

CLIL: A way to promote basic communicative skills through multiple intelligences based lessons.

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## **Abstract**

In the research studied, the CLIL program was designed to promote the oral skills through different subjects. A diagnostic study was created to assess the attitudes of children in the different areas through the Spanish language. Throughout this study, multiple intelligences were considered in the process as well as the main components of second language learning: listening, speaking, reading and writing. Various tools were used such as the surveys, corner games, journal and multiple intelligences test.

In order to get an excellent result, it is very important to take into account the learning style, the context where the topic is taught and the purpose of the class. Currently there are different methodologies to develop English skills, but some teachers do not recognize the differences of learning speeds and learning styles. Therefore it is essential to implement Multiple Intelligences.

This research can tell which is the easier way to teach students according to their single way to learn, also it is going to show us the best way for teaching them a new language.

**Key words:** *learning process, CLIL, Multiple Intelligences, reading and writing skills, Spanish, oral production, listening and speaking.*

## Table of contents

Abstract	
Introduction	
1 Justification	
2 Context description St. Barnabas	
2.1 Institutional Information	
2.2 Institutional history	
2.3 Mission	
2.4 School organization	
2.5 Parish Boundaries	
2.6 Problem description	
3. Research question and objectives	
3.1 Research question	
3.2 Objectives	
3.2.1 General objective	
3.2.2 Specific objectives	
4. Methodology	
4.1 type of study	
4.2 Participants	
4.3 Techniques	
4.3.1 First technique: questionnaire	
4.3.1.1 Survey	
4.3.1.2 Interview	
4.3.2 Second technique: Journal	
4.3.2.1 Diary	
4.3.2.2 Corners	
5 Diagnostic stages	
5.1 Data collection analysis	
5.1.1 Instrument: student's survey	
5.1.2 Instrument: teacher survey	
5.1.3 Instrument: diary	
5.1.4 Multiple Intelligence test result	
5.2 Triangulation	
6 Theatrical framework	
6.1 CLIL: Content and Language Integrated Learning	
6.1.1 CLIL Methodology	
6.2 Teaching speaking	
6.2.1 What kind of speaking should students do?	

- 6.2.2 Speaking activities
- 6.3 Teaching listening
  - 6.3.1 The Importance of Listening
- 6.4 Teaching reading
- 6.5 Teaching writing
- 6.6 What is intelligence?
- 6.7 Teaching English to Young Learners: How They Learn and the Pedagogical Implication
- 6.8 Developmental stages
  - 6.8.1 Stages of development Erikson and Freud
- 6.9 Acquisition of a foreign language
- 6.10 Using Songs in the English Classroom
- 6.11 The videos
  - 6.11.1 Videos are a source for listening and speaking practice
  - 6.11.2 Video and lesson structuring
- 6.12 Games

7 Action stage

8 Evaluation Stage

- 8.1 Workshop number one: Countryside and the city
  - 8.1.1 Instruments
    - 8.1.1.1 Teacher's form evaluation
    - 8.1.1.2 Teacher's diary
    - 8.1.1.3 Student's perception
- 8.2 Workshop number two: Countryside and the city professions
  - 8.2.1 Instruments
    - 8.2.1.1 External teacher's evaluation
    - 8.2.1.2 Teacher's diary
    - 8.2.1.3 Student's survey
  - 8.2.2 Triangulation workshop 2
- 8.3 Workshop number three: Carbohydrates, proteins, sugars and fruits
  - 8.3.1 Instruments
    - 8.3.1.1 Multiple Intelligence impact
    - 8.3.1.2 Student's survey
    - 8.3.1.3 Diary categories
  - 8.3.2 Triangulation workshop three
- 8.4 Workshop number four: Healthy and unhealthy habits
  - 8.4.1 Instruments
    - 8.4.1.1 Diary categories
    - 8.4.1.2 Happy faces game
    - 8.4.1.3 Corner game

8.4.1.4 Interview
8.4.2 Triangulation workshop four
8.5 Workshop number five: The landscape
8.5.1 Instruments
8.5.1.1 External evaluation form
8.5.1.2 External evaluation- Multiple Intelligences
8.5.1.3 Student's survey
8.5.2 Triangulation Workshop five
9 Conclusions and findings
9.1 Findings
9.2 Conclusions
References
Appendixes

#### List of tables

Table 1: Institutional information
Table 2: Instrument's purpose
Table3: Teacher's skills opinion
Table: 4 Diary result
Table 5: Multiple Intelligence results
Table 6: Skills triangulation
Table 7: Activities triangulation
Table 8: Instruments triangulation
Table 9: Teacher's form evaluation
Table 10: Teacher's diary
Table 11: Triangulation first workshop
Table 12: Multiple Intelligence triangulation
Table 13: External teacher evaluation form
Table 14 Teacher's diary
Table 15: Triangulation workshop 2
Table 16: Multiple Intelligence triangulation
Table 17: Multiple Intelligence impact
Table 18: Communicative skills
Table 19: Diary categories
Table 20: Triangulation workshop three
Table 21: Multiple Intelligences triangulation
Table 22: Diary categories
Table 23: Multiple Intelligence impact
Table 24: Communicative skills report
Table 25: Triangulation workshop four
Table 26: Multiple Intelligences triangulation

Table 27: External evaluator form  
Table 28: External evaluator-Multiple Intelligences  
Table 29: Student's survey  
Table 30: Triangulation workshop five  
Table 31: Multiple Intelligence triangulation  
Table 32 final triangulation  
Table 33 Multiple intelligence-final triangulation

## List of graphics

- Graphic 1: Spanish class opinion
- Graphic 2: Spanish activities
- Graphic 3: Subject's opinion
- Graphic 4: Activity's opinion
- Graphic 5: Ways to work in class
- Graphic 6: Corner game 1
- Graphic 7: Corner game 2
- Graphic 8: Visual report (workshop 1)
- Graphic 9: Multiple Intelligence report (workshop 1)
- Graphic 10: Interpersonal Intelligence 9workshop 1)
- Graphic 11: Naturalistic Intelligence (workshop 1)
- Graphic 12: Naturalistic Intelligence (workshop 2)
- Graphic 13: Musical Intelligence (workshop 2)
- Graphic 14: Mathematical Intelligence (workshop 2)
- Graphic 15: Writing skill (workshop 2)
- Graphic 16: Speaking report (workshop 3)
- Graphic 17: Attitude report (workshop 3)
- Graphic 18: Culture report (workshop 3)



## **Introduction**

Some institutions have strong views regarding the use of other languages within their classrooms. Therefore, there will be a growth in the acquisition of second or third languages.

Languages will play a key role in curricula across institutions. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of second language education.

Diversity of language and the need for communication are seen as central issues. There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a reevaluation of the traditional concepts of the language classroom and the language teacher.

CLIL is based on well-founded theoretical premises and has been implemented in other countries. Many children who have experienced CLIL across Europe have shown that this learning approach does not have any negative consequences in other subject learning. In fact, it builds confidence in these students. It increases their interest in learning other subjects.

This research is intended to promote oral skills with CLIL through multiple intelligences in these basic lessons. This research proposal emerged as a result of the analysis of the different tools administered to a group of 20 learners who were in third grade. These tools showed the approval of students through learning different subjects through Spanish.

This study will be conducted in three stages: diagnostic, action and evaluation stage. To

collect the information in the diagnostic stage, I implemented four different tools: questionnaires, teacher's journal, corners game, and teacher's survey. The data results at this time showed that students and teacher agreed on the implementation of CLIL as a strategy to develop the skills.

## **1. Justification**

Traditionally, people educated in the United States have not been obligated to learn another language beyond English. But times have changed. Globalization in the U.S, has elevated the importance of being able to communicate with citizens from other countries.

Increasingly, the second language U.S citizens are choosing to learn is Spanish. So why study Spanish is so important? Because not only the importance of learning Spanish is becoming increasingly crucial in terms of the globalization, it can also play a major role in your own personal development.

When it comes to education, Elementary school-aged children process information in a variety of ways in order for it to make sense to them. They process information on levels that are different than adults and can be taught a variety of subjects (Clil). Learning to speak Spanish is no different, as they will retain what they have learned with greater accuracy. Giving a child a head start in today's world by speaking Spanish can be beneficial in a number of ways.

CLIL can be implemented in various ways and in very different situations, encompassing many different ways of teaching. CLIL can be applied in institutions for an entire course in one or more subjects such as science, math or social studies. CLIL aims to improve skills in the second language and enhance knowledge and skills in other curricular areas while understanding the multiple intelligences. For that to happen you need to create the appropriate conditions both and in an organized manner. When the CLIL program is implemented, it could take some time to see results and feedback. Adjustments are expected to be made according to the results of the strategies and planning.

## 2. Context description St. Bananas

### 2.1 Institutional information

School	Saint Barnabas School
Foundation	December 25 1984
Address	10121 S Longwood Drive Chicago, IL 60643
Web page	<a href="http://WWW.stbarnabasparish.org">WWW.stbarnabasparish.org</a>
Sector	In the city of Chicago
Nature	Private
Directed by	Archdiocese of Chicago
Principal	Leonore Barnes

Levels	Preschool, Primary, Secondary
Modality	English
Grades	Primary levels of; pre-k through eighth grade
Number's group	549 students
Population	Preschool:40 Primary: 365 Secondary: 144
Number's OF teachers	30
Directors	2
Administrators	1

Custodians	3
Calendar year	B

**Tabla 1: Institutional information**

## **2.2 Institutional history:**

First started in 1984, the At, Barnabas Grant-In-Aid program was established to assist families of St. Barnabas students who, because of financial hardship, were unable to meet tuition cost and whose children might otherwise be deprived of Catholic school education.

Clil a way to enhance basic communicative skills

## **2.3 Mission:**

The mission of St, Barnabas School derives from Catholic mission of St, Barnabas Parish: to share the Good News of God's saving grace. As an educational institution, St, Barnabas is committed to providing a quality education for its students by:

- Calling students to high personal achievement
- Challenging students to recognize and accept responsibility for their actions
- Developing a curriculum that meets each child's needs
- Nurturing each child's development, spiritually, intellectually physically, and socially.
- Promote effective communication and parent involvement. Philosophy: We believe in addressing the basic needs of the young child. The physical, emotional, social, academic and spiritual needs of the young child have been considered and incorporated into the early childhood curriculum. Our aim is to nature and teaches the whole child. To reach our goal a developmentally appropriate curriculum has been devised. Religious Educator: St.

Barnabas School exists to pass on the teaching of Jesus to children of the parish, to form them in gospel values and help them transform these values into daily living. “Instruction in religious truth and values in an integral part of the school program. It is not

One more subject alongside the rest, but instead it is perceived and functions as the underlying reality in which students’ experiences of learning and living achieve their coherence and deepest meaning”

#### **2.4 School organization:**

St. Barnabas School has approximately 550 students enrolled in grades preschool through eight. The class size at St, Barnabas is limited by Archdiocesan Policy to 35 children per classroom in grade 1-8. Current class enrollment ranges from 23 to 30 students in grades K-8. Preschool may range from 8-20 students. Within the limitation of class size, all students who satisfy the following requirements will be accepted for enrollment in St, Barnabas School, without exception to race or national origin. Archdiocesan Policy limits the Early Childhood class size.

#### **2.5 Parish Boundaries:**

West: East side of Western Avenue North: South side of 97<sup>th</sup> street East: West side of Vincenns from 105<sup>th</sup> to 107<sup>th</sup> (even) South: North side of 107<sup>th</sup> Street \

#### **2.6 Problem description**

Research on learning a second language has shown that to achieve a good level of competence in L2, it is necessary to have extended contact with the language in a natural

way. Students need to have access to spontaneous spoken communication, preferably within an interactive environment where they can get information from a structured lesson. In such circumstances students can compare their own languages with the second languages they are learning that are forming on the language you are learning. Learning a second language is a long and natural process. The student has to naturally go through phases of making mistakes before mastering some basics skills. We are forced to look for strategies that allow us to improve the process of CLIL. The institution has the space, but does not have an organized plan of study, which prevents us from offering students the opportunity to learn subjects through a second language. According to Oppal Dunn (1998) the acquisition of the language

Of a foreign language needs the interaction, the learner has to interact and make conversation. If there is no dialogue, the child can't learn how to speak.

It is in listening then repeating, that is a crucial component in the process of acquiring a second language. Some of these students have difficulty in the oral production of the Spanish language. This not only makes them less motivated to speak, but causes a problem in their participation

### **3. Research question and objectives**

#### **3.1. Research question:**

What is the impact of using CLIL in the promotion basic listening and speaking skills through multiples intelligences based lessons?

#### **3.2. Objectives**

##### **3.2.1. General objective.**

- To promote listening, reading, writing and speaking skills with CLIL through multiple intelligences based lessons

##### **3.2.2. Specific objectives.**

- To enhance learning through activities that promote the use the predominant intelligences in the students.
- To promote the comprehension and expression of ideas relating to core subjects as math, science and social studies.

To provide opportunities for interaction through the implementation of communicative activities



## **4. Methodology**

### **4.1 Type of Study**

Qualitative research should be considered and applied as an integral part of the projects of intervention in which both researcher and researched, participating as part of the process , consider them useful techniques and methods that are employed by anthropologists, sociologists and psychologists in their work field and professional analysis (Bautista, 2011).

Sandín Esteban (2003), qualitative research is a systematic activity aimed at in-depth understanding of educational and social phenomena, the transformation of practices and socio scenarios.

Elliot (1981) defines action research as "a study of a social situation with a view improving the quality of action within it ". He characterizes it as a reflection on human actions and social situations experienced by teachers, whose goal broaden understanding (diagnosis).

The actions are aimed at changing the context when a deeper understanding of the problem is achieved; action research "is a systematic approach to improve educational practice by groups of subjects involved through studying their own practices and reflection on action effects of such actions." (Ebbutt 1983)

### **4.2 Participants:**

This research will be applied in St. Barnabas School; the students involved in this study are third graders from the south side of Chicago, Illinois. This group of students is eight and

nine years old. There are twenty-two students in this class. They attend a private catholic school that is considered reputable and of good education.

### **4.3 Techniques**

#### **4.3.1. First technique: questionaring.**

##### ***4.3.1.1. Survey.***

A survey is an instrument to collect important information about the population's thoughts.

It describes and locates the principal situations and their lifestyle. In this survey the students are very important, because they are who offer clear information.

##### ***4.3.1.2. Interview.***

In this instrument researcher can collect all the information about the behavior or opinion of the students about the topics of the research, they really give the implicated in the process of the research, for that reason is very important analyze the information in the best way.

#### **4.3.2. Second technique: Journal**

##### ***4.3.2.1. Diary.***

That is a notebook where researchers can write all daily activities and important information about the reaction of the participants in the application of the research topics, those are useful data, because there will be recorded all the outstanding information.

##### ***4.3.2.2. Corners.***

It is a dynamic game where researcher can organize the classroom in corners and there are the questions with images and students have to listen the instruction researcher gives while is taking notes about the results.

## 5. Diagnostic stage

### 5.1. Data collection analysis

As the first phase in data collection and analysis of this study, four different data gathering techniques were used. A teacher's own diary, teacher's survey, student's survey, and corners game. They gave me ideas about plans of action of this research. The method I used to analyze the data I collected in the diagnostic stage had to do with going through texts and marking up themes with different colored highlighter pens. It is called "ocular scan method"(Ryan & Bernard, 2000)

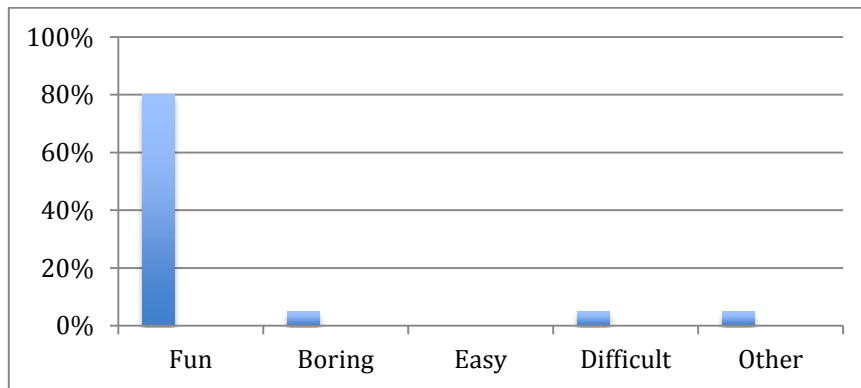
INSTRUMENT	PURPOSE
Student's survey	To find out the learner's perceptions about how students learn Spanish through other subjects
Teacher's survey	To analyze how interesting is Spanish class for students
Students corner game	To know what kind of activities they like to do through different skills
Teacher's own journal	To register the pertinent events occurring in the class relating with learner's perceptions and experiences.

**Tabla 2: Instrument's purpose**

A group of 20 students were asked to take a survey in order to assess their opinions about what they think about Spanish Class. Also, to see how much they like other subjects like mathematics, sciences and social studies, and what kind of activities they would like to do in Spanish class and these are the results.

#### 5.1.1Instrument: student's survey

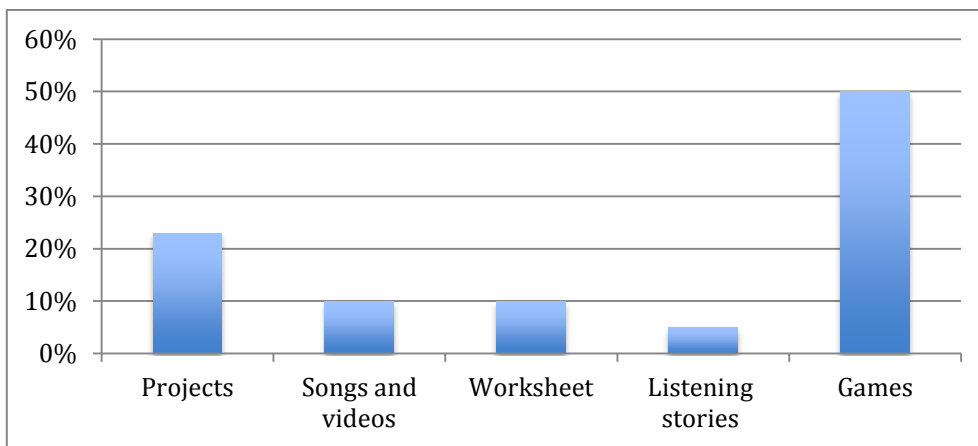
□ □ The Spanish class is:



**Graphic 1: opinion about Spanish class**

The results showed that most of them think that Spanish class is fun. That's a positive result which means the teacher is doing a wonderful job with the students. In addition, the strategies are working well. Only one student said it is boring and difficult. Perhaps this can be because this particular student had some problems in the listening and speaking part of the language. Two students selected "other", but they specified and wrote "interesting" as their other option. Nobody selected easy as an option. So in general, the results were positive

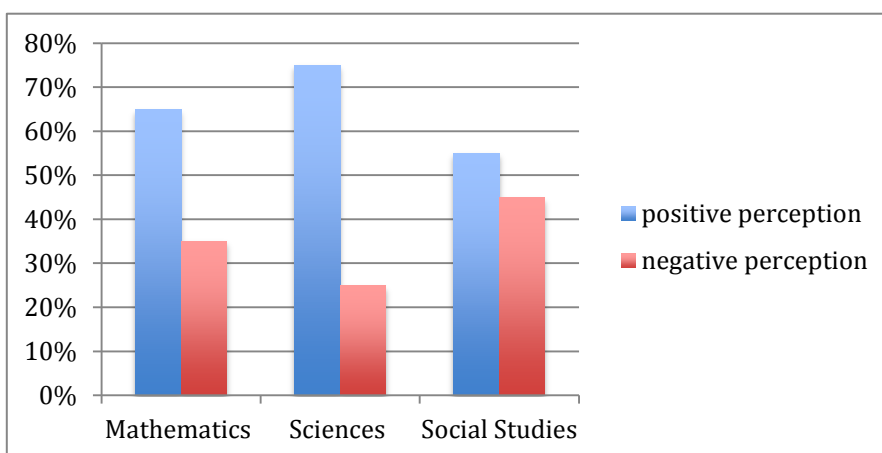
□ □ What activities do you prefer in Spanish class?



**Graphic 2: Spanish activities**

It is evident that half of the group thinks that games and toys are better. They are children so naturally they prefer to play with games and toys. Also projects are fun for them, as some students expressed. They also expressed that Spanish Art (CLIL) is very interesting. The results showed that stories in Spanish are the least likable class activity

□ □ What is your opinion about these subjects?

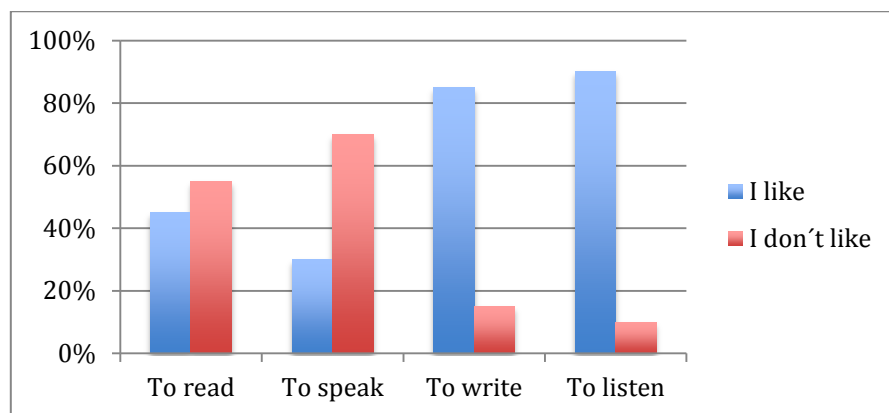


**Graphic 3: Subjects opinion**

The graphs show us the interest level of three different subjects. Regarding mathematics 65% of students said they like it and 35% of students said they didn't like it. When I asked about it, they argued that they didn't like the way the teacher taught them. Regarding

sciences, most of them like it because it is an interesting subject and just 25% of students didn't like it. Regarding Social studies, 55% of students like it and 45% of students didn't like it. They said this subject has a lot of boring topics.

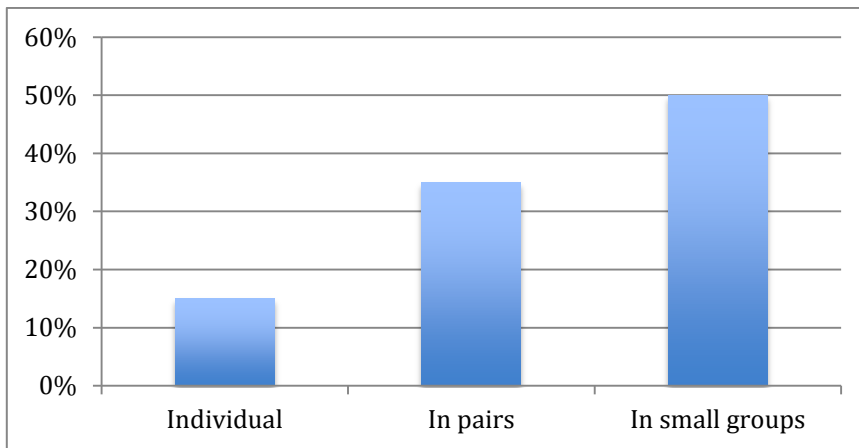
● ☐ What is your opinion about these activities?



**Graphic 4: Activitie's opinion**

The results show that listening skill is easy for them. The majority of them, 90%, said they like it. The teacher said this is one of the most fun skills for them. Speaking and reading are the most difficult skills for them because there is not enough exposure to the second language. 55% of the students said reading is difficult and 70% of them said speaking is hard. One of the reason they like listening can be because they enjoy songs and videos as activities in the class

☐ ☐ How do you prefer to work in Spanish class?



**Graphic 5: ways to work in class**

The diagram shows us that most of them like to work in small groups, some in pairs and just a few, 20%, like to work individually. It is possible that the majority of these students prefer small groups because they can practice the language with each other.

### **5.1.2 Instrument: teacher's survey**

1. Why do you like teaching Spanish?

SHE SAID: "I love the language, the culture, and the people of Latin America and to share a piece of it by teaching it, brings me happiness and fulfillments. I also love teaching the younger grades.

2. In your opinion what is your student's perception of the Spanish class?

A. It's fun

B. It's boring



C. It's easy

D. It's difficult

Why: Because most of the time they enjoy it. I incorporate games and music to make learning the languages fun; I try to keep it creative.

3. Which materials do you use mostly in your class?

☐ Images and posters

☐ Songs and videos

☐ Games and toys

1.

Rate the following skills according to what you think it is for your students in the Spanish class.

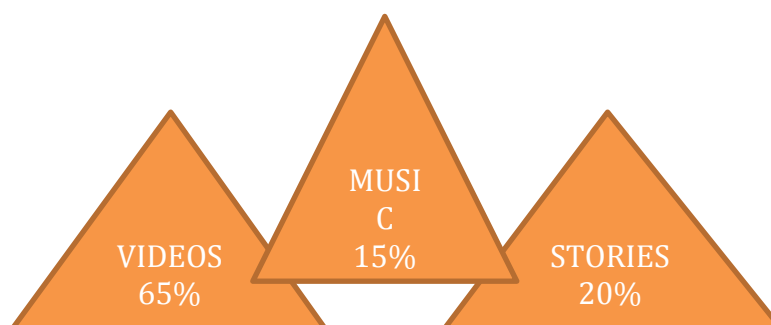
Skill	Easy	Difficult
Speaking	X	
Reading		X
Writing	X	
Listening	X	

**Tabla 3: teacher's skills opinion**

The teacher's survey shows us that she agrees with the students. The teacher uses fun and

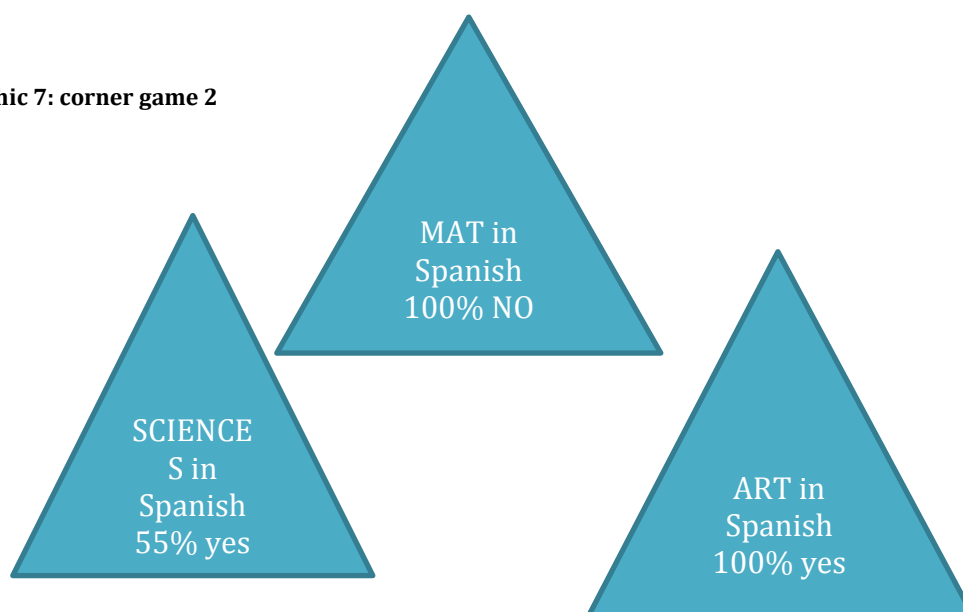
interesting materials such as images, posters, songs, videos, games and toys. Also he teacher uses games on a daily basis because students not only enjoy this part of Spanish class but also it challenges their memory and skills.

### 3 Instrument: corner game



Graphic 6: corner game 1

Graphic 7: corner game 2



It is clear that they enjoy games and toys, but when we played a corner game they expressed that between the choices of music, videos and stories they preferred videos,

because they are the most fun and can learn by watching. Just three students enjoyed listening to music. It is possible that music in Spanish is too fast for them to comprehend.

### 5.1.3 Instrument: diary

I kept a record of my own perceptions of the classes. the notes in the journal were taken when I observed learners working, participating and interacting with their partners, and this is the result.

CATEGORY	EVIDENCE	POSITIV E FREQUE NCY	NEGAT IVE FREQU ENCY	TOTAL
Reading and speaking	1. "I don't know how to say this"  2. They used the vocabulary learned	7	7	14
Writing and listening	1. They were interesting listening the songs  2. "I hate write Spanish words"	7	3	10
Games and projects	1. "we love make puppets"  2. "Let's play teacher, we love it"	8	0	8
Videos and songs	1. "Teacher repeat the video please"  2. Let's sing it again"	7	1	8
Motivation and participation	1. Students use their hands for participate"	13	6	19

Table: 4: Diary instrument

The journal gives us the perceptions that the real interest lies in games and toys. Nobody demonstrated a bad attitude of any kind about these activities. Also when they practiced these language skills, they were really good at them.

Regarding motivation and participation, they presented both positive and negative attitudes. This is normal because sometimes they are shy or they get nervous when they have to speak. Also, I observed some problems with the pronunciation so maybe that was the reason. Sometimes some of them were sad or unmotivated, so when I observed this kind of behavior, I just asked them what was happening. Some of their responses were “I’m tired”, “I don’t want to tell you”, “I have problems”, etc. But most of the time, I was able to change their attitude with funny words or by motivating them in their work.

#### 5.1.4. Multiple Intelillence test results

Mat	Ling	Spacial	Kines	Musical	Inter	Intra	Natu
45%	30%	55%	86%	80%	90%	20%	40%

**Table 5: Multiple Intellicence's result**

This test was implemented for students, the result show these percentage: Linguistic: 45% of them like to tell jokes and stories, they have good memory, enjoy reading books and they like to hear people talking

Logical Mathematical: 30% of the students like to ask questions about how the things works and they love to play logical games.

Spatial: 55% of the students like to read maps, charts and diagrams more easily than text, also they like to watch movies and other visual programs. Musical: 80% of the students can remember the song's letters and usually they know how to play some instrument. Interpersonal: 90% of the students enjoy talking and teaching other people, they love to play with others. Intrapersonal: 20% of the students can express their own feelings, also they prefer to play alone. Natural: 40% of the students like to observe, identify and interact with plants and animals, also they like to explore.

## 5.2 Triangulations

Triangulation:											
Table 13: Skills triangulation											
CATEGORIES	INSTRUMENT 1: CORNERS		INSTRUMENT 2: STUDENT'S SURVEY		INSTRUMENT 4: TEACHER'S SURVEY		DIARY ENTRIES		TOTAL		PERCENTAGE
SUBCATEGORIES	EASY	DIFFICULT	EASY	DIFFICULT	EASY	DIFFICULT	EASY	DIFFICULT	EASY	DIFFICULT	
SPEAKING			6	14	0	1	7	7	13	22	37.14 62.8%
LISTENING			18	2	1		7	3	26	5	83.8% 16.12%
WRITING			15	5	1		7	3	23	8	74.19 25.8%

Table: 6: Skills triangulation

According to this table, the two components of the second language that are most difficult are speaking and reading. This can be a problem because these components are necessary and crucial to the development of the second language. The strongest component for this class is listening. Therefore, the fact that they like to play games makes this listening component more effective. The majority of these students are kinesthetic learners which mean that they learn best through movement and games.

CATEGORIES	INSTRUMENT 1: CORNERS		INSTRUMENT 2: STUDENT'S SURVEY		INSTRUMENT 4: TEACHER'S SURVEY		DIARY ENTRIES		TOTAL		PERCENTAGE	
SUBCATEGORIES	LIKE	DISLIKE	LIKE	DISLIKE	LIKE	DISLIKE	LIKE	DISLIKE	LIKE	DISLIKE	LIKE	DISLIKE
VIDEOS	13	7	4	0	1	0	9	1	27	27	50%	50%
GAMES	0	0	10	10	1	0	13	0	24	10	70.5%	29.4%
SONGS	10	10	4		1	0	9	1	24	11	68.5%	31.4%
STORYTELLING	5	15	1	19	0	0	0	0	6	34	15%	85%

**Table: 7: Activities triangulation**

According to this table, the majority of students do not like storytelling as an activity of a second language class. This could be because it requires more effort for listening and comprehension, a task too difficult for them. This activity, therefore, would not be useful.

CATEGORIES	INSTRUMENT 1: CORNERS		INSTRUMENT 2: STUDENT'S SURVEY		INSTRUMENT 4: TEACHER'S SURVEY		DIARY ENTRIES		TOTAL		PERCENTAGE	
SUBCATEGORIES	+	-	+	-	+	-	+	-	+	-	+	-
CLIL	20	0	39	21	0	0	0	0	59	21	73%	28.7%

**Table 8: Instruments triangulation**

According to this final table, these students show an interest in learning the core subjects through the Spanish language. 73.7% of students are willing to experience a learning program such as this.





## **6. Theoretical framework**

### **6.1 CLIL: Content and Language Integrated Learning**

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

Dearing/King Languages Review 2007

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

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

Piaget expresses in his Piagetian psychology two ways in which development can take place as a result of activity: assimilation and accommodation. Assimilation happens

when action takes place without any change to the child, accommodation involves the child adjusting to features of the environment in some way. (Cameron, 200, p. 3)

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

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

This approach is not focused in Foreign Language Teaching; it is a pedagogical approach that joins content and 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)

#### 6.1.1 CLIL Methodology

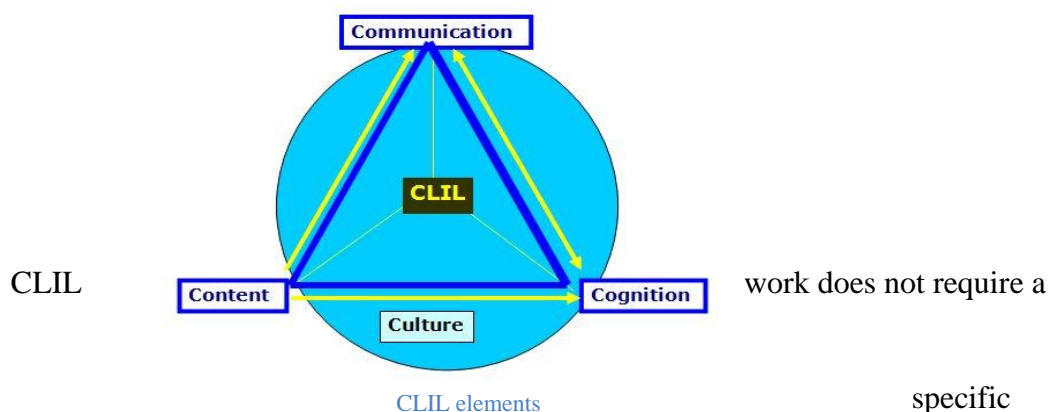
In teaching a subject through a foreign language the methodology is different to teaching a foreign language. The students need more help from the teacher in order that they not only get the language demands, but also the cognitive process about the content that they are learning, The teacher needs to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

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

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

In foreign language teaching one of the main concerns today is to ensure that classroom activities are meaningful, authentic and motivating. Bilingual education must be based on 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:



methodology, through its content and use of the English language, this methodology requires a much higher cognitive process, because it requires a cooperative classroom management and a special emphasis on communication.

## 6.2 Teaching Speaking

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

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

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

#### 6.2.1 What kind of speaking should students do?

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

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

### 6.2.2 Speaking activities

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

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

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

### 6.3 Teaching listening

Listening is the language modality that is used most frequently.

The teaching of listening has attracted a greater level of interest in recent years than it did in the past. Now, university entrance exams, exit exams, and other examination often include a listening component, acknowledging that listening skills are a core component of

second language proficiency, and also reflecting the assumption that if listening is not tested, teacher won't be able to measure student's progress.

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

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

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

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

### 6.3.1 The Importance of Listening

1. Listening is the most common communicative activity in daily life: "we can expect to listen twice as much as we speak, four times more than we read, and five times more than we write." (Morley, 1991, p. 82)
2. Listening is also important for obtaining comprehensible input that is necessary for language development.

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

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

### 6.4 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.

## 6.5 Teaching writing

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

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

If teachers want to help the children to enjoy learning writing, they should try to do it easy for them: pictures, things students know are necessary, and a good methodology, beginning with words, short phrases, and then improves it step by step with interesting subjects for them. (Harmer, 2004) calls “the nuts and bolts” or mechanical activities like handwriting, spelling, punctuation, sentences, paragraphs, and texts. These mechanical

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.

#### 6.6 What is the intelligence?

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

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

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

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

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

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

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

**Interpersonal intelligence:** is the ability to socialize with different cultures, groups, that people is outgoing, a leader to that kind of person likes the theatre, the gestures, they can understand to other person easily and like teaching, exchanging ideas, making proceedings, 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.

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

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

1. *Sensory-Motor Stage (from 0 – 2 years)* in which children seemed to learn through physical interaction with the world around them.
2. *Pre-operational stage (from 2 - 7 years)* when children need concrete situations to process ideas.
3. *Concrete Operational Stage (from 7 - 11 years)* in which children begin to conceptualize and do some abstract problem solving, they still learn best by doing.
4. *Formal Operational Stage (from 11-15)* in which children are able to use abstract thinking.

Young learners can be included into those aged 7-11 years in the concrete operational stage, where they learn best from concrete things around them. Piaget believed that

children went through the stages and that they could only move onto the next stage when they had completed the stage before and were ready to do so. Another expert, Vygotsky (cited in Hughes, 2009) believed that language was central to the cognitive development of children, that it why instruction provided by an adult help children to learn and develop.

The difference between Piaget's and Vygotsky's views was that while Piaget suggested that children work through different stages of learning on their own, Vygotsky maintained that there is a difference between what children could achieve on their own and what children could achieve when an adult was able to work with them which was described as the *zone of proximal development*. Vygotsky believed that there is a ZPD which is the difference between what a learner can do without help and what he or she can do with help. In the process of learning a second language it is very important to take into account the theory of Vygotsky because we as English teachers need to give students experiences that are within their zones of proximal development, thus encouraging and advancing their individual learning.

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

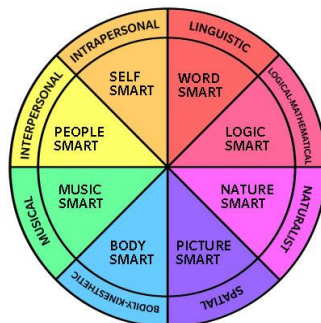
The teacher of second language learners has to facilitate that support. Then "as students become more proficient, the scaffold is gradually removed" (Diaz-Rico & Weed, 2002, p.85) The term scaffolding is used in English language teaching when teachers provide support in the learning process to facilitate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

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

#### 4.7.1 How do children learn language?

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

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



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

### **6.8 Developmental stages**

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

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

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



### 6.8.1 Stages of development Erikson and Freud

According to Freud (1856–1939) they are five psychosexual stages of development through which humans pass progressively during life. The oral stage occurs from birth to 1 year, the child seeks pleasure through her mouth sucking, swallowing and biting with teeth and gums. The anal stage affects children between the ages of 1-3 years: Potty training begins at this age and discovers the feelings associated with this capability. Children from 3-6 years pass by the phallic stage and they begin to focus on the genitals through the libido and identify with the parent of the same sex. The latent period occurs between 7 and 11 years and refers to a latency period of libido: Children at this stage are focused on activities 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 (1902-1994) developed a theory of the development of eight phases after Freud's death. Erikson favored the work of Freud, but disagreed with his theories on sexuality leading personality of an individual. The first stage, trust versus mistrust occurs between birth and 1 year old. A child between the ages of 1 and 3 years developed his autonomy from the doubts and controlling eating, start talking and toileting. The stage of the initiative against guilt arises between 3 and 6 years old and this is when the child learns to better control the environment. During adolescence, the child goes through the stage of identity against the confusion of roles: in this stage the adolescent follows the intertwined roles as student, son or daughter, brother or sister, or athlete. Erikson believed that adults moved through three different stages. The stage of intimacy versus isolation starts ability to keep commitments to others. The stage against stagnation generativity involves taking the decision to participate in the integration of the community, a family or a career. The

final stage labeled integrity against despair involves reflecting on the choices and actions throughout life.

## 6.9 Acquisition of a foreign language

The process of learning a foreign language is an interest of paramount consideration for moving in the field of teaching. From this perspective, Santos Gargallo (1999: 22) notes that:

*"All we are interested teachers deepen their knowledge of the learning process, ie, in the psycho-emotional, social, educational, etc. factors. That influence this process; and how much more we know about this process, we can better guide the teaching, in the sense of contributing to expedite and facilitate the use of the new language. "*

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

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

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

The acquisition of a foreign language needs the interaction, the learner has to interact and make conversation, if there is no a dialogue the child can't learn how to speak.

Content integrated language is a process that needs not only the acquisition of content, also it needs interaction with the foreign language; so why interaction is so important for language learning? Interaction provides a child with “experience in which language is use and learned and a content that can be learned” (Opal Dunn, 1998, p. 26).

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

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

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

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

In conclusion in the CLIL process kids learn a new language following these stages and we as teachers should implement strategies to develop each one. Motivation is essential for any learning including language (Opal Dunn, 1998, p. 32)

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 through other subjects.

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

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

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

## **6.10 Using Songs in the English Classroom**

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

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

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

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

## **6.11 The Videos**

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

these have become indispensable part of our life, making it an excellent tool for our current education system, helping students acquire learning.

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

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

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

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

### 6.11.1 Videos are a source for listening and speaking practice

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

### 6.11.2 Video and lesson structuring

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

#### 1. Pre-viewing

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

## 6.12 Games

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

There are some types of games like billiards, board games and golf which are considered recreational activities and they increase our mental, physical skills while enjoying the excitement of our shots. In real sense, games affect a person's psychological 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 teaching a second language is a task interesting but complex, if the students have boring class, they will never learn a second language, the children learn better with interesting activities, where they can move, sing, play, jump. The children can understand easier a concept by games, because they always are motivated with it, so with the games provide an excellent practice to improve the communicative skills. The games make the children feel safe and sure. By the games learners can learn a second language in the same way how learn a pattern language without be conscious that they are learning and practicing it.

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

## **7. Action stage**

In order to know the impact that CLIL has on the learning process of the skills, we implemented some workshops which worked developing the Multiple Intelligences. In total we did five workshops whit these topics: 1: country and the city, 2: countryside and city professions, 3: carbohydrates, fruits, sugars and protein, 4: healthy and unhealthy habits and 5: the landscape. At the end of each lesson some instruments were applied in order to get results about the process. Here are the workshops we worked with.

Workshop number 1

## Workshop numer 2

Date: October 21, 28 of 2014	Institution: St. Barnabas
Group: fourth grade	Hours: 2
Number of students: 25	Level: Basic
Time: 2 hours	City: Chicago

### Workshop 2

**COMMUNICATIVE PURPOSE OF THE LESSON:** The students will be able to exchange information about the countryside and the city professions through image description, writing, speaking, and listening skills.

**OBJECTIVE 1:** The students will be able to name and describe the differences between countryside and the city professions

**TOPIC:** countryside and the city professions

**VOCABULARY:** río, montañas, árboles, animales, carretera, casas, tiendas, granjero, carros, buses, jeep, semáforo, edificios, profesor, Agricultor, ganadero, lechero, pescador, profesor, doctor, bombero, abogado.

**EXPRESSIONS:** "el \_\_\_\_\_ trabaja en la ciudad/campo" yo quiero ser \_\_\_\_\_ "yo trabajo en la ciudad/campo"

**STANDARDS:**

Time	Class stage	Teacher	Students	Material
5 minutes	Warm up	<a href="https://www.youtube.com/watch?v=aNvhlVtUowY">https://www.youtube.com/watch?v=aNvhlVtUowY</a> The teacher is going to show this video to introduce the professions of countryside and the city, then she will ask: what professions did they watch on the video? Where do they usually use to work? What kind of things do they do?	They will watch the video and answer the teacher's questions.	Video
20 minutes	Presenta tion Stage	She will show them a picture (video bean pic), which is showing the differences between countryside workers and the city workers. - She will ask them what they can see on the image (differences) - She will paste the workers names pointing and explaining what they do - She will remove the names and let them to put the names again. - She will explain how and why these professions take place in the city or countryside.	They will watch an image, and describe what they can see. - They will say what they can see on the image being focused in the differences between countryside workers and city workers. - They will pay attention to the teacher - They will paste the names on the pic according to the correct profession, at the same time they will use this expression: "el doctor trabaja en la ciudad" el granjero trabaja en el campo".	Flashcards and billboards
20 minutes	Preparat ion Stage	1. "Guessing game". She will give them a piece of paper with a worker name. 2. She will give them a worksheet to work in partners. They will identify the workers names and where their work takes place.	1. They will receive a piece of paper, with some workers name, but they cannot show it. Then they are going to describe it using simple characteristics of it. Example: "trabaja en el campo/ciudad, helps animals," "trabaja en el campo/ciudad, helps kids to learn, teaches at school". The rest of the students are going to guess whom is the person talking about. 2. They will write under each image where their work takes place. Also they are going to match the worker name with the image.	Piece of paper
25 Minutes	Producti on Stage	"What would you like to be?" she will let them to say where they would like to work, if its going to be in the countryside or the city, and what they want to be when they grow up. Then she will make a mini project using creative materials.	They will think about where they would like to work, and what they want to be when they grow up. They will fold a paper and follow the teacher instructions: - In the first side they will write "Que quiero hacer cuando sea grande?" - In the other side they will draw the profession they want to be, and they will write a simple description about it. Example: "Yo quiero ser doctor, yo trabajo en la ciudad", (teacher will help them using the	Paper, colors, markers, color papers, glue.

## Workshop number 3

Date: November 4<sup>th</sup>, 11<sup>th</sup> of 2014 Institution: St. Barnabas

Group: fourth grade

Hours: 2

Number of students: 30

Level: Basic

Time: 2 hours

City: Chicago

### Workshop 3

**COMMUNICATIVE PURPOSE OF THE LESSON:** The students will be able to exchange information about food classification through writing, speaking, and reading skills and developing the multiple intelligences.

**OBJECTIVE 1:** The students will be able to classify food according to "the food pyramid"

**TOPIC:** carbohydrates, sugars, fruits and proteins

**VOCABULARY:** Azúcares, proteínas, carbohidratos, frutas, chocolates, helado, torta, huevo, queso, carne, leche, manzana, banana, tomate, zanahoria, papa, pasta, arroz.

**EXPRESSIONS:** "me gusta comer \_\_\_\_\_"

Time 5 minutes	Class stage Warm up	Teacher Teacher will show a video introducing the topic.	Students <a href="https://www.youtube.com/watch?v=GL0UM9XO1Tc">https://www.youtube.com/watch?v=GL0UM9XO1Tc</a> (Musical Intelligence)	Material Video
20 minutes	Presentation Stage	- She will bring to class the "food pyramid" empty, and flashcards food. Then she will explain what the pyramid is, and where each kind of food should be, indicating if they are sugars, fruits or vegetables, carbohydrates or protein. At the same time she will explain and tell the name of the elements. - She will ask them some questions and they should	- They will pay attention how teacher pronounce the elements on the pyramid; they will repeat their names while the help to classify them. (Visual intelligence) - They will answer the questions, but using the vocabulary just learned. They will see the differences between what American and Colombian people eat. - Finally, they will classify the elements on the board according to carbohydrates, vitamins and fats. (Logical mathematic)	Pyramid flashcards.
20 Minutes	Preparation Stage	- Lets play "Tingo-Tango" The teacher will pick a student that is going to start. They will pass around a ball, and the person who gets the ball is going to match the food with the correct name. - Teacher will give them an empty shopping list. Then she will ask them to do a grocery list, indicating what carbohydrates, sugars, proteins or fruits they are going to buy.	- Students will play Tingo-Tango. They will past the ball around and one of them might to match the food on the board. - Students will do a grocery list, writing and drawing the elements they want to get. Then they will share their grocery list with the rest of the group. (This activity is going to be in groups of three) (Interpersonal intelligence)	Paper, colors, pencil.
25 Minutes	Production Stage	She will have a bag with some meals written in pieces of papers. Then she will let them to pick up one, and they have to draw the meal, write their names, and classify them according to carbohydrates, sugars, fruits or protein	They will pick up a piece of paper in which there is a meal, they might draw it and classify it according to carbohydrates, sugars, fruits, or protein.	PIECE of papers, colors, pencil
FINAL PRODUCTION:	FINAL PRODUCTION: In groups of four, they will make a frieze. It will be with four cardboards, in which they might draw and paste different kinds of food, but taking into account the carbohydrates, sugars, proteins and fruits. They might be creative using colors and magazines. At the end they will present to the group us the frieze telling us the food they have, and its classification.			

## Workshop numer 4:

School: St. Barnabas	Date: November 4 <sup>th</sup> and 11 <sup>th</sup> of 2014
Teacher: Natalia Soto Gomez	Group: Primary school 4 <sup>th</sup>
Level: Basic	Number of students: 25
Objective:	Periods of the class: 2 hours City: Chicago

### Workshop 4

**COMMUNICATIVE PURPOSE OF THE LESSON:** The students will be able to exchange information about healthy and unhealthy habits through writing, speaking, and listening skills.

**OBJECTIVE 1:** The students will be able to classify healthy and unhealthy habits developing musical, logical, linguistic, interpersonal and intrapersonal multiple intelligence

**TOPIC:** healthy and unhealthy habits

**VOCABULARY:** agua, frutas, verduras, ejercicios, dormir, bañarse, television, videojuegos.

**EXPRESSIONS:** "tomar agua" "comer frutas y verduras", "hacer ejercicio", "dormir bien", "bañarme todos los días", "ver tv todo el día" "jugar videojuegos todo el día".

Time 5 minutes	Class stage Warm up	Teacher Will start the class doing aerobics	Students Will do aerobics with the teacher (kinesthetic intelligence)	Material Music
20 minutes	Presentation Stage	Teacher is going to show a video, and then she will ask the students what could they see on the video. Also she will do the differences between healthy and unhealthy style life on the board. <a href="https://www.youtube.com/watch?v=mERII-WAF6Y">https://www.youtube.com/watch?v=mERII-WAF6Y</a> The teacher is going to show them some flashcards with healthy and unhealthy habits (say and repeat) the idea is to be familiar with the vocabulary (visual intelligence)	They will watch the video and see what are the differences between a healthy and unhealthy life. Then they will help the teacher to draw and name the good and bad habits that we should and shouldn't have (visual intelligence) Also they will repeat the vocabulary using flashcards.	Video
20 Minutes	Preparation Stage	- She will give them pieces of paper with good and bad habits. The point is to classify them in healthy or unhealthy life. Then she will listen the explanation from them (this activity is going to be in groups) - She will ask them: Do people from different countries do the same healthy activities? What other activities do you think that they can do? - She will give them a sheet in which they might complete, using the vocabulary of the last activity.	They will get pieces of paper with healthy and unhealthy habits. They might classify them according to healthy or unhealthy life. Then they will tell us which habits follow a healthy and unhealthy life and their consequence. (Logical intelligence) - For the last activity, they will fill up a sheet	Paper, colors, pencil,
25 Minutes	Production Stage	-Listening: teacher will provide them a sheet with different habits (good and bad). She will name them one by one and they will classify them using colors. (Healthy habits: blue, unhealthy habits: red)	They must listen to the teacher carefully. They will circle the healthy habits with blue and unhealthy habits with red.	Peace of papers, colors, pencil

FINAL PRODUCTION:	FINAL PRODUCTION: MY HEALTHY LIFESTYLE: Students will do a poster. They will draw creatively a body and around it all the healthy habits. This activity is going to be in groups. Finally they will present it us
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## Workshop number 5:

School: St. Barnabas	Date: December 9 <sup>th</sup> and 16 <sup>th</sup> of 2014
Teacher: Natalia Soto Gomez	Group: Primary school 4 <sup>th</sup>
Level: Basic	Number of students: 30
Objective:	Periods of the class: 2 hours City: Chicago

**COMMUNICATIVE PURPOSE OF THE LESSON:** The students will be able to describe the elements of the different kind of landscape

**OBJETIVE 1:** The students will be able to identify the elements of the landscape developing musical, logical, linguistic, interpersonal and intrapersonal multiple intelligence

**TOPIC:** The landscape

**VOCABULARY:** montaña, valle, lago, mar, meseta, árbol, río, playa, cielo, nubes y sol.

**EXPRESSIONS:** El paisaje tiene: montañas, valles, lagos, mesetas, arboles, ríos y playa

Time	Class stage	Teacher	Students	Material
5 minutes	Warm up	Hot ball: teacher will bring a ball. She will throw it to the students; they have to say any word in Spanish. The idea is to pass the ball as quickly as they can	They will receive the "hot ball" and say any word in Spanish, then they will throw the ball to another student as quickly as they can.	Ball
20 minutes	Presentation Stage	The teacher will show them some images of different kind of landscapes. She will name each element of it, repeating slowly. Also she will give to the students the names in little pieces of paper. (visual, speaking and pointing activity) Finally she will ask them if they have any idea about how Colombian landscape looks like. Also she will show them some pictures about it.	They will listen and repeat what the teacher says. Also, they will paste the names on the board according with the landscape.	Videobean
20 Minutes	Preparation Stage	Teacher will give them different puzzles. She wants them to make them and share with the partner what elements they do have. Then she will ask them: "what elements from the landscape does your partner have?" (Mathematical intelligence. Visual, and speaking activity)	They will make the puzzle, then they will share with someone else what elements from the landscape they have. Finally they will paste it and color it.	Paper, colors, pencil,
25 Minutes	Production Stage	- She will give them a paper and tell them what they might draw. (Listening activity) then she will spell the names of each element and they will write them below the image. (Writing activity) At the end, they will read what they wrote. (Reading activity)	They will draw exactly what the teacher is going to say. Then they will write and read the names according to the drawing.	Peace of papers, colors, pencil

FINAL PRODUCTION:	FINAL PRODUCTION: MY HEALTHY LIFESTYLE: they will bring play dough and make their landscape. It is going to be like a mini mockup in which they will represent all the elements they learned.
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## 8. Evaluation stage

### 8.1 Workshop number 1: Countryside and the city

#### 8.1.1. Intrumetns.

##### 8.1.1.1. Teacher's form evaluation

	<i>Satisfactory</i>	<i>Unsatisfactory</i>	<i>Description</i>
<i>Speaking</i>	<i>X</i>		Most of the students used sentences in a correct way. They expressed the vocabulary learned. 10% approximately of the learners had difficulties expressing simple sentences. The difficulties are in pronunciation.
<i>Listening</i>	<i>X</i>		They love to listen to music, videos, and songs. Sometimes, they have difficulties listening the teacher instructions.
<i>Writing</i>	<i>X</i>		80% approximately of the students had good structure writing. Sometimes, they need the teacher



			to write the words again, or to spell them.
<b><i>Content</i></b>	<b><i>X</i></b>		95% approximately of the students used expressions during the class. The vocabulary was learned and used to write and talk.
<b><i>Attitude</i></b>	<b><i>X</i></b>		Most of the time, their attitude was great, some of them participated, were quiet, and motivated.
<b><i>Reading</i></b>	<b><i>X</i></b>		When they had to read, some of them got nervous, but all of them did it good. Reading skill is hard when they aren't confident, so it just needs more practice in class.

**Table 9: Teacher's form evaluation**

According to the teacher's evaluation forms all the student's skills and attitude is satisfactory. They are having a correct process in which they're developing the skills through different activities. Most of them are expressing the vocabulary learned in class (speaking). Also they are enjoying listen to music, videos and songs. This is a fun way to let them interact with the language (listening). Approximately 80% of them are using the vocabulary in class (content). When they are reading, some of them have difficulties, especially with the pronunciation.

### 8.1.1.2. Teacher's diary:

<i>Categories</i>	<i>Positive/</i>	<i>Negative</i>	<i>Evidences</i>
<i>Attitude</i>	<i>3</i>	<i>1</i>	Their attitude was good, they were concentrate and paying attention to the class
	<i>Satisfactory</i>	<i>Satisfactory</i>	
<i>Speaking</i>	<i>3</i>	<i>2</i>	Expressions like these were used: "what is this" what that means" "en el campo hay" "en la ciudad hay".
<i>Listening</i>	<i>4</i>	<i>0</i>	Some of them said expressions like "yeaa, it's a song" "lets try to sing"
<i>Writing</i>	<i>1</i>	<i>3</i>	Can you please write on the board" "how do you spell carro"
<i>Reading</i>	<i>1</i>	<i>2</i>	When they had to read, some of them got nervous, but all of them did it good. Reading skill is hard when they aren't

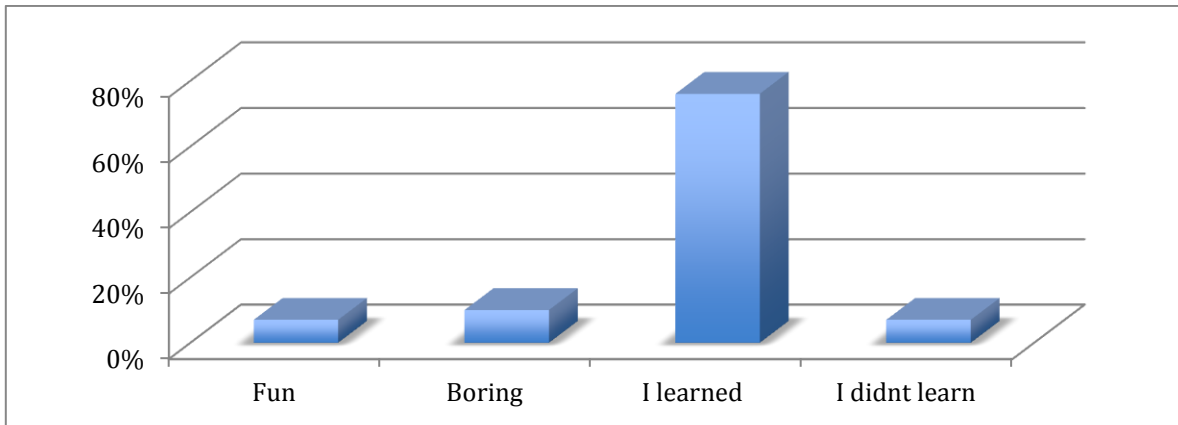
			confident, so it just needs more practice in class.
<b><i>Content</i></b>	<b><i>2</i></b>	<b><i>2</i></b>	
	<b><i>Report</i></b>	<b><i>Dose not report</i></b>	
<b><i>Culture</i></b>	<b><i>2</i></b>	<b><i>0</i></b>	Also they said and asked things like: “how is the countryside in Colombia?” “What kind of animals do you have there?”

**Table 10: Teacher's diary**

According with the Diary and its categories, we can say that speaking and listening skills have more satisfactory results. There are more satisfactory entries than unsatisfactory ones, which shows a positive result. Talking about reading and writing, we can see that there are more unsatisfactory entries than satisfactory. Possibly they are having some difficulties with some vocabulary when they are going to read, and also is hard for them to write words without any visual help.

#### **8.1.1.3 Student's perception:**

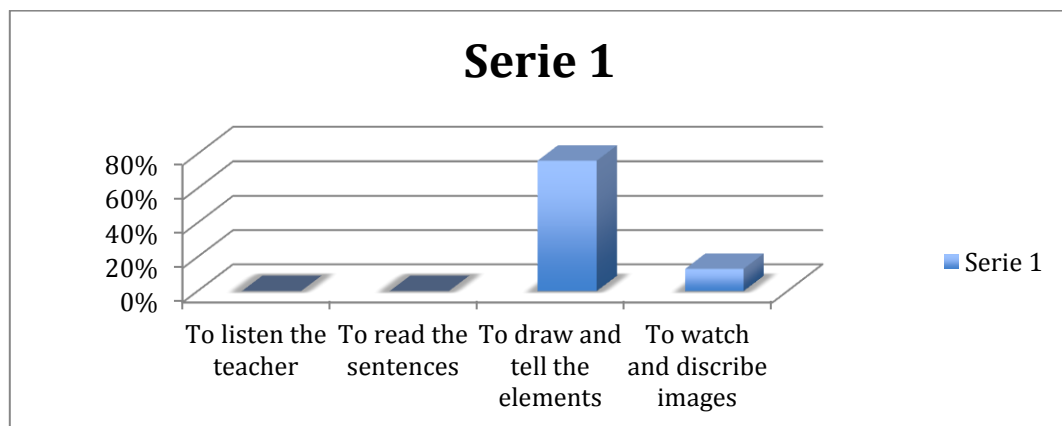
1. What do you think about the activity where you had to come and paste the elements on the board? (Multiple intelligence- Visual)



**Graphic: 8: visual report**

This picture shows us that they learned better through visual intelligence. 85% of the students are reporting good attitude through visual elements like flashcards, videos and posters.

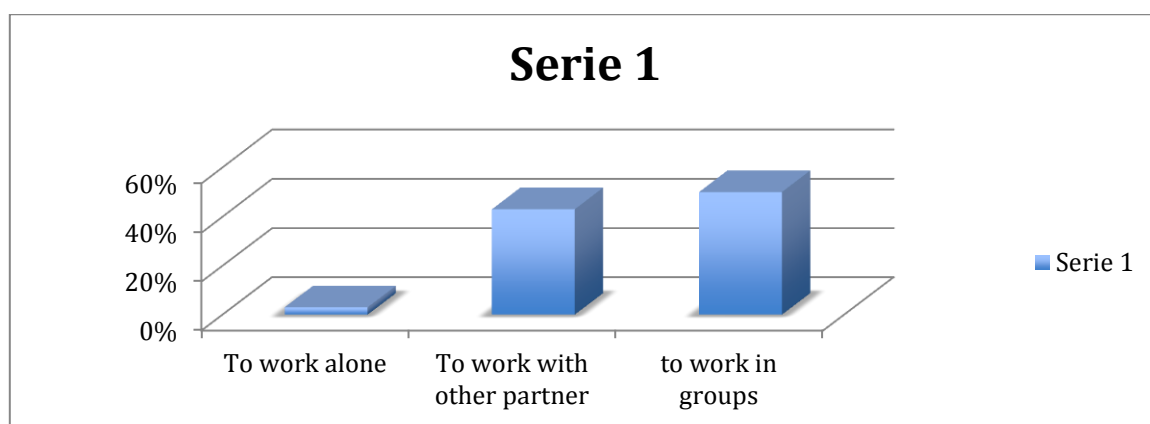
2. Which of these activities did you prefer? (Communication and Multiple Intelligence “visual”)



**Graphic 9: Multiple Intelillence-visual and communicative**

This picture shows us how much they prefer drawing and telling the elements, this kind of activities are considered visual and communicative activities. 70% of the students prefer these activities, which mean that they are looking forward to working with this multiple intelligences. 10% of them prefer to work watching and describing images. Also we can see that they don't like too much activities related with listening the teacher talking and reading.

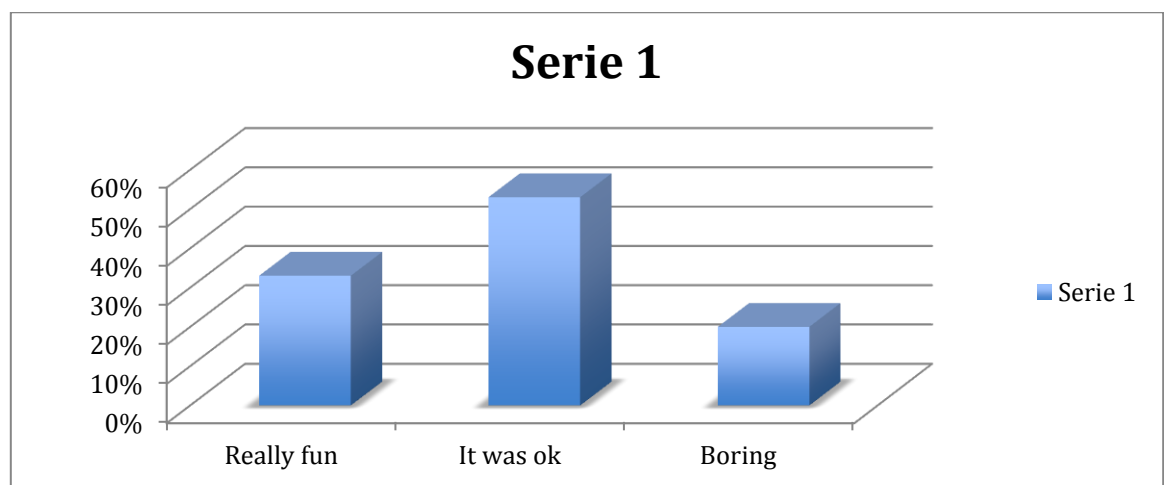
3. What kind of activity did you like more? (Multiple Intelligence-Interpersonal and Intrapersonal)



**Graphic 10: interpersonal Intelillence**

This picture shows us how much they like to work in groups and with other partner. There is 55% who prefer to work in groups and 45% who prefer to work with other partner of them who don't like to work alone. That means that 95% of them are interpersonal.

#### 4. How fun was IT to learn about nature? (Multiple Intelligence-Naturalista)



**Graphic 11: Naturalistic Intelligence**

This picture shows us the impact of Natural intelligences in students, 50% of them think its ok, 30% of them really like it, and 20% of them think it's boring. So in general the impact of this intelligence is positive.

### 8.1.2. Triangulation first workshop

INSTRUMENTS	CONTENT		ATTITUDE		CULTURE		COMMUNICATION								COGNITION	
	S	U	P	N	SR	UDNR	Speaking		Listening		Writing		Reading		S	U
							S	U	S	U	S	U	S	U		
DIARY	2	2	3	1	2	0	3	2	4	0	1	3	1	2	13	9
STUDENTS ' SURVEY									0	0						
TEACHER 'S EVALUATION FORM	29	1	27	3			27	3	30	0	23	7			139	11
TOTAL	21	3	30	4	2		30	5	34	0	24	10	1	2	142	20
PORCENTAGE	87%	13%	88%	12%	100%		85%	15%	100%		70%	30%	33%	67%	87%	13%

**Table 11: Triangulation: frist workshop**

In this triangulation we can see that content has 87% of satisfactory entries. It's evident that students are processing the information. Their attitude is great as well. 88% is positive, which means that students are very interested in Spanish classes. Culture entries doesn't have a big impact, we just registered 2 satisfactory entries from the teacher's diary. Communication skills are getting so much better. Speaking with 85%, listening with 100% and writing with 70% satisfactory entries are showing us how productive and positive are these skills. Reading has just 33% satisfactory entries. The students are having some difficulties with this kind of activities.

## Multiple Intelligence's triangulation

<i><b>Instrument</b></i>	<i><b>Attitude</b></i>		<i><b>Impact</b></i>	
	<i><b>Positive</b></i>	<i><b>Negative</b></i>	<i><b>Positive</b></i>	<i><b>Negative</b></i>
<i><b>Diary</b></i>	<i><b>6</b></i>		<i><b>6</b></i>	
<i><b>Students Survey</b></i>	<i><b>41</b></i>	<i><b>20</b></i>	<i><b>23</b></i>	<i><b>4</b></i>
<i><b>Teacher's evaluation form</b></i>	<i><b>x</b></i>		<i><b>X</b></i>	
<i><b>Total:</b></i>	<i><b>47</b></i>	<i><b>20</b></i>	<i><b>29</b></i>	<i><b>4</b></i>
<i><b>Percentage</b></i>	<i><b>70%</b></i>	<i><b>30%</b></i>	<i><b>88%</b></i>	<i><b>12%</b></i>

**Table 12: Multiple Intelillece triangulation**

According to the table above we can see that Multiple Intelligences had a big impact, some activities related with games, music, flashcards and pictures generated a positive influence on students learning. 88% shows a positive impact, and just 12% shows a negative impact. Their attitude was pretty good too, 70% shows us positive reactions and 30% negative reactions. This it's possible that some students might have difficulties with some intelligence. Student's survey shows us 20 negative attitude entries and 4 negatives impact entries. It could be possible because they are just getting along with some of the multiple intelligences activities.

## **8.2. Workshop number two: countryside and city professions**

The topic of this workshop was the Countryside and the city professions. The objective of this lesson was "The students will be able to name and describe the differences between countryside and the city professions" In order to achive this objective the studens did different kind of activities in which they had to develop the skills by reading, writing, speaking and listening. Also they implemented the Multiple Intelligences, so finally the



teacher used the following instruments to collect the information by recognizing the impact of the language.

### 8.2.1. Instruments.

#### 8.2.1.1 External teacher evaluation:

	<i>Satisfactory</i>	<i>Unsatisfactory</i>	<i>Description</i>
<i>Speaking</i>	<i>X</i>		I would say that just 50% of the students used the vocabulary learned in a correct way. The other 50% wasn't confident.
<i>Listening</i>	<i>X</i>		All of the students made an effort to listen to and understand the vocabulary. 10 % of them don't listen and follow the teacher instructions
<i>Writing</i>	<i>X</i>		Writing is okay, they try to spell the words correctly and sometimes the teacher helps them, but in general they have a good one.
<i>Content</i>	<i>X</i>		It's difficult for them to remember the vocabulary without any visual help. This is new for them and its pronunciation is complicated for as well. 15 students are having problems.
<i>Attitude</i>	<i>X</i>		90% of them have an excellent attitude. Most of the time they are paying attention and participating at the class.
<i>Multiple Intelligences</i>	<i>X</i>		Multiple Intelligences has a positive impact, they are developing their intelligences through Spanish activities, which is really satisfactory.

**Table 13: External teacher evaluation form**

According to the teacher's evaluation form we can say that communication, content, attitude, and multiple intelligences are satisfactory. There are some things to improve, but in general they are developing the communicative skills and multiple intelligences have a positive impact.

### 8.2.1.2 Teacher's diary

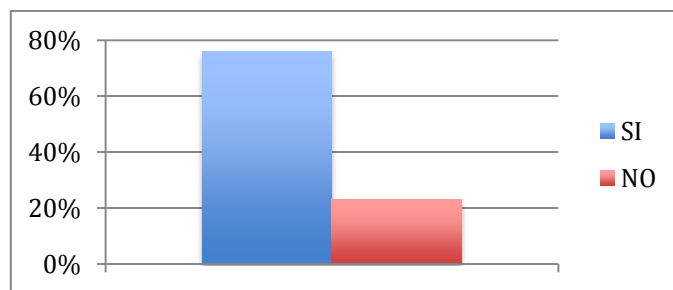
<i>Categories</i>	<i>Positive/</i>	<i>Negative</i>	<i>Evidences</i>
<i>Attitude</i>	<i>3</i>	<i>1</i>	Their attitude was great, they really like to play and do activities where they can participate and interact each other.
	<i>Satisfactory</i>	<i>Unsatisfactory</i>	
<i>Speaking</i>	<i>2</i>	<i>2</i>	They are not confident about how to speak
<i>Listening</i>	<i>1</i>	<i>0</i>	They listened carefully what the teacher was saying in class.
<i>Writing</i>	<i>2</i>	<i>0</i>	Some of them are able to tell words easier than others.
<i>Reading</i>	<i>1</i>	<i>3</i>	"We improved reading" "The students have little issues reading"
<i>Content</i>	<i>1</i>	<i>2</i>	The content was hard because the vocabulary was new, so they had problems to memorize it. However they just needed a visual help to remember the vocabulary
	<i>Report</i>	<i>Does not report</i>	
<i>Culture</i>	<i>0</i>	<i>0</i>	

**Table 14: Teacher's diary**

According to the Diary, speaking and reading are hard for them. This topic had difficult vocabulary, so they had some difficulties talking and writing about it. The content wasn't easy to be memorized. Some of them needed visual helps to express simple sentences.. Writing and listening don't have any unsatisfactory entries. They are being able to understand what the teacher says and write the vocabulary in a correct way. Content has two unsatisfactory entries; it could be because some of them had some problems at the beginning with some expressions.

### 8.2.1.3 Students survey:

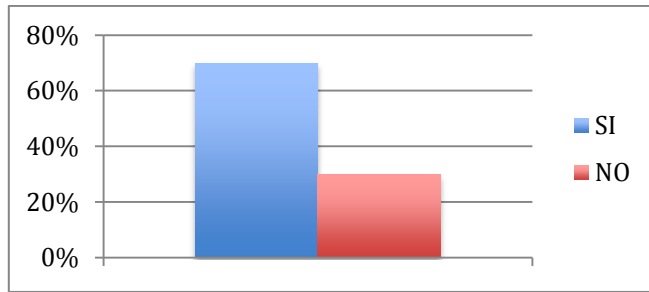
- Did we learn about Natural Sciences



**Graphic 12: Natural intelillence**

68% of the students were aware of Natural Sciences in the process. 20% of them weren't able to identify what was the topic about.

- Do you like it when the techer plays songs to start the class? (Musical intelligence)

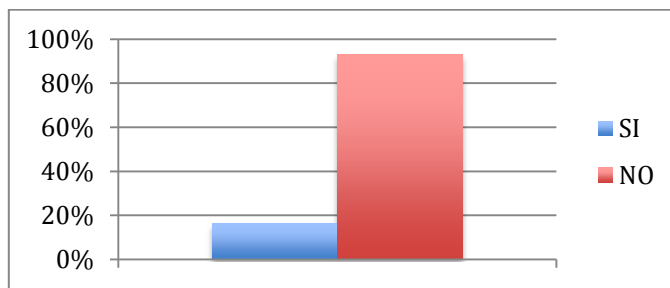


**Graphic 13: Musical intelillence**

70% of the students enjoy when the teacher plays songS to start the class, this kind of activities let them know what the topic is going to be for the class. 30% of them don't like when the teacher starts to play music.

- Is it fun for you to analyze the differences between two different things?

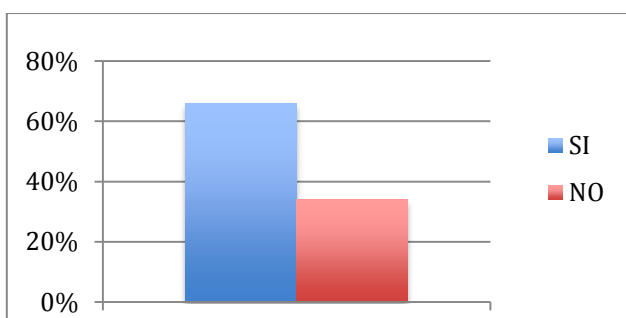
(Mathematic intelligence)



**Graphic 14: Mathematical intelillence**

It's worry to see this result. It's evident that they don't really like to analyze the differences between two objects. Just 5% of them enjoy doing it.

- Is IT easy for you to remember and write the vocabulary learned? (Writing skill)



**Graphic:15: Writing skill**

65% of the students are able to remember and write the vocabulary learned. 35% of them had difficulties, they expressed that it was hard to write.

### 8.2.2. Triangulation workshop 2

INSTRUMENTS	CONTENT		ATTITUDE		CULTURE		COMMUNICATION								COGNITION	
							Speaking		Listening		Writing		Reading			
	S	U	P	N	S	U	S	U	S	U	S	U	S	U	S	U
DIARY	1	2	3	1	0	0	2	2	0	0	0	0	1	3	4	7
STUDENT'S PERCEPTION	20	10							21	9					Área de trazac	
TEACHER EVALUATION	15	15	27	3			15	15	27	3	15	15			72	48
TOTAL	36	27	30	4			17	17	48	12	15	15	1	4	76	55
PERCENTAGE	57%	42%	88%	11%			50%	50%	80%	20%	50%	50%	20%	80%	58%	41%

**Table 15: Writing skills**

According to the triangulation we can say that content is being good, but it can be better. 57% is satisfactory, so we need to find strategies to make content easier for the students. Their attitude is grate, 88% is positive. Talking about communicative skills, we can say that we need to improve in students speaking, writing and reading. These have a high percentage of unsatisfactory. It can be possible, because this topic was hard for them in order to the vocabulary.

Multiple Intelligence triangulations:

	<i>Attitude</i>		<i>Impact</i>	
	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>
<i>Diary</i>	<i>1</i>	<i>0</i>	<i>2</i>	<i>0</i>
<i>Students Survey</i>	<i>28</i>	<i>2</i>	<i>23</i>	
<i>Teacher's evaluation form</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>
<i>Total:</i>	<i>30</i>	<i>2</i>	<i>26</i>	<i>0</i>
<i>Percentage</i>	<i>93.7%</i>	<i>6.25%</i>	<i>100%</i>	<i>0</i>

**Table 16: Multiple Intelligence triangulation**

Multiple Intelligences have a great impact on students. I can tell because the students are showing a progress in some of their multiple intelligences, they are developing their intelligences through fun activities in class. Most of the time their attitude is good, they usually are interested to do thing related with multiple intelligences.

### **8.3. Workshop number three: carbohydrates, fruits, proteins and sugars**

The topic of this workshop was carbohydrates, sugars, fruits and proteins. The objective of this lesson was “The students will be able to classify food according to “the food pyramid”. In order to collect information about the impact of multiple intelligences and the students and teacher perceptions, some instruments were used: Multiple Intelligences impact form, communicative skills questions, student's survey and tacher's diary.

### 8.3.1 Instruments

#### 8.3.1.1. Multiple Intelligence impact:

Multiple Intelligences	Positive impact	Negative impact
Linguistic	28	2
Mathematic	2	28
Naturalistic	4	26
Interpersonal	29	1
Musical	5	25

**Table 17: Multiple Intelillence impact**

The students were aware of the multiple intelligences that we were developing. 28 students said that we worked on Linguistic intelligence through speaking and writing activities. 28 students said that we didn't work on mathematic. Sometimes they are not aware of doing math through sciences or other subject. Just 4 of them said we did activities related with nature. The students enjoyed working in groups because 29 of them liked working with interpersonal intelligence. And just 5 of the students said they developed musical intelligence.

Communicative skills	Performance satisfactory	Performance satisfactory
Writing	29	1
Reading	30	0
Listening	28	2
Speaking	21	9

**Table 18: Communicative skills**

When they saw the images related with the skills, they said if they had enjoyed and worked on them or not. 96.6% of the students said they wrote in class simple expressions and the vocabulary learned. 100% of them said they read words and although it was hard they enjoyed it. 93% of them said they listened and understood what the teacher said, and 70% said they spoke in class using the vocabulary learned.

### 8.3.1.2 Students survey

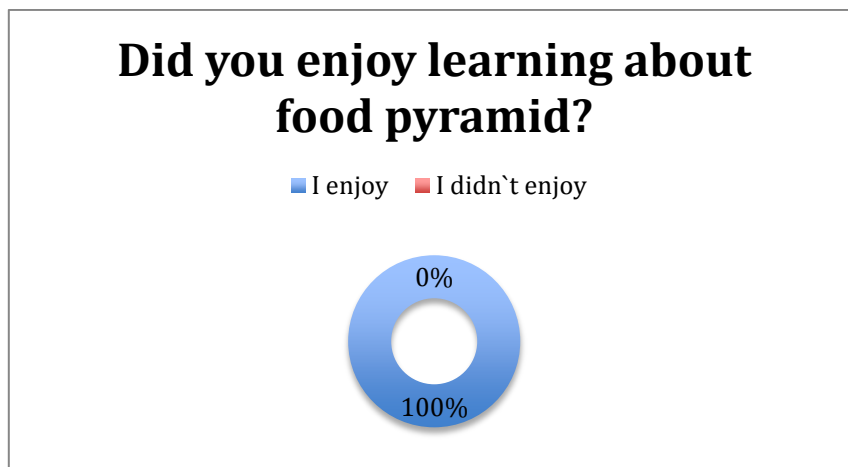
1.



Grahic 16: speaking report

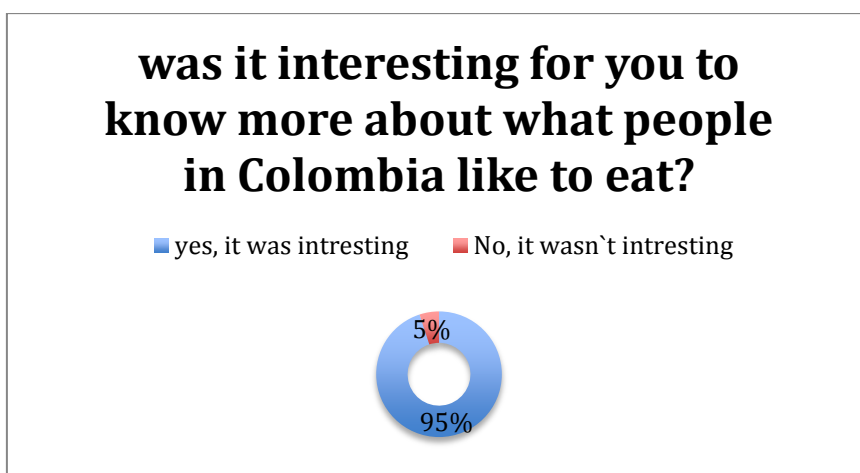
According to the students, 84% said it was easy to name the food vocabulary. Most of them knew this vocabulary already, so that helped them a lot. 16% of them said it wasn't as easy as they though it was going to be, but at the end of the class they got it.





**Graphic 17: actitud report**

Everybody enjoyed working with food pyramid. In general it was a fun topic, and most of them think it was easy to memorize.



**Graphic 18: Culture report**

Most of them enjoyed talking about different cultures, especially about what people in Colombia usually eat. 95% of them asked the teacher and saw the images excited, but 5% of them didn't care too much about it.

### 8.3.1.3 Diary:

<i>Categories</i>	<i>Positive/</i>	<i>Negative</i>	<i>Evidences</i>
<i>Attitude</i>	<i>4</i>	<i>1</i>	Their attitude was in general fine, but between some activities they were distracted.
	<i>Satisfactory</i>	<i>Unsatisfactory</i>	
<i>Speaking</i>	<i>3</i>	<i>0</i>	-The speaking was so much better today. -Their pronunciation was great
<i>Listening</i>	<i>4</i>	<i>0</i>	They identified the sound of the words as soon as the teacher said them, so they had a good listening
<i>Writing</i>	<i>3</i>	<i>1</i>	In the writing activity most of them spelled the word correctly
<i>Reading</i>	<i>0</i>	<i>0</i>	
<i>Content</i>	<i>3</i>	<i>0</i>	The content this time was easier. The students memorized the vocabulary faster, and they enjoyed working on it.
<i>Culture</i>	<i>0</i>	<i>0</i>	

**Table 19: diary categories**

According to the chart we can say that in general the result were positives and satisfactory. Speaking, listening and content didn't have negatives or unsatisfactory points. In attitude and writing there was 1 negative point. The evidences say that the attitude's negative point is related with distraction during the class.

### 8.3.2. Triangulation workshop 3

INSTRUMENTS	CONTENT		ATTITUDE		CULTURE		COMMUNICATION								COGNITION	
	S	U	P	N	SR	UDNR	Speaking		Listening		Writing		Reading		S	U
							S	U	S	U	S	U	S	U		
DIARY	3	0	3	1	0	0	3	0	4	0	3	1	2	1	15	2
STUDENTS ' FLASHCARDS	25	5	30	0	28	2	21	9	28	2	29	1	30	0	161	19
EXTERNAL TEACHER 'S EVALUATION FORM	1		1	1	1		1		1		1		1		6	1
TOTAL	29	5	34	2	29	2	25	9	33	2	33	2	33	1	162	22
PORCENTAGE	85%	15%	94%	6%	93%	7%	73%	27%	94%	6%	94%	6%	97%	3%	89%	11%

**Table 20: Triangulation workshop 3**

According with the triangulation we can say that content had 85% of satisfactory entries, and just 15% of unsatisfactory; which means that they leaned and using the vocabulary. They attitude was great, 94% of the entries were positive, so they enjoyed leaning and participating during the activities. There were 93% reports of culture, which mean that most of them were interested and motivated about to know other cultures. Speaking had 73% of satisfactory entries; the students were able to use the vocabulary during the class. The students had 87% positive entries, so they could understand the instructions and the vocabulary. Writing is pretty good as well, the class had 94% of satisfactory entries; they are being able to write words correctly. Finally the reading skill had a very good result, 97% of the entries are satisfactory. This time the pronunciation was better, and they were able to read more fluent.

Multiple Intelligences:

<i>Instrument</i>	<i>Attitude</i>		<i>Impact</i>	
	<i>Positive</i>	<i>Negative</i>	<i>Positive</i>	<i>Negative</i>
<i>Diary</i>	<i>1</i>		<i>1</i>	
<i>Students flashcard game</i>			<i>57</i>	<i>3</i>
<i>Total:</i>	<i>1</i>		<i>58</i>	<i>3</i>
<i>Percentage</i>	<i>100%</i>		<i>85%</i>	<i>15%</i>

Table 21: Multiple Intelillence triangulation

#### 8.4. Workshop number 4: healthy and unhealthy habits

The topic of this lesson was healthy and unhealthy habits. The objective of this workshop was The students will be able to classify healthy and unhealthy habits developing musical, logical, linguistic, interpersonal and intrapersonal multiple intelligence. In order to collect the imformation to analyze the Multiple Intelligences and the Clil impact we implemented these intrumentns:

##### 8.4.1. Instruments

##### 8.4.1.1 Diary categories:

<i>Categories</i>	<i>Positive/</i>	<i>Negative</i>	<i>Evidences</i>
<i>Attitude</i>	<i>1</i>	<i>0</i>	They attitude was amazing; they realized how dangerous can be the bad habits.
	<i>Satisfactory</i>	<i>Unsatisfactory</i>	
<i>Speaking</i>	<i>1</i>		-They repeated them. In this part of the class there was a speaking time

<b><i>Listening</i></b>	<b><i>2</i></b>	<b><i>2</i></b>	When I showed them the flashcards they listened carefully how to pronounce the words
<b><i>Writing</i></b>	<b><i>3</i></b>	<b><i>1</i></b>	They had to draw and write how is their life style like, and how was going to be after this class. Most of them had good writing
<b><i>Reading</i></b>	<b><i>2</i></b>	<b><i>2</i></b>	-They had to read what they put in healthy and unhealthy sides. Some of them didn't feel confident reading - Others did it really well, their pronunciation was excellent
<b><i>Content</i></b>	<b><i>Report</i></b>	<b><i>Doesn't report</i></b>	This visual strategy made them aware of the importance to have healthy habits
	<b><i>1</i></b>	<b><i>0</i></b>	
<b><i>Culture</i></b>	<b><i>1</i></b>	<b><i>0</i></b>	When the teacher asked them about what people from other countries use to do to have a healthy life, their answers were fantastic and creative

**Table 22: Diary categories**

According with this chart we can say that: listening and reading had two negative entries. It could be possible because the children have been having some problems reading, they don't feel confident and some times the pronunciation is hard. Speaking has one positive entries, the student are talking and expressing the vocabulary in a correct way. Writing has three positives entries and just one negative. In attitude the students are great, they are paying attention in class and enjoying the activities.

#### **8.4.1.2. .Happy faces game:**

Multiple Intelligences	Positive impact	Negative impact
Linguistic	28	1
Mathematic	23	6
Naturalistic	3	26
Interpersonal	29	0
Musical	5	25

**Table 23: Multiple Intelillences impact**

The students had the chance to say if multiple intelligences had a big impact in the leaning process. According to this, 28 students said that linguistic had a big impact. They enjoyed all the activities related with it. Same thing with mathematic and interpersonal intelligence, 23 and 29 students agree with the importance of them. However naturalistic and musical intelligence didn't have the same big impact.

#### **8.4.1.3. Corner game:**

Communicative skills	Satisfactory
Writing	12
Reading	28
Listening	15
Speaking	25

**Table 24: comunicative skills report**

With corner game, the students had the chance to say if the skills were satisfactory in class or not, they run into each corner if they thought that they did activities related with them. This time reading had the greatest number of students, 28 of them run into this skill. Same thing with speaking, 25 students think we worked on oral abilities. Writing and listening had 12 and 15 students running into them. It means that in this case these skills had less impact in class.

#### 8.4.1.4. Interview:

A

1: Teacher: “What was your favorite part of the class?”

Nora: “I like drawing and color”

2: Teacher: “it is easy for you to say words in Spanish?”

Nora: “it is a little bit difficult. I remember my mom told me to practice some words like “chaqueta”

1.1: Teacher: “what words are easy for you to say?”

Nora: “tomar agua”

2: Teacher: “Please write “tomar agua” in this paper”

Nora: She wrote: “tomar awua”

#### 8.4.2. Triangulation workshop 4

INTRUMENTS	CONTENT		ATTITUDE		CULTURE		COMMUNICATION								COGNITION	
							Speaking		Listening		Writing		Reading			
	S	U	P	N	SR	UDNR	S	U	S	U	S	U	S	U	S	U
DIARY	1	0	1	0	1	0	1	0	2	2	3	1	2	2	10	5
STUDENTS` FLASHCARDS	2	0	0	0	0	0	25	4	15	14	12	17	28	1	82	36
EXTERNAL TEACHER`S EVALUATION FORM	1	0	1	0	0	0	1	0	1	0	1	0	1	0	5	0
TOTAL	4	0	2	0	1	0	27	4	18	16	16	18	31	3	97	41
PORCENTAGE	100%		100%		100%		87%	13%	52%	48%	48%	52%	91%	8%	70%	30%

**Table 25: communicative skills report**

According with the triangulation we can say that content had 100% of satisfactory entries, which means that they memorized and interiorized the vocabulary. They attitude was perfect; the external evaluator doesn't report any negative behavior. 100% of the entries were positive, so they enjoyed leaning and participating during the activities. There were

100% reports of culture, which means that any instrument shows “no reports”. Speaking had 87% of satisfactory entries; the students were able to use the vocabulary to tell simple sentences. The students had difficulties this time with listening activities; just 52% of the entries are satisfactory. It could be because the vocabulary was hard to understand. Writing skill had some problems as well, 48% of the entries were satisfactory and 52% were unsatisfactory; they weren’t able to write words correctly. Finally the reading skill had a very good result, 91% of the entries were satisfactory. This time the pronunciation was good, and they were able to read more fluent.

#### Multiple intelligence triangulation

<i><b>Instrument</b></i>	<i><b>Attitude</b></i>		<i><b>Impact</b></i>	
	<i><b>Positive</b></i>	<i><b>Negative</b></i>	<i><b>Positive</b></i>	<i><b>Negative</b></i>
<i><b>Diary</b></i>	<i><b>2</b></i>	<i><b>0</b></i>	<i><b>1</b></i>	<i><b>0</b></i>
<i><b>Students flashcard game</b></i>			<i><b>79</b></i>	<i><b>7</b></i>
<i><b>Total:</b></i>	<i><b>2</b></i>		<i><b>80</b></i>	<i><b>7</b></i>
<i><b>Percentage</b></i>	<i><b>100%</b></i>		<i><b>92%</b></i>	<i><b>8%</b></i>

**Table 26: Multiple Intelillence triangulation**

Multiple intelligence had a bog impact on students this time, 92% of the, think that the intelligences are motivating their learning process. For sure there is advance on them, they have improved some of intelligences that they didn’t have at the beginning. Their attitude is great, 100% of them have been interested in learning through the intelligences.



### 8.5. Workshop number 5: The landscape

The topic of this workshop was “the landscape”, and the objective was “The students will be able to identify the elements of the landscape developing musical, logical, linguistic, interpersonal and intrapersonal multiple intelligence” In order to collect information we applied these instruments:

#### 8.5.1. Instruments

According to the diary the students used the vocabulary appropriately; they used it in order to express simple phrases. Listening was good; they could understand what the teacher said and remember the meaning of the words. The students wrote down the vocabulary in a correct way, however, some of them needed some extra visual help. Reading was great, students were able to read the words and understand them. The students learned some aspects about Colombian landforms. This topic was easy for them; they memorized the vocabulary and used them in simple sentences.

##### 8.5.1.1. External evaluator form

ASPECTS	EXCELLENT	AVERAGE	POOR	COMMENTS
STUDENTS ORAL PERFORMANCE	X			They were able to talk about the topic.
STUDENTS COMPREHENSION SKILLS IN THE TOPIC	X			They developed their skills successfully
STUDENTS PERFORMANCE IN READING ACTIVITIES	X			They were able to read and understand the vocabulary
STUDENTS PERFORMANCE IN WRITING ACTIVITIES		X		Writing activities had some difficulties, but they did a good job.

STUDENTS ATTITUDE DURING CLASS	X			They were interested and participating in class.
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**Table 27: external evaluation form**

According to the external evaluator the students had an excellent oral, reading and writing performance. They were able to talk about the topic, to read and understand the vocabulary and to write the words correctly. Also they had an excellent attitude in class, participating and interested in the activity

#### **8.5.1.2 External evaluation of Multiple Intelligence**

Multiple intelligence	IMPACT		COMMENTS
	POSITIVE	NEGATIVE	
Logical	X		They enjoyed making the puzzle and talking about it.
Interpersonal	X		They loved working in groups, helping and sharing ideas.
Intrapersonal	X		They did a good job working by themselves
Linguistical	X		Linguistical intelligence was involved during the whole class through different activities.

**Table 28: External evaluator-Multiple Intelillences**

The external evaluator describes a positive impact with the multiple intelligences. She said the logical intelligence had a big impact with the puzzle, interpersonal with group work. Is a fact that the students love working in groups. However they are very good at

individual work. Linguistical had a big impact as well; the evaluator said it was involved during the whole class.

### 8.5.1.3. Student's survey

Did you enjoy the activities?	27	1
Did you learn and memorize the vocabulary learned?	25	3
Did you complete the writing activities successfully?	22	5
Can you describe most of the landforms seen in class?	24	3
Did you understand most of the information's given by the teacher?	23	4
Were you able to read and understand written facts about landforms?	23	4
Can you tell some aspects about Colombian landforms?	21	6

**Table 29 : students's survey**

According to the students survey we can see how positive the results are. 27 students enjoyed the activities, 25 memorized the vocabulary and used it, 22 did writing activities

successfully, 24 could describe the landforms they saw in class, 23 understood the information and the written facts about landforms, and 21 could tell some aspects about Colombian landforms. The result is positive, the chart shows us how satisfactory was the class.

### 8.5.2. Triangulation workshop 5

INTRUMENTS	CONTENT		ATTITUDE		CULTURE		COMMUNICATION								COGNITION	
							Speaking		Listening		Writing		Reading			
	S	U	P	N	SR	UDNR	S	U	S	U	S	U	S	U	S	U
DIARY	3	0	3	1	3	0	4	0	3	0	3	1	3	0	19	1
TEACHER EVALUATOR	1		1				1		1		1		1		6	0
STUDENTS SURVEY	25	3	27	1	21	6	24	3	23	4	22	5	23	4	138	26
TOTAL	29	3	31	2	24	6	29	3	27	4	26	6	27	4	162	24
PORCENTAGE	95%	5%	93.9%	6%	80%	20%	90%	10%	87%	13%	81%	19%	87%	13%	87%	13%

**Table 30: Triangulation workshop 5**

According with the triangulation we can say that content had 95% of satisfactory entries, and just 5% of unsatisfactory; which means that they leaned and interiorized the vocabulary. Their attitude was great, 93% of the entries were positive, so they enjoyed leaning and participating during the activities. There were 80% reports of culture, which mean that most of them were interested and motivated about to know other cultures. Speaking had 90% of satisfactory entries; the students were able to use the vocabulary to express simple sentences. The students are getting much better with listening activities, 87% is positive, so they could understand what the teacher said. Writing is pretty good as well, the class had 81% of satisfactory entries; they are being able to write words correctly. Finally the reading skill had a very good result, 87% of the entries are satisfactory. This time the pronunciation was better, and they were able to read more fluent.

## Multiple intelligence triangulations

<i><b>Instrument</b></i>	<i><b>Attitude</b></i>		<i><b>Impact</b></i>	
	<i><b>Positive</b></i>	<i><b>Negative</b></i>	<i><b>Positive</b></i>	<i><b>Negative</b></i>
<i><b>Diary</b></i>	<i><b>2</b></i>	<i><b>0</b></i>	<i><b>1</b></i>	<i><b>0</b></i>
<i><b>External evaluator</b></i>			<i><b>4</b></i>	<i><b>0</b></i>
<i><b>Total:</b></i>	<i><b>2</b></i>	<i><b>0</b></i>	<i><b>5</b></i>	<i><b>0</b></i>
<i><b>Percentage</b></i>	<i><b>100%</b></i>		<i><b>100%</b></i>	

**Table: 31: Multiple Intelillence Triangulations**

Multiple intelligences had really good result this time. According to the diary there was two positive entries in attitude and one in impact. The external evaluator said that the intelligences had a big impact on the students, she didn't report negative aspects.

Final triangulation:

Categories	Attitud		Content		Culture		Skills		Cognition	
Indicators	Positi ve	Negati ve	Satisfa ctory	Unsati sfactor y	Report	DosentR'ep ort	Satisfact oy	Unsatisf actory	Satisfact ory	Unsatisfact ory
Diary	13	5	10	4	6	0	44	20	60	24
Student's survey	84	1	72	18	49	8	129	73	268	99
External observer	57	7	47	16	1		169	52	217	68
Total	154	13	129	56	56	8	342	145	545	191
Percentage	92 %	7.7%	69.7 %	30%	87.5 %	12.%	70%	29.7%	74%	25.9%

**Table 32: final triangulation**

In this table is possible to analyze that students had a positive attitude during this process, 92% shows us how interested they were on Spanish classes. In order to know how was the impact of the content; we developed the four skills (Writing, listening, speaking and reading), which was an grat strategy because 70% of them were accepted positively. In general cognition had a big impact in this group of students.

## Multiple Intelligences.

Instrument	Attitude		Impact	
	positive	negative	positive	negative
Diary	12	0	11	0
Student's survey	200	0	34	0
External evaluator form	2	0	6	0
Total	214		51	

**Table 33: final triangulation (Multiple Intelligences)**

It is evident that multiple intelligences had a big impact during this process; also the attitude of the students was amazing. Every single student had special intelligence and they worked on it: that's why now there is such a great result.

## 9 Conclusions and findings

### 9.1 Findings

- The students participated and were more active during Spanish sessions (92% of them reported good attitudes)
- The students were able to memorize the vocabulary through Multiple intelligences based activities and by using the different skills (69% of them reported satisfactory performance in content)
- The teacher integrated the Spanish culture in the lessons, that's why they were motivated to learn more about it (87% reported culture)
- The teacher promoted the Multiple Intelligences by developing the four skills, it rendered excellent results. (70% of them showed positive results in the work with skills and multiple intelligences)

- The teacher identified that the visual elements were a useful tool to teach them, they were mainly videos, images, flashcards and real material.
- The students enjoyed listening and speaking more than reading and writing, they showed higher performance levels in the first two.
- The students improved satisfactorily in all the skills but the results were higher in listening and speaking (70% of them had good results)

## **9.2 Conclusions**

- CLIL is an effective strategy to promote meaningful learning in a foreign language through the processing of information of other subject matter contents
- Through Multiple intelligences it is possible to know how the students can learn more and easier. This theory works in class, making the children more competent...
- It is important to promote the foreign language culture through activities integrated in the development of the basic communicative
- games, videos and music. Promote motivation and learning by presenting input in a meaningful, appealing and contextualized way
- Participation and interaction must be promoted by the teacher so that effective learning and positive attitudes can be enhanced.
- By using CLIL with multiple intelligences based activities students improve their performance not only in the communicative skills but also in their attitude towards the language and the target culture
- The students improved significantly reading skill. There is a big difference between the first lesson and the last one. At the beginning they got 33% of satisfactory, and in the last one they got 87%.



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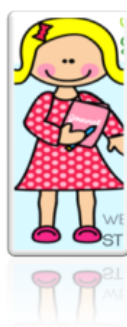
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## Appendixes

### Anex 1: Diary

#### JOURNAL OCTOBER 7<sup>TH</sup> TO DECEMBER 16<sup>TH</sup>

ST. BARNABAS  
NATALIA SOTO GÓMEZ



MANIZALES 2014

SCHOOL:	ST. BARNABAS
TEACHER:	NATALIA SOTO GÓMEZ
DATE:	OCTOBER 7 <sup>TH</sup> AND 14 <sup>TH</sup>
CLASS:	4 <sup>TH</sup> GRADE
TIME:	11 AM TO 11:55 AM

Today we learned about countryside, and the city. When I started the class with the video, the students were paying attention and listening, even if they didn't understand what the video was saying, some of them said expressions like "¡vega, it's a song!" "lets try to sing". They seem motivated when the class starts with music, some of them dance, others try to sing, and the rest of them make different kind of movements. The video showed them the differences between countryside and the city, and the images were clear enough. Their attitude was good, they were concentrate and at the end we were able to talk about it. In general, their behavior was great; they participated, asked about vocabulary, enjoyed the activities and interacted with the teacher. Expressions like these were used: "what is this" what that means "en el campo hay" "en la ciudad hay".

When they had to read, some of them got nervous, but all of them did it good. Reading skill is hard when they aren't confident, so it just needs more practice in class.

Some of the things they had to read were: "en la ciudad hay carros" "en el campo hay montañas". Writing skill is hard for them, some students are lazy to write in Spanish, if they don't see the words on the board, they cannot spell them. They ask: "can you please write on the board" "how do you spell carro". However they tried to write and asked how they could do it. The pronunciation





- 3- ¿En la clase se incluyen actividades que favorecen el desarrollo de las habilidades de escucha y habla?
- 4- ¿En la clase se incluyen actividades que favorecen el desarrollo de las habilidades de LECTURA Y ESCRITURA?
- 5- ¿Cree usted que se alcanzaron los objetivos planteados en el lesson plan por medio de un proceso didáctico y coherente?
- 6- Cuáles cree usted fueron las actitudes de los estudiantes respecto a la clase durante la observación hecha por usted?

Otros comentarios

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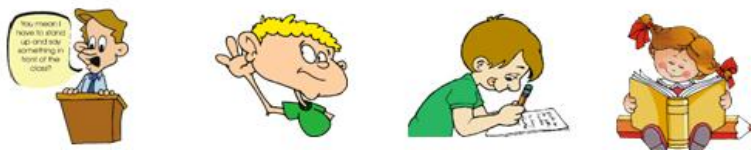
Gracias por su colaboración

### Anex 3: Instrumen to evaluate multiple intelligences, communicative skills and conten

1. MULTIPLE INTELLIGENCES: They will draw a happy face below the images if they consider that they enjoyed and learned from during class...



2. COMUNICATION: Corners: The teacher will put these images in each corner of the class, then she will ask if they think they did some activities related with these skills. If they did and they liked them, they will run to the corner. She will do the same thing with each skill.



3. CONTENT: The students have to circle the good habits.

- Ver tv todo el día
- Comer frutas y verduras
- Bañarme todos los días
- Hacer ejercicio
- Comer dulces

## Anex 4: Worksheet

PREPARATION STAGE:

Nombre:

Grado:

Fecha:

WORKSHEET

1. Agricultor, ganadero, lechero, pescador, profesor, doctor, bombero, abogado.



El ganadero trabaja  
en el campo

PROFESORA



GANADERO



PESCADOR



DOCTOR



AGRICULTOR

BOMBERO

ABOGADO

LECHERO