place the educational project in the first quarter is because in many occasions, students of this level do not know each other due to the fact that in this year they are grouped according to their personal academic choices. Because of this, it is likely that the groups from previous years have varied.

Despite of the fact that students need to be comfortable, confident and secure in the classroom environment to express their feelings and emotions, and to allow strong and healthy relationships to be established, it is also true that the following educational proposal would enable students to explore their affective sides from the beginning in order to start the new academic year with confidence and positiveness, and to get to know one another better with the aim of creating a warm atmosphere that will hopefully last for the remaining quarters

of the year. Finally, let us remind ourselves that the English project in which students are going to be involved in aims to strengthen their interpersonal, intrapersonal and emotional intelligences together while learning English as a foreign language as "language learning tasks can be developed around different types of intelligences" [Morgan & Fonseca 2004: 125]. So let us not forget that while reinforcing the three type of intelligences, students will also be using the English language to communicate between them.

The project will be explained in two parts. The first part will consist of different tasks carried out by students, until they reach to the ultimate step of the project which will come as result of the work done in the previous tasks. In order to follow the steps for the development of the didactic proposal see *annex 1.* The first aspect to explan is that, for the development of the project, students will initially be grouped in five heterogeneous groups of four students aproximmately, as "students who feel uncomfortable addressing the whole class on sensitive issues can express themselves more confidently to a small group of peers" [Smagorinsky 1991: 23]. As the classroom will likely present students that are different in many different ways, groups will be constructed bearing this diversity in mind due to the fact that "linguistic, ethnic, and skill differences need not be viewed as liabilities, bur rather as assets that provide a rich environment in which students learn from each other" [Campbell *et al*. 1996: 168]. Once the groups are effectively made, the next step consists in accommodating the classroom space to the environment that will allow students to explore the topics related to the affective dimension. This opens the door to first part of the project.

3.2. Five Different Classroom Spaces for Five Different Personally and Emotionally Intelligent Learning Areas

The teacher will create five different classroom areas; by moving the furniture of the class around and playing with the available space of the classroom, he/she will set five sepated and distinguishable spaces that will constitute small areas that will enable students to work cooperatively and explore their feelings while

at the same time they will create opportunities to learn English. In order to view how these spaces will be distributed in the classroom see **Annex 2**. Each of those spaces or areas will be given a name. Area one will be called "Me, Myself and I", area number two will be called "A Moment to Treasure" and the third are will go by the name of "The Person I Look Up To". Finally, the fourth one will be "Future Expectations" and the fifth and last area will be given the name of "Problem Alert". Once the five different areas are clearly organised and differenciated in the classroom space, each of the five groups aforementioned will be assigned an area to start with. These five areas and what is expected from students to do in each of them will be explained in the following pages. For an outline on the five learning areas see **Annex 3**.

The first area, called "Me, Myself and I", is all about self-perception. What students will have to do is talk about themselves and open up to their classmates about how they see and consider themselves. Students can talk about their strengths, their weaknesses, their interests, their virtues, the feelings they experiment when learning English, their setbacks and also comment on their relationships with others. The principal aim of this first area is to make students talk about their own features and visions of themselves, both to enable them to get to know themselves better but also to make all of the other integrants of the group get to know their group peers. Furthermore, the objective of setting up this area is to enable students to understand one another and strengthen their relationships. In this way, the first area will reinforce all three targeted intelligences.

By reflecting upon their self-knowledge and self-perception, students will be part of a personal insight process that will enable them to consider their inner aspects of themselves and gain a more clear vision and understanding of their own person, using and strengthening their intrapersonal intelligences. Emotional intelligence will also be called upon this process as students, when exploring their inner worlds, will reflect on their feelings and emotions, and by listening to their classmates, will also understand how do others create their

self-identities. Finally, by working in a group, and sharing their perceptions with others, students will be cultivating their interpersonal intelligences, as opportunites to understand others and being empathetic will be given all throughout students' time in this area. Furthermore, through interacting with others, and by knowing who one self is, one can contribute to the betterment of others [Campbell *et al.* 1996: 211]. The reason why the area "Me, Myself and I" will benefit students is because

> in this time of sharing, students often learn a great deal from each other and about themselves. They begin to notice similarities and differences between themselves and their fellow students. They begin to develop a sense of security and/or confidence about their own thoughts, opinions, and ideas. As they share, they also encourage them to steal any good ideas or thoughts from each other and add these to their own reflections. This can help them understand that our so-called self-identity is really a combination of what goes inside and what we experience in the outside world. [Lazear 2003: 144]

The second area is "A Moment To Treasure", and consists in making students share a significant moment they have experienced in their lives. Students will be free to talk about any kind of moment, experience or event that has made them happy and grateful during their lives. The aim of this area is to give students a boost by giving them the opportunity to reflect on something which made them happy and to give them the chance to share their happiness with others. Moreover, students will be able to appreciate others' experiences while they are surprised and interested as great life events may be explained by all of them. This positive atmosphere benefits students in many ways as, by channeling the emotions and feelings they experienced, students can again feel the same way as they recall their treasured memory.

Once again, this area has been created to enable students develop all three intelligences while taking part on this exercise. Interpersonal intelligence is activated through the discussions of students, as they share, listen and

understand each others' experiences. Intrapersonal intelligence is once again used by students as these reflect upon their lives and what they have been through to select their best moment or event. Finally, there is also room for the emotional intelligence as these great moments are bound to create emotions in all students, and also, students will be involved in a process that demands them to understand others' feelings in order to recognise the importance of the all the moments to cherish. This area also aims for individuals to recognise how emotional topics encourage learning, by making students reflect on these issues and "by alloting time for emotionally charged topics, the teacher demonstrates that such discussions are valuable learning opportunities" [Campbell *et al.* 1996: 211].

The third area has been given the name of "The Person I Look Up To" and is an area which aims to make students open up about their families, closest relationships or individuals whom they admire. Family is one of the vital possessions one has in life. As other relationships may come and go, family is nearly always seen as one of the crucial elements in an individual's life. Despite of this fact, the family topic can be a very delicate one; in a class there are many students, all of them with a family history and with their own struggles and specific situations. Nowadays, there are many students that are part of unstructured families and face many problems at home. In order to avoid making these students feel uncomfortable, this area gives students the opportunity of talking about any person they look up to. It can be a close family member like their parents, it can be a person who students have an special bond with, or it can even be an idol, the only rule is that this particular person has to be admire and looked up to by students.

The main objective of this area is to give students the chance to think and talk about someone who they deeply love or feel a strong admiration for. Students can explain to each other the reasons why they feel this way about that person, something which will likely place their feelings and emotions to centre stage. By arguing about these issues, students also become aware of the importance of taking care of others, especially those that they feel the most about, or those

that have contributed to make their lives better.

Once again, this area has been designed to cover the three targeted and deeply interrelated intelligences. On the one hand, in "The Person I Look Up To", interpersonal intelligence, like in any other area, is awaken due to the sharing between students, but in this case, as students are sharing very relevant information about someone they care for, the interrelationships of students are gradually becoming stronger as all of them are opening up to others, while also sincerely understanding each other's feelings and appreciating the value of them. On the other hand, intrapersonal intelligence is reinforced by making students think and argue about such poignant people in their lives, a personal insight process which will make them explore the feelings they have toward those people. Futhermore, for many students, "this process can springboard them into accessing feelings, insights, and connections that may not yet have reached their conscious mind" [Campbell *et al*. 1996: 217]. It is likely that in this area, students explore their feelings and emotions when they are reflecting upon who are the people that keep them going. And it is also likely that these emotions are demonstrated in front of their classmates, making students recognise the value of others' feelings, a crucial aspect of emotional intelligence.

The fourth area is called "Future Expectations" and will make students consider their wishes and desires while commenting on their expectations for the future. In this area, students have to reflect upon questions such as where would they want to be in ten years time, what would they like to be doing, what do they feel will change in the years to come, etc. This area was designed to encourage students to think of their dreams and the ways to pursuit them. Moreover, it can be highly beneficial for students of this level as they will begin to think about what they want to study, in what jobs they see themselves, and in this way, they will begin to think of how they would like to build their way into the lives they want to live. These questions that make student reflect upon their future call for the use of intrapersonal intelligence, as they emerge themselves in a reflective process in order to consider such important aspects of their lives. By doing this,

their emotional intelligence will also be awaken as they consider how do they feel in this determined point of their lives, and reflect upon topics such as what would bring them happines and joy in the future. In this context of discussion, interpersonal intelligence also has a very important place, as students discuss these aspects with their classmates, and open up to each other talking about the future they wish to conquer.

Most importantly,

> as students clarify and express values they hold, they will also confront and interact with the value systems of others. Learning to defend one's values without diminishing those who maintain different perspectives will become an important skill. […] Through opportunities to interact with different value systems, students may find that they can strengthen their interpersonal and intrapersonal intelligences. [Campbell *et al.* 1996: 216]

Finally, the fifth and last area is "Problem Alert" and just as the title states, this area will focus on students' problem-solving skills. In this area students will be given a series of problematic situations or moral dilemmas which will make them consider the ways through which they can be solved and their possible solutions. In order to see examples of these problematic situations or moral dilemmas see *Annex 4*. This area was created in order to give students the opportunity of using and developing their capacities in problem-solving as these type of skills will be valuable for the rest of their lives. These problematic situations will consist in various types of dilemmas, they can even be moral dialemmas which will make students struggle to think of the best solution and to reach a consensus.

This area is a very important one as problem-solving skills are part of the three targeted intelligences. On the one hand, as Bellanca *et al.* [1994: 194] explain "the interpersonal intelligence manifests itself in cooperative problem solving. When a group of students function well together, they share ideas about ways to approach a problem". Moreover, students will be reinforcing some aspects of

the interpersonal intelligence as they respect and take into account others' opinions and arguments in this context of acceptance of all the voices of the group. Intrapersonal intelligence is also strengthen when students are using their problem-solving skills as they are reflecting and looking for the best solution they could provide, taken part in a process that will make them look inside of themselves to think and reach for deeper thought such as what they would do if they were in front of a problematic situation, or had to consider a moral dilemma. To end with, the emotional intelligence is also developed by students if these have to consider a problem or dilemma which carries an emotional message, as if so, it is likely that students feel touched by the aspects they ought to consider.

As mentioned before, students will be grouped in five different groups as from the beginning of the project due to the fact that working in smaller groups will enable them to feel more comfortable when adressing personal and emotional topics. As Smagorinsky [1991: 23] puts it, "students can take risks with their interpretation much more freely in a small group than they might in the more intimidating circumstances of a teacher-led all-class discussion". In this way, there are five groups of approximately four students each, and there are five different working and learning areas. Each group will be assigned an area as a departure point, and then will move around all the areas until each group has worked on all the learning spaces available.

What it is expected from students during their time on the five working and learning areas is the following: First of all, students should be able to work cooperatively during the whole process. It should be ensured that at all times there is a warm and healthy atmosphere in all groups which will enable students to be ready to tackle all different areas with confidence and security. As Farrell & Jacobs argue,

> important factors in successful collaboration are feelings of caring, trust, and safety. Students are more likely to ask for help, take risks, and share with others in an atmosphere in which people care about, respect, and

protect one another. [2010: 35]

Because of the fact of students working together and promoting this friendly atmosphere during the whole process, interpersonal intelligence is found all throughout the five areas. In reference to this intelligence, it is expected that students learn to understand, tolerate and accept each other's feelings, emotions and opinions. Furthermore, while working on such poignant topics such as self-perception, family, best experiences and future plans, all students should develop empathetic skills and know that each and every one of them have their own realities to deal with. Together with empathetic skills, problem-solving skills are also key aspects of the interpersonal intelligence as the development of these will contribute to students' realisation of different points of view.

When it comes to the intrapersonal intelligence, what is expected from students is simply that after they have completed their round in groups, students feel they have got to know themselves better by thinking and reflecting on what the areas were asking them to do. Just as the areas will allow them to know and understand each other, the same process is to be done but in this case inwards. Students are expected to look within themselves to look for the right answers and to get to know themselves better. Giving them this opportunity in the English classroom is highly beneficial as normally, neither students of this age, nor older people devote plenty of time to their inner self. "Working with intrapersonal intelligence is especially difficult in our culture given our attitudes about introspection" [Bellanca *et al.* 1997: 157], hence why the sooner students use their intrapersonal intelligence to direct their lives, the sooner they will conquer their fear of what this task might entail.

Finally, by working in the five allocated learning spaces, students are also encouraged to take into account feelings and emotions. In this way, it is not only expected that students learn to understand each other and themselves, it is also expected that they include both their feelings and emotions and the ones of

others to this understanding. As the areas do carry an emotional content, students are expected to develop the necessary skills that will enable them to handle these emotions and to overcome the negative emotions they might feel when carrying out the task. For example, if students are relying on intrapersonal intelligence to reflect upon their family or the way in which they see themselves but end up finding negative emotions within themselves, emotional intelligence can be called upon to manage and control these emotions. In the same way, if students have their interpersonal skills activated when listening to someone else's story or aguments, they can rely on emotional intelligence to comprehend their feelings and look at those issues as they were happening to them.

This first part of working in the five areas will be the first half of students' project. The following tasks students will carry out for the project "Working Together as One" will be explained in the following pages.

3.3. From Learning Areas to Mini-Dramas

At this point of the project, students have worked in five different learning areas that have contributed in the enhancement of the three types of intelligence. After each and every group has gone through each and every area, there will be a draw in order to assign one area to each of the groups. The reason why students groups will not be able to choose the area they want to stay in for the second part of the project is due to the difficulty of keeping every sudent happy. To assign the area that each group would like to work in is a too difficult task as there might be groups that coincide in their preferred areas. In fact, in every group there will be students that have enjoyed an area in particular and might not reach a consensus on which they want to stay in. In order for this to be avoided, it is best to carry out a draw in the assigning taks of areas and let fate decide which group will get each area. Once all groups have been assigned their particular learning area, the second part of the project can begin.

It is now time for students to demonstrate all what they have learnt in the previous part of the project by producing a series of dramatical interpretations,

as the five different learning areas are transformed into five thematic-play settings. As Bellanca *et al.* [1997: 193] explain, "the ultimate goal is an outstanding product, performance, or demonstration that represents the quality of team interdependence", and this is exactly what students are going to be doing with their creation of theatrical productions that will consist of five different "mini-dramas".

The idea of expanding the project from learning areas to dramatical productions was organised to give students a significant mean through which they could channel their feelings and emotions into constructive outlets, as once students have recognised and identified their affective experiences, they can be provided with options and ways for self-expression [Campbell *et al.* 1996: 212]. Before starting to work on their dramatical interpretations, once students have their specific areas assigned they willl again voice their experiences, arguments and opinions depending on the area, but in this case, not to share them with others as previously, but to create a whole new vision constructed by all the members of each group, which will later integrate in their mini-dramas. Guidelines for these short dramatical productions can be seen in *Annex 5.* Let this be explained in reference to each learning space.

The first area, named "Me, Myself and I" was all about self-perception. The group which has been assigned this first area will have to create a single fictional character formed by all the characteristics mentioned by all members of the group. For example, if a student considers himself to be confident, and another student considers herself to be hard-working, both features and all the self- related aspects the group come up with, will be integrated in the creation of a single fictional individual. In this way, a person who possesses characteristics and features of all the members of the group in the first area will be created.

Once they have modelled what they had to share with each other in the first area into one single person, this first group will create a mini-drama that deals with the presentation of this fictional character. Students will be encouraged to

organise a mini dramatical interpretation that will deal with the presentation of this individual. The features they will have to comment on will be those they have extracted from their discussion in this area; this individual's strengths, weaknesses, interests, virtues, his/ her relationship with others. Student will be free in deciding the way they wish to portray this in a theatrical interpretation. Some examples would be: Explaining the characteristics of this person by creating a role-play that shows the individual portraying his/her specific features in different situations (for example if this individual is generous, students can role-play an action in which one of them is being generous toward the others). Another way in which students could create their mini-drama would be by interpreting a characteristic each while they go through a normal day in this individual's life.

The second area was called "A Moment to Treasure" and dealt with those moments or events that had filled students' lives with joy and happiness. Again instead of sharing their moments with each other, as they have already done this previously, what students ought to do now is to create a moment, experience or event that will have features of the moments of all members of the group. For example, if a student's treasured memory is that he/she met her idol, another student's special moment happened in Paris, an another student's memory dates back to when this student was ten years old, students can integrate these three features into the new special moment they are creating and say their best moment was when they met their idol, in Paris, at the age of ten years old. The ways in which to create this new moment that integrates features of all the other moments are endless, as students can decide which features they will pick from each of the experiences. To represent this in a mini-drama or dramatical interpretation is quite easy as students only have to role-play the event by modelling what happened and intepreting a set of characters.

The third learning space was named " The Person I Look Up To" and dealt with those people that were essential for students, who could be family, friends or even an outsider. The process for the creation of this mini-play is again the

same one, from all the people students admire, now students will have to create a fictional individual with features of all the different people that have come to the discussion in this area. As it is a person they are creating, what students have to do in this area is very similar to what students of the first area had to do, but in this case, instead of creating an individual with their own features, they are creating an individual with the features of those people they admire and look up to. The dramatical production of this lies again on students' choices. One way of taking this into a role-play tudents could be by representing the reasons why they admire this person through a story, for example if the admired person works for an NGO, students could represent what does this person do that makes him/her stand out from the crowd.

The fourth space was given the name of "Future expectations" and dealt with students wishes and plans for the future. Again, after every student has shared their vision of how they would like their futures to be, students will have to create a vision that, if possible, englobes all students' expectations and desires or some elements of these. In this way, they will create a future with all the different elements all students have argued they would want to have in their future lives. For example, if a student sees himself in London in ten years time, and another one sees herself working as a doctor, their interpretation can incorporate these two elements and portray someone being a doctor in London. The ways in which they can portray their new vision of the future in a dramatical interpretation are also limitless, as students can portray a scene from their future in their preferred way.

Finally, the fifth and last learning areas was "Problem Alert" and focused on students problem-solving capacities in front of a problem. In this case, students will have to consider again that problematic situation or moral dilemma they were previously provided by the teacher. In this case, instead of listening and respecting others' points of views, or ways of dealing with and solving a problem, students will integrate their solutions into a process that will englobe aspects from all different possible solutions. For example, if a student's solution

to a money-related problem is to go for help to his/her family, but another student's solution is to go on a TV competition to earn money, students can trace the path through which they would conquer this problem, by representing a person who goes on TV, fails and finally has to his/her family for help.

In the fifth area, it is a case of respecting all the different solutions by integrating all of them into a dramatic production, demonstrating that not any of them are better than others and that every student is capable of coming up with a useful solution to a determined problem. When it comes to the ways in which they can integrate what the fifth area englobes into a dramatical interpretation, a great way would be by representing the initial problem in the mini-drama. After the problem is acted by students, they can then each interpret the solutions they have previously posed.

The reason why it was decided that students should put all their thoughts, opinions and feelings together in order to create the dramatical productions was because by doing this, students would also be using their personal and emotional intelligences, as they would have to respect and understand each other, discuss feelings and emotions, and carry out decisions as a group. This whole process enables students to "step outside their own ideas, opinions, and feelings and to assume those of other people" creating in this way, a situatuion of self-trascendence [Lazear 2003: 127].

Once the five groups have created the five different theatrical productions, these will be shown in the class. The good aspect is that all students will be familiar with the five learning areas as they would have worked on each area in the first part of the project, so watching how each group has decided to represent their play based on their specific area will surely be an interesting and entertaining aspect for all of them. But the "Working Together as One" project does not end there.

3.4. Integrating Mini-Dramas into One Final Dramatical Production

After the five plays have been represented, those initial five groups will be dissolved and students will work all together for the third and final step of the project. Students will now create a whole play, based on the five previously represented mini-dramas by working all together. To see guidelines for the creation of the large play see *annex 6*. If students merge all their mini-dramas into one large play, they will get the creation of a single and unified fictional individual constructed by elements of the lives of all students in the class.

As each group had already integrated everyone's features into their mini-dramas, when these mini-dramas are put together, the entire dramatical production will have and include features of each and single one of them. In this way, the large final play will mirror the life of an individual: First, it will present his/her features, his/her character, his/her relationship with others, his/her self-concept, etc (mini-drama 1: "Me, Myself and I"). Then, it will represent this person's most important memory (mini-drama 2: "A Moment to Treasure"), to then comment on this individual's family or closest people (mini-drama 3: "The Person I Look Up To"). The play will then show this person in approximately 10 years time (mini-drama 4: "Future Expectations"), to finally throw a problematic situation at this same individual in order to analyse the ways through which he/she would solve it (mini-drama 5: "Problem Alert"). By the end of the project, students will have created an entire play by integrating twenty perspectives into a single one. This is the reason why the project was given the name of "Working Together as One", as students work together at all times (first in small groups and later the whole class), until they reach the final play which presents this single fictional individual and the moment when students' feelings, emotions, ideas and opinions become one.

The planning of mini-dramas in order to arrive to a bigger dramatical production has also been organised strategically as in this way, students can address the emotionally connected issues in smaller groups until they feel confident to work

on these topics in a bigger group. Moreover, "when students are beginning to learn collaborative skills, group sizes should remain small, ranging from two to four members. As social skills develop, students become capable of working in larger groups [Campbell *et al.* 1996: 165]. By organising the mini-dramas first, the teacher is protecting students from the fears and anxiety they may face if they were to face to work in a bigger group from the beginning. In a smaller environment students have the chance to get to know each other better, and grow in confidence to be able to assume the final step of the project. In any case, whole-class drama, has also been seen as extremely beneficial as "it consciously provides structured opportunities for individual and group reflection, with the teacher alongside as a reflective and supportive mediator and co-participant" [Baldwin 2012: 62]. Finally, it is important to state that, the teacher, during this whole project, is a facilitator of interactive learning and provider of the opportunities that enable students to process their ideas and feelings with fellow students;

3.5. Why Drama?

The aim of this second and third part of the project is to create first five different mini-dramas and then an entire play based on the learning areas as the final product of their previous efforts. "Demonstrations can be a powerful way for students to show the positive results of cooperative interaction as they also validate the learning and sharing that occurred in the group's activities" [Bellanca *et al*. 1997: 181] . But why are those demonstrations carried out as dramatical interpretations? Why make students shift their discussions on the area-related topics to dramatical productions? Earlier in the thesis, the reasons why the five different areas reinforce students' interpersonal, intrapersonal and emotional intelligences were explained. Now, it is turn to explain why these dramatical interpretations contribute to encourage all three intelligences.

First of all, due to the fact that the discussions on each of the learning areas called for the use of the interpersonal, intrapersonal and emotional intelligences as a consequence of the topics and themes posed by each area, the fact of

taking these discussions into dramatical representations means that students will still be working on the three targeted intelligences, but in this case, through drama. Drama is integrated in this didactic proposal by making students construct a short dramatical interpretation based on an specific learning area and then by integrating all of these into a larger dramatical play. As individual's affective dimension is increasingly being noticed in language learning contexts, there are now many authors that argue that drama constitutes a great way of exploting students' affective domain. Campbell *et al.* [199: 213] argued that drama is a creative approach and a powerful tool to enable students access their feelings, avoid negative emotions such as stress, hurt and overexcitement and finally to channel and transmit them into positive and valuable expressions. In this way, drama interpretations also contribute and reinforce the development of the interpersonal, intrapersonal and emotional intelligence.

Firstly, interpersonal intelligence is highly used in the planning and organisation of the mini-dramas, as students have to reach a consensus on how they are going to portray their ideas. In this process, students will have to discuss on and take decisions about the characters they are going to interpret, the setting and props they will use, they script they will create and any important detail of their productions. The decisions made regarding all of these elements plus the importance of taking into account the mood, intentions and feelings of others both in the planning stage and while in character-mode rely on the use of interpersonal intelligence [Smagorinsky 1991: 25].

Despite working collaboratively at all times, the mini-dramas also contribute to the reinforcement of students' intrapersonal intelligence. By acting in the mini-dramas, students are also learning to recognise, understand and develop their personal feelings while working with one's self. Just as Baldwin [2012: 60] puts it, "drama involves accepting personal feelings and emotions and then using them to initially guide behaviour in imagined worlds through role, and then, later, in real world". So, by involving students in role-plays and dramatical interpretations, teachers will be setting an advantage for their future, as

students will learn to handle their feelings and thoughts in the real world after modelling them in their dramatic productions. It is at this point where students may find more difficulties, as it is widely known that the process in order to get to know one self is not a path of roses. In any case, it has been recognised that drama can help students achieve self-understanding and self-acceptance through the portrayal of characters of students' own creation [Smargorinsky 1991: 27], and this becomes even more relevant in this particular project, as the characters will have traces of all individuals in the class.

Finally, drama can be used intentionally to instruct emotional behaviour as it also encourages the development of students' emotional intelligence. First of all, it is already known that the mini-dramas will carry many emotional components due to the topics explored in the learning areas. In addition, one of the key aspects of the emotional intelligence relied on understanding each other's feelings, something which is vital, as students will be representing events which are tremendously relevant for their classmates. Furthermore, students can also use their emotional intelligence to organise and guide their performances;managing and handling emotions is a crucial aspect in the emotional intelligence construct and in dramatical interpretations it can become a very significant skill that could help individuals assume their roles and perform in more succesful way as students would be able to control and show these emotions.

This didactic proposal was created to offer a plausible and original way in which students could develop their interpersonal, intrapersonal and emotional intelligences through dramatical interpretations in an EFL classroom. Morgan & Fonseca are some of the authors that have also discussed the interrelationship between emotional factors, language learning and dramatical interpretations arguing that "in a role-play where learners may need to express their feelings while being considerate of the feelings of others, linguistic, intrapersonal and interpersonal talents are needed" [2004: 125].

3.6. Working Together as One Timetable

It is important to state that this educational proposal is found integrated in the classroom and shares its' time with the curriculum objectives that are set for the first quarter of this determined level. Because of this, the project Working Together as One will be carried out at the same time the teacher follows the established aspects to cover in the first three months of the academic year. To accomplish this, in the three hours of English students have in one week, the teacher would integrate the projects' different activities while tackling those other curriculum aspects she/he is obliged to cover. Students would work on their curriculum units in the first half of the class, while the second half of the class would be devoted to working on this proposal.

In this way, the teacher can prevent boredom and distraction, as students need to be presented with classes that are arranged around a variety of tasks to help them stay focused and engaged in the contents of the lesson. Furthemore, discussing the topics on the learning areas for one hour creates a too dangerous environment as students have more chances to stop using the target language, start talking about other topics,etc. Finally, mini-dramas and large play preparation will surely be something which students can enjoy, something which would probably encourage them to work in the first half of the class in order to then get on with their project.

Bearing all this information in mind, when it comes to the time each part of the project will be devoted, the distribution would be as follows: Each group will devote one week to each area and once the time in one area has ended they will move to the next one and continuosly. As students have three classes of English a week, it has been decided that the specific time of two of these classes could be devoted to working on the learning areas, while the third class of the week can be left for students to comment on their visions of their week in the particular area they have occuppied. In this way, each group would occupy two classes in each area, and in the third one will be used by students state their visions, comments and feelings on the project so far by making each group

share their experiences in and views of each area with the rest of the class. For students to do this, the teacher will give them a series of questions they all have to discuss in front of the class in an oral presentation. In order to view these questions see *annex* 7.

In this way, this first part of the project which consists in students moving around the different areas which call for the use of their personal and emotional intelligences had an established amount of time as each group would spend one week in each area. The first part then, would occupy five weeks. In reference to the two remaining parts of the project, students will be working on their mini-dramas for one week (if needed, they might be able to have a second week for the preparation of their mini-dramas) and will present their dramatical productions on the following week. Finally, students will devote two weeks to working on setting up the final play. The idea behind this organisation is to make students represent their final play at the Christmas School Party, as the outstanding product of all their hard work.

3.7. Working Together as One while Learning the English Language

It has already been analysed in what ways the learning areas and the introduction of drama reinforces the use of the three affective-related intelligences, hence why, in the next paragraphs, the connection between the didactic proposal and the acquisition of the language will be analysed.

It is important to remember that in spite of the fact this educational proposal was created to embrace affective variables in the classroom and focuses on how to develop students' personal and emotional intelligences, learning the English language, in this case through emotional issues, is also one of the main goals of the didactic proposal. One way in which English language learning is strengthen is simply by making students use the language orally all throughout the process. In many occasions, students' speaking skills are left aside and are not given much importance in the EFL context, when in fact, "language is best learned by negotiating with peers in groups through the process of completing tasks or

engaging in activities that promote language interactions" [Chen 2005: 51]. This project, by establishing those numerous interactions between students, is encouraging them to feel more comfortable when speaking in the the target language. And by organising mini-dramas is also helping students in their English language learning process as "group drama activities can develop better language use and also provide the teacher more observation time and less direct teaching time" [Chen 2005: 144].

Furthermore, drama opportunities have been regarged very important in both helping students' develop skills in the target language, as drama has been considered great tool to assess students' speaking and listening skills, and in enhnacing their affective domain, as drama encourages performances which can reveal very valuable information on personal, social and emotional skills [Baldwin 2012: 60]. In addition, "Working Together as One" is also a project that is greatly characterised by variety, as the different learning areas evoke different topics, vocabulary and grammatical structures. For example, in discussing the ways in which they view themselves (area of self-perception), students are using vocabulary related to psychological descriptions; in discussing their future plans (area of future expectations), students can practice job and work related vocabulary and future tenses; and in discussing their treasured memories they will be using past tense structures.

In addition, students, apart from learning about each other, they are able to learn from each other, as they observe how their classmates express themselves and analyse the vocabulary they use. In conclusion what this project also aims to provide is a great setting to use and practice the English language while strengthening students' affective dimension, something which will be highly beneficial for both their acquisition of the English language and their future lives. As Chen [2005: 51] argues, "a rich English environment has the characteristics of authenticity, variety and opportunity" and Working Together as One was desgined to fulfill this purpose, as it provides opportunities to develop not only academic skills but also personal, affective and ethical ones.

Conclusion

When the world began to recognise the fact that individuals can be intelligent in many different ways, other aspects of human experience commenced to gain ground in the educational world. Due to the tremendous work carried out by psychological researchers such as Howard Gardner and Salovey and Mayer, pioneers in acknowledging individuals' personal and emotional traits, there has been a growing interest in embracing this long forgotten side of human development. Unfortunately, for a very long time, educational sytems have ignored that they are responsible for the complete growth of individuals and have overlooked and left aside the affective side of human domain in favour of students cognitive capabilities. Nowadays, educational research has acknowledged that to educate students' affective dimension, teachers should embrace methods and activities that appeal to their feelings and emotions. As Campbell *et al.* [1996: 208] put it, "when educational programs offer opportunities to bring emotional knowledge and assumptions to awareness, students may experience healthier emotional growth".

Literature on EFL learning has demonstrated that EFL settings are one of the most relevant contexts in which to embrace students' personal and emotional issues. As a consequence of the demmands of learning a new language, students experiment a variety of different feelings and emotions that might hinder their language learning experience. What educators ought to do is acknowledge that if they recognise these feelings and emotions and enable students to handle them, they will be helping students immensely.

The educational proposal that is part of this thesis was created with this principal objective in mind; by enabling students to get to know one another (interpersonal intelligence), get to know themselves (intrapersonal intelligence) and understand one and others' feelings (emotional intelligence), educators, people who have a great responsibility in their hands, will finally realise and embrace that all students have their own heads, but also their own hearts.

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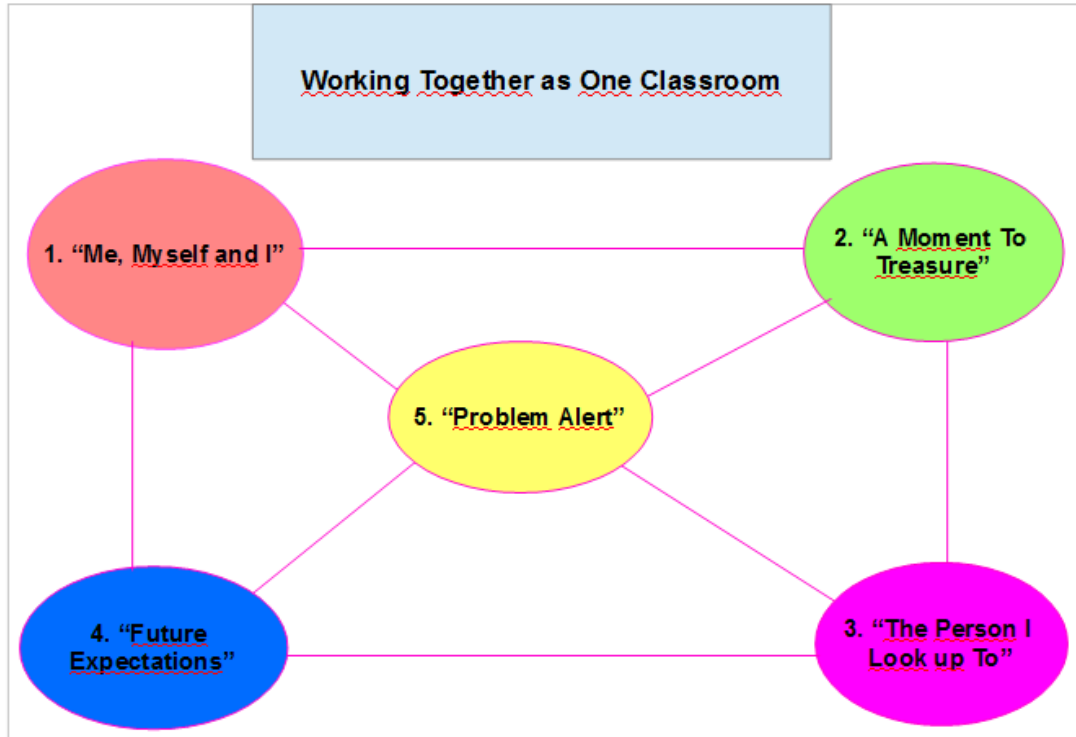
Annexes

Annex 1

Steps to follow in the Working Together as One educational proposal:

1. Creation of five heterogenous groups formed by 4 students each

2. Creation of five different personally and emotionally intelligent learning areas
    - Students will move around five different spaces of the classroom until every group has worked on the five learning areas

3. Assignation of one learning area to each group
    -Students will again discuss the topic of their specific area but in this case to put all their emotions, feelings, ideas and opinions into one

4. Each group will create a mini-drama based on their learning area and on elements from the lives of every members of the group

5. Mini-dramas will be represented

6. The mini-dramas will be put together to create a final play that integrates all the mini-dramatical productions the five groups organised.

Annex 2

Distribution of the five learning spaces:

Working Together as One Classroom

1. "Me, Myself and I"

2. "A Moment To Treasure"

5. "Problem Alert"

4. "Future Expectations"

3. "The Person I Look up To"

Annex 3

Five Learning Areas Outline:

Learning Area	Characteristics	Interpersonal	Intrapersonal	Emotional
Me, Myself and I	Self-perception, self-image and relationships	Opportunites to understand others and to be empathetic will be given in this area as all of them open themselves to each other	A personal insight process that will enable them to consider their inner aspects and gain a more clear vision and understanding of their own person	Exploration of their inner worlds will bring about reflections on their feelings and emotions and an understanding of others' identities
A Moment To Treasure	Special event in the lives of students	Activated through the discussions of students, as they share, listen and understand each others' experiences	Used by students as these reflect upon their lives and what they have been through to select their best moment or event	Great moments are bound to create emotions in all students. Acknowledging feelings to understand others' cherished moments
The Person I Look up To	The person they admire the most	Is awaken due to the sharing between students, their interelationships are gradually becoming stronger as all of them are opening up to others	Reinforced by making students think and get involved in personal insight processes which will make them explore their feelings	Emotions and feelings toward those people are shown in front of their classmates, making students recognise the value of others' feelings
Future Expectations	Wishes and desires for their future	Students open up to each other talking about the future they wish to conquer	They emerge themselves in a reflective process in order to consider such important aspects of their lives	Awakened when they consider how they feel about their lives, and reflect upon what would bring them future joy
Problem Alert	Problematic situation and its possible solutions	Reinforced by respecting and taking into account others' opinions in a context of acceptance of all the voices of the group	Strengthen when students use their problem-solving skills as they look for the best solution within them, reaching deeper thought	Developed if these have to consider a problem or dilemma which carries an emotional message, as if so, it is likely that students feel touched

Annex 4

Moral Dilemmas:

1. Kohlberg's Heinz Dilemma [1958]:

Heinz's wife was dying from a particular type of cancer. Doctors said a new drug might save her. The drug had been discovered by a local chemist and the Heinz tried desperately to buy some, but the chemist was charging ten times the money it cost to make the drug and this was much more than the Heinz could afford.

Heinz could only raise half the money, even after help from family and friends. He explained to the chemist that his wife was dying and asked if he could have the drug cheaper or pay the rest of the money later. The chemist refused saying that he had discovered the drug and was going to make money from it. The husband was desperate to save his wife, so later that night he broke into the chemist's and stole the drug.

1. Should Heinz have stolen the drug?
2. Would it change anything if Heinz did not love his wife?
3. What if the person dying was a stranger, would it make any difference?
4. Should the police arrest the chemist for murder if the woman died?
[McLeod 2013]

2. You have witnessed a man rob a bank, but then, he did something completely unusual and unexpected with the money. He donated it to an orphanage that was poor, run-down, and lacking and lacking in proper food, care, water, and amenities. The sum of money would be a great benefit to the orphanage, and the children's lives would turn from poor to prosperous. Would you:

a: Call the police and report the robber, event though they would likely take the money away from the orphanage, or
b: Do nothing and leave the robber and the orphans alone? Why?
[Hopkins 2011]

3. Your best friend is about to get married. The ceremony will be performed in one hour, but you have seen, just before coming to the wedding, that your friend's fiancee has been having an affair. If your friend marries this woman, she is unlikely to be faithful, but on the other hand, if you tell your friend about the affair, you will ruin his wedding.

1.Would you, or would you not, tell your friend of the affair? Why, Why not?
2. How would you tell your friend about the affair?
[Adapted from Hopkins 2011]

4. Imagine it is WWII, and you are a Jewish family who have been trapped in a concentration camp . A nazi sympathizer guard is about to hang your son who tried to escape, and is telling you to pull the chair out from under him. He says that if you don't do so, the guard will kill not only your son who tried to escape, but also your other son. You have no doubt that he means what he says.

- What would you do?

[Adapted from Hopkins 2011]

Annex 5
Guidelines for the Mini-Dramas:

1. Mini-dramas have to be organised according to the assigned learning area

2. Mini-dramas have to include features of the lives of all the different members of the group

3. Every member of the group has to have a role and participate orally in the mini-drama

4. Mini-dramatical productions have to be 5 minutes minimum and 10

minutes maximum.

5. The right use of the setting and props will be taken into account

6. Students can occupy the space of their specific learning area to work on their mini-dramas in class

Annex 6
Guidelines for the Final Play:

1. The final play has to integrate all five different mini-dramas

2. Every students has to have a role and participate orally in the final play

3. The play has to last 25 minutes minimum and 50 minutes maximum

4. The right use of the setting and props will be taken into account

5. Each group will have to select a spokesperson for their group

6. Each of the five groups will be given a role randomly:
   - Group 1 will deal with the script
   - Group 2 will take care of the setting and props
   - Group 3 will organise the play's storyline
   - Group 4 will organise and manage the rehearsals
   - Group 5 will take care of controlling the play shows characteristics of the five mini-dramas

Annex 7

Questions to consider after working on the five personally and emotionally intelligent learning areas:

- How did you do in this week's learning area?

- Have you felt comfortable taking part in the discussions of your specific area?

- Has the group worked together successfully?

- What has been the highlight of working in this area? Explain

-Have there been any drawbacks of working in this area? Explain

- Do you think this area has enabled you to develop your personal and emotional intelligences?

- Do you feel you have learned about yourself? And about your classmates?

- Describe with three words what you make of the experience of working in this area

- After having worked in this particular area, give some useful advice for the following groups.