Clil A Way To Enhance Basic Communicative Skills Through Multiple Intelligences Based Lessons

Luz Nidia Gutiérrez Cadena

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

Advisor

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Degree in basic education with emphasis on English

2014
Abstract

The objective of this study is to enhance basic communicative skills with CLIL through multiple intelligences based in lessons at educational institution Liceo Santa Maria. Through this study, it is approached the necessity of the institution to improve basic communicative skills in the students of third, four and fifth grade.

Besides, it is attempted to involve the English language with different activities to be performed through CLIL where class contents are integrated with the Educational Institutional Project. With the implementation of this project, it is attempted to create a positive impact on the institution and the society and likewise in the students.

Key words: CLIL – multiple intelligences – lesson planning – data collection – skills.
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Acknowledgments

I thank God that he gave us to be wonderful strength and faith to believe what seemed impossible.

To my family for helping me and be our support every moment of my life.

To my kids for their unconditional support and be with us in so many sleepless nights.

And a unique appreciation must be given to Professor Alvaro Muñoz, who as director of this thesis, has guided and corrected me in my teaching work with interest and dedication surpassed all expectations as a student deposited on him.
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Introduction

The action research is a free and creative process. However, this does not mean that it lacks systematic organization, much less if it is the planning stage, which is expressed in the research project.

Currently the importance of English language went from being an alternative training in educational institutions to be a training requirement, which allows competitive comprehensive quality education to the demands of contemporary society.

This research project arises of interest of the researchers and in turn they observed the need to improve the communication skills in English of students of educational institution Liceo Santamaría.

This research project emerged as a result of the analysis of the some instruments that were administered to a group of 18 students in third, fourth and fifth grade. These instruments showed that students had a poor performance in all communicative skills of English.

This study was first performed in a stage of diagnosis where the researchers used some instruments of research as the diary, the survey, the interviews and corners. The results of this first stage showed that students and teachers agreed that there is a little motivation and few learning strategies.

This brings us to implement CLIL as way to enhance basic communicative skills through Multiple Intelligences Based Lessons, this project is important because it will involve different aspects in order to get the best performance of the students in the classes.
1. Justification

Nowadays, times are different. Our generation is different. Because of the globalization there are others needs like for example the necessity to communicate with people around the world. Currently, people need to explore other cultures because of the technologies.

Many people around the world have invented different ways to join the world, and human beings have understood the advantages to know most aspects about the world around. Without any doubt, English language has taken a big importance in the existence of the humans, and that represents a big and amazing opportunity for the people who are be able to communicate in this language.

Different governors have taken the decision to introduce the teaching in a foreign language in the education in their countries. In Colombia is an obligation to teach English in all the schools and colleges. Nowadays, our students receive formation in the use of English language since nearly ages, but it did not have good results, this demonstrated in the standardized tests applied every year.

This demonstrates that the process used in the school to teach a foreign language needs to be reevaluated, and innovated with new methodology; techniques and strategies in order to get our students get the linguistic structures to communicate in another language.

Another problem presented in the schools is that education is understood like a homogenous process, the students are seen as if they had the same characteristics, the same personality and the same learning process. The teachers ignore that every student who is in class
has different intelligences and different ways to learn, and they are forced, bored and stressed in classes that were not planned for them.

This project is important because in it will involve different aspects in order to get the best performance of the students in the classes. In it, the researcher plans the use of integrated content and language integrated learning called CLIL, taking into account the multiple intelligences in order to design lesson plans according to the student’s needs.
2. Context Description

Liceo Santamaria is located in avenue 12 Nº 13-11 in the neighbor Alto Campo Hermoso. The phone number 8719960 and the e-mail address is fasalo71@hotmail.com, Web site: www.liceosantamaria.asoeduca.com. It is a private school, with mixed population. The school calendar is A. It received the license of operability on February 5th of 2007 from the Education Department of Caldas. The DANE code is 7001006073. It has pre-school and elementary school levels. They study schedule is in the morning and in the afternoon.

Fabian Santamaria Lopez is the owner, legal representant and the head teacher of Liceo Santamaria, and he is the responsible to do and update the Educative Institutional Project (EIP).

The process of building of the E.I.P. of Liceo Santamaria started since 2000, when the request for the opening created by the institution to the Secretary of Education of the department, based on the general law of educación115 and its Regulatory Decree 1860 was presented in August of 1994 to the Ministry of National Education (MEN).

Aware of taking legal and missionary commitment to growth and capacity building, the Liceo Santamaria in 2009 has been building and changing in its organizational and functional structure, designed to improve both the quality of academic and administrative processes, as within the scope of the achievements and skills of children in full equivalence to the principles, objectives and institutional horizon.

Misión

El Liceo Santamaría promueve la integración constante de las distintas áreas de estudio, de tal manera que la unión curricular, estimule la transferencia de saberes, buscando siempre la
interacción con la comunidad educativa, para que la formación de nuestros estudiantes, sea el
resultado de un aporte social lleno de valores, amor, civismo y fe; y para que esa misma
sociedad, sea la que hoy, y en un futuro, reciba personas con una positiva función social.

**Visión**

El Liceo Santamaría tiene como meta ser uno de los centros de formación preescolar y
de básica primaria, con mayor proyección académica y tecnológica para los estudiantes, donde
el talento humano y el recurso informático, posicionen a sus educandos en un ámbito
competitivo en las diferentes áreas del conocimiento, aumentando así el nivel académico
institucional y la demanda estudiantil.

The Institution has: one head teacher, four teachers and one administrative person. The
groups selected are third, fourth and fifth grade, all together in the same classroom.

The total of the students is 19, distributed in: In third grade there are 12 students, four girls
and eight boys, the ages are eight and nine. In the fourth grade, there are four students, one girl
and three boys; the ages of them are nine and ten. And finally, in the fifth grade there are three
students, one girl and two boys, the ages of them are between ten and eleven.

The schedule of the learning time is from 7:30 am to 12 m. during the morning, the students
study for two blocks of time, this is two subjects, and a half hour for break time. For the English
subject, the time intensity is two hours per week, on Wednesdays, from 10 am to 12 m.

The classroom is not appropriate to have three grades together. It has good illumination but
it is not an advantage because the board is difficult to see because of the brightness. Due to the
classroom is located in the first floor; it is exposed to much noise, when the other students are in break time.

The institution has a computer room, but this room is not available because there was a short circuit and burned all computers. There is only one available computer, recorder, stationery; students use the text "Habilidades 3" for third grade, "Habilidades 4" for fourth grade and "Habilidades 5" for fifth grade.

The population of the community number one of Manizales is classified as stratum four. It comprises among others, the neighborhoods of Villa Pillar one and two, San Luis, Aquilino Villegas, Atalaya urbanization, Bella Vista, Santa Monica, Chipre, Chipre Viejo, Balcones de Chipre, Campohermoso and Los Alcazares.

The socioeconomic profile of the audience, allows us to find families that despite the difficult economic situation in the country, reported financial earnings to their homes, enabling them to offer their children guarantees all basic needs, including these, adequate stimulation knowledge.

The families of the sector referenced, mostly, both father and mother, have work commitments, either as entrepreneurs or in the employer-employee relationship, which we infer that the need for care sites, protection and academic education for children is a reality.

The standard of living in general that belong to the families of the Atardeceres commune, is middle and low, in many cases the mother is responsible to maintain home, parents’ jobs are varied, mostly because there are families who derive their livelihood from trade, banking, architecture, nursing, teaching, the automotive engineering sector, monitoring and other domestic services between others.
As for housing, the commune has the right conditions, although overcrowding occurs in some houses because the houses are small relative to the number of members of the families. Therefore campus system has handled a relatively low educational cost, in order to be accessible to the economic level of the families involved and the difficult economic situation we are experiencing in our city, region and country.

2.1 Description of the problem

In the last ages, the English teaching has taken a lot of importance and relevance in the Educative Institutions because of the globalization and the governmental politics. From this idea, the researcher was interested in knowing the English level in the Liceo Santamaria, especially in third, fourth and fifth grade. The students in those grades were administered different research instruments in order to collect information about the process in that school. The researcher used surveys, interviews, class observations and activities to get the most important aspects about the English level. In that group it was taken into account aspects like development of the communicative skills, classroom management, motivation for English language, use of the resources (videos, songs, lotteries, flashcards), CLIL (content basic on English), ICT and Multiple intelligences.

According to the data collection observed the students have a low level of English in all the communicative skills specially in speaking, they feel scared when they have to talk, they are motivated and they would like to learn another subject in English. From this information the
researcher was interested in improving the communicative skills through CLIL based on lessons taking into account the multiple intelligences.

3. The research purposes

3.1 The research question:

How can CLIL enhance basic communicative skills through multiples intelligences based lessons?

3.2 General Objective:

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

3.3 Specific Objectives:

1. To improve language learning through activities that promote the use of the predominant intelligences in the students.

2. To promote the comprehension an expression of ideas relating to core subjects as math, science and social studies.

3. To provide opportunities for interaction through the implementation of communicative activities.
4. Theoretical Framework

4.1 CLIL: Content and Language Integrated Learning

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

Dearing/King Languages Review 2007

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

Nowadays, students finish school knowing little of the foreign language they have been learning for years, having knowledge about a language does not guarantee effective communication in real life, those are useless hours dedicated to learning the language.

Piaget expresses in his Piagetian psychology two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way. (Cameron, 200, p. 3)
The CLIL method can be considered a two-way street: as students learn the concepts and issues of a subject, they internalize structures and communicative functions pertaining to the foreign language. In other words, students learn by doing. “If we take Piaget's idea that the children adapt through experiences with objects in their environment, we can see how that environment provides the setting for development through the opportunities it offers the child for action.” (Cameron, 2001, p. 4)

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

This approach is not focused in Foreign Language Teaching; it is a pedagogical approach that joins content and 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.
This approach involves learning subjects such as history, geography or others, through an additional language. It can be very successful in enhancing the learning of languages and other subjects, and developing in the youngsters a positive ‘can do’ attitude towards themselves as language learners. (Marsh, 2000)

4.2 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.
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In foreign language teaching one of the main concerns today is to ensure that classroom activities are meaningful, authentic and motivating. Bilingual education must be based on classroom activities where all students can participate and collaborate in the activities proposed by the teacher.

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

![Figure 1 CLIL elements](image)

CLIL work does not require a specific methodology, through its content and use of the English language, this methodology requires a much higher cognitive process, because it requires a cooperative classroom management and a special emphasis on communication.
4.3 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.

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
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complete it. The students need to be enriched by the teacher with active oral activities that generate in them the necessity to speak.

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

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 the entire student’s attention and he gets the students to participate fully. To this the author recommends that if the teacher has set up the activity properly and can then give sympathetic and useful feedback – they will get tremendous
satisfaction from it. There are many speaking tasks that are intrinsically enjoyable in themselves like role-playing, discussion, problem-solving etc.

4.4 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)

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
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what is known about the listening process stems from research on native language development; however, as the importance of teaching listening comprehension has increased, so has the inquiry into second language listening comprehension.

4.5 Teaching Reading

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

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

Reading in English has great social, educational and practical importance, is one of the more fundamentally skills but often lack of motivation, strategies and techniques, it becomes boring for the student and teacher.

It is very important to make reading an enjoyable activity, in order to call and keep the attention and motivation of the learners.

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

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

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

4.6 Teaching writing

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

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

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

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

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

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

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

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

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

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

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

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

Naturalistic intelligence: is the ability to care for the environment, they are very ecological, curious; they always will look for a lot of reasons to everything, they observe many things for researching about that topic, but the most important thing, they really like exploring and discovering the world.
4.8 Teaching English to Young Learners: How They Learn and the Pedagogical Implication

How do young learners learn?

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

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

2. Pre-operational stage (from 2 - 7 years) when children need concrete situations to process ideas.

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,
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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.
4.9 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.
4.10 Developmental Stages

Probably the best known and most cited theory of child development is Jean Piaget’s (1896-1980). Piaget's theory states that children go through specific stages as their intellect and ability to perceive relationships maturely.

These steps are carried out in a fixed order in all children, and in all countries. However, this can vary slightly from one child to another. The stages are: Sensorimotor stage, Preoperational stage, Stage of concrete operations, Stage of formal operations.

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

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 the ages of 7 and 11 years of 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 generativist involves taking the decision to participate in the integration of the community, a family or a career. The final stage labeled integrity against despair involves reflecting on the choices and actions throughout life.

4.11 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, 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)
Stage 2: the intermediate period: as their language ability develops they begin to use some phrases, they 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 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)

4.12 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.

4.13 The Videos

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

The teaching-learning process has been improved parallel technology is involved, like video beam, videos and computers in school. Success in education goes far beyond developing the intellectual and motor skills of children since the school must go involving technology in their learning processes.
The videos in the classroom might offer many opportunities to broaden the knowledge of children and make life easier for teachers, as it allows both broadcast content and teaching approach. These help to meet the learning objectives proposed, for promoting the potential for expression and communication, given that the world is increasingly visual and young feel very comfortable in it.

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

According to Alcazar 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.
Videos are a source for listening and speaking practice

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

4.14 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 brainstorms 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.

4.15 Games

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

There are some types of games like billiards, board games and golf which are considered recreational activities and they increase our mental, physical skills while enjoying the excitement of our shots. In real sense, games affect a person’s psychological 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.
5. Methodology

The type of the study is action research. In this kind of investigation the researcher takes participation in the problem identified. According to Sagor (2000) action research is a disciplined process of inquiry conducted by and for those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining his or her actions. In another words, the person who is making the research takes participation and actions in order to solve an identified problem.

The action research has a process in which the researcher focuses in one area, carries out a data collection, provides a data analysis and interpretation and finally makes action planning. This process can be better interpreted in the image (Simmons, 2014) in which it shows the action research process (see figure 3).
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

In the graphic we can appreciate the process that is necessary to be followed by the researcher. The purposes in this kind of research are to implement lessons and reflect on how the lessons affect tomorrow’s lessons.

Participants

We conducted this study in a group of 18 students of third, four and fifth grade of primary school in Liceo Santamaria. This particular group includes 6 girls and 13 boys, aged between 8 and 11 years old.

The standard of living in general they belong to be medium and low, in many cases the mother is responsible for main expenses, parents' jobs are varied, mostly as we found families who derive their support trade, architecture, nursing, teaching, automotive engineering sector, surveillance and domestic services, among others.

Various students present attention deficit, some of them are currently taking medication and attending psychiatry. The group usually handles much indiscipline because their parents are very permissive and do not have clear standards set out at home.

The school principal is responsible and committed to the education of children, who belong to the educational institution Liceo Santamaria, for this reason he hired qualified personnel. This educational institution has responsible teachers, committed and trained in the curricular activities at school.
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Teachers demand quality over quantity in the learning of children, not just looking to give knowledge to students, also inculcate values and principles primary for community living.

6. Diagnostic Stage

In the Liceo Santamaria they were applied three different instruments of research. The groups selected were third, fourth and fifth grade. These grades are all together in the same group. In it, there are 19 students. There are 12 students in third grade, four students in fourth grade and three students in fifth grade. The instruments of data collection were applied in different days. The teacher asked to the students for different information using a survey. Every student had a survey with nine questions. Also, he registered a lot of class observations in his diary from different days and in different subjects, in order to get the reactions, feelings, opinions and behavior of the students during the days in the school. Also the teacher used an interview, asking for information to the teachers and the head teacher.

The results of the information collected are expressed in this report, showing the most relevant aspects, using charts and graphics.

6.1 Analysis of the diary

The diary is an instrument of research that is used to get reflections about different situations that happen in the context that is object to research. It contains the opinions, ideas,
class observations, own points of view and considerations about daily experiences. This diary was written by the teacher in third, fourth and fifth grade in Liceo Santamaria with 19 students. The diary contains the most important class observations, making two entries per week.

It was used in order to collect the most relevant aspects observed before, during and after the students were exposed to English classes.

The result of the analysis was organized by categories:

*Chart 1 Diary*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Results</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td>IIIIIIIIIIIIIII</td>
<td>III</td>
<td>17</td>
</tr>
<tr>
<td>Clil</td>
<td>IIII</td>
<td>II</td>
<td>5</td>
</tr>
<tr>
<td>Songs</td>
<td>IIIIII</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Games</td>
<td>IIIIII</td>
<td>I</td>
<td>7</td>
</tr>
<tr>
<td>Student Behavior</td>
<td>IIII</td>
<td>IIIIII</td>
<td>5</td>
</tr>
<tr>
<td>Flashcards</td>
<td>IIII</td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Easy</th>
<th>Difficult</th>
<th>Easy</th>
<th>Difficult</th>
<th>Easy</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>I</td>
<td>IIIII</td>
<td>1</td>
<td>6</td>
<td>14,2 %</td>
<td>85,7 %</td>
</tr>
<tr>
<td>Listening</td>
<td>IIII</td>
<td>IIIIIIIIIII</td>
<td>5</td>
<td>11</td>
<td>31,2 %</td>
<td>68,7 %</td>
</tr>
<tr>
<td>Speaking</td>
<td>IIIIII</td>
<td>0</td>
<td>8</td>
<td>0 %</td>
<td>100 %</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>II</td>
<td>IIIII</td>
<td>2</td>
<td>5</td>
<td>28,5 %</td>
<td>71,4 %</td>
</tr>
</tbody>
</table>
Interpretation: The analysis of the information collected in the diary shows different categories, of which the most relevant are the use of flashcards and songs each with 100%, this indicates that students are motivated in class and it has 85 percent. It is also important to note that games are an important aspect; they are the 87.5%. A negative aspect, but also very important that can be observed is the students behavior got 58.3%. Another important aspect in the diary is the information collected about the skills, according to this, we can see that for the students it is very difficult to express themselves and talk with their classmates, which is 100% of difficulty; and the other skills, reading and writing each one with 85.7% and 71.4 of difficulty respectively, this shows that students feel very insecure when it comes to participating in classes, because they feel they do not have the enough level skills to make them understand.

6.2 Analysis of the survey

The survey was an instrument that collected written information. It was designed with 9 questions, asking for information about the expectations, opinions and ideas of the students about the English language. The survey was applied to 19 students who are in third, fourth and fifth grade of elementary school. The class was divided by grades. The students were sat in different places in order that they were making a completely individual work. The survey took 20 minutes for each grade.

The instrument showed the following results:

1. Question: ¿Cómo te sientes cuando tienes clase de inglés?

Category: Motivation
Interpretation: The graphic shows that a high percent of the students feel happy in the English class. They are 77.7 percent of the class. It represents that the majority of the students like the English classes. In the second place, are located the students that feel confused, it is 16.6 percent of the all group. And finally are the students that feel bored in English classes, they are 5.5 percent. As a conclusion, the majority of the students feel happy when they have English classes.

2. Question: ¿Qué sientes cuando tu profesora habla en inglés?

Category: Motivation

Interpretation: The graphic shows that 66.6 percent of the students of the class feel confused when they have to listen in English language. They represent a few more then the half
of the total of the students. The other 33, 3 percent, they feel happy when they are listening in English language. We can conclude that the majority of the students find IT difficult to understand when they have to listen, so they feel confused.

3. Question: ¿Que actividades te gusta hacer en tu clase de inglés?

Category: Activities

![Graphic 3 Activities]

Interpretation: This question asked for learning resources used in English classes. The result shows that the majority of the students, it is 77, 7 percent of them prefer playing in English classes. That represents a high number of the class between the three grades. It can be understood that they enjoy the use of games. Another important resource for them is watching videos, with 11, 1 percent. And a little number of the students like reading stories and singing.

4. Question: ¿Cuando tienes que hablar inglés cómo te sientes?

Category: Speaking
Interpretation: This graphic shows that the half of the students express that they feel scared when they have to speak in English. It is 50 percent of the class. The other fifty percent is divided in two aspects. 22, 2 percent of the students feel angry when they are in speaking activities and only 27, 7 percent of them express that they are happy when they have to speak in English.

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

Category: Clil

Interpretation: The graphic shows, what the subjects are that the students like the most. The results show us that all the subjects have similar percent. The subjects that had more
percent than the others were Arts and science, with 29.3 percent. But the others subjects also got good percentages in between, it is 20.6 percent. This indicates that they feel good in all of them. It can be interpreted that science and arts are the subjects that the students in that group like the most.

Interpretation: The graphic lets us see that there are three subjects that they do not like; they are math, science and social studies. But we can determine that they do not like math and social studies, each of one got 45.5 percent of the score. In a minor percent is science, only with 9 percent. And finally, it is Arts, which did not get any percent in the survey. As a conclusion, it is possible to establish that all of the students like arts, and this is the subject that they prefer.

6. Question: ¿Cuál es tu opinión acerca de las siguientes actividades de inglés?
Interpretation: This graphic shows us that the 41.3 percent of the students consider that it is easy listening and understanding in English. This is the skill that they feel easier than the others abilities. Another skill that they express like easy is writing in English, with 37.9 percent of the students. Finally, a little part of the group expresses that speaking and reading in English are easy, so we can conclude that for the majority of the students speaking and reading are difficult.
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Interpretation: This graphic indicates that the subjects that the students consider difficult. The subject that got the major percent was reading in English, with 36.1 percent, so this is the more difficult subject for them. Another difficult subject is speaking in English with 30.5 percent. The other two skills were writing and listening in English with a lower percent, it is 16.6 percent.

This indicates that the skill that they consider more difficult is reading in English.

7. Question: ¿Cómo te gusta más trabajar en la clase de inglés?

Category: Grouping

Interpretation: This graphic shows that the students prefer to work in class in pairs, with another classmate. It is 55.5 percent of the students. Another important number of the class likes to work in teams, it is 38.8 percent of them. This can be understood that they prefer to work in pairs and in teams rather than individual.

8. Question: ¿Te gustaría ver en inglés tu materia favorita?
Category CLIL: Teach a subject through English.

![Graphic 10 CLIL](image)

Interpretation: in this question, the students were asked if they would like that their favorite subject is taught in English. The graphic shows that 61.1 percent agree with the teaching of a subject in English language, and 38.8 percent disagree. This indicates that more than a half of the students will be good if they study their perfect subject in English.

9. Question: ¿Cuándo se va a hacer una actividad lúdica en clase y la profesora te da las instrucciones en inglés las entiendes?

Category: TPR

![Graphic 11 TPR](image)
Interpretation: These results express that 55.5% percent of the students like and understand instructions given in English. This represents a little more than a half of the group. Another part of the group, it is 44.4% percent of them, expressed that they do not understand when they receive instructions or commands in English. This 44.4% represent a significant percent of the group.

6.3 Analysis of the Interview

The interview was applied to one teacher and the head teacher of the Liceo Santa Maria. They were asked for their perspectives and opinions about the importance of English in the Institution, in order to validate information related to the teaching of a foreign language, in aspects like: strategies, resources, skills, CLIL, classroom management and motivation.

The interview was designed with 9 questions and the people who were interviewed, they were recorded and there is a transcript about the information collected. The result of the analysis was organized by categories:
Interpretation: The analysis of the information collected shows us different aspects about different categories. Motivation has 100 percent; it indicates that the people asked consider that the students feel motivated in English classes. Talking about songs, games and videos they consider that they represent a positive aspect when they are incorporated in the teaching of the foreign language. The people interviewed considered that classroom management has 33, 3 percent like negative aspect and 66, 6 percent like positive aspect.

Another important aspect in the interview is the information collected about the skills. The people interviewed consider that it is easier for the students writing and reading in English. These two skills are rated with 100 percent in the column of easy skills. With 66, 6 percent of
the information expresses that it is easy to speaking in English, and with 33,3 percent expresses that it is difficult to speak in English. This shows that the opinions are divided, but it reflects that they consider speaking easier than difficult. Finally, it is the listening skill. In the information collected, we can appreciate that 60 percent of the information reflects listening like an easy skill, and 40 percent of the information expresses that listening is difficult.

6.4 Analysis of the instrument corners

This activity was applied to all the students in third, fourth and fifth grade. The teacher asked to the students about different questions taking into account multiple intelligences. The students listened to the teacher questions and, according to their answers, they moved to different sides of the classroom where there were the word and a picture using these criteria: I like it a lot, I like, I like a little, I do not like it. The activity collected the next results:

Corners

Lógica matemática

1. Te gusta contar, sumar, restar, multiplicar, dividir, hacer cuentas con la plata?
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Graphic 12 Logic Mathematics

Interpretation: The graphic shows that a half of the students express that they like mathematics operations. The researcher interpreted that the logic mathematic intelligences is predominant in a high percentage of the students.

Lingüística

2. Te gusta leer, escribir, te gusta hablar y contar tus ideas?

Graphic 13 Linguistic
Interpretation: The graphic shows that a big percentage of the students have the linguistic intelligences. This is because the 77% of the students express that they like activities related with this intelligence.

Naturalistica

3. Te gusta salir al campo, estar en medio de la naturaleza, mantener limpio tu casa y tu colegio, cuidar a las mascotas?

![Graphic 14 Naturalistic](image)

Interpretation: The graphic shows that naturalistic intelligence is the most predominant in the students, because the 93% of them expressed that they like activities related with this intelligence. The researcher concluded that the students would be good in activities related with nature.

Kinestésico

4. Te gustan las actividades de movimiento, juego, deporte, rondas y actividades al aire libre?
Interpretation: The researcher interpreted that kinesthetic intelligence is too a predominant intelligence in the students. A big percentage of them expressed that they feel good doing activities related with games, sports and rounds that involves movement of the body.

Musical rítmico

5. ¿Te gusta bailar, cantar, llevar el ritmo de una canción, tocar un instrumento musical?
Interpretation: The graphic shows that musical rhythmic intelligence is representative in some students. They feel identified with activities that have dancing and singing or playing an instrument. This is the 65% of the students.

Interpersonal

6. Te gusta trabajar en grupo, tienes algún grupo, te gustaría pertenecer a algún grupo. Te gusta jugar con tus amigos, compartir con ellos.

Interpretation: The graphic shows that the majority of the students expressed that they feel well in group and team activities. This can be interpreted that this interpersonal intelligence is predominant in the majority of the students.

Intrapersonal:

7. Te gustan las actividades de trabajar solo, jugar solo?
Interpretation: The graphic shows that this intelligence had a low percentage in the students. It means that the majority of the students do not feel good in alone or individual work.

Visual-espacial

8. Te gusta ver televisión, los cuentos con imágenes. Te ubicas con facilidad, sabes cuál es tu derecha y cuál es tu izquierda. Te gustan los mapas, saber dónde quedan los países?
Interpretation: the graphic shows that visual – spatial intelligence is representative in some students, they feel identified with activities that have reading with images or where they can be located and know where things are. This is the 38.8% of the students.

6.5 Multiple Intelligences

Interpretation: According to this graphic we can see that the naturalistic and kinesthetic intelligences have the same percentage; this shows us that a big percentage of the students feel identified with the activities that involve movements and care of the nature. The research could appreciate that in the answers given by the learners, they express that they like activities according to those intelligences. Another percentage of the students, it is 14.8%, express that they enjoy in team and group activities. This corresponds to interpersonal intelligence. It can be
interpreted that students are sociable and kind. The linguistic intelligence gets a good score. This means that learners like activities related with speaking, reading and writing.

As a conclusion the researcher interpreted that in the group there are various representative intelligences like: naturalistic, kinesthetic, interpersonal and linguistic. In a medium percentage there are logic – mathematics and musical rhythmic intelligences. And finally, a minority of the students expressed that they feel identified with visual-spatial and intrapersonal intelligences.
Triangulation of the Information

**Chart 3 Triangulation of the Information**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Diary</th>
<th>Survey</th>
<th>Interview</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Motivation</td>
<td>17</td>
<td>3</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Clil</td>
<td>5</td>
<td>2</td>
<td>58</td>
<td>11</td>
</tr>
<tr>
<td>Songs</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Games</td>
<td>7</td>
<td>1</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Students behavior</td>
<td>5</td>
<td>7</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>Videos</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Flashcards</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Cooperative work</td>
<td>7</td>
<td>2</td>
<td>17</td>
<td>1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Categories</th>
<th>Easy</th>
<th>Difficult</th>
<th>Easy</th>
<th>Difficult</th>
<th>Easy</th>
<th>Difficult</th>
<th>Easy</th>
<th>Difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>1</td>
<td>6</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>0</td>
<td>20.8%</td>
<td>79.1%</td>
</tr>
<tr>
<td>Listening</td>
<td>5</td>
<td>11</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td>51.2%</td>
<td>48.7%</td>
</tr>
<tr>
<td>Speaking</td>
<td>0</td>
<td>8</td>
<td>4</td>
<td>11</td>
<td>4</td>
<td>2</td>
<td>27.5%</td>
<td>72.4%</td>
</tr>
<tr>
<td>Writing</td>
<td>2</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>57.6%</td>
<td>42.3%</td>
</tr>
</tbody>
</table>

Interpretation: The information given in the chart show us the percentage of each category seen from different aspects, positive, negative, easy and difficult. The results are:
• Motivation for English language reflects 82.5 percent like positive effect, this indicate that they feel motivated in English classes.

• The information indicates that teaching a subject in English is considered like a positive aspect, it has 83.3 percent of the score.

• The use of the songs, games, videos and flashcards are considered with a high positive percentage. The score got in the information collected shows that they are very important and positive resources that the teacher can take into account in order to teach English in the Institution.

• In the information collected, the results indicate that the work in class have had better results in activities that require cooperative work, it is 88.8 percent of the total, and only 11.1 percent indicates individual work.

• In the analysis of the skills, it was qualified taking into account two sub-categories: easy and difficult. For reading in English, the information reflects that it is the skill considered more difficult for them it had a 79.1 percent. Another difficult skill is speaking with 72.4 percent against 27.5 that consider this skill like easy to develop. In other places there are the other two skills: listening that has 51.2 percent in easy to 48.7 percent in difficult. This indicates that a half of the information collected consider easy the development of this skill. And the other skill is writing, where a little more than half of the information collected shows us it is considered like an easy skill to 42.3 percent that consider it like a difficult skill.

As a conclusion, the information can be understood like: the more difficult skills are reading and speaking. The students like games, songs, flashcards and videos. They prefer
cooperative work than individual work. They feel motivated for English language. They agree if a subject is taught in English language, and the subject can be arts or natural science.

7. Action stage

The research was developed following a process which the researcher planned five workshops taking into account different contents in social studies and natural sciences. For every topic developed, it was planned a workshop using a variety of activities for each multiple intelligence, combining the acquisition of the foreign language and the content of a subject.

For planning the workshops, the teacher used a logical sequence to develop the contents of a subject through English language, in order that the learners improve their communicative skills at the time they get the contents of that subject.

The workshops planned were:

7.1 Workshop 1

<table>
<thead>
<tr>
<th><strong>Workshop 1</strong></th>
<th><strong>Institution:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Date:</strong> 13th August 2014</td>
<td>Liceo Santamaria School</td>
</tr>
<tr>
<td><strong>Group:</strong> third, fourth and fifth grade</td>
<td><strong>Hours:</strong> 4 hours</td>
</tr>
<tr>
<td><strong>Number of students:</strong> 18</td>
<td><strong>Level:</strong> Basic</td>
</tr>
<tr>
<td><strong>Time:</strong> 4 hours</td>
<td><strong>City:</strong> Manizales</td>
</tr>
</tbody>
</table>
Communicative purpose of the lesson:

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

Objective:

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

Topic: Animals according to reproduction, feeding and locomotion

Vocabulary: Oviparous, viviparous, carnivorous, omnivorous, herbivorous, swim, fly, walk, cow, pig, hen, dog, bird, chicken, cat, lion, frog, fish, eagle, sheep, giraffe, bee, spider, butterfly, meat, grasp, insects.

Standards:

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

• Respetto y cuido seres vivos y objetos de mi entorno.

• Hago conjeturas para responder mis preguntas.

Skills: Reading, writing, speaking, listening

Materials: Human resources, bag, cards, computer, flashcards, worksheet, puzzle, mask, real animals, memory game

School: LICEO ANTAMARIA SCHOOL

Date: August 13th of 2014

Teacher: LUZ NIDIA GUTIERREZ CADENA

Group: Primary School 3rd 4th and 5th grade

Topic: Animals according to reproduction

Numbers of students: 18

Level: Basic

Periods of the class: 1 hour

City: Manizales

Objective: students will be able to tell the way some animals reproduce and describe some of their characteristics in an oral presentation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>Warm up</td>
<td>Teacher will start class with an activity called memory game about animals. Children should find the same image (animals) and say the name of</td>
<td>Students have to pay attention to the game to avoid mistakes.</td>
<td>Memory game Intelligence</td>
</tr>
<tr>
<td>15 min.</td>
<td>Preparatio n stage 1</td>
<td>the animal. When the students find a picture, they will have to make a simple description of that animal, (color, size, fat, thin)</td>
<td>The students will make a simple description about the animals, using the vocabulary that they just have learned.</td>
<td>s (linguistic, visual-spatial)</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will show to the student’s real animals (cat, dog, bird, and rabbit) in others animals in flashcards. (cow, pig)</td>
<td>Students will participate in the activity; they will identify different animals.</td>
<td>Real animals, flashcards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will make emphasis on some characteristics of those animals.</td>
<td>Students name animals according to reproduction.</td>
<td>Intelligences (Naturalistic, Linguistic, Interpersonal, visual-spatial, intrapersonal)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will give a simple description: for example: color, if it is tall, short, fat, and thin.</td>
<td>Then, they will have to participate in the description of each animal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher will explain to the students which animals are oviparous and viviparous. The teacher will show a video that explains this situation.</td>
<td>Students help to the teacher to remember all animals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="https://www.youtube.com/watch?v=xUkZsAyotHc">https://www.youtube.com/watch?v=xUkZsAyotHc</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen and point. The teacher will ask the students to identify the animals according to their reproduction, for example</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>What animal is viviparous?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listen and correct. Teacher loses memory for a few moments alone with the intention that children will correct the words.</td>
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<tr>
<td>Preparatory stage 2</td>
<td>For example if the teacher points at the cow, she will say that: it is the dog.</td>
<td>Listen and say. The teacher will ask to the students about the reproduction of animals, as they are. for example What is the way of reproduction of a cow, from an egg or from the belly of its mother? Is the dog oviparous or viviparous? Listen and do. Teacher will give a jigsaw puzzle to each of the children and they have to say the way the animal reproduces (oviparous or viviparous). When the students have completed the puzzle, they will tell some characteristics of that animal: reproduction, color, size, etc) The teacher will give a worksheet about animals. They will cut out the pictures and stick them on their notebooks. In every picture the students will write a sentence given by the teacher. The (cow) is (viviparous) because it is born from the belly of the mother. The (hen) is oviparous) because it is born from an egg.</td>
<td>Students listen to the teacher and they answer the question. Students listen to the teacher and work individually on their worksheets. The students will complete a puzzle about one animal. So they have to describe the animal that they formed. The students will receive a worksheet about animals. They will cut out the pictures in the worksheet and stick them on their notebooks. Finally, they will complete the sentences about the way of reproduction of them.</td>
<td>Jigsaw, Worksheet Intelligence s: (visual-spatial, linguistic, logic mathematic,</td>
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<tr>
<td>20 PRODU</td>
<td>Teacher will give each student a mask; they must talk about this animal</td>
<td>Students should look at the masks given by the teacher and they</td>
<td>Mask,</td>
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</table>
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

| min. | CTION STAGE | according to its reproduction also using colors and adjectives to describe it. for example Cow is viviparous, is big, the color is white and black | describe this mask using colors and adjectives for example: Cow is viviparous, is big, it is white and black | classmates Intelligence s: (linguistic, |

Anexos:

Warm up (memory game)

Practice Puzzle

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

Worksheet
School: LICEO SANTAMARIA SCHOOL  
Teacher: LUZ NIDIA GUTIERREZ CADENA  
Topic: Animals according to feeding  
Level: Basic  
Objective: students will be able to say at least three animals according to the way they feed in a fishing game.

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<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 10 min. | WARM UP     | The teacher will teach to the students a song named “old Mac Donald” in a video. | The students will listen and sing the song. | Song, humans resources, video  
Intelligences: linguistic, kinesthetic, naturalistic, musical. |
| 15 min. | PREPARATION STAGE 1 | The teacher will ask the learners some questions. What animals do you have in the house? What does the pig eat? What does the horse eat? What does the rabbit eat? The teacher will show the students several pictures about the feeding of animals. (Carnivorous, lion and eagle, herbivorous sheep and giraffe, insectivorous frog and spider and omnivorous pig and hen). He/she will explain them why these animals have these characteristics showing them images about meat, grass and insects. What they eat and their classification. Teacher will look for the student to say the animal’s names that have the previous characteristics. The teacher will give to the students a worksheet with pictures and words about the way that the animals feed. The teacher will make a classification on the board: for example, a cow eats grass, so it is herbivorous. The students will have to | Students will answer the questions asked by the teacher. Learners will put attention to the teacher and they will say the name of other animals with these characteristics. The students will receive a worksheet. They will cut the pictures out and stick them on their notebooks, according to the teacher instruction. The teacher will tell an animal and its way to feed. So the students will stick that animal on their notebooks. | Flashcards, humans resources Intelligences: linguistic, visual, naturalistic, intrapersonal |
| 15 min | PREPARATION STAGE 2 | The teacher will write on the board different names of animals. The students will have to draw four columns on their notebooks, and using the names of the animals written on the board, they will have to write the animals’ name according to their feeding in each column. The teacher will give a worksheet about some animals. The students will have to complete according to their feeding. For example: A hen is a/an _________ animal. The teacher will tell the students a riddle about the animals; the children have to guess which animal it is. | Students will draw four columns on their notebooks. Then, using the names on the board given by the teacher, they will have to classify them according to their feeding. The learners will join the animal’s name with the corresponding characteristic. Learners should guess the riddles. | Paper with columns, worksheet, riddles. Intelligences: logic, intrapersonal, visual spatial |
| 20 min. | PRODUCT STAGE | Each student will receive a fishing rod. So they will use it to catch animals on a box. When the students get an animal, they will have to make a description about that animal: for example: A student catch a hen, so he has to say: it is | The students will catch animals from the box using a fishing rod. So they will describe the animal that they have. They will have to say color, form, size, way of reproduction and | Bag, names, humans resources Intelligences: intrapersonal, linguistic. |
yellow, short, omnivorous, and oviparous.

Anexos:

Warm up

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

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

Old MacDonald had a farm
Ee i ee i o
And on his farm he had some pigs
Ee i ee i o
With an oink-oink here
And an oink-oink there
Here an oink, there an oink
Everywhere an oink-oink
Old MacDonald had a farm
EE I EE I O
Practice:

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

<table>
<thead>
<tr>
<th>carnivorous</th>
<th>Herbivorous</th>
<th>Insectivorous</th>
<th>omnivorous</th>
</tr>
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</table>

Complete the sentences with the words in the boxes.

Chicken is a____ animal
Cat is an____ animal  Herbivorous
Shark is an ___ animal  Insectivorous
Dog is an ___ animal  Carnivorous
Cow is an___ animal
Pig is an __ animal  Omnivorous
Spider is an ___ animal
Tiger is an ___ animal

✓ Riddles:

- This animal is carnivorous animal; it is yellow and need feet to move. (Lion)
- This animal is carnivorous, it is black and white, it needs wings to move, it has a large and strong beak and powerful claws. (Eagle)
- This animal is herbivorous, oviparous and swims (Duck)
- This animal is omnivorous, viviparous and walks (Pig)
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

School: LICEO SANTAMARIA SCHOOL          Date: August 20\textsuperscript{th} of 2014
Teacher: LUZ NIDIA GUTIERREZ CADENA       Group: Primary School 3\textsuperscript{rd} 4\textsuperscript{th} and 5th grade
Topic: Animals according to locomotion      Numbers of students: 18
Level: Basic                                Periods of the class: 1 hour
Objective: The students will be able to tell how some animals move in an oral presentation using pictures.

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

| 20 min | PRODUCTION STAGE | The students will have to present to their classmates the animals that he has in the worksheet, and say if that animal flies, walks or swims. The teacher will make groups of three people, each group will make a billboard using sheets of one animal seen in class, and they will have to classify them according to reproduction, feeding and locomotion. In the presentation they will have a description in terms of: color, size, fat, thin, reproduction, feeding and locomotion. Then, they have to do a short presentation about an animal that they have in the worksheet. After this, the students will form groups. They will create a billboard with picture of one animal. They will have to describe that animal to their classmates. | Worksheet Pictures Glue cardboard |
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

presentation where use language in class.

Annexes:
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS
Communicative purpose of the lesson:

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

Objective:

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

**Topic:** Some characteristics of the City and the Countryside.
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

**Vocabulary:** City, countryside, building, houses, car, truck, airplane, airport, traffic lights, street, hospital, school, restaurant, some animals, farmer, farming, cattle, trees, mountains, rivers, housewife, road.

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

**Standards:**

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

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

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

School: LICEO SANTAMARIA SCHOOL                        Date: September 3rd of 2014
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Teacher: LUZ NIDIA GUTIERREZ CADENA  
Group: Primary School  3rd 4th, 5th grade

Topic: Countryside  
Numbers of students: 18

Level: Basic  
Periods of the class: 2 hours

Objective: The students will be able to say how many elements there are in a countryside image using 4 expressions with there is and there are, through description.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
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<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>The teacher will sing the song “chicken say” trying to do the actions.</td>
<td>The student should listen and sing the song with the teacher.</td>
<td>Songs</td>
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<td>Intelligences (linguistic, visual-spatial and kinesthetic)-</td>
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<td>25 min.</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will paste on the board a billboard, It will have some clouds, two houses, roads and pasture; after, he/she will give to each student one image about countryside´s elements; river, mountain, tree, some animal, road, farming, house, cattle a housewife, farmer, horse, motorcycle and jeep. The teacher will say to the student the pronunciation of the image´s name.</td>
<td>The students will have to take the image and try to stick it in the corresponding place on the billboard. Learners will answer the questions made by the teacher. Learners will count with the teacher. They will pronounce the countryside element´s name using there is and there are.</td>
<td>Flashcards, billboard Intelligences (Naturalistic, Linguistic, Interpersonal, visual-spatial and mathematical logic)</td>
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<td>PREPARATION STAGE</td>
<td>Teacher will show an image about countryside and the city. The teacher will ask the following question to the student. Do you live in the countryside or in a city? Listen and count: Teacher will count the countryside’s element on the billboard with the learners. Then he/she will use there is and there are to say how many elements there are. For example: Here there is a horse, here there are three houses. Teacher will explain them, THERE IS, is used to say one element and THERE ARE is used to say two or more elements. Teacher will say to the learners: The people go to work walking The people go to study walking or by jeeps The people ride horses Teacher will give to each student 5 images about the vocabulary learned. The images will be different for each child. When the learners have the images in front of</td>
<td>The students should listen the image’s name said by the teacher and cover the corresponding images with a piece of paper. The student that covers all the images will be the winner Students have to order the images according the image’s name that the teacher says.</td>
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| 2 | themselves, the teacher will start to say the each image’s name.  

**Listen and order:** The teacher will ask to the students to order the same images. They will order them but with the image’s name that the teacher is going to say. | Students will have to find twelve words about countryside. (Horse, few houses, many animals, mountain, cattle, river, three, farming, farmer, housewife, horse, motorcycle) in a word search.  

The students will create a landscape taken into account the countryside’s elements learned previously. They will say how many elements there are using the expression there is and there are. Also they should write it under the landscape.  

Students have to draw what the teacher say and write under the draw the corresponding name. | Word search, Worksheet, notebooks  
Intelligences: (visual-spatial, linguistic, logic mathematic, |
using the expressions there are and there is. The teacher will ask to the students to draw on their notebooks what he/she says. For example: mountain, farmer….. Besides teacher will ask for they, that should write under to each draw the corresponding name

| **30 min.** | **PRODUCTION STAGE** | The teacher will give to each student one image about the countryside. This picture will have different countryside´s elements. | The learners will have to present the image in front to their classmates. They will have to explain it, using there is, there are. For instance: in this picture there is a horse, in this picture there are two motorcycles; or they will have to say there is a tree, simply. | Picture, classmates Intelligences: (linguistic, intrapersonal, mathematical logic, |
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

ATTACHED

WARM UP

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

PRESENTATION
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

City

Countryside

PRACTICE

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Mountain farming road
farmer motorcicle few house
river horse cattle many animal
housewife jeep
Production
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

School: Liceo Santamaria School  
Date: August 27th of 2014

Teacher: LUZ NIDIA GUTIERREZ CADENA  
Group: Primary School 3rd 4th and 5th grade

Topic: City  
Numbers of students: 18

Level: Basic  
Periods of the class: 2 hour

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

<table>
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<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td>10 min.</td>
<td>WARM UP</td>
<td>Teacher will start class with a song called “walking, walking”. In this activity the children will have to do movements with their body like: (running, walking, jumping, etc.)</td>
<td>The students will listen and sing the song. Students will have to do movements with their body like: (running, walking, jumping, etc.)</td>
<td>Song, humans resources, Intelligences: linguistic, kinesthetic, naturalistic, musical.</td>
</tr>
<tr>
<td>20 min.</td>
<td>STAGE 1</td>
<td>The teacher will show some real elements that we usually see and use in the city (home, car, truck, plane, traffic lights). The teacher will make a small city (mockup) in the classroom. The teacher will locate all those elements before he/she shows them to the students.</td>
<td>The students will pay attention to the teacher’s performance.</td>
<td>Real material, mockup Intelligences: linguistic, visual, intrapersonal</td>
</tr>
<tr>
<td>20 min</td>
<td>STAGE 2</td>
<td>The teacher will give to each student one element seen in the city (car, truck, traffic lights, house, airplane, hospital) The teacher will count the elements with the learners. Then he/she will use there is and there are to say how many elements there are. (Listen and count) For example: There are some airplanes, there is one park. Teacher will explain them, there is, is used to say one element and there are, is used to say two or more elements. The students will have to say the name of those elements in turns; they will have to locate them in the mockup. (Listen and do, listen and locate). The intention is that the students interact with the objects and play with the mockup. The teacher will give them a worksheet. (City and country) They will have to classify</td>
<td>Students will participate in the activity and they will say the name of the elements that the teacher will give them. The students will classify the elements that there are in the city, in the appropriate column. The students are going to match the place and the activity performed there. The students will have to draw countryside or a city with ten elements. After, they will have to make questions and answer questions with a classmate, using Is there, or are there. The students will pay attention to the video about a city in United States and the Manizales city. They will have to identify some difference between them.</td>
<td>Real material, worksheet Intelligences: intrapersonal, visual spatial</td>
</tr>
</tbody>
</table>
the elements that they saw in class.

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

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

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

Activity for culture:

The teacher will show a short video about a city in United States and the Manizales city. The intention is that the teacher and the students identify some different in terms of: buildings, transportation, houses, and way to dress, people.

| 20 | PRODUCTI | The teacher will make a game called Lotto, she/he will give to each student a Students will pay attention and they will say at least five elements seen in class, Lotto |
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

<table>
<thead>
<tr>
<th>min.</th>
<th>ON</th>
<th>lottery table with the names of the elements seen in class, she/he will show to the students the picture, and they will say the name of the picture that the teacher showed and, they will have to cover it if they have that picture in their cards.</th>
<th>through a game called Lotto. They will say the name of the picture that the teacher will show them and, if they have that picture in their cards, they will have to cover it.</th>
<th>Intelligence(s): intrapersonal, linguistic.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 min.</td>
<td>EVALUATION</td>
<td>The teacher will ask to the students to draw 5 of the elements seen in class and write the name of that element in their notebooks</td>
<td>Students will draw in their notebooks five elements seen in class and they will have to write the name.</td>
<td>Notebooks</td>
</tr>
</tbody>
</table>

ATTACHED WARM UP

**Song “Walking, walking”**

Lyrics:

♫ Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Tiptoe tiptoe. Tiptoe tiptoe.
Jump jump jump. Jump jump jump.
Swimming swimming swimming.
Now let's sleep. Now let's sleep.
Wake up!
It's time to go!]
Are you ready to go fast?
Okay!
Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Walking walking. Walking walking.
Hop hop hop. Hop hop hop.
Running running running. Running running running.
Now let's stop. Now let's stop.
Whew! ♫
Final Production

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

7.3 Workshop 3

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

Communicative purpose of the lesson:

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

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

**Topic:** Feeding train

**Vocabulary:** carbohydrates, bread, rice, candies, sugar, cake, proteins, legumes, meat, eggs, milk, cheese, vitamin, apple, cabbage, pineapple, mango, fats, oil, butter, chocolate, avocado, minerals, salt, water.

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

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Copio y trascribo palabras que comprendo y que uso con frecuencia en el salón de clase.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
- Respeto y cuido seres vivos y objetos de mi entorno.
- Hago conjeturas para responder mis preguntas.
- Relaciono ilustraciones con oraciones simples.
- Escribo el nombre de lugares y elementos que reconozco en una ilustración.
- Identifico elementos culturales como nombres propios y lugares, en textos sencillos.
Verifico que los alimentos generan cambios físicos y químicos.

Respeto y cuido seres vivos y objetos de mi entorno.

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

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

---

School: Liceo Santamaria  
Teacher: LUZ NIDIA GUTIERREZ CADENA  
Group: Primary School 3rd, 4th and 5th grade  
Topic:  
Level: Basic  
Objective: The students will be able to say what they eat at lunch, at dinner or at breakfast by a question game.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>Teacher will show to the students a video about the food. <a href="https://www.youtube.com/watch?v=GaLvxVnn8Yg">https://www.youtube.com/watch?v=GaLvxVnn8Yg</a></td>
<td>The student should listen and sing the song, besides they should repeat some food’s names.</td>
<td>Song, video Intelligences (linguistic, and kinesthetic, visual, auditory, musical)-</td>
</tr>
<tr>
<td>Time</td>
<td>Preparation Stage 1</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>25 min.</td>
<td>Teacher will bring to class the food pyramid empty, and some flashcards with different kind of food, then while she explains each nutrient, her students will help her to put the flashcards on the pyramid. Finally teacher will ask them the importance of each group of food. For example why do we have to eat fruits? What’s the importance of carbohydrates? Teacher will show to the student real food as: sugar, rice, cake, candy, bean, cabbage, butter, chocolate, bread, oil, orange, banana, avocado, cheese, milk. Listen and repeat: Teacher will say them the corresponding names about food, the children will repeat them. Listen and count: Teacher will count the food with help to the students, then, teacher will take an element, the students should say the corresponding name. Teacher will explain them what nutrient has each food. For example: the sugar is a carbohydrate, the beans are proteins, the orange is a vitamin, the oil is a fat.</td>
<td>They will pay attention to the teacher explanation, and while the teacher is explaining them, they will participate putting the food in each correct space. Finally they will talk about the importance of each group of food, what kind of food they should eat often, or how they can eat healthy… Students should look AT the real food, listen and repeat the food’s names.</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Food pyramid, flashcards Real food, images, board</td>
<td>Intelligences: linguistic, visual, mathematical logic, naturalistic, interpersonal, intrapersonal.</td>
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</tbody>
</table>
| PREPARATION STAGE 2 | and the salt is a mineral. Listen and do: Teacher will draw on the board 5 columns with the corresponding names about nutrients: (carbohydrate, minerals, vitamins, fats, proteins) then, he/she will give to the students images about food categories: Carbohydrates: bread rice, candies, sugar, cake, proteins: legumes, meat, eggs, milk, cheese, vitamins: apple, cabbage, pineapple, mango, fats: oil, butter, chocolate, avocado, minerals: salt, water. Teacher will ask to the children the following questions: What do you eat for breakfast? What do you eat at lunch? What do you eat for dinner? What nutrient does have the egg? What nutrient does have the orange? What nutrient does has the oil? | by the teacher: 
I eat eggs 
I eat chocolate 
I eat rice 
The egg has protein. 
The orange has vitamin 
by the teacher: 
I eat eggs 
I eat chocolate 
I eat rice 
The egg has protein. 
The orange has vitamin |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Teacher will start again to show them the</td>
<td>The students have to look the video again, besides they should say the</td>
</tr>
<tr>
<td></td>
<td>Video, paper, worksheet, real</td>
<td>Video, paper, worksheet, real</td>
</tr>
</tbody>
</table>
previous video.

The teacher will ask for the students organize in couples to do a market list, taken into account the previous food’s names.

For example:
Two carrots
Three apples

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

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

On the board it will be written the food’s name. The teacher will say to the students a food name; they should draw this element on their notebooks and write


nutrient of each food. For instance:
The banana is a vitamin
The milk is a protein and fat.

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

The students should make a circle and cover their eyes. When the teacher will give to taste a food, they have to say the food name and what nutrient it contains.

Students have to draw the food element said by the teacher, besides write the name below.

Students have to bring the entire food’s element ordered by the king. The child that brings the corresponding food element should say the

Intelligences:
visual spatial, kinesthetic, Musical, linguistic, interpersonal, intrapersonal.
| 30 min. | PRODUCT ON STAGE | The teacher will give to every student a square in order that they collect information about what their classmates eat for breakfast, lunch and dinner. Every student will have to collect the information in an information gap. (see annex). | The students will collect information using an information gap table. They will ask to their classmates and write their answers in each case. | Information gap
Intelligences: interpersonal, linguistic, visual-spatial, kinesthetic |
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>under the corresponding name and the nutrient that it has. Listen and do: Teacher will play with the children “the king order” with the real food. In this game teacher will say “the king order, children bring a rice, the king order children bring an orange. Teacher will give to the learners a worksheet where they should connect the food with the corresponding nutrient.</td>
<td>name and what nutrient it has. The students should match the food element with the corresponding nutrient.</td>
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</tbody>
</table>

Attachment

Warm up:

https://www.youtube.com/watch?v=GaLvxVnn8Yg
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

PRESENTATION:
PRODUCTION

STUDENT: ________________________

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
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</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

PRACTICE:

Match the food with the corresponding nutrient

- Proteins
- Vitamins
- Minerals
- Carbohydrates
School: Liceo Santamaria

Teacher: LUZ NIDIA GUTIERREZ CADENA

Group: Primary School 3rd, 4th and 5th grade

Topic:

Numbers of students: 18

Level: Basic

Periods of the class: 2 hours

City: Manizales

Objective: The students will be able to contrast what the people eat in United States and what people eat in Colombia using a memory game made in jclic in an oral presentation.

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>The teacher will organize images of American food and Colombian food in a video made in stupeflix.com. <a href="https://www.youtube.com/watch?v=VUXqLWwvoXs&amp;hd=1#">https://www.youtube.com/watch?v=VUXqLWwvoXs&amp;hd=1#</a></td>
<td>The students will pay attention to the video. They will start to contrast that different food.</td>
<td>Song, video Intelligences (linguistic, and kinesthetic , visual, auditory, musical)-</td>
</tr>
<tr>
<td>25 min.</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will interact with the video. The teacher will explain that food is typical of the American culture or Colombian</td>
<td>The students will interact with the video. They will have to repeat the names of the food.</td>
<td>Video, computer, box, images,</td>
</tr>
<tr>
<td>30 min</td>
<td>PREPARATION STAGE 2</td>
<td>The students will have a dish. They are going to draw a typical food. The teacher will have a bag. In it there will be papers with names: American breakfast, Colombian breakfast, American lunch, Colombian lunch. They will have to make a drawing according the name that they have. The teacher will give them an American candy and Colombian candy in order for the students to tell the difference.</td>
<td>The students will make a drawing in a polystyrene plate according to the name that the teacher gives them.</td>
<td>Computer, memory game made in jclic. In this, the students will have to find two same images and say if that food is eaten in America or Colombia.</td>
</tr>
<tr>
<td>30 min.</td>
<td>PRODUCTION STAGE</td>
<td>The teacher will prepare a memory game in an application of a computer called jclic. In this, the students will have to find two same images and say if that food is eaten in America or Colombia.</td>
<td>The students will have to make pairs with images of American food and Colombian food. They will have to say where that food eaten</td>
<td>Computer, memory game made in jclic. In this, the students will have to find two same images and say if that food is eaten in America or Colombia.</td>
</tr>
</tbody>
</table>
If the students identify some food in that kind of food, they will express what nutrients they have. In some cases, the students will say what nutrients that food has.

**Final production:**

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

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

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

When they get the information, they will have to make a short presentation about what the all group eat in each food category.

### 7.4 Workshop 4

<table>
<thead>
<tr>
<th>DATE:</th>
<th>INSTITUTION: Liceo Santamaria</th>
</tr>
</thead>
<tbody>
<tr>
<td>GROUP:</td>
<td>HOURS: 4 hours</td>
</tr>
<tr>
<td>NUMBER OF STUDENTS:</td>
<td>LEVEL: Basic</td>
</tr>
<tr>
<td>2014</td>
<td>third, fourth and fifth grade</td>
</tr>
</tbody>
</table>
Communicative purpose of the lesson:

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

Objective:

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

**Topic:** Landforms of the Earth

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

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

**Standards:**

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Sigo la secuencia de una historia sencilla.
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

- Entiendo la idea general de una historia contada

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

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

- Reconozco y describo las características físicas de las principales formas del paisaje.

- Comprendo descripciones cortas y sencillas de objetos y lugares conocidos.

- Establezco relaciones entre los accidentes geográficos y su representación gráfica.

- Relaciono ilustraciones con oraciones simples.

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

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

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

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

School: Liceo Santamaria  
Teacher: LUZ NIDIA GUTIERREZ CADENA  
Group: Primary School 3rd, 4th and 5th grade  
Topic:  
Date: 30th September  
Numbers of students: 18
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Level: Basic

Periods of the class: 2 hours

City: Manizales

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>The teacher will make a sensitization about the destruction of the Earth. The teacher will show images about the contamination of the planet. After this, the teacher will teach a song to the students. The song is called “Kids for saving the Earth”. The teacher will sing the song with the students.</td>
<td>The students will see different images about the Earth contamination. The students will learn a song called “Kids for saving the Earth”. The students will sing the song with the teacher.</td>
<td>Song, video Intelligences (linguistic, kinesthetic, visual, auditory, musical)</td>
</tr>
<tr>
<td>25 min.</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will use a “Story telling” in order to present the topic. The story will be about two children who make a trip in an airplane around the world. The teacher will tell the story using different intonation, body language and performance in order to make the story</td>
<td>The students will listen to the story telling read by the teacher. They will pay attention to the images in order to understand the story. The students will participate in the activity using their imagination, in order to simulate a trip in an airplane</td>
<td>Storytelling, Flashcards, video, computer, Intelligences (linguistic, and kinesthetic, visual,</td>
</tr>
</tbody>
</table>
understandable by the students. The teacher will use images of different scenes of the story.

The teacher will tell to the students that they are going to make a trip in an airplane around the world. The teacher will carry to the students to imagine a trip from the air.

The teacher will use a video that corresponds to the Story telling said before.

http://www.youtube.com/watch?v=mw9YIfOdzww

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

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

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

The students will have to identify the similarities between the video and the Story telling.

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

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

| PREPAR | around the world. |
|        | auditory, musical |
| 30 min | ACTION | 2 | The teacher will show different relief of Colombia using a map. The teacher will locate the pictures of a volcano, valley, chain of mountain, tableland, plains, snowy, desert, mountain and hill according to the location in Colombia. The teacher will make a description of the differences in the Colombian relief. The teacher will make an experiment of a volcano. The teacher will make a volcano with plasticine, soda, red dye and a paste of alcazelzert. The teacher will use different elements in order to simulate an eruption. The teacher will use the experiment in order to explain what the characteristics of a volcano are. The teacher will give to the students a worksheet about the landforms of the Earth. The students will have to read a definition and match with the corresponding name. The teacher will make a game called “Get the star”. The teacher will stick on the board different stars made in cardboard. The teacher will | The students will pay attention and interact with the teacher according to the Colombian relief. The students will learn how the land forms of Colombia are and where they are on the map. The students will interact with the experiment made with the teacher. They will pay attention to the procedure that the teacher will use to simulate the eruption of the volcano. The students will have to match a definition with the corresponding name according to the topic learned in class. The students will participate in a game called “Get the star” They will have to take a star stick on the board, read the question to their groups and answer it. | Pictures, map, tape, cardboard, worksheet, colors, pencil. Intelligences (linguistic, and kinesthetic, visual, auditory, musical)- |
### Flashcards

<table>
<thead>
<tr>
<th>Mountain</th>
<th>Volcano</th>
<th>Desert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valley</td>
<td>Snow Mountain</td>
<td>Chain Mountain</td>
</tr>
<tr>
<td>Hill</td>
<td>Tableland</td>
<td>Plains</td>
</tr>
</tbody>
</table>
Worksheet

Name _______________________________________________

A low land area between two mountains is called Plains
A dry area with lot of sand, camels, cactus is found here. Hill
It is a form of land bigger than the hill Snow Mountain
This is a high mountain with snow on top Valley
It is a chain of mountains in the center of the country. Volcano
A large area of high flat land. Tableland
It is a landmass that is flat and covers many miles. Desert
It is a land elevated and smaller than mountain. Mountain
It is dangerous mountain that can erupt. Chain mountain

Final production:

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

### 7.5 Workshop 5

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

Communicative purpose of the lesson:

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

Objective:

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

**Topic:** little Red Riding Hood to teach math, science, social studies, arts and ethics.
Vocabulary: little Red Riding Hood, animals, characters, numbers, countryside, food, story, storytelling, basket

Standards:

- Reconozco cuando me hablan en inglés y reacciono de manera verbal y no verbal.
- Identifico palabras relacionadas entre sí sobre temas que me son familiares.
- Respondo a preguntas sobre personas, objetos y lugares de mi entorno.
- Respeto y cuido seres vivos y objetos de mi entorno.
- Hago conjeturas para responder mis preguntas.
- Relaciono ilustraciones con oraciones simples.
- Esrabo el nombre de lugares y elementos que reconozco en una ilustración.
- Reconozco y describo las características físicas de las principales formas del paisaje.
- Identifico elementos culturales como nombres propios y lugares, en textos sencillos.
- Verifico que los alimentos generan cambios físicos y químicos.
- Sigo la secuencia de una historia sencilla.
- Entiendo la idea general de una historia contada.
- Descubro que la suma, la resta, la multiplicación y la división pueden transformar los números en otros números y resuelvo problemas con esas operaciones.

Skills: Reading, writing, speaking, listening.

Materials: storytelling, game, human’s resources, real material, notebooks, board, marker, computer, puppets, images, food and fruits.
**CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS**

School: Liceo Santamaría  
Teacher: LUZ NIDIA GUTIERREZ CADENA  
Topic: Little Red Riding Hood  
Level: Basic.

Group: Primary School 3\textsuperscript{rd}, 4\textsuperscript{th} and 5\textsuperscript{th} grade  
Numbers of students: 18  
Periods of the class: 2 hours  
City: Manizales

<table>
<thead>
<tr>
<th>Time</th>
<th>Class stage</th>
<th>Teacher</th>
<th>Students</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min.</td>
<td>WARM UP</td>
<td>Teacher will make a game called “hare, gun, wall” the students. The students will form two groups. Each group should choose hare, gun or wall. The hare jump the wall, the gun kills the hare and the wall stop the gun. When a group choose the hare should hang like a hare, if they choose the wall should up their hands, if the group choose the gun should shoot. Win the group that gets more points.</td>
<td>Students will participate in activity</td>
<td>Intelligence s (linguistic, kinesthetic, visual, auditory)</td>
</tr>
<tr>
<td>25 min.</td>
<td>PREPARATION STAGE 1</td>
<td>The teacher will present the story telling: Little red riding hood through puppets. The story will have as scenery the forest and some countryside elements. The teacher will interact with the students making questions about the story. The teacher will ask for different aspects like adjectives of the characters. For example: what color is the little red riding hood basket? How is the wolf? The teacher will talk about the place of the story; they will speak about some characteristics of the countryside (trees, road, mountain, and river) and the forest where the story took place. In this activity the teacher will review a topic learned before in social studies. For example: what elements of the countryside can you see? The teacher will show the</td>
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<td></td>
<td></td>
<td>Students will pay attention to the story of Little Red Riding Hood in which the teacher used puppets. Students will participate in the activity by answering the questions asked by the teacher about the characteristics of the characters in the story. Students will discuss the characteristics of the countryside and the forest in which the story takes place. Students will discuss the nutrients that have the food that Little Red Riding Hood has in her basket. Students should say the food names that the grandmother can eat. Students will solve the math problems. They will use addition and subtraction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intelligences (linguistic, and kinesthetic, visual, auditory, logical mathematic, intrapersonal, interpersonal)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PREPARA</td>
<td>little red riding hood basket with different kinds of foods (bread, oranges, biscuits, apples, bananas, sugar. The teacher will ask to a student to take one element of the basket, show it to their classmates and they will have to tell what the name is and what nutrients that kind of food has (protein, vitamin, and carbohydrate, mineral and fat). With this activity the teacher will review a topic learned before in natural science. Teacher will ask the following question to the students, If the grandmother has high sugar, what food should she eat? The teacher will give to the student’s two math problems with elements of the story telling. Use the follow information two solves the math problems: The wolf used the shorter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TION STAGE 2</td>
<td>road and the little red riding hood used the longer road. If the long road measures 378 m. and short road measure 154 hm. How many more meters walked little red riding hood in relation to the wolf? How many meters traveled both? For this exercise teacher will say to the students the signs of the subtraction and addiction. (Minus, equal, plus, carry out, tens ones.) If Red Riding Hood had in her basket five apples, three bread and two bottle of milk. How many food elements does she have in total?</td>
<td>30 min</td>
<td>Teacher will carry to the school images about characters of the story, the students have to color and cut it, then, they will paste it in a thin stick to make a puppet. Then they will give a description about the character they make in order that their classmates guess</td>
<td>Students will color images and then they have to make puppets, then they should explain the characteristic of the puppet. Students should make</td>
</tr>
<tr>
<td>TIME</td>
<td>PROCESS</td>
<td>DESCRIPTION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>---------</td>
<td>-------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 00:30 | **FROM STAGE** | The character. Students will organize in groups. The teacher will give images about the story to each group. They will organize the images according to the story. Teacher will make a dialogue with students about Little Red Riding Hood story, and then students have to organize in couples. He/she gives them a few words so that they form sentences about obedience. Every student should give a message about obedience. For example: *It *to be *is _ important _-obedient.*  
*We* be *should* with *our *obedient *parents.*  
*Do *not *with* speak *strangers* |
| 00:30 | **FROM STAGE** | groups and organize the pictures according to the story. Students will make a message about obedience, with words that the teacher gives about Little Red Riding Hood story |
| 00:30 | **FROM STAGE** | 1, interpersonal |
| 00:30 | **FROM STAGE** | **PRODUCTION STAGE** The children will make groups of three people. The teacher will give to each one two different Images about the story. The groups should find and point the differences of the image. |
ATTACHMENTS

WARM UP:

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

Video about the little red riding hood story

Preparation stage 1:
Preparation stage 2:
Final production:

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

The researcher used the information collected in each workshop to get results of the research. During the application of the five workshops, the researcher used three different instruments for each workshop in order to collect observations, opinions, impacts, perceptions and results of the activities performed. With the data collected, the researcher made an analysis of the research instruments for each workshop.

The results were:

8.1 Analysis of the first workshop

The workshop was an instrument of research which was used to get information about the integration of CLIL in the classroom which was object to research. It contains lesson plans, activities and evaluation instruments. This workshop was applied in third, fourth and fifth grade in Liceo Santamaria with 17 students.

8.1.1 Cards

This activity was applied to all the students in third, fourth and fifth grade. The teacher gave to the student’s ten cards about different activities which were performed in class. The teacher asked them to choose four cards according the activities that they more liked. After this, they had to select two cards about activities that they did not like.

The result of the analysis was organized by categories in the chart.
Chart 4. Cards

<table>
<thead>
<tr>
<th>Categories</th>
<th>Most perceived</th>
<th>Least perceived</th>
<th>Most perceived</th>
<th>Least perceived</th>
<th>Most perceived</th>
<th>Least perceived</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical intelligence</td>
<td>II</td>
<td>I</td>
<td>2</td>
<td>1</td>
<td>12,5%</td>
<td>12,5%</td>
</tr>
<tr>
<td>Linguistic intelligence</td>
<td>0</td>
<td>I</td>
<td>0</td>
<td>1</td>
<td>0%</td>
<td>12,5%</td>
</tr>
<tr>
<td>Mathematic intelligence</td>
<td>0</td>
<td>III</td>
<td>0</td>
<td>4</td>
<td>0%</td>
<td>50%</td>
</tr>
<tr>
<td>Intrapersonal intelligence</td>
<td>II</td>
<td>I</td>
<td>2</td>
<td>1</td>
<td>12,5%</td>
<td>12,5%</td>
</tr>
<tr>
<td>Interpersonal intelligence</td>
<td>III</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Visual spatial intelligence</td>
<td>II</td>
<td>I</td>
<td>2</td>
<td>1</td>
<td>12,5%</td>
<td>12,5%</td>
</tr>
<tr>
<td>Naturalistic intelligence</td>
<td>III</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>18,7%</td>
<td>0%</td>
</tr>
<tr>
<td>Kinesthetic intelligence</td>
<td>III</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>18,7%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>8</td>
<td>16</td>
<td>8</td>
<td>99.9%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Interpretation:

The analysis of the information collected in the workshop No. 1 showed different intelligences, of which the most relevant was interpersonal intelligence with 25%, this indicates that students felt much better when they worked in groups with their classmates. It is also important to note, that naturalistic and kinesthetic intelligences scored 18.7% each one, this indicates that students liked to interact with animals and do activities related with movement. A negative aspect, but also very important was that the students could not identify mathematics intelligence. It was 50% percent of the entire group. This shows that students need more activities that include mathematic operations.

8.1.2 Survey

The survey was an instrument that collected written information. It was designed with six questions, asking for information about the activities performed in class, which were integrated natural science and English. The survey was applied to 18 students of third, fourth and fifth grade of elementary school. They answered the survey individually. The survey took 10 minutes.

The instrument showed the next results:

1. ¿Qué materia aprendiste por medio de las actividades de clase?
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Interpretation:

The graphic showed that a high percentage of the students identified the subject that they were working in the last two classes. It was represented with 89% of students. In the second place there were the students who did not identify the subject. This was 11% of the entire group.

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

Interpretation:
The graphic showed that 100% percent of students assimilated the proposed topic for the first class about reproduction of the animals. They were satisfied with the activities proposed by the teacher.

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

![Graphic 23 Survey - Question No 3](image)

**Interpretation:**

The graphic showed that a high percentage of the students assimilated the proposed subject for the second class about feeding of the animals. It was represented with 89% of students. In the second place, an 11% percent of the students did not assimilate the subject.

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

The graphic showed that a high percentage of students assimilated the proposed subject for the second class about locomotion of the animals. It was represented with 94% of the students. Only the 6% percentage of the group answered that they did not assimilate the topic in a good way.

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

The graphic showed that a high percentage of students liked to learn other subjects through English. It was represented with 94% of them. In the second place, the students who did not liked learning other subjects through English. It was 6% percent of the all group.

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

<table>
<thead>
<tr>
<th>Pregunta No. 6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sí</strong></td>
</tr>
<tr>
<td>94%</td>
</tr>
</tbody>
</table>

*Graphic 26 Survey - Question No.6*

Interpretation:

The graphic showed that a high percentage of students felt satisfied with the activities. It was represented with 94% of the students. Only, six percentages of the students did not feel satisfied with the activities performed.

8.1.3 Diary

The diary was an instrument of research that was used to get reflections about different situations that happened in the context which was object to research. It contained the opinions, ideas, class observations, own points of view and considerations about daily experiences.
The result of the analysis was organized by categories:

### Chart 5 Workshop 1 - Diary

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Report</td>
<td>No Report</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Diary</td>
<td>IIIII IIIIII II</td>
<td>0</td>
<td>IIII</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
**EVIDENCE**

<table>
<thead>
<tr>
<th>The students worked in a mask; they should talk about this animal according to its reproduction also using colors and adjectives to describe it.</th>
<th>They remembered the topic because they had seen in the natural science.</th>
<th>Students performed billboards and discusses the assigned animal, they used complete sentences and they used the vocabulary seen in class.</th>
<th>Children worked very judicious in group, it was fun and rewarding to see how everyone worked together to make a beautiful work.</th>
</tr>
</thead>
</table>

**Teacher showed to the student’s real animals (dog, chicken) these animals represent viviparous and oviparous animals.**

**Interpretation:**

The analysis of the information collected in the diary showed different categories, of which the most relevant were cognition, content and multiple intelligences with 100% each one, this indicated that students answered positively when the teacher taught them different subjects in English. The students worked and talked about animals using colors and adjectives in order to describe it. All activities were intended to stimulate all kinds of intelligences. Taking into account the communication category, it was developed all the skills involved like: listening, speaking, reading and writing with 100% each one, this meant that the students were comfortable when they expressed their ideas in English, and also they enjoyed all activities which they had to participate all time.
8.1.4 Triangulation of the information

*Chart 6 Workshop 1 - Triangulation of the information*

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Surveys</td>
<td>60</td>
<td>8</td>
<td>15</td>
<td>2</td>
</tr>
<tr>
<td>Diary</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Diary</td>
<td>27</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Cards</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td></td>
<td>Cards</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>93</td>
<td>8</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td></td>
<td>92, 0%</td>
<td>7,9%</td>
<td>90,9%</td>
<td>9,0%</td>
</tr>
</tbody>
</table>
Interpretation:

The information given in the chart showed us the percentage of each category seen from different aspects like satisfactory and unsatisfactory, positive and negative, report and no report. The results were:

The information indicated that communication was very important and all the skills listening, speaking, reading and writing were developed in a good way in the students, this was reflected with 100% each one, this means that the students were comfortable when they expressed their ideas in English. They enjoyed all the activities where they had to participate all the time. In second place was cognition, it was very high, with 92.0%, this means that students learned easily and they expressed their knowledge in a positive way.

The attitude to English class reflected a positive effect; with 91.6% this indicated that children were motivated in the English class. Content was easily assimilated, with 90.9% this indicated that children easily learned the topic, because they just had seen that topic before in other subject.

As a conclusion, the information could be understood like: students had a positive attitude in English class, they learned easily the topic and they expressed their knowledge by participating in all activities in class, they were motivated to learn and express their ideas to their classmates.
8.1.5 Triangulation Multiple Intelligences

*Chart 7 Workshop 1 - Multiple intelligences*

<table>
<thead>
<tr>
<th>MULTIPLE INTELLIGENCES</th>
<th>Linguistic</th>
<th>Logical mathematical</th>
<th>Visual spatial</th>
<th>Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cards</td>
<td>0 1 0 1 0 4 0 4 2 1 2 1 3 0 3 0 2 1 2 1 4 0 4 0 2 1 2 1 3 0 3 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Survey</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diary</td>
<td>2 0 4 2 0 0 0 0 1 0 0 0 1 0 0 0 2 0 0 0 2 0 0 0 3 0 4 2 3 0 2 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2 1 4 3 0 4 0 4 3 1 2 1 4 0 3 0 4 1 2 1 6 0 4 0 5 1 6 3 6 0 5 0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>6 3 5 4 2 6 3 7 2 6 3 1 8 6 3 1 8</td>
<td>1 0 0 0 0 1 7 2 5 6 2 6</td>
<td>3 1 0 0 0 6 2 3</td>
<td>3 1 0 0 0 6 2 3</td>
<td>3 1 0 0 0 6 2 3</td>
<td>3 1 0 0 0 6 2 3</td>
<td>3 1 0 0 0 6 2 3</td>
<td>3 1 0 0 0 6 2 3</td>
</tr>
</tbody>
</table>
Interpretation:

The information given in the chart showed us the percentage of the multiple intelligences seen from different categories like perception and impact, each one with different aspects, positive and negative. The results were:

In the information collected, the results indicated that individual work, activities that had movement and activities where students had to interact with nature, they had a very positive perception and impact with 100%, and this meant that students felt better when they participated in funny activities. In second place, it was collective work, with the result in perception with 83.3% and in impact with 66.6%, which was positive, this meant that students felt comfortable working in groups. The use of the songs was considered positive with 80% in perception and 66.6% in impact, this indicated that children enjoyed activities that included music. According to activities where students had to observe and do some exercises, it scored with 75% in perception and 66.6% in impact, this indicated that students felt comfortable with activities that required active participation. In the activities where students expressed their ideas, it was positive with 66.6% in perception and 57.1% in impact, this result showed that some students were comfortable with activities where they had to speak and present their ideas to their classmates. There were other students who did not feel very well because they were unsafe, this could be seen with 57.1% in perception and 42.8% in impact.

In the information collected, the results indicated that activities where students had to count and solve math operations was a negative aspect, in perception and impact with 100%, this indicated that the students could not observe these activities or needed more practice.

As a conclusion, the information could be understood like: the multiple intelligences that students perceived as in a positive way and they preferred were naturalistic, interpersonal and kinesthetic, in second place were intrapersonal and music intelligences, and finally visual-spatial and linguistic. But the intelligences which got negative perception was logical mathematic because the students could not observe these activities or needed more practice.
8.2 Analysis of the workshop no. 2

The workshop was an instrument of research which was used to get information about the integration of CLIL in the classroom which was object to research. It contained lesson plans, activities and evaluation. This workshop was applied in third, fourth and fifth grade in Liceo Santamaria with 17 students.

8.2.1 Poll activity

Polling was an instrument used to pick up information. This was designed with six questions asking for information about different activities performed during the classes. In which social studies and English were included. Teacher read the questions and the children respond uplifted hand.

1. ¿Qué opinan de la actividad final donde tuvieron que contarle a un compañero lo que había y lo que la gente hacia en la maqueta que crearon?

![Category Cognition](image-url)

*Graphic 27 Poll activity – Category Cognition*
Interpretation

The graphic showed that a high percentage of students felt that with the activity carried out in class they learned a lot. It was represented by 82% of all students. In the second place, the students who felt that the activities were fun, this was 12%. In the last place, students who felt that the activities designed were boring, they were represented with 6% of students.

2. ¿Cuál de las actividades te gusto más?

![Category Attitude](image)

*Graphic 28 Poll activity – Category Attitude*

Interpretation

The graphic showed that a high percentage of students liked to say words in English over the countryside and the city. This was represented with 88% of the students. In the second place, there are the students who felt better listening to the teacher and songs. They were 12% of the whole group.

3. ¿Cuál de las actividades te pareció más fácil y más difícil?
The graphic showed that a high percentage of the students perceived very hard to write the words and expressions on the city and countryside in English. This was the 71%. In the second place, there were the students who expressed that it was difficult to read the words and expressions of countryside and the city. This represented 29% of the whole group.
Interpretation

The graphic showed that a high percentage of the students considered that it was very easy to say words in English over the countryside and the city. This was the 71% of the all group. In the second place, there were the students who expressed that it was very easy to listen to the teacher and songs. This represented 29% of the students.

4. ¿Qué tipo de actividad te gusto más?

![Pie Chart]

*Category Communication skills*

- 59% Trabajar con otro compañero
- 29% Trabajar con varios compañeros
- 12% Trabajar solo

Interpretation

The graphic showed that a high percentage of students felt better working with a partner. This was represented in 59% of the students. In the second place, there were the students who felt better working with multiple partners, this was 29%. And finally, there were the students who felt much better working alone. This was the 12% of the whole group.

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

The graphic showed that a high percentage of the students felt that the activities performed in class were very useful to learn new topics. This was represented with 76% of students. In the second place were the students who felt that the activities were just funny. This was 24% of all students.

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

The graphic showed that 100% students felt that the activities performed in class helped them to be able to make the final activity, where they had to explain the mockup made in group.

8.2.2 Diary

The diary was an instrument of research that was used to get reflections about different situations that happened in the context which was object to research. It contained the opinions, ideas, class observations, own points of view and considerations about daily experiences.

The result of the analysis was organized by categories:
### Chart 8 Workshop 2 – Diary

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
<td>Performance</td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Positive</td>
</tr>
<tr>
<td>Diary</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Report</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>IIII II</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>II</td>
<td>III</td>
<td>II</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>0</td>
<td>11</td>
<td>0</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Percent</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>75%</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Evidence**

- Students assimilated the contents, this is evidenced through the description they did in the images that I was given.
- Students recognized the topic proposed by the teacher, they had clear some concepts.
- Students watched a video making the comparison of the city of Colombia and United States.
- Students used the language seen in class to communicate with the teacher and classmates.
- Students enjoyed make a mockup and them like explain this mockup to their peers.
- Students interacted with real material, as cars, house, building, airplane, etc.
Interpretation

The analysis of the information collected in the diary showed different categories, of which the most relevant were cognition, content, attitude and multiple intelligences with 100%, this meant that students responded positively when the teacher taught other subjects in English class. The attitude regarding the class was positive and even more when the multiple intelligences were stimulated with different activities. About communication in this workshop, only were stimulated listening with 100% and speaking with 72.7%. This meant that students liked to listen and talk in English with their classmates. In second place was culture with 75%, this indicated that children were motivated to know and learn another language. But, like a negative aspect in culture category got 25%, this showed that not all children assimilated the culture of a properly.

8.2.3 External observer

Teacher Cristian David Rivera was invited to observe the class related to the workshop number 2 on the countryside and the city, in 3rd, 4th, and 5th grades of Liceo Santamaria
### Chart 9 Workshop 2 – External observer

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>TEACHER DESCRIPTION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cognition</strong></td>
<td>According to the external observer, the children reached the learning proposed objectives in the lesson plan, for which this was carried in an orderly manner which allowed students to use all communication skills appropriately.</td>
<td>Personalmente creo que los niños alcanzaron todos los objetivos que la docente les planteó al comienzo de cada lesson. Ella es muy ordenada y cumple a cabalidad todas las actividades propuestas en los lesson plan.</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>According to the external observer, students could have clear concepts relating to the countryside and the city in English, because it was a topic seen before in the area of social, but this time seen in a new and funny way.</td>
<td>De manera personal creo que sí, porque los alumnos ya han visto el tema en sociales y verlo ahora en inglés es para ellos una actividad de divertida, nueva y de mucho aprendizaje.</td>
</tr>
<tr>
<td><strong>Culture</strong></td>
<td>According to the external observer, the students had contact with foreign culture relating to our culture on the proposed topic in the lesson plan.</td>
<td>Si en el desarrollo de la clase la docente hizo uso de las tics para mostrar a los niños las diferencias entre las ciudades de Manizales y New York con respecto al tamaño de los edificios y la diferencia entre calles y avenidas.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>According to the external observer students had many opportunities to exchange knowledge and ideas using the foreign language.</td>
<td>Si, en todo el proceso dela clase la docente da instrucciones claras, los alumnos las entienden y realizan, además los alumnos participan activamente en la clase, tratando siempre de hacerlo en inglés.</td>
</tr>
<tr>
<td><strong>Multiple intelligences</strong></td>
<td>According to the external observer the teacher used different activities, trying to integrate all types of intelligences, always pointing the different types of learning.</td>
<td>Se desarrollaron todas las inteligencias, claro está unas más que otras y el efecto que tuvieron fueron positivas, porque a los niños les gusta estar inmersos en todo tipo de actividades donde puedan</td>
</tr>
</tbody>
</table>
The view of an external observer was necessary at this stage of the research because it was important to have not only the perspectives and participation of the students and, the teacher as a researcher, but also the opinions and perceptions of a third source, in this case a external teacher. The external observer was based on a format with 6 questions according to activities over the countryside and the city, which were carried out for 4 hours. It was considering content, cognition, communication, culture, multiple intelligences and attitude.

<table>
<thead>
<tr>
<th>Attitude</th>
<th>aprender.</th>
</tr>
</thead>
<tbody>
<tr>
<td>According to the external observer</td>
<td>Students managed a positive attitude towards English class although this integrated topics of other subjects.</td>
</tr>
</tbody>
</table>
8.2.4 Triangulation of the information

*Chart Number 3*

<table>
<thead>
<tr>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Report</td>
<td>No Report</td>
<td>Listening</td>
<td>Speaking</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Poll</td>
<td>84</td>
<td>6</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td>External observer</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Diary</td>
<td>44</td>
<td>5</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>135</td>
<td>11</td>
<td>28</td>
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</table>

<table>
<thead>
<tr>
<th>Percent</th>
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<th>Satisfactory</th>
<th>Unsatisfactory</th>
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<th>Unsatisfactory</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poll</td>
<td>92.4%</td>
<td>7.5%</td>
<td>96.5%</td>
<td>3.4%</td>
<td>77.7%</td>
<td>22.2%</td>
<td>100%</td>
<td>0%</td>
<td>92%</td>
<td>3%</td>
<td>7.6%</td>
<td>16.6%</td>
</tr>
<tr>
<td>External observer</td>
<td>9.7%</td>
<td>90.3%</td>
<td>10%</td>
<td>90%</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>90%</td>
<td>10%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Interpretation

The information given in the chart showed us the percentage of each category seen from different indicators like satisfactory and unsatisfactory, positive and negative, report and no report. The results were:

The attitude towards English class reflected a positive effect; with 100%. This indicated that children were motivated in the class of English. In second place was content, which was positive, with 96.5%, this meant that children were motivated to learn another subject in English. In third place was cognition, this was very positive, with 92.4%, this meant that students learned and expressed knowledge in a positive way. In four place was culture of the foreign language, this was positive, with 77.7%, this indicated that children were motivated to know and learn another language. But like a negative aspect was the culture with 22.2%, this showed that not all children assimilated the culture of a properly. About communication students perceived a better way of listening and speaking skills with 100% and 72.7% each, this meant that students liked to listen and talk in English with their classmates.

As a conclusion, the information could be understood like: students had a positive attitude in English class, students were motivated to learn and know about the culture of a foreign language, the same way it was easy to be motivated to learn and express their ideas to their classmates.
8.2.5 Triangulation Multiple Intelligences

*Chart 10 Workshop 2 – Multiple Intelligences*

<table>
<thead>
<tr>
<th>Intelligences</th>
<th>Linguistic</th>
<th>Logical mathematical</th>
<th>Visual spatial</th>
<th>Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruments</td>
<td>Perception</td>
<td>Impact</td>
<td>Perception</td>
<td>Impact</td>
<td>Perception</td>
<td>Impact</td>
<td>Perception</td>
<td>Perception</td>
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<td>Positive</td>
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<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>
Interpretation

The information given in the chart showed us the percentage of each intelligence seen from different categories perception and impact and each one had different indicators like positive and negative. The results were:

In the information collected, the results indicated that all multiple intelligences were positive in perception and in impact with 100%, this meant that all students enjoyed with the activities developed in class.

As a conclusion, the information could be understood like: students enjoyed activities where they could express their ideas, solve mathematical operations, interact with real material of the context, listen to music, work individually or in groups and do activities where they could move their body.

8.3 Analysis of the workshop no. 3

The workshop was an instrument of research that it was used to get information about the integration of CLIL in the classroom which was object to research. It contained lesson plans, activities and evaluations. This workshop was applied in third, fourth and fifth grade in Liceo Santamaria with 17 students.

8.3.1 Interview

This activity was used to collect information from different dialogues with some students in the classroom. Teacher selected 5 students to ask them questions about different activities performed in class.

The teacher filmed every interview, and then he made the transcript. The result of the analysis was organized by categories:
### Chart 11 Workshop 3 – Interview

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
<td>Performance</td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Impact</td>
</tr>
<tr>
<td>Interview</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
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</tr>
<tr>
<td></td>
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<td>No Report</td>
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<td>Negative</td>
</tr>
<tr>
<td></td>
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<td>Positive</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
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</tr>
<tr>
<td></td>
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<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Negative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Satisfactory</th>
<th>Unsatisfactory</th>
<th>Positive</th>
<th>Negative</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.3 %</td>
<td>10.6 %</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>75 %</td>
<td>25 %</td>
<td>77.7 %</td>
<td>22.2 %</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
</tr>
<tr>
<td></td>
<td>100 %</td>
<td>0 %</td>
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<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
<td>100 %</td>
<td>0 %</td>
</tr>
</tbody>
</table>

| Evidence | La actividad de exponer porque primero aprendo a estar en público y puedo pronunciar otras palabras en inglés. (María Alejandra) | Bien, pues muy chévere porque puedo aprender más de los alimentos (María Alejandra) | Bien porque ya puedo diferenciar la comida estadounidense y la colombiana. (María Alejandra) | Hablar, porque casi no se hablar muy bien en inglés. (María Fernanda) | Muy chévere porque puedo aprender un nuevo idioma. (María Alejandra) | El de preguntarle a los compañeros que comían de desayuno, de almuerzo y de comida. (Mateo) |
Interpretation

The analysis of the information collected in the interviews showed different categories, of which the most relevant were content, attitude and culture with 100%, this indicated that students responded positively when the teacher taught different subjects in English, moreover, they enjoyed when they learned about different kind of culture. In second place was multiple intelligence with 94.2%, this meant that students liked activities that stimulated all kinds of intelligences. In third place was cognition with 89.3%, this meant that children assimilated knowledge and expressed it to their classmates. Finally, in the category communication, the most important were reading and writing with 100%, this meant that the students understood when they read and wrote their ideas in English. Other very important aspect was speaking with 77.7%, this meant that students were comfortable when they expressed their ideas in English. Listening also was very important with 75%, this meant that students understood when the teacher talked and explained them in English.

8.3.2 Diary

The diary was an instrument of research that it was used to get reflections about different situations that happened in the context which was object to research. It contained the opinions, ideas, class observations, own points of view and considerations about daily experiences.

The result of the analysis was organized by categories:
### Chart 12 Workshop 3 – Diary

<table>
<thead>
<tr>
<th>Categor</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Diary</td>
<td>34</td>
<td>0</td>
<td>6</td>
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<td>0</td>
</tr>
<tr>
<td>Percent</td>
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<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

#### Evidence

- **Students participated in the activity; they say the name of each food about country.**
  - Some students knew each typical plates from each country, but other were completely new.
- **Students watched a video where the difference between the types to American food and Colombian food.**
- **Students expressed clear sentences about food.**
- **Students enjoyed activities where they have to create and express their ideas.**
- **Students communicated with their classmate using foreign language.**
Interpretation

The analysis of the information collected in the diary showed different categories, of which the most relevant were cognition, content, attitude, culture and multiple intelligences with 100%, this meant that the students responded positively when the teacher taught different subjects in English and, even more when all kinds of intelligences were stimulated, moreover, they enjoyed when they learned about different kind of culture to theirs. Other very important aspect was that the students enjoyed with the activities where they had to express their ideas. In second place was communication where each of the communication skills had a different impact; listening, reading and writing were very important with 100%, this meant that the students understood many things that they listened and, in the same form, they read and wrote it. Speaking was very important too with 90,9%, this meant that students were comfortable when they expressed their ideas in English.

8.3.3 External observer

Teacher Monica Cardenas was invited to observe the class related to the workshop number 3 about the feeding train, in 3rd, 4th, and 5th grades of Liceo Santamaria.
### Chart 13 Workshop 3 – External observer

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>TEACHER DESCRIPTION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>According to the external observer students spoke about food satisfactorily during the whole process of class through different activities</td>
<td>Los estudiantes hablan de los alimentos de manera satisfactoria a través de diferentes actividades que se llevan a cabo durante todo el proceso de la clase.</td>
</tr>
<tr>
<td>Content</td>
<td>According to the external observer the target raised in the lesson plan was fully achieved in a playful way and fun.</td>
<td>El objetivo planteado en el plan de clase fue alcanzado por completo. La clase es muy lúdica y divertida.</td>
</tr>
<tr>
<td>Culture</td>
<td>According to the external observer during class were evident aspects of culture in relation to food.</td>
<td>En el transcurso de la clase se evidencio aspectos relacionados con la cultura que tuvieron relación con los alimentos, tanto de Colombia como de Estados Unidos.</td>
</tr>
<tr>
<td>Communication</td>
<td>According to the external observer students listened clear instructions by the teacher and in the same way they were able to express their ideas to participate in all activities.</td>
<td>Durante el proceso de la clase los estudiantes escuchan instrucciones claras y de la misma forma hablan y expresan las ideas y participan activamente en las actividades.</td>
</tr>
<tr>
<td>Multiple</td>
<td>According to external observer during the class it was benefited the application of multiple intelligences and these had a positive impact on the course of the class.</td>
<td>Durante el desarrollo de las actividades se beneficiaron todas las inteligencias y estas tuvieron un impacto positivo en el transcurso de la clase.</td>
</tr>
<tr>
<td>intelligences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attitude</td>
<td>According to the external observer students were always active participating in all activities proposed by the teacher.</td>
<td>Los estudiantes estuvieron siempre activos, participaron en todas las actividades propuestas por la docente.</td>
</tr>
</tbody>
</table>
The view of an external observer was necessary at this stage of the research because it was important to have not only the perspectives and participation of the students and the teacher as a researcher, but also the views of a third source, in this case an external teacher. The external observer was based on a format with 6 questions based on activities over the countryside and the city, which were carried out for 4 hours. It was considering content, cognition, communication, culture, multiple intelligences and attitude.

8.3.4 Triangulation of the information

*Chart 14 Workshop 3 – Triangulation of the information*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Interview</td>
<td>42</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>External observer</td>
<td>21</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Diary</td>
<td>35</td>
<td>0</td>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>5</td>
<td>19</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

| Percent   | 95,1% | 4,8% | 100% | 0% | 100% | 0% | 88,8% | 11,1% | 95,2% | 4,7% | 100% | 0% | 100% | 0% | 100% | 0% | 100% | 0% |

168
Interpretation:

The information given in the chart showed us the percentage of each category seen from different indicators like satisfactory and unsatisfactory, positive and negative, report and no report. The results were:

The information indicated that content, culture of the foreign language and attitude were positive, with 100%, this meant that children were motivated in English class to know and learn another language. In second place was cognition, this was very positive, with 95.1% this indicated that students learned and expressed knowledge in a positive way. In third place was communication where each of communication skills had a different impact; reading and writing were very important with 100%, this meant that the students liked to read and write different things related to the topics seen in class. Speaking and listening were very important too with 95.2% and 88.8% each.

As a conclusion, the information could be understood like: students had a positive attitude in English class, students were motivated to learn and know about the culture of a foreign language, the same way it was easy to be motivated to learn and express their ideas to their classmates.
8.3.5 Triangulation Multiple Intelligences

*Chart 15 Workshop 3 – Multiple Intelligences*

<table>
<thead>
<tr>
<th>Intelligences</th>
<th>Linguistic</th>
<th>Logical</th>
<th>Visual</th>
<th>Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interview</td>
<td>Positive</td>
<td>15</td>
<td>Negative</td>
<td>2</td>
<td>Positive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Negative</td>
<td>0</td>
<td>Positive</td>
<td>0</td>
<td>Negative</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>90.9%</td>
<td>9.0%</td>
<td>91.3%</td>
<td>8.6%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>External observer</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diary</td>
<td>20</td>
<td>2</td>
<td>15</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>90.9%</td>
<td>9.0%</td>
<td>91.3%</td>
<td>8.6%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>23</td>
<td>2</td>
<td>17</td>
<td>2</td>
<td>6</td>
<td>10</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>90.9%</td>
<td>9.0%</td>
<td>91.3%</td>
<td>8.6%</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

170
Interpretation:

The information given in the chart showed us the percentage of the intelligences seen from different categories perception and impact and each one had different indicators like positive and negative. The results were:

In the information collected, the results indicated that collective work, activities that had movement, interaction with nature, individual work, use of songs and videos, observations and math problems had a very positive perception and impact with 100%, and this indicated that children felt much better when the activities were funny and activities which required active participation. In second place, there were the activities where students had to express their ideas with 90,9% in perceptions, and in impact 91,3%, this indicated that some students felt comfortable with activities where they had to speak and present their ideas to their classmates.

As a conclusion the information could be understood like: students enjoyed with activities where they could express their ideas, solve mathematical operations, interact with real material of the context, listen to music, individual work or in groups and activities where they could move their body.

8.4 Analysis of the workshop no. 4

The workshop was an instrument of research that was used to get information about the integration of CLIL in the classroom that is object to research. It contains lesson plans, activities and evaluation. This workshop was applied in third, fourth and fifth grade in Liceo Santamaria with 17 students.
8.4.1 Questionnaire

This activity was used to collect information in writing. It was designed with six questions, with multiple choices about classroom activities where social sciences and English were included. It was applied to 17 students in third, fourth and fifth grade. They answered the questionnaire individually.

1. ¿Entendí la historia que la profesora me contó sobre las formas de la tierra?

![Graphic 34 Linguistic intelligence](image)

Interpretation:

The graphic showed that a high percentage of the students could understand the story that the teacher told them in class about landforms. This is represented with 82.3% of students. In second place were the students who understood only a part of story with 17.6% of students.

2. ¿Las canciones utilizadas en clase me sirvieron para aprender?
Interpretation:

The graphic showed that a high percentage of the students felt that the songs used in class helped them to learn the subject, proposed by the teacher. This is represented with 100% of students.

3. ¿Expresar las características que tienen los diferentes tipos de relieve?

Graphic 35 Musical intelligence

Graphic 36 Communication
Interpretation:

The graphic showed that a high percentage of students were able to express all or nearly all the characteristics that different types of relief. This was represented by 82.3% of students. Second were the students who could express various characteristics of the reliefs. This was represented by the 17.6%.

4. ¿Ubique los diferentes tipos de relieve en las regiones de nuestro país?

![Culture Diagram]

Interpretation:

The graphic showed that some students were able to locate all or nearly all the different types of landforms in the regions of our country, this represented 58.8% of students. In the second place students who located several types of landforms, this represented 35.2%. In third place students who located very few of the different types of relief that exist in our country, this represented 5.8% of the students.
5. ¿El experimento me sirvió para comprender mejor un tipo de relieve?

<table>
<thead>
<tr>
<th>Cognition</th>
<th>0%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mucho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nada</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graphic 38 Cognition**

Interpretation:

The graphic showed that a high percentage of students better understood the topic landforms of the Earth through an experiment (volcano). This represented 100% of the students.

6. ¿Disfrute de las actividades realizadas en clase?

<table>
<thead>
<tr>
<th>Attitude</th>
<th>0%</th>
<th>6%</th>
<th>94%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mucho</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poco</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nada</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Graphic 39 Attitude**
Interpretation:

The graph showed that a high percentage of the students really enjoyed the activities in class. This is represented by 94.1% of students. In the second place were the students who enjoyed some of the activities. This represented 5.8% of the entire group.

8.4.2 Diary

The diary was an instrument of research that it was used to get reflections about different situations that happened in the context that was object to research. It contained the opinions, ideas, class observations, own points of view and considerations about daily experiences.

The result of the analysis was organized by categories:
# CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

**Chart 16 Workshop 4 - Diary**

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Performanc...</td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
</tr>
<tr>
<td>Diary</td>
<td>IIIII</td>
<td>IIIII</td>
<td>III</td>
<td>I</td>
<td>0</td>
<td>III</td>
</tr>
<tr>
<td>Total</td>
<td>42</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percent</td>
<td>88.8%</td>
<td>11%</td>
<td>90%</td>
<td>10%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**EVIDENCE**

- Students talked about landforms of the Earth.
- Students used the map of Colombia to locate their landforms that having our country.
- Students really enjoyed the activity; they would like very much to interact with nature.
- Students participated in the activity, they told the name of the landforms of the Earth.
- Students interacted with one of the landforms (volcano).
Interpretation

The analysis of the information collected in the diary showed different categories, of which the most relevant were culture, multiple intelligences and attitude with 100%, this meant that students enjoyed when they learned about landforms of the Earth and the same form they located in the map of Colombia, other very important aspect was that students enjoyed activities where they had to create a mockup and expressed their ideas. In second place was content with 90% this meant that students liked to learn other subjects in English. In third place was cognition with 88,8% this indicated that students learned and expressed knowledge in a positive way. In fourth place there was communication skills, which had a different impact; speaking was very important with 88,8% this meant that students felt better when they talked with their classmates and they expressed their ideas. Listening with 85,7% this meant that students understood many things that they listened to. Reading and writing were important too with 83,3% each.

8.4.3 Evaluation of the students

This activity was used to collect information in writing about the topic seen in class. It was designed with nine questions; each student had to write the correct name. It was applied to 17 students in third, fourth and fifth grade. They answered the exam individually.
### Chart 17 Workshop 4 - Evaluation of the students

<table>
<thead>
<tr>
<th>Questions</th>
<th>Frequency</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A low land area between two mountains is called</td>
<td>IIIIIIIII</td>
<td>IIII</td>
</tr>
<tr>
<td>A dry area with lot of sand, camels, cactus is found here.</td>
<td>IIIIIIIIIIII</td>
<td>II</td>
</tr>
<tr>
<td>It is a form of land bigger than the hill</td>
<td>IIIIIIIII</td>
<td>IIII</td>
</tr>
<tr>
<td>This is a high mountain with snow on top</td>
<td>IIIIIIIIIII</td>
<td>III</td>
</tr>
<tr>
<td>It is a chain of mountains in the center of the country.</td>
<td>IIIIIIIIIII</td>
<td>III</td>
</tr>
<tr>
<td>A large area of high flat land</td>
<td>IIIIIIIII</td>
<td>IIII</td>
</tr>
<tr>
<td>It is a landmass that is flat and covers many miles.</td>
<td>III</td>
<td>IIIIIIIIIII</td>
</tr>
<tr>
<td>It is a land elevated and smaller than mountain</td>
<td>IIIIIIII</td>
<td>IIII</td>
</tr>
<tr>
<td>It is a dangerous mountain that can erupt.</td>
<td>IIIIIIIIIIIIIII</td>
<td>II</td>
</tr>
<tr>
<td>Total</td>
<td>104</td>
<td>49</td>
</tr>
<tr>
<td>Percentage</td>
<td>67.9%</td>
<td>32.0%</td>
</tr>
</tbody>
</table>
Interpretation

The analysis of the information collected in the assessment made to students on the subject presented at the classroom shows different results as follows: Approved, with 67.9%, this meant that students understood the subject, all activities they performed in class were taken to give a good result in exams. And not approved with 32.0% this meant that a small number of students did not assimilate the content properly. These results fall into three categories; content, cognition and communication, in this last category were evaluated two skills, writing and reading.
8.4.4 Triangulation of the Information

*Chart 18 Workshop 4 - Triangulation of the information*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>84</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Evaluation of the students</td>
<td>114</td>
<td>49</td>
<td>26</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Diary</td>
<td>41</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>230</td>
<td>51</td>
<td>52</td>
<td>13</td>
<td>17</td>
</tr>
<tr>
<td>Percent</td>
<td>18,1%</td>
<td>1%</td>
<td>80%</td>
<td>20%</td>
<td>94,4%</td>
</tr>
</tbody>
</table>
Interpretation:

The information given in the chart showed us the percentage of each category seen from different indicators like satisfactory and unsatisfactory, positive and negative, report and no report. The results were:

The analysis of the information collected in the triangulation showed different categories, of which the most relevant was attitude with 100% this means that students enjoy all activities that they performed in class. In second place is communication skills where speaking and listening have a high percentage with 96% and 95.8% each. This means that students felt better when they talk with their classmates and they expressed their ideas. In third place is culture with 94.4% this means that students like to learn about other culture and interact with it that knowledge. In fourth place is content with 80% this means that students assimilate the topic very well and they like to learn other subjects in English.
8.4.5 Triangulation Multiple Intelligences

*Chart 19 Workshop 4 - Multiple intelligences*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Evaluation of the students</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diary</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>26</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Percentage</td>
<td>96.2%</td>
<td>3.7%</td>
<td>96.2%</td>
<td>3.7%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Interpretation:*
The information given in the chart shows us the percentage of each intelligence seen from different categories perception and impact and each one has different aspects, positive and negative. The results are:

In the information collected, the results indicate that collective work, activities where students have to interact with nature, individual work, the use of the songs and videos, activities where students have to observe and do some activity have very positive perception and impact with 100%, and this indicates that children feel much better when activities are fun and activities that require active participation. In second place activities where students have to express their ideas have very positive perception and impact with 96,2% this indicates that students feel comfortable with activities where they have to speak and present their ideas to their classmates

As a conclusion the information can be understood like: students enjoy activities where they can express their ideas, interacting with real material of the context, listening to music, working individually or in groups.
8.5 Analysis of the workshop no. 5

The workshop is an instrument of research that was used to get information about the integration of CLIL in the classroom which was object to research. It contained lesson plans, activities and evaluation. This workshop was applied in third, fourth and fifth grade in Liceo Santamaria with 17 students.

8.5.1 Diary

The diary was an instrument of research that was used to get reflections about different situations that happened in the context that was object to research. It contained the opinions, ideas, class observations, own points of view and considerations about daily experiences.

The result of the analysis was organized by categories:
Chart 20 Workshop 5 – Diary

<table>
<thead>
<tr>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
<th>Multiple intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance</td>
<td>Listening</td>
<td>Speaking</td>
<td>Reading</td>
<td>Writing</td>
<td>Positive</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>Satisfactory</td>
<td>3</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>0</td>
</tr>
</tbody>
</table>

| Percent | 100% | 0% | 100% | 0% | 100% | 0% | 100% | 0% | 100% | 0% | 100% | 0% |

| EVIDENCE | Students talked about little red riding hood in a short presentation | Students recognized the topic and they learned the story little red riding hood | Students listened and talked with their classmates and they made a short dramatization of story | Students were very judicious and they enjoyed activities as the game and presentation with puppets | Students did mathematical operations with elements that little red riding hood had in her basket |

**Interpretation**

The analysis of the information collected in the diary shows different categories, in this case all they had a high percent in cognition, content, communication, attitude and multiple intelligences with 100%, this meant that the students really enjoyed all the activities that the teacher performed in class.
8.5.2 External observer

Teacher Sandra Calle was invited to observe the class related to the workshop number 5 about the feeding train, in 3rd, 4th, and 5th grades of Liceo Santamaria.

*Chart 21 Workshop 5 - External observer*

<table>
<thead>
<tr>
<th>CATEGORIES</th>
<th>TEACHER DESCRIPTION</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognition</td>
<td>According to the external observer, students easily assimilated all the concepts developed in class.</td>
<td>El desarrollo de la clase se da de una forma tal que los alumnos asimilan fácilmente la historia, la docente es muy gestual y esto hace que los niños entiendan más fácilmente los conceptos.</td>
</tr>
<tr>
<td>Content</td>
<td>According to the external observer all objectives were achieved completely, and she evidenced in the theater play the children made to their peers.</td>
<td>Si, los objetivos fueron alcanzados completamente y esto se ve evidenciado en la pequeña obra de teatro que los niños hicieron a sus otros compañeros del colegio de grados inferiores.</td>
</tr>
<tr>
<td>Communication</td>
<td>According to the external observer, they were performed, good listening and speaking activities that take children to understand and express the contents of the class.</td>
<td>Se realizan muy buenas actividades de escucha y habla y esto lleva a los alumnos a comprender, analizar y expresar los contenidos de la clase, en este caso la historia de caperucita roja.</td>
</tr>
<tr>
<td>Multiple intelligences</td>
<td>According to the external observer who benefited intelligences and that had positive impact were linguistic, logical mathematic, interpersonal, intrapersonal, kinesthetic and visual spaces.</td>
<td>Se beneficiaron las inteligencias lingüística, lógica matemática, visual espacial, kinestésica, interpersonal e intrapersonal y estas enfocadas siempre a la interacción permanente con el idioma y de la misma forma impactando la forma de ser, pensar y actuar de los estudiantes.</td>
</tr>
</tbody>
</table>
The view of an external observer was necessary at this stage of the research because it was important to have not only the perspectives and participation of the students and the teacher as a researcher, but also the views of a third source, in this case an external teacher. The external observer was based on a format with 6 questions based on activities over the countryside and the city that were carried out for 4 hours. It was considering content, cognition, communication, culture, multiple intelligences and attitude.

8.5.3 The Student’s Letter

The letter was an instrument used to collect information about students opinions had activities that performed in class. Students had to complete a letter for the teacher according to the activities performed in class.

The result of the analysis was organized by categories:
Interpretation

The analysis of the information collected in the student’s letters shows different categories, of which the most relevant were attitude, content and listening with 100% this meant that students responded positively when the teacher taught other subjects in English, the attitude regarding the class was positive and the students liked to listen and understood all activities that performed in class. In second place was cognition with 97,0 %, this indicates that children assimilated knowledge and expressed it to their classmates. In third place were speaking and writing with 94,1% and 82,3% each, this meant that students enjoyed activities that they talked with other people and the same way they were able to write words in English.
The analysis of the information collected in the student’s letters shows different categories about multiple intelligences, of which the most relevant were linguistic, visual spatial, kinesthetic and interpersonal intelligences with 100%, this meant that students felt much better with activities that required active participation. In second place were logical mathematic and intrapersonal with 82,3% this meant that a high percent of the students enjoyed activities where they had to work individually.
8.5.4 Triangulation of the Information

*Chart 24 Workshop 5 - Triangulation of the information*

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instrument</td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Report</td>
</tr>
<tr>
<td>Student's letter</td>
<td>132</td>
<td>4</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>External observer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Diary</td>
<td>30</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>163</td>
<td>4</td>
<td>39</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Percent</td>
<td>97,6%</td>
<td>2,3%</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>
Interpretation:

The information given in the chart shows us the percentage of each category seen from different aspects, satisfactory and unsatisfactory, positive and negative, report and no report.

The results are:

The analysis of the information collected in the triangulation shows different categories, of which the most relevant were content, attitude, listening and reading with 100% this meant that students assimilated the topic very well and they liked to learn other subjects in English, they enjoyed all activities that they performed in class. In second place was cognition, it had a high percentage with 97.6%, this meant that students assimilated the subject and they evidenced in the interaction with their classmates. In third place was speaking with 95.6%, this meant that students felt better when they talk with their classmates and they expressed their ideas.
8.5.5 Triangulation Multiple Intelligences

Chart 25 Workshop - Multiple Intelligences

<table>
<thead>
<tr>
<th>Multiple Intelligences</th>
<th>Linguistic</th>
<th>Logical</th>
<th>Visual</th>
<th>Kinesthetic</th>
<th>Musical</th>
<th>Interpersonal</th>
<th>Intrapersonal</th>
<th>Naturalistic</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
<td>Positive</td>
<td>Negative</td>
</tr>
<tr>
<td>Student's letter</td>
<td>1</td>
<td>7</td>
<td>0</td>
<td>17</td>
<td>0</td>
<td>14</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>External observer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Diary</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>1</td>
<td>01</td>
<td>01</td>
<td>01</td>
<td>01</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>0</td>
<td>21</td>
<td>0</td>
<td>16</td>
<td>16</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Percent</td>
<td>100%</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
<td>84.2%</td>
<td>84.2%</td>
<td>15.7%</td>
<td>15.7%</td>
</tr>
</tbody>
</table>
Interpretation:

The information given in the chart shows us the percentage of each intelligence seen from different categories perception and impact and each one has different aspects, positive and negative. The results are:

In the information collected, the results indicate that collective work, activities where students had to interact with nature, activities where students had to observe and did some activity were very positive in perception and in impact with 100%, this indicates that children felt much better when activities require active participation. In second place was activities where students had to count some elements and they did math operations with a perception and impact positive 84,2% this means that students liked to solve math operations in English too. In Third place was activities that the students worked individually with a perception and impact 78,9%, this means that students had not problems working alone.
### Final Triangulation

#### Chart 26 Final Triangulation

<table>
<thead>
<tr>
<th>Categories</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Communication</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instrument</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
<td>Unsatisfactory</td>
<td>Satisfactory</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>Poll</td>
<td>84</td>
<td>6</td>
<td>16</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Interview</td>
<td>42</td>
<td>5</td>
<td>10</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Survey</td>
<td>60</td>
<td>8</td>
<td>15</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>84</td>
<td>1</td>
<td>17</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Evaluation of the students</td>
<td>114</td>
<td>49</td>
<td>26</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Student’s letter</td>
<td>132</td>
<td>4</td>
<td>34</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>External observer</td>
<td>35</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Diary</td>
<td>177</td>
<td>6</td>
<td>35</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

<table>
<thead>
<tr>
<th>Percent</th>
<th>Cognition</th>
<th>Content</th>
<th>Culture</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>90.2%</td>
<td>9.7%</td>
<td>90.8%</td>
<td>91.1%</td>
<td>8.8%</td>
</tr>
<tr>
<td>97.1%</td>
<td>2.8%</td>
<td>93.0%</td>
<td>6.9%</td>
<td>70.4%</td>
</tr>
<tr>
<td>90.8%</td>
<td>9.1%</td>
<td>91.1%</td>
<td>8.8%</td>
<td>70.4%</td>
</tr>
<tr>
<td>97.1%</td>
<td>2.8%</td>
<td>93.0%</td>
<td>6.9%</td>
<td>70.4%</td>
</tr>
<tr>
<td>91.1%</td>
<td>8.8%</td>
<td>97.1%</td>
<td>2.8%</td>
<td>70.4%</td>
</tr>
<tr>
<td>93.0%</td>
<td>6.9%</td>
<td>97.1%</td>
<td>2.8%</td>
<td>70.4%</td>
</tr>
<tr>
<td>6.9%</td>
<td>70.4%</td>
<td>97.1%</td>
<td>2.8%</td>
<td>70.4%</td>
</tr>
<tr>
<td>97.1%</td>
<td>2.8%</td>
<td>93.0%</td>
<td>6.9%</td>
<td>70.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
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<th>79</th>
<th>158</th>
<th>31</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>67</td>
<td>2</td>
<td>107</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>61</td>
<td>17</td>
<td>140</td>
<td>2</td>
</tr>
</tbody>
</table>

Graphic 40 Final Triangulation
CLIL A WAY TO ENHANCE BASIC COMMUNICATIVE SKILLS THROUGH MULTIPLE INTELLIGENCES BASED LESSONS

Graphic 41 Final triangulation - Communication
## Chart 27: Multiple Intelligences - Final Triangulation

### MULTIPLE INTELLIGENCES

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cards</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
<td>Positive 0 Negative 1</td>
</tr>
<tr>
<td>Poll</td>
<td>1 7</td>
<td>0 1</td>
<td>7 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>2 0</td>
<td>2 0</td>
<td>1 5</td>
<td>1 5</td>
<td>0 2</td>
<td>0 2</td>
<td>1 7</td>
<td>0 1</td>
<td>7 0</td>
</tr>
<tr>
<td>Interview</td>
<td>1 5</td>
<td>2 1</td>
<td>5 2</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 0</td>
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<td>0 0</td>
<td>8 0</td>
<td>8 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>Questionnaire</td>
<td>1 7</td>
<td>0 1</td>
<td>7 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>1 0</td>
<td>1 7</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
<td>0 0</td>
</tr>
<tr>
<td>External Observation</td>
<td>3 0</td>
<td>3 0</td>
<td>2 0</td>
<td>2 0</td>
<td>3 0</td>
<td>3 0</td>
<td>3 0</td>
<td>3 0</td>
<td>2 0</td>
<td>2 0</td>
<td>4 0</td>
<td>4 0</td>
<td>3 0</td>
<td>3 0</td>
<td>2 0</td>
<td>2 0</td>
</tr>
<tr>
<td>Diary</td>
<td>1 7</td>
<td>1 2</td>
<td>2 3</td>
<td>4 0</td>
<td>0 0</td>
<td>7 0</td>
<td>1 0</td>
<td>4 0</td>
<td>0 0</td>
<td>5 0</td>
<td>2 0</td>
<td>1 0</td>
<td>0 6</td>
<td>0 9</td>
<td>0 1</td>
<td>4 2</td>
</tr>
<tr>
<td>Total</td>
<td>6 9</td>
<td>4 6</td>
<td>4 6</td>
<td>4 2</td>
<td>4 1</td>
<td>2 1</td>
<td>6 2</td>
<td>1 0</td>
<td>6 0</td>
<td>2 1</td>
<td>2 5</td>
<td>1 4</td>
<td>3 9</td>
<td>0 2</td>
<td>1 2</td>
<td>9 3</td>
</tr>
<tr>
<td>Percentage</td>
<td>94.5%</td>
<td>5.4%</td>
<td>92.5%</td>
<td>7.5%</td>
<td>60%</td>
<td>40%</td>
<td>33.3%</td>
<td>66.6%</td>
<td>92.3%</td>
<td>7.6%</td>
<td>25%</td>
<td>100%</td>
<td>100%</td>
<td>96.5%</td>
<td>3.4%</td>
<td>96.1%</td>
</tr>
</tbody>
</table>

198
8.6.1 Final Triangulation Perception

Graph 42 Multiple Intelligences – Perception

8.6.2 Final Triangulation Impact

Graph 43 Multiple intelligences - Impact
9. **Findings**

The students responded with excellent results to the different activities planned from the multiple intelligences. The majority of the multiple intelligences got more than 80% in positive perception. The students felt identified with the activities according to the predominant intelligence in them. In all the research, the teacher tried to benefit to each way to learn that every learner had.

The multiple intelligences more perceptive were naturalistic, interpersonal and kinesthetic, with 100% each one. The students demonstrated that they recognized activities were those intelligences were applied. The other intelligences were also identified and perceptive by the students, with a high percentage.

The intelligences with more positive impact were interpersonal (100%), naturalistic (100%), kinesthetic (100%) and musical (98%). These intelligences had an excellent impact in the classes performed.

The intelligence with less impact was logical mathematic with only 38% of the positive impact. The researcher could identify that this multiple intelligence was not applied in all the activities designed.

The students in fourth and fifth grade demonstrated that they improved their communicative skills in a high level. They could express their ideas, opinions and feelings in an easy and comfortable way. They could got improve their English language level in speaking, reading, listening and writing in all the activities performed in class.
The students could identify, recognize, understand, apply and analyze different topics from some subjects like math, natural science, social studies and arts, getting a high percentage of approved in all the goals proposed.

The students demonstrated that they understood the topics proposed, because they could recognize and use much vocabulary. Also, they could express sentences in the different activities in the subjects, making an excellent use of the words learned.

The researcher could observe that the students were interested in different aspects of the other culture. They were motivated to participate in the activities where they were involved to make comparisons with other cultures in terms of kind of food, houses, buildings, means of transportation and landforms of the Earth.

The attitude of the students increased significantly in a high percentage, the students were motivated, interested and participative in class. They demonstrated all the time that they felt comfortable and happy with the activities performed. They had well behavior in class. They enjoyed with the classes designed for them.

The students responded with excellent results to the different activities planned from the multiple intelligences. They felt identified with the activities according to the intelligence predominant in them. In all the research, the teacher tried to benefic to each way to learn that every learner had.

The multiple intelligences more perceptive were naturalistic, interpersonal and kinesthetic, with 100 % each one. The students demonstrated that they recognized activities were those intelligences were applied. The other intelligences were also identified and perceptive by the students, with a high percentage.
10. Conclusions

Clil is an excellent way to enhance communicative skills in young learners.

The students feel motivated to learn different topics of the different subjects through English language. They respond with better attitude for learning.

It is very important to take into account the different multiple intelligences that the learners have, in order to design the lesson for each one.

To use Clil in a classroom, it is a successful resource to give every student an English learning environment, because it gives them the opportunity to have contact with the language.

The teaching of a foreign language using the contents of a subject based on lessons, contribute to improve the planning of the teacher, taking into account that it is very important to take an organization of the class.
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http://www.cal.org/caela/esl_resources/digests/listenqa.html


ISBN 0582297966
Appendixes

Daniel

Encuesta

La encuesta tiene como objetivo reconocer la importancia y el impacto que tiene la clase de inglés en los estudiantes de grados tercero, cuarto y quinto en la institución educativa Liceo Santamaría, con el fin de determinar que estrategias se deben implementar para que los niños adquieran un mejor conocimiento.

Esta encuesta se realizará con cada uno de los estudiantes, los cuales señalarán con una X de acuerdo a sus gustos e intereses por las diferentes actividades propuestas.

1. Como te sientes cuando tienes clase de inglés?

<table>
<thead>
<tr>
<th>Feliz</th>
<th>Triste</th>
<th>Aburrido</th>
<th>Confundido</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎁</td>
<td>😞</td>
<td>😐</td>
<td>😕</td>
</tr>
</tbody>
</table>

2. Que sientes cuando tu profesora habla en inglés?

<table>
<thead>
<tr>
<th>Feliz</th>
<th>Triste</th>
<th>Aburrido</th>
<th>Confundido</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎁</td>
<td>😞</td>
<td>😐</td>
<td>😕</td>
</tr>
</tbody>
</table>

3. Que actividades te gusta hacer en tu clase de inglés?

<table>
<thead>
<tr>
<th>Cantar</th>
<th>Ver videos</th>
<th>Leer historias</th>
<th>Jugar</th>
</tr>
</thead>
<tbody>
<tr>
<td>🎼</td>
<td>✗</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Cuando tienes que hablar inglés como te sientes?

<table>
<thead>
<tr>
<th>Contento</th>
<th>Triste</th>
<th>Asustado</th>
<th>Enojado</th>
</tr>
</thead>
<tbody>
<tr>
<td>😊</td>
<td>😞</td>
<td>😓</td>
<td>😡</td>
</tr>
</tbody>
</table>
5. Cuál es tu opinión de cada una de las siguientes materias? Marca con un chulo tu opinión.

<table>
<thead>
<tr>
<th>MATERIA</th>
<th>ME GUSTA</th>
<th>NO ME GUSTA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matemáticas</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Ciencias</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Sociales</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Artística</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. 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>Leer en inglés</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Hablar en inglés</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Escribir en inglés</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Escuchar y entender el inglés</td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

7. Como te gusta más trabajar en la clase de inglés.

<table>
<thead>
<tr>
<th></th>
<th>Solo</th>
<th>En parejas</th>
<th>En grupos</th>
</tr>
</thead>
</table>

8. Te gustaría ver en inglés tu materia favorita?

<table>
<thead>
<tr>
<th></th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
</table>

9. Cuando se va a hacer una actividad lúdica en clase y la profesora te da las instrucciones en inglés las entiendes?

<table>
<thead>
<tr>
<th></th>
<th>SI</th>
<th>NO</th>
</tr>
</thead>
</table>

Para sistematizar la información de la encuesta realizada se tomará una foto de la encuesta realizada a los niños.
Entrevista

Buenos días, a continuación le hare unas preguntas sobre sus perspectivas y opiniones acerca de la importancia del Inglés en la institución educativa Liceo Santamaría, con el fin de validar información relacionada con el tema. Agradezco que responda libremente a las siguientes preguntas:

Nombre: Juanita del Pilar Cuesta Trujillo
Profesión: Profesional en gestión cultural y comunicativa de la Universidad Nacional de Colombia
Edad: 35 años

1. ¿Cuál es su formación académica respecto al inglés?
Durante la carrera universitaria realicé 4 niveles de inglés y luego en el Colombo realicé 5.

2. ¿Cuáles son las acciones que realiza usted como maestro para mejorar la conducta, el comportamiento y disciplina en un grupo?
Bueno, se realizan ejercicios de cálculo mental, de higiene mental donde se manejan los dos hemisferios cerebrales.

3. Cuáles son los recursos de aprendizaje que usted utiliza para orientar sus clases (vídeos, música, canciones, fotocopias, flashcards, juegos, computadores)?
Bueno en la institución tenemos el apoyo de los computadores donde se les muestra a los niños videos de apoyo tanto académicos como musicales, se realiza también entrega de fotocopias donde los niños deben realizar las actividades y ellos tienen también el apoyo del libro guía para cada grado.

4. ¿Con cuales de los recursos de aprendizaje antes mencionados, considera que sus estudiantes disfrutan y aprenden más?
Con los videos ya que los niños en la actualidad disfrutan mucho de las imágenes visuales y aprenden por medio de este medio, los computadores
5. ¿Cuál es su opinión acerca de enseñar inglés en niños a temprana edad?

Me parece una estrategia académica, ya que ellos deben pensar en una segunda lengua, deben escribir, deben hablar, deben leer, entonces para mi concepto es un enriquecimiento a nivel académico ya que en tiempos de nuestro colegio se evitaba un poco esa parte, en cambio ahora los niños son mucho más despiertos, más dinámicos y hábiles al conocimiento.

6. ¿Qué opinión le merece enseñar una asignatura como ciencias o sociales a través del inglés?

Me parece en este tiempo pertinente ya que la globalización no es ajena a nosotros, donde los niños puedan entender nuevos términos de estas dos asignaturas.

7. ¿En sus clases que habilidades (lectura, escritura, escucha y habla) potencia más en los niños?

Bueno en las clases que yo dicto potencio mucho la buena escritura de las palabras, cuando ellos no saben escribirlas, se les escribe en el tablero para que ellos la escriban correctamente en el tablero, en el cuaderno perdón y también se les maneja mucho el habla en la corrección de palabras por que los niños como hablan en la casa, hablan en el colegio entonces se les corrige palabras que no son, también se hacen actividades de lectura comprensiva.

8. ¿De las habilidades antes mencionadas, cuál cree usted que los niños desempeñan mejor y cuál no?

Ellos se ha notado que interiorizan mucho el habla por que cuando un compañero vuelve a decir la palabra como no es, los mismos niños son encargados de corregirlo.

9. ¿Cree usted que es importante el acompañamiento de la familia para que un niño aprenda a hablar inglés?
### CORNERS

#### Lógica matemática

1. Te gusta contar, sumar, restar, multiplicar, dividir, hacer cuentas con la plata?

<table>
<thead>
<tr>
<th>Me gusta mucho</th>
<th>Me gusta</th>
<th>Me gusta poco</th>
<th>No me gusta</th>
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<tbody>
<tr>
<td>4</td>
<td>9</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

#### Lingüística

2. Te gusta leer, escribir, te gusta hablar y contar tus ideas?

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<thead>
<tr>
<th>Me gusta mucho</th>
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<tbody>
<tr>
<td>11</td>
<td>3</td>
<td>3</td>
<td>1</td>
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</table>

#### Naturalística

3. Te gusta salir al campo, estar en medio de la naturaleza, mantener limpio tu casa y tu colegio, cuidar a las mascotas?

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<tr>
<th>Me gusta mucho</th>
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<tr>
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<td>1</td>
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Kinestésico

4. Te gustan las actividades de movimiento, juego, deporte, rondas y actividades al aire libre?

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<th>No me gusta</th>
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<tbody>
<tr>
<td>13</td>
<td>4</td>
<td>2</td>
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Musical rítmico

5. Te gusta bailar, cantar, llevar el ritmo de una canción, tocar un instrumento musical?

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<tbody>
<tr>
<td>5</td>
<td>7</td>
<td>2</td>
<td>4</td>
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Interpersonal

6. Te gusta trabajar en grupo, tienes algún grupo, te gustaría pertenecer a algún grupo.
   Te gusta jugar con tus amigos, compartir con ellos.

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Wednesday, 19th February.

Today, I did my practice with children of 3rd, 4th and 5th grade.

Topic: Parts of the body.

Objective: The learners will be able to learn parts of the body, relating with their own body.

Class started with a game called "Simon says" the children did not know parts of the body in English. They have a little vocabulary.

To promote children remember and learn the parts of the body the easiest way, we made a game of mimicry, where I joined two teams; each of them chose a representative who goes to the board to draw the word that he drew from the bag.
The children were very lively and very judicious participated in the activity.

The team that more words, They won candies.

After this activity the children were divided into 4 teams; each team I gave a sheet of bond paper.

In this paper, each group was to draw the human body with its respective parts.

To my surprise the kids were very engaged, they worked very judicious, although some students expressed remembered as the word was said but they did not remember as wrote.

In this case I spell the words, but only those students who remembered as pronounced.
When completed this activity, each group showed us drawing and they talk about all parts they saw in class.

Then the children worked on an activity to complement and reinforce the topic presented at the classroom.
Class started listening a song "Old Mac Donald had a farm". Then, I showed them the flashcards about farm animals.

Children were very judicious participating in class, although they only say a few words in English. I did them much emphasis on the importance of trying to speak in English. The kids really liked the memory game and play hops coco.