

# UNIVERSIDAD ANTONIO NARIÑO



Teaching a foreign language through the multiple intelligences. An attempt for improving the English language level in sixth grade students from Colegio Distrital Gustavo Restrepo.

**César Augusto Márquez Fandiño**

**Bogotá, Mayo 01 2016**

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Teaching a foreign language through the multiple intelligences. An attempt for improving the English language level in sixth grade students from Colegio Distrital Gustavo Restrepo.

Trabajo de grado que se presenta como requisito para obtener el título de:

**Licenciado en Lengua Castellana e Inglés.**

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**Bogotá, Mayo 01 2016**

## RESUMEN

Esta investigación tiene como finalidad demostrar el impacto positivo al implementar estrategias creativas de enseñanza aprendizaje dentro de la clase de inglés como lengua extranjera en contraste con el método tradicional. Para la realización de este trabajo se tomó como muestra un curso de grado sexto en el colegio distrital Gustavo Restrepo ubicado en la Localidad Rafael Uribe en Bogotá, cuyo grupo constaba de 29 niños de entre 12 y 14 años.

Las principales variables identificadas por el autor de la investigación fueron un nivel de lengua por debajo del estándar requerido por el Ministerio de Educación Nacional y poco interés por la clase. Teniendo en cuenta estos factores, se aplicó un enfoque cualitativo y las principales técnicas de investigación aplicadas fueron el aprendizaje significativo de Ausubel(1983), la teoría de las inteligencias múltiples de Gardner (1989), la investigación para la acción de Nunan(2006) y el acercamiento a la comunicación de Richard and Rogers (2014). Los resultados preliminares mostraron tres inteligencias predominantes en el aula (visual, lingüística y corporal) y basándose en éstas, el autor de la investigación diseñó una serie de talleres en donde se procuró incrementar no solo el nivel de lengua sino también el interés en la materia misma mediante la estimulación de las inteligencias encontradas. Luego de las implementaciones se obtuvo como resultado que los estudiantes no solo aprendieron el enfoque de las inteligencias múltiples sino que además su interés y motivación por la clase se incrementaron de manera significativa.

**PALABRAS CLAVES:** Inteligencias múltiples, comunicación, competencias, habilidades, destrezas comunicativas.

## **ABSTRACT**

This research aims at demonstrating the positive impact of implementing creative teaching strategies in class learning English as a foreign language. To carry out this research a sampled sixth grade group from the Colegio Distrital Gustavo Restrepo located in the Rafael Uribe locality in Bogotá, this group consisted of 29 children aged between 12 and 14 years.

The main variables identified by the author of the research were a language level below the standard required by the Ministry of National Education and little interest in the class itself. Taking into account these factors, a qualitative approach was applied and the main research techniques applied were meaningful learning of Ausubel (1983), the multiple intelligences theory of Gardner (1989), action research of Nunan (2006) and the communicative approach of Richard and Rogers (2014). Preliminary results showed three dominant intelligences in the classroom (visual, linguistic and kinesthetic) based on these; the author of the research designed a series of workshops where the main effort was to increase not only the student's language level but also the interest in the subject as well by stimulating the intelligences found. After the implementations, it could be shown that students not only learned best with the multiple intelligences approach but also, their interest and motivation within the class increased significantly.

**KEY WORDS:** multiple intelligences, communication, competences, abilities, communicative attitudes.

## **DEDICATORY**

I dedicate this monograph to the most important people who always believe in me, who support me and give me the strength needed when I felt weak and lost. To the Lord of the blue sky who lets me run my race in the best way and who blesses me every single day. To my mother who is my biggest inspiration to continue fighting and my beloved wife who always pushes me to be the best.

## **THANKNESS**

There many important people who supported and gave the tools I needed to accomplish this research. The one who stays in the sky because He gave the knowledge and patience to keep with my work, my family who provided me moral and spiritual support, my wife who was next to me in all my adventures, my dedicated teachers who gave the precise tools and who leaded me through the path of success.

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## 1. STATEMENT OF THE PROBLEM

Based on the studies about the English communicative approach, on how to apply the multiple intelligences theory in schools, and taking into account the teaching experience, I observed some classes at Colegio Distrital Gustavo Restrepo, located in the Rafael Uribe locality, specifically to the sixth grade students. Form observation the following situation was found:

Although the school counted with a special “bilingualism room” this was not properly adequate to help the students in their English language learning process, there was only an old computer without speakers, a video beam in bad conditions, a shelf full of dictionaries, old books and audio material that was not used at all. Besides, the classes were taught most of the time in Spanish and these ones were based on the translation method. During the class observation, I noticed lack of the students’ interest or participation in class, also their English level was basic.



Most of the time, they could not neither follow a simple instruction nor follow a complete idea presented by the room teacher.

Regarding this situation, it was necessary to attempt a different teaching methodology in the classroom in order to obtain better results not only in the teaching-learning process but also in the way of taking the class itself. At this point, the resultant question emerged, How to improve English level applying the multiple intelligence theory in the Gustavo Restrepo sixth grade students?

### ***1.1 Investigation line***

This research was developed under the “Human and Language Development” line; taking into account its main purpose that tries to achieve the way of how human beings create, develop and improve not only their language but also their behavior. This research presents a creative strategy in the teaching process based (in this specific case) on applying multiple intelligences and the communicative approach as tools to improve the English level in the students.

It is necessary to take into account the teachers’ role inside the classroom. They are called to be not the ones who got the absolute knowledge, instead, they become facilitators and promoters of new challenges and discovers inside the classroom, and this would be found if the teacher would change the daily teaching routines.

## **1.2 STUDY OBJECT AND FIELD INTERVENTION**

### ***1.2.1 Population description***

The school is located at Rafael Uribe district, specifically, on street 28 South No. 14-51, in Gustavo Restrepo neighborhood. The sample students were twenty-nine children between 11

and 14 years old and all of them were in sixth grade. The entry test was applied; and their proficiency level was binging according to CEF standard. I made a sixth grade test talking about the vocabulary that these students should handle at that moment; as a result, I could notice that it was low level. Even some of the students during the evaluation asked me to let them use the dictionary since the homeroom teacher allowed to do it all the time. When I asked the teacher about that, she confirmed this arguing that this was the only way to “keep them quiet”. After talking with the homeroom teacher about their lives and behaviors inside and outside the classroom, common factors among them appeared; it could be mentioned the violent environment they are daily exposed, their social living conditions and their broken family circle. Besides, during the research it could be evidenced different situations in which some of them were involved like gangs’ fights and a strong presence of bullying around the school. Children must be strong and create their own lifestyle system in order to keep themselves safe.

### **1.3 BAKCGROUND**

#### ***Visual intelligence in order to improve the vocabulary in students of San Angel school grade 1<sup>st</sup>.***

This research allowed confirming the effectiveness of the learning process of a second language trough visual helps managing stimulation on the visual intelligence in the students of first grade in San Angel School. It was leaded by (Escorcia,2013) in where a diagnostic test based on multiple intelligences theory (Gardner, 1990) was applied, that test allowed to evidence which kind of intelligence are developed by the students in order to start working on optimizing the English language learning. After the test application it was evident that the students of first grade answered and applied

satisfactorily visual perception activities. According to the research, it was evident, the association of previous concepts (Ausubel, 1986) in their foreign language(English in this case) with new concepts in their mother language; improving the new vocabulary comprehension acquired on English speaking. The visual material used during the class development, permitted that the students could acquire concepts in the classes in order to origin an oral production during the sessions that allow the introduction that should have the students of English as a second language. (Escorcía, 2013, b).

### ***Multiple Intelligences Theory on Educational practice in Preschool Education.***

This research presented the results of the application of curricular proposal based on Gardner's theory inside a local school in Costa Rica, in this research the sample taken was a preschool group with children between 5 and 6 years old and this research took 31 sessions for being implemented.

This investigation was interesting because it was developed according the action research methodology and after some parents, teachers and students' interviews it could be identify, develop and increased the students' intelligences taking the game as basic tool of work. One of the main findings in this research was that to work with MI teachers must know, stimulate, and promote students' skills and abilities; also it was necessary to create better and adequate environments in order to achieve the best learning process. (Paniagua & Umaña, 2006).

### ***Multiple Intelligences in the classroom.***

This research reported the situation of multiple intelligences theory at UPEL IPC (Universidad Pedagógica Experimental Libertador Instituto Pedagógico de Caracas for its initials in Spanish) in where the teachers did not take the MI into account although they knew this theory and how it worked, and the students stated that in any subject they were not instructed in anything about this in order to be used in instructional situations.

The diagnosis got some theoretical contributions to generate a proposal to plan courses, workshops and activities related to apply this theory inside the classrooms. This research took as a sample 14 teachers from educational science PhD., and 50 students, all of them between 22 and 26 years old. This research was focused on the action research and after the interviews and class's observations; a pedagogical proposal was designed in order to improve the teacher methodologies. In this research it could not been demonstrated the findings due to it was a newborn process inside the university but it was established that it was a positive beginning for increasing the MI inside the classroom. (Guzman & Castro, 2006)

## **1.4 PROBLEMATIC SITUATION DEFINITION**

After the first class observation, I could notice there was no motivation at all from the students in the English class; they submerged into the translation method. Besides that, no resource or teaching technique allowed students to interact, or to present themselves as individuals.

Another issue that called my attention was that the English classes were taught most of the time in Spanish in order to make students understand not only the topics but also the instructions given by the teacher in charged. Besides the English written and oral production were as low as the listening comprehension, and there was no interaction among them.

After the MI test application (Gardner, 1989) students started to show even more and more interest in the classes and their participation also increased as well; different activities were presented in order to work with the intelligences presented in the results (visual, kinesthetic and linguistics).

It is relevant to remember that every new concept of vocabulary presented to the students must be work from different stages or strategies in order to make the click on students' minds creating not only motivation but also desire of learning.

Finally, and taking this situation in mind, an absolute question was presented as the trigger which started with this research.

How to improve English language level applying the multiple intelligence theory in students of Gustavo Restrepo school sixth grade?

## **1.5 JUSTIFICATION**

This research is as an opening in the horizon of the new methodologies and theories that English teachers at Gustavo Restrepo school may use to accomplish their final goal: To teach the English language as an effective tool to communicate and express ideas.

Besides, this research tries to demonstrate the utility of Multiple Intelligences Theory inside the English class. It is mandatory to understand what intelligence is, and how it works in students' minds. If a teacher is able to see beyond his/her daily classroom routines, and what is apparently correct with the process of teaching and learning, he/she will be able to achieve more than it is expected and needed from the students by applying the Multiple Intelligences Theory.

Howard Gardner presented his concept of intelligence as the "capacity of solving problems or the capacity of creating products that become valuable for specific cultural environments" (Gardner,1993). it means that, intelligence processes go further in the procedure

of collecting and analyzing data because at the moment of face a specific situation, human beings connect an precise part of the brain in order to obtain the best results during this processes, in other words, a specific type of intelligence takes part on the main collecting and analyzing data situation.

Taking into account this, when teachers know what kind of intelligences their students have, his/her job becomes easier and even more fascinating.

## **1.6 OBJECTIVES**

### ***1.6.1 GENERAL OBJECTIVE***

To reinforce the English language level in sixth grade students from Gustavo Restrepo School by applying three of the multiple intelligence theories (spatial, body-kinesthetic, and linguistic) parallel to this, teachers reinforce learners' communicative language abilities by implementing activities based on MI theory.

### ***1.6.2 SPECIFIC GOAL***

To identify the predominant student's intelligences.

To design and implement specific teaching material such as, videos, flashcards, workshops, etc. based on the multiple intelligences theory.

The training effects in students' proficiency according to the intelligences found in order to verify students' progress by this teaching-learning process in the classroom.

To provide opportunities for authentic learning based on students' needs, interests and talents.

## 2. THEORETICAL REFERENCES

### 2.1 *DISCIPLINAR FRAMEWORK*

#### *ELT in Colombia*

It is already known that in our country the education system has been changing in order to reach higher and better learning goals, besides, several methodologies and strategies have been included in the school curriculum always attempting new horizons in all about teaching and learning process aiming at placing learners into a qualified level of proficiency. Taking into account this, I tried to apply some methodologies that I considered could also help to find an easier way to improve students' language level. After observing some English lessons in the school, while I was performing my practice I started to implement the Multiple Intelligences theory presented by Howard Gardner and made emphasis on the communicative approach obtaining some interesting results.

Taking into account that our country has been working really hard promoting the bilingualism, as it is already known, in late 2003 and early 2004 the national bilingualism program started (PNB) and its slogan was: *Inglés Como lengua extranjera: Una estrategia para la competitividad.*

Such a thing was really challenging because it would be necessary a lot of work and help from many educational fields and sectors. Finally, all the documents were set and the program began, but, in the process, many obstacles emerged and the government realized that it would be much more difficult than they believed at the beginning.

More and more researches were carried out, and nowadays the goal is not as clear as it supposed to be.

*En la actualidad el gobierno colombiano está tratando de implementar el programa Colombia Bilingüe”. El éxito de este tipo de iniciativas depende de varios factores, algunos de los cuales no están relacionados con políticas o con estándares, sino con factores y requisitos académicos que pueden estar siendo dejados a un lado. (Sánchez Solarte & Obando Guerrero, 2008).*

### ***Intelligence definition***

Robert J. Sternberg and Nathan Brody (Sternberg, R. J. & Brody, N. 2004; 16-33) define intelligence as the result of the combination four processes: comprehension, inventiveness, direction and criticism. Each one of these processes allow the individual to select, filter, categorize and keep all data to later on put it in practice according to the subject context. Regarding this, it could be said that children in schools are allow to collect information and reproduce it taking into account their own creativity and logic, in order, not only to interact learn and share experiences, but also to judge, accept or deny the information provided by teachers or even their own classmates.

According to Gardner’s intelligence definition (1989), this is the capacity if solving problems and creating valuable products for one culture or another. In contrast with the traditional method that is only centered on the cognitive aspects and taking out the personality, emotions, and cultural environment of the human being, Multiple Intelligences allows teachers to find appropriate tools and ways of teaching, by discovering and improving the student’s abilities. Taking into account that MI affect individuals differently this theory goes beyond and deeper than the traditional teaching and learning process. At the same time this theory offers an interesting and challenging teaching proposal.



### *The Multiple intelligences Theory*

The multiple intelligence theory represents a definition of human nature, from a cognitive perspective it means, how we perceive, how we are aware of things and how we accepted and internalize the things around us. (Gardner, 1983; 1993)

Howard Gardner presented seven specific intelligences: (Gardner, 1983; 1993)

Logical-Mathematical Intelligence, the ability to detect patterns, reason deductively and think logically. Most often associated with scientific and mathematical thinking. This intelligence is presented in abstract symbols and formulas, outlining, graphic organizers, number sequences, calculation, deciphering of codes, forcing of relationships, syllogisms and problem solving

Linguistic Intelligence, this is the ability to use language masterfully to express oneself rhetorically or poetically. Also allows one to use language as a means to remember information. This intelligence also develops different fields of knowledge such as reading, vocabulary, formal speech, Journal / diary keeping, creative writing, poetry, verbal discussions, jokes and jokes Impromptu speaking storytelling.

Spatial Intelligence, this is the ability to manipulate and create mental images in order to solve problems. Not limited to visual sight, Gardner noted that blind children possess spatial intelligence. The range of this intelligence follows this path: in guided imagery, during active imagination, with color schemes, through patterns/designs, by painting/drawing, in mind mapping and even during pretending, in sculpture and pictures.

Musical Intelligence, the ability to read, understands, and composes musical pitches, tones, and rhythms. (Auditory functions are required for a person to develop this intelligence in relation to pitch and tone, but it is not needed for the knowledge of rhythm.) When we talk about this intelligence, we refer to rhythmic patterns, vocal sounds/tones, musical

composition/creation, percussion vibrations and even humming, in environmental sounds, singing, tonal patterns and musical performance.

Bodily-Kinesthetic Intelligence, the ability to use one's mind to control one's bodily movements. This challenges the popular belief that mental and physical activities are unrelated. This intelligence takes place in folk/creative dancing, role playing, physical gestures, drama, martial arts, body language, physical exercise, mime, invention and sports games.

Interpersonal Intelligence, this is the ability to apprehend the feelings and intentions of others. We can say that this intelligence is shown during giving feedbacks, intuiting others' feelings, using cooperative learning strategies, communicating person to person, practicing empathy, dividing work, developing collaboration skills, receiving feedback, sensing others' motives and participating in group projects.

Intrapersonal Intelligence, this is the ability to understand one's own feelings and motivations. This shows during silent reflection methods, metacognition techniques, thinking strategies, emotional processing, "self-knowledge" procedures, practice of mindfulness, focusing/concentration skills, higher-order reasoning, complex guided imagery and centering practices.

Then he added three more that considered also important.

Naturalist - natural environment

Spiritual/Existential - religion and 'ultimate issues'

Moral - ethics, humanity, value of life

With these concepts in mind, it could be easier to lead the language acquisition process in a precise direction. It is now a matter of creativity, to learn as a teacher how to apply this theory in the classroom and how address the students' interests in the proper way of learning.

Now, how to improve knowledge levels if the students are not able to handle the right tools to communicate their ideas or thoughts?

That is the reason why the communicative approach enters to play an important role in the development of the class.

### ***Communicative approach***

Jack C. Richards and Theodore S. Rodgers in their book “Approaches and methods in language teaching” (Richards and Rodgers, 2014a) propose that every teacher must adapt his/her own method to his/her environment in order to obtain clear results, and goals that are more effective. The authors also claim that some principles must be considered a must for every PPK teachers: (Richards and Rodgers, 2014b).

- Engage all learners in the classroom.
- Make learners, and not the teacher, the focus of the lesson.
- Provide maximum opportunities for student participation.
- Develop learner’s responsibility.
- Be tolerant of learner’s mistakes.
- Develop learner’s confidence.
- Teach learning strategies.
- Respond to learner’s difficulties and build on them.
- Use maximum amount of student-to student activities.

Taking into account these principles now, a great tool helped and guided me through the teaching journey with these students. The reason why communicative approach is involved in this research is because students are constantly in touch with new cultures and they need to develop adequate competences to communicate among them and with the rest of this changing

world. If they are able to establish the basic fundamentals in a foreign language communication, new horizons and knowledge fields will open to them. Communicative language teaching brings to real-life situations and at the same time demands real communication processes. For this case, the teacher prepares a situation that students are likely to encounter in real life. Unlike the audio-lingual method of language teaching, which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real-life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

### ***Communicative approach in ESL teaching.***

A tool to articulate the MI with students' real contexts is the communicative approach which plays a really important role inside the classroom activities. Communicative approach puts more emphasizes on the use of language as a real, meaningful, interactive, and collaborative communication in order to make the communicative competence is the goal of language teaching. Through the four language skills both, productive skills (speaking and writing) and receptive skills (reading and listening) Multiple Intelligences and communicative approach can be successfully applied in the teaching learning process inside the classroom.

This ideas demand from the teacher another point of view to the class, the teacher is not only the one who speaks and who possess the entire knowledge instead, the teacher must be a facilitator, a creator of special learning environments and a motivator of curiosity. In this process students are taken as collective individuals who learn not only inside the classroom but also from outside.

Jack C. Richards (Richards, 2006) presents the communicative language with many references and purposes but the most important and relevant goal is view of being communicative competence that includes the following aspects of language knowledge:

- Knowing how to use language for a range of different purposes and functions.
- Knowing how to vary our use of language according to the setting and the participants (e.g., knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication).
- Knowing how to produce and understand different types of texts (e.g., narratives, reports, interviews, conversations).
- Knowing how to maintain communication despite having limitations in one's language knowledge (e.g., through using different kinds of communication strategies) (Richards, 2006).

Based on some important points it is necessary to give the chance to creative strategies that let students go deeper into their own abilities and put them in practice inside a context.

In most of the schools all the curriculum are supported merely in one or two intelligences, linguistics and mathematics, giving zero chance of exploring other possibilities for acquiring knowledge, that is the reason why students who are not good at linguistics or mathematics are not recognized and sometimes are left behind in the traditional teaching learning process.

Every single subject can be taught in many different interesting ways allowing the students to assimilate knowledge since their own perspectives, capacities and abilities, this theory also pursuit not only to prepare students for a changing and demanding world taking

into account that they will face different obstacles in life not only linguistics and mathematics ones.

At the same time when teachers recognize different intelligences inside the classroom he/she is recognizing the diversity of human beings.

## ***2.2 PEDAGOGICAL FRAMEWORK***

### ***Meaningful learning.***

Ausubel argues that student learning depends on the prior cognitive structure that relates to the new information should be understood as "cognitive structure" the set of concepts, ideas that an individual has in a particular field knowledge and its organization (Ausubel, 1983). In the process of learning orientation, it is vital to know the student's cognitive structure; not only the amount of information it has, but what are the concepts and propositions they handle as well as their degree of stability. Learning principles proposed by Ausubel offer the framework for the design of metacognitive tools that provide insight into the organization of the cognitive structure of a learner, which will allow better targeting of educational work.

Learning is meaningful when the contents are related and substantially non-arbitrary (literally) with what the student already knows. It should be understood that the ideas relate to some specifically relevant existing aspect of structure cognitive student, as an image, and significant symbol, a concept or proposition (Ausubel, 1983, b).

This means that in the educational process, it is important to consider what the individual already knows; consequently, this establishes a relationship with what we must learn. Basically, this process takes place if the student has in his cognitive structure stable and

defined concepts, ideas and propositions this will be attractive and interesting for him/her at the moment of adding new information.

In order to reach a real meaningful learning process Ausubel proposes two main parameters:

First, the material is potentially significant when this implies direct relationship with specific cognitive structure of the student, it means, it must be intentionally and substantially linkable to with the corresponding ideas and relevant that they are available on the structure student cognitive.

Second, willingness for meaningful learning, it means, the student must show enthusiasm to relate substantively and not literal new knowledge with their cognitive structure. So regardless of how meaning potential possesses the material to be learned, if the intention of the student is arbitrary and literally memorize both the learning process and its results will be mechanical; conversely, no matter what. Meaningful available to the student, not the process, or the result will be significant, if the material is not potentially significant, and if not relatable to their cognitive structure. (Ausubel, 1983).

### ***2.3 LEGAL FRAMEWORK***

All learning English process is limited by several guidelines that seek to ensure the best education of learners. Therefore, in order to accomplish that goal exist some laws and decrees at different levels characterized by the pursuit of quality, suitability and equality.

In this sense, in the international level there is a referential framework for learning a specific language: The Common European Framework, CEFR. It provides a “common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc.

across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively” (Council of Europe, 2012, 10).

In other words, they are a set of assumptions used for to examine the quality of English Learning looking for the “homogeneity” among the users of the language. This framework establishes a scale of language proficiency organized according common criterions. The global scale is comprised of three kinds of users of the language: Basic, Independent and Proficient.

Each kind of user is subdivided into two categories labeled with letters and numbers: Basic A1 and Basic A2, Independent B1 and Independent B2, and Proficient C1 and Proficient C2. At the same time the scale contains the language skills that learner is able to perform: understanding, referred to listening and reading, speaking, referred to spoken interaction and spoken production, and writing. The scale allows the mobility across the skills from a kind of user to another according the proficiency level acquired.

In the case of the speaking skills, the scale comprises five sub- skills: range, accuracy, fluency, interaction and coherence. Besides, CEFR argues that a speaker “must be able to plan and organize a message (cognitive skills), formulate a linguistic utterance (linguistic skills) and articulate the utterance (phonetic skills)”. This implies that students have to put in practice their semantic, morphologic, syntactic, pragmatic and other linguistic competences and also the ability to learn, the sociolinguistic and a functional competence.

The guideline for the spoken interaction, for example, in level A1, the lower, states:

“I can interact in a simple way provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help me formulate what I’m trying to say. I can ask and



answer simple questions in areas of immediate need or on very familiar topics” (Council of Europe, 2012, 35).

Although this goal cannot be achieved in a lesson it is necessary to adjust the activities and strategies used for to do it. The curriculum in the institutions has to be designed according to the goals of the CEFR.

In the case of our country, in 2000 it was published a set of guidelines based on the CEFR in order to guide the pedagogical transformations required by the society in terms of communicative competence in EFL. The goal is to improve the communicative competence in two ways. On the first hand, the teachers have to develop activities aimed to look with favor on the communicative competence in all the institutions, and, on the other hand, the teachers have to introduce a progressive entailment of the bilingual education. The goals of these guidelines are accorded to the Constitution in 1991 and the Education Law, Ley 115 de 1994, that establish the aims and objectives of the education. In the article 67, the national Constitution states:

“la educación es un derecho de la persona y un servicio público que tiene una función social; con ella se busca el acceso al conocimiento, a la ciencia, a la técnica y a los demás bienes y valores de la cultura. La educación formará al colombiano en el respeto a los derechos humanos, a la paz y a la democracia; y en la práctica del trabajo y la recreación, para el mejoramiento cultural, científico, tecnológico y para la protección del ambiente” (C. P., Art. 67, p25), and, Ley 115, Education General Law, states as a specific objective of the education in the high school level.

La adquisición de elementos de conversación y de lectura al menos en una lengua extranjera”. Giving the status of learning a foreign language, in 2006, MEN published the Estándares Básicos de Competencias en Lenguas Extranjeras: inglés. The aim it was clear:

ensure the best way to teach EFL at schools. This document was adjusted according to the CEFR and subdivided into the course of the students and the same skills proposed by the international framework: listening, reading, speaking, speaking interaction and writing. Besides, standards starting from the competences used during the communicative process: Sociolinguistic, linguistic and pragmatic.

According to the national education ministry in its bilingualism program that is projected to reach in 2019 the whole schools as bilingual schools as is shown in this chart (MEN, 2006).

NIVELES SEGÚN EL MARCO COMÚN EUROPEO	NOMBRE COMÚN DEL NIVEL EN COLOMBIA	NIVEL EDUCATIVO EN EL QUE SE ESPERA DESARROLLAR CADA NIVEL DE LENGUA	METAS PARA EL SECTOR EDUCATIVO A 2019
A1	Principiante	Grados 1 a 3	
A2	Básico	Grados 4 a 7	
B1	Pre intermedio	Grados 8 a 11	• Nivel mínimo para el 100% de los egresados de Educación Media.
B2	Intermedio	Educación Superior	• Nivel mínimo para docentes de inglés. • Nivel mínimo para profesionales de otras carreras.
C1	Pre avanzado		• Nivel mínimo para los nuevos egresados de licenciaturas en idiomas.
C2	Avanzado		

In the chart above there is a big great challenge presented in relation with the CEFRL (Common European Framework of Reference of Languages). According to the National Education Ministry (MEN for its initials in Spanish) the main goal is presented for the next 2019, in this case, and according to the Foreign language of basic competence standards (Estándares Básicos de Competencias en Lenguas extranjeras) there are specific purposes that give plenty reasons of why it is necessary to learn and teach a foreign language, and one of these reasons, is just that every single student at the moment of being in touch with another language is stimulated to open his/her mind to understand other cultures and promote the inter-culturalism (MEN, 2006).

### 3. METHODOLOGY

This research is focused on two main topics; qualitative investigation method and action research method, in which the data and the information collected will be used as tool to understand in a better way how students at Gustavo Restrepo school behave, think, and react when facing a different teaching strategy. Besides, how this strategy makes specific changes in students' language learning process. It is necessary to clarify that this work does not seek to change the students' context or the way the teacher will face the class in the future; it is a merely attempt of putting in practice a creative and different strategy of teaching a foreign language.

#### *Action research*

The significance of this type of research lies in it does not attempt to theoretically explain the social and educational practice in general but provides methodological resources that support the apprehension of the teaching practices. Nunan (2006), referring the concept given by Carr and Kemmis (1986) stated that action research is a simple form of self-reflective inquiry of the of the participants practices (teachers in this case) in order to rationally improve them. As it seems, this could be considered as the tool for self-improvement based on the analysis of the daily teaching practice and taking into account that the final beneficiaries will be the students in teacher cases.

On the other hand, Nunan (2006, b) refers this changing process as collective or group process because all members of a community have to cooperate and work as well to reach the real changes.

In order to follow a proper action research line Nunan (2006, c) proposed these steps:

Step	Example
<b>Cycle 1</b>	
<b>1. Problem/puzzle identification</b>	“Student motivation is declining over the course of the

	semester.”
<b>2. Preliminary investigation</b>	“Interviews with students confirm my suspicion.”
<b>3. Hypothesis formation</b>	“Students do not feel they are making progress from their efforts. Learning logs will provide evidence to learners of progress.”
<b>4. Plan intervention</b>	“Get students to complete learning logs each week.”
<b>5. Initiate action and observe outcomes</b>	“Motivation is improving, but not as rapidly as desired.”
<b>Cycle 2</b>	
<b>6. Identification of follow-up puzzle</b>	“How can I ensure more involvement and commitment by learners to their own learning process?”
<b>7. Second hypothesis</b>	“Developing a reflective learning attitude on the part of learners will enhance involvement and motivation to learn.”
<b>8. Second round action and observation</b>	“At the end of each unit of work, learners complete a self-evaluation of learning progress and attainment of goals”.

Following this steps Nunan (2006, d) states that in teacher’s practices allow great pedagogical rewards like, a clear knowledge of the entire teachers’ context and students’ personal needs given as a result, proper and accurate improvements in their teaching frames.

Finally, it could be said that the action-research helps to develop a higher level of understanding providing at the same time the opportunity of exploring different positions, critical contents and contrasting sources, to finally share it with the rest of the educational community.

### ***3.1 TYPE OF RESEARCH***

This research is presented following the steps shown by Howard Gardner to apply his multiple intelligence theory (as cited in Gardner, 1989), the ideas presented by Jack C. Richards and Theodore S. Rodgers in their book *Approaches and methods in language teaching* (Richards and Rodgers, 2014c), the steps presented by David Ausubel (Ausubel, 1983), in the his meaningful learning model, the communicative competence requirements presented in the

Foreign language of basic competence standards (Estándares Básicos de Competencias en Lenguas extranjeras) presented by National Education Ministry MEN (Minsiterio de Educacion Nacional at its initials in Spanish).

### ***3.1.1 RESEARCH DESIGN AND DATA COLLECTING METHOD***

Based on action research method, as a first step, the researcher started by collecting information about the concept of intelligence, how it works in an scholastic environment and how the multiple intelligences theory increases the range of possibilities of promoting unique and creative teaching-learning processes; in addition, the idea of this research was to use this theory as an effective tool not only to improve students' language level, but also to make them feel motivated and interested about learning a new language. Additionally, the purpose was to make students acquaintance of their own acquisition process by showing them the huge range of possibilities learning possesses. Besides, it was necessary to know the environment in which the students were involved in order to recognize their motivations for learning a foreign language.

As a second step, the researcher also collected vital information from the teacher in charge of the learning process, in order to understand how the students were developing their learning process. After that, it was necessary to create strategies that produce in the students a better point of view of the learning a second language and how apply it in daily life.

The research continued with a sixth grade English test and its purpose was to check and verify the students English language level then, after locating the main problem it was imperative to redesign the lesson plans and the way of teaching.

As a third step, the researcher administered a multiple intelligence test to identify the specific intelligences these children had. Then, results were compiled, and the researcher realized three predominant intelligences in the classroom, (spatial, body-kinesthetic, and linguistic).

Taking into account these results, the teacher researcher planned six different sessions in order to increase each one of these intelligences and students' English level as well.

The process continued taking into account two main factors; first, one intelligence would be reinforced in every single class with special activities without leaving the others behind; second, the communicative approach must play a relevant role inside the teaching learning process. In order to get even better results, the classroom was reorganized to clearly identify the groups; additionally, in the succeeding sessions the group developed contests, games, and spelling races, among other activities.

At the end of the research, the students were able to talk about short videos sequences; also, they wrote some reports describing pictures and even theatrical representations were performed making them feel comfortable with the language and allowing them to recognize that learning a foreign language could be easier and fun, but the most important thing, it was useful.

### ***3.2 PEDAGOGICAL PROPOSAL***

Children are naturally born curious and if the teacher understands this curiosity and take the change of it, he/she would be able to make wonderful things in a matter of the learning process. Teaching a foreign language (English in this case) demands a lot of effort and commitment; especially in a context where there is not L2 social environment or interaction where the student can practice and reach high levels of understanding.

But if the right process starts since the beginning of the school year, at the end of it, real and good result would be presented.

It is just a matter of willingness and awareness not only from the teacher, but also from the school and the government and of courses the students themselves.

#### **4. IMPLEMENTATION**

The researcher designed the following lesson plans taking into account that students were the center of the learning process and every activity attempted to develop their communicative abilities and to reach a significant learning process as well. One of the main objectives of the lesson plans was to improve students' interest and allow them to feel free to express their ideas.

In this research, to apply the multiple intelligences theory was needed in direction of enlightening the apprehension, reinforcement and use of communicative skills in English language.

**Lesson Plan No. 01B****Student:** César Márquez**Bachelor Degree Program in Languages Spanish And English****School:** Gustavo Restrepo IED Sede A**Date:** August 31<sup>st</sup>, 2015**Number Of Students:** 35**Time:** 90 Min**Topic:** ENGLISH DIAGNOSIS TEST**Level:** Beginners**Grade:** 6<sup>th</sup> grade**Approach:** CLT- TBL – PPP.**Goal:** To test the students in their English proficiency level**Objectives:**

To assess the English language level in the students

To verify their language knowledge and vocabulary handled in the class

**Materials and Equipment:** workshop, videos, tape recorder**PROCEDURES****WARM-UP (Pre-tasks 20 minutes, whole class)**

The teacher will start the class by welcoming the students; after that, he will explain to them that in this day will be evaluated but before to do that they need to warm up a little bit, that's the reason why they will play a game about general knowledge.

The teacher will present two videos (one for practicing and one for real competition) in which the student must guess which the animal is presented.

For this game the teacher will divide the group into threes so they will have more chance to win.

Rules for the game:

- Only the group who is participating can speak
- They will have 2 minutes to find out the name of the animal, then, one person of the group will claim the name louder
- They also must say where the animal could be found.

**The winner will be the group who guesses more animals**

**INPUT -PRESENTATION. (TASK 10 minutes, whole class)**

In this part of the class, the teacher will explain the methodology of the evaluation and he will emphasize on or effort and seriousness.

**PRACTICE (TASK. 35 minutes, whole class)**



The students will develop each part of the test according to the teacher instructions  
First, written production, second reading comprehension, third listening, fourth oral production

**PRODUCTION (Post-task. 25 minutes, pair work)**

In this part of the evaluation the teacher will ask them some questions about the flashcards “what are they doing?” in order to make them present the information requested.

**REFERENCES:**

[https://www.youtube.com/watch?v=SLnZTBJoV\\_E](https://www.youtube.com/watch?v=SLnZTBJoV_E)

<https://www.youtube.com/watch?v=IU3t91UUgF0>

<http://educalab.es/cniie/competencias-basicas/lenguas-extranjeras/evaluaciones-externas>

<https://quizlet.com/2327492/what-are-they-doing-1-flash-cards/>

**Vto. Bno. Asesor:** \_\_\_\_\_

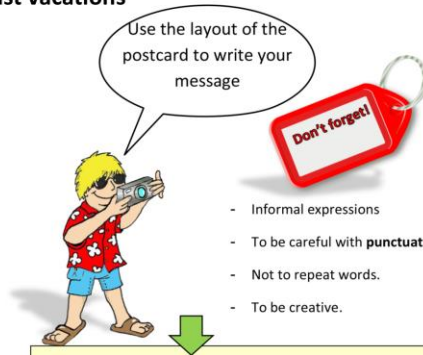
**Vto. Bno. Profesor titular:** \_\_\_\_\_

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Write a short message for a friend of yours telling him about your last vacations



- Informal expressions
- To be careful with **punctuation** and **capital letters**.
- Not to repeat words.
- To be creative.

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_



*Paul Weaver*

*555 New Street*

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Listen the following audio and answer the questions

## The Animal Hospital.



Choose the correct answer(s)

1. **A few weeks ago, the students in Year 6 went on a field .....**
  - a. bit
  - b. ship
  - c. trip
  - d. flip
2. **Who visited the animal hospital?**
  - a. Six students and one teacher.
  - b. Six students and two teachers.
  - c. The students in Year 6 and two teachers.
  - d. The students in Year 6, two teachers and a vet.
3. **Which of these statements are true and which are false?**

a. Some students want to have a party.	True/False
b. Some students want to pollute the sea.	True/False
c. Some students want to explore the island.	True/False
d. Some students are going to look for sick animals.	True/False
4. **What did they find on the island?**
  - a. A big party
  - b. More rubbish.
  - c. More sick animals
  - d. A hidden treasure
5. **What can they do to help the animals?**
  - a. Burn the rubbish.
  - b. Explore the island.
  - c. Throw the rubbish in the sea.
  - d. Pick up the rubbish and take it back home.

**Lesson Plan No. 01c****Student: César Márquez****Bachelor Degree Program in Languages Spanish And English****School: Gustavo Restrepo IED Sede A****Date: September 3<sup>rd</sup>, 2015****Number Of Students: 29****Time: 90 Min****Topic: UNCOUNTABLE AND COUNTABLE FOOD****Level: Beginners****Grade: 6<sup>th</sup> grade****Approach: CLT- TBL – PPP.****Goal:** Students will be able to use to talk about uncountable food-related nouns.**Objectives;**

- Students will be able to learn new vocabulary about the countable and uncountable food.
- Students will be able to understand the relation between the countable/uncountable with food.
- Students will be able to produce sentences to communicate in a real context.

**Materials and Equipment:** workshop, poster (pizza).**PROCEDURES****WARM-UP (Pre-tasks 15 minutes, whole class)**

The teacher will start by reminding the students what they were working in the last session; after this, he will present the main goal and the objectives of the class. Next the teacher will explain the rules of the game Brainstorm and the students will be divided into two groups in order to play it.

The game concludes when the teacher says "STOP"; the winner will be the group who write more correct words.

After finishing, the teacher will ask them about what is the relation with countable/uncountable nouns with food

**INPUT -PRESENTATION. (TASK 10 minutes, whole class)**

The teacher will start the second part of the class by explaining why the countable/uncountable and food are related, and he will present some examples.

*An apple, two apples ... Milk, sugar, money, wood, gold, happiness, poverty...*

**PRACTICE (TASK. 20 minutes, whole class)**

The teacher presents to students the ingredients of the Hawaiian pizza and at the same time will be presenting the countable and uncountable nouns. Then, the teacher asked students Which is their favorite pizza? After this, students will have five minutes to write your favorite pizza ingredients.

Finished the five minutes, the teacher organizes them into groups of three, in order to make the whole recipe of a great pizza. The students will have fifteen minutes to write it.

Finally the teacher choose a group and asked them:

What was the recipe that created?

Which are the ingredients?

Which ones are countable and uncountable nouns?

**PRODUCTION (Post-task. 25 minutes, pair work)**

The teacher gives worksheets the students and after explaining in who consist, they will work individually. Meanwhile, the teacher will walk around in order to help them and answer their possible questions.

**ASSESSMENT (10 minutes)**

The teacher will choose at random some students to present their answers to the rest of the class, taking into account to encourage them to continue working hard. Finally, the teacher will check if the objectives were accomplishment or not, and he will provide a feedback.

**MULTIPLE INTELLIGENCES TEST (10 minutes)**

Before leaving the students will take the multiple intelligences test in order to recognize their strongest abilities.

**REFERENCES:**

<http://www.orientacionandujar.es/2015/05/20/inteligencias-multiples-inventario-o-test-para-ninos-y-ninas/inteligencias-multiples-inventario-para-ninos-y-ninas/>

[http://www.rmm.cl/index\\_sub.php?id\\_contenido=8511&id\\_seccion=6769&id\\_portal=835](http://www.rmm.cl/index_sub.php?id_contenido=8511&id_seccion=6769&id_portal=835)

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**Test de Inteligencias Múltiples**

- 1 \_\_\_ Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 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 baile 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 puzzles 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.



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ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

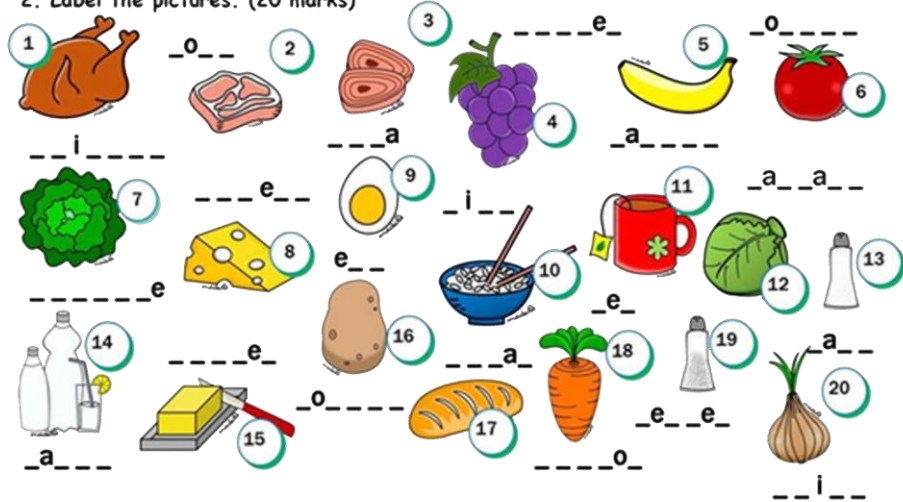
**1. Write C for countable and U for uncountable. (15 marks)**

- |            |     |
|------------|-----|
| 1. sugar   | ___ |
| 2. pencil  | ___ |
| 3. biscuit | ___ |
| 4. rice    | ___ |
| 5. cup     | ___ |

- |           |     |
|-----------|-----|
| 6. flower | ___ |
| 7. jam    | ___ |
| 8. juice  | ___ |
| 9. slice  | ___ |
| 10. paper | ___ |

- |            |     |
|------------|-----|
| 11. tiger  | ___ |
| 12. bread  | ___ |
| 13. butter | ___ |
| 14. plate  | ___ |
| 15. Chair  | ___ |

**2. Label the pictures. (20 marks)**



1. \_o\_

2. \_o\_

3. \_e\_

4. \_a\_

5. \_o\_

6. \_o\_

7. \_i\_

8. \_e\_

9. \_a\_

10. \_i\_

11. \_a\_

12. \_a\_

13. \_a\_

14. \_e\_

15. \_e\_

16. \_a\_

17. \_a\_

18. \_e\_

19. \_e\_

20. \_a\_

**Lesson Plan No. 01d****Student:** César Márquez**Bachelor Degree Program in Languages Spanish And English****School:** Gustavo Restrepo IED Sede A**Date:** September 10<sup>th</sup>, 2015**Number Of Students:** 29**Time:** 90 Min**Topic:** PRESENT CONTINUOS**Level:** Beginners**Grade:** 6<sup>TH</sup> grade**Approach:** CLT- TBL – PPP.**Goal:** Students will talk about activities which are happening in a precisely moment.**Objectives:**

- Students will learn new vocabulary about the present continuous.
- Students will understand the uses of this tense.
- Students will produce sentences for explaining different actions.

**Materials and Equipment:** workshop, poster, audio.**PROCEDURES****WARM-UP (Pre-tasks 15 minutes, whole class)**

The teacher will start by remind them what they were working in the last session, after this; he will present the main goal and the objectives of the class. Next the teacher will explain the rules for the game “mimic” in order to introduce the topic of the class.

The group will be divided into three and each little group will present an activity and the rest should guess what they are doing... the group who got more points will receive a price...

**INPUT -PRESENTATION. (TASK 10 minutes, whole class)**

The teacher will start the second part of the class by explaining the uses of the present continuous and how they can use this in their daily lives. In order to internalize the idea the group will watch a video about the topic. The teacher will ask them for each activity and the students must answer following the pattern given by the teacher.

**What is or are He/she/they/ we doing?****He/she/they/ we are /is \_\_\_\_\_**

**PRACTICE (TASK. 20 minutes, whole class)**

The teacher will hand out the worksheets in order to let them work about the topic for this activity the students will work in pairs only, also the teacher will provide them the dictionaries make them easier the way of working.

**PRODUCTION (Post-task. 25 minutes, pair work)**

The teacher presents to students a small lemonade recipe and he will explain as example what he is doing, after that the students will create their own recipe following the pattern given by the teacher.

**ASSESSMENT (10 minutes)**

The teacher will choose at random some students to present their answers to the rest of the class, taking into account to encourage them to continue working hard. Finally, the teacher will check if the objectives were accomplishment or not, and he will provide a feedback.

**MULTIPLE INTELLIGENCES TEST (10 minutes)**

Before leaving the students will take the multiple intelligences test in order to recognize their strongest abilities.

**REFERENCES:**

<https://www.youtube.com/watch?v=8Q2sGr1ZsJg>

<http://diannej.com/2013/100-verbs-for-recipes-from-julia-child/>

Vto. Bno. Asesor: \_\_\_\_\_

Vto. Bno. Profesor titular: \_\_\_\_\_



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ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Goal:** In this lesson you will be able to talk about the process of your recipe using present continuous.  
**Final Task:** At the end of this lesson use present continuous for explaining the way of preparing your recipe.

**grammar overview**

- ★ We use "present continuous" when we talk about events that are going on at the time of speaking.  
Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment. I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.
- ★ We use "present continuous" when we talk about a period of time close to present.  
Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.



**Fill in the blanks with the correct forms of the verbs in brackets**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. I'm in a very big forest now. The birds _____ (sing) and the ants _____ (carry) food.</li> <li>2. Sally _____ (dry) her hair now.</li> <li>3. Two men _____ (walk) in the street now.</li> <li>4. Brian _____ (play) the guitar at the moment.</li> <li>5. Steven and Rachel _____ (cook) the dinner in the kitchen. It smells wonderful.</li> <li>6. My father _____ (read) his newspaper and my mother _____ (write) a letter to her sister at the moment.</li> <li>7. You're _____ (study) hard this term.</li> </ol> | <ol style="list-style-type: none"> <li>8. Look! The Browns _____ (move) to another city. Let's go and help them carry the furniture.</li> <li>9. The children _____ (play) in the garden.</li> <li>10. Our boss _____ (have) a meeting at the moment. Can you wait for a short time?</li> <li>11. I _____ (solve) a very difficult Maths problem. I can't listen to you at the moment.</li> <li>12. The girls _____ (organize) a surprise party for Joseph at the moment.</li> <li>13. Be careful! A dog _____ (run) toward us.</li> <li>14. Don't make noise! The teacher _____ (talk) about an important subject.</li> </ol> |
|--|--|



**Complete the sentences with a suitable verb below**

- eat    go    drink    listen  
sleep    watch    help    rain  
dance    have    wash    swim    study

1. You can't talk to Janet now. She \_\_\_\_\_ in her bedroom.
2. Look at the weather. It \_\_\_\_\_. Take your umbrella with you.
3. The children \_\_\_\_\_ a cartoon on TV now.
4. She \_\_\_\_\_ to music and \_\_\_\_\_ in her room at the moment.
5. Oh, Mary! Where \_\_\_\_\_? To school or to the library?
6. Larry and Peter \_\_\_\_\_ hamburgers and \_\_\_\_\_ coke in the school cafeteria now.
7. My mother \_\_\_\_\_ the dishes and my sister is \_\_\_\_\_ her in the kitchen at the moment.
8. I'm \_\_\_\_\_ for my university exam this year.
9. We \_\_\_\_\_ in the lake at the moment. The water is warm and nice.
10. Helen \_\_\_\_\_ problems with her classmates this semester. Nobody likes her.



**Unscramble the words and make sentences**

1. a lorry / man / a / now / drive / tall
2. clean / her / at the moment / Mrs. Gatsby / house
3. internet cafe / go to / the children / now
4. water / in the garden / my father / the flowers
5. letter / I / my aunt / at the moment / write
6. dolls / play / Susan / with / home / at / now
7. park / Clark / car / in the / his / at the moment
8. on / the baby / sit / the floor / play / and / now
9. nice / a / tell / the teacher / story / now
10. now / read / in the / Betty / a book / library
11. barn / milk / Fanny / now / the cows / in the
12. iron / I / shirts / at the moment / and / ties
13. the zoo / watching / we / in / the animals / now
14. the letters / now / deliver / the postman



**Lesson Plan IM-01****Student:** César Márquez**Bachelor Degree Program in Languages Spanish And English****School:** Gustavo Restrepo IED Sede A**Date:** October 5<sup>th</sup>, 2015**Number Of Students:** 29**Time:** 35 Min**Topic:** PRESENT CONTINUOS**Level:** Beginners**Grade:** 601 grade**Approach:** CLT- TBL – PPP.**Goal:** Students will talk about activities which are happening in a precisely moment.**Objectives:**

- Students will learn new vocabulary about the present continuous.
- Students will understand the uses of this tense.
- Students will produce sentences for explaining different actions.

**Materials and Equipment:** workshop, poster, audio.**PROCEDURES****WARM-UP (Pre-tasks 10 minutes, whole class)**

The teacher will start by remind them what they were working in the last session, after this; he will present the main goal and the objectives of the class. Next the teacher will divided the group into three small ones in order to work in three different activities at the same time and put in practice the multiple intelligences activities specially designed for each group.

**INPUT -PRESENTATION. (TASK 5 minutes, whole class)**

The teacher will show a Pixar short video, after this he will star asking to the students about the different actions presented in the video with the question “what are/is \_\_\_\_\_ doing?” The questions will be done at random among the three groups but making emphasis on the one of visual intelligence. After that, the teacher will ask the kinesthetic intelligence to do some mimic related with the question before asked, reminding them to do it as in the game “mimic” played some classes before. Finally, he will ask the group who belongs to the linguistic intelligence to write and read a sentence about the same topic taking into account the mimic of the previous group.

**PRACTICE (TASK. 10 minutes, whole class)**

Each group must prepare in the best way their own activities in order to present them to the rest of the class as follows:

Visual intelligence: an oral report about the video.

Kinesthetic intelligence: a mimic and oral report about their own presentation.

Linguistic intelligence: a written report about the activities made by the other groups.

**PRODUCTION (Post-task. 5 minutes, pair work)**

Each group will present their tasks and the teacher will compare the results like so: the visual group will present an oral report about the video, the kinesthetic group will perform their presentation but also they will give an oral report about their activity and about the last one, and the linguistic group will present a written report about what the other two groups are doing.

**ASSESSMENT (5 minutes)**

At this moment the teacher will choose the best ones of each group and ask them to repeat their results in front of the class challenging and encouraging them to do it better every single day.

**REFERENCES:**

<https://www.youtube.com/watch?v=h1cFYctfO7s>

<http://www.slideshare.net/kanutosf/actions-crossword-present-continous>

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about the process of your recipe using present continuous.  
Final Task: At the end of this lesson use present continuous for explaining the way of preparing your recipe.

**grammar overview**

★ We use "present continuous" when we talk about events that are going on at the time of speaking.  
Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.

★ We use "present continuous" when we talk about a period of time close to present.  
Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

**Down**

1. He's \_\_\_\_\_ his teeth.  
2. He's \_\_\_\_\_.  
3. He's \_\_\_\_\_ a car.  
5. I'm \_\_\_\_\_ TV.  
7. She's \_\_\_\_\_ on an armchair.  
9. He's \_\_\_\_\_ a shower.

**Across**

4. She's \_\_\_\_\_ the floor.  
6. I'm \_\_\_\_\_ a horse.  
8. The baby is \_\_\_\_\_.  
10. He's \_\_\_\_\_ football.  
11. They're \_\_\_\_\_ the plants.  
12. She's \_\_\_\_\_ dinner.

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about the process of your recipe using present continuous.  
Final Task: At the end of this lesson use present continuous for explaining the way of preparing your recipe.

**grammar overview**

★ We use "present continuous" when we talk about events that are going on at the time of speaking.  
Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.

★ We use "present continuous" when we talk about a period of time close to present.  
Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

Answer the questions according to the video

- Is the cat singing? \_\_\_\_\_
- Is the boy sleeping? \_\_\_\_\_
- Are they clapping? \_\_\_\_\_
- Is the mouse running? \_\_\_\_\_
- Is superman watching TV? \_\_\_\_\_
- Are the girls fighting? \_\_\_\_\_
- Are the kids crying? \_\_\_\_\_

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about the process of your recipe using present continuous.  
Final Task: At the end of this lesson use present continuous for explaining the way of preparing your recipe.

**grammar overview**

★ We use "present continuous" when we talk about events that are going on at the time of speaking.  
Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.

★ We use "present continuous" when we talk about a period of time close to present.  
Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

Answer the questions according to your classmates performances

- Is he playing tennis?  
\_\_\_\_\_
- Are they dancing?  
\_\_\_\_\_
- Is she studying for the exam?  
\_\_\_\_\_
- Are they reading books?  
\_\_\_\_\_
- Is she singing?  
\_\_\_\_\_
- Are they fighting?  
\_\_\_\_\_

**Lesson Plan IM-02****Student:** César Márquez**Bachelor Degree Program in Languages Spanish And English****School:** Gustavo Restrepo IED Sede A**Date:** October 19<sup>th</sup>, 2015**Number Of Students:** 29**Time:** 35 Min**Topic:** Wh questions**Level:** Beginners**Grade:** 601 grade**Approach:** CLT- TBL – PPP.**Goal:** Students will differentiate the “Wh” questions and their uses.**Objectives:**

- Students will learn new vocabulary about question words.
- Students will understand the uses of each one.
- Students will produce sentences requesting specific information.

**Materials and Equipment:** workshop, poster, video.**PROCEDURES****WARM-UP (Pre-tasks 10 minutes, whole class)**

The teacher will start by remind them what they were working in the last session, after this; he will present the main goal and the objectives of the class. Next the teacher will divide the group into three small ones in order to work in three different activities at the same time and put in practice the multiple intelligences activities specially design for each group.

**INPUT -PRESENTATION. (TASK 5 minutes, whole class)**

The teacher will present a first video related with the topic but instead of dividing the group, all of them will work together in this first part, after this, he will explain the meaning and the purpose of each one by using a second video.

**PRACTICE (TASK. 10 minutes, whole class)**

The teacher will continue with the second part by asking them questions like what's your name. How old are you? Where do you live? How are they? Using the ASL (American Sign Language) after some attempts he will explain the meaning of each sign in order to let the students know them, then, he will ask them to work in pairs and each one will ask the same questions to his/her partner.

**PRODUCTION (Post-task. 5 minutes, pair work)**

After this the teacher will ask to some students how they say some of the questions provided in ASL. After that, the teacher will ask the students to write again some of these questions in order to show to the rest of the class but in this case they will use the written English language.

**ASSESSMENT (5 minutes)**

At this moment the teacher will choose the best ones of each group and ask them to repeat their result in front of the rest in order to challenge them and encourage them to be better every single day. Also the students will take the diagnosis test in order to verify their improvements.

**REFERENCES:**

<https://www.youtube.com/watch?v=vXWK1-L41f0>

<https://www.youtube.com/watch?v=iZk-WVKOHDw>

[http://2.bp.blogspot.com/\\_2-ZAWv16w9o/TPWR9ZepM7I/AAAAAAAAAFc/MuAVA6Rgik8/s1600/wh+questions.jpg](http://2.bp.blogspot.com/_2-ZAWv16w9o/TPWR9ZepM7I/AAAAAAAAAFc/MuAVA6Rgik8/s1600/wh+questions.jpg)

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Goal:** In this lesson you will be able to use the Wh questions.  
**Final Task:** At the end of this lesson use Wh questions for asking information about a specific topic you need to know.

**QUESTION WORDS**

**WHO**  
You use this question word when you want to know a person or people.

**WHEN**  
You use this question word when you want to know the time of something.

**HOW**  
This question word means 'in what way or manner' or 'in what ways' or 'to what extent, amount or degree.'

**WHERE**  
You use this question word when you want to know the location of someone or something.

**WHAT**  
You use this question word when you want to know information about something.

**WHY**  
You use this question word when you want to know the reason of something.

**WHICH**  
You use this question word to ask something individual among other things.

**WHOSE**  
You use this question word when you want to know to whom something belongs.

**FILL IN THE BLANKS WITH THE CORRECT QUESTION WORDS:**

1. A: ..... are you crying Jessica?	B: Oh, because I can't find my favourite doll.
2. A: ..... do you go to bed?	B: I go to bed at 9 o'clock in the evening.
3. A: ..... is your Maths teacher?	B: Mr. Terzioğlu is my Maths teacher.
4. A: ..... jacket is this?	B: It's my father's jacket.
5. A: ..... is your favourite colour?	B: My favourite colour is green.
6. A: ..... do you study English?	B: I study English in my room.
7. A: ..... does the school start?	B: The school starts at 8:40.
8. A: ..... is Michael Jackson?	B: He is a very famous pop star.
9. A: ..... car is a Ferrari?	B: Lionel Messi's car is a Ferrari.
10. A: ..... do you eat at breakfast?	B: I eat cheese and olives at breakfast.
11. A: ..... cake do you like most?	B: I like strawberry cake most.
12. A: ..... do the Johnsons go to work?	B: They go to work by underground.
13. A: ..... is she at the dentist today?	B: Because she has got a terrible toothache.
14. A: ..... does your father work?	B: He works in Barcelona.
15. A: ..... will Brenda go to Italy?	B: She will go there by plane.
16. A: ..... animal is the fastest in the world?	B: A cheetah is the fastest one in the world.

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Listen the following audio and answer the questions

**The Animal Hospital.**



Choose the correct answer(s)

- A few weeks ago, the students in Year 6 went on a field .....  
a. bit  
b. ship  
c. trip  
d. flip
- Who visited the animal hospital?  
a. Six students and one teacher.  
b. Six students and two teachers.  
c. The students in Year 6 and two teachers.  
d. The students in Year 6, two teachers and a vet.
- Which of these statements are true and which are false?  
a. Some students want to have a party.  
b. Some students want to pollute the sea.  
c. Some students want to explore the island.  
d. Some students are going to look for sick animals.
- What did they find on the island?  
a. A big party.  
b. More rubbish.  
c. More sick animals  
d. A hidden treasure
- What can they do to help the animals?  
a. Burn the rubbish.  
b. Explore the island.  
c. Throw the rubbish in the sea.  
d. Pick up the rubbish and take it back home.

True/False  
True/False  
True/False  
True/False

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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Write a short message for a friend of yours telling him about your last vacations

Use the layout of the postcard to write your message

**Don't forget!**

- Informal expressions
- To be careful with **punctuation** and **capital letters**.
- Not to repeat words.
- To be creative.

Paul Weaver  
555 New Street  
Manchester M2 5NT  
United Kingdom

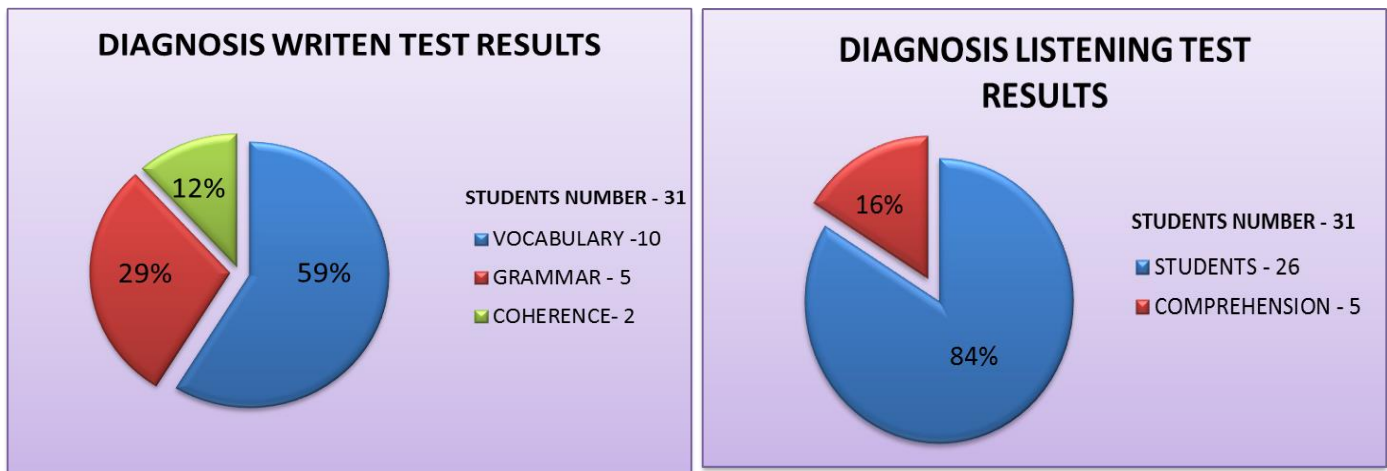
## 4.1 DATA ANALYSIS

This research took place at Gustavo Restrepo School with sixth grade students. The teacher in charge of the teaching process had been in the school since 2012 so she has leading the English teaching process in the school since then. The main purpose of this research was to find a creative and an innovative tool or strategy to make easier and more attractive the English language teaching and learning process following the Multiple Intelligences theory.

With the purpose of identifying the problem, it was necessary to observe two sessions to apply an English language level diagnostic test. Afterwards, the researcher socialized with the students the reason why they were divided into three different groups, during the process of classification the whole class started to realize about the different ways of learning and they were so excited about the new process. At this point, the researcher only presented the theory of Multiple Intelligences as a challenge for the students who agreed to participate; finally, to the students it was only a contest among groups. Taking into account the results of the diagnosis test it could be said that:

### 4.1.1 RESULTS

#### *Diagnosis Language Level Test*

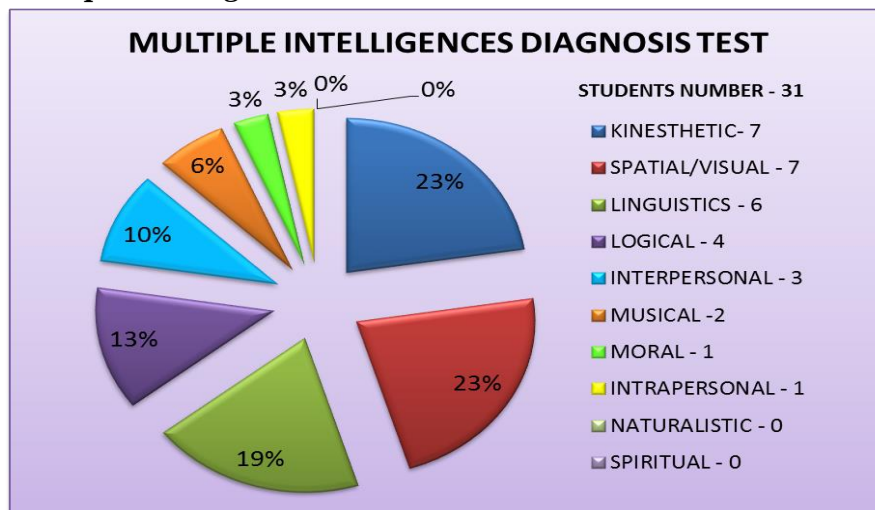


In the graphics above we can observe the results exposed in the written test: from 31 students in the classroom, 10 of them handled an acceptable lexical amount, 5 of them demonstrated a reasonable use of basic grammar structures; such as, present simple, present continuous and some of them also handled the past simple tense; finally, 2 of them joined all the factors needed to write in a coherent and complete sense. Talking about the listening diagnosis test, it is shown that only five students revealed a basic comprehension level being able to answer properly the five test questions.

At the moment of grading the tests it could be noticed that in some papers the students made drawings about different topics about nothing related with the evaluation taken, it was also an evidence of the lack of interest and low motivation for the class.

It was mandatory to redesign the material and change the teaching strategies in order to develop the research presented here. As Ausubel(1983), advises to create a meaningful learning environment it was necessary to create other ways of presenting the knowledge taking into account not only the physical environments that surrounded the students but also their needs and desires, likes and skills.

### *Multiple Intelligences Test Results*





A 35 points questionnaire was presented in order to classify the intelligences inside the classroom this questionnaire was designed by Gardner (1989) and presented in his book as a tool to better find the intelligences in the learners. Therefore, there were the results evidenced:

23% of children use the kinesthetic intelligence

23% of children use the spatial/visual intelligence

19% of children use the linguistic intelligence

13% of children use the logical intelligence

10% of children use the interpersonal intelligence

6% of children use the musical intelligence

3% of children use the moral intelligence

3% of children use the intrapersonal intelligence

0% of children use the naturalistic intelligence

0% of children use the spiritual intelligence

In order to remember the concept of each one of the intelligences here you can find a brief concept of them (Gardner, 1989):

Logical-Mathematical Intelligence, the ability to detect patterns, reason deductively and think logically. Most often associated with scientific and mathematical thinking

Linguistic Intelligence, the ability to use language masterfully to express oneself rhetorically or poetically.

Spatial Intelligence, the ability to manipulate and create mental images in order to solve problems. Not limited to visual sight, Gardner noted that blind children can possess spatial intelligence.

Musical Intelligence, the ability to read, understand, and compose musical pitches, tones, and rhythms.

Bodily-Kinesthetic Intelligence, the ability to use one's mind to control one's bodily movements.

Interpersonal Intelligence, the ability to apprehend the feelings and intentions of others.

Intrapersonal Intelligence, the ability to understand one's own feelings and motivations.

Naturalist - natural environment

Spiritual/Existential - religion and 'ultimate issues'

Moral - ethics, humanity, value of life.

The diagnosis test results showed that inside the classroom there were three predominant intelligences (kinesthetic, visual and linguistic). Taking into account these results, I decided to implement specific activities based on the intelligences presented in order to increase and improve their English language level. These activities are pedagogical tools that allowed the teacher to change and to improve his/her daily class routines, and to create a new class environment at the same time. The idea was to promote students' motivation and reinforce their English language communicative skills.

According to the research developed within the classroom environment I found using different physical resources, such as, videos, audios, posters and role-play games; among others; all contributed to the three different types of intelligences found in the classroom. In some sessions, and depending on the topic presented, the three groups participated simultaneously creating a dynamic and educative environment. In other sessions, only one had been the main participant increasing the students' self-motivation, by demonstrating the activities.

A qualitative analysis has been made to analyze the results found during the implementation of each class's session.

### ***Session class #1***

**Activity:** English language level test

**Aim:** To verify their language and vocabulary level handled in the class.

**Students:** 31

As soon as the class began the students were so excited about the new class and were really focused and quite in order to get all the information given. The activities were superficially presented following the visual intelligence theory and the communicative approach method. For this activity student must watch a video carefully and answer simple questions about it. At the beginning they used their mother language but after the researcher requested they tried to speak and to communicate in English. They participated in the activities making it a productive and active class. At the moment of the diagnosis test, the tension came back to the classroom and the students were so frustrated because of the change and the difficulty of it as well.

PROCESS	INTELLIGENCE	MEANINGFUL LEARNING	INSTITUTIONAL LESSON PLAN
	Not yet identify any.		
<b>AIMS</b>		This test was presented and taken by the students following the traditional method; chairs lined up, without any kind of helping material and ruled by time. In this case, there not any kind of motivation or willingness of completing the test even knowing this was an evaluation.	The aim of the lesson was not totally accomplished according to the Institutional Lesson Plan. The class and the diagnosis test were too much for only one class.
<b>WEAKNESSES</b>		Students showed not participation desire or intention of finishing the test	The amount of content and its complexity.
<b>RECOMENDATIONS</b>	To find the main intelligences in the classroom.	To create a different learning environment focusing on the intelligences making it truly meaningful.	To reduce the amount of content for the class scrimping on the vocabulary and grammar for the students.

### *Session class #2*

**Activity:** Countable and uncountable food nouns

**Aim:** Students will be able to use to talk about uncountable food-related nouns.

**Students:** 31

In this session students faced the MI diagnosis test in order to know their most dominant intelligences. According to Ausubel (1989) it was necessary to transform the learning environment into a creative experience taking into account their previous knowledge it could be possible to achieve the main topic of the class. The activities were superficially presented following the spatial and kinesthetic intelligences. In this session the researcher found technical

problems with the classroom therefore, it was necessary to find other spaces for developing the class following the schedule proposed. In these activities they must to represent actions of eating only by using their bodies in order to make the other children to guess what were they doing and eating. Here again the mother language were present but after remained them the main rule (to use L2only) some children requested the use of dictionaries for finding the unknown words. At the moment of the MI test students were surprised for the content of the test itself until one of the children realize the main purpose of this test, later on, the rest of the group were focused in the test waiting for something new to come.

PROCESS	INTELLIGENCE	MEANINGFUL LEARNING	INSTITUTIONAL LESSON PLAN
	Not yet identify any.		
<b>AIMS</b>		To use performing games to create the best scene in order to promote motivation and participation.	The aim of the lesson was accomplished according to the Institutional Lesson Plan. The countable and uncountable nouns were presented and used following the activities proposed.
<b>WEAKNESSES</b>		To convince and encourage the students to participate in the activity.	To take into account external situations that made last minute changes and always count on the plan b for the class.
<b>RECOMENDATIONS</b>	To find the main intelligences in the classroom.	Present different examples starting always with the teacher presentation in order to promote self-confidence, motivation and participation.	Prepare in advance a contingency plan for external situations.

### *Session class #3*

**Activity:** present continuous

**Aim:** Students will talk about activities which are happening in a precisely moment.

**Students: 7**

In this session and after identifying students' intelligences, pupils who proved the kinesthetic intelligence were chosen to participate in the class as models and guides for the topics presented. As Nunan (1993), stated this was the moment of attempting new teaching strategies in order to change the curriculum and the way of how this was presented to learners.

These seven students were in charge of performing different situations in where the rest of the group must guess either the activity or the food they were eating. Even the researcher presented a model for speaking mother language were also allowed with one single condition after finishing the student Spanish participation the same or one partner must say the same in English. Surprisingly in this session students were more conscious about the use of L2 and by their own started to search on the dictionaries and using small sentences to refer the activity.

<b>PROCESS</b>	<b>INTELLIGENCE</b>	<b>MEANINGFUL LEARNING</b>	<b>INSTITUTIONAL LESSON PLAN</b>
	Kinesthetic		
<b>AIMS</b>	To identify predominant intelligences and use one per class, and use the kinesthetic one in this session as model for the class.	To use role play to create the best scene in order to promote motivation and participation.	The aim of the lesson was accomplished according to the Institutional Lesson Plan. The present continuous was presented and used following the activities proposed.
<b>WEAKNESSES</b>	Fear to participate in front of the class	To emphasis on respect of the others and take the chance of other skills to learn	Managing time and amount of exercises for the main group.
<b>RECOMENDATIONS</b>	To open more spaces of participation taking into account the students' skills.	To embrace different activities in which all the group could participate as well.	It was a must to reduce the content and create different activities for the non-participant students in the moment of the class.

**Session class #4**

**Activity:** present continuous (second part)

**Aim:** Students will talk about activities which are happening in a precisely moment.

**Students:** 31

In this session all the group participated. They were divided into three small groups and a contest was proposed taking into account their different abilities (intelligences). One group (kinesthetic) was in charge to perform some theatrical representations about the topic (present continuous), other (visual) was in charge of give an oral report about the performances and the last one (linguistics) was in charge of writing all about the representations in order to made a full report of the situation presented, as it could be seen, the Multiple intelligences (Gardner, 1989) were put in practice creating an active and different class environment.

At this stage, all the students were more fluent and conscious about the use of L2. At the end of the activity a reflection about the different ways of learning was presented by the researcher allowing the student express their feelings and thoughts.

PROCESS	INTELLIGENCE	MEANINGFUL LEARNING	INSTITUTIONAL LESSON PLAN
	Kinesthetic, visual and linguistics.		
<b>AIMS</b>	To promote the participation in the class.	To use role play game and dissertation time for expressing ideas and thoughts.	The aim of the lesson was accomplished according to the Institutional Lesson Plan. The present continuous was presented and used following the activities proposed.
<b>WEAKNESSES</b>	Fear of talking or acting in front of the	Some students still use mother language to	Managing time and amount of exercises for the main

	class.	express themselves.	group.
RECOMENDATIONS	To center the attention of the group on their own work without leaving out respect and encourage during the class session.	Use a clear context for each activity used in class.	It was a must to reduce the content and create different activities for the non-participant students in the moment of the class.

### *Session class #5*

**Activity:** WH questions

**Aim:** Students will differentiate the “Wh” questions and their uses.

**Students:** 31

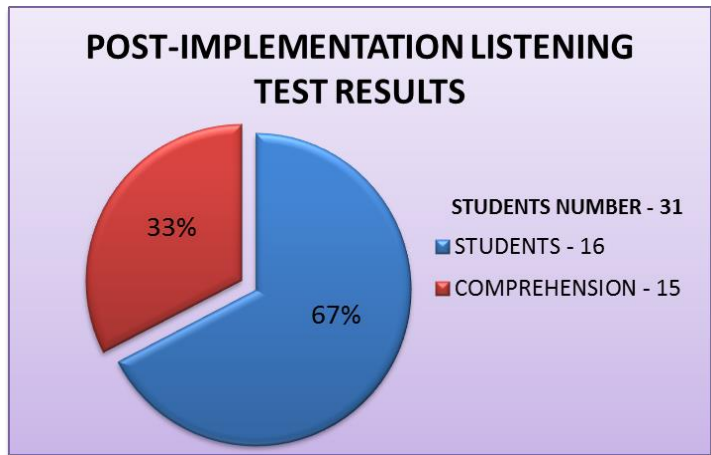
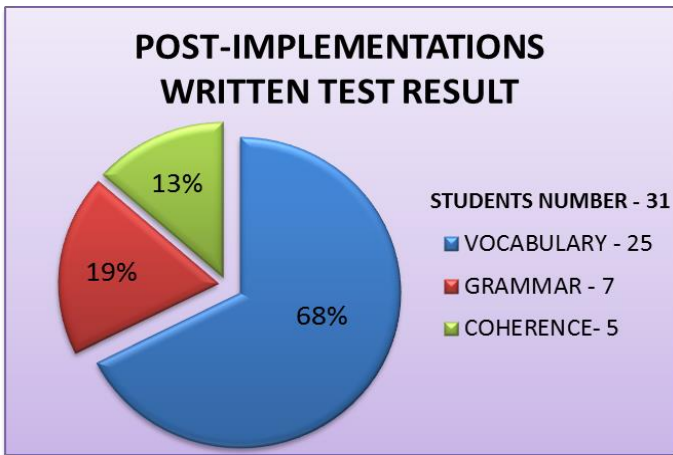
The entire group was participating of the activities proposed following the same pattern made in the last session. For this session, the researcher took into account the Ausubel (1983), steps for make a meaningful learning process by acting as followed. The class organization was changed in order to create a big plateau scene and at the moment of participating each group should be in the center of the plateau getting all the attention of the group. And the main instruction was to listen carefully all what the actors said, to take notes was a must in order to prepare what it would wanted to say or express also teacher’s help would be provided before to speak correcting possible mistakes. At the end of the activity, a reflection about the different ways of learning was presented by the researcher allowing students express their feelings and thoughts. They were informed that they should take again the diagnosis test in order to verify their learning progress.

At the moment of taking again the first test (diagnosis) they were focused and concentrated on the parts that were difficult at the beginning.



PROCESS	INTELLIGENCE	MEANINGFUL LEARNING	INSTITUTIONAL LESSON PLAN
	Kinesthetic, visual and linguistics.		
<b>AIMS</b>	To promote the participation in the class.	Visual material helped students to recognize vocabulary.	The aim of the lesson was accomplished according to the Institutional Lesson Plan. The “Wh” questions were presented and used following the activities proposed.
<b>WEAKNESSES</b>	The use of the Spanish during the class to say some actions or questions ideas that the students couldn’t remember.	Use and learn new question words and specific vocabulary during the class.	The students had difficulties in the writing.
<b>RECOMENDATIONS</b>	To center the attention of the group on their own work without leaving out respect and encourage during the class session.	Practice situation should be even more attractive to students within a known context.	To keep working with the writing skill and correct it during the feedback.

*Post-implementations test results*



In the graphics above the results presented now little variations such as, in the written test data: at the end of the implementations from 31 students in the classroom, 25 children now knew and used an acceptable lexical amount, 7 of them increased on their use of the basic grammar

structures (present simple, present continuous); finally, 5 were more coherent in their writing exercise. Talking about the listening diagnosis test, it is shown in this case that fifteen students revealed an improvement in comprehension level being able of answering properly the five test questions. It also could be seen that some of the kinesthetic students needed to simulate the action listened on the tape.

For analyzing the results, a chart was designed in order to show the abilities practiced in the classroom and the improvement shown during the research project.

<b>SKILLS DEVELOPED DURING THE RESEARCH TAKING INTO ACCOUNT THE SPECIFIC INTELLIGENCE</b>			
		<b>BEFORE WORKING WITH THE INTELLIGENCE</b>	<b>AFTER WORKING WITH THE INTELLIGENCE</b>
<b>KINESTHETIC INTELLIGENCE</b>	<b>LISTENING</b>	Students presented a low level on comprehension skills they were not used to commands or instructions in English as a result of classes taught in Spanish.	At the end of the research students were able to recognize different commands and instructions related with different topics or follow most of the information from listening recordings.
	<b>WRITING</b>	The students did not recognize the difference between present and past tenses; as well they did not use the dictionary as a searching tool.	They started to write using adequate word and simple sentences in present simple, continuous, using the uncountable and countable food nouns into a short paragraph as well.
	<b>SPEAKING</b>	They did not have developed speaking skills at all. They pronounced words at random without any sense even using Spanglish. Students did not use simple commands such as, permission requests, tasks finished, etc.	This skill was not as developed as it would be, however the students were able to express their ideas using simple sentences and also using proper pronunciation.
<b>VISUAL INTELLIGENCE</b>	<b>LISTENING</b>	Students presented a low level on comprehension skills they were not used to commands or instructions in English as a result of classes taught in Spanish.	The improvement in this group was notorious since they started to work on their intelligence; their comprehension level increased as well being able of recognizing most

			of the information from a recording and following all the instructions given in class.
	<b>WRITING</b>	Students presented a low level on written skills; they barely write sentences with complete sense and had a big lack in vocabulary.	At the end of this research as the kinesthetic group, they started to write simple sentences in present simple and continuous, they used the uncountable and countable food nouns in a short paragraph.
	<b>SPEAKING</b>	Students did not use simple commands such as, permission requests, tasks finished, etc.	The students were able to express their ideas using simple sentences also using a proper pronunciation and the commands for permission and tasks accomplished.
<b>LINGÜISTICS INTELLIGENCE</b>	<b>LISTENING</b>	Students presented a low level on comprehension skills they were not used to commands or instructions in English as a result of classes taught in Spanish. Students did not use simple commands such as, permission requests, tasks finished, etc.	This group properly increased their listening skill as the others and at the end of the research they were able to understand all the information of short stories and follow orders and commands given in class.
	<b>WRITING</b>	A small group of students did recognize the difference between present and present progressive tenses; as well they did not use the dictionary as a searching tool.	This group recognized the dictionary as a powerful tool for their learning process and implemented it on their writing exercises; they were also able to write using new words even some of them attempted with more complex tenses, like present perfect or past continuous.
	<b>SPEAKING</b>	Some of them had developed the speaking skill and tried to use it during the class	As the other groups these students were able to express their ideas using simple sentences also using a proper pronunciation and the commands for permission and tasks accomplished.

## 5. CONCLUSIONS

After implementing all the activities based on the Multiple Intelligences theory and the communicative approach, it is evident the change in the English class. Every activity was prepared in order to allow the meaningful learning (Ausubel, 1986). At this stage, students were more participative and the class was even more active. In all the groups, it was a relevant improvement in their individuals' skills especially in their communicative abilities.

During the process of this research, it is necessary to remark the importance of the activities based on the Gardner's Multiple Intelligences theory because they allowed to students to not only develop but also increase and improve their learning process. The multiple intelligences theory allows teachers not only to create a better class environment but also facilitates the teaching learning process promoting the individual capacities and at the same time, the collaborative work. It is evident that at the end of the research the Gustavo Restrepo School sixth grade students increased their motivation for the English class showing plenty interest in learning new vocabulary and sentences. Besides, they revealed improvements in their communicative skills inside and outside of the classroom.

The results were satisfactory in the sense that students were able to make simple conversations related with their likes and dislikes, favorite food, introduce themselves and others.

## 6. RECOMMENDATIONS

Some recommendations based on Gardner's theory in order to improve the English level and help the teachers to find other strategies to make his/her class even more attractive and productive.

It is important to consider that we are in a globalized world that demands all the individuals to stay in contact in one way or another, and one of those ways is the use of a common language, English in this case, so teachers are required to encourage the students to increase and improve their knowledge in the language itself, in our country there are different bilingualism programs created by the government in which teachers are the main characters of this transition from their native language to English. So it is really important to create and design new strategies that let the students to explore their own capacities, and one of these strategies is the use of Multiple Intelligence theory in the classroom.

It is a must for English teachers to become more than simple languages instructors, they must encourage their students and at the same time encourage themselves to change their class routines into more creative and attractive sessions in which all the students' skills would be developed and exploited. Old and traditional teaching methodologies must be replaced in order to avoid the monotony and tedious inside the classrooms.

The schools around the country should present methodological updates and teacher opportunities for increasing their knowledge by external courses and workshops and definitely take the Multiple Intelligences Theory as a fundamental framework in order to improve not only the students' language field but also the rest of knowledge fields.

Although in the schools nowadays the language area is taking a higher role inside the curriculum, it is necessary to reach the proper physical tools that allow the teachers work better encouraging new challenges every day.

For the university, it would be really productive if the intensity of the practicum sessions increases in order to carry out a better teaching experience for the future teachers.

## 7. REFERENCES

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## **8. ATTACHMENTS**





FACULTAD DE EDUCACION  
 ENGLISH LESSON PLAN  
 PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Daniel Felipe Escobar Escobar Grade: 602 J.T Date: 2 / 09 / 15

**Write a short message for a friend of yours telling him about your last vacations**

Use the layout of the postcard to write your message



- Informal expressions
- To be careful with punctuation and capital letters.
- Not to repeat words.
- To be creative.

Sept 2<sup>nd</sup>

Vacations

go the country to the house the

Grand Mother in Guacheta Cuchoamirca

I went to walking by mountain

I climb

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Paul Weaver

555 New Street

Manchester M2 5NT

United Kingdom



FACULTAD DE EDUCACION  
 ENGLISH LESSON PLAN  
 PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Laura Gabriela Novoa C Grade: 602 Date: September 2

Write a short message for a friend of yours telling him about your last vacations

Use the layout of the postcard to write your message



- Informal expressions
- To be careful with punctuation and capital letters.
- Not to repeat words.
- To be creative.

Sept. 2 2015

I \_\_\_\_\_ with Nilo

I stayed running

I visited Jamaica

I went to the house

the mi grandmother

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Paul Weaver  
555 New Street  
Manchester M2 5NT  
United Kingdom



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Sheridlyn Herrera B. Grade: 602 Date: \_\_\_\_\_

Write a short message for a friend of yours telling him about your last vacations

Use the layout of the postcard to write your message



- Informal expressions
- To be careful with punctuation and capital letters.
- Not to repeat words.
- To be creative.



sept. 2<sup>nd</sup>

I visited my grandmother

I visited my father

I went my family on excursion

I visited my mother

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Paul Weaver

555 New Street

Manchester M2 5NT

United Kingdom



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Laura Agudela Grade: 602 Date: 02-09-15


Write a short message for a friend of yours telling him about your last vacations

Use the layout of the postcard to write your message



- Informal expressions
- To be careful with punctuation and capital letters.
- Not to repeat words.
- To be creative.



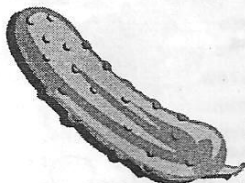
<p>I stayed in house with mother house work and I went my excursion in the park "</p>	  <u>Paul Weaver</u> <u>555 New Street</u> <u>Manchester M2 5NT</u> <u>United Kingdom</u>
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Name: Nicol Dayana Barrón Sanchez Grade: 602 Date: \_\_\_\_\_

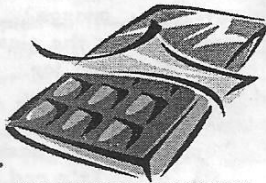
**Goal:** In this lesson you will learn about the countable and uncountable nouns.

**Final task:** At the end of this lesson you will be able not only to recognize the difference between the countable and uncountable nouns but also to use them in a real life situation.

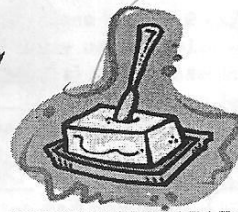
**COUNTABLE OR UNCOUNTABLE** Write "C" for countables and "U" for uncountables



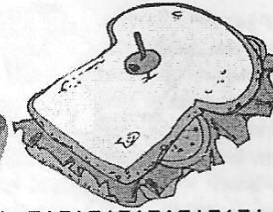
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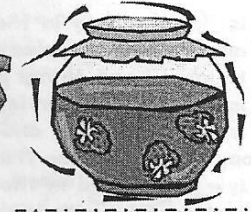
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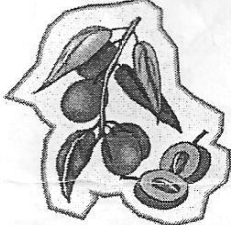
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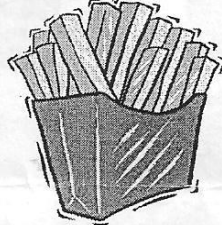
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olive ( )



French fry ( )



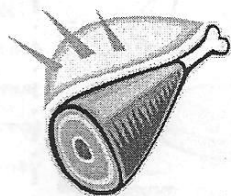
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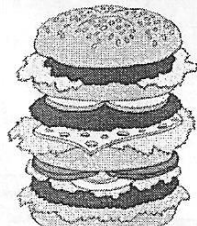
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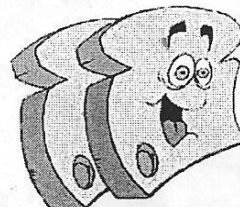
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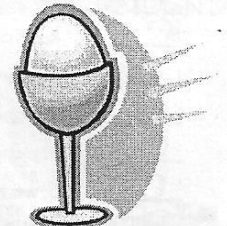
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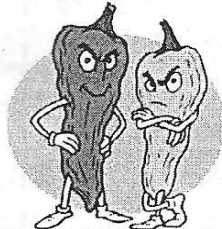
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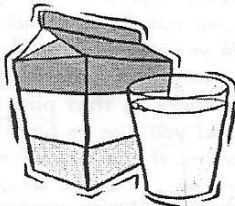
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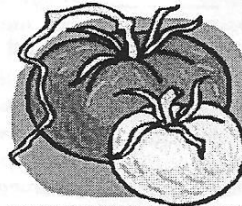
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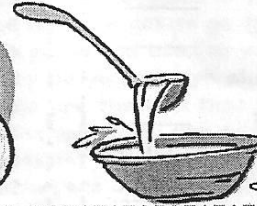
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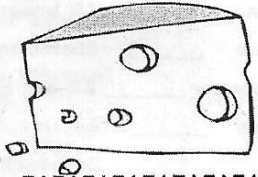
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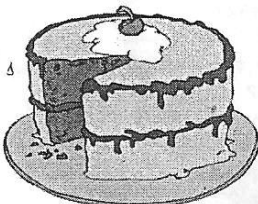
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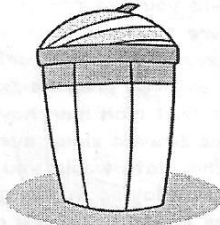
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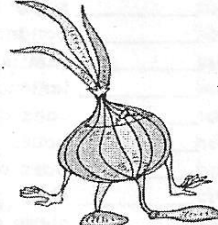
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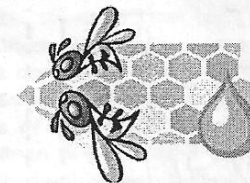
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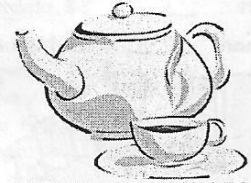
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honey ( )



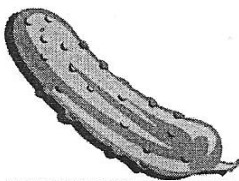
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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

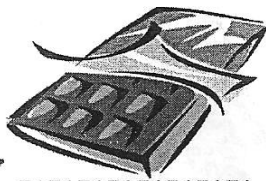
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**Final task:** At the end of this lesson you will be able not only to recognize the difference between the countable and uncountable nouns but also to use them in a real life situation.

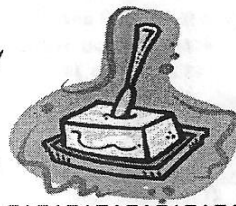
**COUNTABLE OR UNCOUNTABLE** Write "C" for countables and "U" for uncountables



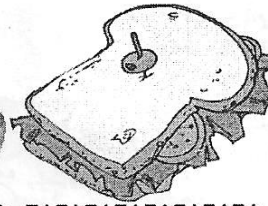
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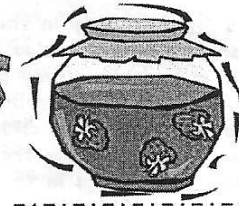
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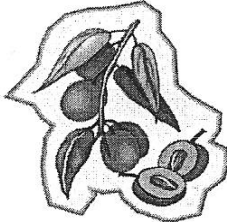
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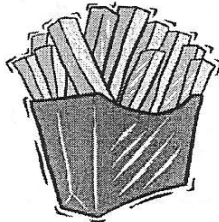
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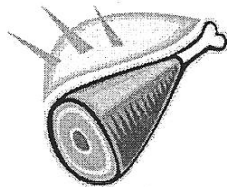
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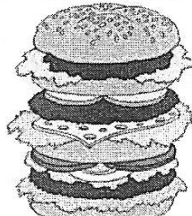
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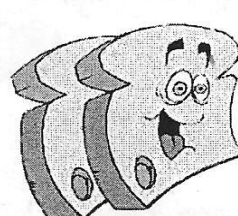
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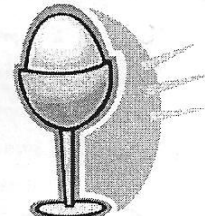
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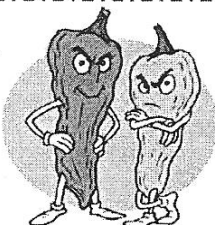
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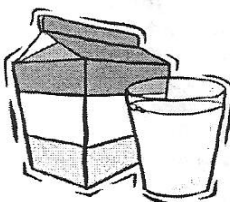
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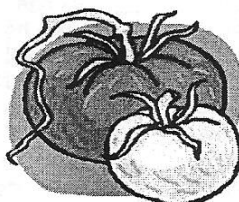
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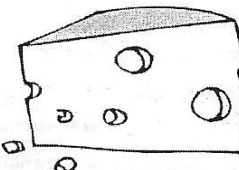
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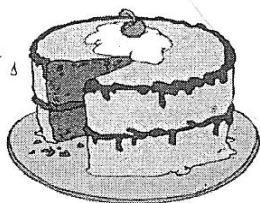
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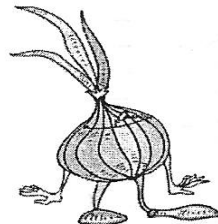
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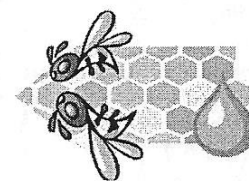
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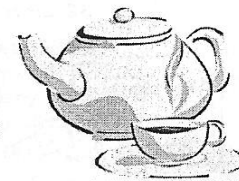
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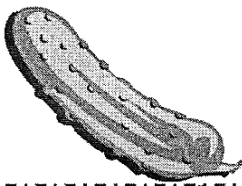
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Name: Los Felipe Leon Lopez Grade: 607 Date: \_\_\_\_\_

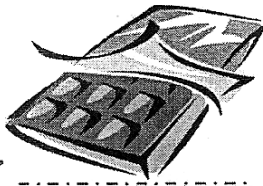
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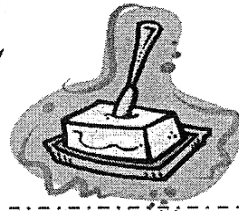
**COUNTABLE OR UNCOUNTABLE** Write "C" for countables and "U" for uncountables



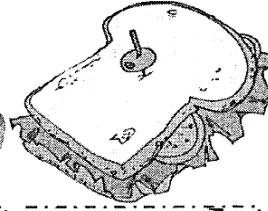
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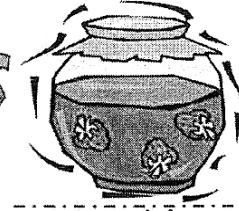
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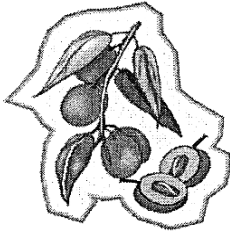
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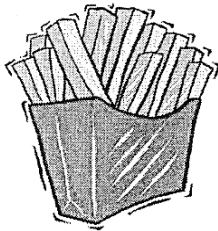
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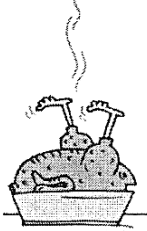
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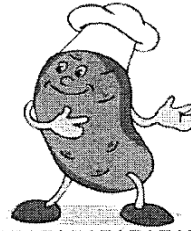
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French fry (U)



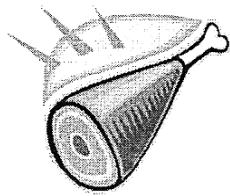
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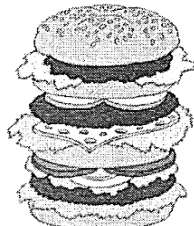
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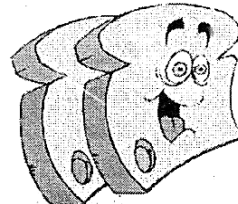
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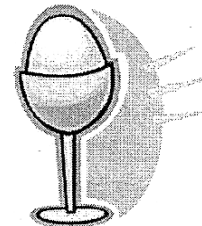
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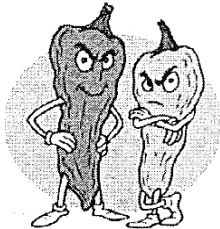
fruit juice (U)



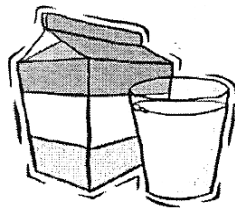
bread (C)



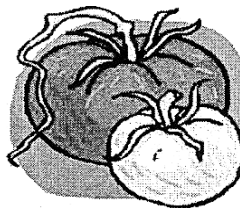
egg (C)



pepper (C)



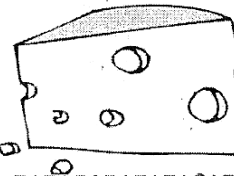
milk (U)



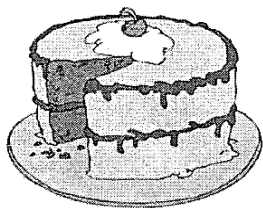
tomato (C)



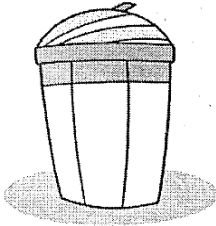
soup (U)



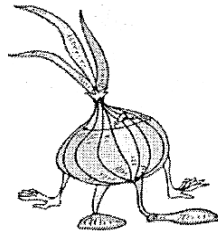
cheese (U)



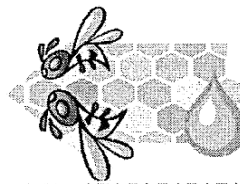
cake (C)



sugar (U)



onion (C)



honey (U)



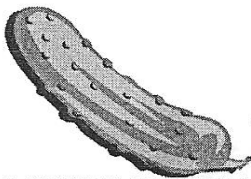
tea (U)

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

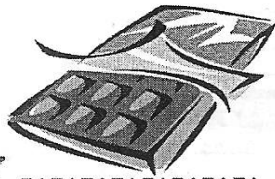
**Goal:** In this lesson you will learn about the countable and uncountable nouns.

**Final task:** At the end of this lesson you will be able not only to recognize the difference between the countable and uncountable nouns but also to use them in a real life situation.

**COUNTABLE OR UNCOUNTABLE** Write "C" for countables and "U" for uncountables!



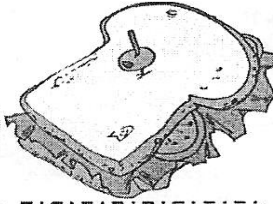
cucumber (C)



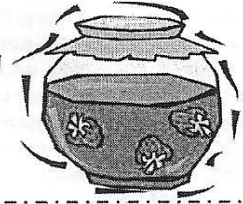
chocolate (U)



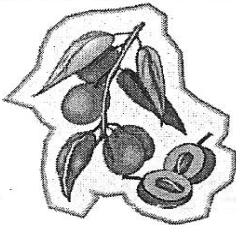
butter (U)



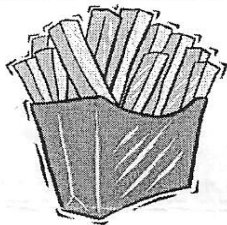
sandwich (C)



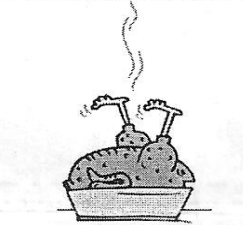
jam (U)



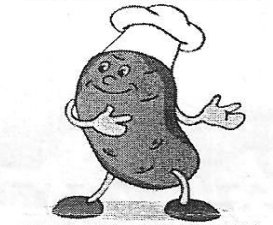
olive (U)



French fry (U)



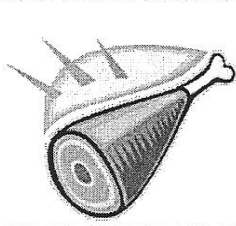
chicken (C)



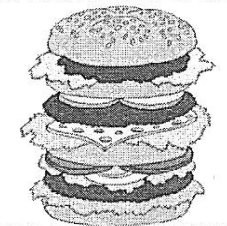
potato (U)



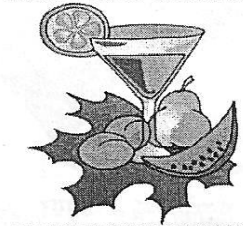
coffee (U)



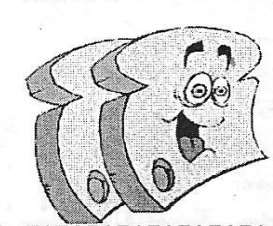
meat (U)



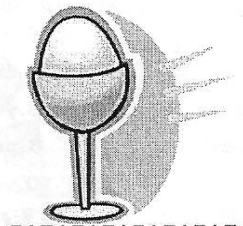
hamburger (C)



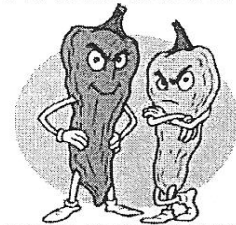
fruit juice (U)



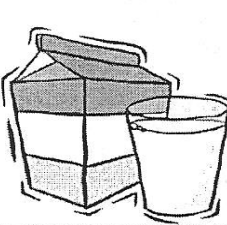
bread (C)



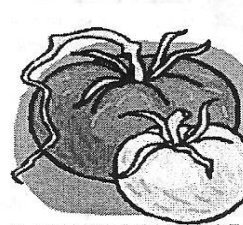
egg (C)



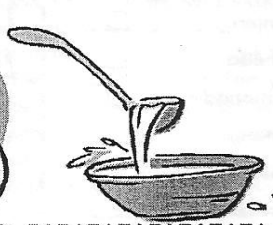
pepper (C)



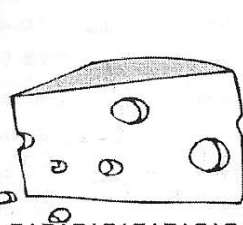
milk (U)



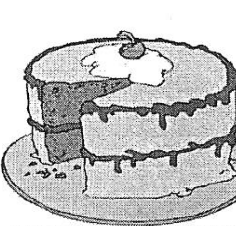
tomato (C)



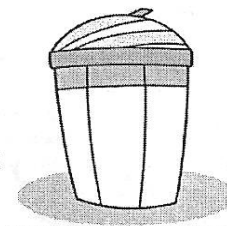
soup (U)



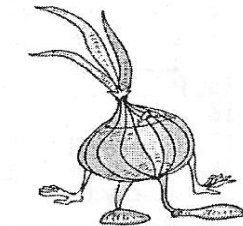
cheese (C)



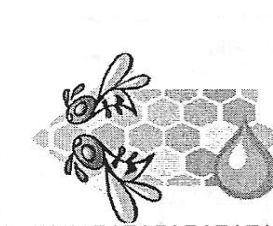
cake (C)



sugar (U)



onion (U)



honey (U)



tea (U)





FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Daniela Ramirez Grade: 601 Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

1. Write C for countable and U for uncountable. (25 marks)

1. sugar	<u>U</u>
2. pencil	<u>C</u>
3. biscuit	<u>U</u>
4. rice	<u>U</u>
5. cup	<u>  </u>

6. flower	<u>C</u>
7. jam	<u>U</u>
8. juice	<u>U</u>
9. slice	<u>U</u>
10. paper	<u>C</u>

11. tiger	<u>C</u>
12. bread	<u>C</u>
13. butter	<u>U</u>
14. plate	<u>C</u>
15. chair	<u>C</u>

2. Label the pictures. (20 marks)

1. chicken      2. ham      3. tomato      4. grapes      5. banana      6. tomato

7. cheese      8. cheese      9. egg      10. soup      11. tea      12. bread

13. butter      14. juice      15. butter      16. potato      17. bread      18. carrot

19. butter      20. onion

Name: SARA SOFIA PEÑA B Grade: 601 Date: 07/09/15

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

1. Write C for countable and U for uncountable. (25 marks)

1. sugar	<u>U</u>
2. pencil	<u>C</u>
3. biscuit	<u>U</u>
4. rice	<u>C</u>
5. cup	<u>—</u>

6. flower	<u>C</u>
7. jam	<u>U</u>
8. juice	<u>U</u>
9. slice	<u>C</u>
10. paper	<u>C</u>

11. tiger	<u>C</u>
12. bread	<u>C</u>
13. butter	<u>U</u>
14. plate	<u>C</u>
15. chair	<u>C</u>

2. Label the pictures. (20 marks)

1. chicken (Illustration of a whole chicken)

2. cheese (Illustration of a slice of cheese)

3. banana (Illustration of a banana)

4. apple (Illustration of an apple)

5. tomato (Illustration of a tomato)

6. egg (Illustration of a cracked egg)

7. cheese (Illustration of a wedge of cheese)

8. egg (Illustration of a whole egg)

9. rice (Illustration of a bowl of rice)

10. tea (Illustration of a mug of tea)

11. tea (Illustration of a tea bag)

12. potato (Illustration of a potato)

13. bottle (Illustration of a bottle)

14. butter (Illustration of a butter block)

15. potato (Illustration of a potato)

16. bread (Illustration of a loaf of bread)

17. carrot (Illustration of a carrot)

18. carrot (Illustration of a carrot)

19. bottle (Illustration of a bottle)

20. onion (Illustration of an onion)



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: DAVID TALEO ANDRÉS TORO Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

1. Write C for countable and U for uncountable. (25 marks)

1. sugar	<u>U</u>
2. pencil	<u>C</u>
3. biscuit	<u>U</u>
4. rice	<u>U</u>
5. cup	<u>C</u>

6. flower	<u>C</u>
7. jam	<u>U</u>
8. juice	<u>U</u>
9. slice	<u>U</u>
10. paper	<u>C</u>

11. tiger	<u>C</u>
12. bread	<u>C</u>
13. butter	<u>U</u>
14. plate	<u>C</u>
15. chair	<u>C</u>

2. Label the pictures. (20 marks)

1. chicken

2. pata

3. grapes

4. BANANA

5. tomato

6. egg

7. lettuce

8. cheese

9. rice

10. cereal

11. tea

12. cabbage

13. salt

14. water

15. butter

16. potato

17. bread

18. CUKROT

19. olive

20. onion

Name: Natalia Barreras Caro Grade: 601 Date: 6°

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

1. Write C for countable and U for uncountable. (25 marks)

1. sugar	<u>U</u>
2. pencil	<u>C</u>
3. biscuit	<u>C</u>
4. rice	<u>U</u>
5. cup	<u>C</u>

6. flower	<u>C</u>
7. jam	<u>U</u>
8. juice	<u>U</u>
9. slice	<u>U</u>
10. paper	<u>C</u>

11. tiger	<u>C</u>
12. bread	<u>C</u>
13. butter	<u>U</u>
14. plate	<u>C</u>
15. chair	<u>C</u>

2. Label the pictures. (20 marks)

1. Chicken

2. SOUP

3. sandwich

4. grapes

5. banana

6. Tomato

7. mushroom

8. cheese

9. egg

10. rice

11. mug

12. flour

13. oil

14. water

15. butter

16. potato

17. bread

18. carrot

19. ketchup

20. onion

## Test de Inteligencias Múltiples

- 1  Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 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 baile 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 puzzles y entretenerme con juegos electrónicos.
- 16  Me fue fácil aprender a andar en bicicleta. (o patines)
- 17  Me enoja 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.

Julian salamanca 601

ARNOLD VARELA

## Test de Inteligencias Múltiples

- 1 V Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 2 V Si estoy enojado (a) o contento (a) generalmente sé exactamente por qué.
- 3 F Sé tocar (o antes sabía tocar) un instrumento musical.
- 4 F Asocio la música con mis estados de ánimo.
- 5 F Puedo sumar o multiplicar mentalmente con mucha rapidez.
- 6 F Puedo ayudar a un amigo a manejar sus sentimientos porque yo lo pude hacer antes en relación a sentimientos parecidos.
- 7 V Me gusta trabajar con calculadoras y computadores.
- 8 P Aprendo rápido a bailar un baile nuevo.
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- 10 F Disfruto de una buena charla, discurso o sermón.
- 11 F Siempre distingo el norte del sur, esté donde esté.
- 12 V Me gusta reunir grupos de personas en una fiesta o en un evento especial.
- 13 V La vida me parece vacía sin música.
- 14 A Siempre entiendo los gráficos que vienen en las instrucciones de equipos o instrumentos.
- 15 V Me gusta hacer puzzles y entretenerme con juegos electrónicos.
- 16 V Me fue fácil aprender a andar en bicicleta. (o patines).
- 17 P Me enoja cuando oigo una discusión o una afirmación que parece ilógica.
- 18 V Soy capaz de convencer a otros que sigan mis planes.
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- 20 F Con frecuencia veo configuraciones y relaciones entre números con más rapidez y facilidad que otros.
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- 22 F Tengo agudeza para encontrar el significado de las palabras.
- 23 V Puedo mirar un objeto de una manera y con la misma facilidad verlo.
- 24 A Con frecuencia hago la conexión entre una pieza de música y algún evento de mi vida.
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Melizza Balseiro un'be

Luis fe

## Test de Inteligencias Múltiples

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

Nombre: Luis Felipe Ceron Lopez



CRISTIAN ESTIVAS DIAZ RODRIGUEZ  
2

### Test de Inteligencias Múltiples

- 1  Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 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 baile 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 puzzles y entretenerme con juegos electrónicos.
- 16  Me fue fácil aprender a andar en bicicleta. (o patines).
- 17  Me enoja 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.

Hernán Sánchez

### Test de Inteligencias Múltiples

- 1  Prefiero hacer un mapa que explicarle a alguien como tiene que llegar.
- 2  Si estoy enojado (a) o contento (a) generalmente sé exactamente por qué.
- 3  Sé tocar (o antes sabía tocar) un instrumento musical.
- 4  Asocié la música con mis estados de ánimo.
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- 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 baile 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.
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- 15  Me gusta hacer puzzles y entretenerme con juegos electrónicos.
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- 34  Me doy cuenta de los estados de ánimo de otros.
- 35  Me doy cuenta bastante bien de lo que otros piensan de mí.

Name: Nikolas Sabas and Erid Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Goal:** In this lesson you will be able to talk about food and using countable and uncountable nouns.

**Final Task:** At the end of this lesson use countable and uncountable to make shopping list.

1. Look at the images. Write its names and check if they are countable or uncountable nouns.



Beer

uncountable



Pizza

C



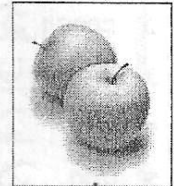
Bread

C



carrot

C



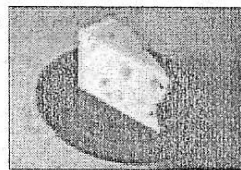
Apple

C



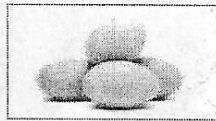
butter

U



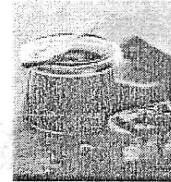
cheese

U



egg

C



Jam

U



2. Chose the best option and practice this dialogue with a partner.

Sabas : hey let's make a/an apple pie!!

Erid : Great idea! But, have we got some/any apples?

Sabas : Uhhmm Yeah! look! there are some/any in this bowl. How much/many do we need?

Erid : A lot of them!... Maybe a liter/kilo.

Sabas : It is not enough! We need to buy some/any in the fruit shop.

Erid : and we will need some / any flour, also some/any sugar and milk too.

Sabas : how many/much do we need?

Erid : I think half a kilo and one egg two bottles/pieces of milk and some/any butter

Sabas : Nice! This will be the best pay ever... let's go now

Name: Amy Castañeda, Kelly Talero Grade: 601 Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

Final Task: At the end of this lesson use countable and uncountable to make shopping list.

1. Look at the images. Write its names and check if they are countable or uncountable nouns.



milk

uncountable



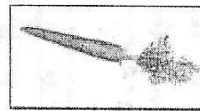
pizza

countable



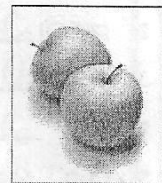
Bread

uncountable



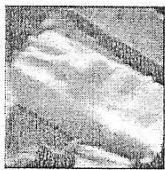
carrot

countable



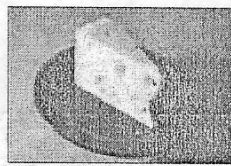
apple

countable



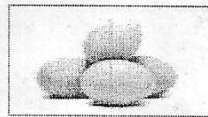
butter

uncountable



cheese

uncountable



egg

uncountable



Jam

uncountable



Juice orange

uncountable

2. Chose the best option and practice this dialogue with a parnert.

an : hey let's make a/an apple pie!!

any : Great idea! But, have we got some/any apples?

some : Uhhmm Yeah! look! there are some/any in this bowl. How much/many do we need?

liter : A lot of them!... Maybe a liter/kilo.

any : It is not enough! We need to buy some/any in the fruit shop.

some : and we will need some / any flour, also some/any sugar and milk too.

many : how many/much do we need?

bottles : I think half a kilo and one egg two bottles/pieces of milk and some/any butter

\_\_\_\_\_ : Nice! This will be the best pay ever... let's go now

Name: Liceth Andrea Rodriguez M Grade: 601 Date: 07/09/15

Goal: In this lesson you will be able to talk about food and using countable and uncountable nouns.

Final Task: At the end of this lesson use countable and uncountable to make shopping list.

1. Look at the images. Write its names and check if they are countable or uncountable nouns.



Beer

uncountable



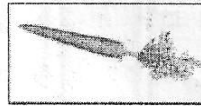
Pizza

countable



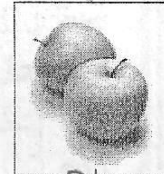
bread

countable



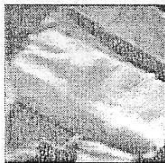
carrot

countable



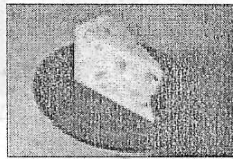
apple

countable



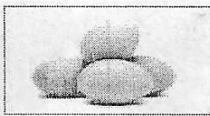
butter

uncountable



cheese

uncountable



egg

countable



coffee

uncountable



Fruit juice

uncountable

2. Chose the best option and practice this dialogue with a partner.

camila: hey let's make a/an apple pie!!

liceth: Great idea! But, have we got some/any apples?

camila: Uhhmm Yeah! look! there are some/any in this bowl. How much/many do we need?

liceth: A lot of them!... Maybe a liter/kilo.

camila: It is not enough! We need to buy some/any in the fruit shop.

liceth: and we will need some / any flour, also some/any sugar and milk too.

camila: how many/much do we need?

liceth: I think half a kilo and one egg two bottles/pieces of milk and some/any butter

camila: Nice! This will be the best pay ever... let's go now

Name: Laura Sanchez Melizza Grade: 601 Date: 7/sep/15

**Goal:** In this lesson you will be able to talk about food and using countable and uncountable nouns.

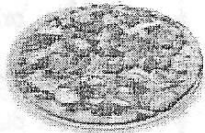
**Final Task:** At the end of this lesson use countable and uncountable to make shopping list.

1. Look at the images. Write its names and check if they are countable or uncountable nouns.



Beer

uncountable



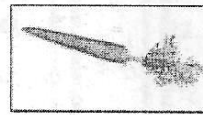
Pizza

Countable



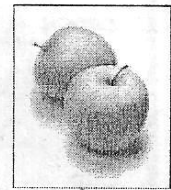
bread

countable



Carrot

uncountable



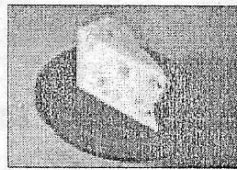
apple

countable



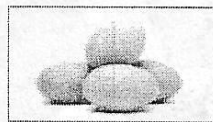
butter

uncountable



cheese

uncountable



egg

countable



tea

uncountable



Juice orange

uncountable

2. Chose the best option and practice this dialogue with a partner.

an : hey let's make a/an apple pie!!

any : Great idea! But, have we got some/any apples?

some : Uhhmm Yeah! look! there are some/any in this bowl. How much/many do we need?

kilo : A lot of them!... Maybe a liter/kilo.

any : It is not enough! We need to buy some/any in the fruit shop.

some : and we will need some / any flour, also some/any sugar and milk too.


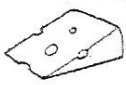






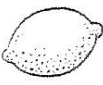




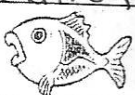


an : how many/much do we need?

any : I think half a kilo and one egg two bottles/pieces of milk and some/any butter

some : Nice! This will be the best pay ever... let's go now

Name: John Sebastian Rojas Trujillo Grade: 602 Date: 10/09/2015

**FOOD - COUNTABLE AND UNCOUNTABLE NOUNS**

			
<u>orange</u>	<u>cheese</u>	<u>coffee</u>	<u>potatoes</u>
			
<u>chocolate</u>	<u>banana</u>	<u>water</u>	<u>meat</u>
			
<u>lemon</u>	<u>carrot</u>	<u>pasta</u>	<u>coca-cola</u>
			
<u>apple</u>	<u>fish</u>	<u>ice-cream</u>	<u>eggs</u>

**COUNTABLE NOUNS**

- Nouns you can count
- You can use a / an in front of countable nouns.
- Nouns that have a plural form.

**UNCOUNTABLE NOUNS**

- Nouns you can't count
- Nouns that normally don't have a plural form.

- We can make uncountable nouns countable to express quantity. We add a unit or a quantity with "OF"

e.g. a bar of chocolate

a) Color and give the name of each picture, then number them from the one you like the most a last one.

b) Look at the words and select them into the right category

water - bread - lemons - chocolate - sugar - tea - milk - oranges - cheese - coffee - eggs - grapes - a bar of chocolate - chicken - butter - a loaf of bread - peach - a cup of tea - honey

c) Use a / an or some and write C for countable or U for uncountable.

- An money C
- An ponds C
- An cup of tea C
- A sugar U
- An bar of chocolate C
- An ice-cream C
- A rice U
- An glass of water C
- A coffee U
- An cake C
- An eggs C
- An orange C
- An bunch of grapes C
- A coins U
- An apple C
- A salt U

Countable




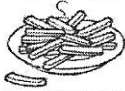

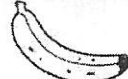
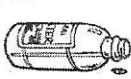

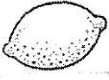







bread - lemon  
chocolate - tea  
orange - cheese  
eggs - grapes  
a cup of chocolate  
chicken - a loaf of  
bread - a glass of  
of tea

Uncountable

water - sugar  
milk - coffee  
butter

Name: Cristian Mateo Patarroyo R. Grade: 602 Date: 10/09/2015

**FOOD – COUNTABLE AND UNCOUNTABLE NOUNS**

			
ORANGE	CHEESE	COFFEE	POTATO CHIPS
			
CHOCOLATE	BANANA	WATER	MEAT
			
LEMON	CARROT	PASTA	COCA-COLA
			
APPLE	FISH	ICE CREAM	EGGS

**COUNTABLE NOUNS**

- Nouns you **can** count
- You can use a / an in front of countable nouns.
- Nouns that have a plural form.

**UNCOUNTABLE NOUNS**

- Nouns you **can't** count
- Nouns that normally don't have a plural form

- We can make uncountable nouns countable to express quantity. We add a unit or a quantity with "OF"

e.g. a bar of chocolate

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b) Look at the words and select them into the right category

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c) Use a / an or some and write C for countable or U for uncountable.

- An money C
- AN ponds C
- An cup of tea C
- A sugar U
- An bar of chocolate C
- An ice-cream C
- A rice U
- An glass of water C
- A coffee U
- An cake C
- An eggs C
- An orange C
- An bunch of grapes C
- A coins U
- An apple C
- A salt U

**Countable**

bread - lemons -  
chocolate - tea -  
orange - cheese  
eggs - grapes -  
a cup of chocolate  
chicken - a loaf of  
bread - a ver  
of tea.

**Uncountable**

water - sugar -  
milk - coffee -  
butter -









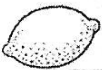











FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Juan Manuel Cardenal Grade: 607 Date: \_\_\_\_\_

**FOOD – COUNTABLE AND UNCOUNTABLE NOUNS**

			
<u>Orange</u>	<u>Cheese</u>	<u>Coffee</u>	<u>Potatoes</u>
			
<u>Chocolate</u>	<u>Banana</u>	<u>Water</u>	<u>meat</u>
			
<u>Lemon</u>	<u>Carrot</u>	<u>pasta</u>	<u>Cola</u>
			
	<u>fish</u>	<u>ice cream</u>	<u>eggs</u>

**COUNTABLE NOUNS**

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c) Use a / an or some and write C for countable or U for uncountable.

- no money C
- AN ponds C
- AN cup of tea C
- A sugar U
- AN bar of chocolate C
- A ice-cream C
- A rice U
- AN glass of water U
- A coffee U
- AN cake C
- AN eggs C
- AN orange C
- AN bunch of grapes C
- AN coins C
- AN apple C
- A salt U

**Countable**









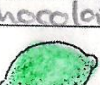

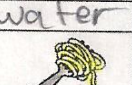
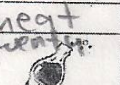
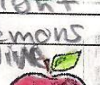
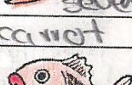
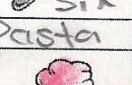
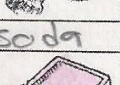
Bread - lemons  
chocolate - tea  
Oranges - cheese  
eggs - grapes - a -  
bar of - chicken -  
a loaf of bread -  
peach - a cup of  
tea

**Uncountable**

Water - sugar  
Milk - coffee  
butter - honey

Name: Laura Gabriela Agudelo Monsalve Grade: 602 Date: 10<sup>th</sup> sept.

**FOOD – COUNTABLE AND UNCOUNTABLE NOUNS**

 Three Orange	 Four Cheese	 Twenty Coffee	 Twenty French fry
 Two Chocolate	 Five Banana	 One Water	 Two Meat
 Eight Lemons	 Seven Carrot	 Six Pasta	 Twenty Soda
 Nine Apple	 Ten Fish	 One Ice cream	 Eleven Eggs

**COUNTABLE NOUNS**

- Nouns you can count
- You can use a / an in front of countable nouns.
- Nouns that have a plural form.

**UNCOUNTABLE NOUNS**

- Nouns you can't count
- Nouns that normally don't have a plural form

- We can make uncountable nouns countable to express quantity. We add a unit or a quantity with "OF"

e.g. a bar of chocolate

a) Color and give the name of each picture, then number them from the one you like the most a last one.

b) Look at the words and select them into the right category

water – bread – lemons – chocolate – sugar – tea – milk – oranges – cheese – coffee – eggs – grapes – a bar of chocolate – chicken – butter – a loaf of bread – peach – a cup of tea – honey

c) Use a / an or some and write C for countable or U for uncountable.

- a money C
- a ponds U
- a cup of tea C
- a sugar U
- a bar of chocolate U
- an ice-cream C
- a rice U
- a glass of water U
- a coffee U
- a cake any
- an eggs C
- an orange C
- a bunch of grapes U
- a coins C
- an apple C
- a salt U

**Countable**

lemons oranges  
eggs a bar of  
chocolate  
chicken a loaf  
of bread peach  
a cup of tea

**Uncountable**

Water bread  
Chocolate sugar  
Tea Milk Cheese  
coffee grapes  
butter honey



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Daniela Ramirez A Grade: 601 Date: 1

**Goal:** In this lesson you will be able to talk about the process of your recipe using present continuous.

**Final Task:** At the end of this lesson use present continuous for explaining the way of preparing your recipe.

### grammar overview

- ★ We use "present continuous" when we talk about events that are going on at the time of speaking.  
Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment. I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.
- ★ We use "present continuous" when we talk about a period of time close to present.  
Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

### Answer the questions according to the video

Is the cat singing?

No, he is not singing

Is the boy sleeping?

No, He is not sleeping

Are they clapping?

No, They are not clapping

Is the mouse running?

No, He is not running

Is superman watching TV?

No, he is not watching tv

Are the girls fighting?

No, They are not girls fighting

Are the kids crying?

No, They are not kids crying

Name: PAOLA ANDREA valentiana Grade: 601 Date: 28/sep/2015

**Goal:** In this lesson you will be able to talk about the process of your recipe using present continuous.

**Final Task:** At the end of this lesson use present continuous for explaining the way of preparing your recipe.

**grammar overview**

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Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

Answer the questions according to the video

Is the cat singing?

not x he is not singing

Is the boy sleeping?

not he is not sleeping

Are they clapping?

not they are not clapping

Is the mouse running?

not they is no running

Is superman watching TV?

not he is not watching tv

Are the girls fighting?

not the girls not fighting

Are the kids crying?

not are kids not crying



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
PRACTICA DOCENTE INVESTIGATIVA II 2015/2

Name: Sergio Esfeban Veiga Gonzalez Grade: 6º Date: 20/09/15

Goal: In this lesson you will be able to talk about the process of your recipe using present continuous.

Final Task: At the end of this lesson use present continuous for explaining the way of preparing your recipe.

### grammar overview

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Examples: Our football team isn't playing well this season. / She is preparing the project today. / We're having a lot of meetings this week. / Mark is working in China this month.

Answer the questions according to your classmates performances

Is he playing tennis?

yes he is playing tennis

Are they dancing?

not they are not dancing

Is she studying for the exam?

Yes she is studying for the exam

Are they reading books?

Yes they are

Is she singing?

no is not singing reading books

Are they fighting?

no they are not fighting



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3

Name: Julian camilo salamanca c. Grade: 601 Date: \_\_\_\_\_

**Goal:** In this lesson you will be able to talk about the process of your recipe using present continuous.

**Final Task:** At the end of this lesson use present continuous for explaining the way of preparing your recipe.

### grammar overview

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Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment. I can't come out. /  
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having a lot of meetings this week. / Mark is working in China this month.

Answer the questions according to your classmates performances

Is he playing tennis?

yes he is playing tennis

Are they dancing?

No they are dancing

Is she studying for the exam?

yes she is studying for the exam

Are they reading books?

Yes they are reading books

Is she singing?

No she is not singing

Are they fighting?

No they are not fighting



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2

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Goal: In this lesson you will be able to talk about the process of your recipe using present continuous.

Final Task: At the end of this lesson use present continuous for explaining the way of preparing your recipe.

### grammar overview

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Examples: Look! The girl is riding her bicycle. / I am having my breakfast at the moment. I can't come out. / The students are writing the summary of the reading text now. / Be quiet! The baby is sleeping.
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### Answer the questions according to the video

Is the cat singing?

he is not singing

Is the boy sleeping?

he is not sleeping

Are they clapping?

they are not clapping

Is the mouse running?

he is not running

Is superman watching TV?

he is not watching tv

Are the girls fighting?

she is not fighting

Are the kids crying?

they are kids crying



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Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

**Goal:** In this lesson you will be able to talk about the process of your recipe using present continuous.

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Are the kids crying?

no, they are crying





FACULTAD DE EDUCACION  
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Name: Cristian Estiven Diaz Rodriguez Grade: 601 Date: 26/10/2015

Goal: In this lesson you will be able to use the Wh questions.

Final Task: At the end of this lesson use Wh questions for asking information about a specific topic you need to know.

## QUESTION WORDS

WHAT

You use this question word when you want to know information about something.

WHO

You use this question word when you want to know a person or people.

WHY

You use this question word when you want to know the reason of something.

HOW

This question word means "in what way or manner or 'what ways'" or "to what extent, amount or degree.

WHEN

You use this question word when you want to know the time of something.

WHOSE

You use this question word when you want to know to whom something belongs.

WHICH

You use this question word to ask something individual among other things.

WHERE

You use this question word when you want to know the location of someone or something.

### FILL IN THE BLANKS WITH THE CORRECT QUESTION WORDS:

1. A: <u>What</u> are you crying Jessica?	B: Oh, because I can't find my favourite doll.
2. A: <u>Why</u> do you go to bed?	B: I go to bed at 9 o'clock in the evening.
3. A: <u>Who</u> is your Maths teacher?	B: Mr. Terzioğlu is my Maths teacher.
4. A: <u>Whose</u> jacket is this?	B: It's my father's jacket.
5. A: <u>Which</u> is your favourite colour?	B: My favourite colour is green.
6. A: <u>When</u> do you study English?	B: I study English in my room.
7. A: <u>When</u> does the school start?	B: The school starts at 8:40.
8. A: <u>Who</u> is Michael Jackson?	B: He is a very famous pop star.
9. A: <u>Whose</u> car is a Ferrari?	B: Lionel Messi's car is a Ferrari.
10. A: <u>What</u> do you eat at breakfast?	B: I eat cheese and olives at breakfast.
11. A: <u>Which</u> cake do you like most?	B: I like strawberry cake most.
12. A: <u>How</u> do the Johnsons go to work?	B: They go to work by underground.
13. A: <u>Why</u> is she at the dentist today?	B: Because she has got a terrible toothache.
14. A: <u>Where</u> does your father work?	B: He works in Barcelona.
15. A: <u>Why</u> will Brenda go to Italy?	B: She will go there by plane.
16. A: <u>Which</u> animal is the fastest in the world?	B: A cheetah is the fastest one in the world.



FACULTAD DE EDUCACION  
ENGLISH LESSON PLAN  
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Name: Brandon Niño Castro Grade: 601 Date: 26/10/15

Goal: In this lesson you will be able to use the Wh questions.

Final Task: At the end of this lesson use Wh questions for asking information about a specific topic you need to know.

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14. A: <del>Where</del> <u>Where</u> does your father work?	B: He works in Barcelona.
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Name: Nick Quevedo Grade: 601<sup>o</sup> Date: 26/10/15

**Goal:** In this lesson you will be able to use the Wh questions.

**Final Task:** At the end of this lesson use Wh questions for asking information about a specific topic you need to know.

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FACULTAD DE EDUCACION  
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Name: Laura Sanchez Grade: 601 Date: 28/10/2015

Goal: In this lesson you will be able to use the Wh questions.

Final Task: At the end of this lesson use Wh questions for asking information about a specific topic you need to know.

## QUESTION WORDS

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