CLIL: a Way to enhance Communicative Skills through Multiple Intelligences Based Lesson

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CLIL and multiple intelligences a tools to learn a second language

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Abstract

This research is focused on improving the communicative skills of students in a foreign language by using CLIL strategy and multiple intelligences; the CLIL strategy is an opportunity to teach a foreign language using different subjects like math, science and social studies, furthermore, one of the biggest purposes of this strategy is to learn as much content as possible in a second language. This study came from students’ needs, that were identified using some instruments like interviews, surveys and multiple classroom activities, but the most important instrument was the *diary* in which teacher wrote in detail what happened during the classes, so it was a very important tool that allowed recognizing the most evident needs. Those instruments were applied to parents, students and teachers, after that they were analyzed in this paper work, showing the children’s preferences. As a result of that process teachers needed to consult and read different topics that concern the foreign language acquisition about developing stages of children, multiple intelligences, games, teaching listening, teaching speaking and T.P.R (Total physical response); which are supported by different authors that worked on those areas. With this knowledge the teachers could design workshops and lesson plans taking into account CLIL and the multiple intelligences.

*Keywords:* CLIL (Content Language Integration Learning), multiple intelligences, enhance, promote, lessons, communicative skills, second language, research)
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We live in a difficult society where the education requires more attention because the world revolves around the materialism and technology, the majority of the people are not conscious of the need to improve the education quality to understand and confront the society’s challenges. People should study and learn more about other topics, languages, knowledge and other cultures, because it helps to wake the brain to understand the differences. For this reason this research is focused on a foreign language, in this case English.

English is the most spoken official language. Currently, it is considered the most important language in the world and necessary for the people. Nowadays it is very important to make children aware, teenagers and families of the enormous importance to acquiring the foreign language not only for training business but to community. Besides, it is a tool to communicate with people from other countries, inside the globalized world in which we live.

For this reason we designed this project, which is using the strategy CLIL (Content Language Integration Learning) as a tool to develop communicative skills in children. The CLIL has many benefits, as Maria Elvira Barrios Espinosa says in her module about CLIL:
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“Favorece el aumento de los niveles motivacionales del alumnado a consecuencia de que lo reta a y lo capacita para resolver problemas y en hacer cosas en la LE, y le permite hacer un uso espontáneo y natural de la misma en situaciones reales”. (Espinosa, Modulo 7)

Furthermore this study not only has as base the CLIL, it too contains the multiple intelligences which assess the diversity of intelligences and learning styles that exist in the classroom, it is because all the students can develop the activities in different ways, some people more than others; as Gardner pointed out (Gardner, 1999)

“It is important to remember that it is possible to teach each individual according to their type of intelligence and respecting their learning while you are given opportunities to demonstrate what you learn”.

The multiple intelligences are: kinesthetic, mathematical logic, naturalist, intrapersonal and interpersonal.

The purpose of this research is to present the CLIL as a strategy to promote the learning of a foreign language, using TPR (stories, videos, songs, and games) and multiple intelligences to facilitate the development of cognitive and communicative abilities. It arises from the needs and developmental stages of the students, taking as a base the methodological and educational didactic. These tools generate great impact in the learners which let the students expand their knowledge and the acquisition to the foreign language;
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in this way it provides high quality to the education according to the requirement of the actual society.

In this research, several instruments were used to collect information (surveys, interviews and classroom activities) but the most important instrument was the *diary class*, because through him the teacher could describe all the needs of the students, the positives and negatives aspects about motivations, learning and abilities. The surveys were applied to students in second and third grades to the Luis Felipe Gutierrez Loaiza School, La Arenosa branch; the interviews were applied to the parents and teachers of the same Institution. These instruments generated useful information that helps us as the base of this project.

For the development of this project it was taken into account the point of view of the authors like: David Marsh, Gardner among others; the Political Constitution of Colombia, the General Law of Education and the general outlines of the primary, in order to provide students quality learning.
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1 Justification

Nowadays mastering the communicative skills is the primary goal of the foreign language learning instead of having grammar knowledge of the language. Learning a foreign language allows developing cognitive functions, exercises the mind, besides it makes the humans enjoy other cultures. English as a foreign Language refers to a situation where English is spoken by people who do not speak English as their mother tongue. That means, they can speak English but in a primary level. (Challenged encountered by learners of english as a second language). A second language is to have an opportunity to acquire new structures of thoughts.

From the Ministry of Education it was created a program named, Caldas Bilingue, for that reason Manizales as the capital developed a project about it, focused on a foreign language acquisition (English). This project is named “Manizales bilingue una estrategia para la comunidad”. The Project started by increasing the sensitivity of the educative community (coordinators, teachers, parents and more) from all the towns. In this way many Schools are now, bilingual. With this organization many teachers and students have been exposed to training in the towns but it has been taken into account the MEN ´s English standards. This project needed 4 steps to develop it: Training, Technique attendance, resources and research.

In the setting of the education, to learn a foreign language is a primordial need for the students, besides a challenge and commitment for the teachers and all educative
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community; it is the obligation of educational institutions to provide all students with opportunities to acquire fluency in a second language. Studying a nonnative language gives students the tools to appreciate other cultures. It enables students to recognize how languages work in the process of gaining a meaningful understanding of their native language: by pursuing a foreign language, students learn how to use their first language with greater precision and purpose. In addition, knowledge of a foreign language serves students to connect to the world: a foreign language opens the door to job opportunities in the global economy and allows the access to the media, enriching public discussion of current issues. (Challengrd encountered by learners of english as a second language) (Assotiation, 2011)

This research is focused toward foreign language learning in a Primary School, using CLIL strategy and the multiple intelligences. Those strategies allow knowing students ‘needs and interests to learn a foreign language. With these tools we could enrich the learning, the educative process, cognitive process, the oral skills and the interaction among the students and learners.

This experience shows that students like learning a foreign language, (English), they can learn easily, they associate the LI and L2 and the most important fact is that learners need interaction all the time; otherwise they cannot learn a foreign language.
2 Context of the Research

Luis Felipe Gutiérrez Loaiza School is located in a rural area near the town named Salamina, Caldas. This rural area is known by the name of El Tigre, which is ten kilometers to the main road. This institution is composed by eighteen branches, (La Herradura, La Arenosa, Águila Baja, Guaimaral, El Tigre, Portachuelo, San Pablo, La Divisa, Colorados, La Selva, La frisolera, Cañaveral, Palosanto, La Palma, La Quiebra, Trocadores, Curubital, El Cedrito), they all are located in different rural areas; the institution has four hundred fifty (450) students, twenty eight (28) teachers, a professional in the field of psychology, two (2) administrative teachers and a (1) farming technician.

The main branch is located in the rural area called El Tigre, it has two floors. It is built in concrete, and it is divided in two blocks, the first block is assigned to pre-school and primary school and the other block is assigned to secondary school; the institution has nine classrooms, two playgrounds, and a computers´ room. All the classrooms can be used by all the students.

Students staff is arranged in pre-school, primary school and secondary school, they study in the rural area where they live, but only the students that belong to high school go to the principal Branch. The school schedule starts at 8:30 AM and ends at 3:00 PM, consequently all students in all the branches take their classes at the same time.

This research study will take place in La Arenosa branch. La Arenosa is located in the
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rural area of Aguila Alta on the left side of the road. It is sixty minutes from the principal road. This branch was named this way because it is near a small river with the same name. La Arenosa has one floor built in concrete, this area has two classrooms, one computers room which is big, it is four meters wide and seven meters long, the other classroom has been assigned to all the students from first to fifth grade, it is 8.45 meters long and 8.85 meters wide; the classrooms have good ventilation, the tables and the chairs are made of wood. The tables are trapezoid; each table was designed for six students. The school does not have many resources to facilitate the students learning, but a small library, and five computers. The other resources or materials are designed by the teachers.

La Arenosa has sixteen students from first to fifth grade; starting at the age of six, the oldest is twelve years old, eight students are female and the other eight are male; fourteen children have been selected as the sampling population for this study. They belong to second, third, fourth and fifth grades. All the students take their classes in the same classroom; each table has been assigned to a different grade, following the ESCUELA NUEVA – methodology. It focuses on students independent-group work based and supported by the learning guides´ and their development.

The community is supportive and respectful, with the research team although generally they do not give much help to their children´s learning process. Even though this branch has difficult access area, it is distant to prejudice to the humanity. This is evidenced by a healthy peaceful and harmonious environment because children still have many traditional customs inculcated from home.

Their economy is mainly based on agriculture and crops being its main product the
coffee. When the condition does not facilitate to sow their product families are obliged to immigrate to other places looking for another job opportunity. Then, they should take their children to other institutions where they can continue with their learning process. For this reason the institution remains with an open enrollment.

Seeing the batches students have in relation to their English learning process, Identifying the students likes and dislikes becomes a need in order to develop a meaningful research project that facilitates those students learning process by introducing them this subject in the most appropriate way, being nicer and more pleasant for the students because it would be done according to their preferences.

The curriculum is supported by some learning guides, the standards of the ministry of education and the syllabus for each subject. The teacher frequently does adaptations to the guides in order to update the material and provide relevant and meaningful topics to their students.

2.1 Description of the Problem

To acquire a foreign language is a task that requires dedication, responsibility and commitment; for this reason we as teachers found a way in which students learn a foreign language, a creative and dynamic way where the students can communicate what they feel without impediments, where they can have a natural communication, similarly a communication that comes from to the students ‘needs. Acquisition requires meaningful interactions in the target language - natural communication - in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. The best methods are therefore those that supply 'comprehensible input'
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in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the foreign language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production.” (Krashen, 1987)

In the Luis Felipe Gutiérrez Loaiza School, rural area named El Tigre, La Arenosa branch, there are many social differences, what makes the learners have a commitment with the education, thus the parents do not help the students in their educational process. Therefore the children have low academic performance and they express lack of motivation.

The lack of motivation of the students is because the teachers do not have a good knowledge and good strategies about English, they are not conscious of the importance to the foreign language learning, besides they have a low level in the English subject; sadly the children often express tedium when the English class starts, so, the class are monotonous.

The institution and the branch are not equipped with the necessary resources for the teaching of a foreign Language; all the resources are made by the teachers, consequently it obstructs a meaningful learning; in the same way the coordinators do not make alliances with other institutions with the goal to find majors tools and resources, besides trainings for the teachers. As a result we decided to apply surveys and interviews which were applied to the students, parents and teachers. The objective to the instruments was to know the
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opinions of the surveys, their previous knowledge and motivations about English learning. With this collected information, we saw the lacks that the students had in this acquisition. (Lack motivation, few strategies to the teachers, few resources, little English knowledge and the way they prefer to learn).

Fortunately in this research we used the strategy CLIL and lesson plans taking into account the multiple intelligences improving the oral skills.
3. Research question and objectives

3.1 Research question

How can CLIL enhance communicative skills through multiple intelligences based lessons?

3.2.1 General objective

To enhance communicative skills with CLIL through multiple intelligences based lessons.

3.2.2 Specific Objectives:

- To improve language learning through activities that promote the use of predominant intelligences in the students
- To promote the comprehension and expression of ideas relating to core subjects, as math, sciences and social studies
- To provide opportunities for interaction through the implementation of communicative activities.
4. Theoretical Framework

4.1 CLIL: Content and Language Integrated Learning

‘The cognitive level of the teaching is not right for teenagers... Languages would be more stimulating if they provided a framework for discussion, debate and writing about subjects that are of concern and interest to young people.’

Dearing/King Languages Review 2007

Content and Language Integrated Learning (CLIL) is a linguistic immersion having greater success in learning foreign languages through common subjects like math, science, social, art, physical education, etc.. It is about learning another language as a communication tool, not just as a simple subject. According to Cameron (2001) “In the “learning-centered” perspective ...., knowledge about children's learning is seen as central to effective teaching. Successful lesson and activities are those that are tuned to the learning needs of pupils …”

Nowadays, students finish school knowing little of the foreign language they have been learning for years, having knowledge about a language does not guarantee effective communication in real life, those are useless hours dedicated to learning the language.
Piaget expresses in his Piagetian psychology two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way. (Cameron, 200, p. 3)

The CLIL method can be considered a two-way street: as students learn the concepts and issues of a subject, they internalize structures and communicative functions pertaining to the foreign language. In other words, students learn by doing. “If we take Piaget's idea that the children adapt through experiences with objects in their environment, we can see how that environment provides the setting for development through the opportunities it offers the child for action.” (Cameron, 2001, p. 4)

CLIL allows focus on orientation to the language and this is probably one of the most important reasons why you want to insert it into the curriculum, this method is considered an opportunity for knowledge, skill and understanding of some topics included in the curriculum, it is both the integration of language and content, that optimizes certain aspects of the acquisition of a foreign language.

This approach is not focused in Foreign Language Teaching; it is a pedagogical approach that joins content and language and it assures the parallel learning of both. The CLIL is an opportunity for teachers to increase their knowledge and experiences, besides they can innovate in their own classroom practices. Surely the CLIL permits the teacher to look for strategies, activities or other tools that foster students learning.

CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the
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simultaneous learning of a foreign language'. (Marsh, 1994). There is a difference between immersion and CLIL. The immersion is focused on the learning of how to use a foreign language, but CLIL focuses on the contents of the subject that is taught and the form and functions of the language that is used. CLIL gives the same importance to the subject and the foreign language.

This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners. (Marsh, 2000)

4.1.1 CLIL Methodology

In teaching a subject through a foreign language the methodology is different to teaching a foreign language. The students need more help from the teacher in order that they not only get the language demands, but also the cognitive process about the content that they are learning. The teacher needs to be very creative and active in order to give students the language support which they need.

Deller and Price (2007) talking about CLIL methodology, express that learners will need help in the areas of lexis, cognitive functions and study skills. This is because the students will be immersed in two situations; learn a foreign language and the content of the subject.

According to Deller and Price (2007), in the lower grades the teacher will be more focused on the receptive than the productive skills. It is important that they produce something, but the learners will not be able to do this, or maybe they do not like to do it.
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At the lower levels the writing component could be just copy writing and labeling objects, or writing one-word answers to questions. Deller and Price (2007) argue what the students will not want to do, or be able to do, is to listen and read for extended periods of time without being actively involved. Teacher gives them short bursts of comprehensible input.

In foreign language teaching one of the main concerns today is to ensure that classroom activities are meaningful, authentic and motivating. Bilingual education must be based on classroom activities where all students can participate and collaborate in the activities proposed by the teacher.

CLIL is a way to teach content of different subjects through language. CLIL incorporates four elements: culture, content, cognition and communication; in this case the culture is the most important because the students interact with the language. In this graphic we can see these elements:

CLIL work does not require a specific methodology, through its content and use of the English language, this methodology requires a much higher cognitive process, because it requires a cooperative classroom management and a special emphasis on communication.
4.2 Teaching Speaking

The teacher who has the task to teach speaking in English language must be conscious that he has a big responsibility. Before he started to teach this, he has to make an excellent and correct use of the spoken language, this is, making a good use of the functions of the language (inviting, apologizing, agreeing, giving advice, asking for information etc.)

According to Harmer (1998) every moment that we are speaking, we are performing the function of the language according to the message that we can express. To this, Harmer says that if our students want to express themselves in speaking or writing, they need to know how to perform the functions of the language. In other words how to use grammar and vocabulary to express certain meanings and purposes.

Speaking and writing are productive skills, but Harmer argues that, according to recent research, it was demonstrated that different words are used differently in speech and writing. And also, the sentences used are most structured in writing than speaking. For that reason, it is a big task for the teacher to use the most appropriate strategies in order to get the learners to use correct grammar rules in speaking so they achieve successful communication.

4.2.1 What kind of speaking should students do?

According to Harmer the kind of speaking that the students need is almost always an Active exercise. In other words, the students are using any and all the language at their
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command to perform some kind of oral task. The author expresses that the importance in this kind of skill is that there should be a task to complete and that the students should want to complete it. The students need to be enriched by the teacher with active oral activities that generate in them the necessity to speak.

It is very important to encourage students to do speaking tasks, because according to the teacher’s attitude and performance; he can provoke the learners to use all and any language at their command.

4.2.2 Speaking activities

In order to get active speaking activities, the teacher should take into account three important reasons, according to Harmer, to get students be involved in oral activities and improving their oral skills every day.

The first reason is Rehearsal; it is to give to the learner’s role play activities where they are allowed to rehearse such as in a real-life event in the safety of the classroom. The second reason is Feedback; this is the use of “boomerang” lessons. In this kind of the activities, teacher and students have the opportunity to go back and use the language provided before. Also the teacher can see how well his class is doing and what language problems they are having. To this, Hammer agrees that speaking activities can give to students enormous confidence and satisfaction, and with sensitive teacher guidance he can encourage them into further study.

The third reason is engagement; this means that the teacher needs to give to the students highly motivating activities, so that the teacher gets to call all the students attention, and get
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the students to participate fully. To this the author recommends that if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous satisfaction from it. There are many speaking tasks that are intrinsically enjoyable in themselves like role-playing, discussion, problem-solving etc.

4.3 Teaching listening

Listening is the language modality that is used most frequently.

The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examination often include a listening component, acknowledging that listening skills are a core component of second language proficiency, and also reflecting the assumption that if listening is not tested, teacher won’t be able to measure student’s progress.

Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another. Often, however, language learners do not recognize the level of effort that goes into developing listening ability.

Far from passively receiving and recording aural input, listeners actively involve themselves in the interpretation of what they hear, bringing their own background knowledge and linguistic knowledge to bear on the information contained in the aural text. Not all listening is the same; casual greetings, for example, require a different sort of
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listening capability than do academic lectures. Language learning requires intentional listening that employs strategies for identifying sounds and making meaning from them.

Given the importance of listening in language learning and teaching is essential for language teachers to help their students become effective listeners. In the communicative approach to language teaching, this means modeling listening strategies and providing listening practice in authentic situations: those that learners are likely to encounter when they use the language outside the classroom. (NCLRC the essentials of language teaching)

Material for this section was drawn from “The teaching of culture in foreign language courses” by Dale L. Lange, in Modules for the professional preparation of teaching assistants in foreign languages (Grace Stovall Burkhart, ed.; Washington, DC: Center for Applied Linguistics, 1998)

4.3.1 The Importance of Listening

1. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Morley, 1991, p. 82)

2. Listening is also important for obtaining comprehensible input that is necessary for language development.

Listening is a critical element in the competent language performance of adult second language learners, whether they are communicating at school, at work, or in the
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community. Through the normal course of a day, listening is used nearly twice as much as speaking and four to five times as much as reading and writing (Rivers, 1981)

Although once labeled a passive skill, listening is very much an active process of selecting and interpreting information from auditory and visual clues (Richard, 1983) Most of what is known about the listening process stems from research on native language development; however, as the importance of teaching listening comprehension has increased, so has the inquiry into second language listening comprehension.

4.4 Teaching Reading

Reading is a communicative skill to allow the children expanding the language. As listening is the main source of the language, print is the second main source, because books open up to young learners others words and give them the opportunity to know new words and new experiences.

Reading is one of the principal means of learning a language, but there are other support resources such as videos and flash cards, reading is the way cheaper access to foreign language giving us a profit further, it allows the reader an objective and effective way to expand the vocabulary.

Reading in English has great social, educational and practical importance, is one of the more fundamentally skills but often lack of motivation, strategies and techniques, it becomes boring for the student and teacher.
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It is very important to make reading an enjoyable activity, in order to call and keep the attention and motivation of the learners.

According to Harmer (1998) argues “Reading texts also provide opportunities to study language: vocabulary, grammar, punctuation, and the way we construct sentences, paragraphs and text.” Lastly, good reading text can introduce interesting topics, stimulate discussion, excite imaginative responses and be the springboard for well –rounded, fascinating lessons.”

Reading is the communicative skill which combines knowledge and comprehension about words. It is one of the most important and useful activities that people do in all their lives along. Reading starts to be acquired very slowly from an early age and it keeps for all the life. For that reason, it should incentive to the learners through funny and meaningful activities for him and his own learning. Reading involves attention, concentration, engagement and reflection.

Keep in mind that reading takes more effect when you read something that interests you, read in English increases the vocabulary. Not only learn new words, also review all the time all words that be in ours mind. The ultimate goal of learning to read is to learn to recognize not only words but to incorporate them.

4.5 Teaching writing

After students be familiarize with listening in English; it is important to begin to teach them how to write, but it is necessary to make it easy for them. To learn a language is
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necessary to take into account four skills: listening, speaking, reading and writing. It is the way a baby learns his native language.

Writing skills are an important part of communication. Good writing skills allow students to communicate their message with clarity and ease to a far larger audience than through face-to-face or telephone conversations. Harmer believes that writing leads to learning because it reinforces language use, besides writing gives learners time to think and the opportunity to think about the language rules and because they receive precise feedback. Writing is so important because expresses who we are as person, it is portable and permanent, it makes our thinking visible. Writing is very important because it promotes the ability to pose worthwhile questions besides it fosters the ability to explain a complex position to readers and to do so demonstrates intellectual flexibility and maturity. It is a skill that students need to develop, it is necessary to understand the world besides, to write clearly it is essential to understand the basic system of a language. In English this includes knowledge of grammar, punctuation and sentence structure. Vocabulary is also necessary, as is correct spelling and formatting. As with speaking, it is important to consider the audience when writing.

If teachers want to help the children to enjoy learning writing, they should try to do it easy for them: pictures, things students know are necessary, and a good methodology, beginning with words, short phrases, and then improves it step by step with interesting subjects for them. (Harmer, 2004) calls “the nuts and bolts” or mechanical activities like handwriting, spelling, punctuation, sentences, paragraphs, and texts. These mechanical
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aspects need to be mastered to make progress in the more expressive and creative aspects of language writing. For this reason is important and necessary the teacher help them with creative activities because teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. Another way to improve the writing skills is to read - as the students read they pick up new vocabulary and engage with different writing styles.

4.6 What is the intelligence?

According to Howard Gardner and Joseph Walters (2014) intelligence is the ability for solving situations and problems, is the way how knowledge became efficient, each person receives the information in different ways, they produce it according to the process they make in their minds, and the capacity for reading and understanding their reality and also, this learning process can differ according genetics or the context where a person does daily activities.

For that reason people use the intelligence to build a path that will help them to make the right choices for life so they can reach their goals, but teachers have a huge problem changing their learning methods, because they are used to work in one way, knowing that at XXI century there exist multiple intelligences.

**Linguistic intelligence:** Is the ability that people have to express themselves in front of others, to make sure that the listeners understand everything, to manipulate the structure of
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the language so they can sell an idea to other person, these sellers can be people who work in the marketing area, they like to express themselves.

**Logical-mathematical intelligence:** is the ability to use numbers for his own understanding, so he can calculate statistics so he can make choices as the people who work with foreign exchange, counters.

**Spatial intelligence:** is the ability to see everything around us in order to make choices, to identify the best way to develop any kind of work, for example trainers, entrepreneurs, etc. this intelligence includes any kind of sensibilities, like colors, relationship between other elements, etc. also is the capacity of showing graphically his own vision about things.

**Bodily-kinesthetic intelligence:** is the ability to express their ideas with the body, this means that it requires coordination, strength, flexibility, and speed, also they have the capacity to transform things with their bare hands, to create like an artist, to dance, and every kind of action that required movement.

**Musical intelligence:** is the ability to recognize rhythms, sounds, enjoy listening songs, they can play easily musical instruments, and they can transform musical form, in the stage where it is predominant in preschool, they can understand better when listen the voice, music, songs, because they have the ears so developed.

**Interpersonal intelligence:** is the ability to socialize with different cultures, groups, that people is outgoing, a leader to that kind of person likes the theatre, the gestures, they can understand to other person easily and like teaching, exchanging ideas, making proceedings,
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they regulate their emotions, have a lot of friends because they always think in the welfare of others.

**Intrapersonal intelligence:** is the ability to reflect their own behaviour, they cannot express their feelings about whatever situation, they do not socialize good, they prefer to work alone because they rarely listen or share with others, they have to receive an individualized instruction.

**Naturalistic intelligence:** is the ability to care for the environment, they are very ecological, curious; they always will look for a lot of reasons to everything, they observe many things for researching about that topic, but the most important thing, they really like exploring and discovering the world.

**4.7 Teaching English to Young Learners: How They Learn and the Pedagogical Implication**

How do young learners learn? Students will learn in a better way if the people involved in the teaching-learning process facilitate the learning and take into account the way they learn. Piaget (cited in McCloskeey, 2002), suggested that children developed through specific stages, they are:

1. **Sensory-Motor Stage (from 0 – 2 years)** in which children seemed to learn through physical interaction with the world around them.

2. **Pre-operational stage (from 2 - 7 years)** when children need concrete situations to process ideas.
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3. **Concrete Operational Stage (from 7 - 11 years)** in which children begin to conceptualize and do some abstract problem solving, they still learn best by doing.

4. **Formal Operational Stage (from 11-15)** in which children are able to use abstract thinking.

   Young learners can be included into those aged 7-11 years in the concrete operational stage, where they learn best from concrete things around them. Piaget believed that children went through the stages and that they could only move onto the next stage when they had completed the stage before and were ready to do so. Another expert, Vygotsky (cited in Hughes, 2009) believed that language was central to the cognitive development of children, that it why instruction provided by an adult help children to learn and develop.

   The difference between Piaget’s and Vygotsky’s views was that while Piaget suggested that children work through different stages of learning on their own, Vygotsky maintained that there is a difference between what children could achieve on their own and what children could achieve when an adult was able to work with them which was described as the **zone of proximal development**. Vygotsky believed that there is a ZPD which is the difference between what a learner can do without help and what he or she can do with help.

   In the process of learning a second language it is very important to take into account the theory of Vygotsky because we as English teachers need to give students experiences that are within their zones of proximal development, thus encouraging and advancing their individual learning.

   The support given by adults was described as scaffolding by Bruner (cited in Hughes, 2009). With scaffolding children develop and grow because the adults give support to their
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thinking and learning process. "Scaffolding refers to providing contextual supports for meaning through the use of simplified language, teacher modeling, visuals and graphics, cooperative learning and hands-on learning" (Ovando, Collier, & Combs, 2003, p. 345).

The teacher of second language learners has to facilitate that support. Then "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2002, p.85) The term scaffolding is used in English language teaching when teachers provide support in the learning process to facilitate the learning by providing the vocabulary or asking some guiding questions.

Donaldson (cited in Hughes, 2009) believed that children were able to cognitively develop by trying to make sense of the experiences that they had, and by asking questions and trying things out, or hypothesizing.

4.7.1 How do children learn language?

Rodliyah (2009, p.4) says: “Children all over the world acquire their native language without formal training and there are some theories regarding the language acquisition process”. Chomsky (cited in McCloskey, 2002) believed that learning was innate, in the sense that every child has an innate capability to learn a language. This idea of Chomsky was followed by the term Critical Period Hypothesis (CPH) suggested by Eric Lenneberg (cited in Hughes, 2009) who thought that there was a critical period, up to about the age of eleven, in which children were able to learn language. Eric Lenneberg believed that there is extremely difficult to learn a language if it is introduced to children after 11 years old.
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So, this hypothesis has been one of the main reasons for starting the teaching of foreign languages early in a child's schooling.

It is very important to know that children learn about their world in different ways, using their learning styles and their intelligence. They may be characterized as visual, auditory or kinesthetic learners, and on the other hand they could have one or more than one of the intelligences cited by Gardner. Figure 1 illustrates the multiple intelligences proposed by Gardner.

A visual learner learns best if they see what is happening and links to their understanding. On the other hand, an auditory learner will need to hear the input, while a kinesthetic learner will learn best if the learning involves physical movement.

4.8 Developmental stages

Probably the best known and most cited theory of child development is Jean Piaget’s (1896-1980). Piaget's theory states that children go through specific stages as their intellect and ability to perceive relationships maturely.
These steps are carried out in a fixed order in all children, and in all countries. However, this can vary slightly from one child to another. The stages are: Sensorimotor stage, Preoperational stage, Stage of concrete operations, Stage of formal operations.

Piaget divided the psychic development of individuals from birth to adulthood. He postulates that the child is born with the need and the ability to adapt to the environment. The adaptation consists of two sub-processes: assimilation and accommodation. Most of the time kids assimilate adequate mental development information and classify according to what they already know. Sometimes they face problems they cannot solve and must make accommodations, or modify them to create new strategies to cope with the new situation. This theory can be related to Ausubel's meaningful learning. The child has to receive prior knowledge as new information modifies the patterns of knowledge.

4.8.1 Stages of development Erikson and Freud

According to Freud (1856–1939) they are five psychosexual stages of development through which humans pass progressively during life. The oral stage occurs from birth to 1 year, the child seeks pleasure through her mouth sucking, swallowing and biting with teeth and gums. The anal stage affects children between the ages of 1-3 years: Potty training begins at this age and discovers the feelings associated with this capability. Children from 3-6 years pass by the phallic stage and they begin to focus on the genitals through the libido and identify with the parent of the same sex. The latent period occurs between 7 and 11 years and refers to a latency period of libido: Children at this stage are focused on activities.
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that have to do with friends and school. Freud believed that there was genital period from adolescence to adulthood and this period revolved around relationships.

Erik Erikson (1992-1994) developed a theory of the development of eight phases after Freud’s death. Erikson favored the work of Freud, but disagreed with his theories on sexuality leading personality of an individual. The first stage, trust versus mistrust occurs between birth and 1 year old. A child between the ages of 1 and 3 years developed his autonomy from the doubts and controlling eating, start talking and toileting. The stage of the initiative against guilt arises between 3 and 6 years old and this is when the child learns to better control the environment. During adolescence, the child goes through the stage of identity against the confusion of roles: in this stage the adolescent follows the intertwined roles as student, son or daughter, brother or sister, or athlete. Erikson believed that adults moved through three different stages. The stage of intimacy versus isolation starts ability to keep commitments to others. The stage against stagnation generativity involves taking the decision to participate in the integration of the community, a family or a career. The final stage labeled integrity against despair involves reflecting on the choices and actions throughout life.

4.9 Acquisition of a foreign language

The process of learning a foreign language is an interest of paramount consideration for moving in the field of teaching. From this perspective, Santos Gargallo (1999: 22) notes that:
"All we are interested teachers deepen their knowledge of the learning process, ie, in the psycho-emotional, social, educational, etc. factors. That influence this process; and how much more we know about this process, we can better guide the teaching, in the sense of contributing to expedite and facilitate the use of the new language."

The evolution of a child involves many steps as establishing contacts in their socialization process. Before speaking a foreign language, it would have been better to start here by the first language that children acquire first. Turning to the foreign language, remember that a state level, is a language that is part of the educational system, play a formal role in the country. At the individual level, after the first language, if the child acquires another in later periods - which happen more often today - that language, may be their second language (L2), or a foreign language (FL), according to their environment and circumstances of acquisition.

Opal Dunn (1998) says that children learn best when there is a significant relationship between the child and the teacher.

“Learning a language is learning apart from others because this requires a close personal relationship” (Opal Dunn, 1998, p. 20)

The acquisition of a foreign language needs the interaction, the learner has to interact and make conversation, if there is no a dialogue the child can’t learn how to speak.
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Content integrated language is a process that needs not only the acquisition of content, also it needs interaction with the foreign language; so why interaction is so important for language learning? Interaction provides a child with “experience in which language is use and learned and a content that can be learned” (Opal Dunn, 1998, p. 26).

The language interaction develop oral and listening skills, listening is more concerned with paying attention and getting meanings from something than can be heard and communication (oral skill) depends how attentive they are listening. The author suggests three stages of development and I consider that teachers should keep it in mind during the CLIL process.

Stage 1: the silent period: at first their mind works alone, children got the input and gradually they analyze the information, this is a nonverbal process. Children progress at their own speed. “When they have built up and adequate bank of categories, systems and worked out how to use them to create language” (Opal Dunn, 1998, p. 29)

Stage 2: the intermediate period: as their languages ability develops they begin to use some phrases, they are incorporate language about something they are doing and listening.

Stage 3: breakthrough: in this stage children understand a lot of vocabulary; they are able to say sentences using a grammar correctly, most of them also understand what writing is and the difference between speaking and writing languages are.

In conclusion in the CLIL process kids learn a new language following these stages and we as teachers should implement strategies to develop each one. Motivation is essential for any learning including language (Opal Dunn, 1998, p. 32)
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Children need to be motivated, if they want to do or learn something new, specially a new language, if nobody do it they won’t develop their skills, and without them they won’t be able to learn any subject in a different code.

Learning center: Rebeca Isbell (1995) show us another good strategy that we as teachers should make in our classrooms according with CLIL, classrooms activities provide opportunities for children to participate and develop their skills. Centers are special component allowing the implementation of a foreign language though other subjects.

During the developing skills children build the foundation for reading and writing, young children need many opportunities to use these abilities and enjoy their experiences with literature, because good books and didactic material will help them become literate and learn to read and write for enjoyment.

Integrated learning and skills: centers are integrated learning at its best, because with this strategy teacher get children to talk (oral language), use small motor skills (physical coordination), work together on share projects (social skills), sort dishes as they make bubble bath for the babies (sciences) follow the pictures directions for storing blocks (reading) and make a grocery list (writing).

“Learning occurs in all areas during center time, in meaningful ways that are appropriate for the young learner” (Rebeca Isbell, 1995, p. 20)
4.10 Using Songs in the English Classroom

To many people “spare the rod and spoil the child”. However, this traditional sentence does not apply too much to the modern classroom, because it is clear that nowadays a large number of other methods are implemented in the learning process which has been named active learning. A particular case is the use of music to transmit knowledge of a second language, because it stimulates the physical, cognitive and language development of students.

Using music in class can help to create a more positive environment and students can get motivated with the activities the teacher is doing. Based on the above, it is possible to determine that there are studies focused on music as a dynamic instrument of learning. According to this, it is necessary to identify what music tracks are the most appropriate to use in the English class.

There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music. There is also a lot of music written specifically for English language teaching (Mol, 2009).

Nursery Rhymes are one option to create an appropriate academic environment, taking into account that to catch the attention of children, it is necessary to use different rhythms created for them.

4.11 The Videos

People have created needs over the years that are allowing our evolution, our brains developed in areas to reinforce healthy behavior, therefore converted videos are a
necessary tool for learning the concepts that occur from different areas, in Spanish, math and science, the videos are essential to acquire knowledge as they make optimal results. We note the presence of the videos and their importance in the school environment; even these have become indispensable part of our life, making it an excellent tool for our current education system, helping students acquire learning.

The teaching-learning process has been improved parallel technology is involved, like video beam, videos and computers in school. Success in education goes far beyond developing the intellectual and motor skills of children since the school must go involving technology in their learning processes.

The videos in the classroom might offer many opportunities to broaden the knowledge of children and make life easier for teachers, as it allows both broadcast content and teaching approach. These help to meet the learning objectives proposed, for promoting the potential for expression and communication, given that the world is increasingly visual and young feel very comfortable in it.

We have the technology in our hands, as images and videos have become sophisticated and necessary resources in the acquisition of knowledge. The videos have become a support for student learning in most subjects, it helps to understand and develop greater intellectual abilities, and they reach deeper into the issues, developing visual thinking, spatial management and images.

According to Alcázar Inma using a video in class has not always been really appreciated by administrators in education since they considered it as something used by
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teachers when they did not have anything better to do, or when they had not prepared their lessons. But using a video in an appropriate way can be really useful for your students because they can learn English in a natural way and associating vocabulary to a context. It is really important to present vocabulary within a context. What is more, as videos are a tool for communication they become more motivated than just doing exercises in their notebooks, because they can express their ideas and therefore, they feel important in class.

4.11.1 Videos are a source for listening and speaking practice

When we use video for teaching purposes, it is vital to watch all the material to be shown to students beforehand, because can have unnecessary or unsuitable content.

4.11.2 Video and lesson structuring

A lesson plan that involves video material might be thought of in terms of three distinct phases:

1. Pre-viewing

Before viewing it is important to prepare students for what they are about to see and to introduce the broad topic. Any parts of the video that you believe will challenge students can be outlined at this time. Pre-viewing exercises such as brainstorm may help to focus attention.

2. Viewing
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Continuous interruptions during viewing risk breaking concentration and should be avoided. However, students can be given simple tasks to carry out while watching a video which will help them to engage with the video's content. A balance has to be found which doesn't ask too much of students, but does help to keep them active. Predefined pause points may also act to engage students by eliciting opinions during the viewing process.

3. Post-viewing

Many different types of activity might follow on from watching a video. Content might be used to begin a discussion, individual reports might be written from different perspectives or students could role-play further scenarios.

4.12 Games

The games are all the activities that make with recreational objectives or only to enjoyment that suppose the pleasure of those whose practice it. The game establishes differences with the job, with the art even with the sport. The game is a way to know the child's life probable expressions. The game allows knowing the motor activities and the aggressiveness to the children; so the game can be used as didactic purposes or as educative tool.

There are some types of games like billiards, board games and golf which are considered recreational activities and they increase our mental, physical skills while enjoying the excitement of our shots. In real sense, games affect a person's psychological
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state of mind which leads to excitement and brings out the feeling of one being proud for an accomplishment. It also increases our capabilities and guides us in developing a better understanding of our own selves. The spontaneity is the peculiar stamp in the complex activity to the game. Games are creative and mindful expression of the human spirit which comes out through the creation of activity that has an entertaining, flexible, instructive and competing element. Games are the positive experience which helps in the strengthening of our body and mind. (Life, 2013).

The first activity to the child since he is born is the game, because it fills a vital need by an action. The child imitates the environment that is around to he/she, or to the things that are in front of them. According to Duque (2004) the game can be the best resource to diagnose the child development and for the foreseeing the character trait features to the future man. In the education field is necessary use the games, because by the game pedagogy is possible to propel in the child a healthy personality. With the games the children are educate to the freedom because themselves create the rules as a group need.

Piaget (Piaget) propose 3 stages of play, first Sensor motor stage (0,2) where the children repeat body movements, putting objects in your mouth, their play is also centered on themselves or things around them. The second preoperational stages between 2 and 7 years, here the play is more advanced, children will engage in make believe games and fantasy role play. The third concrete operational stage in between 7 and 12 years, here rules are developed and play now also takes on a social aspect. The previous stages are very necessary in the education, because help to the teacher to know the children characteristics.
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It is evident that teaching a second language is a task interesting but complex, if the students have boring class, they will never learn a second language, the children learn better with interesting activities, where they can move, sing, play, jump. The children can understand easier a concept by games, because they always are motivated with it, so with the games provide an excellent practice to improve the communicative skills. The games make the children feel safe and sure. By the games learners can learn a second language in the same way how learn a pattern language without be conscious that they are learning and practicing it.

The games that the teacher can implement with the students in teaching second language can be: vacuum and information games, inquiry games, puzzle games, classification games, selection games, exchange games, role plays, association games and simulations. The previous games allow the real learning to the children.
5. Methodology

5.1 Type of study

The type of study of this project is based on qualitative approach; it is about to collect data by using different instruments like surveys, interviews and techniques like observations and participation. The idea is to study the culture, customs and habits of the people. This qualitative investigation has stages like: definition of the problem, design, collection dates and analysis of dates. Qualitative research is designed to reveal a target audience’s range of behavior and the perceptions that drive it with reference to specific topics or issues. It uses in-depth studies of small groups of people to guide and support the construction of hypotheses. The results of qualitative research are descriptive rather than predictive. Qualitative research methods originated in the social and behavioral sciences: sociology, anthropology and psychology. (QRCA, 2013). The method of this investigation was “action research” it was because helped us to search different strategies to improve the communicative skills in the students, so it has stages to find the ways to enhance the students’ educative process. Action research creates knowledge and this knowledge is learned through action. The action research has some stages according to Kemmis and McTaggart to describe it as participatory research, they define action research as a systematic and reflective process and they proposed a model which consists of four phases that take place in a cycle. These four phases are: planning, acting, observing and reflecting. (Kemmis, 1986), this contribution has been very important for us because we have understood how follow the study, how to manage the research, the lessons and the results.
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5.2 Participants

The students who took part in this project belong to second and third grade. This sample population consists of 11 students; they are children whose ages range between 7 and 9 years. Some families are very poor, other are middle class. They all belong to 1, 2 strata. The majority of students ‘parents do not have high school or college studies, so they do not help much their children.
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6. Data Collection Diagnostic Stage

This research study started with some observations and notes on the teachers´ journals. These notes report in detail the class procedures and process, expressions, advances or obstacles that the children have had during the implementation of this research practice; in this way the journals show the categories used to design the surveys, interviews, other instruments and additional activities to discover about multiple intelligences of the students and the favorite subjects of them.

Two instruments were implemented, a survey and an interview. Students of second, third, fourth, fifth grade were the respondents for that survey. (Appendix 1), the interview was provided to some parents; some teachers of the different branches (Appendix 2). Some activities at the classroom were also taken into account in this process of data collection.

The instruments reported are explained and analyzed in the following way:

![Chart 1 Positive Categories diary](chart.png)
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Chart 2 Negative categories diary

Motivation, interaction activities, speaking, writing, songs, videos, games, reading and listening were classified as the categories in the teacher’s journals. The categories that the students seemed to like more were **Interaction activities, songs, videos and Games**. The graphic shows the percentages for each category. It shows the number of times those categories were written in each journal. Besides the chart show the percent to the categories speaking and writing, this percents are low because the students have difficult to speak and write some sentences.

These children prefer activities where they can interact with others and with different materials, activities where they can speak, ask and express their needs; they prefer them because with them, they get more fun, then they demonstrate they enjoy their English class, they feel free to express their knowledge or their doubts.

The graphic below shows how the writing category had some negative perception over
CLIL and multiple intelligences a tools to learn a second language

the process, since the negative marks had more incidences on the journals.

Chart 3  Writing category

These students think that writing is more difficult for them; since they considered it is more difficult than speaking and listening. Those opinions can be evidenced in one of the papers given to the student, where he literally says: “¿profés si es así?, es que yo no sé escribir en inglés, eso es muy difícil, es diferente como se habla.” (Appendix 3)

The survey’s analysis

The survey is a useful tool to gather information from people: children, young adults. The survey has a purpose to obtain information to satisfy a need or defined problem by means of a questionnaire; the survey collected the attitudes, opinions or other information from a population. Surveys are applied to a sample of the population under study, in order to infer and conclude with respect to the entire population.

The surveys were applied to children of the grades second, third, fourth and fifth, they were fourteen. They can answer all questions in freedom.
CLIL and multiple intelligences a tools to learn a second language

Following show the graphics where find all the percentages of each question.

**When the English class starts, how do you feel?**

![Pie chart showing percentages of students' feelings](Image)

**Chart 4 Students ‘surveys**

The previous graphic presented the results that got to analyze the first question to the survey. We can see that 65 per cent to the students feel happy when the English class starts.

**From the following strategies, used by the teacher to teach, which do you like more?**

![Pie chart showing percentages of students' preferences](Image)

**Chart 5 Students ‘surveys**
CLIL and multiple intelligences a tools to learn a second language

The previous graphic shows the strategies that the students like more are songs, videos and games. All these strategies are very attractive, dynamic and active for students and allow them to use the four communicative skills and access easier to knowledge.

The student’s majority express that they prefer games and songs as activities to learn. If also allows them to strengthen their listening, imagination, communication. As teachers, it is necessary for us to use a variety of teaching strategies for our students, so they can understand the topics, including the learning style of each student.

What is your opinion about the following subjects?

![Chart 6 Students 'surveys](image)

The previous graphic represented the student’s opinion about subjects they like and they do not like. They stated that they like better science and social science.
CLIL and multiple intelligences a tools to learn a second language

In this graph we can see that most of the students like the natural sciences, social science. The mathematics is in the middle. It also reflects the importance and impact of these subjects in the students learning.

**What is your opinion about the following activities to teach English?**

![Chart 7 Students ‘surveys’](image)

This graphics show the difficulties and strengths that the students have facing the communicative skills. The students have more difficulty in terms of writing and reading; but they think that the listening and speaking are easier.
CLIL and multiple intelligences strategies to develop communicative skills

What do you think about your English class? Is fun, easy or difficult?

![Chart 8: Students’ surveys](chart8.png)

In this question, 50 percent of the students said that the English class is very fun. 22 percent of the students said the English class is very easy, but 7 percent of the students said the English class is easy and difficult at the same time. Other 7 percent of the students said the English class is fun and easy at the same time, but the 14 percent of the students not answered.

How would you like to learn English?

![Chart 9: Students’ surveys](chart9.png)

Chart 9 Students’ surveys
CLIL and multiple intelligences strategies to develop communicative skills

The previous graphic shows that the 43 per cent of to the students like learning English in pairs. It means that the children feel confidence when they work in pairs, besides they feel sureness and support to speak or express when they participate. It is a good strategy as the new school’s model is focused in the group work.

Interview’s analysis to parents

This interview was applied to 6 parents; each parent had the opportunity to express their own thoughts. The interview allowed knowing if the parents are interested or committed with the learning of English.

Do you believe, it is important for your child to learn English?

![Chart 10 Parent’s interviews](image)

100 per cent to the parents believe it is important for their children to learn English; because they consider it can be useful in a future. They are happy because their children have learnt much about this language. It is shown in the following answer: *es bueno e importante aprender inglés, porque al menos cuando lleguen al colegio van a estar más preparados y entendidos y pueden aprender más, fácil. (Appendix 4)*
CLIL and multiple intelligences strategies to develop communicative skills

It is gratifying in this process, besides it is confirming that the teaching’s strategies are functioning significantly.

Is your child interested in learning English?

Chart 11  Parent’s interviews

100% to the parents think that their children like learn English. They say that their children are motivated to learn the second language as the teacher make to understand and use divers activities where their children can participate, understand and internalize the language.

What do you think about what is more difficult to your child to understand English: speaking, reading or writing. Why?

Chart 12  Parent’s interviews
CLIL and multiple intelligences strategies to develop communicative skills

50 percent of the parents consider is difficult to the children write in English, and 50 percent of the parents consider that is difficult to read in English. They think that the reading and writing are more difficult than speaking and listening. It shows that is better to create more activities to improve the writing and reading skills in the learners.

What are your child’s favorite subjects?

![Chart 13 Parent’s interviews](chart_13.png)

The results were the same in mathematics, artistic and physical education and Spanish with a 17% and religion with a 16%; however the subject with the highest percentage being continuous English. Although they do not know much, it's a class they enjoy because they have not had a bad experience in the learning process.
CLIL and multiple intelligences strategies to develop communicative skills

Do you have in your house books, videos or some materials in English that your child can use?

![Pie chart showing 100% yes and 0% no.]

**Chart 14  Parent’s interviews**

100 percent of the parents say that in their houses they do not have any material in English that can be used by their children.

**Which activities do your child like the most?**

![Pie chart showing 50% songs, 33% videos, and 17% games.]

**Chart 15 Parent’s interviews**

50% percent of the parents say that the songs are the strategies their children like the most to learn English.
CLIL and multiple intelligences strategies to develop communicative skills

Interview’s analysis to teachers

This interview was applied to 6 teachers, it has 7 questions. It provided information about knowledge, materials and strategies that the teachers have or know to teach English. Below are the corresponding graphics with the percentages.

What is your educational background related to English?

![Chart 16 Teacher’s interviews](image)

The graphic shows that 50 percent of the teachers only have knowledge about what they learned in the high school. It implies that the teacher does not teach the English according to the standards, so the teacher does not dedicate the necessary time to teach the subject.
CLIL and multiple intelligences strategies to develop communicative skills

What is your opinion about using CLIL in the English class?

![Chart 17 Teacher’s interviews]

The teachers think that it is very interesting and important to teach English with other subjects, because it allows learning the second language and the content, but at the same time they think that it is difficult because they do not have the knowledge.

What is the most difficult skill for the students? (Speaking, writing, reading or listening)

![Chart 18 Teacher’s interviews]

The previous graphic shows that the teachers think the writing skill is the most difficult ability for the students, because it is very different the way to write and to read. It shows that the parents and the teacher think that the writing is more difficult to the children.
CLIL and multiple intelligences strategies to develop communicative skills

Which of the following aspects, in your opinion are more useful in the English class?

Games, videos, songs, stories, flashcards or role plays.

![Chart 19 Teacher’s interviews](chart.png)

The graphic shows that the teachers think the songs are very funny to the students in the English learning process, because while they are listening they are speaking. Although they think the others strategies are very important too.

What is the attitude of the students in your English class?

![Chart 20 Teacher’s interviews](chart.png)

Chart 20 Teacher’s interviews
CLIL and multiple intelligences strategies to develop communicative skills

This graphic shows that students have a positive attitude during their English classes. It means that the children still feel motivated to learn a second language; although their teacher does not know much about English.

**When aspects interfere with the process of learning in the English class?**

![Chart 21 Teacher’s interviews](image)

The teachers express that their few experience and knowledge are the major difficulties for teaching English. Besides they speak about the few tools that they have in their classroom.

**What type of didactic material or activities do you use with more frequently?**

![Chart 22 Teacher’s interviews](image)
CLIL and multiple intelligences strategies to develop communicative skills

The teachers tell that all the didactic materials are wonderful to teach English, because these are materials to help the children understand more easily speaking, reading and role play activities. But they affirm that songs are the more they like them.

Classroom activities’ analysis

There was the need to implement other tools to collect information, so it was applied to the students. In this activity they had choose the strategy they liked to learn a second language. In each corner of the backyard of the school there was a card with the strategies ‘names. The strategies were the following: Songs and videos, games, images and puppets, stories.

Do you like images and puppets to learn English?

![Chart 23 the best strategies](chart.png)
CLIL and multiple intelligences strategies to develop communicative skills

Do you like games to learn English?

![Pie chart showing 93% games and 7% not elected.]

**Chart 24 the best strategies**

Do you like videos and songs to learn English?

![Pie chart showing 71% videos and songs and 29% not elected.]

**Chart 25 The best strategies**
CLIL and multiple intelligences strategies to develop communicative skills

Do you like stories and role plays to learn English?

Chart 26  *The best strategies*

With these percentages it is shown that the children prefer the games to learn English. We can see that the high percent was in the chart about the games, 93 percent prefer the games. They say games are pleasant to learn, so they can interact with the partners and the teacher.

**Analysis to corners**

To identify multiple intelligences and preferences about subjects in the students we used the corners activity.
CLIL and multiple intelligences strategies to develop communicative skills

Do you like do mathematical exercises, counts, additions, subtractions and divisions?

![Chart 27, logic mathematical intelligence](chart.png)

I really like: $4 \times 4 = 16$ I like $0 \times 3 = 0$ I like little $5 \times 2 = 10$ I do not like $6 \times 1 = 6$ total: 32

$50\%$ $0\%$ $31.2\%$ $18.7\%$
Do you like listening fables and stories, speak about them, and write about them?

**Chart 28 linguistic intelligence**

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really like</td>
<td>62.2%</td>
</tr>
<tr>
<td>I like</td>
<td>26.6%</td>
</tr>
<tr>
<td>I like little</td>
<td>4.4%</td>
</tr>
<tr>
<td>I do not like</td>
<td>6.6%</td>
</tr>
</tbody>
</table>

I really like: 7x4= 28  I like 4x3=12  I like little1x2=2  I do not like 3x1= 3  total: 45
CLIL and multiple intelligences strategies to develop communicative skills

Do you like going to the forest, taking care of the nature and the environment; clean your house and the school?

**Chart 29 Naturalist intelligence**

<table>
<thead>
<tr>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I really like</td>
<td>40</td>
</tr>
<tr>
<td>I like</td>
<td>6</td>
</tr>
<tr>
<td>I like little</td>
<td>4</td>
</tr>
<tr>
<td>I do not like</td>
<td>1</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>51</td>
</tr>
</tbody>
</table>

78.4%  11.7%  7.8%  1.9%
CLIL and multiple intelligences strategies to develop communicative skills

Do you like the activities where you can move like games, rounds and outdoor activities?

**Chart 30 kinesthetic intelligence**

I really like: 9x4=36  I like 3x3=9  I like little 0x2=0  I do not like 3x1=3  total: 49

73.4%  18.3%  0%  6.1%
CLIL and multiple intelligences strategies to develop communicative skills

Do you like working and learning in group, playing with your friends, sharing with them?

![Chart 31, interpersonal intelligence](image)

I really like: 5x 4=20  I like 1x3=3  I like little 8x2=16  I do not like 1x1=1  total: 40

50% 7.5% 40% 2.5%
CLIL and multiple intelligences strategies to develop communicative skills

Do you like learn alone, do the tasks alone, play alone?

![Chart 32, intrapersonal intelligence](image)

<table>
<thead>
<tr>
<th>I really like: 1x 4=4</th>
<th>I like 0x3=0</th>
<th>I like little 3x2=6</th>
<th>I do not like 11x1=11</th>
<th>total: 21</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.0%</td>
<td>0%</td>
<td>28.5%</td>
<td>52.3%</td>
<td></td>
</tr>
</tbody>
</table>

**Visual spatial**

Do you like watching TV, looking images, videos, following instructions? Do you like the map, locating cities or different places?
CLIL and multiple intelligences strategies to develop communicative skills

According to the previous activity we can see that in the students it prevail the naturist, visual spatial, linguistic, and kinesthetic intelligences. It does not prevail the mathematical logic, intrapersonal, and interpersonal multiple intelligences. Each chart has the percents with explanation; each one shows clearly the results of the students ‘preferences.
Cuadrangulation

<table>
<thead>
<tr>
<th>INSTRUMENTS</th>
<th>Motivation</th>
<th>Interactive activities</th>
<th>Song and videos</th>
<th>Games</th>
<th>Writing</th>
<th>Speaking</th>
<th>Listening</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>-</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
</tr>
<tr>
<td>DIARY</td>
<td>8</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>8</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>SURVEY</td>
<td>9</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>INTERVIEW</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>19</td>
<td>4</td>
<td>22</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
<td>8</td>
<td>41</td>
<td>19</td>
<td>4</td>
<td>19</td>
<td>8</td>
<td>7</td>
</tr>
</tbody>
</table>

| PERCENTAGE  | 71.4%      | 28.5%                  | 68.3%           | 31.6% | 48.7%   | 12.1%    | 26.2%     | 74.4%   |

Table 1 Cuadrangulation of the instruments and categories

The cuadrangulation contains all the instruments used to collect the information, it is divided in to seven categories, each one has positive, negative, easily, hard, like and dislike indicators.

In this cuadrangulation the negative and positive points were added; the sum was the whole to obtain the result or percentages. The categories with major marks were the games, the songs, reading, listening and interaction activities. It means that the students need fun activities where they can wake up their motivation and interest. They need activities where they can have physical
CLIL and multiple intelligences strategies to develop communicative skills involvement. (T.P.R). This cuadrangulation shows too what was found about the multiple intelligences and the subjects preferred by the students.

**Triangulation corners**

<table>
<thead>
<tr>
<th>MULTIPLE INTELLIGENCE</th>
<th>LOGICAL</th>
<th>LINGUISTIC</th>
<th>NATURALISTIC</th>
<th>KINESTHETIC</th>
<th>INTERPERSONAL</th>
<th>INTRAPERSONAL</th>
<th>VISUAL SPATIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
<td>percentage</td>
<td>Total</td>
<td>percentage</td>
<td>Total</td>
<td>percentage</td>
<td>Total</td>
</tr>
<tr>
<td>I like it a lot</td>
<td>4</td>
<td>26.6%</td>
<td>11</td>
<td>73.3%</td>
<td>12</td>
<td>80%</td>
<td>11</td>
</tr>
<tr>
<td>I like it a little</td>
<td>5</td>
<td>33.3%</td>
<td>1</td>
<td>6.6%</td>
<td>2</td>
<td>13.3%</td>
<td>0</td>
</tr>
<tr>
<td>I don’t like it</td>
<td>6</td>
<td>40%</td>
<td>3</td>
<td>20%</td>
<td>1</td>
<td>6.6%</td>
<td>3</td>
</tr>
</tbody>
</table>

*Table 2, Triangulation multiple intelligences*
CLIL and multiple intelligences strategies to develop communicative skills

7. Action Stage

7.1 Workshop 1

<table>
<thead>
<tr>
<th>DATE: 13th August 2014</th>
<th>INSTITUTION: INSTITUCION EDUCATIVA LUIS FELIPE GUTIERREZ</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: third and second grade</td>
<td>HOURS: 4 hours</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS: 11</td>
<td>LEVEL: Basic</td>
</tr>
<tr>
<td>TIME: 4 hours</td>
<td>CITY: Salamina</td>
</tr>
</tbody>
</table>

Communicative purpose of the lesson:

The students will be able to describe some animals according to feeding, reproduction and locomotion through a presentation using a billboard made with different pictures of the animals.

Objective 1:

The students will be able to describe some animals with three characteristics through songs, games, worksheets and performance that involve multiple Intelligences like linguistic, naturalistic, visual spatial, kinesthetic, musical, interpersonal and intrapersonal.

Topic: Animals according to reproduction, feeding and locomotion

Vocabulary: Oviparous, viviparous, carnivorous, omnivorous, herbivorous, swim, fly, walk,
CLIL and multiple intelligences strategies to develop communicative skills
cow, pig, hen, dog, bird, chicken, cat, lion, frog, fish, eagle, sheep, giraffe, bee, spider, butterfly,
meat, grasp, insects.

Standards:

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Copio y trascibo palabras que comprendo y que uso con frecuencia en el salón de clase.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
- Describo características de seres vivos y seres inertes, establezco semejanzas y diferencias entre ellos y los clasifico.
- Identifco patrones comunes a los seres vivos.
- Respeto y cuido seres vivos y objetos de mi entorno.
- Hago conjeturas para responder mis preguntas.

Skills: Reading, writing, speaking, listening

Materials: Human resources, bag, cards, computer, flashcards, worksheet, puzzle, mask, real animals, memory game
CLIL and multiple intelligences strategies to develop communicative skills

**School:** INSTITUCION EDUCATIVA LUIS FELIPE GUTIERREZ LOAIZA  
**Teacher:** NORMA LEONORA BUITRAGO RAMIREZ  
**Date:** August 13th of 2014  
**Group:** Primary School 3rd and second grade  
**Topic:** Animals according to reproduction  
**Level:** Basic  
**Objective:** students will be able to tell the way some animals reproduce and describe some of their characteristics in an oral presentation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 10 min | WARM UP              | Teacher will start class with an activity called memory game about animals. Children should find the same image (animals) and say the name of the animal. When the students find a picture, they will have to make a simple description of that animal, (color, size, fat, thin) | Students have to pay attention to the game to avoid mistakes. The students will make a simple description about the animals, using the vocabulary that they just have learned. | Memory game  
Intelligences (linguistic, visual-spatial)                                                                 |
| 15 min | PREPARATION STAGE 1  | The teacher will show to the student’s real animals (cat, dog, bird, and rabbit) in others animals in flashcards. (cow,pig) The teacher will make emphasis on some characteristics of those animals. The teacher will give a simple description: for example: color, if it is tall, short, fat, and thin. The teacher will explain to the students which animals are oviparous and viviparous. The teacher will show a video that explains this situation. | Students will participate in the activity; they will identify different animals. Students name animals according to reproduction. Then, they will have to participate in the description of each animal. Students help to the teacher to remember all animals. | Real animals, flashcards  
Intelligences (Naturalistic, Linguistic, Interpersonal, visual-spatial, intrapersonal) |
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARATION STAGE 2</td>
<td></td>
</tr>
</tbody>
</table>
- **Listening and Pointing:** The teacher will ask the students to identify the animals according to their reproduction, for example: 
  - What animal is viviparous? 
- **Listening and Correcting:** Teacher loses memory for a few moments alone with the intention that children will correct the words. For example, if the teacher points at the cow, she will say it is the dog. 
- **Listening and Speaking:** The teacher will ask the students about the reproduction of animals, for example: 
  - What is the way of reproduction of a cow, from an egg or from the belly of its mother? 
  - Is the dog oviparous or viviparous? 
- **Listening and Doing:** The teacher will give a jigsaw puzzle to each of the children and they have to say the way the animal reproduces (oviparous or viviparous). When the students have completed the puzzle, they will tell some characteristics of that animal: reproduction, color, size, etc. 
- **Worksheet Activity:** The teacher will give a worksheet about animals. They will cut out the pictures and stick them on their notebooks. In every picture, the students will write a sentence given by the teacher. 

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
</table>
| https://www.youtube.com/watch?v=xUKZsAyotHc | Students listen to the teacher and they answer the question. 
Students listen to the teacher and work individually on their worksheets. 
The students will complete a puzzle about one animal. So they have to describe the animal that they formed. 
The students will receive a worksheet about animals. They will cut out the pictures in the worksheet and stick them on their notebooks. Finally, they will complete the sentences about the way of reproduction of them. 

<table>
<thead>
<tr>
<th>Development</th>
</tr>
</thead>
</table>
| JIGSAW Puzzle, Worksheet | **Intelligences:** visual-spatial, linguistic, logical-mathematical,
CLIL and multiple intelligences strategies to develop communicative skills

| 20 min. | PRODUCTIVE STAGE | Teacher will give each student a mask; they must talk about this animal according to its reproduction also using colors and adjectives to describe it. for example
- Cow is viviparous, is big, the color is white and black | Students should look at the masks given by the teacher and they describe this mask using colors and adjectives for example:
- Cow is viviparous, is big, it is white and black | Mask, classmates
Intelligences: (linguistic, |

Table 3, first workshop

Anexos:

Warm up

Puzzle
CLIL and multiple intelligences strategies to develop communicative skills

Worksheet

You should cut out the pictures and stick them on their notebook.

Masks about animals
CLIL and multiple intelligences strategies to develop communicative skills

**School:** INSTITUCION EDUCATIVA LUIS FELIPE GUTIERREZ

**Teacher:** NORMA LEONORA BUITRAGO RAMIREZ

**Topic:** Animals according to feeding

**Level:** Basic

**Objective:** students will be able to say at least three animals according to the way they feed in a fishing game.

**Date:** August 13th of 2014

**Group:** Primary School 3rd and second grade

**Numbers of students:** 12

**Periods of the class:** 1 hour

**City:** Salamina

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<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>WARM UP</td>
<td>The teacher will teach to the students a song named “old Mac Donald” in a video.</td>
<td>The students will listen and sing the song.</td>
<td>Song, humans resources, video</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Intelligences:</strong> linguistic, kinesthetic, naturalistic, musical.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 15 min. | PREPARATION STAGE 1 | The teacher will ask the learners some questions. | Students will answer the questions asked by the teacher. | Flashcards, humans resources |
| | | What animals do you have in the house? | Learners will put attention to the teacher and they will say the name of other animals with these characteristics. | **Intelligences:** linguistic, visual, naturalistic, intrapersonal |
| | | What does the pig eat? | The students will receive a worksheet. They will cut the pictures out and stick them on their notebooks, according to the teacher instruction. | |
| | | What does the horse eat? | The teacher will tell an animal and its way to feed. So the students will | |
| | | What does the rabbit eat? | | |

---
### CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>PREPARATION STAGE 2</strong>&lt;br&gt;The teacher will write on the board different names of animals. The students will have to draw four columns on their notebooks, and using the names of the animals written on the board, they will have to write the animals’ names according to their feeding in each column. The teacher will give a worksheet about some animals. The students will have to complete according to their feeding. For example: A hen is a/an _________ animal. The teacher will tell the students a riddle about the animals; the children have to guess which animal it is. Students will draw four columns on their notebooks. Then, using the names on the board given by the teacher, they will have to classify them according to their feeding. The learners will join the animal’s name with the corresponding characteristic. Learners should guess the riddles.</td>
</tr>
</tbody>
</table>

**Intelligences:** logic, intrapersonal, visual spatial

| Resources | Paper with columns, worksheet, riddles. |

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CLIL and multiple intelligences strategies to develop communicative skills

| 20 min. | PRODUCTI ON STAGE | Each student will receive a fishing rod. So they will use it to catch animals on a box. When the students get an animal, they will have to make a description about that animal: for example: A student catch a hen, so he has to say: it is yellow, short, omnivorous, and oviparous. | The students will catch animals from the box using a fishing rod. So they will describe the animal that they have. They will have to say color, form, size, way of reproduction and feeding. | Bag, names, humans resources Intelligences: intrapersonal, linguistic. |

Table 4, first workshop part 2

Attachment

![Image 1](image1.png) ![Image 2](image2.png) ![Image 3](image3.png) ![Image 4](image4.png)
CLIL and multiple intelligences strategies to develop communicative skills

**Old MacDonald**

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some cows  
Ee i ee i oh  
With a moo-moo here  
And a moo-moo there  
Here a moo, there a moo  
Everywhere a moo-moo  
Old MacDonald had a farm  
Ee i ee i o

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some chicks  
Ee i ee i o  
With a cluck-cluck here  
And a cluck-cluck there  
Here a cluck, there a cluck  
Everywhere a cluck-cluck  
Old MacDonald had a farm  
Ee i ee i o

Old MacDonald had a farm  
Ee i ee i o  
And on his farm he had some pigs  
Ee i ee i o  
With an oink-oink here  
And an oink-oink there  
Here an oink, there an oink  
Everywhere an oink-oink  
Old MacDonald had a farm  
EE I EE I O
CLIL and multiple intelligences strategies to develop communicative skills

**Practice:** Lion, tiger, eagle, shark, hyena, snake, cow, horse, cheep, rabbit, giraffe, elephant, frog, anteater, iguana, spider, bird, chameleon, dog, cat, hen, pig, ostrich, mouse.

<table>
<thead>
<tr>
<th>Carnivorous</th>
<th>Herbivorous</th>
<th>Insectivorous</th>
<th>Omnivorous</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

✓ Complete the sentences with the words in the boxes.

- Chicken is an ____________ animal
  - **Herbivoro**

- Cat is an ____________ animal
  - **Insectivoro**

- Shark is an ____________ animal
  - **Carnivoro**

- Dog is an ____________ animal
  - **Carnivoro**

- Cow is an ____________ animal
  - **Omnivoro**

- Pig is an ____________ animal

✓ **Riddles:**

- This animal is carnivorous animal; it is yellow and need feet to move. (Lion)
- This animal is carnivorous, it is black and white, it needs wings to move, it has a large and strong beak and powerful claws. (Eagle)
- This animal is herbivorous, oviparous and swims (Duck)
- This animal is omnivorous, viviparous and walks (Pig)

---

**Teacher:** Norma Leonora Buitrago Ramírez

**Group:** Primary 3rd and second grade

**Topic:** Animals according to locomotion

**Level:** Basic

**Numbers of students:** 11

**Periods of the class:** 1 hour

**City:** Salamina
CLIL and multiple intelligences strategies to develop communicative skills

**Objective:** The students will be able to tell how some animals move in an oral presentation using pictures.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>WARM UP</td>
<td>The teacher will give to every student parts of the animals. For example wings, fins and legs. In the wall, there will be animals without legs, fins and wings. The students will have to put the parts of the animals in the animal that corresponds.</td>
<td>The students will complete the parts of the animals with the parts given by the teacher.</td>
<td>Pictures of the animals, legs, wings, fins, tape.</td>
</tr>
<tr>
<td>15 min.</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will use the animals from the previous activity formed by the students to sing a song. The teacher will say the song: The animals which go by the water… swim, swim, swim. The animals which go by the field … walk, walk, walk, The animals which go by the air … fly, fly, fly.</td>
<td>The students will pay attention to the teacher performance. The students will participate in the song that the teacher will sing.</td>
<td>Picture of the animals. Tape</td>
</tr>
<tr>
<td>15 min</td>
<td>PREPARATION STAGE 2</td>
<td>The students will receive a worksheet with different animals. The way to move. One does fly, one does swim and what does walk.</td>
<td>The students will identify the locomotion of the animals that they have. They will color them.</td>
<td>Worksheet colors</td>
</tr>
</tbody>
</table>
The students will have to color them and write a sentence describing the way they move. After, they will have to identify what is the locomotion of each one. The teacher will use listen and do. The teacher will say: an animal which fly. So the students will have to cover the animal that flies. And in the same way with the animals which walk and swim.

The students will have to present to their classmates the animals that he has in the worksheet, and say if that animal flies, walks or swims.

The teacher will make groups of three people, each group will make a billboard using sheets of one animal seen in class, and they will have to classify them according to reproduction, feeding and locomotion. In the presentation they will have a description in terms of: color, size, fat, thin, reproduction, feeding and locomotion. Then, they have to do a short presentation where use language in class.

The students will make a presentation about an animal that they have in the worksheet.

After this, the students will form groups. They will create a billboard with picture of one animal. They will have to describe that animal to their classmates.

| Table 5 first workshop 3 part |
|-------------------------------|-------------------------------|-------------------------------|
| **PRODUCT ON STAGE**          | **Worksheet**                 | **Cardboard**                 |
| 20 min.                       | Pictures                      | Glue                         |
|                               |                               |                               |
CLIL and multiple intelligences strategies to develop communicative skills

**Attachment:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>🐷</td>
<td>🐦</td>
<td>🐣</td>
</tr>
<tr>
<td>🐱</td>
<td>🐪</td>
<td>🦋</td>
</tr>
<tr>
<td>🐟</td>
<td>🐐</td>
<td>🐙</td>
</tr>
</tbody>
</table>

---
CLIL and multiple intelligences strategies to develop communicative skills
**Communicative purpose of the lesson:**

The students will be able to exchange information in pairs about the countryside and the city by using a mockup, telling what there is and what people do in each place with at least five expressions each.

**Objective 1:**

The students will be able to contrast various aspects of the countryside and the city through songs, games, worksheets, mockups and performance that involve multiple Intelligences like linguistic, naturalistic, visual spatial, kinesthetic, musical, interpersonal and intrapersonal.

**Topic:** Some characteristics of the City and the Countryside.

**Vocabulary:** City, countryside, building, houses, car, truck, airplane, airport, traffic lights,
CLIL and multiple intelligences strategies to develop communicative skills

street, hospital, school, restaurant, some animals, farmer, farming, cattle, trees, mountains,
rivers, housewife, road.

**Expressions:** There is, there are, go walking to work, ride a horse,

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Copio y trascribo palabras que comprendo y que uso con frecuencia en el salón de c lase.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
- Reconozco diversos aspectos míos y de las organizaciones sociales a las que perten ezco, así como los cambios que han ocurrido a través del tiempo.
- Reconozco y describo las características físicas de las principales formas del paisaje .
- Comparo mis aportes con los de mis compañeros y compañeras e incorporo en mis conocimientos y juicios elementos valiosos aportados por otros

**Skills:** Reading, writing, speaking, listening.

**Materials:** song, human’s resources, real material, mockup, lotto, worksheet, notebooks, b oard, marker, word search.
CLIL and multiple intelligences strategies to develop communicative skills

SCHOOL: LUIS FELIPE GUTIERREZ LOAIZA  
TEACHER: NORMA LEONORA BUITRAGO  
Topic: Countryside  
Level: Basic  
Objective: The students will be able to say how many elements there are in a countryside image using 4 expressions with there is and there are, through description.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>The teacher will sing the song “chicken say” trying to do the actions.</td>
<td>The student should listen and sing the song with the teacher.</td>
<td>song</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intelligences (linguistic, visual-spatial and kinesthetic)</td>
</tr>
</tbody>
</table>
| 25 min.| PREPARATION STAGE 1 | The teacher will paste on the board a billboard, It will have some clouds, two houses, roads and pasture; after, he/she will give to each student one image about countryside’s elements; river, mountain, tree, some animal, road, farming, house, cattle a housewife, farmer, horse, motorcycle and jeep. The teacher will say to the student the pronunciation of the image’s name.  
Teacher will show an image about countryside and the city.  
The teacher will ask the following question to the student. Do you live in the countryside or in a city? | The students have to take the image and try to stick it in the corresponding place on the billboard.  
Learners will answer the questions made by the teacher.  
Learners will count with the teacher. They will pronounce the countryside element’s name using there is and there are.  
The students should listen the image’s name said by the teacher and cover the corresponding images with | Flashcards, billboard Intelligences (Naturalistic, Linguistic, Interpersonal, visual-spatial and mathematical logic) |
### PREPARATION STAGE 2

**Listen and count:** Teacher will count the countryside’s element on the billboard with the learners. Then he/she will use there is and there are to say how many elements there are. For example:

Here there is a horse, here there are three houses. Teacher will explain them, THERE IS, is used to say one element and THERE ARE is used to say two or more elements.

Teacher will say to the learners:
- The people go to work walking
- The people go to study walking or by jeeps
- The people ride horses

Teacher will give to each student 5 images about the vocabulary learned. The images will be different for each child. When the learners have the images in front of themselves, the teacher will start to say the each image’s name.

**Listen and order:** The teacher will ask to the students to order the same images. They will order them but with the image’s name that the teacher is going to say.

a piece of paper. The student that covers all the images will be the winner

Students have to order the images according the image’s name that the teacher says.
| 30 min | Teacher will ask for to the students to make a circle, each students will have a picture about the countryside’s elements. Teacher will say the pronunciation of these pictures. Then, a student will start to pronounce the picture’s name that he/she has. Immediately the next student should to say the previous partner’s picture name and his picture’s name. This activity can repeat exchanging the pictures.  

The teacher will give to the students a word search where they will have to find at least 12 countryside’s elements learned in the presentation.  

The teacher will give to the students a piece of the poster and plasticine of all colors. Teacher will help them to write under the landscape about how many elements there are, using the expressions there are and there is.  

The teacher will ask to the students to draw on their notebooks what he/she says. For example: mountain, farmer….. Besides teacher will ask for they, that should write under to each draw the corresponding name | The students will make a circle. They will have to pay attention to the element of the countryside that his classmate says. So, the person who is on the right will have to tell the element that his classmate says and the element that he/she has. And in the same way with the student who continue on the right.  

Students will have to find twelve words about countryside. (Horse, few houses, many animals, mountain, cattle, river, three, farming, farmer, housewife, horse, motorcycle) in a word search.  

The students will create a landscape taken into account the countryside’s elements learned previously. They will say how many elements there are using the expression there is and there are. Also they should write it under the landscape. | Word search, Worksheet, notebooks **Intelligences:** (visual-spatial, linguistic, logic mathematic, |
**Table 6 second workshop 1 part**

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Activity Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min.</td>
<td><strong>PRODUCTIO N STAGE</strong></td>
<td>The teacher will give to each student one image about the countryside. This picture will have different countryside’s elements. The learners will have to present the image in front to their classmates. They will have to explain it, using there is, there are. For instance: in this picture there is a horse, in this picture there are two motorcycles; or they will have to say there is a tree, simply.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students have to draw what the teacher say and write under the draw the corresponding name.</td>
</tr>
</tbody>
</table>

**Intelligences:**
- Linguistic
- Intrapersonal
- Mathematical logic

Picture, classmates
CLIL and multiple intelligences strategies to develop communicative skills

SONG CHICKEN SAY
Little chicks are squeaking pio, pio, pio
When they are really hungry
They say pio, pio
Mom, hen is looking
For some corn and flour
To feed all her little chicks
So there won’t be any mixed
Under her big long fat wings
They sleep very comfortably
Until a new day will be
Little chicks will fall asleep
When they wake up in the morn
All they want is food and corn
There goes mama again
Taking care and feeding them.
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>City</th>
<th>Countryside</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountain</td>
<td>Mountain</td>
</tr>
<tr>
<td>farming</td>
<td>farming</td>
</tr>
<tr>
<td>road</td>
<td>road</td>
</tr>
<tr>
<td>farmer</td>
<td>farmer</td>
</tr>
<tr>
<td>motorcycle</td>
<td>motorcycle</td>
</tr>
<tr>
<td>few house</td>
<td>few house</td>
</tr>
<tr>
<td>river</td>
<td>river</td>
</tr>
<tr>
<td>horse</td>
<td>horse</td>
</tr>
<tr>
<td>cattle</td>
<td>cattle</td>
</tr>
<tr>
<td>many animal</td>
<td>many animal</td>
</tr>
<tr>
<td>housewife</td>
<td>housewife</td>
</tr>
<tr>
<td>jeep</td>
<td>jeep</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>m o u n t a i n</td>
<td></td>
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<tr>
<td>f a r m i n g</td>
<td></td>
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<tr>
<td>r e i w g r h a</td>
<td></td>
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<tr>
<td>o f V d j y o t</td>
<td></td>
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<tr>
<td>Y u</td>
<td></td>
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<tr>
<td>a z e y e g r t</td>
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<tr>
<td>A s</td>
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<td>d t r e e j</td>
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<td>S l N e</td>
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<td>c v n u p m e e</td>
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<td>I w</td>
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<td>f a r m e r t h</td>
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<td>M i</td>
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<td>F e w h o u s e</td>
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<td>A f</td>
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<td>M o t o r c i c</td>
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<tr>
<td>L e</td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL: LUIS FELIPE GUTIERREZ LOAIZA

TEACHER: Norma Leonora Buitrago Ramirez

Topic: City

Level: Basic

Objective: students will be able to name at least five elements of the city through a game called Lotto

Date: August 27th of 2014

Group: Primary School 3rd 2nd and 5th grade

Numbers of students: 18

Periods of the class: 2 hour

City: Salamina

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>WARM UP</td>
<td>Teacher will start class with a song called “walking, walking”. In this activity the children will have to do movements with their body like: (running, walking, jumping, etc.)</td>
<td>The students will listen and sing the song. Students will have to do movements with their body like: (running, walking, jumping, etc.)</td>
<td>Song, humans resources, Intelligentes: linguistic, kinesthetic, naturalistic, musical.</td>
</tr>
<tr>
<td>20 min.</td>
<td>STAGE 1</td>
<td>The teacher will show some real elements that we usually see and use</td>
<td></td>
<td>Real material, mockup</td>
</tr>
</tbody>
</table>
### CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>STAGE 1</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| in the city (home, car, truck, plane, traffic lights). The teacher will make a small city (mockup) in the classroom. The teacher will locate all those elements before he/she shows them to the students. The teacher explain some activities that the people do for example: People go to work by car. People go to study by bus. People go to parks walking. | The students will pay attention to the teacher’s performance. | **Intelligences:**
linguistic, visual, intrapersonal |

### STAGE 2

<table>
<thead>
<tr>
<th>20 min</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| The teacher will give to each student one element seen in the city (car, truck, traffic lights, house, airplane, hospital) The teacher will count the elements with the learners. Then he/she will use there is and there are to say how many elements there are. (Listen and count) For example: There are some airplanes, there is one park. Teacher will explain them, there is, is used to say one element and there are, is used to say two or more elements. The students will have to say the name of those elements in turns; they will have to locate them in the mockup. (Listen and do, listen and locate). | Students will participate in the activity and they will say the name of the elements that the teacher will give them. The students will classify the elements that there are in the city, in the appropriate column. The students are going to match the place and the activity performed there. The students will have to draw countryside or a city with ten elements. After, they will have to make questions and answer | **Intelligences:**
intrapersonal, visual spatial |

**Real material, worksheet**
The intention is that the students interact with the objects and play with the mockup.

The teacher will give them a worksheet. (City and country)
They will have to classify the elements that they saw in class.

The teacher will give them a worksheet. They will have to find the place and the activity performed in the same place. (Places around – matching exercise).

Activity “Question and answer” The students will work in pairs. One of them make a draw about the city with ten elements, and the other will draw countryside with ten elements. The teacher will explain the way to ask with there is and there are. (In questions, is there, are there). The students will have to ask between them and answer. For example:

One student will ask to his classmate: Is there a horse in your picture? He will have to answer: Yes, there is, or no there aren’t.

**Activity for culture:**
The teacher will show a short video about a city in United States and the Manizales city. The intention is that questions with a classmate, using Is there, or are there.

The students will pay attention to the video about a city in United States and the Manizales city. They will have to identify some difference between them.
The teacher and the students identify some different in terms of: buildings, transportation, houses, and way to dress, people.

New York
https://www.youtube.com/watch?v=sqNxgsClsPY&hd=1

Manizales:
https://www.youtube.com/watch?v=eMkANU0Idns&hd=1

<table>
<thead>
<tr>
<th>20 min.</th>
<th>PRODUCTION</th>
<th>The teacher will make a game called Lotto, she/he will give to each student a lottery table with the names of the elements seen in class, she/he will show to the students the picture, and they will say the name of the picture that the teacher showed and, they will have to cover it if they have that picture in their cards.</th>
<th>Students will pay attention and they will say at least five elements seen in class, through a game called Lotto. They will say the name of the picture that the teacher will show them and, if they have that picture in their cards, they will have to cover it.</th>
</tr>
</thead>
</table>

Lotto
Intelligences: intrapersonal, linguistic.

Table 7 second workshop 2 part

Attachment
Song “Walking, walking”

Lyrics:
♫ Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Tiptoe tiptoe. Tiptoe tiptoe.
Jump jump jump. Jump jump jump.
Swimming swimming swimming.
Now let's sleep. Now let's sleep.
Wake up!
It's time to go!
Are you ready to go fast?
Okay!
Communicative purpose of the lesson:

In groups of five students will be able to tell what the people in their group eat, according to the food categories by using a frieze.

Objective 1:

The students will be able to contrast various aspects of the feeding train through songs, games, worksheets, frieze and performance that involve multiple Intelligences like linguistic, naturalistic, visual spatial, kinesthetic, musical, interpersonal and intrapersonal.

Topic: Feeding train

Vocabulary: carbohydrates, bread, rice, candies, sugar, cake, proteins, legumes, meat, eggs, milk, cheese, vitamin, apple, cabbage, pineapple, mango, fats, oil, butter, chocolate, avocado, minerals, salt, water.
CLIL and multiple intelligences strategies to develop communicative skills

**Expressions:** I eat, we eat, for breakfast I eat, for lunch I eat, for dinner I eat, to get proteins I eat, to get carbohydrates I eat, to get fat I eat, to get vitamins I eat, to get minerals I eat.

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.

- Identifico palabras relacionadas entre sí sobre temas que me son familiares.

- Copio y trascribo palabras que comprendo y que uso con frecuencia en el salón de clase.

- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.

- Respeto y cuido seres vivos y objetos de mi entorno.

- Hago conjeturas para responder mis preguntas.

- Relaciono ilustraciones con oraciones simples.

- Escribo el nombre de lugares y elementos que reconozco en una ilustración.

- Identifico elementos culturales como nombres propios y lugares, en textos sencillos.

- Verifico que los alimentos generan cambios físicos y químicos.

- Respeto y cuido seres vivos y objetos de mi entorno.

**Skills:** Reading, writing, speaking, listening.
CLIL and multiple intelligences strategies to develop communicative skills

**Materials:** song, human’s resources, real material, frieze, worksheet, notebooks, board, marker, word search,

**SCHOOL:** INDITITUCION EDUCATIVA LUIS FELIPE GUTIERREZ  
**Teacher:** NORMALEONORA BUITRAGO RAMIREZ  
**Topic:** Nutrients  
**Level:** Basic  
**Objective:** The students will be able to say what they eat at lunch, at dinner or at breakfast by a question game.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 15 min.| WARM UP     | Teacher will show to the students a video about the food.  
https://www.youtube.com/watch?v=GaLvxVnn8Yg | The student should listen and sing the song, besides they should repeat some food’s names. | Song, video  
Intelligences (linguistic, and kinesthetic, visual, auditory, musical) |
| 25 min.| PREPARATION STAGE 1 | Teacher will bring to class the food pyramid empty, and some flashcards with different kind of food, then while she explains each nutrient, her students will help her to put the flashcards on the pyramid. Finally teacher will ask them the importance of each group of food. For example why do we have to eat fruits? What’s the importance of carbohydrates? Teacher will show to the student real food as: sugar, rice, cake, candy, bean, cabbage, butter, chocolate, bread, oil, orange, banana, avocado, cheese, milk. | They will pay attention to the teacher explanation, and while the teacher is explaining them, they will participate putting the food in each correct space. Finally they will talk about the importance of each group of food, what kind of food they should eat often, or how they can eat healthy… Students should look AT the real food, listen and repeat the food’s names. | Food pyramid, flashcards Real food, images, board  
Intelligences: linguistic, visual, mathematical logic, naturalistic, interpersonal, intrapersonal |
### PREPARATION STAGE 2

<table>
<thead>
<tr>
<th><strong>Listen and repeat:</strong> Teacher will say them the corresponding names about food, the children will repeat them.</th>
<th>Children will take the images and paste them on the corresponding place to the columns. Each student has to repeat the sentence said by the teacher according to the food element pasted on the board. The orange is a vitamin.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listen and count:</strong> Teacher will count the food with help to the students, then, teacher will take an element, the students should say the corresponding name.</td>
<td>The students have to answer the questions made by the teacher:</td>
</tr>
</tbody>
</table>
| Teacher will explain them what nutrient has each food. For example: the sugar is a carbohydrate, the beans are proteins, the orange is a vitamin, the oil is a fat and the salt is a mineral. | I eat eggs  
I eat chocolate  
I eat rice |
| **Listen and do:** Teacher will draw on the board 5 columns with the corresponding names about nutrients: (carbohydrate, minerals, vitamins, fats, proteins) then, he/she will give to the students images about food categories: **Carbohydrates:** bread rice, candies, sugar, cake, **proteins:** legumes, meat, eggs, milk, cheese, **vitamins:** apple, cabbage, pineapple, mango, **fats:** oil, butter, chocolate, avocado, **minerals:** salt, water. | The egg has protein.  
The orange has vitamin |
<p>| Teacher will ask to the children the following questions: | |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Activities</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 30 min| **What do you eat for breakfast?**  
**What do you eat at lunch?**  
**What do you eat for dinner?**  
**What nutrient does have the egg?**  
**What nutrient does have the orange?**  
**What nutrient does has the oil?**  

Teacher will start again to show them the previous video.  
The teacher will ask for the students organize in couples to do a market list, taken into account the previous food’s names.  
For example:  
Two carrots  
Three apples  

**Listen and answer:** The teacher will ask them to say some nutrients of the food that they include in their market list. Children will make a list of lunch (bandeja paisa). The teacher used this to children to make a list for this lunch.  

Teacher will ask students to make a circle. He/she will give them a food to taste, but the child will have their eyes covered. The student will say what the name is of that food and what nutrient it has.  

The students have to look the video again, besides they should say the nutrient of each food. For instance:  
The banana is a vitamin  
The milk is a protein and fat.  

The students have to form couples to do a market list; they should write food elements that they want to buy. Then, they will to read the list saying what nutrient has each element. For instance:  
The rice has carbohydrate  
The bean has protein  
The oil bottle has fat  

The students should make a circle and cover their eyes. When the teacher will give to taste a food, they have to say the food name and what nutrient it contains. | Video, paper, worksheet, real food  
**Intelligences:** visual spatial, kinesthetic, Musical, linguistic, interpersonal, intrapersonal. |
### On the board IT will be written the food’s name. The teacher will say to the students a food name; they should draw this element on their notebooks and write under the corresponding name and the nutrient that it has.

**Listen and do:** Teacher will play with the children “the king order” with the real food. In this game teacher will say “the king order, children bring a rice, the king order children bring an orange.

Teacher will give to the learners a worksheet where they should connect the food with the corresponding nutrient.

| 30 min. | PRODUCTIO STAGE | The teacher will give to every student a square in order that they collect information about what their classmates eat for breakfast, lunch and dinner. Every student will have to collect the information in an information gap. (see annex) | The students will collect information using an information gap table. They will ask to their classmates and write their answers in each case. | Information gap

**Intelligences:** interpersonal, linguistic, visual-spatial, kinesthetic

### Table 8 Third work shop 1 part

**Attachment:**

https://www.youtube.com/watch?v=GaLvXnn8Yg
CLIL and multiple intelligences strategies to develop communicative skills

**Student:** ______________________________

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Match the food with the corresponding nutrient

- **PROTEIN**
- **VITAMIN**
- **CARBOHYDRATE**
- **FAT**
- **MINERAL**

---

**SCHOOL:** LUIS FELIPE GUTIERREZ LOAIZA  
**TEACHER:** NORMA LEONORA BUITRAGO RAMIREZ  
**Topic:** culture  
**Level:** Basic  
**Objective:** The students will be able to contrast what the people eat in United States and what people eat in Colombia  
**Date:**  
**Group:** Primary School 3rd and second grade  
**Numbers of students:** 10  
**Periods of the class:** 2 hours  
**City:** Salamina
CLIL and multiple intelligences strategies to develop communicative skills using a memory game made in JCLIC in an oral presentation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WARM UP</td>
<td>The teacher will organize images of American food and Colombian food in a video made in stupeflix.com. <a href="https://www.youtube.com/watch?v=VUXqLWwvoXs&amp;hd=1">https://www.youtube.com/watch?v=VUXqLWwvoXs&amp;hd=1</a></td>
<td>The students will pay attention to the video. They will start to contrast that different food.</td>
<td>Song, video Intelligences (linguistic, and kinesthetic, visual, auditory, musical)</td>
</tr>
<tr>
<td>15 min</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will interact with the video. The teacher will explain that food is typical of the American culture or Colombian culture. The teacher will say the names of the food and the students will repeat it. The teacher will have a box with images of Colombian food and American food. On the board there will be two columns. Each student will have to take one image and stick on the board according where it is typical.</td>
<td>The students will interact with the video. They will have to repeat the names of the food. They will take an image of a food, and they will have to classify it according where that food is typical.</td>
<td>Video, computer, box, images, tape. Intelligences: linguistic, visual, mathematical logic, naturalistic, interpersonal, intrapersonal.</td>
</tr>
<tr>
<td>25 min</td>
<td>PREPARATION STAGE 2</td>
<td>The students will have a dish. They are going to draw a typical food. The teacher will have a bag. In it there will be papers with names: American breakfast, Colombian breakfast, American lunch, Colombian lunch. They will have to make a drawing according the name that they have.</td>
<td>The students will make a drawing in a polystyrene plate according to the name that the teacher gives them.</td>
<td>polystyrene plate, colors, pencil, box, papers, American candies, Colombian candies.</td>
</tr>
<tr>
<td>30 min</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

118
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Time</th>
<th>Stage</th>
<th>Description</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>PRODUCTI ON STAGE</td>
<td>The teacher will give them an American candy and Colombian candy in order for the students to tell the difference.</td>
<td>The students will have to make pairs with images of American food and Colombian food. They will have to say where that food eaten In some cases, the students will say what nutrients that food has.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will prepare a memory game in an application of a computer called jclic. In this, the students will have to find two same images and say if that food is eaten in united states or Colombia.</td>
<td>Computer, memory game made in jclic.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the students identify some food in that kind of food, they will express what nutrients they have.</td>
<td></td>
</tr>
</tbody>
</table>

Table 9 third workshop 2 part

7.4 Workshop 4

<table>
<thead>
<tr>
<th>DATE: 2014</th>
<th>INSTITUTION: Liceo Santamaria</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: third, fourth and fifth grade</td>
<td>HOURS: 4 hours</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS: 10</td>
<td>LEVEL: Basic</td>
</tr>
<tr>
<td>TIME: 4 hours</td>
<td>CITY: Manizales</td>
</tr>
</tbody>
</table>

Communicative purpose of the lesson:
CLIL and multiple intelligences strategies to develop communicative skills

In groups students will be able to explain the landforms of the Earth with at least 3 characteristics using a mockup in an oral presentation.

**Objective 1:**

The students will be able to identify differences in the form of representation of the earth through songs, games, worksheets, an experiment and performances that involve multiple intelligences like linguistic, naturalistic, visual spatial, kinesthetic, musical, interpersonal and intrapersonal.

**Topic:** Landforms of the Earth

**Vocabulary:** volcano, valley, mountain chain, tableland, plains, Snow Mountain, desert, mountain and hill.

**Expressions:** the mountain is cold, volcano is dangerous, mountain is big, the hill is small, desert is hot, and the valley has a river.

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Sigo la secuencia de una historia sencilla.
- Entiendo la idea general de una historia contada.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
CLIL and multiple intelligences strategies to develop communicative skills

- Respeto y cuido seres vivos y objetos de mi entorno.
- Reconozco y describo las características físicas de las principales formas del paisaje.
- Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.
- Establezco relaciones entre los accidentes geográficos y su representación gráfica.
- Relaciono ilustraciones con oraciones simples.
- Esrivo el nombre de lugares y elementos que reconozco en una ilustración.
- Identifico elementos culturales como nombres propios y lugares, en textos sencillos.

Skills: Reading, writing, speaking, listening.

Materials: Song, human’s resources, real material, recyclable materials, worksheet, notebooks, tape, board, marker, cardboard, video bean, computer, tape recorder.

SCHOOL: LUIS FELIPE GUTIERREZ
TEACHER: NORMA LEONORA BUITRAGO R
Topic: Landforms
Level: Basic

Date: September 3, 2014
Group: Primary School 3rd and 2nd grade
Numbers of students: 10
Periods of the class: 2 hours
City: Salamina
### Warm Up

**Time:** 15 min.

<table>
<thead>
<tr>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15 min.</strong> WARM UP</td>
<td>The teacher will make a sensitization about the destruction of the Earth. The teacher will show images about the contamination of the planet. After this, the teacher will teach a song to the students. The song is called “Kids for saving the Earth”. The teacher will sing the song with the students. [<a href="http://www.youtube.com/watch?v=Ub">http://www.youtube.com/watch?v=Ub</a> nRANz4nT0](<a href="http://www.youtube.com/watch?v=Ub">http://www.youtube.com/watch?v=Ub</a> nRANz4nT0)</td>
<td>The students will see different images about the Earth contamination. The students will learn a song called “Kids for saving the Earth”. The students will sing the song with the teacher.</td>
<td>Song, video Intelligences (linguistic, kinesthetic, visual, auditory, musical)</td>
</tr>
</tbody>
</table>

### Preparation Stage 1

**Time:** 25 min.

<table>
<thead>
<tr>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>25 min.</strong> PREPARATIO N STAGE 1</td>
<td>The teacher will use a “Story telling” in order to present the topic. The story will be about two children who make a trip in an airplane around the world. The teacher will tell the story using different intonation, body language and performance in order to make the story understandable by the students. The teacher will use images of different scenes of the story. The teacher will tell to the students that they are going to make a trip in an airplane around the world. The teacher will carry to the students to imagine a trip from the air.</td>
<td>The students will listen to the story telling read by the teacher. They will pay attention to the images in order to understand the story. The students will participate in the activity using their imagination, in order to simulate a trip in an airplane around the world. The students will have to identify the similarities between the video and the Story telling.</td>
<td>Storytelling, Flashcards, video, computer, Intelligences (linguistic, and kinesthetic, visual, auditory, musical)-</td>
</tr>
</tbody>
</table>
### Preparation Stage 2

| 30 min  | The teacher will use a video that corresponds to the Story telling said before.  
http://www.youtube.com/watch?v=mw9YIFoDzww  

The teacher will use flashcards in order to explain the vocabulary saw in the video. The flashcards will be about: volcano, valley, chain of mountain, tableland, plains, snowy, desert, mountain and hill.  

The teacher will interact with the images making different activities like,  
**Listen and repeat, listen and point, listen and do, either or.**  

The teacher will give to the students little images of the vocabulary in order that the students cut them out and stick them on their notebooks. The teacher will make **listen and order** with these images.  

The teacher will show different relief of Colombia using a map. The teacher will locate the pictures of a volcano, valley, chain of mountain, tableland, plains, snowy, desert, mountain and hill according to the location in Colombia. The teacher will make a description of the differences in the Colombian relief.  

The teacher will make an experiment of a volcano. The teacher will make a  

|  | The students will pay attention to the different vocabulary given in the activity, like volcano, valley, chain of mountain, tableland, plains, snowy,  

The students will pay attention to the flashcards shown by the teacher and make the activities that the teacher does. They will have to repeat, pronounce, order and point the images according to the teacher instruction.  

The students will pay attention and interact with the teacher according to the Colombian relief.  

The students will learn how the land forms of Colombia are and where they are on the map.  

The students will interact with the experiment made with the teacher. They will  

| Pictures, map, tape, cardboard, worksheet, colors, pencil. | Intelligences (linguistic, and kinesthetic, visual, auditory, musical)- |
volcano with plasticine, soda, red dye and a paste of alcazelzert. The teacher will use different elements in order to simulate an eruption.

The teacher will use the experiment in order to explain what the characteristics of a volcano are.

The teacher will give to the students a worksheet about the landforms of the Earth. The students will have to read a definition and match with the corresponding name.

The teacher will make a game called “Get the star”. The teacher will stick on the board different stars made in cardboard. The teacher will form groups, one student of the group catch the star and read the question back. His group has to answer the question.

pay attention to the procedure that the teacher will use to simulate the eruption of the volcano.

The students will have to match a definition with the corresponding name according to the topic learned in class.

The students will participate in a game called “Get the star” They will have to take a star stick on the board, read the question to their groups and answer it.

| 30 min. | PRODUCTIO N STAGE | The teacher will ask students to form groups and they must build a mockup of the different landforms | Students will form groups and they must make a mockup of the different landforms. |

**Table 10 fourth workshop**
CLIL and multiple intelligences strategies to develop communicative skills

Attachment

Worksheet

Name _______________________________________________

A low land area between two mountains is called Plains
A dry area with lot of sand, camels, cactus is found here. Hill
It is a form of land bigger than the hill snow mountain
This is a high mountain with snow on top
CLIL and multiple intelligences strategies to develop communicative skills

It is a chain of mountains in the center of the country.
A large area of high flat land.
It is a landmass that is flat and covers many miles.
It is a land elevated and smaller than mountain.
It is dangerous mountain that can erupt.

<table>
<thead>
<tr>
<th>Valley</th>
<th>Volcano</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tableland</td>
<td>Desert</td>
</tr>
<tr>
<td>Mountain</td>
<td>Chain mountain</td>
</tr>
</tbody>
</table>

7.5 Workshop 5

<table>
<thead>
<tr>
<th>DATE: 2014</th>
<th>INSTITUTION: Liceo Santamaría</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP: third, fourth and fifth grade</td>
<td>HOURS: 4 hours</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS: 18</td>
<td>LEVEL: Basic</td>
</tr>
<tr>
<td>TIME: 4 hours</td>
<td>CITY: Manizales</td>
</tr>
</tbody>
</table>

Communicative purpose of the lesson:

The students will be able to present the story little Red Riding Hood through a role play expressing different aspects from different subjects with at least 6 interventions.

Objective 1:
CLIL and multiple intelligences strategies to develop communicative skills

The students will be able to relate different aspects from subjects like math, science, and social studies in a story telling through songs, games, worksheets, that involve multiple intelligences like linguistic, naturalistic, visual spatial, kinesthetic, musical, interpersonal and intrapersonal.

**Topic:** little Red Riding Hood to teach math, science, social studies, arts and ethics.

**Vocabulary:** little Red Riding Hood, animals, characters, numbers, countryside, food, story, storytelling, basket

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
- Respeto y cuido seres vivos y objetos de mi entorno.
- Hago conjeturas para responder mis preguntas.
- Relaciono ilustraciones con oraciones simples.
- Escribo el nombre de lugares y elementos que reconozco en una ilustración.
- Reconozco y describo las características físicas de las principales formas del paisaje.
- Identifico elementos culturales como nombres propios y lugares, en textos sencillos.
CLIL and multiple intelligences strategies to develop communicative skills

- Verifico que los alimentos generan cambios físicos y químicos.
- Sigo la secuencia de una historia sencilla.
- Entiendo la idea general de una historia contada
- Descubro que la suma, la resta, la multiplicación y la división pueden transformar los números en otros números y resuelvo problemas con esas operaciones.

**Skills:** Reading, writing, speaking, listening.

**Materials:** storytelling, game, human’s resources, real material, notebooks, board, marker, computer, puppets, images, food and fruits.

**SCHOOL:** LUIS FELIPE GUTIERREZ  
**TEACHER:** NORMA LEONORA BUITRAGO  
**Date:** OCTOBER 15, 2014  
**Group:** Primary School 3rd and 2nd grade  
**Numbers of students:** 10  
**Periods of the class:** 2 hours  
**City:** Salamina

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>Teacher will make a game called “hare, gun, wall” the students. The students will form two groups. Each group should choose hare, gun or wall. The hare jump the wall, the gun kills the hare and the wall stop the gun. When a group choose the hare should hang like a hare, if they choose the wall should up their hands, if the group</td>
<td>Students will participate in activity</td>
<td>Intelligences (linguistic, kinesthetic, visual, auditory)</td>
</tr>
</tbody>
</table>
| 25 min. | PREPARATION STAGE 1 | The teacher will present the story telling: Little red riding hood through puppets. The story will have as scenery the forest and some countryside elements.

The teacher will interact with the students making questions about the story. The teacher will ask for different aspects like adjectives of the characters. For example: what color is the little red riding hood basket? How is the wolf?

The teacher will talk about the place of the story; they will speak about some characteristics of the countryside (trees, road, mountain, and river) and the forest where the story took place. In this activity the teacher will review a topic learned before in social studies. For example: what elements of the countryside can you see?

The teacher will show the little red riding hood basket with different kinds of foods (bread, oranges, biscuits, apples, bananas, sugar. The teacher will ask to a student to take one element of the basket, show it to their classmates and they will have to tell Students will pay attention to the story of Little Red Riding Hood in which the teacher used puppets.

Students will participate in the activity by answering the questions asked by the teacher about the characteristics of the characters in the story.

Students will discuss the characteristics of the countryside and the forest in which the story takes place.

Students will discuss the nutrients that have the food that Little Red Riding Hood has in her basket.

Students should say the food names that the grandmother can eat.

Students will solve the math problems. They will use addition and subtraction. | Intelligences (linguistic, and kinesthetic, visual, auditory, logical mathematic, intrapersonal, interpersonal) |
### PREPARATION STAGE 2

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>what the name is and what nutrients that kind of food has (protein, vitamin, and carbohydrate, mineral and fat). With this activity the teacher will review a topic learned before in natural science. Teacher will ask the following question to the students, If the grandmother has high sugar, what food should she eat? The teacher will give to the student’s two math problems with elements of the story telling. Use the follow information two solves the math problems: The wolf used the shorter road and the little red riding hood used the longer road. If the long road measures 378 m. and short road measure 154 hm. How many more meters walked little red riding hood in relation to the wolf? How many meters traveled both? For this exercise teacher will say to the students the signs of the subtraction and addiction. (Minus, equal, plus, carry out, tens ones.) If Red Riding Hood had in her basket five apples, three bread and two bottle of milk. How many food elements does she have in total?</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

| 30 min | Teacher will carry to the school images about characters of the story, the students have to color and cut it, then, they will paste it in a thin stick to make a puppet. Then they will give a description about the character they make in order that their classmates guess the character. Students will organize in groups. The teacher will give images about the story to each group. They will organize the images according to the story. Teacher will make a dialogue with students about Little Red Riding Hood story, and then students have to organize in couples. He/she gives them a few words so that they form sentences about obedience. Every student should give a message about obedience. For example: *It *to be *is *important *-obedient. We *be *should *with *our *obedient *parents. Do *not *with *speak *strangers. |
| 30 min. **PRODUCTION STAGE** | The children will make groups of three people. The teacher will give to each one two Images with differences about the story. The groups should find and point the differences of the image. |

| Students will color images and then they have to make puppets, then they should explain the characteristic of the puppet. Students should make groups and organize the pictures according to the story. Students will make a message about obedience, with words that the teacher gives about Little Red Riding Hood story. |

**Intelligences** (linguistic, and kinesthetic, visual-spatial, auditory, intrapersonal, interpersonal)

**Table 11 fifth workshop**
CLIL and multiple intelligences strategies to develop communicative skills

Attachment

http://www.youtube.com/watch?v=02W4L3l6660

Video about the little red riding hood story
Images with differences:

8. Evaluation stage

This stage consists of the design and analysis of some instruments and techniques to evaluate the different results of the research through the development of 5 workshops. The instruments and techniques implemented to have a deeper analysis of such results taken from the workshops in this stage were the following:

8.1 Analysis of workshop #1

This workshop was planned to cover two weeks. The students learnt about the animals according to reproduction, locomotion and feeding. The learners had to explain the characteristics using a billboard; with this activity they would say the characteristics.

The instruments used to evaluate and observe the negative and positive aspects about the workshop were the diary, cards and a survey. The diary was very necessary because we could describe what it happened during the class. The cards helped us to know what
CLIL and multiple intelligences strategies to develop communicative skills activities the students enjoyed and what intelligences they could work. The objective of the survey was to know the students concerns about their performance in the different workshops

**Cards activity**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>MOST PERCEIVED</th>
<th>LEAST PERCEIVED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSICAL INTELLIGENCE</td>
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<td>0</td>
</tr>
<tr>
<td>LINGUISTIC INTELLIGENCE</td>
<td>16,6</td>
<td>16,6</td>
</tr>
<tr>
<td>LOGIC MATHEMATICAL INTELLIGENCE</td>
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<td>50</td>
</tr>
<tr>
<td>INTERPERSONAL INTELLIGENCE</td>
<td>8,3</td>
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</tr>
<tr>
<td>INTRAPersonAL INTELLIGENCE</td>
<td>8,3</td>
<td>33,3</td>
</tr>
<tr>
<td>NATURALISTIC INTELLIGENCE</td>
<td>16,6</td>
<td>0</td>
</tr>
<tr>
<td>VISUAL SPATIAL INTELLIGENCE</td>
<td>16,6</td>
<td>0</td>
</tr>
<tr>
<td>KINESTHETIC INTELLIGENCE</td>
<td>16,6</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 12 multiple intelligences*
CLIL and multiple intelligences strategies to develop communicative skills

The previous chart shows with accuracy the multiple intelligences that students could notice in the workshop.

On the positive counts learners choose the musical, linguistic, naturalistic, visual spatial and kinesthetic intelligences as they liked the most. The interpersonal and intrapersonal intelligences had a low score.

On the negative counts the mathematical intelligence had the largest count because they did not see and they did not do activities about it. Although some students said that they did not notice many activities about linguistic and intrapersonal intelligence.
CLIL and multiple intelligences strategies to develop communicative skills

Survey

1. ¿Qué materia aprendiste por medio de las actividades de clase?

SOCIALES: 0

MATEMATICAS: 0

CIENCIAS: 10 = 100%

![Chart](chart35)

*Chart 35*

This graphic shows that the students know clearly about what was the class, they did not confuse the subject mathematic with social science or natural science. Besides the graphic explain the learners achieve understand all the majority of the science concepts.

2. ¿Qué tanto aprendiste sobre reproducción de los animales?

MUCHO: 9 = 90%

POCO: 0=0%

NADA: 1 =10%
CLIL and multiple intelligences strategies to develop communicative skills

Chart 36

This chart shows that eight of the learners understood all about animal’s reproduction. Only one student did not understand anything and one student understood a little.

3. ¿Qué tanto aprendiste sobre alimentación de los animales?

**MUCHO:** 7 = 70%

**POCO:** 3 = 30%

**NADA:** 0 = 0

Chart 37
CLIL and multiple intelligences strategies to develop communicative skills

The previous graphic explains that 7 students understand the entire topic, but 3 students did not understand the topic.

4. ¿Qué tanto aprendiste sobre locomoción de los animales?

**MUCHO: 8 = 80%**

**POCO: 2 = 20%**

**NADA: 0 = 0%**

![Chart 38](image)

*Chart 38*

The graphic shows clearly that the 80% of the students learn a lot about the topic, and 20 per cent did not learn much about the topic.

5. ¿Te gusta aprender otras materias como ciencias, sociales o matemáticas a través del inglés?

**SI: 10 = 100%**

**NO: 0 = 0%**
CLIL and multiple intelligences strategies to develop communicative skills

100% of the students like to know about other subjects through English language.

6. ¿Te sentiste satisfecho con las actividades realizadas por el profesor?

SI: 10=100%

NO: 0=0

100% of the students feel satisfied with the activities. They expressed they like the games they did in class and the different activities that they practiced in the classroom.

One student said: no parece que estuviéramos en el colegio y lo mejor es que estamos aprendiendo. The students are very active in the class and they participated all the time.
CLIL and multiple intelligences strategies to develop communicative skills

Diary

In the diary it was necessary to highlight with different colors some parts, because it is easier to understand each one of the categories.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
<th>EVIDENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>CONTENT</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>To teach the animals feeding was very easy because the students showed knowledge about it.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the final production the children had to do a billboard with their prefer animal with the corresponding name. This class was easier for them because they already know many vocabularies about the animal’s characteristics.</td>
<td></td>
</tr>
<tr>
<td>COGNITION</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>During the class the learners spoke about the animal’s name with a lot of propriety, some students said: “profe, profe, el lion is carnivorous” “the cow is herbivorous”, the most impressive is that the students do not forget the concepts.</td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>R W L S</td>
<td>R W L S</td>
</tr>
<tr>
<td></td>
<td>+ + + +</td>
<td>_ _ _ _ _ _</td>
</tr>
<tr>
<td></td>
<td>When the students saw the psychologist participation they started to speak more about the</td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Topic</th>
<th>Visual spatial</th>
<th>Interpersonal</th>
<th>Naturalistic</th>
<th>Kinesthetic</th>
<th>Musical</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1. There was an activity where the children had to go out to do a game, they had to do different things such as fly, swim and walk according what teacher said. Students liked to run for the entire field and did the respecting action.

2. When the students looked the animals they felt happiness and they wanted to touch them. With this material the students learnt easier the concept about viviparous and oviparous animals.

3. Besides they learn a lot when the teacher shows them real objects; for example in this class I showed them real animals (rabbit, dog and gen).

4. They enjoyed learning the names of the animals’ parts that they need to move.

5. Teacher used a sing about the animals “Old Mac Donald”, it
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>ATTITUDE</th>
<th>+</th>
<th>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

When I gave them a worksheet where they had to color the animals and write under of each animal a sentences about the locomotion, I noticed that the students enjoy the writing.

Table 13 diary

This analysis shows us the categories worked in the workshop. The content, communication and attitude obtained satisfactory points, because the number of apparitions was majors than the negative. According to the intelligences we can see that the musical, kinesthetic, naturalistic, interpersonal and visual spatial intelligences only were worked which obtained one positive point each one. The cognition category obtained 1 point and the culture category does not obtained any point because in the workshop there were not activities about it.

Triangulation

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ATTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUMENTS</td>
<td>PERFORMANCE</td>
<td>PERFORMANCE</td>
<td>Report</td>
<td>No</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>SATIS FACT</td>
<td>UNSATIS FACT</td>
<td>SATIS FAC</td>
<td>UN SATI</td>
<td></td>
</tr>
</tbody>
</table>

142
| SURVEY | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| DIARY | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I | I |
| TOTAL | 16 | 0 | 61 | 11 | 0 | 0 | 12 | 0 | 4 | 1 | 4 | 0 | 3 | 2 | 3 | 2 |
| PER CENTS | 100% | 84.7% | 15% | 0 | 0 | 100% | 0 | 80% | 20% | 100% | 0 | 60% | 40% | 60% | 40% |

*Table 14 instrument’s triangulation*

The triangulation shows that the workshop had more positive aspect in each category; for example the content category obtained 16 positive points, but it did not obtain negative points. The cognitive category got the highest punctuation because all the activities always have a little of cognition, in this category it used the satisfactory and unsatisfactory words to explain the performance; in satisfactory got 84.7% and the unsatisfactory got 15%. The culture category did not get any point because in this workshop it was not worked. The attitude category got 100 per cent but any negative points, it explain the students have good attitude when are learning. The communication category got more positive points in listen and speaking but the written and reading aspects got low punctuation because the students think writing and reading are difficult than listening and speaking.
CLIL and multiple intelligences strategies to develop communicative skills

**Triangulation multiple intelligences**

<table>
<thead>
<tr>
<th>Instruments</th>
<th>CARDS</th>
<th>SURVEY</th>
<th>DIARY</th>
<th>TOTAL</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Intelligences</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Naturalistic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>11</td>
<td>0</td>
<td>L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>11</td>
<td>0</td>
<td>L</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
## CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Style</th>
<th>ATITUDE 0</th>
<th>ATITUDE 1</th>
<th>IMPACT L</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinesthetic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>L</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>L</td>
</tr>
<tr>
<td>Interpersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>0</td>
<td>L</td>
<td>2</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>1</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>1</td>
</tr>
<tr>
<td>Visual spatial</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td>+</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>L</td>
</tr>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>L</td>
</tr>
</tbody>
</table>

*Table 15: triangulation multiple intelligences*
The graphic explains us that the intelligences that had more positive points in the attitudinal part were: the linguistic intelligence, kinesthetic intelligence, interpersonal intelligence and visual spatial intelligence. The intelligence that got more negative points in attitude was the intrapersonal intelligence. The intelligences that got more positive points in impact were: the linguistic intelligence, kinesthetic intelligence, interpersonal intelligence and visual spatial intelligence. The intelligences that got more negative points in impact were: mathematical and intrapersonal intelligences.

8.2 Analysis of workshop # 2

The workshop 2 was focused on teaching characteristics about the countryside and the city; the students had to say at least five or seven characteristics of each one by a creation of a mock up. The workshop was applied to students of second and third grade in a rural area.

The instruments used in this workshop were: the diary, the polling activity and the external observer. The diary was an important tool, because through it we can write the description of each activity and what happened with the students according to the categories. (Content, cognition, communication, attitude, culture and the intelligences) The poll activity was an activity where the teacher asked questions to the learners, and they can raise their hands to give an opinion. The idea with the outside observer is to find out his opinion about the class, since it is necessary another vision of the workshops applied.
**Diary**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>CONTENT</td>
<td>1111111</td>
<td>0</td>
</tr>
<tr>
<td>COGNITION</td>
<td>1111111</td>
<td>0</td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>R W L S</td>
<td>R W L S</td>
</tr>
</tbody>
</table>

| Report | No report |
### CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>11</th>
<th>0</th>
<th>In this class we used a video about the United States. The students were surprised to see the big buildings and other characteristics different from our own city. They could compare the United States with Manizales.</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTELLIGENCES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual spatial</td>
<td>+</td>
<td>-</td>
<td>The children enjoyed a lot this mock up because they could take whatever element and located it in the corresponding place.</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>11</td>
<td>0</td>
<td>The majority of they want to make the countryside, because they live in a rural area and they feel identified with it.</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>1</td>
<td>0</td>
<td>The majority of the students want to make the countryside, because they live in a rural area and they feel identified with it.</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>1</td>
<td>0</td>
<td>There was a time where the children had to take one image about the countryside, they had to use the expression there is and there are to describe the elements on the images.</td>
</tr>
<tr>
<td>Linguistic</td>
<td>1</td>
<td>0</td>
<td>This activity was outstanding, almost all the students described the images perfectly</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>1</td>
<td>0</td>
<td>I used a format to describe the management of some items about the pronunciation, using the language of each group.</td>
</tr>
</tbody>
</table>
Besides I did an exam using the written and reading skills.

The class started at 8:00 o'clock with a song named: “the chicken says”, the students enjoyed it totally because they like to sing.

Obviously I taught them how they had to use it. When they were counting the animals one of them said: “teacher, en my house tengo thirty”

They liked counting the elements. When the learners started to read the instructions was a very special situation, because one of them tried to read with good pronunciation, others ask for my help to pronounce some words.

<table>
<thead>
<tr>
<th>Musical</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logic Mathematical</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>+</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>1111</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 16 diary

The previous chart explains the categories that were worked in the classes. We could say that the most notorious intelligences were the intrapersonal with 2 points; the naturalistic, kinesthetic, linguistic, interpersonal, musical and logic mathematical intelligences 1 point each one; the content and cognition categories got the higher score; most of the students have learnt and embraced the knowledge. The attitude got 4 positive points, which shows the students feel good motivation during the classes.

Poll activity

1. ¿Qué opinan de la actividad final donde tuvieron que contarle a un compañero lo que
CLIL and multiple intelligences strategies to develop communicative skills

e había y lo que la gente hacía en la maqueta que crearon?

<table>
<thead>
<tr>
<th></th>
<th>FUE DIVERTIDA</th>
<th>FUE ABURRIDA</th>
<th>APRENDE MUCHO</th>
<th>NO APRENDI NA DA</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>50%</td>
<td>10%</td>
<td>40%</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

*Table 17 poll activity*

The table shows the 50 percent of the students enjoyed the activity, 40 per cent of the students learnt a lot with the activity and only the 10 percent of the students were boring with it.

2. ¿Cuál de las actividades te gustó más?

<table>
<thead>
<tr>
<th>Leer las palabras y las expresiones</th>
<th>Escuchar al profesor y las canciones</th>
<th>Decir palabras en inglés</th>
<th>Escribir las palabras y expresiones</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>10%</td>
<td>40%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 18 poll activity*

The table explains that the students like to express themselves in English and listen to the teacher talk in English. They also enjoy listening music in English to learn and sing at home. They do not like read words in English and write them too.

3. ¿Cuál de las actividades te pareció más fácil y más difícil?
CLIL and multiple intelligences strategies to develop communicative skills

- Leer palabras y expresiones en inglés
- Escuchar al profesor y las canciones
- Decir palabras en inglés
- Escribir las palabras y expresiones

<table>
<thead>
<tr>
<th>LEER LAS PALABRAS Y EXPRESIONES</th>
<th>ESCUCHAR AL PROFESOR Y LAS CANCIONES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FACIL</strong></td>
<td><strong>DIFICIL</strong></td>
</tr>
<tr>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 19 poll activity*

The chart shows us that the students think it is easy to listen to the teacher (80%). They think it is more difficult to read words and expressions in English (90%).

4. ¿Qué tipo de actividad te gusto más?

<table>
<thead>
<tr>
<th>Trabajar solo</th>
<th>Trabajar con otro compañero</th>
<th>Trabajar con varios compañeros</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>20%</td>
<td>50%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Table 20 poll activity*
CLIL and multiple intelligences strategies to develop communicative skills

The Students like to work with others but sometimes recognize that they like to work alone.

5. ¿Cómo te pareció la actividad donde tuviste contacto con la naturaleza?

<table>
<thead>
<tr>
<th>DIVERTIDA</th>
<th>ABURRIDA</th>
<th>MUY ÚTIL</th>
<th>NADA ÚTIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>20%</td>
<td>30%</td>
<td>50%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 21 poll activity*

The students think that learning with real objects from the nature is a good strategy to understand the concepts. Although some students think that learning with the contact with the nature is boring.

6. ¿Las actividades desarrolladas en clase me ayudaron para ser capaz de realizar la actividad final donde tenía que explicar lo que había en mi maqueta?

<table>
<thead>
<tr>
<th>ME AYUDARON MUCHO</th>
<th>ME AYUDARON POCO</th>
<th>NO ME AYUDARON</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>70%</td>
<td>20%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Table 22 poll activity*

The majority of the learners think the activities worked in the workshop helped them to explain the last activity to the workshop. (Mock up).
### External observer

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>INTERPRETATION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>According to the teacher, the students learned about their environment, the characteristics about countryside and the city.</td>
<td>“Claramente se ve que los estudiantes aprenden a conocer sus entorno, pero esta vez en otro idioma.”</td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>The teacher expressed that the students understood how to say “I live in the countryside or I live in the city” besides the use of the expressions, THERE IS AND THERE ARE.</td>
<td>“el niño ya sabrá que si alguien le pregunta dónde vive, el dirá, “in the countryside”, y lo sabrá describir contando que hay con el uso de THERE IS AND THERE ARE. ”</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>The outside observer said that the teacher shows students the vocabulary they use daily in their farms, but this time she contextualizes this vocabulary in the English language. They learn that the animal that helps them carry the load which is called Caballo is said horse in English.</td>
<td>El maestro le muestra a los alumnos el vocabulario que ellos usan cotidianamente en sus fincas, pero esta vez ella contextualiza ese vocabulario en el idioma inglés. Aprenden que el animal que les ayuda a llevar la carga el cual se llama caballo se dice HORSE en inglés, que el carro que en el que se desplazan en el turno se dice JEEP y que popularmente ya lo saben pronunciar.</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>“The students were attentive to learning new vocabulary, they showed a lot of attention since they were recognizing that environment where they live but in another language, because they knew that their father and grandfather were farmers and</td>
<td>“los estudiantes estuvieron atentos al aprendizaje del Nuevo vocabulario, mostraron muchísima atención ya que estaban reconociendo ese entorno en donde viven pero en otro idioma, ya que sabían que sus padre y su abuelo eran...”</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>The external observer said the teacher explained the topic using songs and activities where the students could speak about the topic and interact with their partners.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>According to the external observer he said that the students can identify images and vocabulary in which they recognized via a poster where they locate images and call them by its name, they memorize the pronunciation and use it in the classroom linking with other objects and animals.</td>
</tr>
</tbody>
</table>

Table 23 informe observador externo

<table>
<thead>
<tr>
<th>Table 23</th>
<th>informe observador externo</th>
</tr>
</thead>
</table>

Triangulation

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ACTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUMENTS</td>
<td>Performance</td>
<td>Performance</td>
<td>Report</td>
<td>No rep</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>SATIS</td>
<td>UNSA</td>
<td>FACT</td>
<td>SATIS</td>
<td>UN</td>
</tr>
<tr>
<td></td>
<td>FACT</td>
<td>TIS</td>
<td></td>
<td>TIS</td>
<td></td>
</tr>
</tbody>
</table>

154
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th></th>
<th>DIARY</th>
<th>POLLING 1 ACTIVITY</th>
<th>EXTERNAL OBSERVER</th>
<th>TOTAL</th>
<th>PER CENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>111</td>
<td>1111111111111</td>
<td>11111111111111</td>
<td>20</td>
<td>90,9%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>1111111111111</td>
<td>11</td>
<td>9,0%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>19</td>
<td>80,2%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>16</td>
<td>11,1%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>2</td>
<td>83,3%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>5</td>
<td>16,6%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>1</td>
<td>77%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>2</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>4</td>
<td>36%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>7</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>111</td>
<td>11111111111111</td>
<td>11111111111111</td>
<td>3</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Table 24 instrument´s triangulation*

The triangulation shows the majority of the categories got positive points. The culture category got more positive points with the 90, 9 percent and only 2 negative points with 9, 0 per cent. The cognition category got the majority of satisfactory points (80, 2 per cent) and unsatisfactory (19, 7 per cent). It means that the students are learning and expressing their own knowledge. The culture category obtained 91, 6 percent in reported points and 8, 3 percent of no reported points. The attitude category shows us the students have a positive attitude towards learning (88, 8 per cent) although some students do not have a good
CLIL and multiple intelligences strategies to develop communicative skills attitude (11.1 percent). The communication category got more satisfactory points in listen (83.3 per cent) and speaking (77.7 per cent) skills. But the written (60%) and reading (63.6%) aspects got high punctuation in unsatisfactory because the students think writing and reading are more difficult than listening and speaking. Nevertheless each category got negative punctuation but with less frequency.

**Triangulation multiple intelligences**

<table>
<thead>
<tr>
<th>Instruments</th>
<th>DIARY</th>
<th>POLL ACTIVITY</th>
<th>EXTERNAL OBSERVER</th>
<th>TOTAL</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intelligences</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Linguistic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>111</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>L</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>IMPACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>111</td>
<td>8</td>
<td>88,8%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>11,1%</td>
</tr>
<tr>
<td><strong>Naturalistic</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>+</td>
<td>1</td>
<td>111111</td>
<td>111</td>
<td>10</td>
<td>90,9%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9,0%</td>
</tr>
<tr>
<td>IMPACT</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>11111</td>
<td>111</td>
<td>10</td>
<td>90,9%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>9,0%</td>
</tr>
<tr>
<td><strong>Musical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>11</td>
<td>7</td>
<td>87,5%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>12,5</td>
</tr>
<tr>
<td>IMPACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>11</td>
<td>7</td>
<td>87,5%</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>12,5</td>
</tr>
<tr>
<td><strong>Mathematical</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>11</td>
<td>8</td>
<td>80%</td>
</tr>
<tr>
<td>-</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>20%</td>
</tr>
<tr>
<td>IMPACT</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>+</td>
<td>1</td>
<td>1111</td>
<td>11</td>
<td>8</td>
<td>80%</td>
</tr>
</tbody>
</table>
The graphic explains us the intelligences got more positive points in attitude were: the linguistic intelligence (80%), kinesthetic intelligence (100%), musical intelligence (87.5%), naturalistic intelligence (90.9%) and interpersonal intelligence (83.3%). The intelligence that got more negative points in attitude was the kinesthetic intelligence (0%). The intelligences that got more positive points in impact were: the linguistic intelligence (88.8%), kinesthetic intelligence (90.9%), musical intelligence (87.5%), and interpersonal intelligence (90.9%). The intelligences that got more negative points in impact were: kinesthetic (9.0%) and musical intelligences (12.5%).
CLIL and multiple intelligences strategies to develop communicative skills

8.3 Analysis of workshop # 3

The workshop was about food nutrients; the objective was that the students were able to tell the nutrient of at least five types of food. In this workshop it was used different materials and strategies focused on the multiple intelligences and the CLIL strategy. This goal was accomplished by the majority of the students.

The instruments used in this workshop were the diary which was an important tool, because on it we can write the description of each activity and what happened with the students according to the categories. (Content, cognition, communication, attitude, culture and the intelligences) The checklist was a tool where the teacher can write the performance of each group when they made an exposition about the frieze food according to the food train. The interview was a tool where the teacher can ask questions to 5 students taking into account the categories. The external observer was other instrument that helped us to know the student’s impact according to the activities and CLIL strategy; so the external observer could write different aspects about he/she could look during the workshop develop.

Diary

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td>11111</td>
<td>0</td>
</tr>
</tbody>
</table>

They had to paste the images in the corresponding place. (fats, carbohydrates, proteins, vitamins). It helped them much to understand the nutrient that has each food. After I showed them an image about the pyramid food they...
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>COGNITION</th>
<th>1111</th>
<th>0</th>
<th>There was a time in which a girl asked me a question, “teacher como se dice cuando a mi me gusta mucho comer una cosa” I answered the following: “I love eat apple”, so, I asked her, what do you love eat? The girl said: “I love apple” so I corrected her. It was a good experience.</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMMUNICATION</td>
<td>R W L S</td>
<td>R W L S</td>
<td>The students did a market list, ones for the breakfast, others for the lunch and others for the dinner. In this activity the learners could read and write the names and understood the nutrient the food had. Although some students said: “yo no se leer ni escribir profe”</td>
</tr>
<tr>
<td>CULTURE</td>
<td>Report</td>
<td>No report</td>
<td>The students got motivate a lot because they did not know typical USA food, the food was strange for them. They all the time said: “que es eso tan raro” “ellos comen cosas raras”, I answered them with the corresponding name of the food. (pie, ham hock)</td>
</tr>
</tbody>
</table>

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>INTELLIGENCES</th>
<th>11</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual spatial</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Then I gave them some images about food and I pasted on the board an empty pyramid. The students very motivated stood and pasted the images saying: “the cake is a carbohydrate” “la butter is a fat”:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Then, I showed them a real food, we practiced the food names with this material. The students took the food, tasted it and said their names. This activity was very nice for them because they could touch it, and with it was easier to learn.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>Then I gave them some images about food and I pasted on the board an empty pyramid, they had to paste the images in the corresponding place.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linguistic</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td><strong>The students very motivated stood and pasted the images saying: “the cake is a carbohydrate” “la butter is a fat”. The learners learnt a lot with this activity. In this activity the learners could read and write the names and understood the nutrient the food had. Although some students said: “yo no se leer ni escribir profe”</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Category</th>
<th>0</th>
<th>0</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal</td>
<td>1</td>
<td>0</td>
<td>The class started at 10:00 o'clock with a song about the food and nutrients, the video was very nice, because the rhythm was very quickly.</td>
</tr>
<tr>
<td>Musical</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Logic Mathematical</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>1</td>
<td>0</td>
<td>The children enjoyed it very much; because they knew some names about food in English, so, they repeated it. They used the food names they have learnt previously. The learners did the activity very motivate because they should read and ask for a partner and write the answer in the corresponding place. Algunos respondieron correctamente, otras trataron d entender las palabras otros se les dificultó mucho.</td>
</tr>
</tbody>
</table>

Table 26 diary

The chart shows us the content and cognition categories got only satisfactory points no unsatisfactory points. It because the students express they have learnt a lot. Some multiple intelligences (visual spatial and linguistic) got more positive points. The categories that got less positive points were culture and some intelligence (intrapersonal, naturalistic, logic mathematical, musical, kinesthetic and interpersonal). It because in the workshop did not have a lot of activities about that intelligences or because some students did not enjoy them.
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Instrument</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Interview</td>
<td>111111 11</td>
<td>I I I I</td>
<td>I I</td>
<td>I I I I</td>
<td>I</td>
<td>I</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>PERCENT</td>
<td>87.5%</td>
<td>12.5%</td>
<td>83.3%</td>
<td>16.6%</td>
<td>85.7%</td>
<td>14.2%</td>
</tr>
</tbody>
</table>

Table 27 Interview
CLIL and multiple intelligences strategies to develop communicative skills

The analysis of the interview shows us the students are learning meaningfully because almost all the categories got high satisfactory and positive points. The content, cognition, culture, communication and multiple intelligences categories obtained only 1 negative point each one. The attitude category did not get negative points. This analysis explains the learners are motivated to learn a second language.

The chart explains the skills more difficult for the students are reading and writing. The reading got 3 negative points and 1 positive point and writing got 4 negative points and 1 positive point. In a nutshell the children difficult read and write.

External observer

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>INTERPRETATION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The teacher said the children were able to understand the topic, the names of the nutrients and what nutrient has different food.</td>
<td>“si, porque lograron asociar alimentos y los diferentes tipos de nutrientes que contienen”</td>
</tr>
<tr>
<td>Cognition</td>
<td>The teacher expressed that the goals were achieved by the students, because they learned satisfactorily the contents.</td>
<td>“hubo logro de los objetivos planteados, aprendieron satisfactoriamente los contenidos. Esto gracias a las actividades desarrolladas en el transcurso de la clase.”</td>
</tr>
<tr>
<td>Culture</td>
<td>The external observer said, the teacher used a video where the students could see the united states food and make comparisons with our food.</td>
<td>“si en el video se observa la diferencia entre las comidas de la cotidianidad de los estudiantes , frente a la estadounidense”</td>
</tr>
<tr>
<td>Attitude</td>
<td>The external observer said that the students attitude always was positive, because they participated</td>
<td>“la actitud permanentemente fue positive, con su participación, atención y entusiasmo frente a”</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

all the time, besides they paid attention during the class. cada una de las actividades realizadas. Muy buena motivación"

Intelligences

The teacher expressed that the students could learn different concepts taking into account the musical, linguistic, logic mathematical and intrapersonal intelligences. “las inteligencias beneficiadas fueron: musical, lingüística, lógico_matemática e intrapersonal. los estudiantes lograron integrar las diferentes inteligencias en el desarrollo de las actividades”

Communication

The external observer expressed that the students could speak and listen during the class. Because they had the teachers help. “si, atentos escucharon el audio de la canción, además de la repetición de la docente, posteriormente pronunciaban las palabras escuchadas. En la fase de la producción también pronunciaban palabras y algunas frases”

Table 28 external observer

Triangulation

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ATTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTRUMENTS</td>
<td>Performance</td>
<td>Performance</td>
<td>Report</td>
<td>No rep</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>SATIS FACT</td>
<td>UNSATIS FACT</td>
<td>SATIS FACT</td>
<td>SATIS</td>
<td>positive</td>
</tr>
<tr>
<td>DIARY</td>
<td>11111</td>
<td>111</td>
<td>1</td>
<td>0</td>
<td>I 1111</td>
</tr>
</tbody>
</table>

164
CLIL and multiple intelligences strategies to develop communicative skills

Table 29 instrument’s triangulation

<table>
<thead>
<tr>
<th>Instruments Multiple Intelligences</th>
<th>DIARY</th>
<th>INTERVIEW</th>
<th>EXTERNAL OBSERVER</th>
<th>TOTAL</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1111</td>
<td>1</td>
<td>1</td>
<td>111</td>
<td>1</td>
</tr>
<tr>
<td>EXPERIMENT</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>14</td>
<td>1</td>
<td>69</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>PER CENTS</td>
<td>93,3%</td>
<td>6,6%</td>
<td>86,2</td>
<td>13,7</td>
<td>88,8%</td>
</tr>
</tbody>
</table>

The graphic explain us clearly, that the students had a good process during this workshop. The majority of the categories got low negative punctuation and high positive punctuation. The content, cognition, culture, attitude and two skills (speaking and listening) got high positive punctuation. Only the writing and reading skills got more negative points. It was because the students still think that reading and writing is a little bit difficult.

Triangulation multiple intelligences
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th></th>
<th>ATTITUDE</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Impact</td>
<td>- L 0 0 1 16.6%</td>
<td>100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naturalistic</td>
<td>+ 1 1 1 1 4 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Musical</td>
<td>+ L 11 1 1 4 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematical</td>
<td>+ 0 0 1 1 1 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>+ 1 0 1 1 2 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal</td>
<td>+ L 0 1 1 2 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>+ 0 0 1 1 2 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual spatial</td>
<td>+ 0 0 0 0 4 100%</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>ATITUDE</th>
<th>+</th>
<th>-</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>0%</th>
</tr>
</thead>
<tbody>
<tr>
<td>IMPACT</td>
<td>+</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 3.0 triangulation multiple intelligences

The graphic show us that all the intelligences got positive points as impact as attitude; only the linguistic intelligence obtained 1 negative point. It explains that one or two students do not like express or speak in front of the others their knowledge.

8.4 Analysis of workshop # 4

The fourth workshop was applied in second and third grade. At the moment the learners had more knowledge about different topics, so, it was easier for them to speak, to listen and to write some real words. The objective of this workshop was that the children could say a characteristic of a landform, besides they learnt the Colombian landforms.

The instruments used in this workshop were the diary, an evaluation and a questionnaire, which were tools to recollect information about the student’s process. The evaluation was about the topic learnt; the students should read the description of the landform and write the corresponding answer. This evaluation was with the teachers help. The questionnaire was really easy and the students enjoyed doing it. They should choose “mucho, poco o nada” according to what they knew.

Evaluation of the students

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>WRONG ANSWERS</th>
<th>CORRECT ANSWERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A low land area between two mountains is called?</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A dry area with lot of sand, camels, cactus is found here.</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>3. It is a form of land bigger than the hill</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>4. This is a high mountain with snow on top</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>5. It is a chain of mountains in the center of the country.</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>6. A large area of high flat land.</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>7. It is a landmass that is flat and covers many miles.</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>8. It is a land elevated and smaller than mountain.</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>9. It is dangerous mountain that can erupt.</td>
<td>0</td>
<td>10</td>
</tr>
</tbody>
</table>

**Table 31 evaluation of the students**

The evaluation was answered by ten students. The table shows us the wrong and correct answers. It explains that the children tried to read and write the answer in the best way. Almost all the questions were answered correctly. The question with more wrongs was the sixth with 6 wrongs and 4 correct answers; in other words this question was difficult to read by the students. The questions that got more correct answers were the first and ninth question because the question had a key word or more known for them.
CLIL and multiple intelligences strategies to develop communicative skills

**Questionnaire**

1. ¿Entendí la historia que la profesora me contó sobre las formas de la tierra? (category cognition) (INTELIGENCIA LINGÜÍSTICA)

<table>
<thead>
<tr>
<th>PUDE ENTENDER TODO O CASI TODO</th>
<th>PUDE ENTENDER PARTE DE LA HISTORIA</th>
<th>NO ENTENDÍ NADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>70%</td>
<td>30%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 32 questionnaire*

The table shows that the majority of the students were able to understand the story. None of the students expressed having understood nothing.

2. ¿Las canciones utilizadas en clase me sirvieron para aprender? (INTELIGENCIA MUSICAL)

<table>
<thead>
<tr>
<th>Mucho</th>
<th>Poco</th>
<th>Nada</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>70%</td>
<td>30%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 33 questionnaire*

The table explains that the students liked listening songs and learn through them. The 30% of the students express that they learn a little with the songs. None of them said they did not learn with the songs.

3. Expresé las características que tienen los diferentes tipos de relieve? (communicative category)
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Todas o casi todas</th>
<th>Varias</th>
<th>Muy pocas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>10%</td>
<td>50%</td>
<td>40%</td>
</tr>
</tbody>
</table>

*Table 34 questionnaire*

The table shows us that the 50% of the learners could express the characteristics of the landforms. Only the 10% of the students were able to express all the characteristics; and 40% of the students could say a few words.

4. ¿Ubiqué los diferentes tipos de relieve en las regiones de nuestro país? (category cultura)

<table>
<thead>
<tr>
<th>Todas o casi todas</th>
<th>Varias</th>
<th>Muy pocas</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>20%</td>
<td>20%</td>
<td>60%</td>
</tr>
</tbody>
</table>

*Table 35 questionnaire*

With the table we can see that the students could not locate the landforms on the corresponding region. Although the 20 percent of the students could locate it, and the other 20% of they could locate some of the landforms.

5. El experimento me sirvió para comprender mejor un tipo de relieve? (category cognition)

<table>
<thead>
<tr>
<th>Mucho</th>
<th>Poco</th>
<th>Nada</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>80%</td>
<td>20%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 36 questionnaire*
CLIL and multiple intelligences strategies to develop communicative skills

The table clearly shows us that the students learn a lot with the experiment, only the 20% percent of the students expressed that the experiment was not useful to understand the topic.

6. Disfrute de las actividades realizadas en clase? (attitude category)

<table>
<thead>
<tr>
<th>Mucho</th>
<th>Poco</th>
<th>Nada</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>80%</td>
<td>20%</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 37 questionnaire*

The table explains that the majority of the learners enjoyed a lot all the activities, but the 20 percent of the students said they did not enjoyed it.

Diary

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11111</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COGNITION</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11111</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMMUNICATION</td>
<td>R W L S</td>
<td>R W L S</td>
</tr>
</tbody>
</table>
the children tried to read searching the words that they knew, although they said it was very difficult for them because the words was different in the reading way.

<table>
<thead>
<tr>
<th>REPORT</th>
<th>NO REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>0</td>
</tr>
</tbody>
</table>

CULTURE

To embrace the landforms names I showed them the Colombian map with the 5 regions drew. It was with the objective to explain to the learners the cultural part, they could identify the landforms of each region generally.

<table>
<thead>
<tr>
<th>INTELLIGENCES</th>
<th>+</th>
<th>_</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual spatial</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>1111</td>
<td>0</td>
</tr>
<tr>
<td>Linguistic</td>
<td>1111</td>
<td>0</td>
</tr>
</tbody>
</table>

The class finished when the students went to the board and pasted the landforms images in the corresponding place on the map.

After I gave to the students a copy where they had to read the description of the landform and join with a line with the corresponding name.

I played with the students a game named “get the star” each start had a sentence about the landform; they had to come and take a start, read and to say the corresponding landform name.

It was amazing for them, the children could name some landforms names that they had listened with the story. For
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Interpersonal</th>
<th>L</th>
<th>0</th>
<th>The teacher used listen and repeat activities such as listen and point, listen and do, listen and count, with the goal the children interact with the vocabulary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical</td>
<td>L</td>
<td>0</td>
<td>Then, I showed to the learners a video about the song named “the earth is my home”, the song was beautiful because it invited them to take care of the planet.</td>
</tr>
<tr>
<td>Logic Mathematical</td>
<td>L</td>
<td>0</td>
<td>They very motivated started to order it according to what the teacher said; besides I counted the images with them.</td>
</tr>
<tr>
<td>ATTITUDE</td>
<td>11111</td>
<td>0</td>
<td>The previous activity was wonderful for them, because they felt freedom to manipulate the material, express their knowledge and what they had learnt before.</td>
</tr>
</tbody>
</table>

**Table 38 diary**

This graphic explains to us that the categories which got the most punctuation in this workshop were the content, cognition, attitude, communication and some multiple intelligences (kinesthetic, linguistic). The category that got negative points was the communicative because the writing and reading skills were difficult for them, although the speaking skill was a little difficult for them too. The table expresses the student’s process in the second language learning has improved and they like the activities very much.
CLIL and multiple intelligences strategies to develop communicative skills

**Triangulation**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ATTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Performance</td>
<td>Report</td>
<td>No rep</td>
<td>positive</td>
</tr>
<tr>
<td>INSTRUMENTS</td>
<td>SATIS FACT</td>
<td>UNSA TIS FACT</td>
<td>SATIS FACT</td>
<td>UN SA TIS</td>
<td>SAT</td>
</tr>
<tr>
<td>DIARY</td>
<td>11111</td>
<td>11</td>
<td>1111</td>
<td>111</td>
<td>11</td>
</tr>
<tr>
<td>QUESTIONAIRE</td>
<td>11111</td>
<td>11</td>
<td>1111</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>11111</td>
<td>111</td>
<td>11111</td>
<td>111</td>
<td>111</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>11</td>
<td>120</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>74,4%</td>
<td>25</td>
<td>75%</td>
<td>25%</td>
<td>50%</td>
</tr>
</tbody>
</table>
It has been noted in the table that in the content, the cognition categories and the writing and reading skills got the majority of satisfactory punctuation. It was because the instruments applied were about this categories, although this categories got too a few unsatisfactory punctuation. The table explains that the writing and reading skills are the most difficult for the learners; they confuse the pronunciation with the writing way. The culture category got the same punctuation in report and no report because some students could identify the Colombian landform. As we can see the attitude category always keep with the positive punctuation.

**Triangulation multiple intelligences**

<table>
<thead>
<tr>
<th>Instruments Multiple</th>
<th>DIARY</th>
<th>QUESTIONNAIRE</th>
<th>EVALUATION</th>
<th>TOTAL</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic ATITUDE</td>
<td>+ 11</td>
<td>111</td>
<td>0</td>
<td>5</td>
<td>83,3 %</td>
</tr>
<tr>
<td></td>
<td>- 0</td>
<td>L</td>
<td>0</td>
<td>1</td>
<td>16,6 %</td>
</tr>
<tr>
<td>Impact</td>
<td>+ 11</td>
<td>1111</td>
<td>0</td>
<td>6</td>
<td>85,7 %</td>
</tr>
<tr>
<td></td>
<td>- 0</td>
<td>L</td>
<td>0</td>
<td>1</td>
<td>14,2 %</td>
</tr>
<tr>
<td>Naturalistic</td>
<td>+ 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>- 0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

| ATITUDE | IMPACT | | | | |
|---------|--------|----|----|----|----|---|
| Musical | + l 0 0 0 0 0 0 | - 0 0 0 0 0 0 |
| IMPACT | + 1 111 0 4 80% 100% | - 0 11 0 2 33,3% |
| Mathematical | + L 0 0 1 100% 100% | - 0 0 0 0 0 |
| IMPACT | + L 0 0 1 100% 100% | - 0 0 0 0 0 |
| Kinesthetic | + 11 0 0 2 100% 100% | - 0 0 0 0 0 |
| IMPACT | + 11 0 0 2 100% 100% | - 0 0 0 0 0 |
| Interpersonal | + L 0 0 1 100% 100% | - 0 0 0 0 0 |
| IMPACT | + L 0 0 1 100% 100% | - 0 0 0 0 0 |
| Intrapersonal | + L 1 0 2 100% 100% | - 0 0 0 0 0 |
| IMPACT | + L 1 0 2 100% 100% | - 0 0 0 0 0 |
| Visual spatial | + 1 0 0 1 100% 100% | - 0 0 0 0 0 |
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>+</th>
<th>1</th>
<th>0</th>
<th>0</th>
<th>1</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

*Table 40 triangulation multiple intelligences*

The table explains us the intelligences that got positive points in impact and attitude were the linguistic, musical, mathematical, kinesthetic, interpersonal, intrapersonal and visual spatial intelligences. The naturalistic intelligence did get any negative and positive points because it was not worked in the workshop. The intelligences that got negative points in attitude and impact were the linguistic and musical intelligence. It was because some students did not like learn by musical intelligence and some of they were not able to speak or express what they had learn.

8.5 Analysis of workshop # 5

The workshop 5 was applied to the second and third grade of the rural area. This workshop was about the Little Red Riding Hood story. This workshop was very special because the children could do the review about the countryside elements, adjectives, nutrients and mathematical exercises with the story.

The objective of this strategy was that the students could represent the story using different vocabulary.

The instruments used in this workshop were: the diary, which is a tool where the teacher can write meaning experiences about the class. The letter, it was a tool very enjoy because the students could write to the teacher what they had learnt or no learnt. The external observer, which a teacher could write negative or positive aspects about the class observed.
CLIL and multiple intelligences strategies to develop communicative skills

The letter

<table>
<thead>
<tr>
<th>STUDENTS LETTER</th>
<th>ATTITUDE</th>
<th>COGNITION</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>positive</td>
<td>satis</td>
<td>unsatis</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>uns</td>
<td>Sa</td>
</tr>
<tr>
<td>111111111111111111</td>
<td>11</td>
<td>11</td>
<td>111</td>
</tr>
<tr>
<td>11</td>
<td>L</td>
<td>1111111111</td>
<td>1111111111</td>
</tr>
<tr>
<td>TOTAL</td>
<td>9</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>PER CENT</td>
<td>100%</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

*Table 41 the letter*

<table>
<thead>
<tr>
<th>MULTIPLE INTELLIGENCES</th>
<th>STUDENTS LETTER</th>
<th>T</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>LINGUISTIC</td>
<td>+ 111111111</td>
<td>7</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>+ 111111111111</td>
<td>8</td>
<td>88.8%</td>
</tr>
<tr>
<td></td>
<td>- L</td>
<td>1</td>
<td>11.1%</td>
</tr>
<tr>
<td>INTRAPERSONAL</td>
<td>+ 111111111</td>
<td>6</td>
<td>54.5%</td>
</tr>
<tr>
<td></td>
<td>- 111111111</td>
<td>5</td>
<td>45.4%</td>
</tr>
<tr>
<td>VISUAL SPATIAL</td>
<td>+ L</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>- L</td>
<td>1</td>
<td>59%</td>
</tr>
<tr>
<td>KINESTHETIC</td>
<td>+ L</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>- 1</td>
<td>1</td>
<td>50%</td>
</tr>
<tr>
<td>LOGIC MATHEMATICAL</td>
<td>+ 1111111111111</td>
<td>9</td>
<td>60%</td>
</tr>
<tr>
<td></td>
<td>- 111111111</td>
<td>6</td>
<td>30%</td>
</tr>
<tr>
<td>NATURALISTIC</td>
<td>+ 0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>- 0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*Table 42 the letter multiple intelligences*
CLIL and multiple intelligences strategies to develop communicative skills

The tables show us, that the letter was a good instrument to recollect information. The students were very sincere. They expressed opinions about the activities did in the workshop. As seen the content and cognition categories got 90% on satisfactory and 10% on unsatisfactory. It means the students had a good attitude during the classes and a good learning of the content. The speaking, writing and listening skills got more positive points than negative points. Nevertheless the negative points mean some children difficult speak and write. According to the intelligences, the linguistic and interpersonal got more positive punctuation. The students enjoyed expressing the ideas and work with the partners. The intelligences that got more negative points were logic mathematical and intrapersonal. Although the logic mathematical intelligence got positive points, is to say some students enjoyed solving mathematical problems and others not.

Diary

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>CONTENT</td>
<td>1111</td>
<td>0</td>
</tr>
<tr>
<td>COGNITION</td>
<td>11111111</td>
<td>0</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>COMMUNICATION</th>
<th>R</th>
<th>W</th>
<th>L</th>
<th>S</th>
<th>R</th>
<th>W</th>
<th>L</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>+</td>
<td>–</td>
<td>–</td>
<td>–</td>
<td>–</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

it very much, because they could say the signs of the subtraction and addiction in English. They repeated some vocabulary about the story like: big, wolf, grandmother, mother, flowers, and road.

They had to organize and read them. They said it was very difficult for they because they do not know read, but with my help we could finish with the activity. After, I showed them a presentation about Little Red Riding Hood story with help to the puppets. When the presentation started they wanted to do the same. They wanted to pronounce the words they listened.

<table>
<thead>
<tr>
<th>CULTURE</th>
<th>Report</th>
<th>No report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INTELLIGENCES</th>
<th>Visual spatial</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>111</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>+</td>
<td>–</td>
<td></td>
</tr>
</tbody>
</table>

The class started with a game named hare, gun and wall. The students had to make two groups; the groups had to change the hare, gun or wall. The students liked this activity very much, because they run and could interact with the classmates.
CLIL and multiple intelligences strategies to develop communicative skills

| Kinesthetic | 11 | 0 | Then the students could the opportunity to create a puppets about the story, besides; they had to represent the story. |
| Linguistic  | 1111 | 1 | They expressed some vocabulary about the story like: big, wolf, grandmother, mother, flowers, and road. |
| Interpersonal | L | 0 | With the elements of the story (basket, food, and elements of the landscape) the students could say adjectives learnt the last classes, besides they could do a review about nutrients and some food names, countryside elements and more. This activity helped to the children to remember pass words they had learnt during the classes. |
| Musical     | 0 | 0 | |
| Logic Mathematical | 11 | 1 | The majority of the children repeated the exercise in English saying: “eight minus four equal four”. Some of they said they did not like count or the mathematical exercise. |
| ATTITUDE    | 111 | 0 | The students liked this activity very much, because they run and could interact with the classmates. |

**Table 43 diary**

In terms of content and cognition categories, the table show us that these got satisfactory points, so the children have learnt the concepts taught. According to the communication
CLIL and multiple intelligences strategies to develop communicative skills
category, the listening and speaking skills got positive points, but the reading skill got one
negative point, besides the speaking skill got negative punctuations too. It explains some students
can speak with easier and other not. The attitude category got positive points which mean the
children like learn about a second language, or they like learn content by the second language.

**External observer**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>INTERPRETATION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The external observer expressed the professor used a coherent lesson plan and a good activities, where the students could learnt a lot.</td>
<td>“considero que los estudiantes alcanzaron los objetivos ya que se evidenciaron en las dos últimas actividades de producción final, por ejemplo cuando ellos buscaron las diferencias en las imágenes y la dramatización con los títeres”.</td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>The external observer said, the process that the teacher used to explain the story was very good. Because the students achieved understand the storyline.</td>
<td>“si es proceso coherente, ya que la profesora le presento la historia a los estudiantes de diferentes formas, por títeres, por video y representaciones, considero que fue una excelente idea para que los estudiantes comprendieran mejor el tema”.</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>The teacher said the students have a good attitude, but when they had to speak, they feel a bit lack of motivation because they difficulty express with complete sentences.</td>
<td>“los niños todo el tiempo estuvieron motivados, aunque cuando les tocaba hablar sentían que no eran capaces y se desmotivaban”.</td>
</tr>
<tr>
<td><strong>Intelligences</strong></td>
<td>The teacher could see the linguistic, kinesthetic, visual,</td>
<td>“En las diferentes actividades se evidenciaron las inteligencias”</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

The teacher expressed the speaking and listening activities help to the students understand the content. 

“si, considero que estas actividades de escucha y habla ayudaron al proceso del estudiante; ya que están son dos habilidades importantes que permite que los estudiantes expresen lo aprendido en el taller”.

Table 44 external observer

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ATTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTRUMENTS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Performance</td>
<td>Performance</td>
<td>Report</td>
<td>No</td>
<td>positive</td>
</tr>
<tr>
<td></td>
<td>SATIS FACT</td>
<td>UNSATIS FACT</td>
<td>SATIS</td>
<td>UN</td>
<td>rep</td>
</tr>
<tr>
<td>DIARY</td>
<td>1111 0</td>
<td>1111 1111 1111 1111 1111</td>
<td>0 0</td>
<td>111 0</td>
<td>1 0</td>
</tr>
<tr>
<td>THE LETTER</td>
<td>0 0</td>
<td>1111 1111 1111 1111 1111</td>
<td>0 0</td>
<td>1111 1111 1</td>
<td>111 111</td>
</tr>
</tbody>
</table>

Table 44 external observer
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>EXTERNAL OBSERVER</th>
<th>1</th>
<th>0</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>1</th>
<th>0</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>5</td>
<td>0</td>
<td>70</td>
<td>14</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>2</td>
<td>15</td>
<td>3</td>
<td>17</td>
<td>4</td>
</tr>
<tr>
<td>PER CENTS</td>
<td>100%</td>
<td>0</td>
<td>83,3%</td>
<td>16,6%</td>
<td>0</td>
<td>0</td>
<td>81,8%</td>
<td>18,1%</td>
<td>83,3%</td>
<td>16,6%</td>
<td>80,9%</td>
<td>19,0%</td>
</tr>
</tbody>
</table>

Table 45 instrument’s triangulation

The graphic explains the categories that got satisfactory punctuation were the cognition category and the listening and speaking skills which mean, the majority of the children have embraced the knowledge and they have been able to express the ideas and to understand what the teacher say. The same categories got a few negative points. It means some students difficult to understand to listen and to speak.

Triangulation multiple intelligences

<table>
<thead>
<tr>
<th>Instruments Multiple Intelligences</th>
<th>DIARY</th>
<th>THE LETTER</th>
<th>EXTERNAL OBSERVER</th>
<th>TOTAL</th>
<th>PER CENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>111</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th></th>
<th>ATTITUDE</th>
<th>+</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NATURALISTIC</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>MUSICAL</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>MATHEMATICAL</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>KINESTHETIC</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>INTERPERSONAL</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>INTRAPERSONAL</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>VISUAL SPATIAL</td>
<td>IMPACT</td>
<td>+</td>
<td></td>
<td></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>IMPACT</th>
<th>+</th>
<th>11</th>
<th>1</th>
<th>1</th>
<th>3</th>
<th>100%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
<td></td>
</tr>
</tbody>
</table>

*Table 46 triangulation multiple intelligences*

The table below shows all the intelligences with positive and negative points according to the attitude and impact. All the intelligences got 100% in attitude and impact in a positive way but in the mathematical intelligence 80% got a positive attitude and 20% got a negative attitude. The impact in the students in the mathematical intelligence was 75% positive and 25% negative. It means that the most of the students really enjoy the activities solving problems.

**Workshop's triangulation**

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>CONTENT</th>
<th>COGNITION</th>
<th>CULTURE</th>
<th>ATTITUDE</th>
<th>COMMUNICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td>Performance</td>
<td>Report</td>
<td>No rep</td>
<td>positive</td>
</tr>
<tr>
<td>INSTRUMENTS</td>
<td>SATISFACT</td>
<td>UNSATISFACT</td>
<td>SATISFACT</td>
<td>UNSATISFACT</td>
<td>SAT</td>
</tr>
<tr>
<td>DIARY</td>
<td>24</td>
<td>0</td>
<td>94</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>THE LETTER</td>
<td>0</td>
<td>0</td>
<td>46</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>EXTERNAL OBSERVER</td>
<td>6</td>
<td>1</td>
<td>40</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>SURVEY</td>
<td>14</td>
<td>0</td>
<td>56</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>INTERVIEW</td>
<td>7</td>
<td>1</td>
<td>33</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>QUESTIONNAIRE</td>
<td>7</td>
<td>3</td>
<td>24</td>
<td>19</td>
<td>4</td>
</tr>
<tr>
<td>EVALUATION</td>
<td>20</td>
<td>8</td>
<td>60</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>POLL ACTIVIT</td>
<td>9</td>
<td>1</td>
<td>38</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>TOTAL</td>
<td>87</td>
<td>14</td>
<td>391</td>
<td>94</td>
<td>25</td>
</tr>
</tbody>
</table>

186
CLIL and multiple intelligences strategies to develop communicative skills

The table explains that content and cognition categories got a satisfactory score more than 80%, however there was an average between 13% and 19% who got an unsatisfactory score. It means that the most of the students could understand the content. The culture category got 75.6% in the management of the American culture while the 24.2% do not express anything. The attitude category shows that the students got 92% in a positive way and only an 8% got negative attitude. In the communicative category it is shown the following: listening and speaking skills got satisfactory score 80% and 85%, but reading and speaking skills got almost an equal score with an average of 51% and 58%. It means that the students have achieved a great advance in those skills but they still need working hard in the development of those skills.

Workshop’s multiple intelligences triangulation

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Multiple Intelligences</th>
<th>DIARY</th>
<th>THE</th>
<th>EXTERNAL OBSERVER</th>
<th>INTERVIEW</th>
<th>POLL</th>
<th>SURVEY</th>
<th>QUESTIONNAIRE</th>
<th>EVALUATION</th>
<th>TOTAL</th>
<th>PER CENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistic</td>
<td>ATITUDE (+)</td>
<td>10</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>25</td>
<td>83.3%</td>
</tr>
<tr>
<td></td>
<td>(-)</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>5</td>
<td>16.6%</td>
</tr>
<tr>
<td>IMPACT (+)</td>
<td></td>
<td>8</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>24</td>
<td>92.3%</td>
</tr>
<tr>
<td></td>
<td>(-)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>L</td>
<td>0</td>
<td>2</td>
<td>7.6</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 47 final instrument’s triangulation
CLIL and multiple intelligences strategies to develop communicative skills

<table>
<thead>
<tr>
<th>Skill</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
<th>Naturalistic</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
<th>Musical</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
<th>Mathematical</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
<th>Kinesthetic</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
<th>Interpersonal</th>
<th>ATIT UDE</th>
<th>IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+ 3 1 4 2 6 0 0 0</td>
<td>+ 4 1 4 2 6 0 0 0</td>
<td>+ 4 3 1 2 4 0 0 0</td>
<td>+ 4 5 0 0 0 0 0 0</td>
<td>+ 5 1 5 2 0 0 0 0</td>
<td>+ 7 0 5 2 0 0 0 0</td>
<td>+ 5 0 5 1 0 0 0 0</td>
<td>+ 5 0 5 1 0 0 0 0</td>
<td>17 94,4 %</td>
<td>18 94,7 %</td>
<td>20 90,9 %</td>
<td>15 78,9 %</td>
<td>14 73,6 %</td>
<td>20 100 %</td>
<td>17 89,4 %</td>
<td>2 10,5 %</td>
<td>100 %</td>
</tr>
<tr>
<td></td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 1 0 0</td>
<td>- 0 0 0 0 0 2 0 0</td>
<td>- 0 0 0 0 0 2 0 0</td>
<td>1 5,5 %</td>
<td>1 5,2 %</td>
<td>2 9,0 %</td>
<td>4 21,0 %</td>
<td>5 26,3 %</td>
<td>4 20 %</td>
<td>2 10,5 %</td>
<td>2 10,5 %</td>
<td>100 %</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

Table 48 final triangulation multiple intelligences

<table>
<thead>
<tr>
<th></th>
<th>IMPA CT</th>
<th>+</th>
<th>5</th>
<th>0</th>
<th>5</th>
<th>1</th>
<th>0</th>
<th>6</th>
<th>0</th>
<th>0</th>
<th>0</th>
<th>17</th>
<th>94.4%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>0</td>
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<td>1</td>
<td>5.5%</td>
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<tr>
<td>Intrapersonal</td>
<td>ATIT UDE</td>
<td>+</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>13</td>
<td>81.2%</td>
<td>100%</td>
</tr>
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<td>0</td>
<td>3</td>
<td>18.7%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>IMPA CT</td>
<td>+</td>
<td>4</td>
<td>1</td>
<td>3</td>
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<td>0</td>
<td>13</td>
<td>81.2%</td>
<td>100%</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>18.7%</td>
<td>100%</td>
</tr>
<tr>
<td>Visual spatial</td>
<td>ATIT UDE</td>
<td>+</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>2</td>
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<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
<td>94.7%</td>
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<td>1</td>
<td>5.2%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IMPA CT</td>
<td>+</td>
<td>6</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>17</td>
<td>94.4%</td>
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<td>0</td>
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<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>5.5%</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

As we can see seven of the multiple intelligences got positive scores in the impact and attitude subcategories, those scores have an average between 81% and 95% which means that the goal about teaching taking into account all the students intelligences was achieved. The logical mathematical intelligence shows that the negative score in attitude and impact was higher than other categories, it means that some students have difficulties with the mathematical intelligence.
9. FINDINGS

The implementation of this project showed that the students achieved a satisfactory progress since all the activities were focused on the communicative skills, multiple intelligences and in the development of the content learning.

- The implementation of this project showed that the students achieved a satisfactory performance in most components since all the activities were focused on the communicative skills, multiple intelligences and in the development of the learning of content.
- The use of activities where the students could interact with real material, made it easier for the students to learn.
- The workshops’ activities focused on the multiple intelligences were the main tool for enhancing students’ motivation and learning.
- Teaching content through a foreign language was a good strategy to motivate the students and produce meaningful learning.
- Culture had a satisfactory level of comprehension and report thanks to the fact that it was integrated to the work on the content and the multiple intelligences.
- The implementation of CLIL helped to increase the student’s interest towards the English class.
- The students could put into practice all the communicative skills through the different activities based on the content taught in a foreign language.
- The activities where the children could speak and express what they learned, allowed them to have security and freedom to express themselves.
CLIL and multiple intelligences strategies to develop communicative skills

- The activities where the children could read and write, made the students lose fear toward reading and writing.

- Most of the students improved the listening skill through songs, videos and listening to the teacher speak in English.

10. CONCLUSIONS

- The CLIL strategy is a great tool that promotes the learning of the foreign language and content at the same time.

- Integrating multiple intelligences activities in the workshops promotes real learning where the students make sense of the knowledge.

- The students acquire knowledge through interactive activities where they can move and manipulate the material.

- The integration of CLIL and multiple intelligences and activities that promote the four communicative skills foster significant learning.

- The implementation of activities that aim at the development of the multiple intelligences and the communicative skills help the students to get positive attitudes in the foreign language learning.

- The use of videos, flashcards, posters, puppets, real material, songs and science experiments, are essential instruments to stimulate student’s motivation and attention in terms of learning a foreign language.

- The knowledge acquired in their mother tongue facilitates significantly the learning of that same content in the foreign language.
CLIL and multiple intelligences strategies to develop communicative skills

- Strengthening the communicative skills in the learning and teaching process, is the best way to get excellent results in the foreign language learning.

- When the students read something that they have listened and spoken several times, they feel motivated to do it, besides they can understand better the reading.

- By making emphasis on the different ways in which the students learn, it help them to learn according to their own differences and styles.
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CLIL and multiple intelligences strategies to develop communicative skills

Appendices 1: Diagnostic stage students’ surveys

Esta encuesta tiene como objetivo identificar el nivel de aceptación que los estudiantes expresan en cuanto al aprendizaje del inglés. La encuesta se realizará en los grados 2° 3° 4° 5° de la institución Educativa Instituto Luis Felipe Gutiérrez Loaiza

Los estudiantes deben señalar con una X o un círculo la respuesta de manera personal; debe responder con sinceridad.

1. Cuando empieza la clase de inglés te sientes…
   a. Triste
   b. Confundido
   c. Feliz
   d. Interesado
   e. Otro ______________

2. De las siguientes estrategias que utiliza la profesora de inglés para enseñar, ¿cuáles más te gusta?
   a. Imágenes y afiches
   b. Canciones, videos
   c. Fotocopias
   d. Tablero, marcador
   e. Juegos o juguetes
   f. Historias
CLIL and multiple intelligences strategies to develop communicative skills

3. ¿Cuál es tu opinión de cada una de las siguientes materias? Marca con un chulo tu opinión.

<table>
<thead>
<tr>
<th>Material</th>
<th>Me gusta</th>
<th>No me gusta</th>
</tr>
</thead>
<tbody>
<tr>
<td>matemáticas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ciencias</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociales</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. ¿Cuál es tu opinión acerca de las siguientes actividades de inglés?

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Es fácil</th>
<th>Es difícil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leer en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hablar en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escribir en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escuchar y entender el inglés</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Crees que tu clase de inglés es…
   a. Divertida
   b. aburrida
   c. fácil
   d. difícil

6. ¿Cómo te gusta más trabajar en la clase de inglés?
   a. Solo
CLIL and multiple intelligences strategies to develop communicative skills

b. En parejas

c. En grupos

Appendice 2: Diagnostic Stage Interviews for teachers and for parents

Entrevista a docentes sobre la importancia de la enseñanza del inglés en la Institución educativa

Luis Felipe Gutiérrez Loaiza

Buenas tardes, a continuación le haré unas preguntas sobre sus perspectivas y opiniones acerca de la importancia del inglés.

Nombre: ____________________________________________________________

Hace cuántos años es docente: ______________________________________

1. ¿Cuál es su formación respecto al inglés?

2. ¿Qué opina usted de integrar temas de otras materias en la enseñanza del inglés?

3. De las siguientes habilidades, ¿cuál cree usted que les da más dificultad a los estudiantes en la clase de inglés? ¿Por qué?

   Hablar
   Leer
   Escuchar
   Escribir

4. De los siguientes aspectos, ¿cuáles cree usted que mas ayudan a los niños en el aprendizaje del inglés? Juegos, videos, canciones, contarles historias, uso de laminas y afiches.

5. ¿Cómo es la actitud de los estudiantes en clase de inglés?
CLIL and multiple intelligences strategies to develop communicative skills

6. ¿Cuáles son las dificultades que le impiden un excelente aprendizaje en la clase de inglés?

7. ¿Qué tipo de material didáctico o actividades que emplea usted con más frecuencia le ha dado éxito en las clases de inglés?

8. ¿Qué puede hacer el maestro de Inglés con los niños que tienen alguna necesidad educativa especial?

Appendice 3: Diagnostic Stage

The diary:

I made emphasis on the prepositions, then I used a box to located myself in front of the box, next to the box, on, in, under the box so on. After I gave them a copy with the draws about the
CLIL and multiple intelligences strategies to develop communicative skills

prepositions, they should write the names; when they started to write, they needed look of the sample. They very confused said me; “profe si es así, es que yo no sé escribir en inglés”, I answered them: do not worried it will be learnt with much study

Appendices 4: action stage instruments first workshop

Evaluación desempeño de los estudiantes:

Al finalizar el trabajo grupal el profesor evaluara el proceso que ellos tuvieron en el desarrollo de esta actividad.

<table>
<thead>
<tr>
<th>Nombres de los estudiantes grupo 1</th>
<th>MUCHO</th>
<th>POCO</th>
<th>NADA</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅ Utilizaron frases claras para presentar el animal asignado</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✅ Tuvieron buena pronunciación y claridad</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✅ Hicieron uso suficiente del idioma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>✅ Tuvieron en cuenta los tres temas vistos en clase</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of instruments:

Teacher will use cards to make the evaluation. Teacher will make groups of 4. Each group will receive ten cards about pictures related with multiple intelligences. The students will choose four th
CLIL and multiple intelligences strategies to develop communicative skills at represent the activities that they liked the most and they will show to the teacher the activities that they did not like.

Then the teacher will unite all the cards seen in class activities and will make an analysis of them. He will do the same thing with cards of 3 activities that were not seen in class.

**Instrucción del profesor:**

En las siguientes tarjetas vas a encontrar imágenes que representan actividades realizadas en las últimas cuatro clases. Se van a reunir en grupos de 4 personas y van a seguir la instrucción del profesor que a continuación se enuncia:

- Entre todos van a elegir cuatro tarjetas que muestren actividades realizadas en clase.
- Entre todos van a elegir dos tarjetas que muestren actividades que no hayan sido realizadas en las últimas clases.

**Cards about multiple intelligences**

![Image 1](image1.png)

**TUVIMOS QUE INTERACTUAR CON OTROS COMPAÑEROS**

![Image 2](image2.png)

**TUVIMOS QUE INTERACTUAR CON ANIMALES REALES**

![Image 3](image3.png)

**PUDE EXPRESAR MIS IDEAS Y OPINIONES**
Encuesta a los estudiantes:

1. ¿Qué materia aprendiste por medio de las actividades de clase?

<table>
<thead>
<tr>
<th>matemáticas</th>
<th>sociales</th>
<th>ciencias</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. ¿Qué tanto aprendiste sobre reproducción de los animales?
CLIL and multiple intelligences strategies to develop communicative skills

3. ¿Qué tanto aprendiste sobre alimentación de los animales?

<table>
<thead>
<tr>
<th>mucho</th>
<th>Poco</th>
<th>nada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. ¿Qué tanto aprendiste sobre locomoción de los animales?

<table>
<thead>
<tr>
<th>mucho</th>
<th>poco</th>
<th>nada</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. ¿te gusta aprender otras materias como ciencias, sociales o matemáticas a través del inglés?

<table>
<thead>
<tr>
<th>Si</th>
<th></th>
<th>no</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

6. ¿Se sintió satisfecho con las actividades realizadas por el profesor?

<table>
<thead>
<tr>
<th>Si</th>
<th>no</th>
</tr>
</thead>
</table>
Appendice 5: action stage instruments second workshop

Final production:

Teacher formed four groups of four students each. Then, he will ask to the students to design a mockup. The first two groups will make a mockup of the countryside and the other two groups a m
sockup about the city. The students will work in groups, and they will create a mockup, using all the materials, they should be creative and also they must represent all the elements they have learned, each student has to tell 5 expressions including the activities that people do in those places. Also, they will explain to their friends what kind of elements there are, using expressions like there is and there are; in this way they will identify differences between the city and countryside.

**Performance evaluation of students:**

At the end of the group work, the teacher will evaluate the process they had in the development of this activity. The teacher will make a description of the final production of the students taking into account the following aspects

<table>
<thead>
<tr>
<th>Nombres de los estudiantes grupo 1</th>
<th>TEACHERS DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Utilizaron frases claras para presentar la maqueta (ciudad o campo)</td>
<td></td>
</tr>
<tr>
<td>✓ Tuvieron buena pronunciación y claridad</td>
<td></td>
</tr>
<tr>
<td>✓ Hicieron uso suficiente del idioma</td>
<td></td>
</tr>
<tr>
<td>✓ Tuvieron en cuenta los tres temas vistos en clase</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation of instruments:**
CLIL and multiple intelligences strategies to develop communicative skills

Teacher will use a “polling activity” to make the evaluation. Teacher will ask questions about activities that the students do in class. This activity is related with multiple intelligences. Students will raise their hands to hear the answer which they feel identified.

Then the teacher will count how many kids raise their hands and then the teacher will make the tabulation of all that data and make the respective analysis.

**Instrucción del profesor.**

El docente hará unas preguntas a los estudiantes referentes a actividades realizadas en las últimas clases, los niños deben levantar la mano cuando escuche la respuesta con la cual se sientan identificados y luego la docente hará los conteos y seguirá con las demás preguntas.

**Poll Activity**

11. ¿Qué opinan de la actividad final donde tuvieron que contarle a un compañero lo que habí a y lo que la gente hacía en la maqueta que crearon? (categoría contenido)

A. Fue divertida
B. Fue aburrida
C. Aprendí mucho con esta actividad
D. No aprendí nada con esta actividad

12. ¿Cuál de las actividades te gustó más? (categoría actitud frente a la clase)

A. Leer las palabras y las expresiones sobre el campo y la ciudad
B. Escuchar al profesor y las canciones
CLIL and multiple intelligences strategies to develop communicative skills

C. Decir palabras en inglés sobre la ciudad y el campo

D. Escribir las palabras y expresiones sobre la ciudad y el campo

13. ¿Cuál de las actividades te pareció más fácil y más difícil? (categoría cognición)

A. Leer las palabras y las expresiones sobre el campo y la ciudad

B. Escuchar al profesor y las canciones

C. Decir palabras en inglés sobre la ciudad y el campo

D. Escribir las palabras y expresiones sobre la ciudad y el campo

14. ¿Qué tipo de actividad te gusto más? (categoría: las 4 habilidades comunicativas)

A. Trabajar solo

B. Trabajar con otro compañero

C. Trabajar con varios compañeros

15. ¿Cómo te pareció la actividad donde tuviste contacto con la naturaleza? (categoría: múltiples inteligencias)

A. Divertida

B. Aburrida

C. Muy útil para aprender

D. Nada útil para aprender

16. Las actividades desarrolladas en clase me ayudaron para ser capaz de realizar la actividad
CLIL and multiple intelligences strategies to develop communicative skills

final donde tenía que explicar lo que había en mi maqueta? (categoría cognición)

A. Me ayudaron mucho
B. Me ayudaron
C. Me ayudaron poco
D. No me ayudaron

Evaluation

Name: __________________________________________

Grade: _________________________________________

DATE

Answer these questions:

1. Write 3 things that you can find in the countryside
   1.______________________
   2.______________________
   3.______________________

2. Write 3 things that you can find in the city.
   1.________________________
   2.________________________
   3.________________________

3. Write 3 activities that people do in the countryside
CLIL and multiple intelligences strategies to develop communicative skills

1. ________________________
2. ________________________
3. ________________________

4. Write 3 activities that people do in the city.
   1. ________________________
   2. ________________________
   3. ________________________

Informe evaluador externo

Observador________________________________________

Fecha ____________________________________

Escuela ____________________________________

Nombre del profesor de ingles_____________________________________________

Grado ____________________

Instrucciones:

Responda a cada una de las preguntas de acuerdo con lo observado por usted en clase y en el plan de clase, y amplíe con ejemplos y evidencias de cada aspecto aquí incluido.

1. De acuerdo con la teoría de las inteligencias múltiples ¿Qué tipo de Inteligencias se beneficiaron a través de las actividades realizadas y que efecto tuvieron durante el desarrollo de la clase? (VER PLAN DE CLASE)
2. ¿Se evidenció en el desarrollo de la clase aspectos relacionados con la cultura del Idioma? (VER PLAN DE CLASE)

3. Cree usted que el proceso de clase lleva a los estudiantes a dominar de manera satisfactoria el tema de ciencias sociales respecto a las características del campo y de la ciudad?

4. ¿En la clase se incluyen actividades que favorecen el desarrollo de las habilidades de escucha y habla?

5. ¿Cree usted que se alcanzaron los objetivos planteados en el Lesson plan por medio de un proceso didáctico coherente?

6. Cuáles cree usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?
CLIL and multiple intelligences strategies to develop communicative skills

EVALUATION

Name: Daniela Arriola Sepulveda
Grade: segundo
DATE

Answer these questions:

1. Write 3 things that you can find in the countryside
   1. cat
   2. cow
   3. hospital

2. Write 3 things that you can find in the city.
   1. building
   2. car
   3. hospital

3. Write 3 activities that people do in the countryside
   1. go to work by bike
   2. go to work by car
   3. go to work by bus

4. Write 3 activities that people do in the city.
   1. go to work by bike
   2. go to work by car
   3. go to study at school

---

POLLING ACTIVITY

1. ¿Qué opinan de la actividad final donde tuvieron que contarle a un compañero lo que habló y lo que la gente hacía en la maquila que visitaron? (categoría contenidos)

   A. Fue divertida 5
   B. Fue aburrida 3
   C. Aprendí mucho con esta actividad 9
   D. No aprendí nada con esta actividad 0

2. ¿Cuál de las actividades te gustó más? (categoría actitud frente a la clase)

   A. Leer las palabras y las expresiones sobre el campo y la ciudad 1
   B. Escuchar el profesor y las canciones 4
   C. Decir palabras en inglés sobre la ciudad y el campo 5
   D. Escribir las palabras y expresiones sobre la ciudad y el campo 1

3. ¿Cuál de las actividades te pareció más fácil y más difícil? (categoría cognición)

   A. Leer las palabras y las expresiones sobre el campo y la ciudad $\frac{3c}{4c}$
   B. Escuchar al profesor y las canciones $\frac{9c}{4c}$
   C. Decir palabras en inglés sobre la ciudad y el campo 3
   D. Escribir las palabras y expresiones sobre la ciudad y el campo 4

4. ¿Qué tipo de actividad te gusto más? (categoría: las 4 habilidades comunicativas)

   A. Trabajar solo 2
Apendice 6: Instruments third workshop:

Final production:

In groups of five students, will make a frieze with different information about what the people in their group eat according to the food categories.

The frieze will have 5 divisions according to the food in order that the student asks for information about what their classmates eat in each category.

Each student will have to ask to every member of the group about what he/she eat to get proteins, carbohydrates, fat, mineral and vitamins.

When they get the information, they will have to make a short presentation about what the all g
Performance evaluation of students:

At the end of the group work, the teacher will evaluate the process they had in the development of this activity. The teacher will make a description of the final production of the students taking into account the following aspects

<table>
<thead>
<tr>
<th>Nombres de los estudiantes grupo 1</th>
<th>TEACHERS DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Utilizaron frases claras para presentar el tema de manera oral (habla)</td>
<td></td>
</tr>
<tr>
<td>✓ Realizaron con suficiente vocabulario la lista de mercado (escritura)</td>
<td></td>
</tr>
<tr>
<td>✓ Respondieron correctamente preguntas de comprensión del tema expuesto? (habilidad de escucha)</td>
<td></td>
</tr>
<tr>
<td>✓ Demostraron buena comprensión lectora durante el desarrollo de los ejercicios asignados para esta habilidad? (lectura)</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation of instruments:

The instruments to be used in this workshop will be: an interview and a performance checklist
CLIL and multiple intelligences strategies to develop communicative skills for the students, a survey for the external observer and the teacher’s diary.

**Instrucción del profesor.**

El profesor elegirá a cinco estudiantes para hacer una entrevista con relación a las actividades desarrolladas en el salón de clase, la docente hará las preguntas mientras filma la entrevista con esos estudiantes. Luego ella hará el transcript para hacer el análisis de las mismas.

**Entrevista**

1. ¿Cómo te fue en la actividad final donde tuviste que preguntarle a tus compañeros qué tipo de alimentación tenían?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ¿Cuál de las actividades desarrolladas en clase te ayudó a entender mejor el tema de los nutrientes y por qué?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

3. ¿Cuál de estas actividades (escuchar, hablar, leer o escribir en inglés) fue más difícil para ti durante esta semana y por qué?

   ____________________________________________________________
   ____________________________________________________________
CLIL and multiple intelligences strategies to develop communicative skills

4. ¿Cómo te pareció el conocer las diferencias en la alimentación que tiene nuestro país con relación a Estados Unidos y por qué? ____________________________________________
   _______________________________________________________________________
   _______________________________________________________________________
   __________

5. ¿Cómo te pareció aprender sobre los nutrientes de los alimentos a través del inglés?
   _______________________________________________________________________
   _______________________________________________________________________
   ____________________________________________________________

Informe evaluador externo

Observador_________________________________________

Fecha ________________________________________

Escuela _______________________________________

Nombre del profesor de inglés___________________________________________

Grado __________________

Instrucciones:

Responda a cada una de las preguntas de acuerdo con lo observado por usted en clase y en el plan de clase, y amplíe con ejemplos y evidencias de cada aspecto aquí incluido.

7. De acuerdo con la teoría de las inteligencias múltiples ¿Qué tipo de Inteligencias se beneficiaron a través de las actividades realizadas y que efecto tuvieron durante el desarrollo de
CLIL and multiple intelligences strategies to develop communicative skills

la clase? (VER PLAN DE CLASE)

________________________________________________________________________

________________________________________________________________________

8. ¿Se evidenció en el desarrollo de la clase aspectos relacionados con la cultura del Idioma?
( VER PLAN DE CLASE)

________________________________________________________________________

________________________________________________________________________

9. ¿Cree usted que el proceso de clase lleva a los estudiantes a dominar de manera satisfactoria el tema de ciencias sociales respecto a las características del campo y de la ciudad?

________________________________________________________________________

________________________________________________________________________

10. ¿En la clase se incluyen actividades que favorecen el desarrollo de las habilidades de escucha y habla?

________________________________________________________________________

________________________________________________________________________

11. ¿Cree usted que se alcanzaron los objetivos planteados en el Lesson plan por medio de un proceso didáctico coherente?

________________________________________________________________________

________________________________________________________________________

12. Cuáles cree usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?
ENTREVISTA

1. ¿Cómo te fue en la actividad final donde tuviste que preguntarle a tus compañeros qué tipo de alimentación tenían?

Bueno, muy bien, porque ellos me respondieron

2. ¿Cuál de las actividades desarrolladas en clase te ayudó a entender mejor el tema de los nutrientes y por qué?

El de la pirámide, porque ya podíamos entender que hay unos que tienen grasa otros no

3. ¿Cuál de estas actividades (escuchar, hablar, leer o escribir en inglés) fue más difícil para ti durante esta semana y por qué?

Escuchar inglés, porque uno casi no entendía las palabras, entonces se equivocaba uno

4. ¿Cómo te pareció el conocer las diferencias en la alimentación que tiene nuestro país con relación a Estados Unidos y por qué?

Bueno porque ellos tienen diferentes comidas y nosotros también

5. ¿Cómo te pareció aprender sobre los nutrientes de los alimentos a través del inglés?

Muy rico, fue fácil, porque pudimos aprender para poder comer
CLIL and multiple intelligences strategies to develop communicative skills
CLIL and multiple intelligences strategies to develop communicative skills

INFORME EVALUADOR EXTERNO

OBSERVADOR: Pedro Corona González
FECHA: 17-09-14
ESCUELA: La Arenosa
NOMBRE DEL PROFESOR DE INGLÉS: Neuma Leonora Bitaraga Ramírez
GRADO: 2º y 3º

INSTRUCCIONES:
Responda a cada una de las preguntas de acuerdo con lo observado por usted en clase y en el plan de clase, y amplíe con ejemplos y evidencias de cada aspecto aquí incluido.

1. De acuerdo con la teoría de las inteligencias múltiples ¿Qué tipo de inteligencias se beneficiaron a través de las actividades realizadas, y que efecto tuvieron durante el desarrollo de la clase? (VER PLAN DE CLASE)
   Las inteligencias beneficiadas fueron: Musical, Lingüística, Logico-matemática e Intuitiva. Los estudiantes lograron implementar las diferentes inteligencias en el desarrollo de las actividades.

2. ¿Se evidenció en el desarrollo de la clase aspectos relacionados con la cultura del idioma? (VER PLAN DE CLASE)
   Sí, en el video se observó la diferencia entre las convicciones de la cotidianidad de los estudiantes frente a la estadounidense.

3. Crece usted que el proceso de clase lleva a los estudiantes a dominar de manera satisfactoria el tema de ciencias naturales respecto a los nutrientes que se encuentran en los alimentos?
   Sí, porque lograron asociar alimentos y los diferentes tipos de nutrientes que contienen.

4. ¿En la clase se incluyen actividades que favorecen el desarrollo de las habilidades de escucha y habla?
   Sí, durante el aprendizaje del clásico, además de la explicación de la docente, posteriormente pronunciaron las palabras en el clásico de producción, también pronunciaron palabras y frases.

5. ¿Cree usted que se alcanzaron los objetivos planteados en el Lesson plan por medio de un proceso didáctico coherente?
   Sí, luego de observar las diferentes actividades realizadas, aprendieron y comprendieron satisfactoriamente los contenidos. Estos espacios en las actividades desarrolladas en el transcurso de la clase.

6. ¿Cuáles cree usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?
   La actitud permanente fue positiva con su participación atenta y entusiasmo hasta el final. Uno de los aspectos que destacó en la clase fue la motivación.

Otro comentarios: La actitud de la docente y su dominio del tema hacen de la clase un muy buen espacio de enseñanza-aprendizaje.

Gracias por su colaboración.
Appendice 7: instruments fourth workshop

Final production:

The students will form groups. In each group they will make a mockup of the landforms of the Earth. In their groups, they will distribute the different landforms like valley, mountain, mountain chain, etc. Every learner in the group will have to make one of the landform according to the distribution that they did. After this, they will join all landform made and make a mockup with all the landforms of the Earth. Finally, every group will explain their mockups in an oral presentation, expressing characteristics of each landform.

Performance evaluation of students:

At the end of the group work, the teacher will evaluate the process they had in the development of this activity. The teacher will make a description of the final production of the students taking into account the following aspects:

<table>
<thead>
<tr>
<th>Nombres de los estudiantes grupo 1</th>
<th>TEACHERS DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilizaron frases claras para presentar el tema de manera oral (habla)</td>
<td>✓</td>
</tr>
<tr>
<td>Usaron oraciones escritas bien estructuradas para presentar el tema (escritura)</td>
<td>✓</td>
</tr>
<tr>
<td>Respondieron correctamente preguntas de comprensión del tema expuesto? (habilidad de escucha</td>
<td>✓</td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

| ☑ | Demostraron buena comprensión lectora durante el desarrollo de los ejercicios asignados para esta habilidad? (lectura) |

Evaluation of instruments:

The instruments to be used in this workshop will be: a performance checklist for the students, questionnaire and the teacher’s diary.

In the performance list the teacher will evaluate the presentation of the students in terms of the four skills. Listening, reading, speaking and writing.

With the questionnaire, the teacher will collect information about perception of the students according to the categories of CLIL (cognition, culture, content, and communication) and multiple intelligences.

Evaluation of the students

Name: ____________________________

Answer the questions:

17. A low land area between two mountains is called?
   ____________________________

18. A dry area with lot of sand, camels, cactus is found here.
   ____________________________

19. It is a form of land bigger than the hill
CLIL and multiple intelligences strategies to develop communicative skills

20. This is a high mountain with snow on top

21. It is a chain of mountains in the center of the country.

22. A large area of high flat land.

23. It is a landmass that is flat and covers many miles.

24. It is a land elevated and smaller than mountain.

25. It is dangerous mountain that can erupt.

Questionnaire

26. Entendí la historia que la profesora me conto sobre las formas de la tierra? (category cognition) (INTELIGENCIA LINGÜÍSTICA)
   Pude entender todo o casi todo
   Pude entender parte de la historia
   No entendí nada

27. Las canciones utilizadas en clase me sirvieron para aprender? (INTELIGENCIA MUSICAL)
   Mucho
CLIL and multiple intelligences strategies to develop communicative skills

Poco

Nada

28. exprese las características que tienen los diferentes tipos de relieve? (category communication)

Todas o casi todas

Varias

Muy pocas

29. ubique los diferentes tipos de relieve en las regiones de nuestro país? (category culture)

Todas o casi todas

Varias

Muy pocas

30. El experimento me sirvió para comprender mejor un tipo de relieve? (category cognition)

Mucho

Poco

Nada

31. Disfrute de las actividades realizadas en clase? (category attitude)

Mucho

Poco

Nada
EVALUATION OF THE STUDENTS

NAME: maria fernanda amaya ng

Answer the questions:

1. A low land area between two mountains is called?
   valley

2. A dry area with lot of sand, camels, cactus is found here.
   desert

3. It is a form of land bigger than the hill
   mountain

4. This is a high mountain with snow on top
   snow mountain

5. It is a chain of mountains in the center of the country.
   chain of mountain

6. A large area of high flat land.
   plateau

7. It is a landmass that is flat and covers many miles.
   plain

8. It is a land elevated and smaller than mountain.
   hill

9. It is dangerous mountain that can erupt.
   volcano
CLIL and multiple intelligences strategies to develop communicative skills

QUESTIONNAIRE

1. ¿Entendí la historia que la profesora me contó sobre las formas de la tierra? (CATEGORY COGNITION) (INTELIGENCIA LINGÜÍSTICA)
   a. Pude entender todo o casi todo
   b. Pude entender parte de la historia
   c. No entendí nada

2. ¿Las canciones utilizadas en clase me sirvieron para aprender? (INTELIGENCIA MUSICAL)
   a. Mucho
   b. Poco
   c. Nada

3. ¿Expresas las características que tienen los diferentes tipos de relieve? (CATEGORY COMMUNICATION)
   a. Todas o casi todas
   b. Varias
   c. Muy poco

4. ¿Puedo ubicar los diferentes tipos de relieve en las regiones de nuestro país? (CATEGORY CULTURE)
   a. Todas o casi todas
   b. Varias
   c. Muy pocas

5. ¿El experimento me sirvió para comprender mejor un tipo de relieve? (CATEGORY COGNITION)
   a. Mucho
   b. Poco
   c. Nada

6. ¿Disfrutes de las actividades realizadas en clase? (CATEGORY ATTITUDE)
   a. Mucho
   b. Poco
   c. Nada
CLIL and multiple intelligences strategies to develop communicative skills

Appendice 8 instrument fifth workshop

Final production:

The students will form three groups. In each group they will make a role play using puppets made before and they must represent Little Red Riding Hood story. Each group will represent one part of the story. For example the first group will represent the introduction of the story the second group the problem of the story and the third group the finish of the story. If they want change some about the story, they could. It is with the objective the children can create and use the vocabulary that is easier for they or they can express.

Performance evaluation of students:

At the end of the group work, the teacher will evaluate the process they had in the development of this activity. The teacher will make a description of the final production of the students taking into account the following aspects:

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</tr>
<tr>
<td>✓ Usaron oraciones escritas bien estructuradas para presentar el tema. (escritura)</td>
<td></td>
</tr>
<tr>
<td>✓ Respondieron correctamente preguntas de comprensión del tema expuesto? (habilidad de escucha)</td>
<td></td>
</tr>
</tbody>
</table>
CLIL and multiple intelligences strategies to develop communicative skills

| ✔ Demostraron buena comprensión lectora durante el desarrollo de los ejercicios asignados para esta habilidad? (lectura) |

**Evaluation of instruments:**

Teacher will use the letter to make the evaluation. Teacher will give to the students a letter they should complete it. This activity is related with categories that are reason of research. When the children completing the letter, the teacher will make the tabulation of all that data and make the respective analysis.

**Instrucción del profesor.**

El docente entregará a cada estudiante una copia de una carta que ellos deberán completar con las opiniones de ellos mismos sobre la clase realizada. La carta permite ver el impacto positivo y negativo sobre las inteligencias o categorías trabajadas durante el workshop.

**CARTA A MI PROFESOR:**

Querido profesor/a:

Hoy en clase de inglés me sentí ________________________________________

Considero que aprendí mucho ___ poco ___ nada ___ acerca de la historia de caperucita.

La actividad que más me gustó fue ________________________________________

La actividad en la que no me sentí bien fue ________________________________________

Comprendí mucho ___ poco ___ nada ___ de lo que el profesor me decía en inglés.

Considero que puedo escribir bien ___ regular ___ mal ___ la mayor parte de las palabras de la historia.

Considero que la parte final donde me toco hablar representando un personaje de la historia, lo hice bien ___ regular ___ mal ___.

Trabajé en grupo me pareció ________________________________________

Pude recordar mucho ___ poco ___ casi nada ___ del vocabulario y expresiones de clases anteriores. Si las veo escritas, puedo entender muchas ___ algunas ___ pocas ___ palabras y expresiones de la historia.

La actividad donde tuve que contar y hacer ejercicios matemáticos me pareció ________________________________________

EN Las actividades donde trabajé solo me sentí ________________________________________

¡GRACIAS POR TODO QUERIDO PROFESOR!
Informe evaluador externo

Observador________________________________________

Fecha _________________________________________

Escuela __________________________________________

Nombre del profesor de inglés________________________________________

Grado ____________________

Instrucciones:

Responda a cada una de las preguntas de acuerdo con lo observado por usted en clase y en el plan de clase, y amplíe con ejemplos y evidencias de cada aspecto aquí incluido.

13. De acuerdo con la teoría de las inteligencias múltiples ¿Qué tipo de Inteligencias se beneficiaron a través de las actividades realizadas y que impacto tuvieron durante el desarrollo de la clase? (VER PLAN DE CLASE)

________________________________________________________________________

________________________________________________________________________

14. Cree usted que el proceso de clase lleva a los estudiantes a comprender la historia propuesta por el profesor?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

15. ¿Cree usted que las actividades de escucha y habla favorecen la comprensión y expresión del contenido de la clase?
16. ¿Cree usted que las actividades de lectura y escritura favorecen la comprensión y expresión del contenido de la clase?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

17. ¿Cree usted que se alcanzaron los objetivos planteados en el Lesson plan por medio de un proceso didáctico coherente?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

18. ¿Cuáles cree usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
CARTA A MI PROFESOR:

Querido profesor/a:

Hoy en clase de inglés me sentí bien

Considero que aprendí mucho, poco, nada acerca de la historia de Caperucita.

La actividad que más me gustó fue la representación

La actividad en la que no me sentí bien fue la de los problemas

Comprendí mucho, poco, nada de lo que el profesor me decía en inglés.

Considero que puedo escribir bien, regular, mal la mayor parte de las palabras de la historia.

Considero que la parte final donde me toco hablar representando un personaje de la historia, lo hice bien, regular, mal.

Trabajar en grupo me pareció bien

Pude recordar mucho, poco, casi nada del vocabulario y expresiones de clases anteriores. Si las veo escritas, puedo entender muchas, algunas, pocas palabras y expresiones de la historia.

La actividad donde tuve que contar y hacer ejercicios matemáticos me pareció mal

EN Las actividades donde trabajé solo me sentí mal

¡GRACIAS POR TODO QUERIDO PROFESOR!
Appendix 9: photographic evidences

Chart 41 the students in a representation

Chart 42 the students doing an exposition

Chart 43 the students handling the material

Chart 44 the students doing an exposition
CLIL and multiple intelligences strategies to develop communicative skills

Chart 45 a student handling the material  Chart 46 a student with real material

Chart 47 the students looking a video  Chart 48 a science experiment