

**DIDACTIC STRATEGIES IN ENGLISH LANGUAGE TEACHING: ANALYSIS OF
THE IMPLEMENTATION OF THE DIDACTIC ACTIVITIES RELATED TO
MULTIPLE INTELLIGENCES IN SEVENTH GRADE IN A PUBLIC SCHOOL IN
ARMENIA, QUINDÍO**

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To God for guiding us throughout our lives and even more during our career, for helping us to face all the problems during our studies.

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Abstract

In this research is contained are didactic strategies used to teach English to seventh graders in order to contribute in their learning process. This action research aimed to analyze how didactic strategies related with multiple intelligences benefit the process of teaching English to seventh graders at a public school in Armenia. It consists on a didactic intervention carried out during twelve sessions in which researchers taught seventh grade topics through games, art, music, teamwork activities including multiple intelligences. The most common used intelligences were interpersonal and intrapersonal, however all of them were included during the classes. Also, motivation and students' performance was directly related with the variety of exercises presented during the lessons. Furthermore, students' perception about English and its importance was documented.

Key words: Didactic Strategies, Methodology, Multiple Intelligences, English language, Teaching/Learning process.

Resumen

En este trabajo están contenidas las estrategias didácticas utilizadas para la enseñanza del inglés a estudiantes de séptimo grado para contribuir a su proceso de aprendizaje. Esta investigación acción pretende analizar cómo las estrategias didácticas relacionadas con inteligencias múltiples benefician al proceso de enseñanza del inglés a estudiantes de séptimo de una escuela pública de Armenia. Este consiste en una intervención didáctica llevada a cabo durante

doce sesiones en las cuales los investigadores enseñaron temas de séptimo grado por medio de juegos, arte y actividades en equipo incluyendo las inteligencias múltiples. Las inteligencias más usadas fueron interpersonal e intrapersonal, sin embargo, todas fueron incluidas durante las clases. También, la motivación y el rendimiento de los estudiantes estaban directamente relacionadas con la variedad de ejercicios presentados durante las lecciones. Además, la percepción de los estudiantes del inglés fue documentada.

Palabras clave: Estrategias Didácticas, Metodología, Inteligencias Múltiple, Lenguaje Inglés, Proceso Enseñanza-Aprendizaje

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Introduction

The Public Education in Colombia has improved its quality during the last years focusing in the most important needs. As in all the processes, it is still having gaps to cover or improve in order to get a better way to educate children. Nowadays, one of the most important goals in education is the one set by the Colombian President, who plans to make Colombia the most educated country in Latin America by 2025. Currently, Colombian education consists in its major part on an eleven-year system which is divided into elementary and secondary education. Also, the Ministry of Education provided the objectives and subjects areas depending on the age and grade; nevertheless, the schools and their directors have the option to adequate the study plans which are designed based on the community needs.

One of the most important facts in the Colombian educational system is English language as it started to be relevant in terms of bilingualism. In 2004, the Ministry of Education launched the “Programa Nacional de Bilinguismo”, since it is seen as the option to increase the opportunities for the students at the time of getting jobs by impacting in a positive way the globalization process in Colombia. The goals of the national English language policy include mandatory English in schools and, by 2019, fluency at B1 for secondary school graduates, B2 for university graduates and B2 or C1 for teachers of English. As in the case of Armenia, there are 30 public schools teaching English as one of the subjects in the curriculum. By participating in the English classes taught in one public school were found obstacles, which can be improved to impact in a positive way the learning process in the students. The main concern is to know which strategies and tools

can be used to complement and reinforce the English knowledge that students currently have to make sure that by using a new plan based on the student's needs better results will be accomplished.

Methodology is an important concept of teaching and it has become a sort of difficult to create and design curriculum which includes the multiple intelligences. For that reason, it is notable the necessity to apply different strategies which include ludic activities and help learners to develop other skills such as the artistic one. In other words, as stated by Ayala & Alvarez (2005) “a curriculum is the connection between the relationship with nature, the country, society, technology and ourselves as teachers”. Didactic strategies are essential to change the students’ perspective on English to join previous knowledge and to work up the motor skills. There are some needs that are paramount when dealing with foreign language teaching-learning process, and one of them is to take into account the learning styles from the students. Implementing a didactic strategy could boost different aspects considering those kinds of abilities and likes to change the perception students have about the English class and make it entertaining. Interest plays a critical role in learning, when a student is interested and motivated in the topic they naturally learn and retain information at a higher rate making an integrate and inclusive process.

Multiple intelligences and Learning styles are essential concepts to consider into a classroom. Visual, Aural, Verbal, Physical, Logical, Social and Solitary people have different ways to understand and acquire the knowledge. Assisting students toward educational success is the main purpose that a teacher has, and by knowing the best possible way in which a student can learn will change the perception of the English class to make it easy to learn any topic. Learning with different strategies based on personality patterns, the social interaction and a general like or

dislike for the subject matter or interest, can make the difference on how children perceive and internalize the information. Also, it helps to increase the level of learning overall, enable the student to have a greater capacity to develop the abilities and to exercise the memory. It is really imperative to get a good progress taking account different needs and providing various didactic strategies to make the learning fun and effective.

Therefore, arts can be challenging as it requires lot of confidence and creativity. However, there are multiple benefits to the people who practice and focus on doing it. Through the arts can be deepen critical thinking, collaboration, communication, and inventiveness. When kids are encouraged to express themselves and take risks in creating art, they develop a sense of innovation that will be important in their adult lives. According to Gullatt (2008), “John Dewey found that there is a positive correlation between instruction in the arts and cognition which can have an astounding impact on curriculum decisions”. Based on the importance and impact that art can have during the English classes, it is quite relevant to implement it as part of the methodology; teachers can apply other skills to their lesson plans and include music, puppets, drawing, handcrafts, etc. to help the student’s learning process. Thus, an innovation needs to be done and implemented during the English teaching classes, this change can be one of the options to improve the current problematic faced by the teachers.

1. Statement of the problem

Learning English as a second language is no longer considered a myth in Colombia; it is a daily reality faced due to the interaction with foreign people that can visit or live in the country. Through years, the fact of knowing English has become relevant since it provides more job or study possibilities inside or outside the country. Taking into account the importance of knowing a second language, Colombia recognized the impact it can have into the globalization; as part of these process, the current Colombia's president Juan Manuel Santos has launched the "Programa Colombia Bilingüe" which is promoting bilingualism around the country. As all the processes, the current program is being developed and improved when gaps are found; the institution in charge of this is the National Ministry of Education which is using the Common European Framework as a reference to set the levels that should be achieved depending on the grade. The main idea is to improve the competitiveness of English by adding new technologies during the teaching lessons. The current authority of the National Ministry of Education expressed her thoughts pro bilingualism as "Queremos seguir apostandole al inglés como un idioma que ayude a impactar vidas, a abrir las puertas y a seguir mejorando la calidad de la educación". In fact, as part of the "Programa Colombia Bilingüe" Para vivir en un mundo mejor (2005), native speakers are assisting English teachers in the classes in public schools with the idea of boosting the oral and listening skills as well as intercultural exchange.

The "Programa Colombia Bilingüe" is well as a beginning to achieve bilingual students with certain English skill; nevertheless, through observations in two public schools in Armenia Quindío it was found that English classes are still mainly focused in teaching grammar using books

and there is a minimal interaction in other skills like speaking or listening. It is quite important to have different options available and a variety of activities that can be adapted depending on the students' needs and intelligences to set up better options for teaching. As the British Council affirmed "The decentralized nature of the education system has created challenges in terms of standardization and accountability, and it is important to examine the true nature of industry demand for English speakers when considering appropriate language benchmarks for the Colombian population (2015)." By taking a look at the current results provided by the English students the public schools in Armenia, the importance of developing research it can be recognized in order to provide students with different ways to see the English classes going beyond grammar and translation classes. What is more, the native speakers are not being used in the way it was expected since sometimes they do not have enough impact during the English classes. Another weakness is the quantity and quality of teachers in the basic levels, the younger students should have the most prepared professors in order to have a better class; the concern is that primary school teachers have to teach a full range of subjects and do not manage English properly. As Sánchez & Obando (2008) said, teachers may have studied the foreign language and/or how to teach foreign languages, but they often lack specialized academic preparation for teaching children. Despite these inconveniences, new teacher generations as well as the current ones have the possibility to implement new methods to improve the English classes and focus them in more than just grammar.

Accordingly, the relevance of this research relies in the distinctness the classes have when there are some didactic strategies applied. This kind of activities implementing art helps the students to learn in accordance to their multiple intelligences and learning styles, giving them the opportunity to choose the way they want to acquire the information which will change as well their

perception about the English class. By having cleared the ways that facilitate learning a new language, teachers can establish new alternatives to be applied in sessions with learners and test the same methodology used to find out the results and what can be improved. Moreover, covering gaps or finding manners to improve the current situation inside of the educational system is pertinent since children will be the new generations in charge of the country. As Nelson Mandela once said “Education is the most powerful weapon which you can use to change the world”

Based on what was presented, the following research questions and objective arise:

1.1. General question

How can didactic strategies benefit the process of teaching English to 7th graders at a public school in Armenia?

1.1.1. Specific questions.

What is the perception students have about learning English?

What didactic strategies can be applied to benefit students’ learning process?

What is the impact of applying these strategies in the students’ learning process?

1.2. General objective

To establish the impact of implementing didactic strategies to 7th graders at a public school in Armenia.

1.2.1. Specific objectives.

To identify the perception students have about learning English

To describe didactic strategies that can be applied to benefit students' learning process

To analyze the impact of applying these strategies in the students' learning process

2. Justification

This research is justified by the fact that, by creating and implementing new strategies to teach English taking into account multiple intelligences and the different skills, the students' learning process can benefit. Nowadays, it still exists educational models which are traditional and do not allow a learning process based on the students' necessities and likes; most of the times the manner in which English is taught is still being the same used years ago. Through the time, the environment and learners change and the use of old methodologies is evident; for that reason, new didactic strategies are necessary as an option to carry out and improve the abilities students have when facing a foreign language learning. Also, this research can be used to give teachers a new strategy to deal obstacles and trammels which can be implemented into the educational system regarding English teaching. Therefore, according to the failures the English classes present and the challenge of teaching a second language with limited resources, it is relevant the enforcement of didactic strategies in the English learning process.

The importance of this study is to examine the factors that are limiting students' improvement and their perception during the English classes by figuring out and analyzing new options that can go beyond the current grammar classes developed using just a book. This can be done by applying didactic strategies based on art: music, puppets, role-plays, handcrafts, etc., as a tool to motivate students by providing an enjoyable learning environment. This study takes into account students' intelligences and learning styles to find the necessities regarding English classes and determine what motivates them; in that way, teachers can improve or vary methodology, curriculum and implement different activities to transmit information more effectively. Students

can take advantage of those activities that calls their attention to realize the most important aspects of the learning process and be able to conduct a better learning. The relevance relies in the perception students have about learning English; there will always be a better way in which students can learn a second language, and the aim is to facilitate and potentiate this process.

3. Theoretical framework

This chapter presents the theoretical concepts that support the current research. Since the project intends to apply new didactic strategies in the English teaching classes, this approach will be examined due to its importance by itself, as well as the next ones: Multiple intelligences, Second language learning and Learning Styles. These concepts provided the basic contributions and theories about learning process, helping with this to analyze the most important arguments in the context of the problem of lack implementation of an integral curriculum.

3.1 *Didactic Strategies*

It is a fact that during English classes becomes crucial the manner in which information is provided to students, being that it can impact in a positive or negative way how children learn. For that reason, Didactic strategies are essential in the learning process to get all the advantages it can provide transforming curriculum, theory and boring lessons. Didactic is defined as a "Discipline of pedagogy that studies and perfects methods, processes, techniques and strategies whose objective is to promote teaching to achieve broader, deeper and meaningful learning " (Vadillo & Klingler, 2004). The previous definition reinforces how important it is to integrate proper processes while teaching new and fortify prior topics. The usefulness and advantage of applying didactic is the variety of activities that can be carried out during English sessions to bolster knowledge. Moreover, didactic has been provided with further definitions related with pedagogy, building it as "discipline of pedagogical nature, oriented by the educational purposes and committed to achieve the improvement of all human beings, through the understanding and

permanent transformation of socio-communicative processes, and the adoption and appropriate development of the teaching-learning process” (Medina, 2002). According to the previous definition, what didactic aims is the development in humans, to be more specific, their intellect and communicative ability inside of a didactic or pedagogical environment. Turning the learner weaknesses into strengths, and modifying previous knowledge into practical to have new experiences, and exchange more information with other people. Furthermore, the sequence of actions set to transmit understanding are named didactic strategies which are defined “as an integral process that organizes and develops a set of actions that are projected and set in motion in an orderly manner to achieve certain pedagogical purpose” (Salazar, 2012). According to the previous definition of what didactic strategies are, it is notable their impact if the set of actions or activities are close related enough to promote a relation among topics taught catching student’s attention and helping to increment their English proficiency. Furthermore, teachers or the people in charge of designing didactic strategies must select an organized procedure that leads learners towards a clearly goal, the coherence between the stages presented must be complementary. In this way, the student’s motivation will be increasing and the classroom’s environment will be reformed to get a successful learning, as those strategies achieve their purpose.

3.2 Multiple Intelligences

One of the major authors that defined what multiple intelligences are is Howard Gardner in his 1983 book *Frames of Mind*. Besides, he defines intelligence as “a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 1999). Also, what is remarkable is that before

1983 intelligence was tested as a single ability; however, after Gardner's theory the idea of having multiple intelligences was included, these variations are: musical-rhythmic, visual-spatial, verbal-linguistic, logical-mathematical, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic. According to him, if an individual is good at doing any activity related with the previous variations, he or she is intelligent. Additionally, this theorist was against usual text that measure IQ (Intelligence quotient) since it was not fair to test someone by asking him to answers a test without have not done it before. Therefore, with the previous definition can be said that an intelligence can be trained and developed depending on the person's skills. Likewise, the main idea provided by Gardner was "that intelligence has more to do with the capacity for (1) solving problems and (2) fashioning products in a context-rich and naturalistic setting" (Armstrong, 2009). However, Gardener mentioned that he does no limit intelligences to the ones mentioned since it is possible to add more taking into account that his theory could be unfinished at this point. Furthermore, after Gardner's theory, Armstrong complemented his theory and remark the relevance of it by saying that "It is of the utmost importance that we recognize and nurture all of the varied human intelligences, and all of the combinations of intelligences. We are all so different largely because there are different combinations of intelligences. If we recognize this, I think we will have at least a better chance of dealing appropriately with the many problems that we face in the world" (ibíd). In accordance to Armstrong certain persons are able to develop intelligences in a superior manner than the common people, that makes them genius, an example is Mozart who started composing music when he was 4 years old.

3.2.1 Musical-Rhythmic.

This intelligence is related with being able to sing, play an instrument or compose music. People with this intelligence are usually musicians or composers. Also, they have a natural ability to perceive and recognize sounds which has been described as close relation between ear and brain. Regarding biological aspects, persons with musical-rhythmic intelligence activate part of the brain in the right hemisphere.

3.2.2 Visual-Spatial.

This intelligence is the ability to visualize or mentalize and be able to solve spatial problems that deals with localization or recognition of what is seen. People with this intelligence is able to present ideas visually and imagine consciously what they hear or read. They usually are designers, artists or architects, regarding the part of the brain used is the right hemisphere (in right-handed people).

3.2.3 Verbal-Linguistic.

It facilitates the usage of language for example, being able to express himself or being good at storytelling, it is related with reading and writing. People with this intelligence are usually politicians, poets or speakers. Also the activities that can be done to develop the verbal linguistic intelligence are debates, readings and presentations.

3.2.4 Logical-Mathematical.

It deals basically with logical and critical thinking, it also related with mathematics and being able to reason while facing a situation. For people with this intelligence the resolution of problems usually tends to be easier and faster. Their expected works are mathematics, economists and engineers.

3.2.5 Bodily-Kinesthetic.

It is defined as the skill to manage the body in certain manner, like practicing a sport. Also, it refers to the ability of handle objects. The people with this intelligence tend to be actors, dances or athletes. The part of the brain in charge of this is the motor cortex in which each side manage the movements that belongs to the opposite side.

3.2.6 Interpersonal.

This skill is related with the facility to understand and interact with people around. It is linked with the way in which a person can perceive the people that is around, like their feelings or intentions with the way in which they behave. Persons with this intelligence work usually as psychologist, teachers and lawyers. Regarding the biological aspects, the part of the brain used are the frontal lobes.

3.2.7 Intrapersonal.

It refers to self-reflective skills, it allows a person to have a clear idea about how he is, an example is to know the weakness and strengths. Their profile is a person with self-knowledge. Usually the people with this intelligence is good at setting personal goals and control self-thinking.

3.2.8 Naturalistic.

This ability is related with flora and fauna, it deals with hunting, farming and biology. It is the ability to perceive nature and the relation that is between them like the way in which animals and plants share their environment. Usually all the people have this intelligence developed.

3.3 Second language learning

Nowadays, it is one of the most important topics due to the huge cultural exchange, and the globalization. Studies and books can be found with an infinite number, which include different ideas and experiments based on this learning process. Every person has a particular way to get the information, but there are some specific points that could be generalized to understand the ability to communicate in a second language. As Krashen (1981) said: “The good language learner is an acquirer, who first of all is able to obtain sufficient intake in the second language, and second, has a low affective filter to enable him to utilize this input for language acquisition”. Although there is not a completely satisfactory definition of learning and absolutely shared by all specialists, he gave most of the contributions according to the Language Learning and Teaching. The use of his

findings could help as a model for the improvement of educational practice in all the disciplines, bringing with this new perspectives and contexts. His aim was to show the importance of reading and input, the difficulties which a learner can present, and some changes to carry out in the curriculum at the schools. “Language is best taught when it is being used to transmit messages, not when it is explicitly taught for conscious learning.” (ibid.) For him, there is a big difference between “Learning” and “Acquisition”. Language learning refers to the formal learning of a language in the classroom, taking into account, first, the grammar and then the comprehension. On the other hand, language acquisition means acquiring the language with little or no formal training, with reading as a key and the audio/oral concept stimulated. For that reason, (ibíd) also mentioned “It appears to be the case to me now that the major function of the second language classroom is to provide intake for acquisition”. Showing with this that, the role of input and interaction is essential to understand: How different activities based on interaction may contribute to providing usable input for the learner. There is a similar contribution “The teacher must adopt the role of facilitator not content provider” (Vygotsky, 1986). Reinforcing with this the necessity of improvement the different lessons plans and trying to guide the student in his/her own process, giving the required tools and a relevant teaching. Noticeably, their participation in the educational field was significant because of the impact they had with their studies, carrying to a new perspective of the learning and challenge the teachers to increase the quality in their activities and strategies.

3.4 Learning styles

All people have a different way to learn and to acquire new information. Hence, it is really important to know the method which works to get better the learning process for each person. There are different authors have been interested on the diverse effective strategies that people used according to background knowledge, social influences and their personality. Recently, it has been a doubt every learner has, and it is about how? Which is the most useful learning style? And could it be applied in all the aspects of teaching? Knowing what one's learning style is can be shown to be beneficial, not only within the learning environments, but also in the wider educational context. In this way, learning styles provide a powerful means for engaging people in deeply personal ways, becoming the learning process into a creative and efficient journey. As Kamińska (2014) describes “Learning styles are not equivalent to abilities, but they are related to them in the sense that they explicate how people prefer to use their abilities”. Considering the different personalities and skills, there are some methods that are beneficial for some people, and there are also distinct ones that help to another kind of people. This is, perhaps one of the most unique contribution to education insofar, as it demands of teaching and learning something radically other than just the vocabulary and theory. Honey, 1986 identify four distinct styles or preferences that people use while learning, that are considered one of the most important contributions on the education field. Saying with this, the learning process needs a change joining what the theory teaches, and the practice of different methods, that can be as or more important than what concepts could teach. They have shown that by becoming more aware about the own learning style, there will be more possibilities to integrate all the information and knowledge depending on the task, the personality and the abilities. While it still being the need to adapt teaching to the needs of a student, including

1 or 2 learning styles for each person. Honey & Mumford (1986) suggest the follow learning styles: Activist, Pragmatist, Reflector and Theorist. Also, they said that Activists and Theorists tend to seek challenge, whereas the other two learning styles prefer safety. Innumerable learning style concepts have been offered for consideration and application. Nevertheless, it will be given a short explanation of each point and the way that they could been implemented.

3.4.1 Types of learning styles.

3.4.1.1 *Activist.*

People who learn through the direct experience. They are always discovering new things and taking risks even if is the first time. So, it is considered to help them with activities which involve movement like games, role-plays and competitions. People with these characteristics enjoy the challenge of problem-solving and to leader the group. Besides, they prefer to follow specific instructions, but they usually think and do by themselves. Recognized to be open-minded and may leave a range of tasks unfinished. For that reason, they tend to act spontaneous and not too critical, leaving out consequences of decisions.

3.4.1.2 *Pragmatic.*

People who learn through enforcement. On the other hand, they are patient and very analytic. They are interesting on theories, concepts, ideas, models, facts and techniques, and the way that they can be applied. Characterized by being cautious and thoughtful all the time, taking

into account different perspectives and opinions. They don't like topics as: irrelevant, easy, or obvious, by way of where there is a discussion, activity or experiment, they tend to want a purpose, an application and a deep knowledge to participate. Also, they keep the reality and reject abstracts ideas, because they want to solve the problem and put it into action quickly and effective.

3.4.1.3 *Reflector.*

People who learn through observation. They are good listeners and searchers, enjoying analyze the situation and hold back for any conclusion. Likewise, this kind of people take into consideration to collect data and information before trying something. They prefer not to be a leader or giving instructions, because they don't like to call the attention. Even, if there is time out or any pressure, they deny to make up their minds and reach a decision. By last, they don't take risks, because they take enough time to think on all the possibilities before act, and it makes them methodical and very careful.

3.4.1.4 *Theorist.*

People who learn through understanding. They take into account background knowledge, statistics, and definitely, theories and their applications. They are also analytic, objective, inquirer and organized. Also, they get information easier with activities which include a system, concrete instructions, concepts, questions, or stories. Their motivation is to synthesize and to probe what others (experts) have been studied into new theories or ideas. Alike, all the process is made by put it into systematic and logical theory, to achieve a better comprehension of any complex situation.

Due to that, they act according to what they previously know and the structure of the problem with a clear purpose.

The reason the previous theoretical concepts were described is due to the importance they have in the current research. It is relevant to introduce them and have a clear idea about what they mean, as well as the previous researches done that cover at certain point and reinforce the current investigation. Furthermore, by having these concepts clear and known what have been done until now in terms of theory the bases for the current work and the start point are clearer.

4. State of the art

4.1 International studies

Didactic strategies have been included in different studies around the world to innovate and create a better atmosphere in the classroom. Likewise, proposing new models and activities have improved the way students and teachers see the learning process. Accordingly, classes focus on the necessities and weaknesses in order to fortify them to facilitate the development of students' skills. Carrying out each point of these researchers, help teachers to get motivation and interest from the students' part to go deeper in their lessons.

Díaz, Alarcón, Vásquez, Pradel, & Ortiz, (2013) conducted a study with the purpose of identifying the university teachers' beliefs about their role in the teaching and learning at English in university environments. The main objective during the research was to figure out if the teachers' beliefs about their role could affect teaching practice. In total three instruments were used to collect the data during the research, a semi-structured interview, a self-reflection interview, and an autobiographical diary. After collecting information with the previous instruments, the data analysis was performed and then the data was submitted to the ATLAS.TI analysis which is a program that carry out qualitative analysis of large textual bodies. During the study 30 University English Teachers participated with the requirement of have been teachers for more than 5 years. The authors conclude that once teachers were able to recognize their strengths, weaknesses and beliefs; a self-reflection was bringing off by themselves and the importance of being self-decision makers in their own classes was remarked. It is relevant that teachers become aware about the

importance they have and their role as English professors, being them the main source of input that students have.

Carvajal (2013) reported an innovative proposal for teaching English in secondary school, by focusing in the operational curriculum used in class between the teacher and students. The main goal for the research was to provide support to institutions, which teach English subject in order to reach the standards required by the end of each teaching period. The instruments used were a test to review English proficiency, an independent interview with each student and a final test to determine improvements. The participants were 240 students from eleven grade and 21 professors that belonged to different institutions. Furthermore, the researcher based his study in Harmer (2007) whose theory was ESA which means (Engage, Study and Activate) that are considered features needed to learn more and better. Apart from the previous features a learning strategy was required to implement the listening, writing, reading and speaking skills. As the conclusions were found that: first, students are not only receptors during teaching sessions but also participants in the activities programed by the professor; and second that the research works as a future support for English teachers. Regarding this study is identifiable how valuable is the interaction and participation of students during the teaching sessions.

Navarro & Piñero, (2012) developed a study with the aim to provide didactic strategies as an option for English teachers to implement new variations during the teaching sessions. The main objective in the research is to hand over specific activities for teaching English in secondary level. A total of thirty-two didactic activities are explained step by step, each activity was developed by students of English in their respective practices. The activities explained differ in the skill in which

they are focused on; they are also adapted to the likes and preferences of seven and eight grade students. Furthermore, all the activities were created to last less than twenty minutes and are organized depending on the difficulty. The goal for the previous activities is to contribute with enjoyable activities that make students feel comfortable and get interested while learning or practicing English. It is crucial to establish proper activities during the teaching session to vary the experiences students have as well as their perception of English classes. By other side, teachers need to be conscious that students can get interested if a variety of exercises are offered during classes.

The research developed by Soler, Villacañas, & Pich, (2013) in the article carried out in Spain, is focused on the way in which students from 6th grade write expository paragraphs and the possibilities to improve the writing skills. In fact, the students had English as the third language, since the school was bilingual having Spanish and Catalan as the two official languages taught. The main objective during the process was to figure out a didactic sequence that can be implemented during the sessions with the students, in order to familiarize them with a proper manner of writing expository texts. Including: vocabulary redundancy, familiarity with the ideas involved, and a checklist to encourage own learning process of each student. As the first step, a diagnosis was done in which the students were requested to create an expository text about their respective pets; once it was done, the text was reviewed by the researchers and they developed different workshops to improve writing skills. In general, some of the improvements were the ability to express their thoughts in a coherent way implementing a better structure with more content, making students to feel comfortable with the production. Due to that, they acquired more vocabulary like colors, adjectives, and shapes; which make their writings were more completed

and complex. Also, the most important analysis was the interference between the mother tongue and the foreign language. For example, it was notable that persists the difficulty of adding -s to the third person singular, because it is not used in their mother tongue. Throughout this methodology the weaknesses can be improved carrying out didactic activities that make interesting and enjoyable the class for the students. This kind of investigations provides an understanding regarding the role of the teacher in a classroom and the importance of looking for the necessities in order to help the students to improve. As we know, students get boring easily and it is a hard work to keep them motivated and achieve the correct goals. Thereby, activities and workshops are essential to cover the deficiencies to become them into strengths, in order to improve students' skills.

4.2 National studies

In Colombia, the “English” word has been increasing its popularity and importance. Different strategies have been used to dabble in this area, from the government to every person' effort has been crucial to divulge the advantages of acquiring a new language. For this reason, it is extremely necessary to analyze the context and the actual situation of the country, in terms of bilingual education. Therefore, through teachers, students, parents, and researchers' perspectives could perform an adequate learning process based on educational policies and their relevance.

The study by Cadavid, McNulty & Quinchía, (2004) presents the analysis made in seven different public schools in Medellin to identify the most common methodologies used by English teachers. Some important aspects were resources, role of the teacher, strategy, and size of the class;

they were considered into account because of the influence they have on the quality of the classes, and the way the activities were applied. During the process, the investigators evidenced the lack of professional preparation and the little use of the standards, conducting a reflection to collect data and describe the reality of the Public Education in Colombia. Among the facts found in the research, it was observed that professors are used to manage the class by using the mother tongue. The second finding was the relevance given to translation since it played an important role in the English classes, these was seen when the teacher was not able to make the students understand what he was saying in English. The third fact was the lack of activities used in class, mainly the lack of games and singing songs which were not frequently used by the teachers, and as it is known the interaction with the language should not be limited to a book. The following finding was one of the most important, which are the textbooks that basically became the base for the teaching classes; these books were observed just as an option to keep students busy, by focusing on aspects like grammar and skipping most of the speaking and listening part, which are also important in the English learning process. By doing this the researchers could realize that teacher rarely establishes a sequence regarding the content of the classes, and sometimes tend to improvise instead of having a connection among the classes.

Roldán & Peláez, (2017) carried out a study, which aims to identify the perception that citizens from Antioquia have about policies and their impact in the communities. It counted with data collection techniques, as the document analysis and interviews to the seven representatives from the municipality. One of the most important conclusions, was the discrimination of people from rural zones, since the new standards do not satisfy their needs and requirements. It was found that, those standards have not been able to achieve the reception and the efficacy desired; due to,

the decontextualization and their conditions. To implement their plans and policies lack an extra effort from the government to spread resources, material, and training; which are necessary to support this process. Moreover, the people from the region expressed that the purpose of this transition is wrong, because for them, it is notable that it is just for commercial and economic relations. This means, that the study helped to clarify the perspectives Colombians have in front of the different attempts to improve the bilingual education. It is really important to evaluate the situation, and to notice the fallacies of the education system, for the purpose of demanding an appropriate design, which includes even the smallest places of the country. For that reason, the study that will be carried out is focused on the impacts of the implementation of new strategies, taking into account context and needs.

In the same way, Mejía (2016) also was interested in the Bilingual education in Colombia with her article about it. It presents the facts that make different the English level between Public and Private schools, and how it has changed. Starting with the analysis of the results of the language scores on the Saber 11 tests for 2008 and 2013, and the design of a new function concerning to familiars, personal and scholarly facts. Her idea was to emphasize the education through a component which could not be rated as the motivation is. This study reveals the progress of the rank of the public system, but the gap with the private one is too big yet. As another contribution, it persists the immediacy of a useful diagnosis, which brings out the weak points of the new standards. In that way, to build together, the academy community and the public sector, programs to raise the level of English. It is a priority to increase the country's competitiveness, to get the more benefits as it can of the second language learning. Thereupon, there are some interesting aspects that could serve as a starting point for new researches. For this project, it is

relevant in the terms of applying didactic strategies to look for improvement and increase the interesting' students from a public school.

4.3 Local studies

Bilingualism has also been immersed in the Quindío's department in some institutions, and some programs which have been carried out. Thereby, different didactic strategies have been used to renovate the act of teaching, and create a new model to share knowledge. The bilingual school experience is essential to children, because it is the base for future foreign language learning. Thus, their thoughts and progress are the key to understand and enhance this process; and accomplish the best experience with the English.

A study by Galindo & Botero (2016) presents results from an investigation in which students from second and fifth grade were exposed to tests. That kind of methodology was based on grammar, and verbal fluency in English and Spanish. Taking into account 2 different tests: Judgment tests of the grammaticality of sentences and Verbal fluency tests. In the first part, student should listen to the sentence, and then the metalinguistic ability is evaluated based on the analysis student realized. Verbal fluency tests consist on expressing in a proper way the ideas and information that student want to communicate, evaluated by coherence, meaning and grammatical rules used. Its results reveal a positive effect of the age and grade level, because fifth grade played a better role in the activities developed. Also, there was a difference on the production of words from the 2 categories of the test in LM and L2, permitting look in the superiority of fifth grade. To rely on these studies, which analyze the progress of children according to the educational system,

help to know the necessities and advances on the English immersion in public schools. Proposing different routes that promoting the inclusion of further aspects will be imperative on the transformation of the education. This sector of Colombia requires more researches to break down each point of learning process and create new standards, which help students to fill their gaps and improve their skills.

The topic developed by Villarreal Suarez, Muñoz Taborda & Perdomo Santacruz, (2016) focused on the opinion and experiences from the students which were exploring a language learning process. The objective of this research was to identify the different perceptions and beliefs students may have about English classes, and how it can impact during the learning process. According to the researchers, this investigation has not been carried out in a local manner, for that reason, it intends to provide a base or a starting point for future studies. It is remarkable the importance of students' point of view since they are attached to the current methodologies used, being them the affected by its approach. The study was conducted in a public school in Armenia, Colombia; during the process were selected randomly students from 6 and 11 grades. Besides, the method used was qualitative since it provides a better option to understand and present results. Likewise, the procedure used to collect information were students' drawings, focus groups, and interviews. Firstly, students were requested to draw how they perceive English class, and write a short description in the paper. Beyond, the draws were analyzed and categorized taking into account the repetitive aspects that were figure out. Furthermore, a fact during the research showed that students were able to analyze the current situation in the English classes, and the importance that this proficiency has and will have in their lives. As the conclusions, researches mentioned the importance of continue investigating students' perception of English class. Finally, it is important

to estimate student's perceptions and thoughts about what is well developed, and what can be improved during English classes, since they are experiencing learning English as the second language. For that reason, this study gives an important idea about the necessity of innovation and creativity in the classrooms, to change the perspectives from the students and increase a successful learning. It is important to mention that this study provided important references and bases, revealing that didactics has changed the way of performs a class, developing different skills and stimulating the interest from the students.

Another research was presented by Gutiérrez (2017) from the University of Quindío, it was based on applying didactic strategies to find out the impact that it can generate among students in the learning process. The work carried out was qualitative and quantitative since by using graphics and observation during the sessions was possible to determinate mainly obstacles that appeared in classes. As they are children between 6 and 15 years old, and they have different ways to learn, the purpose of the whole material was to take the necessities and the real context to carry out relevant activities helping their learning process. In each area, there are the topics, the strategies and the activities, but they were focused in Mathematics and Language because of the importance of reading texts and use of math in all aspects. The final results were extremely notable the progress in teaching and the impact the activities got with the children, showing with this the necessity and the relevance of the strategies and to plan everything taking into account the diagnosis and the real context. The research is found appropriate to reinforce the new investigation that is being carry out since the manner in which didactic sequences were used is a base to implement the new ones. For the investigation project, it is functional because the 3 phases are similar: Diagnosis, Intervention and Evaluation; and the purpose is to realize the effectiveness of the active learning,

and the use of different activities to group all the learning styles at the same time. Advantages and strengths are the outcome of identifying learning styles previously, to facilitate the role of the teacher and to recognize the way the child could improve his/her own learning process. To sum up, this study presented a good progress to carry out an implementation, which could be outstanding applying it in a right way, admitting of having a clearer idea about strategies and the usefulness of effecting the learning styles in children who want to learn English in the classrooms.

5. Methodology

5.1 Approach

In accordance with the depth in which the research will be carried out, the approach that best fits the objectives is the qualitative one. As Hernández-Sampieri et al. (2006) state, the qualitative approach is quite related with collection and analysis of data during their first stages; this first stage is usually executed to gain clearness regarding the research questions and in the same way the possible hypothesis. One of the most visible characteristics presented during this approach is the variation that it can have inside the procedures that are performed. The previous authors establish that inside a qualitative process are eight stages; nevertheless, flexibility will be faced during the stages since the complexity of this approach allows researchers to follow the processes and go back to previous stages, performing changes that improve and nourish the research by itself. Additionally, “qualitative study is fundamentally based on itself” (p. 10) meaning that it does not necessarily need previous studies developed around the same problematic in favor of the developed research. Also, the qualitative research is used “by the researcher to form his own beliefs about the phenomenon studied, as it would be a group of unique people or a particular process.” (p. 10). By having clear how qualitative approach is grounded and performed, it is evident how favorable this approach is for the current research to implement it inside the analysis of how didactic strategies can benefit the process of teaching English.

5.2 Design

During the present study researchers will get in touch with a short group of students from six grade and will take into account descriptions and interpretations as its main resource; bearing that in mind, the design developed is micro-ethnographic. Furthermore, (Herbert, 2000: 551) establishes that:

(...) ethnography is generally recognized to rest upon participant observation, a methodology whereby the researcher spends considerable time observing and interacting with a social group. These observations and interactions enable the ethnographer to understand how the group develops a skein of relations and cultural constructions that tie it together.

Although the previous definition provides a clear idea of what ethnography is, it is quite relevant to note that the population in this study is a small group making it a micro-ethnographic design. Besides, micro-ethnographic design “focuses on one aspect of culture or a specific social situation, (For example, a study on the rites that manifest in an organization to choose new partners in a legal advice company)” (Hernández-Sampieri et al., 2014: 485).

5.3 Type

By taking into account the approach previously described and the techniques and instruments of data collection, the type of research is action-research because the researchers will

implement an intervention plan. Moreover, “action research aims, essentially, to promote social change, transform reality (social, educational, economic, administrative, etc.) And that people become aware of their role in this transformation process” (Sandin, 2003 cited in Hernández-Sampieri et al., 2014: 496). Action research is outcome-based in that it proposes to improve the methods used in educational, medical, and other settings. Due to that, action inquiry is a term used for any process that follows a cycle in which the improvement of the practice is the most important objective. The researcher implements, describes, and evaluates a theory or change to one’s practice, learning more about both the practice and action inquiry in the process. Creswell (2007) said this process is according to the authors’ perspective of the problem or circumstance. They should inform, analyze and choose the better way to monitoring the effectiveness and the transformation on their own practices. “Action research should be continual rather than either continuous or occasional, because one cannot continuously action research one’s practice, but one should regularly work to improve an aspect of it, so it should be more frequent than occasional” (Tripp, 1998: 4). For that reason, the plan of the research is to implement some didactic strategies in a regular time, taking into account the perception from the students who are learning English. Practicing different methods to learn a second language, the students will be analyzed and observed to see if the action solves the problem of motivation and the implementation of multiple intelligences.

5.4 Contextual aspects

5.4.1 Context.

In the public institution, each grade has its own classroom meaning that all the subjects are taught in the same environment having as an exception technology and physical education. For this reason, it is possible to see posters that reference other subjects including English around the class. Furthermore, students have chairs, desks and one board; they have access to a computer room which can be used by any other teacher to direct the class in order to vary. Additionally, classroom is always clean when students start class and the structure of the classroom and school is pleasant. To sum up, students interact in an agreeable environment that can promote learning in good conditions.

5.4.2 Population.

The research is carry out in a public institution in the city of Armenia with seven grade students, students' age is between twelve and thirteen years old, there are only two students with sixteen and seventeen years old. The majority of students belong to low social strata while a minority belong to the middle class. Also, some of the students tend to be well presented even with tie while it is possible to appreciate others that do not take care of their physical appearance. Apparently, there is variety regarding students' likes, physical appearance and personality.

5. 5 Data collection techniques and instruments

In this section, the different techniques and instruments used in the research will be named including the objective of each one. The purpose of collecting the data is to analyze the process in every step to clarify and to show the most important tools used in the classes. Due to that, the techniques will be the following: Class observation, interviews, identification test, and documentary analysis. As the application of the activities took eight weeks, all the instruments were focused on obtaining the real context, student's perception, and ponder the gaps and needs in the lesson plans. The group of the people selected for the research were from sixth grade in the "INEM" school; for that reason, it was necessary more than 1 instrument to get all the information and to identify different aspects.

5.5.1 Class Observation.

This research used systematic classroom observation which has provided a substantial knowledge base that has helped to understand effective teaching in the education field. Furthermore, according to (Hernández-Sampieri et al., 2014: 399):

In qualitative research we need to be trained to observe, which is different from seeing (which we daily do). It is a matter of degree, and the "investigative observation" is not limited to the sense of sight, but to all the senses.

Regarding the important aspects that should be observed we can find physical environment, social and human environment, activities, used artifacts, relevant facts and human portraits (according to Angrosino and Rosenberg 2012, Willig 2008, Anastas 2005, Rogers and Bouey 2005, Esterberg 2002 and Lofland et al. 2005 cited in Hernández-Sampieri et al., 2014: 399).

As Good & Brophy (2000, p. 337) puts it, "one role of observational research is to describe what takes place in classrooms in order to delineate the complex practical issues that confront practitioners". The objective of this technique is to remark the context and the strategy used in English classes, and to interpret all the aspects and details that could be perceived. It is a process in which the researchers discover, interpret, infer, evaluate and compare the information. For the present study, the information collected through the observations was detailed in the class observation format (Annex 3). The analysis was taking into account content, structure, objectives, classroom management, material, resources, and English level from the students and teacher. As it is an important base to understand the strengths and weaknesses of the class; and in this way, to develop the didactic strategies, it took place the first class before the application of the didactic proposal.

5.5.2 Interview.

This technique consists on a set of questions-affirmations presented to a person or a group of people with the aim of knowing their point of view depending on the answers provided by the interviewed. Moreover, "in the interview, through questions and answers are achieved communication and joint construction of meanings regarding a topic" (Janesick, 1998 cited in

Hernández-Sampieri et al., 2014: 403). It should be noted that there are in total three types of interviews, structured, semi-structured and unstructured or open; during this research is used the semi-structured interview which according to (ibíd):

...is based on an issue guide or questions, the interviewer is free to introduce additional guidelines to clarify concepts or obtain more information. The open interviews are based on a general content guide and the interviewer has all the flexibility to handle it.

The semi-structured students interview (Annex 4) was applied to ten students of sixth grade (the focus group), these interviewed students are randomly selected. The interview aim is to have a clear idea about students' conceptions regarding English class; basically, the way they perceive it and how it can be improved to be enjoyable and productive. The interview was carried out before the intervention.

5.5.3 Questionnaire.

It is a collecting data technique which is usually applied to a group with a specific purpose. This technique can vary depending on the researchers needs, usually people that submit it, should answer simple questions with multiple-choice, according to their own experiences and likes. Furthermore, "questionnaires contain two types of questions: closed-ended and open-ended. Closed-ended questions can be presented in true/false, yes/no, or multiple-choice formats" (Hahn, 2016). During the current research the multiple-choice formats are used by focusing on the

multiple intelligences which is one of the research objectives. This kind of questionnaire explains the attitudes and behavior with a special clarity, and provides a practical guide to develop different activities according to the students' multiple intelligences. As for this research, multiple intelligences are key to consider the strategies to apply, the researchers use an Identification test of multiple Intelligences (Annex 6), which is applied to six grade students from a public school in Armenia, Quindío. The aim for this questionnaire is to identify the most common multiple intelligences among students to support the planning of the teaching sessions and have clearness about the teaching proposals that best fits and promotes learning English with new didactic strategies.

5.5.4 Didactic Intervention.

It consists on implementing procedures different from what a group is used to perform, its aim is to review the impact of a process with different didactic interventions carried out. The main goal of this technique is to realize new variations that can be presented in the process or in a group at certain point of the intervention. Furthermore, “researches are called intervention studies, because a researcher generates a situation to try to explain how it affects those who participate on it compared to those who do not” (Creswell 2013; Reichardt 2004, cited in Hernández-Sampieri et al., 2014: 129). Therefore, since the current project is an action-research, an implementation of different didactic proposals is applied into a focus group in which English is taught. Basically, what researchers are looking for with the didactic intervention is to identify the positive impact that it can have in the English learning process. In the present study the intervention is implemented in a public school in Armenia over a period of six months. During that time researchers give class

to six graders implementing didactic strategies using a lesson plan format for the pedagogical intervention (Annex 5) with the goal of improving students' interest and perception about English classes.

In order to plan the class sessions, it was important to identify the students' multiple intelligences so the materials and activities could be meaningful for the students. The following graphic shows the results of the test:

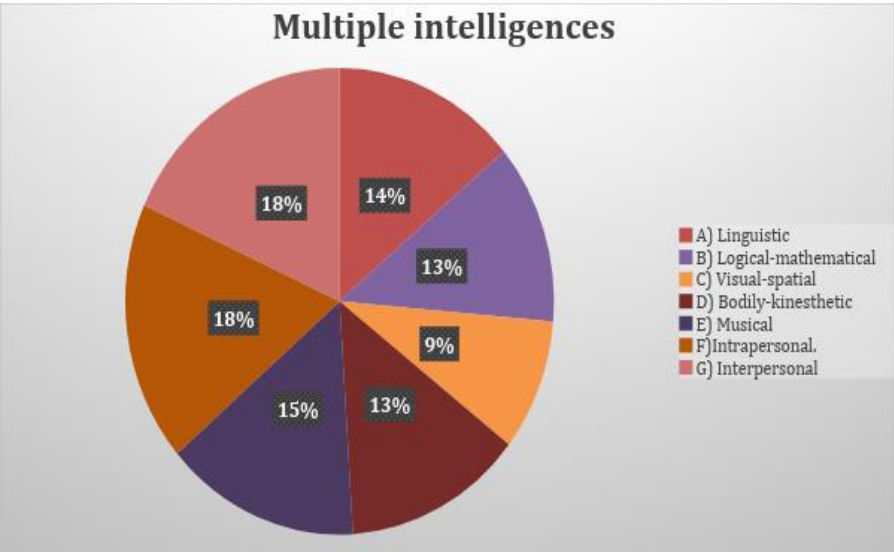
*Table 1
Timetable*

	Aug 1-15	Aug 16- 30	Sept 1-15	Sept 16- 30	Oct 1-15	Oct 16- 31	Nov 1-15
Informed assent	x						
Informed consent	x						
Class observation Format		x					
Students' interview			x				
Lesson plan format for the				x	x	x	x

pedagogical intervention							
Multiple Intelligences Test			x				

Table 1 - Timetable

*Graphic 1
Multiple intelligence test's results*



Graphic 1 – Multiple intelligence test's results

As it can be seen, the percentages reflect that the interpersonal and intrapersonal intelligences are the most prominent. Furthermore, some students have more than one intelligence.

In general, 9% of students are visual-spatial, 13% are logical-mathematical, 13% are bodily-kinesthetic, 14% are linguistic, 15% are musical, 18% are interpersonal and 18% are intrapersonal.

Taking these results into account, the following plan was established:

Table 2
Plan for the implementation of the didactic strategies

TOPIC	OBJECTIVE	DESCRIPTION OF THE ACTIVITIES
Comparatives	To relate comparatives and its function in the daily life	Teachers will divide the group in couples and will provide students with cuts of magazines, and objects; by couples they need to create two sentences using comparatives and write them down in the notebooks. (Verbal-Linguistic Intelligence and Interpersonal Intelligence)
Superlatives	To recognize how are used superlatives	Teachers will bring pieces of paper with examples of superlatives to recognize the characteristics in the students inside the classroom, like the game called “King and Queen” (Logical-Mathematical Intelligence).
Saxon genitive	To identify the correct uses of Saxon genitive	Students will be provided with a photocopy in which they need to match images with the Saxon genitive (Intrapersonal Intelligence)

Possessive Pronouns	Students will be able to make sentences with the possessive pronouns	Teachers will give a list of some objects that each group need to find around the class and in their bags; later on, they are going to create a sentence with each object. . (Interpersonal Intelligence and logical-mathematical Intelligence)
Indefinite pronouns and possessive adjectives.	To set up the differences and purposes of the topic.	Teacher will ask students to stand up and make 4 lines to play broken phone using sentences with indefinite pronouns and possessive adjectives, the first person in the line needs to write what he/she understood on the board.
Reflexive pronouns	To know the subjects and its reflexive pronoun.	Teacher will divide the group into 4 small groups to play “Charadas” with the words about the topic.
Demonstrative pronouns	To understand the meaning of the different kind of demonstrative pronouns.	Teachers will give some pieces of paper to divide the group into 4 groups and work in a presentation explaining every pronoun.

Table 2 - Plan for the implementation of the didactic strategies

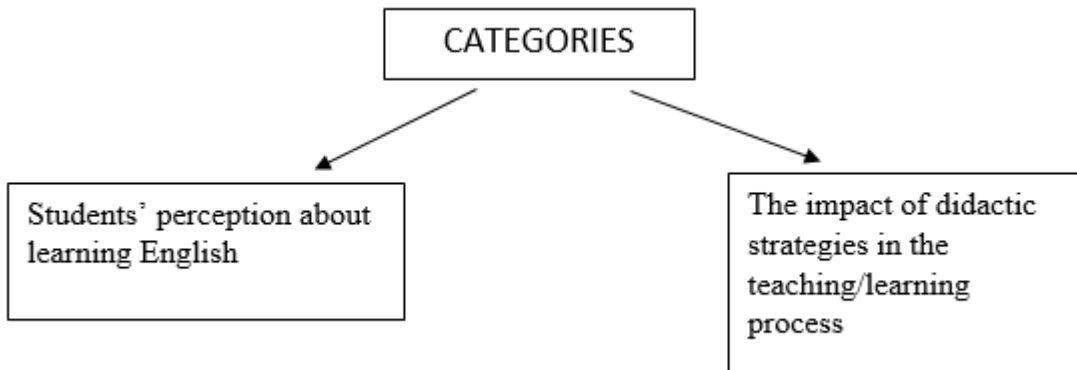
5.6 Research ethics.

Researchers may include ethical principles during every step of the process and even more since the research includes interaction with people which is the case of the current one. Basically, ethics means protecting the information that is collected from the people who participate in the research since it is valuable data that nourishes the project. Also, it includes having permission from the people who will be part of it; according to Ngozwana (2018), the importance of research ethics come from anonymity and confidentiality, which are the main base for carrying out a research ethically acceptable. For this reason, for the current research an informed assent (Annex 1) is used, which is provided to the participants in order to have their permission of using all the data collected. All of this information is used only for academic purposes and making sure it is confidential. Also, there is an informed consent (Annex 2) that should be signed by the direction from the school who give permission to the researchers to interview underage students.

6. Data analysis

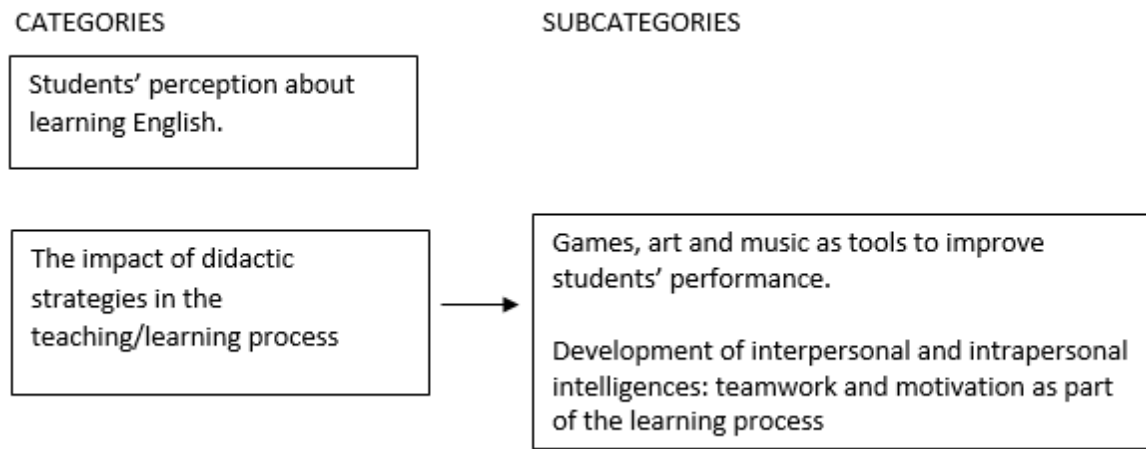
This chapter presents the categories and subcategories that emerged from the analysis of the information gathered. The collected data came from the techniques and instruments used, such as class observation (annex 3), interviews, (annex 4), tests (annex 6) and provided lessons (annex 5). According to what has been previously mentioned, two schemes are presented to evince the categories and subcategories found by the researchers taking into account the research general questions.

Graphic 2
Scheme of categories identification



Graphic 2 - Scheme of categories identification.

Graphic 3
Scheme of categories and subcategories



Graphic 3. Scheme of categories and subcategories.

6.1 Students' Perception about English

The next category arises after the initial interview was conducted to gather information about students' perception of English and its importance. During the interview, in almost all of the answers was notable that students see English as an opportunity to travel abroad and a plus to obtain a good job position. The next extracts are from two different students:

Extract 1 – Students' interview:

“Si, porque por ejemplo si nos vamos de viaje a otros países, toca hablar inglés para poder comunicarse.”

“La verdad creo que sí es importante porque sirve mucho si uno se va a ir para otro país por ejemplo Estados Unidos, Londres, o así.”

In the previous extract students were answering a question. The question was: Do you believe that English is important? Why? It is clear that students identified how relevant can be learning English in order to visit Anglophone countries.

Students 3 and 5 are conscious about how pertinent can be English, in case of traveling to a new environment where it is necessary to communicate using that language. The students clearly express how ineluctable is to be able to comprehend and be clear enough in order to express thoughts and feelings. Also, they have the idea that learning English will provide them an advantage to visit other countries since it is a common used language.

As researchers it is important to comprehend the different perceptions students may have about English and its importance. While learning English, students beliefs can interfere or promote the learning process by itself. Furthermore, students' beliefs can not only provide a better understanding of the real impact that English can have based on their notion, but also to develop adequate teaching strategies. This category is very similar to the findings by Villarreal, Muñoz & Perdomo (2016) where they mention the English door which is a category from their research, in which students identified English advantages, among others it is considered a door or opportunity to go abroad. In fact, the way some of the students perceive English may encourage them to learn more about it.

The next extracts show other points of view regarding how English is perceived:

Extract 2 – Students' interview:

“Pues en algunos trabajos se habla inglés y si uno no sabe pues no se puede.”

“Eeeh, claro, de pronto para aprender y cuando sea grande tener más posibilidades de trabajo porque pues como está el mundo hoy se necesita más idiomas para aprender y trabajar.”

In the previous extracts students were being requested the same question. It was observed that according to those two students, nowadays is useful to know English in order to obtain a job position.

Different from the first perception students had about English, in this case knowing a second language is an advantage to be able to apply for more jobs. At this point students from seventh grade were aware about how has changed and will continue changing our society. It means that we are in a continue development and knowing English may assure students to be part of the process.

As researches we found interesting how students believe that English can influence they lives, and the impact it may have once they grown and start looking for jobs. It was recognized by students the importance that will have knowing a language in their professional lives. Certainly that perception may lead students to learn more about English since it can be considered a motivation. As verified by Villarreal, Muñoz & Perdomo (2016) research; in which participated students from sixth and eleventh grade, students also had the believe that by knowing English, better jobs will be acquired in Colombia or abroad. What calls the attention is that the current

research was done with a seventh grade which may demonstrate that generally talking, English is perceived almost in the same ways by students that go from sixth to eleventh grade in public schools in Armenia.

6.2 The impact of didactic strategies in the teaching/learning process.

The next category arises after have observed the impact that had in the students the activities performed. From this category emerged two subcategories based on how students accomplish the exercises presented:

6.2.1 Games, art and music as tools to improve students' performance.

By generating activities based on games, art and tools was observed that the learning process was more successful. For example, some of the games used were: “Broken phone”, “Charadas”, “Kahoot”, “Pirinola”, and “Tingo, tingo, tango”. Those were useful in the investigation to improve the participation, and encourage the competition among students. They really enjoyed those kind of games, because they paid more attention to instructions, and to what each partner said. Students were always talkative and they were so hyperactive, so this was a good strategy all the time; and in that way, teachers could move to a quiet activity to evaluate the learning process of each student at the end of the class. It had a great impact including tools like games in English classes as an effective learning strategy that helps students to understand the given topics in a practical way.

However, it is not common to see that kind of activities in public schools, because they take too much time, and even money for materials or rewards. “Games and singing songs are not so frequently used by the teachers, there were only two games with an affective purpose; one as a practice activity, and another as an application activity”. Cadavid, McNulty & Quinchía, (2004) realized that it happens habitually in Colombia. Teachers prefer to educate in the traditional way, according to structures, rules, and translation. In spite of they are good tools, sometimes teachers need to create new strategies to present a different topic.

There was also a strategy to motivate students to participate giving fake bills as a prize or reward; and in the last class there were a store when they could have headphones, candies, or change any low grade. It stimulated the contribution of ideas and the students’ memory, like remember the rules of the class and try to explain them in other words. Due to that, teachers were attentive to every weakness and strength from each student to see the progress, and to focus on people who were not too motivated. It helped to recognize the students’ needs and the best way to improve the frailness and to fill their gaps. Furthermore, it is extremely important to notice they really enjoyed the practical activities; and as they involved different abilities, there were always a group of students interested in taking part, helping the partners with the instructions, and even leading and delegating.

To draw was another didactic strategy that students were so interesting in. Teachers used activities like “Pictionary”. Being a game too, it helps to see the creativity from students to make understandable themselves. This activity could be carried out for any topic or any moment of the class like the warm up. Charts is a good tool too, because students could have it in the notebooks

and see it when they need it. Building some ideas, taking into account order, worth and rules, allow to student to memorize easily the information and even be more conscious about new knowledge. Word Search or puzzles could be used too as a didactic strategy to reinforce any topic, and to change the typical activities inside the classrooms. That is the importance to adapt the lesson plans to the students' needs and to include artistic activities. It grants the opportunity to all the students to develop his/her own creativity about the given task. Moreover, teachers can review different aspects and even get surprises from some students who occasionally like to participate.

Another used activity was to complete lyrics of a song; for example, using songs with different adjectives to practice comparatives and superlatives, possessives, and other topics. This is an activity focused on improving the listening skill from students. Therefore, initially teachers should repeat the short parts of the song several times, and in the last classes this was not necessary. Thereby, it was notable the relevance and positive effects of listening to music, incorporating their likes and their needs to achieve a successful learning. In this manner, teachers could get together all the skills, and to motivate students to vary traditional classes.

6.2.2 Development of interpersonal and intrapersonal intelligences: teamwork and motivation as part of the learning process.

This subcategory arises after researchers evidenced how students reacted through the didactic intervention. Since the lessons plans were based on the results from the multiple intelligences test and the remarkable intelligences were interpersonal and intrapersonal, those intelligences were fundamental during the activities. Here are some of the activities performed:

Extract 3 – Lesson plan

“During the first class one of the activities consisted on dividing the group in couples and provide students with cuts of magazines, and objects; by couples they need to create two sentences using comparatives and write them down in the notebooks.”

During the team work activities based on Interpersonal Intelligence, researches could observe how students helped each other and used their respective knowledge to complete the exercises. It was notable that partnership among students and the importance that team work activities have, since students were feeling motivated while they were practicing what was taught. The fact that students were requested to work cooperatively encourage them to do their best. Other of the activities carried out to develop interpersonal intelligence was:

Extract 4 – Lesson plan

Teachers will give a list of some objects that each group need to find around the class and in their bags, later on, they are going to create a sentence with each object.

During the previous activity students were excited about teamwork, it was notable that each group had a team leader who helped to moderate which person had to look for each object. The fact that each student could influence the group performance encourage them to work hard in order to complete the task. It was also observed that by helping each other, students could reinforce and connect the knowledge in order to complete the exercises. During the previous activities was

evident that students with a strong Interpersonal intelligence are good leaders and make friends easily as they like to interact, relate to, and get along with their partners. As the pioneer of the multiple intelligences theory is Howard Gardner who defines it as “a bio psychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 1998). To be more precise, the interpersonal intelligence is attached to the way in which individuals recognize the people that is around, for example understanding their feelings or intentions with their behavior.

By other side, there were carried out activities based on intrapersonal intelligence. Below can be observed some of the exercises that included this intelligence:

Extract 5 – Lesson plan

“Teacher requested students to create 5 sentences using comparatives, the first ten students that finished the sentences correctly, were rewarded with fake bills, later on they will be used to buy prices.”

“The students should login the page called “Kahoot” which is an interactive platform to play a game, it consists on different questions with multiple answers. Each student is able to use its own laptop to choose one of the options. At the end of each round teacher will show students the correct answer, per correct answer students will earn points”

During the single activities performed in class was observed that students were focus without being interrupted. The fact that they were able to work in the activities by themselves and perform the exercises properly demonstrated how they were able to work by themselves. What

encourage students while working individually were mostly prizes provided by the researchers like example candies. What researchers were looking for, was to put in practice the intrapersonal intelligence and observe the way in which students developed the exercise. It was surprising the fact that students enjoyed a lot the activity with the platform used “Kahoot,” this happened because they have never done something like that before. Moreover, it was satisfying as researchers to see students asking for more activities including technology.

According to the multiple intelligence test results, researchers focused on intrapersonal intelligences while looking for good disposition and acknowledgement from students. It was found that the majority of students could focus and work with the knowledge they have in this type of activities. It means that they usually did not asked others looking for advice, when the instructions were clear before the activity started. Furthermore, people with a strong intrapersonal intelligence have a deep awareness of their abilities, thoughts, and goals. As Amstrong (2015) said: “MI theory is not a “type theory” for determining the one intelligence that fits. It is a theory of cognitive functioning, and it proposes that each person has capacities in all eight intelligences.” Researches could observed that even if 18% of students had this intelligence as dominant, almost all students reacted positively with this kind of activities.

Thus, there are several reasons to include all the intelligences in the lesson plans, in this way students have the opportunity to experience and firm up not just one intelligence but all of them. Although, the current research included all the intelligences in different session, it was observed that student’s reactions were more positive when apart from all the intelligences were included the intrapersonal and interpersonal. The fact that students can interact with other and

work alone may help them to proactively practice English, and share feedbacks among them while realizing their weaknesses and strengths.

7. Conclusions

Below we present the most important conclusions that derive from the analysis of the data and at the same time provide an answer to each of the research questions.

In relation to the first research question (What is the perception students have about learning English?) can be concluded that students' perception is directly related with the possible opportunities students will have once English is learned. These two perception are: The possibilities to travel abroad since English is a common used language, and a plus to obtain a good job position because it will be helpful in their professional lives.

In relation with the second research question (What didactic strategies can be applied to benefit students' learning process?) can be concluded that games, art and music are tools to improve students' performance and focus student's attention since they present a new methodology of learning English. Furthermore, developing interpersonal and intrapersonal intelligences help to reinforce teamwork and students' motivation towards learning English.

In relation with the third research question (What is the impact of applying these strategies in the students' learning process?) can be concluded that didactic strategies play a fundamental role in the students English learning process because potencialize students understanding and comprehension towards new topics; didactic strategies provide students enjoyable and different ways to learn English.

8. Limitations and projections

The process and findings of this study did not have any limitation. Researchers could implement all the instruments, including the 12 lesson plans. Factors like: time, classroom, students, university policies and resources were suitable.

This research was based in several studies, and in that way, it could be used as a fundament to other studies. There are different alternatives to include it, taking into account it is a model of the importance to carry out didactic strategies. As its main purpose was to realize the impact of the new options in the lesson plans and the multiple intelligences were incorporated, its use is unlimited. The proposal is to bring to pass the didactic activities and the focus on likes and abilities from students to other subjects and even to other grades, with different ages. In general, this analysis is just one small part of the whole education system and its necessity to be upgrading and to be contextualized to achieve a successful teaching-learning process.

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Annexes

Annex 1 - Informed assent

UNIVERSIDAD DEL QUINDÍO
PROGRAMA DE LENGUAS MODERNAS
SEMINARIO DE INVESTIGACIÓN EN LENGUA EXTRANJERA III

CÓDIGO

ASENTIMIENTO INFORMADO

Didactic strategies in English language teaching: analysis of the implementation of the didactic activities related to multiple intelligences in sixth grade in Armenia, Quindío

Hola, nuestros nombres son Ana María Palacios Rojas, Juan Sebastián Cifuentes Duque y actualmente estamos estudiando la Licenciatura en Lenguas Modernas en la Universidad del Quindío. Estamos realizando un estudio para (establecer y medir el impacto de la implementación de estrategias didácticas en estudiantes de sexto grade de una institución pública de Armenia.)

Tu participación en el estudio consistiría en responder una entrevista y un cuestionario..... (La entrevista tiene como objetivo conocer la percepción de la clase de inglés al igual que aspectos a mejorar desde el punto de vista de lo estudiantes y el cuestionario medir las inteligencias múltiples; las cuales serán llevadas a cabo a principio del periodo.)

Tu participación en el estudio es voluntaria, es decir, aun cuando tu papá o mamá hayan dicho que puedes participar, si tú no quieres hacerlo puedes decir que no. Es tu decisión si participas o no en el estudio. También es importante que sepas que si en un momento dado ya no quieres

continuar en el estudio, no habrá ningún problema, o si no quieres responder a alguna pregunta en particular, tampoco habrá inconveniente.

El hecho de que participes o no, no influirá de ninguna manera en las notas de tu clase ni en ningún otro tipo de calificación o reporte que pueda dar tu profesor o profesora.

Toda la información que nos proporciones nos permitirá conocer acerca de (el impacto que puede llegar a tener la implementación de las inteligencias múltiples durante la clase de ingles).

Esta información será confidencial. Esto quiere decir que no diré a nadie tus respuestas, sólo lo sabré yo.

Si aceptas participar, te pido que por favor pongas una (✓) en el cuadro de abajo que dice “Sí quiero participar” y escribe tu nombre completo.

Si no quieres participar, no pongas ninguna (✓), ni escribas tu nombre.

Sí quiero participar Nombre: _____

Nombre del acudiente: _____

Firma del acudiente: _____

Nombre y firma de la persona que obtiene el asentimiento:

Nombre: _____ Firma:

Fecha: ____ de _____ de 2018

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN LA INVESTIGACIÓN

TÍTULO DEL PROYECTO: Didactic strategies in English language teaching: analysis of the implementation of the didactic activities related to multiple intelligences in seventh grade in Armenia, Quindío

Su institución educativa ha sido seleccionada para participar en este proyecto de investigación a realizar por los estudiantes Ana María Palacios Rojas, y Juan Sebastián Cifuentes Duque; y dirigido por la profesora Paola Alzate Ortiz, docente del Programa Licenciatura en Lenguas Modernas de la Universidad del Quindío.

Por favor lea la siguiente información y formule las preguntas que considere necesarias, antes de decidir si participa o no en el estudio. Su participación es **absolutamente voluntaria**.

PROPÓSITO DEL ESTUDIO: Establecer y medir el impacto de la implementación de estrategias didácticas en estudiantes de sexto grado de una institución pública de Armenia.

TIEMPO DE DURACIÓN: Un (1) semestre

PROCEDIMIENTO: Durante el tiempo que dure el estudio se llevarán a cabo las siguientes actividades:

Observación de clase: Se realizarán observaciones durante sesiones presenciales donde se grabará a los estudiantes y docente interactuar, la cual se acompañará con la toma de notas de campo. Los observadores no participarán activamente en la dinámica de la clase.

Cuestionarios: Habrá un primer cuestionario dirigido a un grupo focal de cinco (5) estudiantes; el cuestionario tendrá como finalidad verificar las inteligencias múltiples presentes en los estudiantes. Los cuestionarios se harán finalizando la fase de observaciones para así constatar los datos obtenidos en las mismas.

Entrevistas: Las entrevistas serán semi-estructuradas. Se escogerá un grupo focal de cinco (5) estudiantes.

A través del desarrollo de la investigación, si es necesario, podrán ser incorporadas otras herramientas para la recolección de datos; una característica de los estudios cualitativos.

Todas estas actividades tendrán lugar en la institución. Las grabaciones en audio y en video se realizarán de manera que perturben lo menos posible las actividades de clase. Los estudiantes investigadores localizarán los equipos de grabación en un lugar estratégico que permita calidad del sonido, o en el que usted sugiera.

Conjuntamente con usted estableceremos un cronograma de trabajo según su conveniencia y la de los estudiantes, de tal manera que no se interfiera con las actividades académicas, culturales o recreativas de su institución.

CLASES DE LOS INVESTIGADORES: Los investigadores llevarán a cabo sesiones con los estudiantes en las cuales se darán clases de inglés basadas en la importancia de las inteligencias múltiples. Durante la investigación o actividades llevadas a cabo por los investigadores no se sacaran notas para los estudiantes.

CONFIDENCIALIDAD: Se utilizarán nombres ficticios de la institución (a menos que no sea inconveniente mencionar el nombre del colegio), profesores y estudiantes para mantener su identidad en el anonimato. Habrá estricta confidencialidad con la información que se recolecte.

DIVULGACIÓN DE RESULTADOS: Contaremos con su autorización y la de la institución para la utilización de videos o grabaciones de audio.

INCOMODIDADES Y RIESGOS: Es natural que sienta incomodidad con la presencia de los estudiantes investigadores en su clase. Esto sin embargo, será pasajero pues estableceremos una relación de cordialidad y colaboración que hará que Usted se familiarice con esta situación. No pretendemos evaluar de ninguna manera su trabajo y desempeño, sino más bien ofrecerle herramientas que posibiliten el crecimiento profesional y personal. Las observaciones o los resultados del proyecto no tendrán incidencia alguna en las evaluaciones que realicen sus superiores, por cuanto existirá absoluta reserva de nuestra parte en este sentido.

Siéntase libre de pedir cualquier explicación o de manifestar cualquier inconveniente que surja en el proceso

PARTICIPACIÓN: Usted tiene todo el derecho de participar o no hacerlo. Si decide hacerlo, puede retirarse en el momento que usted lo considere, sin ninguna consecuencia. De la misma forma, puede negarse a contestar preguntas que no quiera responder.

BENEFICIOS: Los beneficios se verán reflejados en la comunidad académica (docentes y estudiantes) ya que los resultados de este análisis pueden servir como insumo para propuestas de metodología de la enseñanza del inglés, específicamente la habilidad oral.

Usted podrá verificar cualquier información en con la docente asesora del proyecto:

Paola Alzate Ortiz

palzate@uniquindio.edu.co

Programa Licenciatura en Lenguas Modernas

Facultad de Educación

Universidad del Quindío.

Dirección: Avenida Bolívar Calle 12 Norte

Agradecemos su autorización para contar con usted como participante en este proyecto.

Fecha de la socialización del presente Consentimiento Informado:

Nombre: _____

Cargo: _____

Pedagogical Practice

Head teacher: _____ Grade _____

Observer: _____ Date and Time _____

This form has different criteria to evaluate the performance of the head teacher, the class development and different aspects related to the class itself. As observer, write an “X” to select the appropriate choice to evaluate the competence you observe of the practitioner in class.

1	2	3	4	5
Ne ver	Rarely	Usual ly	Often	Alwa ys

ASPECTS TO OBSERVE	CRITERIA					COMMENTS, EVIDENCE
	1	2	3	4	5	
I. Classroom management						
<i>The head teacher...</i>						
monitors behaviour						

Stops inappropriate behaviour						
Gives consistent behavioral rules						
Takes actions						
II. Steps of the lesson						
The procedure of the lesson reflects the aims						
The lesson moves through logical and appropriate stages						
The teacher...						
The teacher Implements a warm up						
Presentation:						
Meaning is clearly established						

and effectively checked						
Pronunciation is highlighted						
Form is clearly established and effectively checked						
Student practice						
There is enough practice related to the topic						
Practice is meaningful						
Production						
Production is meaningful						
The teacher monitors while students work						
III. Material						

It is understandable, graded, meaningful						
The head teacher makes use of ...						
visual resources						
Realia						
Recordings						
Others						
IV. Assessment:						
<i>The head teacher...</i>						
Checks understanding						
Corrects errors						
Assesses in a formative way						
Assesses in a summative way						
V. Classroom interaction						

There is variety of interaction patterns						
The lesson is centered on the teacher						
VI. Language of instruction						
The head teacher						
Uses understandable language						
Uses adequate pronunciation						
Instructions are clear and checked						
Uses language graded to the students level						
Gives instructions before giving out material						

Uses useful examples and modeling to make sure Students understand						
--	--	--	--	--	--	--

VII. Students

Are involved and interested in the class						
--	--	--	--	--	--	--

Participate						
-------------	--	--	--	--	--	--

Use English to communicate with each other						
--	--	--	--	--	--	--

Are praised or rewarded by the teacher						
--	--	--	--	--	--	--

It is understandable, graded, meaningful						
--	--	--	--	--	--	--

Annex 4 – Students' interview

¿Cree usted que el idioma ingles es importante? ¿Por qué?

En su opinión, ¿Cómo le parece la clase de inglés? Explique.

¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

¿Siente usted que las horas semanales de inglés son suficientes para aprender?

¿Qué actividades le gustan de la clase de inglés?

¿Las actividades presentadas por el profesor le parecen agradables?

¿Cómo cree usted que la clase de inglés puede ser mejor?

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher:	School	Grade:	Duration in hours:
Standards:			
Objective based on language functions:			
Specific objectives:			

Topic:

PERFORMANCE INDICATORS

Knowing	Doing	Being
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):		

Integrated Skills:

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim

Assessment:		
Materials and resources:		
Bibliography:		
REMEMBER TO INCLUDE YOUR REFLECTION IN YOUR PORTFOLIO.		
When we reflect we become aware of our aspects to improve and strengths.		

Test de Inteligencias múltiples, de Howard Gardner

INSTRUCCIONES:

lee cada una de las afirmaciones. Si expresan características fuertes en tu persona y te parece que la afirmación es veraz entonces coloca una V (en una hoja junto al número de la pregunta) y si no lo es, coloca una F.

- 1.....Prefiero hacer un mapa que explicarle a alguien como tiene que llegar a algún lugar.
- 2.....Si estoy enojado(a) o contento (a) generalmente sé exactamente por qué.
- 3.....Sé tocar (o antes sabía tocar) un instrumento musical.
- 4.....Asocio la música con mis estados de ánimo.
- 5.....Puedo sumar o multiplicar mentalmente con mucha rapidez
- 6.....Puedo ayudar a un amigo a manejar sus sentimientos porque yo lo pude hacer antes en relación a sentimientos parecidos.
- 7.....Me gusta trabajar con calculadoras y computadores.
- 8.....Aprendo rápido a bailar un ritmo nuevo.
- 9.....No me es difícil decir lo que pienso en el curso de una discusión o debate.
- 10.....Disfruto de una buena charla, discurso o sermón.
- 11.....Siempre distingo el norte del sur, esté donde esté.
- 12.....Me gusta reunir grupos de personas en una fiesta o en un evento especial.

- 13.....La vida me parece vacía sin música.
- 14.....Siempre entiendo los gráficos que vienen en las instrucciones de equipos o instrumentos.
- 15.....Me gusta hacer rompecabezas y entretenerme con juegos electrónicos
- 16.....Me fue fácil aprender a andar en bicicleta. (O patines)
- 17.....Me enojo cuando oigo una discusión o una afirmación que parece ilógica.
- 18.....Soy capaz de convencer a otros que sigan mis planes.
- 19.....Tengo buen sentido de equilibrio y coordinación.
- 20.....Con frecuencia veo configuraciones y relaciones entre números con más rapidez y facilidad que otros.
- 21.....Me gusta construir modelos (o hacer esculturas)
- 22.....Tengo agudeza para encontrar el significado de las palabras.
- 23.....Puedo mirar un objeto de una manera y con la misma facilidad verlo.
- 24.....Con frecuencia hago la conexión entre una pieza de música y algún evento de mi vida.
- 25.....Me gusta trabajar con números y figuras
- 26.....Me gusta sentarme silenciosamente y reflexionar sobre mis sentimientos íntimos.
- 27.....Con sólo mirar la forma de construcciones y estructuras me siento a gusto.
- 28.....Me gusta tararear, silbar y cantar en la ducha o cuando estoy sola.
- 29.....Soy bueno(a) para el atletismo.
- 30.....Me gusta escribir cartas detalladas a mis amigos.
- 31.....Generalmente me doy cuenta de la expresión que tengo en la cara
- 32.....Me doy cuenta de las expresiones en la cara de otras personas.

33.....Me mantengo "en contacto" con mis estados de ánimo. No me cuesta identificarlos.

34.....Me doy cuenta de los estados de ánimo de otros.

35.....Me doy cuenta bastante bien de lo que otros piensan de mí.

AHORA REvisa LAS SIGUIENTES PREGUNTAS EN EL ORDEN DADO: SI PUSISTE VERDADERO ASIGNALES UN PUNTO A CADA UNA Y SUMA LOS PUNTOS

A) 9 -10-17-22-30 =

B) 5-7-15-20-25 =

c) 1-11-14-23-27=

d) 8-16-19-21-29=

E) 3-4-13-24-28=

F) 2-6-26-31-33=

G)12-18-32-34-35=

Suma cuanto te dan en cada fila aquellas filas que te den sobre 4 tienes la habilidad marcada y 5 eres sobresaliente. Ahora las inteligencias:

A) Int. Verbal

B) Int. Lógico-matemática

C) Int. Visual espacial

D) Int. Kinestésica-corporal

E) Int. Musical-rítmica

F) Int. Intrapersonal

G) Int Interpersonal

1. Lingüística. En los niños se aprecia en su facilidad para escribir, leer, contar cuentos o hacer crucigramas.

2. Lógica-matemática. Se aprecia en los menores por su interés en patrones de medida, categorías y relaciones. Facilidad para la resolución de problemas aritméticos, juegos de estrategia y experimentos.

3. Corporal y kinestésica. Facilidad para procesar el conocimiento a través de las sensaciones corporales. Deportistas, bailarines o manualidades como la costura, los trabajos en madera, etc.

4. Visual y espacial. Los niños piensan en imágenes y dibujos. Tienen facilidad para resolver rompecabezas, dedican el tiempo libre a dibujar, prefieren juegos constructivos, etc.

5. Musical. Los menores se manifiestan frecuentemente con canciones y sonidos. Identifican con facilidad los sonidos.

6. Intrapersonal. Aparecen como introvertidos y tímidos. Viven sus propios sentimientos y se auto-motivan intelectualmente

7. Interpersonal. Se comunican bien y son líderes en sus grupos. Entienden bien los sentimientos de los demás y proyectan con facilidad las relaciones interpersonales.

8. Inteligencia naturalista. Facilidad de comunicación con la naturaleza.

Interviewed: Javier David Castro

Age: 13 years old

R₁: La primera pregunta es: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₁: Si, porque le puede ayudar a muchas cosas, por ejemplo trabajo en otros países.

R₁: ¿A ti te gusta el inglés?

S₁: Antes gracias al inglés, estoy aprendiendo japonés.

R₂: ¿Por el anime?

S₁: Sonríe.

R₁: En su opinión, ¿Cómo le parece la clase de inglés?

S₁: Muy buena, porque uno cada vez aprende algo nuevo.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₁: Si.

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₁: No, a mí me gustaría por ahí dos horas al día, o sea como 10 horas a la semana.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₁: Pues cuando nos ponen como copias que sirven para aprender.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₁: Mmmm... si señora

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₁: Pues... avanzando más en los temas, porque hay veces que nos quedamos en los mismos temas. Me gustaría que empezaran a colocar actividades en inglés, pero no como el que conocemos sino inglés de Inglaterra.

Interviewed: Juan Camilo Vinasco

Age: 13 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₂: Eeeh, claro, de pronto para aprender y cuando sea grande tener más posibilidades de trabajo porque pues como está el mundo hoy se necesita más idiomas para aprender y trabajar.

R₁: ¡Súper bien! En su opinión, ¿Cómo le parece la clase de inglés?

S₂: La clase de inglés es como muy divertida, a veces es como muy de conversar.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₂: Si, porque siempre se trabajan diferentes temas y muy variados.

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₂: Si.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₂: Eh, como los trabajos en grupo, actividades que se hagan en hojas con las copias, y después de que el profesor haya explicado una actividad, o sea, el profesor explica y se hace la actividad.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₂: Si

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₂: mmmm... no sé, canciones.

Interviewed: Miguel Ángel Álvarez

Age: 12 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₃: Si, porque por ejemplo si nos vamos de viaje a otros países, toca hablar inglés para poder comunicarse.

R₁: En su opinión, ¿Cómo le parece la clase de inglés?

S₃: Muy buena, el profesor nos enseña mucho, se divierte con nosotros y nos enseña.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₃: Si.

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₃: Pues no, me gustaría que fueran seis.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₃: Los talleres más que todo.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₃: sí.

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₃: No, así está bien.

Interviewed: Juan David Franco

Age: 13 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₄: Si, pues para hablar entre otras personas que conocen inglés, conocer otras culturas y otras personas.

R₁: En su opinión, ¿Cómo le parece la clase de inglés?

S₄: No, me parece divertida, me parece bien que uno aprende inglés.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₄: Si.

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₄: Es más que suficiente.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₄: Las sopas de letras.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₄: Pues a mí sí me entretienen.

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₄: Con una obra de teatro.

Interviewed: Juan Pablo Ortega

Age: 12 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₅: La verdad creo que si es importante porque sirve mucho si uno se va a ir para otro país por ejemplo Estados Unidos, Londres, o así.

R₁: En su opinión, ¿Cómo le parece la clase de inglés?

S₅: Chévere porque interactúan mucho con todos los del salón, y cuando alguien no entiende algo, pues se lo vuelven a explicar.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₅: La verdad es que si porque el profesor explica muy bien con todas las actividades, si hay alguna duda él va y la resuelve

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₅: La verdad si me gustaría más horas a la semana, me gustaría agregarle seis horas más.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₅: Mmmm...las que son más o menos como terminar las oraciones o actividades grupales donde participemos todos.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₅: si la verdad es que si porque hay variedad y otros profesores si repetían mucho algún tema pero con el uno si va cambiando cada clase.

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₅: Mmmm...me gustaría que fuese no sé... más por decirlo una actividad que él hizo con más grupos y venían aquí y hacer actividades con más grupos. Por decirlo, él le ponía una pregunta a un grupo y el que la respondía primero se llevaba el punto.

Interviewed: Laura Valentina Hernandez

Age: 14 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₆: Si, pues para la Universidad.

R₁: En su opinión, ¿Cómo le parece la clase de inglés?

S₆: Bien, Chevere, uno aprende inglés y el profesor nos enseña muchas cosas.

R₁: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S₆: Si

R₁: ¿Sientes usted que las horas semanales de inglés son suficientes?

S₆: Pues igual me gustaría dos horas más.

R₁: ¿Qué actividades le gustan de la clase de inglés?

S₆: Los talleres que el profesor nos pone.

R₁: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S₆: Si

R₁: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S₆: Me gustan las manualidades.

Interviewed: Camila Hernandez

Age: 13 years old

R₁: ¿Cree usted que el idioma inglés es importante? ¿Por qué?

S₇: Pues en algunos trabajos se habla inglés y si uno no sabe pues no se puede.

R1: En su opinión, ¿Cómo le parece la clase de inglés?

S7: Chevere, el profesor sabe explicar.

R1: ¿Cree usted que la clase es adecuada para alcanzar un buen nivel de inglés?

S7: Si

R1: ¿Sientes usted que las horas semanales de inglés son suficientes?

S7: Pues si me gustaría más como 6 horas.

R1: ¿Qué actividades le gustan de la clase de inglés?

S7: Mmmm... que el profesor coloque preguntas en inglés y uno sepa contestarle.

R1: ¿Las actividades presentadas por el profesor le parecen entretenidas?

S7: Si

R1: ¿Cómo cree usted que la clase de inglés puede ser mejor?

S7: Manualidades me gusta.

Conventions

R1: Researcher one

R2: Researcher two

S1: Student one

S2: Student two

S3: Student three

S4: Student four

S5: Student five

S6: Student six

S7: Student seven

Lesson plan number one

Annex 24 Lesson plans

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teachers:	School	Grade:	Duration in hours:
Ana Maria Palacios Rojas Juan Sebastián Cifuentes Duque	Ciudadela de Occidente	7	1 hour
Standards: Producir un texto descriptivo corto sobre las características de personas y lugares de manera oral y escrita. <ul style="list-style-type: none">• Intercambiar información sobre características de personas y lugares a partir de preguntas y respuestas.• Identificar frases y expresiones relacionadas con características particulares de personas y lugares en textos descriptivos cortos.			
Objective based on language functions: At the end of the lessons students could build sentences using comparatives.			

Specific objectives:

Students will be able to identify the different comparatives

Students will be able to use comparatives in simple sentences

Topic: Comparatives

PERFORMANCE INDICATORS

Knowing To recognize how are used the comparatives	Doing To relate comparatives and its function in the daily life	Being To respect and listen to what the teacher is saying. To participate in the activities. To respect my partners and help them.
Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic): Vocabulary: Young, old, little, big, short, small, fat, thin, beautiful, etc.		
Integrated Skills: Grammar, listening/speaking, Reading/Writing		
Procedure, interaction patterns and timing:		
Stage, interaction pattern, timing	Activity Description	Stage aim

<p>Warm up 10 min</p>	<p>Teacher will greet students. Teacher will review date and weather. Then, they will review the class rules. Teachers will review previous topic with a brainstorming by writing adjectives on the board. (Verbal-Linguistic Intelligence)</p>	<p>The idea is to retrieve previous topic “comparatives” to continue working on it.</p>
<p>Presentation 15-20 min</p>	<p>It will consist on two parts: Teachers will perform a sketch about how comparatives are used. Teachers will paste adjectives on the board to explain how comparatives work. (Spatial Intelligence)</p>	<p>The aim is to show students how comparatives are used.</p>
<p>Practice 15 min</p>	<p>Teachers will divide the group in couples and will provide students with cuts of magazines, and objects; by couples they need to create two sentences using comparatives and write them down in the notebooks. (Verbal-Linguistic Intelligence and Interpersonal Intelligence)</p>	<p>The aim is to practice comparatives.</p>
<p>Production and Feedback</p>	<p>Once every couple have their respective sentences teachers will ask</p>	<p>The aims it that students produce sentences using comparatives.</p>

15	<p>every one of them to participate and give their sentences while one of the professors write them on the table and correct them. (Verbal-Linguistic Intelligence)</p>	
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' presentations</p>		
<p>Materials and resources:</p> <p>Markers, eraser, flashcards of the adjectives, cuts of objects.</p>		
<p>Bibliography:</p> <p>https://www.gingersoftware.com/content/grammar-rules/adjectives/lists-of-adjectives/</p>		

Lesson plan number two

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 1 hour
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of every adjective and the use of them like comparatives.</p>
<p>Specific objectives:</p> <p>Students will be able to identify the different comparatives</p> <p>Students will be able to use comparatives in simple sentences</p>
<p>Topic: Comparatives</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize how are used comparatives</p>	<p>Doing</p> <p>To relate comparatives and its function in the daily life</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Vocabulary: Big, Small, Bad, Good, Clean, Dirty, Fast, Slow, Etc.</p>		
<p>Integrated Skills:</p> <p>Grammar, Listening/Speaking, Writing/Reading.</p>		

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
<p>Warm-up 10-15</p>	<p>Teacher will greet students, will review the date and the weather.</p> <p>Teacher will review class rules with students.</p> <p>Teachers will ask students about the topic reviewed in the previous class and will write on the board “Comparatives” (Verbal-Linguistic Intelligence)</p>	<p>The aim is to reinforce comparatives topic.</p>
<p>Presentat ion 20</p>	<p>Teachers will explain the rules for the use of comparatives while examples are written on the board.</p> <p>After have explained the rules teacher will start showing flash cards with images to the students in order to create examples together. (Spatial</p>	<p>The aim is to show students how comparatives are used.</p>

	Intelligence and Verbal-Linguistic Intelligence)		
Practice 15-20 min	<p>Teachers will divide the group per couples and will provide to each couple pieces of paper that will have words or parts of a sentence which should be organized by the students to create the correct sentences with comparatives. (Interpersonal intelligence and Logical-Mathematical Intelligence)</p> <p>Teacher ask students to make the lines again and will divide the group per lines, each line will have assigned a part on the board, then the teacher will provide the words for the sentences and will select which student goes to the board per line to create the sentence. (Verbal-Linguistic Intelligence)</p>	The aim is to practice the use of comparatives	
Production and Feedback	Teacher will ask students to create 5 sentences using comparatives, first 10 people that finish will be rewarded	The aim is to receive feedback from students about what they understood.	

10-15 min	with fake bills (Intrapersonal Intelligence)		
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' presentations</p>			
<p>Materials and resources:</p> <p>Flash cards, markers, photocopies.</p>			
<p>Bibliography:</p> <p>http://aprende.colombiaaprende.edu.co/sites/default/files/naspublic/colombiabilingue/dbacurriculo/cartillas_mallas_aprendizaje/Mallas%20de%20Aprendizaje.pdf</p>			

Lesson plan number three

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will be able to use the different superlatives.</p>
<p>Specific objectives:</p> <p>Students will be able to identify when use the superlatives</p> <p>Students will be able to make sentences with the superlatives</p>
<p>Topic: Superlatives</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize how are used superlatives</p>	<p>Doing</p> <p>To relate superlatives and its function in the daily life</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Vocabulary: Best, Worst, Biggest, Oldest, closest, Intelligent, tallest, etc.</p>		
<p>Integrated Skills:</p>		

Grammar, listening/speaking, Reading/Writing

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 10-15	Teacher will greet students, will review the date and the weather. Teacher will review class rules with students. Teachers will ask students about the topic reviewed in the previous class. Teacher will write the new topic on the board (superlatives) Teachers will bring pieces of paper with examples of superlatives to recognize the characteristics in the students inside the classroom, like the game called “King and Queen” (Logical-Mathematical Intelligence).	The aim is to introduce superlatives topic.

<p>Presentat ion</p> <p>30 min</p>	<p>Teachers will explain the rules for the use of superlatives using posters that will be pasted around the class while they are explained (Spatial Intelligence).</p> <p>Then, teacher will create sentences with student's participation, and they will write them on the board (Verbal-Linguistic Intelligence)</p>	<p>The aim is to show students how superlatives are used.</p>
<p>Practice</p> <p>45 min</p>	<p>Teachers will paste around the classroom adjectives that students need to select one adjective and to create a sentence in their notebooks.</p> <p>Teacher will play tingo, tingo-tango with all students, the student that get the object will have to create a sentence and write it on the board (Verbal-Linguistic Intelligence)</p>	<p>The aim is to practice superlatives.</p>
<p>Productio n and Feedback</p> <p>30</p>	<p>Students will be provided with a copy in which they will continue practicing superlatives. (Intrapersonal Intelligence)</p> <p>Teachers will paste images on the</p>	<p>The aims it that students produce sentences using superlatives.</p>

	board that students need to use to create a short text, at least 3 sentences (Verbal-Linguistic Intelligence).	
Assessment: T. checks GVR and pronunciation on students' presentations		
Materials and resources: Small posters, markers, eraser, worksheets.		
Bibliography: https://www.tes.com/teaching-resource/superlative-adjectives-6137475		

Lesson plan number four

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 1 hour
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos.			

<p>Lectura:</p> <p>-Reconozco y sigo instrucciones sencillas si están ilustradas</p> <p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will differentiate the superlatives and comparatives</p>
<p>Specific objectives:</p> <p>Students will be able to identify the use of superlatives and comparatives</p> <p>Students will be able to use superlatives and comparatives in simple sentences</p>
<p>Topic: Superlatives and Comparatives</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize how are used the comparatives and superlatives</p>	<p>Doing</p> <p>To relate comparatives and superlatives with its function in the daily life</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p>
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		To respect my partners and help them.
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Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):

Grammar:

Adjectives like: Beautiful, tall, ugly, short, small, clean, dirty, big, thin, intelligent, fat, bad, good, smart, old, young, funny, etc.

Integrated Skills:

Grammar, Writing/Reading and Listening/Speaking.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 10-15	<p>Teacher will greet students, will review the date and the weather.</p> <p>Teacher will practice class rules with students and ask students about the topic reviewed in the previous class.</p> <p>Teacher will give some papers with adjectives to make couples, and every</p>	<p>The aim is to practice the difference between comparatives and superlatives.</p>

	<p>couple is going to go to the board and write a sentence using comparative and another one using superlative.</p> <p>(Interpersonal Intelligence and Verbal-Linguistic Intelligence)</p>		
<p>Presentat ion 15-20 min</p>	<p>Teachers will put a song to students listen and complete the lyrics with adjectives they think. (Musical Intelligence)</p>	<p>The aim is to show students how superlatives and comparatives are used.</p>	
<p>Practice 15 min</p>	<p>Students will be provided with a copy in which they will continue practicing superlatives and comparatives. (Intrapersonal Intelligence)</p>	<p>The aim is to practice superlatives and comparatives.</p>	
<p>Productio n and Feedback 15 min</p>	<p>Teachers will give to a group of 4 students an image of a place around the world that students need to use to create a short text, at least 3 sentences.</p> <p>(Interpersonal Intelligence and Verbal-Linguistic Intelligence)</p>	<p>The aims it that students can build a text using superlatives and comparatives.</p>	
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' presentations</p>			

Materials and resources:

Pieces of paper, markers, eraser, Pictures, speakers, worksheets.

Bibliography:

https://en.islcollective.com/resources/printables/worksheets_doc_docx/comparatives_and_superlatives_easy/comparison-comparative-and/95908

<https://www.youtube.com/watch?v=Izk-NyGHWqU>

Lesson plan number five

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 1 hour
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of Saxon genitive</p>
<p>Specific objectives:</p> <p>Students will be able to identify Saxon genitive</p> <p>Students will be able to use Saxon genitive</p>
<p>Topic: Saxon genitive</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize saxon genitive</p>	<p>Doing</p> <p>To relate saxon genitive and its function in the daily life</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p>		

Grammar: Saxon genitive

Integrated Skills:

Grammar, Listening/Speaking, Writing/Reading.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 10 min	Teacher will greet students, will review the date and the weather. Teacher will write the topic on the board. To introduce the topic teachers will paste images on the board with examples of Saxon genitive such as Pets' Shop and will ask students about their meaning. (Spatial Intelligence)	The aim is to introduce the topic
Presentat ion 15-20 min	Teacher will explain while write in the board how apostrophe is used as possessive, then teachers will provide them with examples in some posters	The aim is to explain how Saxon genitive is used.

	that are going to be pasted around the classroom. (Spatial Intelligence)		
Practice 15 min	Teacher will give students pieces of paper with that they need to use in order to create sentences with Saxon genitive. (Verbal-Linguistic Intelligence)	The aim is to practice how Saxon genitive is used	
Production and Feedback 15min	Students will be provided with a photocopy in which they need to match images with the Saxon genitive (Intrapersonal Intelligence)	The aim is to review how students relate Saxon genitive in their daily life.	
Assessment:			
T. checks GVR and pronunciation on students' presentations			
Materials and resources:			
Markers, eraser, pieces of papers, pictures, posters.			
Bibliography:			
https://en.islcollective.com/resources/printables/worksheets_doc_docx/possession_saxon_genitive_s/possessives-possession-saxon/41798			

Lesson plan number six

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura:			

<p>-Reconozco y sigo instrucciones sencillas si están ilustradas</p> <p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will be able to use the possessive pronouns</p>
<p>Specific objectives:</p> <p>Students will be able to identify the possessive pronouns</p> <p>Students will be able to make sentences with the possessive pronouns</p>
<p>Topic: Possessive Pronouns</p>

PERFORMANCE INDICATORS

Knowing	Doing	Being
<p>To recognize how are used the possessive pronouns</p>	<p>To relate possessive pronouns and its function in the daily life</p>	<p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
<p>Contents (Vocabulary / grammar / pronunciation / intercultural-sociolinguistic):</p> <p>Vocabulary: Mine, yours, theirs, ours, us, hers, his, etc.</p>		

Integrated Skills:

Grammar, listening/speaking, Reading/Writing

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 10-15	Teacher will greet students, will review the date and the weather. Teacher will review class rules with students. Teachers will ask students about the topic reviewed in the previous class. Teachers will be provided to students with some pictures in order to introduce the topic. (Spatial Intelligence)	The aim is to introduce possessive pronouns topic.
Presentation	Teachers will explain the rules for the use of possessives and then, teacher will create sentences with	The aim is to show students how possessive pronouns are used.

15-20 min	student's participation, and we are going to make 4 groups to play Pictionary. (Interpersonal Intelligence and Spatial Intelligence)	
Practice 30 min	Teachers will give a list of some objects that each group need to find around the class and in their bags, later on, they are going to create a sentence with each object. . (Interpersonal Intelligence and logical-mathematical Intelligence)	The aim is to practice possessive pronouns.
Production and Feedback 30	Students will listen to a song and complete the lyrics with some possessives. (Musical Intelligence) Teachers will play black magic to identify their knowledge with the topic. (Logical-mathematical Intelligence)	The aims it that students produce sentences using possessive pronouns.
Assessment:		
T. checks GVR and pronunciation on students' presentations		
Materials and resources:		
Speakers, markers, eraser, flashcards with objects, pieces of paper.		

Bibliography:

<https://busyteacher.org/22527-im-yours-by-jason-mraz.html>

Lesson plan number seven

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of identify indefinite pronouns.</p>
<p>Specific objectives:</p> <p>Students will be able to identify indefinite pronouns.</p> <p>Students will be able to use indefinite pronouns with the personal pronouns.</p>
<p>Topic: Indefinite pronouns</p>

PERFORMANCE INDICATORS

Knowing	Doing	Being
<p>To recognize indefinite pronouns with the personal pronouns.</p>	<p>To relate indefinite pronouns and personal pronouns with its function in the daily life</p>	<p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>

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Grammar: Identify indefinite pronouns.

Vocabulary: Someone, somebody, anyone, anybody, everything, something, anything,

Integrated Skills:

Self-evaluation: development of application exercises, oral and written evaluations, review of notebooks and activity folder.

Co-evaluation: performance in the area at individual and group level.

Self-evaluation: carrying and proper use of own and other students' school supplies

Active participation in the development of self-reflection activities about their performance as a person in the area.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 20	Teachers will greet students, will review assistance, then teachers will review date and weather.	The aim is to introduce the indefinite pronouns.

	<p>Teacher will ask students to make a round table and will play with a “pirinola” which is an object with six sides, each side has indefinite pronouns; teacher will throw the prinola and will use it to introduce the topic (Kinesthetic intelligence)</p>	
<p>Presentat ion 30 min</p>	<p>Teachers will paste on the board the indefinite pronouns that will be used in the class, they will explain the use of it and write examples on the board.</p> <p>Then teacher will remind previous class topic “possessive pronouns and possessive adjectives.” by drawing a little chat in the board (Visual-Spatial Intelligence)</p>	<p>The aim is to present the new topic and review the previous one.</p>
<p>Practice 40</p>	<p>Teacher will ask students to stand up and make 4 lines to play broken phone using sentences with indefinite pronouns , possessive pronouns and possessive adjectives, the first person in the line needs to write what he</p>	<p>The aim is to practice the indefinite pronouns.</p>

	<p>understood on the board. (Kinesthetic intelligence and Verbal-Linguistic Intelligence)</p> <p>Teacher will ask students to sit down in the floor and will explain the practice, which will consist on sentences said by the teacher like (Show me something red) students need do it. (Kinesthetic intelligence)</p> <p>Then, teacher will paste around the class pieces of paper with sentences, the texts will have indefinite pronouns; in the activity teacher will divide the group in pairs, one of the students from the pair needs to stand up, choose a piece of paper, go to it and return to his partner to dictate what the text says. (Verbal-Linguistic Intelligence)</p>	
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<p>Production and Feedback</p> <p>20-25 min</p>	<p>Teachers will provide students with a worksheet that should be solved alone, it includes exercises with indefinite pronouns, possessive pronouns and a word search.</p> <p>(Intrapersonal Intelligence)</p>	
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' presentations</p>		
<p>Materials and resources:</p> <p>Markers, Pirinola, Board, worksheet.</p>		
<p>Bibliography:</p> <p>https://buscapalabras.com.ar/crear-sopa-de-letras.php</p>		

Lesson plan number eight

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of identify indefinite pronouns and possessive adjectives.</p>
<p>Specific objectives:</p> <p>Students will be able to identify indefinite pronouns and personal pronouns.</p> <p>Students will be able to use indefinite pronouns and personal pronouns.</p>
<p>Topic: Indefinite pronouns and Possessive adjectives</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize the use of indefinite pronouns and possessive adjectives.</p>	<p>Doing</p> <p>To relate indefinite pronouns and possessive adjectives with its function in the daily life</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
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<p>Grammar: Identify indefinite pronouns and possessive adjectives.</p> <p>Vocabulary: His, her, its, our, their, someone, somebody, anyone, anybody, everything, something, anything.</p>		
<p>Integrated Skills:</p> <p>Self-evaluation: development of application exercises, oral and written evaluations, review of notebooks and activity folder.</p> <p>Co-evaluation: performance in the area at individual and group level.</p> <p>Self-evaluation: carrying and proper use of own and other students' school supplies</p> <p>Active participation in the development of self-reflection activities about their performance as a person in the area.</p>		
<p>Procedure, interaction patterns and timing:</p>		
<p>Stage, interaction pattern, timing</p>	<p>Activity Description</p>	<p>Stage aim</p>
<p>Warm-up 15 min</p>	<p>Teachers will greet students, will review assistance, then teachers will review date and weather.</p> <p>Teacher will divide the group into 4 small groups to play “Charadas” with</p>	<p>The aim is to introduce the indefinite pronouns.</p>

	the words about the topic. (Visual-Spatial Intelligence)	
Presentat ion 15 min	Teachers will continue with the worksheet to practice both topics and answer some questions about it. (Intrapersonal Intelligence)	The aim is to present the new topic and review the previous one.
Practice 15 min	Students will have pieces of paper with the words to change the subject in the phrases written in the board. (Verbal-Linguistic Intelligence)	The aim is to practice the indefinite pronouns.
Productio n and Feedback 15 min	Teachers will provide a list of some objects and people that they need to draw to recognize the difference between an object and person in the possessive adjectives. (Visual-Spatial Intelligence)	The aim is to reinforce the information given and check the results.

Assessment:

T. checks GVR and pronunciation on students' activities

Materials and resources:

Markers, worksheet, pieces of paper.

Bibliography:

<https://study.com/academy/lesson/indefinite-pronoun-lesson-plan.html>

Lesson plan number nine

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 1 hour
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of identify indefinite pronouns and personal pronouns.</p>
<p>Specific objectives:</p> <p>Students will be able to identify the different reflexive pronouns.</p> <p>Students will be able to use reflexive pronouns.</p>
<p>Topic: Reflexive pronouns</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize the use of reflexive pronouns.</p>	<p>Doing</p> <p>To relate reflexive pronouns with the daily routine.</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participle in the activities.</p> <p>To respect my partners and help them.</p>
<p>Grammar: Identify reflexive pronouns</p> <p>Vocabulary: Himself, itself, themselves, yourself, myself, herself, ourselves.</p>		
<p>Integrated Skills:</p>		

Self-evaluation: development of application exercises, oral and written evaluations, review of notebooks and activity folder.

Co-evaluation: performance in the area at individual and group level.

Active participation in the development of self-reflection activities about their performance as a person in the area.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
<p>Warm-up 10 min</p>	<p>Teachers will greet students, will review assistance, then teachers will review date and weather.</p> <p>Teacher will give pieces to some students with the reflexive pronouns. Then teacher will introduce the topic by providing examples like (what do you see when you see yourself at the mirror?) and will ask students about the possible word taking into account the words they have. (Verbal-Linguistic Intelligence)</p>	<p>The aim is to introduce the reflexive pronouns.</p>

<p>Presentat ion</p> <p>10 min</p>	<p>Teachers will draw a chart on the board with the subjects and each reflexive pronoun explaining their use and rules. (Visual-Spatial Intelligence)</p>	<p>The aim is to make known the different uses of the reflexive pronouns.</p>
<p>Practice</p> <p>20 min</p>	<p>Students will have bond papers to paint a story based on the phrases teachers will give them. (Visual-Spatial Intelligence)</p>	<p>The aim is to practice the reflexive pronouns.</p>
<p>Productio n and Feedback</p> <p>20 min</p>	<p>Students should present and explain the story to the rest of the group. (Verbal-Linguistic Intelligence)</p>	<p>The aim is to reinforce the information given and check the results.</p>
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' activities</p>		
<p>Materials and resources:</p> <p>Markers, pieces of paper, bond paper, paintings, and paintbrushes.</p>		
<p>Bibliography:</p> <p>https://sites.google.com/site/americanweddingforjuniors/2b-exercise-for-reflexive-pronouns</p>		

Lesson plan number ten

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of identify all the different pronouns.</p>
<p>Specific objectives:</p> <p>Students will be able to identify indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns.</p> <p>Students will be able to use indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns.</p>
<p>Topic: Indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns.</p>

PERFORMANCE INDICATORS

Knowing	Doing	Being
<p>To recognize indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns.</p>	<p>To relate indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns with its function in the daily life</p>	<p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>

Grammar: Indefinite pronouns, possessive pronouns, possessive adjectives and reflexive pronouns

Vocabulary: His, her, its, our, their, someone, somebody, anyone, anybody, everything, something, anything, myself, herself, himself, themselves ourselves, themselves.

Integrated Skills:
Listening/Speaking and Grammar

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 10-15 min	Teachers will greet students, will review assistance, later, teachers will review date and rules of the classroom and then, they need to move to the lab room.	The aim is to introduce the activities and the way to participate on them.
Presentation 40 min	Teachers will present a segment of a movie “Rio” and the students need to complete the worksheet based on it. (Musical Intelligence)	The aim is to review the previous topics.

<p>Practice 40 min</p>	<p>The students should log in the page called “Kahoot” to play a game, it consists on different questions with multiple answers which they have to choose the correct one as a competence. (Kinesthetic intelligence and Intrapersonal Intelligence)</p>	<p>The aim is to clarify doubts and mistakes.</p>
<p>Production and Feedback 20-25 min</p>	<p>All the group should participate in a game shown in the Video Beam while student by student go to the Store to ask for the prize with the bills. (Kinesthetic intelligence)</p>	<p>The aim is to reinforce the information given and check the results.</p>

Assessment:

T. checks GVR and pronunciation on students’ presentations

Materials and resources:

Worksheets, Computer, Internet, Speakers.

Bibliography:

<https://kahoot.it/>

<http://www.carmenlu.com/first/grammar/possessives14.html>

<https://moviesegmentstoassessgrammargoals.blogspot.com/2014/10/rio-possessive-adjectives-prepositions.html?m=1>

Lesson plan number eleven

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 2 hours
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the role of identify reflexive pronouns.</p>
<p>Specific objectives:</p> <p>Students will be able to identify the different reflexive pronouns.</p> <p>Students will be able to use reflexive pronouns.</p>
<p>Topic: Reflexive pronouns</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize the use of reflexive pronouns.</p>	<p>Doing</p> <p>To relate reflexive pronouns with the daily routine.</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participle in the activities.</p> <p>To respect my partners and help them.</p>
<p>Grammar: Identify reflexive pronouns</p> <p>Vocabulary: Himself, itself, themselves, yourself, myself, herself, ourselves.</p>		
<p>Integrated Skills:</p>		

Self-evaluation: development of application exercises, oral and written evaluations, review of notebooks and activity folder.

Co-evaluation: performance in the area at individual and group level.

Active participation in the development of self-reflection activities about their performance as a person in the area.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
Warm-up 20 min	<p>Teachers will greet students, will review assistance, then teachers will review date and weather.</p> <p>Also, the students are going to have some incomplete phrases and others have the missing part. They should look for the correct partner.</p> <p>(Interpersonal Intelligence)</p>	The aim is to introduce the reflexive pronouns.
Presentation 30 min	The class is going to be divided into 4 groups to create the story they want to draw according to the phrases	The aim is to make known the different uses of the reflexive pronouns.

	given to them. (Visual-Spatial Intelligence and Intrapersonal Intelligence)	
Practice 40 min	Students will have bond papers to paint a story based on the phrases teachers will give them. (Visual-Spatial Intelligence)	The aim is to practice the reflexive pronouns.
Production and Feedback 30 min	Students should present and explain the story to the rest of the group. (Verbal-Linguistic Intelligence)	The aim is to reinforce the information given and check the results.
Assessment:		
T. checks GVR and pronunciation on students' activities		
Materials and resources:		
Markers, pieces of paper, bond paper, paintings, and paintbrushes.		
Bibliography:		
https://sites.google.com/site/americanweddingforjuniors/2b-exercise-for-reflexive-pronouns		

Lesson plan number twelve

PEDAGOGICAL PRACTICE & PROFESSIONAL PRACTICE I & II

LESSON PLAN FORMAT

GENERAL INFORMATION

Teacher: Ana Maria Palacios Rojas Juan Sebastián Cifuentes	School I.E. Ciudadela del Occidente	Grade: 7	Duration in hours: 1 hour
Standards: Escucha: -Entiendo cuando me saludan y se despiden en ingles -Reconozco comandos en inglés y reacciono de forma no verbal. -Sigo instrucciones relacionadas con actividades en clase y mi comportamiento. -Comprendo canciones, rimas, y rondas infantiles, y lo demuestro con movimientos y gestos. Lectura: -Reconozco y sigo instrucciones sencillas si están ilustradas			

<p>Conversación:</p> <p>Respondo a saludos y despedidas.</p>
<p>Objective based on language functions: At the end of this lesson students will recognize the use of the different demonstrative pronouns.</p>
<p>Specific objectives:</p> <p>Students will be able to identify the demonstrative pronouns.</p> <p>Students will be able to use demonstrative pronouns to relate an object.</p>
<p>Topic: Demonstrative pronouns</p>

PERFORMANCE INDICATORS

<p>Knowing</p> <p>To recognize the use of demonstrative pronouns.</p>	<p>Doing</p> <p>To relate demonstrative pronouns with the daily routine.</p>	<p>Being</p> <p>To respect and listen to what the teacher is saying.</p> <p>To participate in the activities.</p> <p>To respect my partners and help them.</p>
<p>Grammar: Demonstrative pronouns</p> <p>Vocabulary: This, that, these, those.</p>		
<p>Integrated Skills:</p>		

Self-evaluation: development of application exercises, oral and written evaluations, review of notebooks and activity folder.

Co-evaluation: performance in the area at individual and group level.

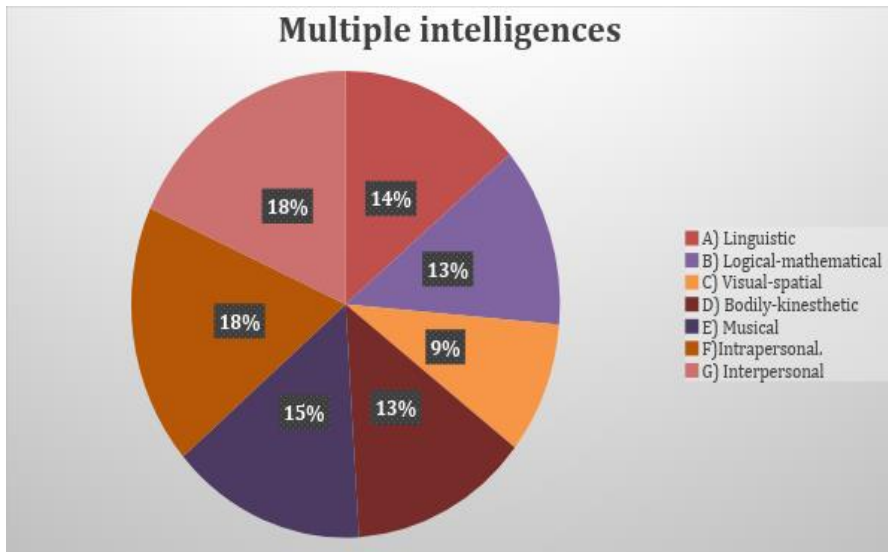
Active participation in the development of self-reflection activities about their performance as a person in the area.

Procedure, interaction patterns and timing:

Stage, interaction pattern, timing	Activity Description	Stage aim
<p>Warm-up 10 min</p>	<p>Teachers will greet students, will review assistance, then teachers will review date and weather.</p> <p>Teacher will introduce the topic by providing examples and Teacher will ask students to stand up and move to one side of the class. Then he will put things in 3 different desks and will introduce the topic asking questions such as What is this?</p> <p>What is that? (Verbal-Linguistic Intelligence)</p>	<p>The aim is to introduce the demonstrative pronouns.</p>

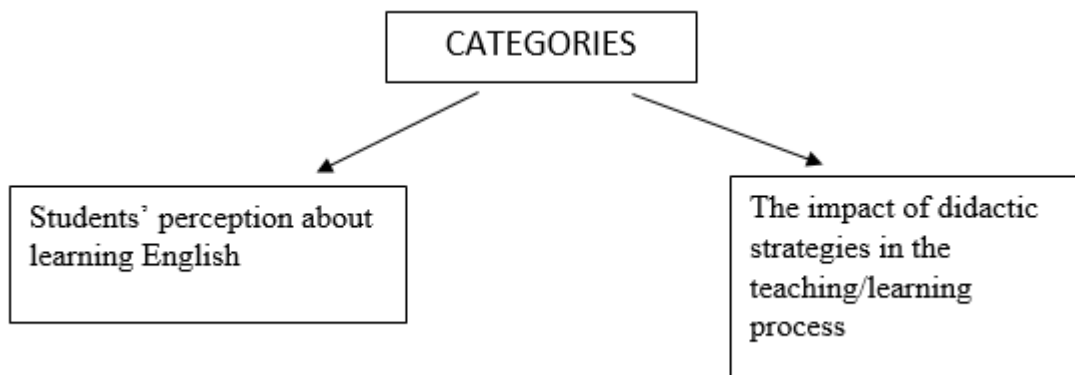
<p>Presentat ion</p> <p>10 min</p>	<p>Teachers will give some pieces of paper to divide the group into 4 groups and work in a presentation explaining every pronoun. (Interpersonal Intelligence and Verbal-Linguistic Intelligence)</p>	<p>The aim is to make known the different uses of the demonstrative pronouns.</p>
<p>Practice</p> <p>20 min</p>	<p>Students will present the different sentences and examples group by group to the rest of the class. (Verbal-Linguistic Intelligence)</p>	<p>The aim is to practice the demonstrative pronouns.</p>
<p>Productio n and Feedback</p> <p>20 min</p>	<p>Students will have a worksheet to work on it. (Intrapersonal Intelligence)</p>	<p>The aim is to reinforce the information given and check the results.</p>
<p>Assessment:</p> <p>T. checks GVR and pronunciation on students' activities</p>		
<p>Materials and resources:</p> <p>Markers, pieces of paper, worksheets.</p>		
<p>Bibliography:</p> <p>http://grammar.yourdictionary.com/parts-of-speech/pronouns/what-is-a-demonstrative-pronoun.html</p>		

Graphic 4
Multiple intelligence test's results



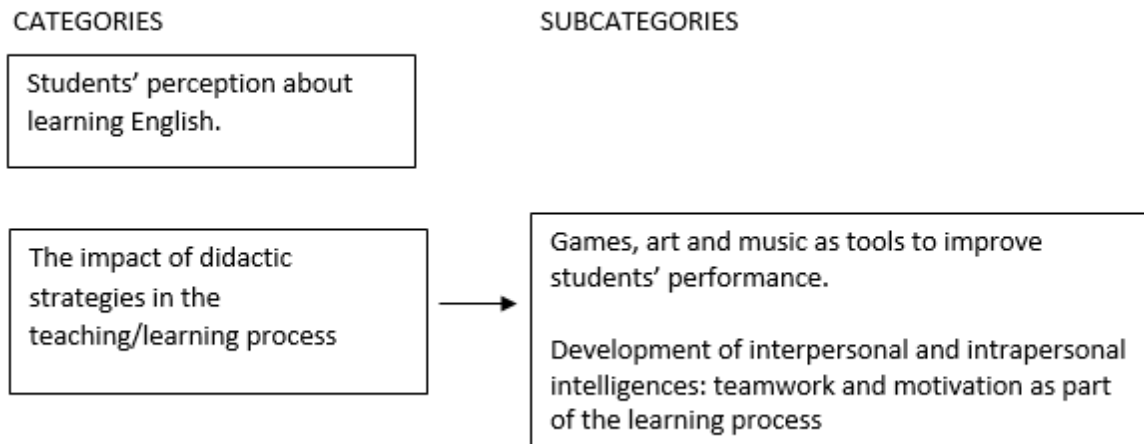
Graphic 1 – Multiple intelligence test's results

Graphic 5
Scheme of categories identification



Graphic 2 - Scheme of categories identification.

Graphic 6
Scheme of categories and subcategories



Graphic 3. Scheme of categories and subcategories.

Table 3
Timetable

	Aug 1-15	Aug 16- 30	Sept 1-15	Sept 16- 30	Oct 1-15	Oct 16- 31	Nov 1-15
Informed assent	x						
Informed consent	x						
Class observation Format		x					

Students' interview			x				
Lesson plan format for the pedagogical intervention				x	x	x	x
Multiple Intelligences Test			x				

Table 1 - Timetable

*Table 4
Plan for the implementation of the didactic strategies*

TOPIC	OBJECTIVE	DESCRIPTION OF THE ACTIVITIES
Comparatives	To relate comparatives and its function in the daily life	Teachers will divide the group in couples and will provide students with cuts of magazines, and objects; by couples they need to create two sentences using comparatives and write them down in the notebooks. (Verbal-Linguistic Intelligence and Interpersonal Intelligence)

Superlatives	To recognize how are used superlatives	Teachers will bring pieces of paper with examples of superlatives to recognize the characteristics in the students inside the classroom, like the game called “King and Queen” (Logical-Mathematical Intelligence).
Saxon genitive	To identify the correct uses of Saxon genitive	Students will be provided with a photocopy in which they need to match images with the Saxon genitive (Intrapersonal Intelligence)
Possessive Pronouns	Students will be able to make sentences with the possessive pronouns	Teachers will give a list of some objects that each group need to find around the class and in their bags; later on, they are going to create a sentence with each object. . (Interpersonal Intelligence and logical-mathematical Intelligence)
Indefinite pronouns and possessive adjectives.	To set up the differences and purposes of the topic.	Teacher will ask students to stand up and make 4 lines to play broken phone using sentences with indefinite pronouns and possessive adjectives, the first person in the line needs to write what he/she understood on the board.
Reflexive pronouns	To know the subjects and its reflexive pronoun.	Teacher will divide the group into 4 small groups to play “Charadas” with the words about the topic.

<p>Demonstrative pronouns</p>	<p>To understand the meaning of the different kind of demonstrative pronouns.</p>	<p>Teachers will give some pieces of paper to divide the group into 4 groups and work in a presentation explaining every pronoun.</p>
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Table 2 - Plan for the implementation of the didactic strategies