CLIL: A way to promote basic listening and speaking skills through multiple intelligences based lessons

Santiago Giraldo Gómez

Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of Bachelor in Basic Education with emphasis on English

Advisor:
Alvaro Muñoz

Manizales University
Basic Education with emphasis on English
Manizales
2014
ACKNOWLEDGMENTS: I am using this opportunity to express my gratitude to everyone who supported me through the course of this project: God, my family, my friend Miguel Pulido and my job partners. I am thankful for their aspiring guidance, invaluably constructive criticism and friendly advice during the project work. I am sincerely grateful to them for sharing their truthful and illuminating views on a number of issues related to the project.

I express my warm thanks to Mr. Alvaro Muñoz for his support and guidance during this process.
Abstract

The purpose of this study is to promote oral skills with CLIL (Content and Language Integrated Learning) through multiple intelligences based lessons. The study was conducted under the methodology of action research and it was carried out in four stages: diagnostic, planning, action and evaluation stage. The diagnostic stage reported students low level in speaking and listening skills, the intelligences that each one has, the activities students and primary teachers believe are most interesting to do in the English classes and their opinion about using CLIL in the teaching of some subjects. On the other hand, CLIL is a good way to promote the oral skills of the students, using lessons where multiple intelligences are taking into account. That is why a planning stage was conducted, implemented and evaluated to draw conclusions about the impact of using CLIL in the development of oral skills through multiple intelligences based lessons.

*Keywords:* oral skills, CLIL, multiple intelligences, lessons, action research.
# CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>2</td>
</tr>
<tr>
<td>CLIL: A way to promote basic listening and speaking skills through multiple intelligences based lessons</td>
<td>17</td>
</tr>
<tr>
<td>1. Justification</td>
<td>18</td>
</tr>
<tr>
<td>2. Context of the Research</td>
<td>10</td>
</tr>
<tr>
<td>2.1. Description of the problem</td>
<td>13</td>
</tr>
<tr>
<td>3. Research question and objectives</td>
<td>15</td>
</tr>
<tr>
<td>3.1. Research question</td>
<td>15</td>
</tr>
<tr>
<td>3.2. Objectives</td>
<td>15</td>
</tr>
<tr>
<td>3.2.1. General objective</td>
<td>15</td>
</tr>
<tr>
<td>3.2.2. Specific objectives</td>
<td>15</td>
</tr>
<tr>
<td>4. Methodology</td>
<td>16</td>
</tr>
<tr>
<td>4.1. Type of Study</td>
<td>16</td>
</tr>
<tr>
<td>4.2. Participants</td>
<td>17</td>
</tr>
<tr>
<td>4.3. Sample Procedure</td>
<td>18</td>
</tr>
<tr>
<td>5. Diagnostic Stage</td>
<td>18</td>
</tr>
<tr>
<td>5.1. Data analysis</td>
<td>19</td>
</tr>
<tr>
<td>5.1.1. diary entries analysis</td>
<td>20</td>
</tr>
<tr>
<td>5.1.2. instrument number 1: “corners”</td>
<td>22</td>
</tr>
<tr>
<td>5.1.3. instrument number 2: “students survey”</td>
<td>28</td>
</tr>
<tr>
<td>5.1.4. instrument number 3: “teacher’s interview”</td>
<td>32</td>
</tr>
</tbody>
</table>
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

5.1.5. instrument number 4: “teacher’s survey” ................................................................. 36
5.1.6. instrument number 5: “corners” ............................................................................. 37
5.2. global analysis ............................................................................................................. 32

6. Theoretical framework ................................................................................................. 37

6.1. CLIL: Content and Language Integrated Learning ..................................................... 37

6.1.1. CLIL methodology .................................................................................................. 39

6.2. Teaching Speaking ..................................................................................................... 40

6.2.1. What kind of speaking should students do? .............................................................. 41
6.2.2. Speaking activities .................................................................................................. 42

6.3. Teaching listening ...................................................................................................... 43

6.3.1. The Importance of Listening .................................................................................. 44

6.4. What is the intelligence? ............................................................................................. 45

6.4.1. Linguistic intelligence: .......................................................................................... 45
6.4.2. Logical-mathematical intelligence: ........................................................................ 45
6.4.3. Spatial intelligence: .............................................................................................. 46
6.4.4. Bodily-kinesthetic intelligence: ................................................................................ 46
6.4.5. Musical intelligence: ............................................................................................ 46
6.4.6. Interpersonal intelligence: ...................................................................................... 46
6.4.7. Intrapersonal intelligence: ...................................................................................... 46
6.4.8. Naturalistic intelligence: ......................................................................................... 46

6.5. Teaching English to Young Learners: How They Learn and the Pedagogical Implication ......................................................................................................... 47

6.5.1. how do young learners learn? .................................................................................. 47
6.5.2. how do children learn language? ............................................................................ 49

6.6. Developmental stages ................................................................................................ 50

6.6.1. stages of development Erikson and Freud .............................................................. 51
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

6.6.2. acquisition of a foreign or second language ................................................................. 52
6.7. Using Songs in the English Classroom .............................................................................. 55
6.8. The use of videos in the English classroom ...................................................................... 56
   6.8.1. videos are a source for listening and speaking practice ............................................... 57
   6.8.2. video and lesson structuring .......................................................................................... 58
6.9. Using games in the English Classroom ............................................................................ 58

7. Action stage .......................................................................................................................... 61

7.1. Workshop number 1: farm animals .................................................................................. 62
   7.1.1. instruments .................................................................................................................. 62
      7.1.1.1. instrument number 1: diary. .................................................................................. 62
      7.1.1.2. instrument number 2: teacher’s evaluation chart .................................................. 67
      7.1.1.3. instrument number 3: children’s survey through cards ....................................... 69
   7.1.2. global analysis instruments workshop number 1 ........................................................ 73
7.2. Workshop number 2: means of transportation ................................................................. 76
   7.2.1. instruments .................................................................................................................. 76
      7.2.1.1. instrument number 1: Diary ................................................................................ 76
      7.2.1.2. instrument number 2: children’s questionnaire through pictures ....................... 80
      7.2.1.3. instrument number 3: external evaluator .............................................................. 82
   7.2.2. global analysis instruments workshop number 2 ........................................................ 85
7.3. workshop number 3: senses ............................................................................................. 88
   7.3.1. instruments .................................................................................................................. 88
      7.3.1.1. instrument number 1: diary ................................................................................ 88
      7.3.1.2. instrument number 2: children’s interview .......................................................... 92
      7.3.1.3. instrument number 3: external observer’s evaluation .......................................... 95
   7.3.2. global analysis instruments workshop number 3 ........................................................ 97
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

7.4. Workshop number 4: landforms of the earth ................................................................. 100

7.4.1. instruments .................................................................................................................. 100
    7.4.1.1. instrument number 1: diary ................................................................................. 100
    7.4.1.2. instrument number 2: ......................................................................................... 104
    7.4.1.3. instrument number 3: ......................................................................................... 107

7.4.2. global analysis instruments workshop number 4 ...................................................... 110

7.5. Workshop number 5: subtracting numbers from 1 to 10 ............................................. 113

7.5.1. instruments .................................................................................................................. 113
    7.5.1.1. instrument number 1: diary ................................................................................. 113
    7.5.1.2. instrument number 2: ......................................................................................... 115
    7.5.1.3. instrument number 3: ......................................................................................... 117

7.5.2. global analysis instruments workshop number 5 ...................................................... 119

8. Evaluation stage .................................................................................................................. 122

8.1. General level of content ................................................................................................. 122

8.2. General level of speaking .............................................................................................. 123

8.3. General level of listening .............................................................................................. 125

8.4. General percentages of multiple intelligences .............................................................. 127

8.5. General level of cognition .............................................................................................. 129

9. Conclusions, recommendations and findings .................................................................... 131

9.1. Conclusions .................................................................................................................... 131

9.2. Findings .......................................................................................................................... 132

9.3. Recommendations .......................................................................................................... 134
APPENDIXES

Appendix 1. Teacher’s interview format- Diagnostic stage
Appendix 2. Student’s survey format- Diagnostic stage
Appendix 3. Corners format- Diagnostic stage
Appendix 4. Teacher’s survey format- Diagnostic stage
Appendix 5. Teacher’s Interview transcripts- Diagnostic stage
Appendix 6. Student’s survey transcripts- Diagnostic stage
Appendix 7. Diary entries- Diagnostic stage
Appendix 8. Teacher’s evaluation chart- Action stage, Workshop number 1
Appendix 9. Children’s survey through cards- Action stage, Workshop number 1
Appendix 10. Children’s questionnaire through pictures- Action stage, workshop number 2
Appendix 11. Children’s survey- Action stage, workshop number 3
Appendix 12. External observer- Action stage, workshop number 3
Appendix 13. Children’s poll- Action stage, workshop number 4
Appendix 14. External observer- Action stage, workshop number 4
Appendix 15. Children’s survey- Action stage, workshop 5
Appendix 16. Teacher’s evaluation chart- Action stage, workshop number 5
Appendix 17. Workshop number 1
Appendix 18. Workshop number 2
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Appendix 19. Workshop number 3 .................................................................................................................. 165
Appendix 20. Workshop number 4 .................................................................................................................. 169
Appendix 21. Workshop number 5 .................................................................................................................. 173

LIST OF TABLES

Table 1. Diagnostic stage: Instruments and objectives ......................................................................................... 19
Table 2. Categories and counts ............................................................................................................................ 21
Table 3. Systematization of the instruments applied and the categories: videos, games, songs, storytelling................................................................................................................................. 32
Table 4. Systematization of the instruments applied and the categories: CLIL ............................................. 34
Table 5. Systematization of the instruments applied and the categories: Speaking and Listening. ............................................................................................................................................................. 35
Table 6. Systematization categories content and speaking workshop number 1 ............................................. 73
Table 7. Systematization categories listening and culture workshop number 1 .............................................. 73
Table 8. Multiple intelligences: positive and negative perception workshop number 1 .............................. 73
Table 9. Cognition’s percentages workshop number 1 ......................................................................................... 74
Table 10. Systematization categories: content, speaking workshop number 2 .............................................. 85
Table 11. Systematization categories: listening and culture workshop number 2 ........................................ 85
Table 12. Systematization multiple intelligences workshop number 2 .......................................................... 85
Table 13. Cognition’s percentages workshop number 2 .................................................................................... 86
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Table 14. Cognition’s level workshop number 2 ................................................................. 86
Table 15. Systematization categories: content and speaking, workshop number 3 ............... 97
Table 16. Systematization of the category: listening, workshop number 3 .......................... 97
Table 17. Systematization multiple intelligences, workshop number 3 .............................. 97
Table 18. Cognition’s percentages workshop number 3 ..................................................... 98
Table 19. Systematization of the categories: content and speaking, workshop number 4 .... 110
Table 20. Systematization of the category: speaking, workshop number 4 ......................... 110
Table 21. Systematization of multiple intelligences, workshop number 4 .......................... 110
Table 22. Cognition’s percentages workshop number 4 ..................................................... 111
Table 23. Systematization categories content and speaking workshop number 5 ............... 119
Table 24. Systematization category listening workshop number 5 ...................................... 119
Table 25. Systematization multiple intelligences workshop number 5 .............................. 119
Table 26. Cognition’s percentages workshop number 5 ..................................................... 120
Table 27. Global analysis of content workshops 1, 2, 3, 4 and 5 ....................................... 122
Table 28. Global analysis of speaking, workshops 1, 2, 3, 4 and 5 .................................... 123
Table 29. Global analysis of speaking, workshops 1, 2, 3, 4 and 5 .................................... 125
Table 30. Global analysis multiple intelligences (positive perception and big impact) workshops 1, 2, 3, 4 and 5 ................................................................................ 127
Table 31. Global analysis multiple intelligences (negative perception and lack of impact) workshops 1, 2, 3, 4 and 5 ................................................................................ 128
Table 32. Global analysis of cognition, workshops 1, 2, 3, 4 and 5 ................................... 129
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

LIST OF FIGURES

Figure 1. Kemmis and McTaggart’s action research spiral .............................................17
Figure 2. CLIL elements ......................................................................................................40
Figure 3. Multiple intelligences ........................................................................................50

LIST OF GRAPHICS

Graphic 1. Percentage of activities that students like the most ...........................................23
Graphic 2. How much the student understands when the teacher speaks in English ..........23
Graphic 3. Student’s like of English ...................................................................................24
Graphic 4. Activities that students like the most to do in English classes .........................25
Graphic 5. Student’s opinion about to learn addition in English ........................................26
Graphic 6. Activities that students like the most until now of the English classes ................26
Graphic 7. Other subjects like mathematics, natural sciences and social studies in English ........27
Graphic 8. Activities that students like the most of the English class ................................28
Graphic 9. Student’s opinion about some subjects ...............................................................29
Graphic 10. Student’s understanding when the teacher speaks in English .............................29
Graphic 11. How students feel when they have to speak in English .....................................30
Graphic 12. Student’s opinion about some activities ............................................................31
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Graphic 13. Teacher’s opinion about speaking.................................................................32
Graphic 14. Teacher’s opinion about if students understand what they listen in English ....33
Graphic 15. Oral skill that teachers believe is the most difficult ......................................33
Graphic 16. Opinion about integrate topics of other subjects to the teaching of English ....34
Graphic 17. Activities that should be in the English classes...........................................34
Graphic 18. Activities that should be in the English class to enhance learning................36
Graphic 19. Multiple intelligences ..................................................................................37
Graphic 20. Likes and dislikes videos, games, songs and storytelling ..............................33
Graphic 21. Opinion about CLIL ....................................................................................34
Graphic 22. Opinion about listening and speaking ..........................................................35
Graphic 23. Content .........................................................................................................63
Graphic 24. Speaking .......................................................................................................64
Graphic 25. Listening .......................................................................................................65
Graphic 26. Culture ..........................................................................................................65
Graphic 27. Multiple intelligences ..................................................................................66
Graphic 28. Content .........................................................................................................67
Graphic 29. Speaking .......................................................................................................68
Graphic 30. Listening .......................................................................................................68
Graphic 31. Content .........................................................................................................69
Graphic 32. Listening .......................................................................................................70
Graphic 33. Culture ..........................................................................................................71
Graphic 34. Multiple intelligences ..................................................................................71
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Graphic 35. Cognition’s level workshop number 1 .................................................................74
Graphic 36. Global analysis about multiple intelligences workshop number 1 ....................75
Graphic 37. Content ..............................................................................................................76
Graphic 38. Listening .............................................................................................................77
Graphic 39. Speaking ............................................................................................................78
Graphic 40. Culture ..............................................................................................................79
Graphic 41. Multiple intelligences .......................................................................................79
Graphic 42. Content ..............................................................................................................80
Graphic 43. Speaking ............................................................................................................81
Graphic 44. Culture ..............................................................................................................81
Graphic 45. Content ..............................................................................................................82
Graphic 46. Speaking ............................................................................................................83
Graphic 47. Listening ............................................................................................................83
Graphic 48. Multiple intelligences .......................................................................................84
Graphic 49. Global analysis about multiple intelligences workshop number 2 ..................87
Graphic 50. Content ..............................................................................................................88
Graphic 51. Speaking ............................................................................................................89
Graphic 52. Listening ............................................................................................................90
Graphic 53. Multiple intelligences .......................................................................................91
Graphic 54. Content and speaking .......................................................................................92
Graphic 55. Listening ............................................................................................................92
Graphic 56. Multiple intelligences .......................................................................................93
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Graphic 57. Can do you do or can not do you do the following in English? .........................94
Graphic 58. Oral performance of students ..............................................................................95
Graphic 59. Can students understand when the teacher names the senses? .........................95
Graphic 60. Multiple intelligences .........................................................................................96
Graphic 61. Cognition’s level workshop number 3 .................................................................98
Graphic 62. Global analysis about multiple intelligences workshop number 3 .....................99
Graphic 63. Content ................................................................................................................100
Graphic 64. Listening ..............................................................................................................101
Graphic 65. Speaking .............................................................................................................102
Graphic 66. Multiple intelligences .........................................................................................103
Graphic 67. Do you understand when the teacher names the landforms? .........................104
Graphic 68. How was your performance in the production activity? .................................104
Graphic 69. Do you like or dislike the following activities? ................................................105
Graphic 70. Can you do or can not do you do the following in English? .........................106
Graphic 71. How many landforms can I say? ......................................................................106
Graphic 72. Oral performance of the students .......................................................................107
Graphic 73. Do students understand when the teacher names the landforms? ..................108
Graphic 74. Multiple intelligences that were used in the activities about landforms ..........108
Graphic 75. Cognition’s level workshop number 4 .............................................................111
Graphic 76. Global analysis multiple intelligences, workshop number 4 ............................112
Graphic 77. Content ..............................................................................................................113
Graphic 78. Speaking ............................................................................................................114
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Graphic 79. Listening .................................................................................................................. 114
Graphic 80. Multiple intelligences ............................................................................................. 115
Graphic 81. Final performance .................................................................................................. 115
Graphic 82. How much did you learn? ..................................................................................... 116
Graphic 83. Can you understand when the teacher says vocabulary related with subtraction? 116
Graphic 84. Do students make subtractions with numbers from 1 to 10? ............................... 117
Graphic 85. Do students use the necessary terms to make the subtractions? ......................... 117
Graphic 86. Do students understand sentences, questions and instructions related with
subtraction? ................................................................................................................................. 118
Graphic 87. Cognition’s level workshop number 5 ................................................................. 120
Graphic 88. Global analysis multiple intelligences workshop number .................................... 121
Graphic 89. Content: global analysis workshops 1, 2, 3, 4, and 5 ........................................ 122
Graphic 90. General level of content ......................................................................................... 123
Graphic 91. Speaking: global analysis workshops 1, 2, 3, 4 and 5 ......................................... 124
Graphic 92. General level of speaking ...................................................................................... 125
Graphic 93. Listening: global analysis workshop 1, 2, 3, 4 and 5 ......................................... 126
Graphic 94. Positive perception and big impact of the multiple intelligences: global analysis
workshops 1, 2, 3, 4 and 5 .......................................................................................................... 127
Graphic 95. Negative perception and lack of impact of the multiple intelligences: global analysis
workshops 1, 2, 3, 4 and 5 .......................................................................................................... 128
Graphic 96. Cognition: global analysis workshop 1, 2, 3, 4 and 5 ......................................... 130
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

**CLIL: A way to promote basic listening and speaking skills through multiple intelligences based lessons**

This research is intended to promote oral skills with CLIL through multiple intelligences based lessons. This research proposal emerged as a result of the analysis of six instruments that were applied to children of first grade and primary teachers of Institución Educativa San Agustin. The main result from the analysis of the information was that students have low level in oral skills, so the idea was to promote their oral skills with CLIL, where they had the opportunity to learn topics from other subjects integrated to English, through the use of activities related to their predominant intelligences like songs, videos and games.

This study has been constructed in its diagnostic stage. To collect the information in the diagnostic stage were implemented six different instruments: student’s survey, teacher’s survey, teacher’s diary, teacher’s interview, and two exercises of corners. The data results at this stage showed that oral skills need to be improved, and that students and teachers agreed on the fact that videos, games and songs are very important to be included in the English classes. Another important aspect is that they think that CLIL is a good tool to integrate topics of other subjects to English. I would like to refer to Marsh (2005) when he asserts that CLIL has to do with the integration of language and content, what is done to improve certain aspects of language acquisition, and goes far beyond the use of a foreign language. So on this way, CLIL was a good tool to improve oral skills in students.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

1. Justification

Nowadays it is very important to know a second language to be immersed in the globalized world. Undoubtedly, learning a second language since childhood is extremely important. The fact of learning a language that is not our own, opens the mind. There are incorporated, not merely unknown words; also we have another way of thinking. The fact of knowing languages, especially English, introduces the child into the globalized world in which we live. A child that knows English can read instructions of games, cell phones, cameras and all the technology that now is part of our life. They can understand the lyrics of the songs they hear; they can watch a movie in its original language. To bring light to this argument it is important to refer to the Academy (2006, p.1) when they say that: “Learning a language opens doors, breaks down barriers, erases boundaries and above all enriches the person”. So on this way, this research not only helps to promote oral skills with CLIL with multiple intelligences based lessons, but also helps to introduce in a better way children to the learning of English. Additionally, this study is going to set the tone in the Institución Educativa San Agustín because children, parents, teachers and the principal will begin to understand that English is very important and that according with the age of the person there are thousands of activities that involve interests, skills and learning styles and that we can develop them in order to reach meaningful learning in the process of acquisition of a second language. Also it is important that they understand that English could be integrated to the teaching of contents of other subjects, like mathematics, natural sciences and social studies and that in that way the learning of a second language is more effective.
2. Context of the Research

The Institución Educativa San Agustín is located in the area known as Galería, in the 23 street number 14-02 of Barrio Colón. It is an institution of formal education of official nature, public, mixed character, which offers preschool, elementary and secondary. The institution is located in the commune of San José Manizales, the oldest part of the city, located to the north of it, which includes the neighborhoods: la Avanzada, San José, Asís, Jazmín, Colón, San Ignacio, Rincón Santo, el Tachuelo, Gálan y Camino del medio. In the commune San Jose there are tenants, including population that arrived displaced from other municipalities, those whose are itinerant, a situation that translates to the school environment because of these families many come to the municipality for a short time and when they immigrate they removed children of the institution. These conditions mean that the population is very variable. Each year in the registration there are 30% or more of new students (PEI, 2013).

The only facilities of the institution are located in the vicinity of the marketplace, named Galería, which is an area of high social and environmental contamination. There, activities of formal and informal economy are developed. This marketplace is a scenario where wholesalers concur and retailers, people, children, teens and adults, men and women of the commune San José and other parts of the city, who do not have paid employment; some of them sell things and others do different things like: loading and unloading, trucking, reselling various items of first and second hand, recycling of trash and materials. In this place there is prostitution, alcoholism, drug addiction, drug market, weapons and different kinds of crime like robbery, theft, blackmail, killings, murder, etc. In 2010, 30% of parents of the institution were working in the marketplace (PEI, 2013).
Some family problems of people that live in this commune are:

- **Low self-esteem**: children believe that their destiny is only in the activities of the Galeria, traffic lights and street.

- **Familiar desintegration**: the generality of the families are: single mothers, abandonment by one parent or both, verbal and physical abuse, and sexual abuse.

- **Broken homes**: the children live with grandparents or relatives; they do not live with their parents.

- **Limited employment opportunities**: there is little paid job. Most parents live from the informal economy.

- **Intra-family and social violence**: in homes and in the community, disputes are settled by direct confrontation, through violence and the law of the strongest.

- **Youth violence**: the young people from an early age go to the street and they become violent and aggressive.

- **Gangsterism**: Young people organize gangs that fight and sometimes even face death.

- **Consumption of psycho-active substances**: many children fall into this problem.

- **Carrying and use of weapons**: Young used knives and then guns.

- **Malnutrition**: children are malnourished and that condition puts them at a disadvantage in school work.

- **School failure**: high percentage of children desert, they are transferred to other institutions or they fail the year.

According to a study by COLOMBIA ACTUANDO in agreement with BIENESTAR FAMILIAR and the INSTITUCIÓN EDUCATIVA SAN AGUSTÍN, which works with children
at high risk and highly vulnerable to consumption of psycho-active substances, child abuse and sexual abuse, talk about characteristics of the community in which the high level of vulnerabilities of children is evident. (See: Informe proyecto Colombia actuando)

Students of the institution live in slums, where a very fast adolescence, where hunger and family and social disintegration oblige young people from an early age to work, beg, linked to crime to survive. In the sexual aspect, poorness, promiscuity, make that the development of sexuality and other related concepts such as marriage, incest, virginity, have an evolution and meaning radically different from other social levels (PEI, 2013).

First grade has 20 students, 9 girls and 11 boys ranging between 6 and 7 years old. Although the location of the institution, it has good spaces for recreation and orientation of the classes, has a good library, 3 computer rooms, video beam, TV, laptop computers. The first grade classroom is big, it is illuminated, it has good furniture and is isolated from noise pollution.

In the institution there is not a prescribed curriculum of English. There are a lot of materials available to teach children in the English classes, there are flashcards, posters, books and dictionaries. English teachers develop their own materials in order to make classes fun and enjoyable. In the institution there is a bilingualism classroom where primary students go to learn English. In this classroom there are some computers, there is a TV and a tape recorder. The pictures that are pasted on the wall are related to English, there are some flags of countries where people speak English and some pictures about sports and numbers.

It is important to take into account that it is the first time that first grade students have contact with English. Last year, in preschool the teacher did not teach them English. This year, they are
having English classes four times per week. Each class is about one hour and they learn topics about different subjects like mathematics, English and natural sciences.

2.1. Description of the problem

In the Institución Educativa San Agustin teaching of English is limited to the teaching of vocabulary. Communicative skills are not taking into a count. In the school there are enough materials and good teachers of English, but the focus that they have given to English is not appropriate. So, this way the idea was to give English another focus where the integration of contents of other subjects to English could promote the oral skills of the students.

Some instruments were applied to detect the activities that teachers and students of first grade believe are the most interesting to do in English class; an exercise of corners was applied to know the predominant intelligences of the students and on this way start with the planning and action stages. In the surveys, the interview and in one of the exercises of corners primary teachers and students of first grade agreed that listening is the most difficult skill to develop in the process of learning a second language (Table 5 and graphic 22).

It is important to say that listening and speaking really couldn't exist one without the other. If we think about when we were a little kids growing up, we repeated things that we heard from the people around us. Without listening to them, we couldn't speak. I refer to Grimmh (2009, p1) to support my argument and he said: “There is a symbiotic relationship between speaking and listening. One cannot exist without the other effectively. This goes back to the age old saying, if a tree falls in the forest but if no one is around to hear it, did the tree actually make
any noise when it fell?. You can speak all you want but if no one is listening there is no point in speaking. You can listen all you want but if no one is speaking there is no point in listening”.

According with the last arguments the decision was to develop listening and speaking both at the same time, in order to improve the acquisition of English.
3. Research question and objectives

3.1. Research question:

Taking into account the data collected which showed students low level in oral skills, I proposed the following question: What is the impact of using CLIL in the development of basic listening and speaking skills through multiple intelligences based lessons?

3.2. Objectives

3.2.1. General objective

- To promote basic listening and speaking skills with CLIL through multiple intelligences based lessons.

3.2.2. Specific objectives

1. To enhance learning through activities that promote the use of the predominant intelligences of the students.
2. To promote the comprehension and expression of ideas related with core subjects as: mathematics, natural sciences and social studies.
3. To provide opportunities for interaction through the implementation of speaking and listening activities.
4. Methodology

4.1. Type of Study

In order to know what is the impact of using CLIL in the development of oral skills through multiple intelligences based lessons on students of Institución Educativa San Agustín, the action research method helps to diagnose the problem and then to establish a possible solution. Waterman et. Al (2001) provide a comprehensive and practically useful definition of action research: “It is a period of inquiry which describes, interprets and explains social situations while executing change of intervention aimed at improvement and involvement”.

The participatory process is educative and empowering, involving a dynamic approach in which problem identification, planning, action and evaluation are inter-linked. Kemmis and McTaggart (2000) describe action research as participatory research. The authors state that action research involves a spiral of self-reflective cycles of:

✓ Planning a change.
✓ Acting and observing the process and consequences of change.
✓ Reflecting on these processes and consequences and then replanning.
✓ Acting and observing.
✓ Reflecting.
✓ And so on…

Figure 1 illustrates the spiral model of action research proposed by Kemmis and McTaggart (2000).
In articulation with Kemmis and McTaggart, this study was conducted following the four phases they proposed: identification, planning, action and evaluation.

4.2. Participants

This study was conducted in a group of 20 students of a public institution of Manizales named: Institución Educativa San Agustín. This group includes 9 women and 11 men, age between 6 and 8 years old. They all belong to 1 and 2 social strata and come from neighborhoods near to Galeria. They are students of first grade.
4.3. Sample Procedure

In a first instance the researcher had a diary where all the experiences were written during the 10 first classes. After it, a categorization of the diary was made and according to this, instruments were applied to know more about the categories. Five instruments were applied, two exercises of corners, one to know the opinion of students about the methodology that the teacher uses in the English classes and the other to know the predominant intelligences of the students; the other instrument was a survey to students where the objective was to determine student’s opinion about English in general; other instrument was an interview to the primary teachers where the objective was to know their opinions about the methodologies used to teach English in the institution; and the last instrument that was applied was a survey to the primary teachers where the objective was to find out teachers opinions about the teaching of English in the institution. With these instruments applied and analyzed a global analysis was made in order to know the research problem.

5. Diagnostic Stage

As the first phase in data collection and analysis of this study, six different data gathering techniques were used. A teacher’s own diary, two exercises of corners, teacher’s interview, teacher’s survey and student’s survey.

The method that was used to analyze the diary entries in the diagnostic stage had to do with going through texts and marking up themes with different colored highlighter pens. After this categorization, different instruments were applied to know more about the different categories.
### Table 1. Diagnostic stage: Instruments and objectives

<table>
<thead>
<tr>
<th>INSTRUMENT</th>
<th>PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corners 1</td>
<td>To know the opinions of the students of first grade about the methodology that the teacher uses in the English classes.</td>
</tr>
<tr>
<td>Students’ survey</td>
<td>To determine student’s opinion about English in general.</td>
</tr>
<tr>
<td>Teachers’ Interview</td>
<td>To know teacher’s opinions about the methodologies used to teach English in the institution.</td>
</tr>
<tr>
<td>Teacher’s own diary</td>
<td>To register the pertinent events occurring in the classes.</td>
</tr>
<tr>
<td>Teachers’ survey</td>
<td>To find out teachers opinions about the teaching of English in the institution.</td>
</tr>
<tr>
<td>Corners 2</td>
<td>To find out the predominant intelligences of the students.</td>
</tr>
</tbody>
</table>

### 5.1. Data analysis

In the first stage of this process it was very important to analyze the entries of the diary to recognize the categories. So this way, the first stage was making a categorization. With the
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

analysis of the information written on the diary the categories were: videos, games, songs, storytelling, CLIL, demotivation, listening, speaking and participation. According to these categories the decision was to apply instruments in order to start searching for information about the categories. In a first moment it was applied an exercise with students named corners, the objective of the instrument was to know the opinions of the students of first grade about the methodology that the teacher uses in the English classes. The second instrument that was applied was a survey to the students with five questions where the objective was to determine student’s opinion about English in general. The third instrument that was applied was an interview to the primary teachers with five questions where the objective was to know their opinions about the methodologies used to teach English in the institution. And the last instrument that was applied was a survey to the primary teachers with five questions where the objective was to find out teachers opinions about the teaching of English in the institution. It is important to know that in this last instrument question number five is the only one that is going to be analyzed because the other questions are irrelevant.

Here is an analysis of each instrument and then a global analysis of the information collected in the instruments that where applied.

5.1.1. diary entries analysis.

In the table there are the different categories that were found on the diary entries. For this categorization were analyzed to this moment 10 entries.
<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>COUNTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Videos</td>
<td>Videos</td>
</tr>
<tr>
<td>Games</td>
<td>Games</td>
</tr>
<tr>
<td>Songs</td>
<td>Songs</td>
</tr>
<tr>
<td>Clil</td>
<td>Clil</td>
</tr>
<tr>
<td>Storytelling</td>
<td>Storytelling</td>
</tr>
<tr>
<td>Listening</td>
<td>Listening</td>
</tr>
<tr>
<td>Speaking</td>
<td>Speaking</td>
</tr>
</tbody>
</table>

Table 2. Categories and counts

With the categorization and the counts of each one, it is important to say that there are enough counting on the following categories: videos, games, songs, participation, listening and speaking. On the other hand, the storytelling activities and the demotivation do not have too much counting. Finally, CLIL has good counting.

According to the category of videos is very important to know that when students watch a video in the English classes they concentrate a lot, they pay attention during this time and they asked the teacher to repeat it many times. When they watch the video of a song they learn in a fast way the lyrics of the song.

In the English classes the activity that students like the most is playing games. When we play water lemon they participate very actively and they ask for more games in English. In their hour of resting of February 21st some students were playing and singing “water lemon”, they were very happy and they enjoyed the game. In February 28th a teacher said to me: “como le están
aprendiendo de fácil inglés, por eso siga haciendo actividades lúdicas, póngalos a cantar, a jugar que así le aprenden”.

Some days the teacher taught students some topics of mathematics through English. This was very important because at the beginning students did not understand what the teacher was saying and asking, but with the time and the repetition they started to understand many things, they started to participated a lot in classes and they tried to speak in English.

About listening and speaking skills it is very important to say that students try to speak in English and they participated a lot in classes. When students have to speak in English or repeat something that the teacher is saying they feel confident and they do it naturally. It is very important to say that a few students feel afraid to speak English, but when the teacher helps them to feel confident they start to speak in English. It is very difficult when they have to listen and learn a song because they do not understand and they do not pay attention. Listening skill is the most difficult to develop in these children because they said that they do not want to listen things in English. It is very important to take this into account.

5.1.2. instrument number 1: “corners”

The objective of the instrument was to know the opinions of the students of first grade about the methodology that the teacher uses in the English classes. In the classroom there were some corners with pictures related to the questions that the teacher asked. He asked questions one by one and he gave students the different options. The idea was that students had to stay in the
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

middle of the classroom and they had to go to the answer they believed was better for each question. The instrument was applied to 20 students and it was applied in March 4th.

In the picture we can observe that the activities that students like the most are: games, coloring, watching videos and singing songs. The activity that students like the most is playing games.

In the picture we can observe that the activities that students like the most are: games, coloring, watching videos and singing songs. The activity that students like the most is playing games.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

When the teacher speaks in English 65% of the students understand a lot of what the teacher says. 30% of the students understand a little of what the teacher says and the 5% of the students do not understand anything of what the teacher says.

![Graph 3. Student’s like of English](image)

80% of the students like English while 20% of the students do not like English. Students like English because they participated a lot on the activities, they said constantly to me: me encanta el inglés, yo quiero hablar con usted profe, hablenos siempre en inglés, me gusta que nos hable en inglés. With these opinions of students we can conclude that students like English and that they want to learn enough English.
In the English class students want to do activities like playing games, watch videos, sing and color. These are the activities that students like the most. With this question we are validating the information that students give in the first question of corners: ¿Qué actividades te gustan más? If we look at the answers of students in the first and the fourth question we can see that the collected information about watching videos, coloring, singing songs, playing games are nearly the same.
In the mathematics class the teacher is teaching students to add numbers. To the question if they like that the teacher teach them to make additions in English, 90% of the students said: yes and 10% of them said: no.

Graph 5. Student’s opinion about to learn addition in English

Graph 6. Activities that students like the most until now of the English classes.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Students said that play water lemon and handkerchief stolen were the activities they like the most of the English classes. It is important to take into account that these activities are games. The second activity that they like the most of the English classes was when they watch the video of the piggies. The third activity that they like of the English class was when they color the copy of the members of the family. If we look at the answers of students in the first, fourth and sixth question we can see that the collected information about watching videos, coloring, singing songs, playing games are nearly the same.

Graphic 7. Other subjects like mathematics, natural sciences and social studies in English

90% of the students would like the teacher to teach other subjects like mathematics, natural sciences and social studies through English but 10% would not like the teacher to teach other subjects in English. This shows that students want to learn other subjects through English and that they want to improve their English through the different activities that teacher make in classes.
5.1.3. instrument number 2: “students survey”

This instrument was applied in March 10th. It had five questions where the objective was to determine student’s opinion about English in general. It was applied to 20 students of first grade.

According to the question and the student’s answers it is important to say that the activities that students like the most of the English class are the games, the videos, the songs and coloring activities. We can see in the picture that the activity that students prefer and like the most is playing games.
2. ¿Cuál es tu opinión de cada una de las siguientes materias?

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Matemáticas</th>
<th>Ciencias Naturales</th>
<th>Ciencias Sociales</th>
</tr>
</thead>
<tbody>
<tr>
<td>No me gusta</td>
<td>5%</td>
<td>35%</td>
<td>45%</td>
</tr>
<tr>
<td>Me gusta</td>
<td>95%</td>
<td>65%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Graphic 9. Student’s opinion about some subjects

The idea was to know the opinion of the students about some subjects. 95% of the students said that they like mathematics, 65% said that they like natural sciences and 55% said that they like social sciences. So, the subject that they like the most is mathematics this may be because the teacher has taught some topics of mathematics in English, so students have had contact with this subject more time than with the other subjects.

3. ¿Entiendes cuando el profesor te habla en inglés?

<table>
<thead>
<tr>
<th>Porcentaje</th>
<th>Siempre</th>
<th>Algunas veces</th>
<th>Nunca</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series1</td>
<td>70%</td>
<td>25%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Graphic 10. Student’s understanding when the teacher speaks in English
75% of the students always understand what the teacher is trying to say them. 25% of the students sometimes understand when the teacher speaks in English and 5% of the students never understand when the teacher speaks in English.

When students have to speak in English 70% of them feel confident but 30% of them feel afraid. Students think that speaking English is easy and many of them felt confident when they are going to speak. A large number of students said that they want to speak English like their teacher, so this way they are making their best effort to speak English repeating all what the teacher says in class. If the teacher said sit down, stand up silence please they repeat and they say: “estoy hablando como el profesor”. Some of them feel afraid to talk in English but when the teacher motivates them they feel confident and they speak in English.
Student’s opinion about some activities

According to the answers of the question we can conclude that the activity that is more difficult to students is listening and understanding English; 45% of the students said that is difficult to listen and to understand English. On the other hand, 80% of students said that it is easy to speak in English.
5.1.4. instrument number 3: “teacher’s interview”

This instrument was applied to 13 primary teachers; it had five questions where the objective was to know their opinions about the methodologies used to teach English in the institution. It was applied on March 13th.

![Graphic 13. Teacher’s opinion about speaking](image)

69.23% of primary teachers believe that is easy to students to speak in English but 30.77% of them think it is difficult.
61.50% of teachers believe that students sometimes understand the things that they listen in English and 38.50% think that students never understand what they are listening. They think this is a difficult skill to develop in students.

77% of teachers think that listening skill is the most difficult skill to students in the English class and 23% believe that the most difficult skill in the English class for students is speaking.
4. ¿Qué opina usted de integrar temas de otras asignaturas en la enseñanza del inglés?

![Bar chart showing the percentage of teachers who believe it is important and appropriate (69.23%) and inappropriate (30.77%) to include topics of other subjects in the teaching of English.]

69.23% of teachers believe that it is important and appropriate to include topics of other subjects to the teaching of English while 30.77% of them believe that it is inappropriate.

5. ¿Qué actividades se deben implementar en las clases de inglés para lograr buenos aprendizajes en los estudiantes?

![Bar chart showing the percentage of teachers who believe in the use of videos (92.30%), games (100%), songs (100%), stories (38.46%), and coloring (46.15%) in English classes.]

Graphic 16. Opinion about integrate topics of other subjects to the teaching of English

Graphic 17. Activities that should be in the English classes
Teachers believe that songs, games and videos are good activities and that it is very important to implement them in English classes in order for the children to learn in a meaningful way. 100% of teachers think that songs and games are very important.
5.1.5. instrument number 4: “teacher’s survey”

This survey was applied to the primary teachers; it had five questions where the objective was to find out teachers opinions about the teaching of English in the institution. It was applied on February 19th.

The answers of this question are very important because we can see that 92.30% of teachers believe that it is very important to sing with students in the English class, 84.61% think that the games are very important for a meaningful learning, 61.53% think that videos are a good tool to teach English. Some teachers believe that the pictures, role plays and activities where students have to color are very important.
5.1.6. instrument number 5: “corners”

The objective of the instrument was to determine the predominant intelligences of students of first grade. In the classroom there were some corners with pictures related to the questions that the teacher asked: me gusta mucho, me gusta, me gusta poco, no me gusta. He asked questions one by one and he gave students the different options. The idea was that students had to stay in the middle of the classroom and they had to go to the answer they believed was better for each question. The instrument was applied to 20 students, 8 girls and 12 boys and it was applied in April 28th. A frequency was applied to each answer option like this: I really like 4, I like 3, I like little 2, I do not like 1. The frequency was multiplied by the number of students that where in each corner. Here, is an analysis of the results:

![Multiple intelligences chart]

As we can see on the graphic predominant intelligences of students are: visual spatial, interpersonal, musical, bodily-kinesthetic and naturalistic. It is related enough with the results of
the other instruments that were applied. The results of the other instruments showed that songs, videos and games are very important for students and primary teachers in order to be implemented on English classes. According to this, musical intelligence is related to songs; bodily-kinesthetic intelligence is related to games and at the same time games are related to the interpersonal intelligence because most of the games are playing on teams; and videos are related to visual spatial intelligence.
**5.2. global analysis**

Here is a global analysis of the information collected in the instruments that were applied in the first stage of this process.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>INSTRUMENT 1: CORNERS</th>
<th>INSTRUMENT 2: STUDENT’S SURVEY</th>
<th>INSTRUMENT 3: TEACHER’S INTERVIEW</th>
<th>INSTRUMENT 4: TEACHER’S SURVEY</th>
<th>DIARY ENTRIES</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBCATEGORIES</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>LIKE</td>
<td>DISLIKE</td>
<td>LIKE</td>
</tr>
<tr>
<td><strong>VIDEOS</strong></td>
<td>50</td>
<td>10</td>
<td>17</td>
<td>3</td>
<td>12</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>GAMES</strong></td>
<td>72</td>
<td>7</td>
<td>18</td>
<td>2</td>
<td>13</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td><strong>SONGS</strong></td>
<td>45</td>
<td>15</td>
<td>16</td>
<td>4</td>
<td>13</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td><strong>STORYTELLING</strong></td>
<td>4</td>
<td>16</td>
<td>8</td>
<td>12</td>
<td>5</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 3. Systematization of the instruments applied and the categories: videos, games, songs, storytelling.

According to the table we can see that students and teachers believe that the videos, songs and games are useful and enjoyable in the English classes. In the four instruments that were applied students and teachers believe that storytelling is not meaningful in the English classes.
Games are the activity that students and teachers believe is very important to make in English classes. Students said that is the activity that they like the most and in the diary entries we can see that is an activity that appears with positive attitude from students. Teachers believe that is very important to teach through games because children are going to learn in a fast and meaningful way. On the other hand, storytelling is an activity that children do not like to do in the English classes, in the diary entries and the instruments that were applied we can see that the answer to this category is not good. Teachers believe that storytelling is not a good activity to do in the English classes because the idea is to teach English in a dynamic way.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

In the table and the graphic we can see that the opinion about CLIL of the students and teachers is positive, they believe that is a good idea to teach and learn topics of other subjects through English. Students respond in a positive way when the teacher teaches...
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

them a topic of another subject through English, in this case mathematics. In the class of mathematics children learned to add numbers from 1 to 20, they understand the topic and they participated a lot.

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>INSTRUMENT 1: CORNERS</th>
<th>INSTRUMENT 2: STUDENT'S SURVEY</th>
<th>INSTRUMENT 3: TEACHER'S INTERVIEW</th>
<th>INSTRUMENT 4: TEACHER'S SURVEY</th>
<th>DIARY ENTRIES</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUBCATEGORIES</td>
<td>EASY</td>
<td>DIFFICULT</td>
<td>EASY</td>
<td>DIFFICULT</td>
<td>EASY</td>
<td>DIFFICULT</td>
<td>EASY</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>30</td>
<td>10</td>
<td>9</td>
<td>4</td>
<td>15</td>
<td>3</td>
<td>54</td>
</tr>
<tr>
<td>LISTENING</td>
<td>13</td>
<td>7</td>
<td>25</td>
<td>15</td>
<td>3</td>
<td>23</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 5. Systematization of the instruments applied and the categories: Speaking and Listening.

Graphic 22. Opinion about listening and speaking.
In the table and the graphic we can see that teachers and students think that listening is the most difficult skill to develop in the English classes. Many of them believe that speaking is easier to students but we have to take into account that speaking and listening are skills that are very close and if we improve one of the other is improving too. In the diary entries and the instruments that were applied we can see that the items of easy and difficult in the listening skill are very close in number, we can see that listening in easy has 47, 50% and in the difficult has a 52, 50%; these results are very close.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

6. Theoretical framework

6.1. 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 a 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 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.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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)

6.1.1. 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. 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
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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:

Figure 2. CLIL 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.

6.2. 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.

**6.2.1. 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 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.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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

6.2.2. 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 them 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 them highly motivating activities. If the teacher gets to call all the students attention, and get 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.
6.3. 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 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)

6.3.1. 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 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.

6.4. **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.

6.4.1. **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 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.

6.4.2. **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
6.4.3. **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, it is the capacity of showing graphically his own vision about things.

6.4.4. **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.

6.4.5. **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.

6.4.6. **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, they regulate their emotions, have a lot of friends because they always think in the welfare of others.

6.4.7. **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.

6.4.8. **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.

6.5. Teaching English to Young Learners: How They Learn and the Pedagogical Implication

6.5.1. 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.
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*. Vigotsky 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 Vigotsky 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 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.

6.5.2. 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 difficulty to learn a language if it is introduced to children after 11 years old. 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.

6.6. 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.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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.

6.6.1. 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 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. The child between ages 7 and 11 years of age experience industry against inferiority and when the child acquires a sense of self-esteem through mastery of skills. 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.

6.6.2. acquisition of a foreign or second 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,
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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 language relies even more than other learning on 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.

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)
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Stage 2: the intermediate period: as their language 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)

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)

6.7. 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.

According to an article from internet, “Using music in the classroom is a great way for
teachers to achieve success with L2 learners” (EnglisClub, 2010). On the same way, it provides
that: There is nothing more rewarding for a teacher, than seeing their students smile and laugh
while they learn. The same can be said for students. Students who are taught in a fun and creative
way, love coming to class” (EnglisClub, 2010).

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. As for pop, despite being a kind of melody for adults, also contains appropriate rhythms for student learning, especially to fourth and fifth grade.

6.8. The use of videos in the English classroom

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.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

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 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.

6.8.1. 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.
6.8.2. 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 brainstorming may help to focus attention.

2. Viewing

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.

6.9. Using games in the English Classroom

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 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.

It is evident that teach 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 a 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.
7. Action stage

The idea of this stage was to start applying some workshops or lessons in order to know the impact that CLIL has on the promotion of basic listening and speaking skills through multiple intelligences. During the process five workshops were applied. The topic of the first workshop was farm animals and their benefits where at the end of the lesson students had to tell some farm animal’s benefits. The topic of the second workshop was the means of transportation, where students had to classify six air, water and land means of transportation. The topic of the third workshop was the senses, where students have to tell the functions of the five senses. The topic of the fourth workshop was landforms of the earth, where students have to name 5 landforms of the earth. At the end of each workshop some instruments were applied in order to know more about the categories of the project.

According to the categorization of the information collected on the diary we can talk about some categories as: content, cognition, speaking, listening, culture and multiple intelligences. It is important to say that according to the theoretical framework of this research CLIL incorporates four elements, culture, content, cognition and communication. (See, figure 2, CLIL elements). This way the idea was to analyze those categories through the implementation of the workshops and some instruments.

Multiple intelligences were used on the workshops to catch the attention of the students developing activities that they enjoy and like the most like: songs, games, watching videos, pictures in order to promote basic listening and speaking skills.
In order to have a standard measure the idea was to classify students into a high, basic and low scale according with the achievements they had in the different aspects of the class.

Here is an analysis of each workshop, the instruments that were applied and then there is a global analysis of each workshop and its instruments.

### 7.1. Workshop number 1: farm animals

The objective of this workshop was that students tell some farm animal’s benefits. The students were exposed to their predominant intelligences such as: kinesthetic, visual, musical and interpersonal in order to let them to express their ideas about farm animals and their benefits. The workshop was developed in five days in which students played games, sang songs, watched videos, listened to music and participated in group activities.

Here are the analysis of the instruments applied and finally a global analysis. The instruments that were taken into account were: diary days 1 and 2, teacher’s evaluation chart and children’s survey through cards.

#### 7.1.1. instruments

##### 7.1.1.1. instrument number 1: diary.

On a first instance the categorization of the diary entries of the days 1 and 2 was made.
In this part of the analysis and according to the picture we can say that students that say sentences of 3 words to explain farm animal’s benefits are on a high level; students that say sentences of 2 words are on a basic level and students that say sentences with a word are on a low level. It is important to say that all students make a correct association of the farm animal with its benefits. In content all students learned words and expressions about farm animals and their benefits. The idea was to classify them into levels according with the number of expressions and words they used to express farm animal benefits. As we can see in the picture 63,8% of students say sentences of 3 words for example: hen gives eggs, 36,2% say sentences of 2 words for example: pig meat and 0% say sentences of a word to express farm animal’s benefits.
According to the picture and the levels of content that students have, we can say that 100\% of students used their speaking skill in a good way in order to express farm animal’s benefits. It is important to say that this skill was divided into 3 levels according with the number of expressions and words that the students used to tell farm animal’s benefits. As we can see in the picture 63,80\% of students are on a high level because they used 3 words to express farm animals benefits, 36,20\% of them used two words to express farm animal’s benefits and nobody used one word to express the benefits of the farm animals.
According to the listening skill we can say that 92% of students understand sentences and instructions related with farm animals and their benefits. In the days of presentation and the practice activities we can see that many students understand the vocabulary and instructions that the teacher gave them to make the activities related with farm animal’s benefits. Only 8% of them did not understand and the teacher had to explain them in Spanish or though body language.

Graphic 26. Culture
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

In the component of culture the teacher taught students the onomatopoeias of the farm animals according to the different countries, for example: in USA the dog says: woof, woof; in Italia the dog says: bau, bau; in Poland the dog says: jau, jau. According to the picture we can say that 100% of students understand that in other countries the onomatopoeias are different and they are able to recognize which country the onomatopoeia is.

According to the picture some multiple intelligences were used on the workshop: Musical Intelligence, kinesthetic intelligence, visual intelligence, naturalistic intelligence and interpersonal intelligence. With the counts of the intelligences we can see that the activities related with games, music, flashcards and pictures have a positive perception. It is important to say that they participated a lot on the group activities but the activities related with nature did not have very good perception.
7.1.1.2. instrument number 2: teacher’s evaluation chart.

As a second instrument of the workshop farm animal’s benefits, I applied a teacher’s evaluation chart, where the objective was to evaluate each student in different aspects in order to know their performance in different aspects as cognition, content, culture and speaking and listening skills.

According to the picture we can say that 66.6% of students said sentences with three words to explain farm animal’s benefits. 33.4% said sentences with two words and 0% sentences with one word. It is important to remember that students that said sentences of three words are placed on a high level, those who say sentences with two words on a basic level and those who say sentences with one word on a low level. 100% of students know vocabulary and expressions about farm animal’s benefits. It is important to say that all students make a correct association of the farm animal with its benefits.
According to the picture and the levels of content that students have, we can say that 100% of students used their speaking skill in a good way in order to express farm animal’s benefits. As we can see in the picture 66.6% of students are on a high level because they used 3 words to express farm animals benefits, 33.4% of them used two words to express farm animal’s benefits and nobody used one word to express the benefits of the farm animals.

Graphic 30. Listening
According to the listening skill we can deduce that 89% of students understand questions and instructions related with farm animals, they made all the activities and they participate a lot when the teacher asked them questions or asked them to do something with expressions and vocabulary related with farm animal’s benefits. Only 11% of students do not understand what the teacher wanted to say, they say things like: “yo no entiendo”, “hable en español”. On this way the teacher used body language and some pictures to explain them the activities and to give them instructions.

7.1.1.3. instrument number 3: children’s survey through cards.

The last instrument that was applied was a children’s survey through cards where the objective was to give students some cards, read them some questions and wait for their answer. The questions were related with the categories we are working. To this instrument was added a version number 2, in order to introduce questions about multiple intelligences.

![Content graph]

Graphic 31. Content
According to the picture we can say that 66.6% of students said sentences with three words to explain farm animal’s benefits. 33.4% said sentences with two words and 0% sentences with one word. It is important to remember that students that said sentences of three words are placed on a high level, those who say sentences with two words on a basic level and those who say sentences with one word on a low level. 100% of students know vocabulary and expressions about farm animal’s benefits. It is important to say that all students make a correct association of the farm animal with its benefits.

The listening skill was evaluated and 94% of students said that they understand the expressions and words that the teacher says related with farm animal’s benefits. Only 6% do not understand the things that the teacher says.
According to the picture we can say that 100% of students understand that in other countries the onomatopoeias are different and they are able to recognize which country the onomatopoeia of the farm animal is.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Multiple intelligences such us: musical, visual, kinesthetic and interpersonal have a positive perception in a 100% of students, they said that they like those kind of activities and that they felt comfortable. On the other hand 94% of students have a positive perception of the activities related with the naturalistic intelligence and 6% of students have a negative perception of those activities, they said that they did not like them.
7.1.2. global analysis instruments workshop number 1

Here is a global analysis of the three instruments of the workshop number 1: diary, teacher’s evaluation chart and children’s survey through cards.

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Teacher’s evaluation chart</th>
<th>Children’s survey through cards</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
<tr>
<td>Content</td>
<td>23</td>
<td>13</td>
<td>0</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Speaking</td>
<td>23</td>
<td>13</td>
<td>0</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

Table 6. Systematization categories content and speaking workshop number 1

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Teacher’s evaluation chart</th>
<th>Children’s survey through cards</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
</tr>
<tr>
<td>Listening</td>
<td>33</td>
<td>3</td>
<td>16</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Culture</td>
<td>18</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>18</td>
</tr>
</tbody>
</table>

Table 7. Systematization categories listening and culture workshop number 1

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Teacher’s evaluation chart</th>
<th>Children’s survey through cards</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V</td>
<td>N</td>
<td>K</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Multiple intelligences</td>
<td>5</td>
<td>2</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Positive perception</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

Table 8. Multiple intelligences: positive and negative perception workshop number 1

According to the global analysis of the instruments, taken into account the categories it is important to say that the categories of content, speaking, culture and listening are encompassed in
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

a category of higher-order named: cognition; therefore the percentages in terms of cognition are:

77.77% of students are on a high level, 19.84% are on a basic level and 2.39% are on a low level.

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Speaking</th>
<th>Listening</th>
<th>Culture</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>47</td>
<td>47</td>
<td>66</td>
<td>36</td>
<td>196</td>
<td>77.77%</td>
</tr>
<tr>
<td>Basic</td>
<td>25</td>
<td>25</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>19.84%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>2.39%</td>
</tr>
</tbody>
</table>

Table 9. Cognition’s percentages workshop number 1

77.77% of students are on a high level in terms of cognition, 19.84% on a basic level and 2.39% on a low level.

According to the global analysis the percentages of the positive perception and the negative perception about multiple intelligences during the application of the workshop of farm animal’s benefits are:
88,4% of students have a positive perception of the musical intelligence, 96% kinesthetic intelligence, 92% visual intelligence, 79,1% naturalistic intelligence and 88,4% interpersonal intelligence. On the other hand, 11,6% have a negative perception of the musical intelligence, 4% kinesthetic intelligence, 8% visual intelligence, 20,9% naturalistic intelligence and 11,6% interpersonal intelligence. The intelligence that had the highest positive perception was the kinesthetic; students participated actively on games and activities that required movement. The intelligence that had the highest negative perception was the naturalistic, due to that in the workshop there were not enough activities related with this intelligence and that students did not like the activities very much.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

7.2. Workshop number 2: means of transportation

The main objective of this workshop was that students classify six water, land and air means of transportation. The students were exposed to their predominant intelligences such as: kinesthetic, visual, musical and interpersonal in order to let them to express their ideas about means of transportation and the place where they move. The workshop was developed in five days in which students played games, sang songs, watched videos, listened to music and participated in group activities.

Here are the analysis of the instruments applied and finally a global analysis. The instruments that were taken into account were: diary days 3 and 4, children’s questionnaire through pictures and external evaluator’s evaluation.

7.2.1. instruments

7.2.1.1. instrument number 1: Diary

Firstly the categorization of the diary entries of the days 3 and 4 was made.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series 1</td>
<td>69,50%</td>
<td>25%</td>
<td>5,50%</td>
</tr>
</tbody>
</table>

Graphic 37. Content
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

In this case students that used sentences with four words to classify the means of transportation according to the place they go by are on a high level, those who used sentences with three words are on a basic level and those who used sentences with one and two words are on a low level. According to the picture 69.5% of students used sentences of four words, for example: car goes by land, airplane goes by air. 25% of students used sentences with three words, for example: car goes land, helicopter goes air. 5.5% of students used 1 or 2 words, for example: car land, train land. According with the diary entries some means of transportation were difficult to pronounce and remember. When I asked students they say that they like some means of transportation and that were the means of transportation they remembered. Other thing that is important to analyze is that they named the means of transportation which they have more contact, for example: car, helicopter and airplane. It is important to say that all students make a correct association of the mean of transportation with the place where it goes by.

In terms of listening 92% of students understand expressions and questions about means of transportation. 8% of students said that it was difficult to them understand the questions and the
teacher needed to use his body language and some drawings to make them understand the activities.

According to the picture and the levels of content that students have we can say that 69,50% of students are on a high level because they used 4 words to talk about the place where the means of transportation goes by, 25% of them used three words and 5,5% used two words to talk about means of transportation. It is important to say that this skill was divided into 3 levels according with the number of expressions and words that the students used to talk about the means of transportation and the place where they goes by.
According to the picture 100% of students understand that in other countries the trains are the main mean of transportation and the steering wheel of the car is on the right. They report the differences between a car of Colombia and a car of England.

According to the picture some multiple intelligences were used on the workshop: Musical Intelligence, kinesthetic intelligence, visual intelligence and interpersonal intelligence. With the counts of the intelligences we can see that the activities related with games, music, flashcards and
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

pictures had a positive perception. Musical and visual intelligences have negative perception one time.

7.2.1.2. instrument number 2: children’s questionnaire through pictures

A second instrument applied on the workshop about means of transportation was a children’s questionnaire through pictures where the objective was to know the achievements and the opinion of students about some categories of the research.

![Content Graph](image)

In this case the idea was to classify students into three levels according with the content level they acquire. Students that used sentences with four words to classify the means of transportation according to the place they goes by are on a high level, those who used sentences with three words are on a basic level and those who used sentences with one and two words are on a low level. According to the picture 50% of students used sentences of four words for example: ship goes by water, 50% of students used sentences with three words, for example: car goes land, helicopter goes air. 0% of students used 1 or 2 words, for example: train land.
According with the levels of content the idea was to divide the speaking skill into three levels according to the achievements of students in terms of content. It is important to say that 50% of students are on a high level in terms of speaking and 50% are on a basic level. Nobody is on a low level because all students used three or more than three words to classify air, water and land means of transportation.

According to the picture 100% of students understand that in other countries the culture is different and that the trains are the main mean of transportation and the steering wheel of the car
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

is on the right. They report the differences between the main mean of transportation of Colombia and the main mean of transportation of France.

7.2.1.3. instrument number 3: external evaluator

According to the external observer 60% of students are on a high level in terms of content because they use many expressions and words related with the means of transportation and the place where they go by. She believes that 20% are on a basic level because they know some words and expressions about means of transportation. On the other hand she believes that 20% of students are on a low level because they did not use and know many words about the topic and they could not express with sentences the place where the mean of transportation goes by. For example: they could not say: car goes land or car land.
According to the percentages of content taking into account the expressions and the words that students used to classify air, water and land means of transportation; the speaking skill was divided into three levels: high, basic and low. As we can see in the picture the external observer believes that 60% of students are on a high level in terms of speaking, 20% are on a basic level and 20% are on a low level.

Graphic 47. Listening
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

The external observer believes that 90% of students understand when the teacher names the means of transportation and the place where they go by. She believes that 10% of students do not understand. She believes that is because they do not pay attention to the teacher and sometimes they do not like the activities.

Multiple intelligences

According to the external observer the intelligences that were evident in the class were: visual, musical and kinesthetic intelligences. She believes that these intelligences influenced in a positive way the class process because students were playing games, listening to music and watching videos, using flashcards and concrete material and those activities are enjoyable for children and they like them very much. So they participated a lot on the activities.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

7.2.2. global analysis instruments workshop number 2

Here is a global analysis of the three instruments of the workshop number 2: diary, children’s questionnaire through pictures and external observer.

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s questionnaire through pictures</th>
<th>External evaluator’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
<tr>
<td>Content</td>
<td>25</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Speaking</td>
<td>25</td>
<td>9</td>
<td>2</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

Table 10. Systematization categories: content, speaking workshop number 2

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s questionnaire through pictures</th>
<th>External evaluator’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
</tr>
<tr>
<td>Listening</td>
<td>33</td>
<td>3</td>
<td>-</td>
<td>-</td>
<td>16</td>
</tr>
<tr>
<td>Culture</td>
<td>18</td>
<td>0</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 11. Systematization categories: listening and culture workshop number 2

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s interview through pictures</th>
<th>External evaluator’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V</td>
<td>N</td>
<td>K</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Multiple intelligences</td>
<td>4</td>
<td>-</td>
<td>6</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Positive perception</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negative perception</td>
<td>1</td>
<td>-</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 12. Systematization multiple intelligences workshop number 2

V: visual    N: naturalistic    K: kinesthetic    I: interpersonal    M: musical
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

According to the global analysis of the instruments, taken into account the categories it is important to say that the categories of content, speaking, culture and listening are encompassed in a category of higher-order named: cognition; therefore the percentages in terms of cognition are: 71,88% of students are on a high level, 20,27% are on a basic level and 7,85% are on a low level.

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Speaking</th>
<th>Listening</th>
<th>Culture</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>44</td>
<td>44</td>
<td>49</td>
<td>19</td>
<td>156</td>
<td>71.88%</td>
</tr>
<tr>
<td>Basic</td>
<td>22</td>
<td>22</td>
<td>0</td>
<td>0</td>
<td>44</td>
<td>20.27%</td>
</tr>
<tr>
<td>Low</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>0</td>
<td>17</td>
<td>7.85%</td>
</tr>
</tbody>
</table>

Table 13. Cognition’s percentages workshop number 2

According to the global analysis the percentages of the positive perception and the negative perception about multiple intelligences during the application of the workshop of means of transportation are:

Table 14. Cognition’s level workshop number 2
87.5% of students had a positive perception of the musical intelligence, 100% kinesthetic intelligence, 83.3% visual intelligence and 83.3% interpersonal intelligence. On the other hand, 12.5% had a negative perception of the musical intelligence, 0% the kinesthetic intelligence, 16.7% the visual intelligence and 16.7% the interpersonal intelligence. During the classes students participated a lot on the games, they say that they like them very much, so the kinesthetic intelligence had the highest positive perception.
7.3. workshop number 3: senses

The main objective of this workshop was that students tell the functions of the five senses. The students were exposed to their predominant intelligences such as: kinesthetic, visual, musical and interpersonal in order to let them to name the functions of the five senses. The workshop was developed in five days in which students played games, sang songs, watched videos, listened to music and participated in group activities.

Here are the analysis of the instruments applied and finally a global analysis. The instruments that were taken into account were: diary days 5 and 6, external evaluator’s evaluation and children’s poll.

7.3.1. instruments

7.3.1.1. instrument number 1: diary

Firstly the categorization of the diary entries of the days 5 and 6 was made.

<table>
<thead>
<tr>
<th>Percentage</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series1</td>
<td>88,88%</td>
<td>11,22%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Graphic 50. Content
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

In this part of the analysis and according to the picture we can say that students that say sentences of 4 or 5 words to tell the functions of the five senses are on a high level, for example: I see with my eyes, I smell with my nose, I touch with hands, I hear with ears; students that say sentences of 3 words are on a basic level, for example: smell with nose, touch with hands, see with eyes; and students that say sentences with a word are on a low level. It is important to say that all students make a correct association of the sense with its function. In content all students learned words and expressions about senses and their functions. The idea was to classify them into levels according with the number of expressions and words they used. As we can see in the picture 88.88% of students say sentences of 4 or 5 words, 11.22% say sentences of 3 words and 0% say sentences of one or two words.

According to the picture and the levels of content that students have, we can say that 100% of students used their speaking skill in a good way in order to express the functions of the senses. It is important to say that this skill was divided into 3 levels according with the number of expressions and words that the students used to tell the functions of the five senses. As we can
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

see in the picture 88.88% of students are on a high level because they used 4 or 5 words to tell the function of the senses, 11.22% of them used 3 and nobody used one or two words.

According to the listening skill we can say that 92% of students understand sentences and instructions related with senses. In the days of presentation and the practice activities we can see that many students understand the vocabulary and instructions that the teacher gave them to make the activities related with senses. Only 8% of them did not understand and the teacher had to explain them in Spanish or through body language.
According to the picture some multiple intelligences were used on the workshop: Musical Intelligence, kinesthetic intelligence, visual intelligence and interpersonal intelligence. With the counts of the intelligences we can see that the activities related with games, music, flashcards and pictures had a positive perception. It is important to say that they participated a lot on the group activities. Visual and interpersonal activities had a negative perception.
7.3.1.2. instrument number 2: children’s interview

According to the picture, 10 students said that their performance in the final activity was very good, placing them in a high level in terms of content and speaking. They said that they can name the senses and the organs. On the other hand, 8 students said that their performance was medium because they can name some senses and organs.
According to the picture 12 students said that they understand when the teacher name all or almost all (4, 5) the senses and the organs, and 6 students said that they understand when the teacher name some (2, 3) senses and organs.

According to the picture 18 students said that they like the songs and the games used in the class about senses. 17 students said that they like the activities with pictures and 1 student said she do not like this kind of activities. On the other hand, 15 students said that they like group activities and 3 students said that they do not like those kinds of activities.
Graphic 57. Can do you do or can not do you do the following in English?

According to the question: Can do you do or can not do you do the following in English? 16 students said that they can sing some words or lines of the song about senses, and 2 say they can do that. 15 students said that they can remember some words that they learned on the games: reaches the star, memory game, etc, and 3 say that they can do the activity. On the other hand 16 students said that they can remember some expressions that they learned when they worked as a team, and 2 students say that they can remember expressions. Finally 17 students said that they can name the senses according to the pictures that are pasted on the board; only 1 person said that he can not do this activity.
7.3.1.3. instrument number 3: external observer’s evaluation

The external observer thinks that 12 students had a high oral performance because they can name all or almost all the senses and organs, she believes that 6 had a basic oral performance because they name some senses and organs and she thinks that nobody is in a low level in terms of oral performance. Oral performance or the speaking skill is related to the content.

Graphic 58. Oral performance of students

Graphic 59. Can students understand when the teacher names the senses?
According to the picture the external observer thinks that 12 students understand when the teacher name the senses and the organs (4,5) placing them in a high level. On the other hand she say that 6 students understand when the teacher name some senses and organs (2,3) placing them in a basic level, and she thinks that nobody is in a low level in terms of listening.

According to the external observer the intelligences that were evident in the class were: visual, musical, interpersonal and kinesthetic intelligences. She believes that these intelligences influenced in a positive way the process of the class because students were playing games, listening to music and watching videos, using flashcards and concrete material and those activities are pleasurable for children and they like them very much.
7.3.2. global analysis instruments workshop number 3

Here is a global analysis of the three instruments of the workshop number 3: diary, children’s interview and external observer’s evaluation.

### Table 15. Systematization categories: content and speaking, workshop number 3

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>External observer’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
<tr>
<td>Speaking</td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
</tbody>
</table>

### Table 16. Systematization of the category: listening, workshop number 3

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>External observer’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
</tr>
</tbody>
</table>

### Table 17. Systematization multiple intelligences, workshop number 3

| Instruments Categories | V | N | K | I | M | V | N | K | I | M | V | N | K | I | M | V | N | K | I | M | V | N | K | I | M |
| Positive perception    | 5 | 6 | 5 | 6 | 34 | - | 34 | 31 | 34 | 1 | - | 1 | 1 | 1 | 40 | - | 41 | 37 | 41 | 93,02% | - | 93,18% | 86,04% | 100% |
| Negative perception    | 1 | 0 | 1 | 0 | 2 | - | 3 | 5 | 2 | 0 | - | 0 | 0 | 0 | 3 | - | 3 | 6 | 0 | 6,98% | - | 6,82% | 13,96% | 0% |

According to the global analysis of the instruments, taken into account the categories it is important to say that the categories of content, speaking and listening are encompassed in a
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

category of higher-order named: cognition; therefore the percentages in terms of cognition are:

73,88% of students are on a high level, 17,77% are on a basic level and 8,35% are on a low level.

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Speaking</th>
<th>Listening</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>38</td>
<td>38</td>
<td>57</td>
<td>133</td>
<td>73,88%</td>
</tr>
<tr>
<td>Basic</td>
<td>16</td>
<td>16</td>
<td>0</td>
<td>32</td>
<td>17,77%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
<td>15</td>
<td>15</td>
<td>8,35%</td>
</tr>
</tbody>
</table>

Table 18. Cognition’s percentages workshop number 3

According to the global analysis the percentages of the positive perception and the negative perception about multiple intelligences during the application of the workshop of senses are:
100% of students had a positive perception of musical intelligence, 93.18% kinesthetic intelligence, 93.02% visual intelligence and 86.04% interpersonal intelligence. On the other hand, 6.82% had a negative perception of the kinesthetic intelligence, 6.98% the visual intelligence and 13.96% the interpersonal intelligence. During the classes students participated a lot singing songs, they say that they like them very much, so the musical intelligence was the most perceived.
7.4. Workshop number 4: landforms of the earth

The main objective of this workshop was that students have to name 5 landforms of the earth. The students were exposed to their predominant intelligences such as: kinesthetic, visual, musical and interpersonal in order to express ideas about landforms such as: volcano, mountain, river and valley. The workshop was developed in five days in which students played games, sang songs, watched videos, listened to music and participated in group activities.

Here are the analysis of the instruments applied and finally a global analysis. The instruments that were taken into account were: diary days 7 and 8, external evaluator’s evaluation and children’s poll.

7.4.1. instruments

7.4.1.1. instrument number 1: diary

Firstly the categorization of the diary entries of the days 7 and 8 was made.

![Content Graph](content_graph.png)
In this case students that used expressions to name 5 or 4 landforms are on a high level, those who used expressions to name 3 or 2 landforms are on a basic level and those who used expressions to name 1 landform are on a low level. According to the picture 36,10% of students used expressions to name 5 or 4 landforms, 63,90% used expressions to name 3 or 2 landforms, nobody name 1 landform. According with the diary entries some landforms were difficult to pronounce and remember: valley and river.

![Listening Graph](image)

In terms of listening 77,70% of students understand expressions and questions about landforms. 22,30% of students said that it was difficult to them understand the questions and the teacher needed to use his body language and some drawings to make them understand the activities.
According to the picture and the levels of content that students have we can say that 36.10% of students are on a high level because they used expressions to name 5 or 4 landforms, 63.90% are on a basic level because they used expressions to name 3 or 2 landforms and nobody is on a low level in terms of speaking.
According to the picture some multiple intelligences were used on the workshop: Musical Intelligence, kinesthetic intelligence, visual intelligence, interpersonal intelligence and logical mathematical intelligence. With the counts of the intelligences we can see that the activities related with games, music, flashcards and pictures had a positive perception. Some intelligences have sometimes a negative perception because students said that they did not like some activities: a video and a game.
7.4.1.2. instrument number 2:

¿Entiendo cuando me mencionan elementos del relieve?

<table>
<thead>
<tr>
<th>Number of students</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5</td>
<td>13</td>
<td>0</td>
</tr>
</tbody>
</table>

Graphic 67. Do you understand when the teacher names the landforms?

5 students said that they understand when the teacher named the five landforms, 13 students said that they understand when the teacher named some landforms. They said that there are names of landforms difficult to pronounce and that they did not pay attention to that landforms. They said that the words valley and river were difficult to pronounce and remember.

¿Cómo fue tu desempeño en la actividad de la maqueta y su exposición grupal?

<table>
<thead>
<tr>
<th>Number of students</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>

Graphic 68. How was your performance in the production activity?
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

16 Students said that their performance in the production activity was very good (high) because they participated very much in the construction of the model. They said that they could name the landform that they had to say. 2 students said that their performance was bad because they could not say the name of the landform they had to say.

![Graph](image)

**Graphic 69.** Do you like or dislike the following activities?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Like</th>
<th>Dislike</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canciones</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Juegos</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Problema matemático</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Actividades grupales</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>Imágenes</td>
<td>18</td>
<td>0</td>
</tr>
</tbody>
</table>

Most students said that they like to solve math problems, participate in group activities and work with pictures. 2 students said that they did not like songs and games.
All students said that they could sing some words or lines of the song about the planet; that they could remember some words that they learned in the games reaches the star and the concentration game; that they could say some additions that they made with the landforms. 17 students said that they could remember some words that they used when they worked on teams. Finally, 17 students said that they could say some landforms according to the pictures that were pasted on the board.
4 students are placed in a high level because they said that they could name 4 or 5 landforms.

14 students are on a basic level because they said that they could name 2 or 3 landforms and nobody is placed on a low level.

7.4.1.3. instrument number 3:

The external observer said that 5 students had a high oral performance in the activities that they made in class. She thinks that 13 students were on a basic level and nobody was on a low level.
She thinks that 13 students are on a high level because they understood when the teacher named all landforms. On the other hand, 5 students were on a basic level because they understood when the teacher named some landforms (2, 3, 4). Nobody is placed on a low level.

Graphic 74. Multiple intelligences that were used in the activities about landforms
According to the picture the external observer said that musical intelligence, kinesthetic intelligence, visual intelligence, interpersonal intelligence and logical mathematical intelligence were used in the activities that students made. She thinks that these intelligences have a big impact in the students, because they participated a lot on the activities and all activities help students to understand vocabulary. She thought that students participated very much when they solve the additions with the landforms.
7.4.2. global analysis instruments workshop number 4

Here is a global analysis of the three instruments of the workshop number 4: diary, children’s poll and external observer’s evaluation.

### Table 19. Systematization of the categories: content and speaking, workshop number 4

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>External observer’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
<tr>
<td>Content</td>
<td>13</td>
<td>23</td>
<td>0</td>
<td>25</td>
<td>27</td>
</tr>
<tr>
<td>Speaking</td>
<td>13</td>
<td>23</td>
<td>0</td>
<td>25</td>
<td>27</td>
</tr>
</tbody>
</table>

### Table 20. Systematization of the category: speaking, workshop number 4

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>External observer’s evaluation</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
</tr>
<tr>
<td>Listening</td>
<td>28</td>
<td>8</td>
<td>5</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>

### Table 21. Systematization of multiple intelligences, workshop number 4

<table>
<thead>
<tr>
<th>Instruments Categories</th>
<th>Multiple intelligences</th>
<th>Positive perception/ big impact</th>
<th>Negative perception/ lack of impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V</td>
<td>L</td>
<td>K</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>41</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
According to the global analysis of the instruments, taken into account the categories it is important to say that the categories of content, speaking and listening are encompassed in a category of higher-order named: cognition; therefore the percentages in terms of cognition are: 45.83% of students are on a high level, 43.75% are on a basic level and 10.42% are on a low level.

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Speaking</th>
<th>Listening</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>43</td>
<td></td>
<td>46</td>
<td>132</td>
<td>45.83%</td>
</tr>
<tr>
<td>Basic</td>
<td>63</td>
<td>63</td>
<td>0</td>
<td>126</td>
<td>43.75%</td>
</tr>
<tr>
<td>Low</td>
<td>2</td>
<td>2</td>
<td>26</td>
<td>30</td>
<td>10.42%</td>
</tr>
</tbody>
</table>

Table 22. Cognition’s percentages workshop number 4

According to the global analysis the percentages of the positive perception, big impact and the negative perception and the lack of impact about multiple intelligences during the application of the workshop of senses are:
100% of students had a positive perception and they said that visual intelligence has a big impact and that the activities related with this intelligence were very good. On the other hand 100% of students said that they had a positive perception of the logical mathematical intelligence, they said that they like the activities related with additions. 95,10% had a positive perception and thought that kinesthetic intelligence had a big impact on them, 95,10% musical intelligence and 97,50% interpersonal intelligence. On the other hand, 4,90% had a negative perception of the kinesthetic intelligence and they said that the activities of this intelligence did not generate a big impact, 4,90% the musical intelligence and 2,50% the interpersonal intelligence.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

7.5. Workshop number 5: subtracting numbers from 1 to 10

The main objective of this workshop was that students subtract orally numbers from 1 to 10. The students were exposed to their predominant intelligences such as: kinesthetic, visual, musical, logical mathematical and interpersonal in order to subtract numbers from 1 to 10. The workshop was developed in four days in which students played games, sang songs, watched videos, listened to music and participated in group activities.

Here is the analysis of the instruments applied and finally a global analysis. The instruments that were taken into account were: diary days 9 and 10, children’s survey and teacher’s evaluation chart.

7.5.1. instruments

7.5.1.1. instrument number 1: diary

Firstly the categorization of the diary entries of the days 9 and 10 was made.

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Series1</td>
<td>86,10%</td>
<td>13,80%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Graphic 77. Content
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

**Speaking**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20,00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40,00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60,00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80,00%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>100,0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Series1</td>
<td>86,10%</td>
<td>13,80%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Listening**

- Understand: 97%
- Do not understand: 3%

Graphic 78. Speaking

Graphic 79. Listening
7.5.1.2. instrument number 2:

**Multiple intelligences**

<table>
<thead>
<tr>
<th></th>
<th>Counts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical</td>
<td>6</td>
</tr>
<tr>
<td>Kinesthetic</td>
<td>6</td>
</tr>
<tr>
<td>Visual</td>
<td>6</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>6</td>
</tr>
<tr>
<td>Logical</td>
<td>6</td>
</tr>
</tbody>
</table>

Positive perception: 6, 6, 6, 6, 6
Negative perception: 0, 0, 0, 0, 0

**¿Cómo fue tu desempeño en la actividad final sobre restas con números del 1 al 10?**

<table>
<thead>
<tr>
<th></th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>16</td>
</tr>
<tr>
<td>Basic</td>
<td>2</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
</tr>
</tbody>
</table>

Series 1: 16, 2, 0
Graphic 82. How much did you learn?

¿Qué tanto aprendiste sobre restar números del 1 al 10 cuando se realizaron las siguientes actividades?

<table>
<thead>
<tr>
<th>Number of students</th>
<th>Canciones</th>
<th>Juegos</th>
<th>Videos</th>
<th>Problemas matemáticos</th>
<th>Juegos en grupo</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17,8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17,6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17,4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17,2</td>
<td>19</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>17</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>16,8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>16,6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
<tr>
<td>16,4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>18</td>
</tr>
</tbody>
</table>

Graphic 83. Can you understand when the teacher says vocabulary related with subtraction?

¿Puedo entender cuando el docente me menciona números y vocabulario relacionado con la substracción?

Todo o casi todo el vocabulario: 100%
Nada de vocabulario: 0%
7.5.1.3. instrument number 3:

¿Realizan restas con números del 1 al 10?

<table>
<thead>
<tr>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sí</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Series1</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Graphic 84. Do students make subtractions with numbers from 1 to 10?

¿Utilizan los términos necesarios para realizar la resta?

<table>
<thead>
<tr>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sí</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>Series1</td>
</tr>
<tr>
<td>18</td>
</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

Graphic 85. Do students use the necessary terms to make the subtractions?
Graphic 86. Do students understand sentences, questions and instructions related with subtraction?

<table>
<thead>
<tr>
<th>Series1</th>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sí</td>
<td>18</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
</tr>
</tbody>
</table>
Here is a global analysis of the three instruments of the workshop number 5: diary, children’s poll and teacher’s evaluation chart.

### Table 23. Systematization categories content and speaking workshop number 5

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>Teacher’s evaluation chart</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High</td>
<td>Basic</td>
<td>Low</td>
<td>High</td>
<td>Basic</td>
</tr>
<tr>
<td>Content</td>
<td>31</td>
<td>5</td>
<td>0</td>
<td>16</td>
<td>2</td>
</tr>
<tr>
<td>Speaking</td>
<td>31</td>
<td>5</td>
<td>0</td>
<td>16</td>
<td>2</td>
</tr>
</tbody>
</table>

### Table 24. Systematization category listening workshop number 5

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>Teacher’s evaluation chart</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
<td>Do not understand</td>
<td>Understand</td>
</tr>
<tr>
<td>Listening</td>
<td>35</td>
<td>1</td>
<td>18</td>
<td>0</td>
<td>13</td>
</tr>
</tbody>
</table>

### Table 25. Systematization multiple intelligences workshop number 5

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Diary</th>
<th>Children’s poll</th>
<th>Teacher’s evaluation chart</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>V: visual</td>
<td>L: logical mathematical</td>
<td>K: kinesthetic</td>
<td>I: interpersonal</td>
<td>M: musical</td>
</tr>
<tr>
<td>Multiple intelligences</td>
<td>V</td>
<td>L</td>
<td>K</td>
<td>I</td>
<td>M</td>
</tr>
<tr>
<td>Positive perception/ big impact</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Negative perception/ lack of impact</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to the global analysis of the instruments, taken into account the categories it is important to say that the categories of content, speaking and listening are encompassed in a
category of higher-order named: cognition; therefore the percentages in terms of cognition are:

78,70% of students are on a high level, 21,30% are on a basic level and 0% are on a low level.

<table>
<thead>
<tr>
<th></th>
<th>Content</th>
<th>Speaking</th>
<th>Listening</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>52</td>
<td>52</td>
<td>66</td>
<td>170</td>
<td>78,70%</td>
</tr>
<tr>
<td>Basic</td>
<td>20</td>
<td>20</td>
<td>6</td>
<td>46</td>
<td>21,30%</td>
</tr>
<tr>
<td>Low</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 26. Cognition’s percentages workshop number 5

According to the global analysis the percentages of the positive perception, big impact and the negative perception and the lack of impact about multiple intelligences during the application of the workshop of subtraction are:
100% of students had a positive perception and they said that visual intelligence has a big impact and that the activities related with this intelligence were very good. On the other hand, 100% of students said that they had a positive perception of the logical mathematical intelligence, they said that they like the activities related with additions. 100% had a positive perception and thought that musical intelligence had a big impact on them, 100% interpersonal intelligence and 96% kinesthetic intelligence. On the other hand, 4% had a negative perception of the kinesthetic intelligence and they said that the activities of this intelligence did not generate a big impact because they did not like some games.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

8. Evaluation stage

In this stage the idea was to make a global analysis of the five workshops in order to draw conclusions, recommendations and findings, to know the impact that CLIL had in the promotion of basic listening and speaking skills.

8.1. General level of content

<table>
<thead>
<tr>
<th>Level</th>
<th>Workshop</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>1</td>
<td>65,20%</td>
<td>34,80%</td>
<td>0%</td>
</tr>
<tr>
<td>High</td>
<td>2</td>
<td>61,10%</td>
<td>30,50%</td>
<td>8,40%</td>
</tr>
<tr>
<td>High</td>
<td>3</td>
<td>70,37%</td>
<td>29,63%</td>
<td>0%</td>
</tr>
<tr>
<td>High</td>
<td>4</td>
<td>39,81%</td>
<td>58,33%</td>
<td>1,86%</td>
</tr>
<tr>
<td>High</td>
<td>5</td>
<td>72%</td>
<td>28%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 27. Global analysis of content workshops 1, 2, 3, 4 and 5

Graphic 89. Content: global analysis workshops 1, 2, 3, 4, and 5
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

According with the data collection the category of content was divided in three levels: high, basic and low level. As we can see in the picture the high level had an average of 61.70% during the five workshops, the basic level 36.25% and the low level 2%. The three levels had a negative deviation and they increased positively in some workshops. In the workshops number 2 and 4 high level had a negative deviation and basic level increased positively. In the last workshop high level increased positively and basic level had a negative deviation. According to the results we can detect that the general percentage of content in its three levels are 61.69% high level, 36.25% basic level and 2.05% low level.

![Content graph]

Graphic 90. General level of content

| Series1 | High 61.69% | Basic 36.25% | Low 2.05% |

8.2. General level of speaking

<table>
<thead>
<tr>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levels</td>
</tr>
<tr>
<td>Workshops</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>

Table 28. Global analysis of speaking. Workshops 1, 2, 3, 4 and 5
According with the data collection the category of speaking was divided in three levels: high, basic and low level. As we can see in the picture the high level had an average of 61,70% during the five workshops, the basic level 36,25% and the low level 2%. The three levels had a negative deviation and they increased positively in some workshops. In the workshops number 2 and 4 high level had a negative deviation and basic level increased positively. In the last workshop high level increased positively and basic level had a negative deviation. According to the results we can detect that the general percentage of speaking in its three levels are 61,69% high level, 36,25% basic level and 2.05% low level. Students used their speaking skill to communicate their ideas and participate on the activities. The skill was promoted in more or less in 17 students; it means that 1 student had some troubles at the moment of use his/her speaking skill.
Graphic 92. General level of speaking

8.3. General level of listening

<table>
<thead>
<tr>
<th>Levels</th>
<th>Workshops</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1</td>
<td>91,60%</td>
<td>0%</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>90,70%</td>
<td>0%</td>
<td>9,30%</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>79,17%</td>
<td>0%</td>
<td>21%</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>63,88%</td>
<td>0%</td>
<td>36,12%</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>92%</td>
<td>0%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Table 29. global analysis of speaking, workshops 1, 2, 3, 4 and 5
As we can see in the graphic the listening skill was divided in three levels: high, basic and low level. According to the results the high level had an average of 83.47% during the five workshops, the basic level 0% and the low level 16.53%. The two levels had a negative deviation and they increased positively in some workshops. In the workshops number 3 and 4 high level had a negative deviation and low level increased positively. In the last workshop high level increased positively. According to the results we can detect that the general percentage of listening in its three levels are 83.47% high level, 0% basic level and 16.53% low level. Students understand during the application of the workshops questions, vocabulary and instructions related with each topic: farm animal’s benefits, means of transportation, senses, landforms and subtracting number from 1 to 10. A smallest percentage of students did not understand some vocabulary, instructions and questions. This smallest percentage corresponds to 2 students more or less.
8.4. General percentages of multiple intelligences

<table>
<thead>
<tr>
<th>Multiple intelligences</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical intelligence</td>
<td>88,40%</td>
<td>87,50%</td>
<td>100%</td>
<td>95,10%</td>
<td>100,00%</td>
</tr>
<tr>
<td>Kinesthetic intelligence</td>
<td>96%</td>
<td>100%</td>
<td>93,18%</td>
<td>95,10%</td>
<td>96%</td>
</tr>
<tr>
<td>Visual intelligence</td>
<td>92%</td>
<td>83,30%</td>
<td>93,02%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Interpersonal intelligence</td>
<td>88,40%</td>
<td>100%</td>
<td>86,04%</td>
<td>97,50%</td>
<td>100%</td>
</tr>
<tr>
<td>Logical mathematical intelligence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 30. Global analysis multiple intelligences (positive perception and big impact) workshops 1, 2, 3, 4 and 5

88,40% 96% 92% 88,40%
87,50% 100% 83,30% 100%
100% 93,18% 93,02% 97,50%
95,10% 95,10% 100% 100%
100% 96% 100% 100%

Graphic 94. Positive perception and big impact of the multiple intelligences: global analysis workshops 1, 2, 3, 4 and 5
According with the results the intelligences that were worked on the workshops in order to improve basic listening and speaking skills were: musical intelligence, kinesthetic intelligence, visual intelligence, interpersonal intelligence and logical mathematical intelligence. Is detected that in some workshops some activities related with the multiple intelligences had a positive
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

perception and generate a big impact on students and in other workshops some activities had a negative perception and did not generate big impact. Sometimes students expressed that they did not like some songs, games or group activities. On the other hand, some songs, games and math problems were enjoyable to students and generate a big impact on students because they learned the vocabulary, they could understand questions and follow instructions related with each topic. In the workshops were there was a negative perception or the activities did not have big impact the percentages of cognition including the categories of content, speaking and listening were less than in those workshops were the activities had a positive perception and generate a big impact the percentages were better in some levels (high, basic, low).

8.5. General level of cognition

<table>
<thead>
<tr>
<th>Levels</th>
<th>Workshops</th>
<th>High</th>
<th>Basic</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>77,77%</td>
<td>19,84%</td>
<td>2,39%</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>71,88%</td>
<td>20,27%</td>
<td>7,85%</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>73,88%</td>
<td>17,77%</td>
<td>8,35%</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>45,83%</td>
<td>43,75%</td>
<td>10,42%</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>78,70%</td>
<td>21,30%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Table 32: global analysis of cognition, workshops 1, 2, 3, 4 and 5
Graphic 96. Cognition: global analysis workshop 1, 2, 3, 4 and 5
9. Conclusions, recommendations and findings

9.1. Conclusions

1. The use of activities that promoted the use of the predominant intelligences of students upgraded the teaching-learning process because students were motivated and they always participate actively on the activities and they demonstrated in the production activities a good use of the language and the learned content.

2. Students understood that English could be used to understand and to express ideas related with core subjects: mathematics, natural sciences and social studies.

3. CLIL generated an interaction between the teacher and the students where the linguistic strategies that were used help students to develop their cognitive and linguistic skills.

4. Learning process was promoted by the real use of the language in the classroom, where activities were centered in the use of the language and not in its structures and functions, allowing that students enhance in a positive way their basic listening and speaking skills because they were going to need to communicate their ideas.

5. CLIL sensitized students in the cultural area because the language culture was taught and students understood that there were aspects that make us different from other cultures and that the richness of the diversity is in the respect of the difference.

6. CLIL promoted basic listening and speaking skills because students were exposed to communicative situations where the use of the language was necessary to understand contents and interact with the teacher and the partners.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

7. The teaching of content of another subjects through English gave to the teaching of the language another approach where was more important the cognitive process of students guiding by elements like culture, content and communication where the teaching-learning process is more meaningful.

8. To posed a learning of the language in a natural and meaningful way how we made with CLIL emphasized in the communicative aspect make of the teaching-learning process something more effective and motivator to students, where the knowledge is going to be constructed through the interaction, the lived experiences and the meaningful learning as inside as outside of the classroom.

9. The use of songs, games, videos, pictures, flashcards and concrete material propitiated a learning environment where students were constantly motivated to learn and participate actively in the activities. Here the active pedagogy was very important and the notion of scaffolding was relevant because the principal role corresponds to the student, who constructs his/her knowledge through the instructions, activities and scenarios designed by the teacher.

10. Team work and relationships were improved because students showed respect by the weakness of their partners and always there was companionship attitude and cooperating attitude in the collective construction of the knowledge in benefit of the whole group.

9.2. Findings

1. The application of the CLIL methodology generates in all students a taste for English that from its components and the simultaneous application of activities related with multiple intelligences generated meaningful learning and developed communicative skills like speaking and listening.
2. The methodology used increases student’s motivation and makes them more confident as in the language as in the content they study.

3. Speaking skill was promoted and we can say that 61.69% of students are on a high level, 36.25 in a basic level and 2.05% in a low level. The skill was developed in 97.5% and they can communicate in English, expressing their ideas and participating in the different activities.

4. Listening skill was promoted and 83.47% of students are placed on a high level understanding sentences, words and instructions to make the different activities of the workshops. 16.53 of students are on a low level. Listening skill was promoted in 16 of the 18 students that participate in all activities.

5. The knowledge and the comprehension of the culture were promoted and 100% of students can express and recognize different elements that make a culture different from another culture.

6. The cognition level is different and changed in the workshops because of the complexity of the vocabulary and the studied content and the impact that the topics generated in the students. In topics such as: farm animal’s benefits and subtracting number from 1 to 10 the cognition’s level was better than in the other workshops.

7. CLIL promotes basic listening and speaking skills because children are using the language constantly and according to the methodology they have to communicate with others.

8. Activities related with games, songs, videos and math problems were very good perceived and generated a big impact on students making of the teaching- learning process something meaningful.
9.3. Recommendations

1. At the moment of choosing the topics it is important to have in mind the likes, dislikes, interests and needs of students because the results of some workshops were not as satisfactory as in other workshops. For example in the workshop of the means of transportation the cognition level was less than in the workshop of the farm animals, because some words and expressions like airplane, the helicopter goes by air, were difficult to pronounce and did not generate impact on students.

2. It is important to make a diagnostic of the environment to choose the topics according to the characteristics of the population.

3. CLIL has to be applied since children are little in order to make them feel motivation for the learning of a second language, in this case English.

4. The classes always have to be very dynamic involving activities where students are exposed to their predominant intelligences.

5. English teachers should apply the CLIL methodology in their classes in order to make the teaching-learning process of English something different, because with the results of the project we can say that the learning of English is more effective and it develops in students communicative and cognitive skills.
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

References

Alcázar Inma (2008, October), *using videos in class*, revised on May 3 of 2014:


http://www.nclrc.org/essentials/culture/cuindex.htm


NCLRC the essentials of language teaching. (s.f.).


CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Obtenido de http://www.cal.org/caela/esl_resources/digests/listenqa.html

http://www.cal.org/caela/esl_resources/digests/listenqa.html
Appendix 1. Teacher’s interview format- Diagnostic stage

El objetivo de esta entrevista es conocer las opiniones de los docentes de básica primaria sobre la metodología empleada y la enseñanza del inglés en la institución educativa.

1. ¿Cree usted que para los niños hablar en inglés es fácil o difícil?

2. ¿Cree usted que los niños entienden lo que escuchan en inglés?
Siempre _____  Casi siempre _____  Algunas veces _____  Nunca _____

3. ¿Cuál cree usted que es la habilidad que les da más dificultad a los estudiantes en la clase de inglés?
Habla _____  Escucha _____

4. ¿Qué opina usted de integrar temas de otras asignaturas en la enseñanza del inglés?
Apropiado _____  Inapropiado _____

5. ¿Qué actividades se deben implementar en las clases de inglés para lograr buenos aprendizajes en los estudiantes? Se puede escoger más de una opción.
Videos _____  Juegos _____  Canciones _____  Cuentos _____  Coloreo _____
El objetivo de esta encuesta es conocer las opiniones de los estudiantes de grado primero jornada de la tarde de la institución educativa San Agustín sobre su opinión acerca del inglés y la metodología empleada por el docente en las clases.

1. ¿Qué actividades son las que más te gustan de la clase de inglés?
   Videos ______  Juegos ______  Canciones ______  Cuentos ______  Colorear ______

2. ¿Cuál es tu opinión de cada una de las siguientes materias? Marca con una x tu opinión.

<table>
<thead>
<tr>
<th>MATERIA</th>
<th>ME GUSTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matemáticas</td>
<td></td>
</tr>
<tr>
<td>Ciencias Naturales</td>
<td></td>
</tr>
<tr>
<td>Ciencias sociales</td>
<td></td>
</tr>
</tbody>
</table>

3. ¿Entiendes cuando el profesor te habla en inglés?
   Siempre ______  Algunas veces ______  Nunca ______

4. ¿Cómo te sientes cuando debes hablar en inglés?
   Seguro _____  Temeroso ______

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

<table>
<thead>
<tr>
<th>ACTIVIDAD</th>
<th>ES FACIL</th>
<th>ES DIFICIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hablar en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escuchar y entender el inglés</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
El objetivo de esta actividad es conocer las opiniones de los estudiantes de grado primero jornada de la tarde de la institución educativa San Agustín sobre su opinión acerca del inglés y la metodología empleada por el docente en las clases.

1. ¿Qué actividades te gustan más?
   Videos ______ Juegos ______ Canciones ______ Cuentos ______ Colorear _______

2. ¿Qué tanto entiendes cuando el profesor habla en inglés?
   Mucho_____ Poco _____ Nada _____

3. ¿Te gusta el inglés?
   Mucho _____ Poco ______ Nada ______

4. ¿Qué actividades son las que más te gustaría realizar en clase de inglés?
   Cantar_____ Colorear_____ Jugar_______ Ver videos_____ Manualidades_____ Dibujar_____

5. ¿Te gusta que el profesor te enseñe a sumar en inglés?
   Sí______ No_______

6. ¿Qué actividades te han gustado más de la clase de inglés?
   Ver el video de los cerditos _____ Jugarwáter lemon _____ Cantar what’s your name ____
   Jugarhankerchief stolen _____ Color the members of the family ______

7. ¿Te gustaría que el profesor dictará algunas clases en inglés?
   Sí ______ No_______
Buenos días, a continuación le hare unas preguntas sobre sus opiniones acerca de la enseñanza del Inglés en la Institución Educativa San Agustín. Agradezco que responda libremente a las siguientes preguntas:

Fecha: ____________________
Cargo dentro de la institución:__________________________

1. ¿Cree usted que en la Institución la enseñanza del inglés está centrada en el desarrollo de las 4 habilidades comunicativas (speaking, Reading, writing and listening)?
______________________________________________________________________________
______________________________________________________________________________

2. ¿Está de acuerdo con que en los grados transición y primero de la institución educativa no se oriente el área de inglés? ¿Si, no, por qué?
______________________________________________________________________________
______________________________________________________________________________

3. ¿Qué metodología emplea en sus clases de inglés y que actividades piensa son las más convenientes para enseñarlo?
______________________________________________________________________________
______________________________________________________________________________
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

4. ¿Qué actividades desarrolla usted para favorecer el aprendizaje en los niños?
____________________________________________________________________
____________________________________________________________________

5. ¿Cree usted que una metodología fundamentada en el habla y la escucha del inglés pueda ser significativa para los niños en de transición y primero en la enseñanza del inglés?
____________________________________________________________________
____________________________________________________________________

La encuesta ha concluido.

Muchas gracias por su colaboración.
Appendix 5. Teacher’s Interview transcripts - Diagnostic stage
Appendix 6. Student’s survey transcripts- Diagnostic stage

(E) objective of this questionnaire is to know the opinions of the students of the first grade of the institution of San Agustín about their opinion of English and the methodology employed by the teacher in the classes.

1. ¿Qué actividades son las que más te gustan de la clase de inglés?
   Voces X, Juegos X, Canciones X, Cuentos ___, Colorear ___.

2. ¿Cuál es tu opinión de cada una de las siguientes materias? Marca con una x tu opinión.
   Materia | Me gusta | No me gusta
   --------|---------|---------
   Matemáticas |  X      |         |
   Ciencias Naturales |  ___    |  X      |
   Ciencias sociales |  ___    |  ___    |

3. ¿Entiendes cuando el profesor habla en inglés?
   Siempre ____ Algunas veces ___ Nunca ____

4. ¿Cómo te sientes cuando debes hablar en inglés?
   Seguro ___ Temeroso ___

5. ¿Cuál es tu opinión acerca de las siguientes actividades de inglés?
   Actividad | Es fácil | Es difícil
   ----------|----------|----------
   Hablar en inglés |  ___     |  ___     |
   Estudiar y entender el inglés |  ___     |  ___     |
Appendix 7. Diary entries- Diagnostic stage

**DAY 4:**
February 21st
Grade: First
Institucion Educativa San Agustin

Today I have the opportunity to talk with the principal because I wanted to know what she did not allow the teacher of English to give classes to my children, and she answered me with an example of a program called "Comunidad de Educación", which is divided into a school, a cultural center, and a community center. What she said made me realize the importance of the English language in the community.

Today, I sang with children and we learned many songs. I asked children to repeat what I was saying and they repeated very well, even if I paused a little. It seems that they are listening and repeating very well. I think it is very important to learn new words and phrases in English.

**DAY 8:**
March 4th
Grade: First
Institucion Educativa San Agustin

Today I started class with a warm-up. We sang and then started the routine. The children were very active and they had fun with the activities. They answered my questions and then they continued playing. I asked them to do some exercises and they did them very well. Then, I asked them to write a short story about the day they had and they did it very well. I think they understood the task.

Today in the math class I taught a review of the topics addition and subtraction. Students participated a lot in the class and I see that the worksheets were very helpful. I think that the process of teaching mathematics in English is very effective and children participated a lot. They understood all the questions I made in English.
Appendix 8. Teacher’s evaluation chart- Action stage, Workshop number 1

**TEACHER’S EVALUATION CHART**

WORKSHOP #1: Farm animals

<table>
<thead>
<tr>
<th>Pregunta</th>
<th>6-5 animales</th>
<th>4-3 animales</th>
<th>2-1 animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Cuántos animales de la granja nombra?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregunta</td>
<td>3 palabras</td>
<td>2 palabras</td>
<td>1 palabra</td>
</tr>
<tr>
<td>¿Utiliza frases de cuantas palabras para expresar los beneficios de los animales de la granja?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pregunta</td>
<td>Comprende</td>
<td>No comprende</td>
<td></td>
</tr>
<tr>
<td>Comprende frases, preguntas e instrucciones relacionadas con los animales y sus beneficios.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHILDREN’S SURVEY THROUGH CARDS

WORKSHOP #1: Farm animals

OBJECTIVE: To know the achievements that students acquired through the development of the first workshop.

1. The teacher is going to give to the student 6 cards with the picture of the farm animals. Then, he is going to make the question: what is the name of this animal? Finally the teacher is going to mark with an X the number of animals that the student named.

   6____  5_____  4_____  3______  2______  1______  0_______

2. The teacher is going to put on the table 6 cards with the picture of the farm animals and other 6 cards with the benefits of the farm animals. The student has to match the picture of the farm animal with its benefit. After this activity, the teacher is going to ask the student to name the animal and the benefit that each one gives us, using sentences.

   The students used sentences with:

   3 words____________  2 words ________  1 word________

3. The teacher is going to use the same cards of the farm animals, and is going to ask students to produce the sound that the different farm animals make according with the culture of other countries.

   The student produced:

   9 sounds_____  8 sounds_____  7 sounds_____  6 sounds______  5 sounds_____
   4 sounds_____  3 sounds_____  2 sounds______  1 sound______

4. The teacher is going to ask student: ¿Entiendo cuando el profesor me habla y da instrucciones en ingles referentes a los animales de la granja?

   Comprendo______  No comprendo______
CHILDREN’S QUESTIONNAIRE THROUGH PICTURES

WORKSHOP #2: Means of transportation

OBJECTIVE: To know the achievements that students acquired through the development of the second workshop.

1. Dime el nombre de los siguientes medios de transporte (se muestran las imágenes)

Car_____ Helicopter_____ Ship_____ Train_____ Airplane_____ Boat_____

2. Dime el lugar donde se mueve cada uno de los medios de transporte (se muestran las imágenes). Utiliza frases.

4 words ________ 3 words__________ 2 words ________ 1 word__________

3. ¿En qué partes del mundo los trenes son el principal medio de transporte?

Nombra 1_____ Nombra 2_______ Nombra 3______

4. Nombra países en los que el volante del carro se encuentra a la derecha.

Nombra 1_____ Nombra 2_______ Nombra 3______
CHILDREN’S SURVEY

Workshop number 3: Senses

1. ¿Cómo fue tu rendimiento en la actividad final sobre los sentidos?
   Muy bueno (pude mencionar los sentidos y los órganos)
   Regular (solo pude mencionar algunos de los sentidos y los órganos)
   Bajo (solo pude mencionar uno o ninguno)

2. ¿Puedo entender cuando me mencionan los sentidos y los órganos?
   Todos o casi todos los sentidos (4,5)
   Algunos sentidos (2,3)
   Uno o ninguno

3. Indica si te gustaron o no te gustaron las siguientes actividades trabajadas en clase:
   Canciones: Me gusto _____   No me gusto_____
   Juegos: Me gusto _____   No me gusto_____
   Actividades en grupo: Me gusto _____   No me gusto_____

Appendix 11. Children’s survey- Action stage, workshop number 3

CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS
Appendix 12. External observer- Action stage, workshop number 3

External observer

Workshop number 2: Senses

1. OBSERVADOR________________________________________
2. FECHA _________________________________
3. NOMBRE DEL PROFESOR DE
   INGLES_______________________________________________
4. 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. Como considera el desempeño oral de los estudiantes en la actividad final sobre los órganos de los sentidos?
   a. Alto
   b. Básico
   c. Bajo

2. ¿Los estudiantes pueden entender cuando se le nombran los sentidos y los órganos?
   a. Todos o casi todos los sentidos (4,5)
   b. Algunos sentidos (2,3)
   c. Uno o ninguno

3. De acuerdo a la teoría de las inteligencias de Howard Gardner, ¿qué inteligencias se evidenciaron en las actividades realizadas y que impacto tuvieron en el aprendizaje? Ver plan clase.

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
4. Cuáles fueron las actitudes de los estudiantes respecto a las actividades realizadas durante la observación hecha por usted?

_______________________________________________________________________________
_______________________________________________________________________________
________________________________________

5. Cree usted que se alcanzo el objetivo en la mayoría de los estudiantes, varios o muy pocos

_______________________________________________________________________________
_______________________________________________________________________________
________________________________________

Otros comentarios

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
________________________________________

Gracias por su colaboración
CHILDREN’S POLL

Workshop number 4: Landforms of the earth

Nota: las preguntas se harán con todos los estudiantes y ellos deberán levantar la mano.

Responde cada una de las siguientes preguntas:

1. ¿Entiendo cuando me mencionan algunos elementos del relieve?
   
   Todos los elementos del relieve (5)
   Algunos elementos (4,3,2)
   Uno o ninguno

2. ¿Cómo fue tu rendimiento en la actividad de la maqueta y su exposición?
   
   Muy bueno (pude mencionar los elementos del relieve)
   Regular (solo pude mencionar algunos de los elementos del relieve)
   Bajo (solo pude mencionar uno o ninguno)

3. ¿Cómo te parecieron las

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Me gusto</th>
<th>No me gusto</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canciones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juegos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problema matemático</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actividades grupales</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. ¿Cuántos elementos del relieve soy capaz de mencionar?
   
   Todos los elementos del relieve (5)
   Algunos elementos (4,3,2)
   Uno o ninguno
EXPERIMENTADOR

Comentarios:

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. ¿Cómo califica usted el desempeño oral de los estudiantes en las actividades realizadas en clase? Si es posible indique número aproximado de estudiantes por categoría.
   a. Alto (número de estudiantes _____)
   b. Básico (número de estudiantes _____)
   c. Bajo (número de estudiantes _____)

2. ¿Los estudiantes pueden entender cuando se le nombran los elementos del relieve? Si es posible indique número aproximado de estudiantes por categoría.
   a. Todos los elementos del relieve (5) (número de estudiantes _____)
   b. Algunos elementos del relieve (4,3, 2) (número de estudiantes _____)
   c. Uno o ninguno (número de estudiantes _____)

3. De acuerdo a la teoría de las inteligencias de Howard Gardner, ¿qué inteligencias se evidenciaron en las actividades realizadas durante la clase y que impacto tuvieron en el aprendizaje de los estudiantes? Ver plan clase.

______________________________________________________________________________
______________________________________________________________________________
____________________________________
4. ¿Cuáles fueron las actitudes y reacciones de los estudiantes frente a las actividades realizadas?

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

5. ¿Cree usted que se alcanzó el objetivo en los estudiantes? Indique con número aproximado de estudiantes según sea el caso.

Se cumplió en: ______

No se cumplió en: ______

Otros comentarios

_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

Gracias por su colaboración
Children’s survey

“Insigna del semáforo”

La maestra realizará un semáforo en papel y cada indicador tendrá un color

**Instrucciones:** la encuesta estará dividida en tres indicadores: muy bueno, regular y bajo o tendrá diferentes indicadores de acuerdo a la pregunta, los estudiantes deberán levantar la mano con el color que estén de acuerdo.

- Muy bueno: verde
- Regular: amarillo
- Bajo: rojo

1. ¿Cómo fue tu desempeño en la actividad final sobre restas con números del 1 al 10?
   - Muy bueno (pude describir oralmente el proceso de la resta y dar el resultado: six minus three equals three) (verde)
   - Regular (Pude utilizar solo algunas palabras para describir el proceso de la resta y dar el resultado) (amarillo)
   - Bajo (Solo pude mencionar los nombres de algunos números) (rojo)

2. ¿Qué tanto aprendiste sobre restar números del 1 al 10 cuando se realizaron las siguientes actividades? (inteligencias múltiples)

<table>
<thead>
<tr>
<th>Actividad</th>
<th>Aprendí mucho (verde)</th>
<th>Aprendí poco (amarillo)</th>
<th>No aprendí (rojo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canciones</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Juegos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Videos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problemas matemáticos</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Actividades en grupo</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. ¿Puedo entender cuando el docente me menciona números y vocabulario relacionado con la substracción?
   Todos o casi todo el vocabulario
   Poco vocabulario
   Nada de vocabulario
Teacher’s evaluation chart

Instrucciones: El cuadro consta de dos partes: el desempeño de los estudiantes y otras categorías. En la parte de desempeño de los estudiantes el docente describirá como fue el desempeño de cada estudiante, en le área de las categorías hará una descripción grupal.

<table>
<thead>
<tr>
<th>Desempeño de los estudiantes</th>
<th>Descripción</th>
</tr>
</thead>
<tbody>
<tr>
<td>Realizan restas con números del 1 al 10?</td>
<td></td>
</tr>
<tr>
<td>Utilizan los términos necesarios para realizar la resta</td>
<td></td>
</tr>
<tr>
<td>Comprende frases, preguntas e instrucciones relacionadas con la substracción</td>
<td></td>
</tr>
</tbody>
</table>

**Otras categorías**

<table>
<thead>
<tr>
<th>¿Qué actividades generaron más impacto en los estudiantes y cuáles no?</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Qué actividades le gustaron más a los estudiantes y cuáles no?</td>
</tr>
</tbody>
</table>
### WORKSHOP FORMAT

**School:** Institución Educativa San Agustín  
**Teacher:** Santiago Giraldo Gómez  
**Subject:** Natural Sciences  
**Workshop # 1**  
**Topic:** Farm animal's benefits  
**Periods of class:** 5

**Objective 1:** At the end of the lesson the students will be able to tell some farm animal's benefits through a memory game with at least two interactions.

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about farm animals and their benefits.

**Sub-goal:** Students will be able to name six farm animals answering questions according with some pictures.

**Standards:**
1.2. Menciono lo que me gusta y lo que no me gusta.  
Identifico patrones comunes a los seres vivos.

**Vocabulary:** animals, farm, benefits, cow, milk, hen, eggs, sheep, wool, horse, transport, pig, meat, dog, take care of, like, do not like, give

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Warm up Day 1</td>
<td>The teacher is going to play with students head and shoulders. Then, he is going to give them some comands.</td>
<td>They are going to participate actively on the activity and they are going to follow the comands. (kinestetic intelligence)</td>
<td>Pictures, copies, speakers, cellphone. Link video: <a href="http://www.youtube.com/watch?v=O4RNULrLLH0">http://www.youtube.com/watch?v=O4RNULrLLH0</a></td>
</tr>
</tbody>
</table>
| 55 minutes | Presentation Day 1 | 1. The teacher is going to play the sound that the following animals make: pig, hen, cow, horse, sheep, dog. He is going to show pictures of each one to students.  
2. The teacher is going to show a slide presentation or flashcards about farm animals and he is going to tell about where animals live, what they can do.  
3. The teacher is going to play the song: “Old Mc. Donald had a farm”.  
4. The teacher is going to ask students to name the farm animals that are pasted on the board. Then he is going to ask students to make the sound that each animal makes. He is going to say: make the sound of the cow, make the sound of the pig...  
5. The teacher is going to paste on the board pictures of the animals. He is going to ask students by example: show me a horse, show me a hen, show me a sheep, show me a dog, show me a cow. (The activity is going to be repeated with all students).  
6. The teacher is going to give students a copy where there are the pictures of the animals. So he is going to say to students: this is a cow, while he is saying that he is going to show the picture of the animal. If students answer no, he is going to ask students for example: if it is not the cow, which is the cow? (the activity is going to be repeated many times). Then he is going to say, as it is the cow you are going to circle and color it. | 1. Students are going to listen to each sound and they are going to pay attention to each picture and the pronunciation of each name. (Listen- see; Visual intelligence)  
2. They are going to pay attention to the explanation of the teacher and they are going to participate actively with their opinion using yes or no. (Visual intelligence)  
3. They are going to listen and to repeat the song. Then, they have to perform and learn the song (Listen-repeat, listen-perform; kinestetic and musical intelligences)  
CULTURAL NOTE: The teacher will explain the sound that each animal makes according with other countries and their language.  
4. Students have to repeat the name and make the sound that each animal makes. (Listen-repeat, listen-do; visual intelligence)  
5. They are going to show to the teacher the animal he is asking for. (Listen- show; visual intelligence)  
6. They are going to pay attention to the affirmations of the teacher. If they say no, they have to show to the teacher the correct picture of the animal. Then they have to color each animal according with the instruction of the teacher. (Listen-answer) (Listen-correct, listen-point, if the answer is negative, listen-color, listen-do; visual intelligence) |
## Workshop Format

<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 minutes</td>
<td>Warm up Day 2</td>
<td>Teacher is going to give a jigsaw puzzle about the farm animals.</td>
<td>Students have to make the jigsaw puzzle about farm animals and they have to say what animals there are in the puzzle <em>(interpersonal intelligence)</em></td>
<td>Puzzle</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Short Review Day 2</td>
<td>The teacher is going to make the sound of the animals and he is going to ask students what animal makes the sound they listened?</td>
<td>Students have to say the name of the animal and show to the teacher the location of the animal in the puzzle.</td>
<td>Puzzle</td>
</tr>
</tbody>
</table>
| 45 minutes | Presentation Day 2 | 1. The teacher is going to use real material as eggs, milk, wool, meat and stick horse, and the teacher is going to tell what the farm animal benefits are while the teacher is presenting each animal, he is going to ask students through a song whether they like or dislike it.  
2. The teacher is going to tell a story about a farm, where he is going to explain with the same real elements the different benefits animals give us.  
3. The teacher is going to give a worksheet where there is a farm with the cow, pig, dog, horse, hen, sheep and he is going to ask: which is the cow, pig... benefit?. The teacher is going to go around telling the students for example: the cow give us milk, pointing the picture of the cow on the worsheet of the student. | Students have to listen and each one of them have to go to the board and look for the element that the teacher is showing and they have to say the name of the animal and element that it produces, then they are going to answer whether like or dislike and they are going to say whether they can or can not eat | Real objects, Worsheet of the farm, Pictures |
| 6 minutes  | Warm up Day 3    | The teacher is going to sing with students the song: "Old Mc. Donalds" while he is going to show some flashcards or video | Students are going to listen and pay attention to the song, then they are going to repeat phrase by phrase, finally they are to sing alone. *(kinestetic-musical intelligence)* | Cellphone, speakers |
| 3 minutes  | Short Review Day 3 | The teacher is going to show students some pictures and he is going to say students: this is a horse, this is a hen, this is a dog. Sometimes teacher is going to make some mistakes saying the name of the animals. | Students are going to correct if the teacher say the name of the animal wrongly. | Pictures |

### Objective 1:
At the end of the lesson the students will be able to tell some farm animal's benefits through a memory game with at least two interactions.

### Objective 2:
By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about farm animals and their benefits.

### Sub-goal:
Students will be able to describe some benefits of 6 farm animals.

**Vocabulary:** animals, farm, benefits, cow, milk, hen, eggs, sheep, wool, horse, transport, pig, meat, dog, take care of, like, do not like, give
## WORKSHOP FORMAT

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>Practice Day 3</td>
<td>1. The teacher is going to ask different students to go to the board and in secret he is going to show an animal, the student has to perform the movements of the animal but he/she cannot make the sound of the animal. 2. The teacher is going to put in front of the board a basket with the pictures of the farm animals. It is going to be a competition. Students have to make groups. 3. The teacher is going to ask students to draw and color in their notebooks a cow, a horse, a dog, a hen, a sheep, a pig. 4. The teacher is going to make different groups of cows, pigs, dogs, hens, sheep, horses, and he is going to hide the different elements they produce. 1. When each student makes the movements of the animal, other students have to say what animal is that and what is the benefits it give us. <em>(listen and do; listen and say; linguistic and kinesthetic intelligence)</em> 2. Students are going to get the farm animals through a fishing rod, then they have to say the benefits of the farm animal they got. If they say it correctly they are going to have a point. At the end the team that have more points is going to be the winner. <em>(listen and do; kinesthetic intelligence)</em> 3. Students have to draw on their notebooks the animals and with the help of the teacher they are going to write the name of each animal. They have to color their drawings. <em>(listen and do; visual intelligence)</em> 4. The students have to go out to the nature and they have to look for the elements according to the animal they have, when they find it, they have to show and say what is that and what animal produce it. <em>(listen and do; naturalistic and kinesthetic intelligence)</em></td>
<td></td>
<td>Copies, stars Images, basket</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Warm up Day 4</td>
<td>The teacher is going to play with children: when I say cow, when I say cow you have to say milk... cow cow cow; and students have to repeat milk the same times that the teacher say cow... the activity is going to be repeated with all animals and benefits. Students are going to play with the teacher and repeat the song.</td>
<td></td>
<td>Pictures</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Short Review Day 4</td>
<td>The teacher is going to show students some pictures and he is going to ask students: is this a horse? What is it benefit? Is this a cow? What is it benefit? Students are going to answer the questions according to the picture.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Objective 1: At the end of the lesson the students will be able to tell some farm animal's benefits through a memory game with at least two interactions.

Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about farm animals and their benefits.

Sub-goal: Students will be able to apply the vocabulary about farm animals and benefits in the game handkerchief stolen.

Vocabulary: animals, farm, benefits, cow, milk, hen, eggs, sheep, wool, horse, transport, pig, meat, dog, take care of, like, do not like, give

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>Practice</td>
<td>1. The teacher is going to paste on student's back some pictures. Some students are going to have pasted on their back the picture of the animals and others are going to have pasted the benefits of those animals. 2. Teacher is going to draw a hopstock with the numbers and he is going to paste different farm animal images with the number of the hopstock. 3. Teacher is going to play with the students: &quot;handkerchief stolen&quot; the idea is that students make to groups and a line. The two lines are going to be one in front the other. In the middle there is going to be a handkerchief. Teacher is going to give to one line the name of the animal and to the other line the benefits of the farm animals. Teacher is going to say in loud voice by example: cow and milk and the students with these animal and benefit have to run to catch the handkerchief. Who catch the handkerchief first is going to have a point. 4. The teacher is going to give a worksheet.</td>
<td>1. They are going to look for the partner who has the other picture to make a couple, asking like this: what is on my back?, the students have to tell their partners what is on their backs. On this way they are interacting and communicating between them. Then, if a student have the picture of a cow, he/ she has to look for the milk. (listen-do, kinesthetic intelligence) 2. The boys going to jump in each box, and they going to say the name of the farm animal and the color (visual and kinesthetic intelligence) 3. Students are going to make a line, each student is going to have an animal or a benefit. (listen-do, kinesthetic and interpersonal intelligence) 4. The students have to tick the animal's benefits that are on the table according with the picture. (listen-do, visual intelligence)</td>
<td>worksheet, Pictures, Flashcards.</td>
</tr>
<tr>
<td>17 minutes</td>
<td>Warm up</td>
<td>The teacher is going to make a sesion of brain gym with electro music.</td>
<td>They are going to participate actively on the activity. (kinesthetic intelligence)</td>
<td></td>
</tr>
<tr>
<td>8 minutes</td>
<td>Short Review</td>
<td>The teacher is going to say to the students one by one : tell me the name of a farm animal and one benefit.</td>
<td>Students are going to say the name of a farm animal and a benefit.</td>
<td></td>
</tr>
<tr>
<td>35 minutes</td>
<td>Production</td>
<td>The teacher is going to play with students a concentration game.</td>
<td>The idea is that students make couples of the farm animals with its benefits. The idea is that they throw a die and the flashcards are going to have number. They have to look for the flash card with the number they obtain in the die. After it they have to say the name of the animal and the benefit of the couple they make.</td>
<td>Flashcards</td>
</tr>
</tbody>
</table>
CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS

Appendix 18. Workshop number 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 minutes</td>
<td>Warm up Day 1</td>
<td>The teacher is going to play a video.</td>
<td>They are going to participate listen to the sound and they will guess the mean of transportation according with each sound. (musical intelligence)</td>
<td><a href="http://www.youtube.com/watch?v=Odx4">http://www.youtube.com/watch?v=Odx4</a></td>
</tr>
<tr>
<td>55 minutes</td>
<td>Presentation Day 1</td>
<td>1. The teacher is going paste on the board the pictures of the means of transportation: airplane, helicopter, ship, boat, car, train. He is going to introduce each one to students, for example: this is a car, it is big, red, it has four tires. 2. The teacher is going to say the name that the following means of transportation make: bus, car, airplane, helicopter, sheep, boat. 3. The teacher is going to play the song: “Transport Song” 4. The teacher is going to ask students to repeat the name of the means of transportation that are pasted on the board. Then he is going to ask students to make the sound that each mean of transportation makes. He is going to say: make the sound of the train, make the sound of the car… 5. The teacher is going paste on the board the pictures of the means of transportation. He is going to ask students by example: show me a car, show me an airplane, show me a ship, show me a boat, show me a helicopter. (The activity is going to be repeated with all students). 6. The teacher is going to say: this is a car… this is a ship, showing some pictures. He is going to make mistakes saying the name of the means of transportation. 7. The teacher is going to give students a copy where there are the pictures of the means of transportation. He is going to say students: look for the airplane, how many airplanes are there? The activity is going to be repeated with each mean of transportation.</td>
<td>1. Students are going to pay attention to the teacher and the presentation of each mean of transportation. (Listen- see; Visual intelligence) 2. They are going to pay attention to the sound of each mean of transportation and they are going to draw on their notebooks the mean of transportation according with the order in which they listen the sounds. (Listen, do- musical intelligence) 3. They are going to listen and repeat the song. Then, they have to perform and learn the song (Listen-repeat, listen-perform; kinesthetic and musical intelligences). CULTURAL NOTE: The teacher will explain that in other countries the cars have the driver’s seat on the other side. 4. Students have to repeat the name and make the sound that each animal make. (Listen-repeat, listen-do; visual intelligence) 5. They are going to show to the teacher the mean of transportation he is asking for. (Listen-show; visual intelligence) 6. They are going to pay attention to the affirmations of the teacher. If they say no, they have to show to the teacher the correct picture of the mean of transportation. (Listen-correct, listen-point, if the answer is negative; visual intelligence) 7. They are going to look for the mean of transportation the teacher is asking for, then they have to count the amount of means of transportation that are on the picture. For example: in the picture there are 3 airplanes. They have to put the number on a square near the picture an color. (Listen-look for, listen-color, listen, write; visual intelligence, logical mathematic intelligence)</td>
<td>Pictures, copies, speakers, cellphone. Link video: <a href="http://www.youtube.com/watch?v=B1yNgKeYMsK">http://www.youtube.com/watch?v=B1yNgKeYMsK</a></td>
</tr>
</tbody>
</table>
**CLIL: PROMOTING BASIC LISTENING AND SPEAKING SKILLS**

**WORKSHOP FORMAT**

<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 is going to use a drum and he is going to give some instructions, while the drum is producing the sound the teacher is going to say: Please fly as an airplane, swim as a ship... when the drum stop, they have to stop the sound and the movement of the means of transportation.</td>
<td>The students have to listen the sound of the drum and the instructions that the teacher gives. Then they have to mimic the means transportation (listen and do, visual and kinesthetic intelligence)</td>
<td>Drum or musical instrument</td>
</tr>
<tr>
<td></td>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td>Short Review</td>
<td>The teacher is going to play the video &quot;Means of transportation by Disney&quot;</td>
<td>The teacher is going to ask the same question of the video, while they are watching the video, they have to answer the questions and repeat the means of transportation (listen and see, visual intelligence)</td>
<td><a href="http://www.youtube.com/watch?v=Zh59o">http://www.youtube.com/watch?v=Zh59o</a> z6QA2M</td>
</tr>
<tr>
<td></td>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>45 min</td>
<td>Presentation</td>
<td>1. The teacher is going to paste three pictures on the board: air, land and water, while he is telling a story, he is going to say that the airplane goes by the air, the car goes by the land... in order to introduce the places where the means of transportation can move. 2. The teacher is going to use the pictures of the land, air and water and he is going to give to the students pictures of the means of transportation and a worksheet with the land, air and water. Then he is going to make the transport's sound and he is going to paste the pictures in the appropriate space: water, land and air. 3. When the students finished the worksheet the teacher is going to ask them: what are the means of transportation? where the means of transportation goes by? 4. The teacher is going to use the same pictures of the land, water and air, he is going to paste them on the board and he is going to make a race with students.</td>
<td>1. The students are going to name the means of transport when they appear and the students are going to listen carefully the story. (listen and say, visual and linguistic intelligence) 2. The students are going to guess the sound and name the transport and the teacher is going to paste on the images are in the board, while they are gussing they are going to paste on the worksheet the means of the transport according to the space they go. (listen and show, visual and linguistic intelligence) 3. The students are going to answer on this way: the airplane goes by air, the car goes by land, the boat goes by water.... (listen and say, linguistic intelligence) 4. The students are going to choose a mean of transportation, then they have to make the sound of the mean of transportation they chose. The idea is to make two groups. Students are going to run in a race, the student that came first to the board, must say something like this: this is a train, it goes by land. (listen and do, kinesthetic intelligence)</td>
<td>Transport pictures Worksheet pictures of land, air, water.</td>
</tr>
<tr>
<td></td>
<td>Day 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 min</td>
<td>Warm up</td>
<td>1. The teacher is going to put on the floor the means of transportation: airplane, helicopter, train, car, ship, boat and he is going to give to the students a bag, for the students launch to the means of transportation and say the name and the sounds. The teacher is going to say: what are the means of transportation and the transport and their characteristic</td>
<td>1. They are going to participate launch the bag to the means of transportation and they will say the name and the characteristic according with each image. (kinesthetic intelligence)</td>
<td></td>
</tr>
</tbody>
</table>

**Objective 1:** At the end of the lesson students will be able to classify six air, water and land means of transportation through a reaches star game with at least four expressions.

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about means of transportation and their types.

**Sub-goal:** Students will be able to name the place where the means of transportation go through a race.

**Vocabulary:** transport, air, water, land, airplane, helicopter, train, car, ship, boat, goes by
### Workshop Format

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 50 minutes | Practice Day 4 | 1. The teacher is going to build word or pictures families on the board, for example: Car-land.. Airplane-air.. Boat-water  
2. The teacher is going to put on the board word cards, the teacher will indicate who should point the card.  
3. The teacher is going to make the collage: a. Giving them some pictures with the means of transportation.  
b. Gluing the pictures on piece of paper.  
c. Showing and telling  
4. The teacher is going to show the cards; he is going to make mistakes. For example: This is the car; but it is an airplane  
5. The teacher is going to say the means of transportation.  
6. The teacher is going to give to students a worksheet.  
7. The teacher is going to ask students to classify the means of transportation through the game boxes. He is going to give toys or cards. | 1. The children are going to pay attention because they have to do the same exercise.  
2. The students have to sing and dance forming a circle and pointing as they sing, the student should tell information about the means of transportation.  
3. The students are going to follow the instructions and they have to choose their favorite pictures. Then they have to show their partner and tell about their production; the students can say characteristics: the car is blue, the airplane goes by air, etc.  
4. The students are going to answer a way draw.  
5. The students are going to solve the crossroad.  
6. The students are going to classify the means of transportation. Then they have to put the means of transportation in the correct box, for example: box 1 land: bus-train; box 2 air: helicopter-airplane; box 3 water: boat-ship. | Cards, blue, pictures, paper, worksheet, boxes. |
| 17 minutes | Warm up Day 5 | The teacher is going to play a song and give students some cards about means of transportation. | The students while are listening the song have to organize the cards with the means of transportation. | Cards. |
| 35 minutes | Production Day 5 | Teacher is going to play with students a reaches star game. | The idea is that students reach a star and classify the means of transportation that is on the star into the categories, air, water and land. They have to use the following sentence: it is a _____ and it goes by ______. | Stars |
|        | Evaluation Day 5 | The activity of the production helps to make the evaluation of the topic because we are going to know if students can classify six air, water and land means of transportation through a reaches star game. | | |

**Objective 1:** At the end of the lesson students will be able to classify six air, water and land means of transportation through a reaches star game with at least four expressions.

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about means of transportation and their types.

**Sub-goal:** Students will be able to tell their favorite means of transportation through a collage and a game box

**Vocabulary:** transport, air, water, land, airplane, helicopter, train, car, ship, boat, goes by
Appendix 19. Workshop number 3

<table>
<thead>
<tr>
<th>WORKSHOP FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School:</strong> Institución Educativa San Agustín</td>
</tr>
<tr>
<td><strong>Teacher:</strong> Santiago Giraldo Gómez</td>
</tr>
<tr>
<td><strong>Subject:</strong> Natural sciences</td>
</tr>
<tr>
<td><strong>Topic:</strong> Senses</td>
</tr>
</tbody>
</table>

**Objective 1:** In groups of five students will be able to tell the functions of the five senses

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to name the functions of the five senses.

**Sub-goal:** Students will be able to name five senses organs according with some pictures.

**Standards:** 2.3. Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.

**Vocabulary:** eyes, nose, tongue, hands, ears, see, smell, touch, hear, taste, use.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 minutes</td>
<td>Warm up Day 1</td>
<td>Game: Simon says, the teacher is going to give some instructions</td>
<td>The students have to do, the instructions teacher asks (listen and do, kinesthetic intelligence)</td>
<td></td>
</tr>
<tr>
<td>55 minutes</td>
<td>Presentation Day 1</td>
<td>1. The teacher is going to show a video where there is an explanation of the five senses. The idea is that when the students are watching the video, the teacher is going to stop the video to paste on the board the picture of each sense organ. When he stops the video he is going to ask students to repeat the name of each sense organ. 2. The teacher is going to give students some little cards with the picture of the five senses. He is going to ask students to put the pictures in the order he says, for example, put first the eyes, then the tongue... After this activity he is going to ask students to color sense by sense according with the instructions. 3. The teacher is going to paste on the board pictures of the senses. He is going to ask students by example: show me the tongue, show me the eyes, show me the ears. (The activity is going to be repeated with all students). 4. The teacher is going to say: this is an ear... this is a tongue, showing some pictures. He is going to make mistakes saying the name of the senses. 5. The teacher is going to give students a copy where there are the pictures of the senses. He is going to say students: look for the ears, how many ears are there?. The activity is going to be repeated with each sense.</td>
<td></td>
<td>Pictures, copies, speakers, cellphone.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Students are going to pay attention to the video and the pictures that the teacher is going to paste on the board. Then, they are going to repeat the name of each sense organ. (Listen- see, listen- repeat, Visual intelligence) 2. They are going to follow the instructions of the teacher. (Listen- do, listen- color, visual intelligence) 3. They are going to show to the teacher the sense he is asking for. (Listen- show, visual intelligence) 4. They are going to pay attention to the affirmations of the teacher. If they say no, they have to show to the teacher the correct picture of the sense. (Listen- correct, listen-point, if the answer is negative; visual intelligence) 5. They are going to look for the sense the teacher is asking for, then they have to count the amount of senses that are on the picture. for example: in the picture there are 3 ears. They have to put the number on a square near the picture an color. (Listen- look for, listen- color, listen, write- visual intelligence, logical mathematic intelligence).</td>
<td></td>
<td><strong>Link video:</strong> <a href="http://www.youtube.com/watch?v=1tTKLE72fJI">http://www.youtube.com/watch?v=1tTKLE72fJI</a></td>
</tr>
</tbody>
</table>
### WORKSHOP FORMAT

<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 minutes</td>
<td>Warm up Day 2</td>
<td>The teacher is going to play memory game</td>
<td>The students are going to guess sense and use</td>
<td></td>
</tr>
<tr>
<td>5 minutes</td>
<td>Short Review Day 2</td>
<td>The teacher is going to use flashcards to remember the topic.</td>
<td>The students are going to pay attention and tell to the teacher the name of the senses.</td>
<td></td>
</tr>
<tr>
<td>45 minutes</td>
<td>Presentation Day 2</td>
<td>1. The teacher is going to show and explain each sense through some flashcards.</td>
<td>1. The students are going to name the sense after the teacher and pay attention (listen and say, visual intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The teacher is going to show a video about what we can do with the senses.</td>
<td>2. The students are going to listen and repeat the song. (listen and say, visual intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The teacher is going to show a slide or cards with different pictures and he is going to ask to children: what can we use these for?</td>
<td>3. The students are going to answer in a correct way, for example: if the teacher show the ice cream the children should say or point taste. (listen and say, point-visual intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Teacher is going to put on the board cards with different pictures.</td>
<td>4. The students are going to choose a picture and the student is going to say what sense use according to the picture. (listen and say, visual intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. The teacher is going to show flashcards with the senses.</td>
<td>5. The students are going to listen the teacher and after repeat (listen and say, visual intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. The teacher will give to each student a copy and then they have to cut the pictures.</td>
<td>6. The students are going to listen and order. (listen and order, kinesthetic intelligence)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. The teacher is going to use real material according to the sense for example: Ear-hearing some instruments etc for the sense of taste the teacher is going to give candies-lemon-snacks see: some photos touch: textures soft-rough-sticky-stiff smell: perfume-onion-chocolate-flower</td>
<td>7. The students are going to guess what material and what sense do you need for this activity. (listen and say, kinesthetic intelligence)</td>
<td></td>
</tr>
</tbody>
</table>

Objective 1: In groups of five students will be able to tell the functions of the five senses

Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to name the organs and senses

Sub-goal: The students will be able to describe 5 senses and actions through cards-draw-and experiment

Vocabulary Vocabulary: eyes, nose, tongue, hands, ears, see, smell, touch, hear, taste, use.
<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 min</td>
<td>Warm up</td>
<td>The teacher is going to play the video about senses.</td>
<td>Students are going to pay attention to the video and if they want they can sing.</td>
<td><a href="https://www.youtube.com/watch?v=OWW5IaDCJlg">https://www.youtube.com/watch?v=OWW5IaDCJlg</a></td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 min</td>
<td>Short Review</td>
<td>1- The teacher is going to paste on the board pictures about senses. Students are going to make sentences with the help of the teacher about five senses and their functions.</td>
<td>1- Students are going to participate in the activity and they are going to say the function of the five senses according to the pictures. <em>(Listen- say)</em></td>
<td>Pictures</td>
</tr>
<tr>
<td></td>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Practice</td>
<td>1- The teacher is going to divide the group into two parts. The teacher is going to say the beginning of the sentence. The first group are going to complete the sentence with the corresponding word. Group 1: I touch with my hands Group 2: I see with my eyes. 2- The teacher is going to give to the students the worksheet with the senses. 3- The teacher is going to say the instruction performing the puzzles according to the parts of the body. The teacher is going to make the following question to the student: how many hands do you have? What is the function of the hands?</td>
<td>1- The students are going to participate in the activity, <em>(listen and say, linguistic intelligence)</em> 3- The students are going to listen and show the picture of the parts of the body and the five senses and they are going to say the name and function <em>(kinesthetic intelligence)</em> They are going to organize the puzzle and say the name of the parts of the body and the function of the five senses. <em>(kinesthetic intelligence)</em></td>
<td>Puzzles, worksheet</td>
</tr>
<tr>
<td>50 min</td>
<td>Day 3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Objectives:

Objective 1: In groups of five students will be able to tell the functions of the five senses

Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to name the organs and senses

Sub-goal: Students will be able to name the function of the five senses using puzzles

Vocabulary: eyes, nose, tongue, hands, ears, see, smell, touch, hear, taste, use.
Objective 1: In groups of five students will be able to tell the functions of the five senses.

Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to name the organs and senses.

Vocabulary: eyes, nose, tongue, hands, ears, see, smell, touch, hear, taste, use.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 minutes</td>
<td>Warm up Day 5</td>
<td>Song &quot;If you are happy&quot; the teacher is going to sing the song and do the movements</td>
<td>The students are going to do the movements</td>
<td><a href="https://www.youtube.com/watch?v=71hqRT9U0wg">https://www.youtube.com/watch?v=71hqRT9U0wg</a></td>
</tr>
<tr>
<td>8 minutes</td>
<td>Short Review Day 5</td>
<td>Teacher is going to put on the floor different pictures about to the senses.</td>
<td>The students are going to take a picture and they are going to point and say what sense we use according to the image.</td>
<td></td>
</tr>
<tr>
<td>35 minutes</td>
<td>Production Day 5</td>
<td>The teacher is going to divide the group in five subgroups and he is going to give them the senses for creating a monster.</td>
<td>They have to put a name and describe the monster according to five senses.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evaluation Day 5</td>
<td>The activity of the production helps to make the evaluation of the topic because we are going to know if students can tell the functions of the five senses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Appendix 20. Workshop number 4

### Workshop Format

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 minutes</td>
<td>Warm up Day 1</td>
<td>The teacher is going to show students pictures of different landscapes.</td>
<td>They are going to describe what they can see</td>
</tr>
</tbody>
</table>
| 55 minutes | Presentation Day 1  | 1. The teacher is going to bring the poster or flashcards of the different landforms; show each scene and say a sentence "look at the mountain-look at a volcano"  
2. The teacher is going to ask students to repeat the name of the landforms one by one that are pasted on the board.and he is going to ask students by example: show me a volcano , show me a mountain , show me a river, show me a valley, show me a lake. (The activity is going to be repeated with all students).  
3.The teacher is going to give students small pictures of the landforms they have to color following the intructions. After they color the teacher is going to make sets of landforms on the board. The idea is that students understand that we can make sets of things and that sometimes some sets belogs or does not belong.  
4. the teacher is going to Divide the children into pairs give each students a landform tell them to walk around the room and match the correct images . Student have to look for his couple. The teacher is going to give students a number and a landform. The idea is that they walk around the classroom and look for the landform and the number to make the couple. | 1. Students are going to listen and participate actively (Listen- see; Visual intelligence)  
2. They are going to pay attention to the explanation and the teacher is going to say and they are going to participate actively. (visual intelligence)  
3. They have to color according to the instructions of the teacher. (Listen- color, Visual intelligence)  
4. They are going to show to the teacher the couple they made and they have to say the name of the landform (Listen- show; visual intelligence) |

### Objective 1: At the end of the lesson students will be able to name 5 landforms through a group presentation with a model.

### Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about landforms such as: volcano, mountain, snow montain, valley, river

### Standards: 2.3. Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.

1.3 Participo activamente en juegos de palabras y rondas.

Ubica y describe los espacios físicos de su país

Sub- goal: students will be able to name five landforms elements.

Vocabulary: this is, volcano, mountain, lake, valley, river, big, small
### Objective 1:
At the end of the lesson students will be able to name 5 landforms through a model.

### Objective 2:
By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about landforms such as: Volcano, mountain, snow mountain, valley, river.

### Sub-goal:
Students will be able to name the landforms answering questions using the game who wants to be a millionaire.

### Vocabulary:
- this is
- volcano
- mountain
- lake
- valley
- river
- big
- small

### WORKSHOP FORMAT

<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 minutes</td>
<td>Warm up Day 2</td>
<td>The teacher is going to play the video &quot;earth promise&quot;</td>
<td>They are going to participate, listen the song and they will repeat the lyrics. (musical intelligence-visual intelligence)</td>
<td>Video Beam</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Short Review Day 2</td>
<td>The teacher is going to paste on the board the pictures of the landforms, volcano, mountain, lake, valley, river. He is going to introduce each one to students, for example: this is a volcano, mountain, valley, river</td>
<td>1. Students are going to pay attention to the teacher and the presentation of each landforms (Listen- see; Visual intelligence)</td>
<td>Flashcards</td>
</tr>
</tbody>
</table>
| 45 minutes | Presentation Day 2 | 1. The teacher is going to say: this is a mountain...showing some pictures. He is going to make mistakes saying the name of the landforms.  
2. The teacher is going to ask students to show him the landforms.  
3. The teacher is going to give to the students cards with landforms and perform math problems small, example: we have a mountain added two o, how many mountains do we have? the teacher is going to ask students to write the additions in their notebooks.  
4. The teacher is going to show students with the video beam some pictures of the different landforms, as a review he is going to ask them to show landforms, to repeat the name of landforms. He is going to say the incorrect name of the landforms and students have to correct. | 1. They are going to pay attention to the affirmations of the teacher. If they say no, they have to show to the teacher the correct picture of the landforms. (Listen- correct, listen-point; visual intelligence)  
2. They are going to show to the teacher the correct picture. (listen- look for, visual intelligence)  
3. Children answer the questions using the cards and they have to write the additions on their notebooks.  
4. They have to participate actively on the activities. | Flashcards notebooks |

---

**School:** Institución Educativa San Agustín  
**Teacher:** Santiago Giraldo Gómez  
**Subject:** Social Studies  
**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about landforms such as: Volcano, mountain, snow mountain, valley, river.
### WORKSHOP FORMAT

**School:** Institución Educativa San Agustin  
**Teacher:** Santiago Giraldo Gómez  
**Subject:** Social Studies  
**Topic:** Landforms of the earth  
**Date:**  
**Group:** First  
**Workshop # 4**  
**Periods of class:** 5

**Objective 1:** At the end of the lesson students will be able to name 5 landforms through a model.

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about landforms such as: volcano, mountain, snow montain, valley, river

**Sub-goal:** Students will be able to name 5 landforms through a teamwork billboard

**Vocabulary:** this is, volcano, mountain, snow montain, valley, river, big, small

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 3 minutes | Warm up  
Day 3  | The teacher is going to give to each landforms a movement for example: mountain, they have to make curves with their hands. While she is playing a tambourine they are going to make the movement teacher says, when the sound stops, the students have to stop. | the students are going to listen and do the movements teacher says according each landforms. (listen and do, musical intelligence) | tambourine       |
| 3 minutes | Short Review  
Day 3  | The teacher is going to show flashcards and he is going to ask students the name of the landforms | Children have to say the name of the elements the teacher is showing. |                 |
| 54 minutes | Practice  
Day 3  | 1. The teacher is going to play with students a "reaches" star game.  
2. The teacher is going to give students a worksheet where there is a landscape and he is going to start giving instructions. Look for the mountains and color them, look for the volcano and color it.  
3. The teacher is going to play with students a memory game with the names of the landforms, not the picture. | 1. Students are going to reaches the stars and say the name of the landforms that are on the pictures. (visual intelligence)  
2. The students are going to color the landscape according to the instructions of the teacher.  
3. Students have to draw in their notebooks.  
4. Students are going to participate on the activity. | worksheet, notebooks, colors |
**Objective 1:** At the end of the lesson students will be able to name 5 landforms through a model.

**Objective 2:** By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic in order to express ideas about relief such as: volcano, mountain, snow mountain, valley, river

**Sub- goal:** Students will be able to name landforms through a "reaches star" game.

**Vocabulary:** this is, volcano, mountain, snow mountain, valley, river, big, small

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 minutes</td>
<td>Warm up</td>
<td>The teacher is going to play with students a memory game.</td>
<td>The idea is that they make couples of the landforms elements.</td>
<td>pictures, worksheet, notebooks</td>
</tr>
<tr>
<td></td>
<td>Day 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>5 minutes</strong></td>
<td>Short Review</td>
<td>The teacher is going to ask students the name of a landform.</td>
<td>Students are going to say the name of a landform</td>
</tr>
<tr>
<td></td>
<td><strong>Day 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>50 minutes</strong></td>
<td><strong>Practice</strong></td>
<td>1. The teacher is going to use the pictures that the children color in the day 2 and is going to make sets of landforms on the board. The idea is that students understand that we can make sets of things and that sometimes some sets belogs or does not belong. 2. Teacher is going to give students some green, blue and brown plasticine. He is going to say: make a mountain, make a lake, make a volcano. 3. The teacher is going to give students a worksheet where there is a landscape. The idea is to ask students to look for the landforms. 4. The teacher is going to ask students the name of the different landforms and he is going to ask students to draw on their notebooks according to some instructions. Draw big mountains, draw small mountains, draw a long river, draw a short river.</td>
<td>1. They are going to say if the landforms belongs or does not belongs according to the sets. (visual intelligence, logical mathematic intelligence) 2. The students are going to listen and make with the plasticine what the teacher is saying. (kinestetic intelligence) 3. Students have to look for the landform the teacher is saying and make a circle. Then they have to color the landscape. 4. They are going to say the name of the landforms and they are going to draw on their notebooks.</td>
<td>pictures, worksheet, notebooks</td>
</tr>
<tr>
<td></td>
<td><strong>Day 4</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>35 minutes</strong></td>
<td><strong>Production</strong></td>
<td>The teacher is going to make groups of five to make a model of the landforms</td>
<td>Students have to make with plasticine or clay the landforms: mountain, valley, lake, river. After they finished it they have to make an oral presentation showing the different landforms they made.</td>
<td>Plasticine or clay</td>
</tr>
<tr>
<td></td>
<td><strong>Day 5</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Appendix 21. Workshop number 5

#### WORKSHOP FORMAT

<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 minutes</td>
<td>Warm up Day 1</td>
<td>The teacher is going to show students a video from youtube in order to make a review of the numbers from 1 to 10.</td>
<td>Students have to sing the song by repeating the numbers. First they are going to listen to the song and to watch the video, then they are going to learn the song, finally they have to repeat the song with the help of the video. (musical intelligence)</td>
<td>Cellphone, speakers, video: <a href="http://www.youtube.com/watch?v=d7kXv1KoBM">http://www.youtube.com/watch?v=d7kXv1KoBM</a></td>
</tr>
<tr>
<td>50 minutes</td>
<td>Presentation Day 1</td>
<td>1. The teacher is going to show pictures of each number from 1 to 10. He is going to ask students to repeat after he the name of each number while he shows each one. 2. The teacher is going to say the name of a number and one student is going to show the number to the teacher. The numbers are going to be mixed on the board. The idea is to repeat the activity as many times as possible. 3. Teacher is going to have the pictures of numbers from 1 to 10. He is going to ask one student to put the numbers in the order that he is saying. Example: paste on the board number one, paste number three, paste number eleven, paste number sixteen. The activity is going to be repeated with all students. 4. The teacher is going to paste on the board the symbols minus (−) and equals (=) and he is going to ask students to repeat the name of each one. 5. The teacher is going to explain children how to make subtractions through real material, then with pictures of the landforms, the farm animal and the means of transportation. For example: He is going to have 6 apples, he is going to put the minus symbol and he is going to put the number that they are going to subtract, finally he is going to make the equals symbol. He is going to teach students like this: 6 minus 3 equals 3. After they make the subtractions with pictures they are going to make subtractions with numbers.</td>
<td>1. Students are going to repeat the number that the teacher is saying. (Listen-repeat, visual intelligence) 2. One student is going to show the teacher the number that he is saying. (Listen show, visual intelligence) 3. Students have to paste on the board the numbers that the teacher is saying, in the order that he is saying. (Listen-order, visual and kinesthetic intelligences) 4. Students are going to repeat the name of each symbol. (Listen-repeat, visual intelligence) 5. They are going to pay attention to the explanation of the teacher and participate a lot, saying the results of the subtractions. (Listen, do, logical mathematical intelligence)</td>
<td>Pictures.</td>
</tr>
</tbody>
</table>
## WORKSHOP FORMAT

<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 minutes</td>
<td>Warm up Day 2</td>
<td>The teacher is going to play with students “hocus-pocus”. The teacher is going to put on the table some elements, then he is going to say: hocus-pocus dissapear (1, 2, 3… elements). Then the teacher is going to say for example: 5 elements minus 2 elements equals 3.</td>
<td>The students have to say how many elements dissapeared and how many are on the table.</td>
<td>real material</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Short Review Day 2</td>
<td>The teacher is going to have real material and he is going to play with students: &quot; the glutton wolf&quot;. The teacher says: the wolf is going to eat (2 cows, 3 sheeps and 4 hens). He is going to ask students how many animals did not eat the wolf. He is going to make the subtraction on the board.</td>
<td>Students are going to say to the teacher how many animals the wolf did not eat.</td>
<td>Real material</td>
</tr>
</tbody>
</table>
| 40 minutes | Practice Day 2    | 1. The teacher is to make subtractions with children through flashcards. He is going to paste them on the board and he is going to put the minus and equals symbols.  
2. The teacher is going to give students a worksheet where there are subtractions.  
3. The teacher is going to make with students subtractions using their fingers. | 1. Students are going to count the amount of flashcards and with the help of the teacher they are going to make the subtractions. (visual and logical mathematical intelligence)  
2- Children are going to color and to write the result of each subtraction. (logical mathematical intelligence)  
3. They have to make the subtractions with their fingers and say to the teacher the result of the operation. | Flashcards, worksheet.               |
| 6 minutes | Warm up Day 3     | The teacher is going to play with students “raining fingers”. The teacher is going to say: hit your hand with a finger, with two, with three, with four, with five. | They are going to participate on the activity.                           |                              |
| 3 minutes | Short Review Day 3 | The teacher is going to make some subtractions with pictures with children. | Children are going to make the subtractions with the help of the teacher. |                              |

Objective 1: At the end of the lesson students will be able to subtract orally numbers from 1 to 10 through a "lader game".  
Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic and logical mathematical in order to subtract numbers from 1 to 10.  
Sub- goal: Students will be able to make subtractions through some games.  
Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, minus, equals
### WORKSHOP FORMAT

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 50 minutes | Practice Day 3 | 1. The teacher is going to put on the center of the classroom some real material. He is going to have two dices. In one die there are going to be the numbers from 1 to 5 and in the other die there are going to be the numbers.  
2. The teacher is going to make two lines. In the first line, the teacher is going to paste on the back of the students the numbers from 6 until ten. In the second line, the teacher is going to organize the numbers from 1 until 5 and he is going to paste them on the back of the students.  
3. The teacher is going to make math problems with students. | 1. Children are going to throw the dices.  
2. One student of the first line is going to throw a ball to one student of the second line and that person has to receive it and next they have to go to the middle of the classroom and they are going to make the substraction.  
3. Students are going to solve math problems with the help of the teacher. | Dices, ball, worksheet |
| 10 minutes | Warm up Day 4 | The teacher is going to play a video.                                   | The students have to subtract with their fingers while in the video the bears are falling down        | http://www.youtube.com/watch?v=5mruPvBhTVI |
| 5 minutes  | Short Review Day 4 | The teacher is going to organize two lines, one line will have some real material and they have to give to the partner who is in front, some real material. | They have to name how many real material they have and finally they have to make the substraction. For example: they had 5 chips, they have to say: 5 less 3 is 2. | real material |
| 35 minutes | Production Day 4 | The teacher is going to put on the floor a "ladder game" the students have to throw a stone and the teacher is going to give them the amount they get and she is going to ask them how many chips do you have? | The students have to answer the question and finally that person is going to jump to where the stone fell out, from that place they are going to throw the amount that the teacher says and that person has to say what the result of the substraction is. | real material paper ladder |
|          | Evaluation Day 4 | The activity of production helps to make the evaluation of the topic, because we know if students can make orally substractions with numbers from one to ten. |                                                                                                     |                                  |

Objective 1: At the end of the lesson students will be able to subtract orally numbers from 1 to 10 through a "ladder game".

Objective 2: By means of: songs, stories, games, TPR, students will be exposed to the predominant intelligences such as kinesthetic, visual, musical, linguistic and logical mathematical in order to subtract numbers from 1 to 10.

Sub- goal: Students will be able to solve math problems.

Vocabulary: one, two, three, four, five, six, seven, eight, nine, ten, minus, equals