

PROMOTING MULTIPLE INTELLIGENCES IN THE ENGLISH LANGUAGE
CLASSROOM THROUGH THE MULTISENSORY APPROACH

FINAL INTERNSHIP REPORT

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INTERNSHIP REPORT SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS OF
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First of all, I want to thank God for blessing me and creating every opportunity that has allowed me to get to this point. Also, thank you for responding to each of my requests, for giving me that spiritual strength that I often needed, for putting people on my path who offer me good things and who promote my process somehow or other. There are many things that during this process confirmed to me the love and mercy of God towards us, I will be eternally grateful to him.

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I am grateful to the directors and teachers from the school for allowing me to carry out my internship and guiding me during this process. I thank the children from the school for letting me be part of their lives through the classes we spent together. I hope I have left a good mark and been a good role model.

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ABSTRACT

This paper describes the experience of the research internship in the teaching of English as a foreign language in a public school in Montería. The purpose of this was to establish the findings after having used the multisensory approach as a way to encourage and improve the different types of intelligence and develop effective learning of the English language in the preschool students of the Antonia Santos school. To achieve this, several lessons were designed taking into account different pedagogies (Multisensory Approach, Theory of Multiple Intelligences) to support the methodology and activities developed in the process during the internship. Consequently, three main results can be reported. In the first place, the students demonstrated through their performance and participation which way it was easier for them to learn. Secondly, it was evidenced due to the interest of the students in the use of multisensory activities that the different types of intelligence identified were highly encouraged. Thirdly, the performance results obtained at the end of the process accounted for the significant improvement in the types of intelligence in the students. All this significantly helped the effective learning that the students had regarding the learning of the English language.

Keywords: Early childhood education, Multisensory approach, Multiple intelligences theory, Preschool, learning process.

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1. INTRODUCTION

Colombia is a country where the teaching of English is promoted from primary to secondary education, while in preschool it is suggested. Due to this, there is a gap in the teaching-learning of the second language from the beginning of schooling. However, early childhood education offers students a comprehensive environment where dimensions of development, soft skills, and competencies such as language learning and interpersonal skills are fostered.

In this way, the Ministry of Education of the Nation in Colombia is an actor that promotes the teaching of English in basic and secondary education, although for teaching at an early age there are no methodological parameters to teach this language in preschool (Fandiño, Bermúdez and Lugo, 2012). This fact means to a large extent a failure in the educational system, since there are arguments that suggest that exposure to the English language at an early age is an aspect that would positively influence children both in the present and in the future. As Vygotsky (1986) suggests, language is the most powerful tool in the development of any human being. It is without a doubt the greatest asset we have. A good understanding of language is synonymous with a solid thinking ability. In other words, language and thought are inseparable. For this reason, helping children from an early age to develop this relationship is an essential factor in their growth.

Likewise, learning a foreign language at an early age favors the social, cultural and cognitive development of children because it encourages respect for differences, improves the ability to interrelate, allows them to become aware of their learning process, enhances memory, logical thinking — verbal and consciousness; among others.

Consequently, national entities such as the University of Córdoba have sought a way to create and carry out some projects that focus on promoting these learning opportunities, such as; the project called Córdoba transformed. Which is an initiative of the University of Córdoba with the support of the local government of the city of Montería and Córdoba. Its purpose is to promote the learning of the English language at an early age, in order to improve the quality of education for young children.

The development of this project is carried out with the collaboration of students in the last semesters, who develop their internship process as part of this initiative. Internships are one of the professional procedures that the University of Córdoba proposes to students of different careers to gain experience and knowledge before graduating. This opportunity allows future teachers to put into practice what they have learned during their educational cycle. Likewise, the internships as a degree option are intended to give students the opportunity to reveal their potential as professionals working in real and concrete circumstances and environments.

The English language program presents this degree option to students to teach in schools through approaches and methodologies to enhance English language learning. It seems that many universities are concerned with exposing future teachers to experiences in which they can nurture their professional profile, as well as their personal skills in dealing with students, who are the ultimate beneficiaries of the teaching process. In this sense, as a degree option, an internship was selected to teach young children in a public school in Montería.

As mentioned above, the Córdoba Transformada project is 5 years old and has mainly benefited two institutions: El Recuerdo and Antonia Santos. Both are official schools that offer education to young children with an emphasis on the English language from this level on. This

work reports the internship experience carried out in Antonia Santos with kindergarten students from August to November 2022.

This school is located in the neighborhood of La Granja, south of the city of Montería, the school is known as one of the most outstanding public schools in Montería. Presents academic training from preschool to high school in the morning and evening shifts; however, the preschool only has a morning shift that operates from 7:15 a.m. to 5:00 p.m. to 12:00 p.m. The school has 6 different preschool groups (A, B, C, D, E, and F). In this case, groups C and D were selected to work. In group C, we worked with 25 children, of which 13 were girls and 12 were boys, who ranged in age from 5 to 7 years. While in group D, the process was carried out with 24 students, of which 13 were girls and 11 were boys. Similarly, the age range of these students was between 5 and 7 years.

Despite the fact that the children do not have a professional teacher in English, it should be noted that they have a book called "Now You Can" that is used as material for the development of this language. This is used when planning, designing and executing English classes.

The main objective was to expand students' English knowledge and encourage the development and improvement of different types of intelligence through multisensory strategies. English was taught twice a week. At first the children's interest in learning English was noticeable, so teaching them was remarkably comfortable. In addition, the intern had the responsibility of creating lesson plans and materials, assigning homework, grading, and experimenting with educators and students in extracurricular activities.

This document contains the most relevant information involved in the internship process, which is presented in different sections, as follows:

Section number one explains the different concepts and methodologies that were taken into account and implemented during the internship. Section number two includes the teaching methodologies and procedures used during this process. The results of participation in this project are shown in chapter number three. Likewise, in chapter number four, you can find some annexes related to the information provided. Chapter five deals with some recommendations and conclusions that were drawn from the internship experience at the Antonia Santos Educational Institution. In short, chapter number six explains the limitations that were faced while the internship was developed.

2. PEDAGOGIES

This chapter reports the main concepts, pedagogies, directions, and teaching approaches underlying this internship process. Wherein, concepts like Early Childhood Learning, The Multisensory Approach, and Multiple Intelligences are exposed in order to take them into account for the support and good understanding of this paper.

2.1. How do children between 5-7 years old learn?

Identifying the way how early students learn is the most important part to take into account before starting to work with them; since, it is necessary to employ the most effective approaches, methodologies, and techniques. According to Worland (2020) The brain development of children at this stage 5-7 accelerates as they receive opportunities at school to learn new mental skills and concepts. Also, As they grow and develop, they become more curious about the world around them, become more interested in exploring it, and begin to solve problems on their own. It's important to note that for this stage in brain development, learning takes place most effectively through concrete experiences.

As children grow, we can notice him or her developing new and exciting abilities. Especially, between the ages of 5 to seven. There are some behavioral aspects that show us how they are improving their capacities to learn. They often enjoy many activities and stay busy, like to paint and draw, practice skills in order to become better, etc. At this point, preschool is usually the perfect space to promote these attitudes. Justice (2021) expressed that kindergarten provides the building blocks of physical, social and emotional development, as well as the basics of language, literacy, thinking and cognitive skills. Equally important, it provides a bridge from

education at home or in preschool to education in a more traditional classroom, where children must interact with a teacher, a set of rules and each other in order to learn.

2.2. The Multisensory Approach

Multisensory Learning Approach is a term used to describe teaching methods that involve engaging more than one sense at a time, which seeks to enhance memory and ability to learn. A Multisensory Approach, "also known as VAKT (visual-auditory-kinesthetic tactile) implies that students learn best when information is presented in different modalities (Mercer & Mercer, 1993)" (Murphy, 1997, p. 1). The above could be tried, for example, in a class where fruits are being taught. It is more likely that learning is meaningful if children touch, smell, taste and hear how to mention the name of an apple, banana, pear, etc... The belief is that students learn a new concept best when it is taught using the four modalities.

Therefore, the environment and learning process should provide the opportunity for students to grasp knowledge by using all sensory devices. In fact, people live in a multisensory environment as well. Arends and Kilcher (2010) recommended the use of various expressions and different senses in learning. Since, it will stimulate the senses and the growth of connections on the brain nerve. In this way, verbal information causes interaction with the temporal lobe, and visual information affects the connections in the occipital lobe.

In addition, some studies conclude that the multisensory approach is essential because the integration of multiple senses provides many significant advantages (Yildirim & Jacobs, 2012). For instance, the integration of the senses gives more impact than the involvement of one sense. Likewise, the use of concrete objects as learning tools will trigger more ideas than just

pictures. For this reason, the emergence of a variety of ideas leads to communication, eventually, the more communication, the more ideas or opinions. This finding is consistent with the Wozny, Beierholm, & Shams (2008) that presented subjects with visual, auditory and tactile provide numerous perceptions.

Furthermore, Yildirim & Jacobs (2012) concluded that a multisensory environment supports the learning process better than a unisensory environment. Unisensory environments merely involve one of the audio, visual or tactile senses. Learning in such an environment is less efficient because it is less natural and incapable of creating an optimal learning climate in comparison with a multisensory environment. In addition, there is a kind of unconformity in unisensory learning with the reality that automatically leads to the preference of a multisensory environment.

2.2.1. Benefits of The Multisensory Approach in early childhood education

Multi-sensory learning techniques have also proven to be helpful in the development of a foreign language. Drills that contain visual, auditory, and even tactile involvement by students improve their comprehension of the foreign language (Kalivoda, 1978). Multisensory techniques are very helpful when employed in children ESL classrooms. The main benefit of multisensory learning is that it helps children to retain more information (Miller, 2017). García & Harris (2019) stated that the key to effective multisensory teaching is incorporating a range of sensory experiences when planning a lesson in order to ensure that each child is engaged and able to access the learning in a way that suits them. By involving their senses in activities, not only will learning become more fun and engaging, but it will also make it more effective too.

Teachers must employ activities that involve many, if not all, the senses in order to teach these non-academic students to communicate (Bassano, 1982). Multisensory learning is a particularly popular teaching method for children who have learning differences such as Dyslexia or ADHD, or those with learning disabilities. It's also a great way to ensure that your teaching is inclusive, as it provides a variety of ways for children to access the learning, and does not rely on just reading, writing and listening alone.

2.3. Multiple Intelligences Theory (Howard Gardner)

The theory of multiple intelligences is a model of understanding of the mind developed by Howard Gardner and published in 1983. For him, intelligence is not a unitary set that groups together different specific abilities, but rather a network of autonomous, relatively interrelated sets. Gardner's theory of multiple intelligences is based on the definition of the concept of intelligence as the ability to solve problems, and to create a product in several ways (Gardner, 1983). This theory constitutes a theoretical foundation for vocational education, student-based teaching and personalized teaching; it is a basis for multidimensional assessment and a foundation for developing entrepreneurial skills (Yang, 2013).

In his book, Gardner characterized 7 main forms of intelligence: linguistic-verbal, logical-mathematical, musical, spatial, bodily-kinesthetic, interpersonal, intrapersonal. Later in his work, Gardner added an additional intelligence to the list (Gardner, 1999; Tirri et al., 2008) – spiritual. In the second edition of his book, Gardner added an additional intelligence (Calik & Birgil, 2013) - existential.

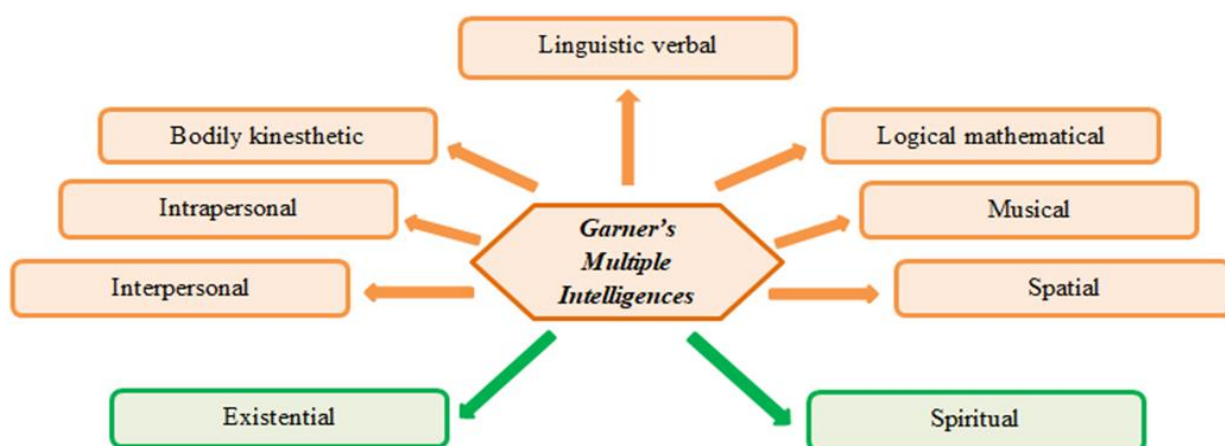


Figure 1. Gardner's Multiple Intelligences

Researchers argue that each type of intelligence can be associated with unique characteristics that define it (Berrington, 2004) (Table 1):

Table 1. Characteristics of multiple intelligence

Type of intelligence	Characteristic of intelligence
Linguistic/ Verbal	The ability to use language, the sensitivity to word and phrase order, and to verbal meaning.
Logical/Mathematical	The ability to deal with patterns, identify relationships and solve problems.
Musical	The ability to recognize and detect sounds in the environment, the sensitivity to pitch, melody, tempo and sound intensity.
Spatial	The absorbing ability of the visual world, the sensitivity to images and visual memory.
Bodily Kinesthetic	The high coordination ability, the skill to operate technological tools.
Interpersonal	The ability to understand and sympathize with people, create social relationships, solve conflicts.
Intrapersonal	The high personal awareness and motivation.

Spiritual/Environmental	The ability to understand the world around them, high contemplation.
Existential	The ability to ponder questions about life, death, and reality: “Who are we?, “What is the meaning of life?” (Gouws, 2007).

Key principles of multiple intelligence theory are based on the following arguments (Gouws, 2007):

- Each person has many intelligences and not only one.
- Each person is unique and has a dynamic set of intelligences.
- Intelligences vary according to personal development and to the human environment.
- All intelligences are dynamic.
- Multiple intelligences are configurable, descriptive and measurable.
- Everyone deserves the opportunity of recognition and development of the multitude of intelligences.
- Using one intelligence can improve and enhance another intelligence.
- All intelligences provide alternative sources for personal development, regardless of age or circumstances.
- Pure intelligence is almost non-existent.
- Most developmental theories also apply to the development of multiple intelligences.

2.4. Correlation between The Multisensory Approach and Multiple Intelligences (Self elaboration)

There were some similarities found that might be correlated in benefit of these both theories. In a concerted effort to identify strategies to support the development of the multiple

intelligences of a given learner, an appropriate learning style assessment is necessitated; the multisensory learning approach is suitable for the theory of multiple intelligences for several reasons. First the framework represents an amalgam of years experienced by countless instructors and learners in journeying to discover how student learning preference affects learning outcomes (Barsch, 1980; Rayner & Cools, 2011).

Second, the nature of the model is inclusive; the multisensory approach provides an avenue to exploit opportunities for embracing the various intelligences more comprehensively. This feature is imperative as Stefanakis noted, "Gardner's work encourages educators and parents to gather additional information on individuals to better understand and use a wider array of students' capabilities" (2002, p. 4).

Another major benefit of this approach is its similarity to multiple intelligences theory since both recognize multi-sensory competency. For instance, a propensity or inclination for interpersonal intelligence would likely incorporate visually observing nonverbal behavior, listening to verbal messages, and kinesthetically exhibiting appropriate communication (Gardner, 1983). Concurrently, the multisensory approach, through the very nature of learner preference being a combination of visual, auditory, and/or kinesthetic modalities, can absorb and digest the multisensory interpersonal intelligence concept as a learner activity that features preferences for verbal, auditory, and kinesthetic behavior.

The following shows how the types of intelligence have been classified taking into account the senses established in the multisensory approach:

Figure 2. *Correlation Multisensory approach and Multiple Intelligences*



As previously observed, it is possible to encourage different types of intelligence with each of the senses, which is very enriching. Each person has at least one type of intelligence, and together with the multisensory approach, which, as mentioned above, go hand in hand, can achieve significant cognitive improvement for students, and much more when they are learning a second language and at an early age.

3. METHODOLOGY

A teaching methodology is essentially the way in which a teacher chooses to explain or teach the core matter to students so they can learn it. There are many different methodologies that can be utilized by a teacher, and the methods chosen often depend on the educational philosophy and preferences of a teacher.

Likewise, the educational methodology develops around the different theories of learning, where the role is contemplated not only by the teacher but also by the student as an active being. It could not be said that there is a more effective methodology than another. Everything depends mainly on the context where it is implemented and the characteristics of the group.

This is why, before making the choice of the methodology to be implemented, an acknowledgment of the context and the population must be made to select the most appropriate, since they need to be flexible to assertively be useful in various scenarios. As a result, it is common to see teachers implement multiple methods within a single lesson or over the course of multiple lessons.

When the different types of teaching methodologies are grounded in the environment in which you are going to work, it is easier to make a choice that will most likely give positive results. For this reason, this internship experience was focused on methodologies according to the context, characteristics, and needs of the students with whom they were going to work. In order to fully carry out the objective proposed at the beginning of the process.

Thus, from a dedication and empathy point of view, what was sought was to create scenarios within the classroom that would allow students to feel confident in them and see

themselves as people capable of creating and developing any project they set out to do. Considering that all people have abilities that make them unique, and after having identified them, what should be done is to try to enhance them, and if possible, expand them. That is why, through the use of the Multisensory Approach, we sought to identify the strengths of the students in order to significantly improve their type of intelligence and promote a good acquisition of the language.

All the details above implied the use of didactic resources that supported each aspect of the proposed approaches and methods, that is, the classes were developed with the use of visual material, such as posters, images, video beam, drawings, and real objects related to the topic that were brought to the classroom, among others. Likewise, the listening material was essential in each class, since as a fundamental part of each lesson the day had to start with at least one song and thus create an interactive environment. In addition to this, it was essential to create didactic material that involved the active participation of the students during the class, activities such as going to the blackboard, presenting their work to their classmates, and answering questions, as well as giving their opinions about the lesson. These were very important aspects during the teaching-learning process that was carried out.

Finally, it is possible to affirm that the tools used for the development of each class were adequate, because, in the observation time that was carried out at the beginning of the process, it was possible to identify the needs of the population and the context. This gave way to the identification and choice of methods that would supply or help to a large extent to compensate for those needs. And through the development of the classes and the results obtained at the end of the process, it was significantly evidenced that the choice was consistent, obtaining coherent learning experiences with the starting point that had been set at the beginning.

Below is a detailed description and a sample of evidence of the development of a class plan on one of the topics worked on during the internship experience, which is divided into two parts, since the time stipulated for the development of the sessions did not allow the theme to be developed in a single class.

First part:

Figure 3. Stages of a lesson plan: *My bedroom and me: First part*



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**LICENCIATURA EN EDUCACIÓN BÁSICA CON ÉNFASIS EN HUMANIDADES -
INGLÉS**

**Comité de Práctica Pedagógica
LESSON PLAN**

STUDENT TEACHER: Sandra Paola Herrera Yanez. **SCHOOL:** I.E. Antonia Santos
GRADE: Kindergarten **HOURS/WEEK:** 2 **UNIT TITLE:** My bedroom and me. **LESSON**
DATE: September 21st 2022 **TIME:** 1 hour and a half

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	By the end of the lesson, students can identify and name in English objects from their bedrooms like toys.	Vocabulary: Toys: Doll, Teddy bear, Ball, Car, Puppet, etc... Expressions: This is .../These are... His/her name is...

First, the guidelines or criteria that should be taken into account for the development of planning were established. For this reason, the main learning outcome was set and both the vocabulary and the expressions that were going to be used for the development of the class were indicated.

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
<ul style="list-style-type: none"> To start the session, the students in the company of the teacher will make a prayer. Followed this, they will sing a song called “Hello Song”, so that they start activities with the best attitude. To end this part of the class, they will play a known game called “Simon Says”, for which an action will be indicated in English; for example; Simon says STAND UP, JUMP, and SIT DOWN. In this way, they will be more active during the rest of the class. 	<ul style="list-style-type: none"> Song: https://www.youtube.com/watch?v=gghDRJVxFxU 	15 minutes

Secondly, to start the session as such, three initial moments were raised; the prayer, the song, and the game or cognitive warm-up. It should be noted that these three moments at the beginning of the class were fundamental and mandatory. Since, the guidelines for the coordination of the preschool groups established the realization of an ABC, which consisted of the three parts or activities mentioned above.

In general, this part of the class was a space for a lot of interaction by the students, where the sense of listening and the kinesthetic part were mainly used.

Figure 4. Warm up

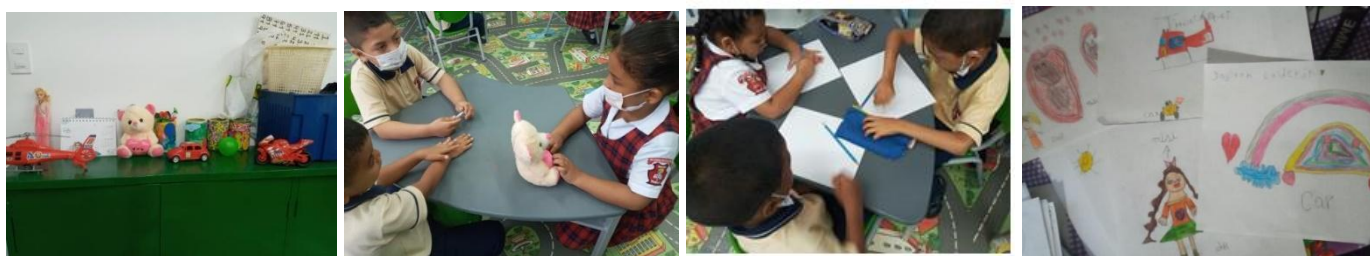


<p>CORE ACTIVITIES</p> <ul style="list-style-type: none"> • The teacher will show some objects (toys), such as dolls, cars, balls, etc... In order to introduce the vocabulary of the session. Then, the teacher will teach the pronunciation of the words. • After that, Students will draw in their notebooks or in a piece of paper the favorite object of their bedroom; it could be one of these that were shown in the class. Then, they will socialize their drawing whit the rest of the class. 	<ul style="list-style-type: none"> • Toys • Sheets • Notebooks • Colors • Pens 	<p>1 hour</p>
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Then, the teacher continues with the central part of the class, where the main activities related to the theme are found. The first activity of this class sought to activate their sense of sight and touch, in order to make meaningful connections with their real environment and relate them to objects and mainly to vocabulary.

While the second activity activated the kinesthetic part. Since, drawing, coloring, and decorating are activities that stimulate our brain and help us improve our memory and our introspection capacity, by combining our cognitive and motor processes. Besides, at the end, the sense of listening towards presence, since the children had to socialize the drawing they had made, which implied an active exchange of information.

Figure 5. Core activities



CLOSURE <ul style="list-style-type: none"> Finally, students will work in their English book called “Now you can”. They will do the exercise of the page 88 where they have to stick the stickers in the right place, taking into account the objects that are there. Which are related to the vocabulary seen in class. 	<ul style="list-style-type: none"> English book Stickers 	15 minutes
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Finally, a book activity was worked on that sought to consolidate the vocabulary of the subject through images, which activated the sense of sight, fulfilling a cognitive function that facilitates learning, improving understanding and retention of the contents. Likewise, the proposed activity sought to stimulate fine motor skills in children, promoting creativity and precision in their work.

Figure 6. Closure



Second part:

Figure 7. Stages of a lesson plan: My bedroom and me: Second part



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INGLÉS**
Comité de Práctica Pedagógica
LESSON PLAN

STUDENT TEACHER: Sandra Paola Herrera Yanez. **SCHOOL:** I.E. Antonia Santos
GRADE: Kindergarten **HOURS/WEEK:** 2 **UNIT TITLE:** My bedroom and me. **LESSON**
DATE: September 23rd 2022 **TIME:** 1 hour and a half

TASK/PROJECT/ PROBLEM	LEARNING OUTCOMES	LESSON TEACHING POINTS
	By the end of the lesson, students can identify and name in English objects from their bedrooms like toys.	Vocabulary: Toys: Doll, Teddy bear, Ball, Car, Puppet, etc... Expressions: This is .../These are... His/her name is...

As previously mentioned, the learning outcomes and lesson teaching points remain the same, since it is a continuation of the lesson plan initially proposed.

INSTRUCTIONAL ACTIVITIES

WARM-UP	RESOURCES/MATERIALS	TIME
<ul style="list-style-type: none"> To start the session, the students in the company of the teacher will make a prayer. Followed this, they will sing a song called "Hello Teacher", so that they start activities with the best attitude. To end this part of the class, they are going to play a known game called "Piri piri pon". The students will be organized in a circle, since the dynamic is based on passing an object, in this case, a ball, while the teacher has her back saying Piri, Piri for a while, when the teacher says Pon, the student who has the ball in his/her hands, he/she must mention one of the words learned in the vocabulary of the last class. 	<ul style="list-style-type: none"> Ball 	15 minutes

This part of the session began in the same way as the last class, the ABC that is established was developed; prayer, song, and game or cognitive warm-up. The contrast here is that the song and game played were different from the last class. Although, the purpose was the same, to work the sense of listening and the motor part through the kinesthetic part.

Figure 8. Warm up 2



CORE ACTIVITIES		
<ul style="list-style-type: none"> • The teacher will draw a puppet on the board like the one that the students have in their English book, she will draw it step by step so that the children can also draw it on a sheet of paper that the teacher will give them. Students have to color the puppet and give it a name. The purpose of this activity is that students identify the different shapes and textures that can be used to make a puppet, since this will be different from the one they will make later. • After that, as an intermediate activity, students will be given a sheet with the vocabulary that is being worked on, so that they can highlight it and become familiar with the spelling of these words. • With the help of the teacher, the students will make a puppet using socks, buttons, foamy, among other materials. When this is ready, they should give it a name and practice to develop the last part of the class. 	<ul style="list-style-type: none"> • Sheets • Pens • Colors • Socks • Buttons • Foamy • Paperboard • liquid silicone 	1 hour

The next part of the class, which includes the main activities to develop, consisted of 3 tasks. The first sought to contribute to three fundamental areas for the development of children at that age; motor, cognitive and emotional. Because by drawing and coloring children learn to control their movements. That is, the kinesthetic part is addressed to a large extent through activities like this.

The second activity had the purpose of fostering in students the ability to acquire adequate fine motor skills to develop skills such as writing.

And finally, the third activity was about making a craft that was related to the theme that was being addressed. This activity sought to greatly benefit many important aspects of children's learning; for example: fostering creativity and developing values such as patience and perseverance, improving student attention and concentration, developing memorization and psychomotor skills, as well as improving self-esteem.

Figure 9. Core activities 2



<p>CLOSURE</p> <ul style="list-style-type: none"> Finally, students will present their puppet to the rest of the class, using phrases like; this is my puppet, his/her name is... 	<ul style="list-style-type: none"> Puppets 	<p>15 minutes</p>
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In this last part, the sense of listening was the main element, accompanied by some other components that enriched the purpose of the activity, such as respect, camaraderie, and tolerance.

Figure 10. *Closure 2*



Finally, the assessment in both classes focused on observation during the development of the activities. In addition to this, the feedback was carried out through conversations with the students at the end of each session.

At the end of the theme, after analyzing all the results obtained after each part of the planning, it was established that each of the activities promoted and positively enriched each of the types of intelligence in one way or another. Demonstrating that the union of these components (the multisensory approach and the theory of multiple intelligences) had been a great success when working with children of these ages who were immersed in the previously described context.

Ultimately, below we can see the weekly activities schedule that was established to work during the internship process.

This is the weekly chronogram of activities that were developed during my internship from 14th/09/2022 to 18th/11/2022.

Table 2. Chart of duties

SCHEDULE OF ACTIVITIES					
NAME: Sandra Herrera Yanez.					
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
6:30-7:30		Work Writing	Direct Teaching		Direct Teaching
7:30-8:30					
8:30-9:30				Mentor meeting	
9:30-10:30					
10:30-11:30					
11:30-12:30			Classroom Work		Classroom Work
1:00-2:00					
2:00-3:00	Self-directed Learning				
3:00-4:00		Planning			
4:00-5:00					
5:00-6:00					

4. RESULTS

This chapter presents the results that were obtained in the internship process, which had the purpose of establishing the findings after having used the multisensory approach as a way to encourage and improve the different types of intelligence and develop effective learning of the English language in the preschool students of the Antonia Santos school. Likewise, this chapter addresses the professional and personal growth of the student-teacher in charge of the process, looking at it from various perspectives. And last but not least, the impact of the internship experience in the aforementioned educational institution is included.

At the end of the internship process, three main findings were established, which was the objective of this experience. Firstly, the students demonstrated through their performance and participation in which way it was easier for them to learn, which made it possible to identify in each one of them the type or types of intelligence with which they were best related. At the beginning of the project, there were many doubts and a lack of information regarding how students better-acquired knowledge, during the development and completion of the internship this aspect was evidenced.

Now, it is necessary to mention how, or what situations allowed us to establish this finding. In each class, through observation during each of the proposed activities, it was possible to identify which students did better, developed, and enjoyed a certain type of multisensory activity more. At the end of each class, the teacher in charge of the internship shared time with the students, and used the space to talk with them, and asked them about their favorite part of the class. In this way, the answers of the students were obtained, who were very active and sincere when it came to giving their opinions on the activities that had been proposed for the

development of the class. This was used as an instrument to consolidate what was observed in each part of the sessions.

Figure 11. *First result*



Secondly, it was evidenced due to the interest of the students in the use of multisensory activities that the different types of intelligence identified were highly encouraged. In this regard, this finding was demonstrated through the attractiveness that arose on the part of the students in the activities that activated the different senses included in the multisensory approach.

In this way, some students performed better in listening activities, which included the use of songs, exchanges of information, and constant instructions for the development of activities. Likewise, some students found the visual part easier or more enjoyable, which included the use of videos, presentations, posters, images, and artistic samples. Also, there were groups of students who were more interested and got best results when working with tasks that activated the sense of touch and the kinesthetic part, for which activities such as games, exercises where students had to go to the board, and crafts, among other activities that looked for encourage the gross and fine motor skills of the students that were included in the planning.

Figure 12. *Second result*



Thirdly, the performance results obtained at the end of the process accounted for the significant improvement in the types of intelligence in the students. This finding was established, based on the results obtained in the summative and formative evaluations that were implemented to measure the effectiveness of the process.

Another sample of the results of the good performance of the students after using this approach and relating it integrally with the theory of multiple intelligences was the behavior of the students, which improved to a great extent and induced them to practice habits of behavior and the implementation of attitudes that served to a large extent to receive positive and significant results.

Not only the teacher in charge of the project identified and witnessed the results obtained throughout the experience. The mentor teachers who were in charge of the two groups expressed their positive opinions about what had been and what had been obtained from the process that had been carried out. Arguing the improvement both in language learning, academic performance, and student behavior.

Figure 13. *Third result*



It should be noted that these results are linked to the correlation that was made previously, where each sense included in the multisensory approach was associated with each type of intelligence included in Gardner's theory.

4.1. Students' Growth

The growth of the students throughout the experience can be described as a non-linear process, which was full of ups and downs. In the beginning, everything was a bit more complex, since they were not used to a class including such diverse activities, and of course, there were no longer days when some students did not do well, there were only moments when some of them did not. And it was because a session was not based only on the activation of 1 or 2 senses.

As time passed, the students managed to integrate into the proposed activities giving their best, since their confidence, creativity, their self-esteem, and many of the aspects that are fundamental to encourage the active participation of the students were strengthened.

Finally, seeing the gratitude on the faces of the students, and of many of the parents who followed up on the process that had begun, finally demonstrated that the project had been successful and that the performance of their children had spoken for itself demonstrating that

each of the proposed activities had been key to learning the language and improving cognitive aspects that would serve as the basis for future learning processes that children would face.

4.2. Teacher's Growth

In this point, the second section of this chapter, the aspects that indicate the improvement and professional and personal growth of the student-teacher in charge of this experience will be addressed. Many times, it is believed that a student with a degree in the tenth semester already knows and has all the necessary elements to face, develop and finish an experience like this satisfactorily. However, some aspects must be worked on with great dedication, concepts that must be absorbed, and situations that must be carefully analyzed, and thus find the best way to resolve them.

In this case, we were working with young children, with a language other than their native one, and with various difficulties, which, no matter how small they were, affected the process in one way or another. In the professional field, these are determining factors for the success of your work as a teacher. For this reason, measures had to be implemented, such as research, the search for information, and the learning of strategies, which will help to improve aspects that consist of shortcomings and/or weaknesses.

As a result of all this work, it was possible to develop two unit plans and 9 lesson plans that met the necessary elements for the proper development of the experience. Likewise, the teaching competencies, that is; Knowing, being, and doing were maximized due to all the scenarios that were faced during this process.

Regarding personal growth, it could be said that the learning was immense. Invaluable things were learned, and experiences that marked life were lived. Working with children is a

beautiful, interesting, fun job, with a high degree of responsibility, but even so, it continues to be a job full of moments that fill you to a great extent.

Adults often allow themselves to be affected by situations that are believed to have no solution or represent a great challenge, and this causes demotivation to be generated that can affect different scenarios. However, when you arrive in a classroom and feel all the love that these children can provide, that can change the moment, the day, and even the week of a person.

Although, there are also bad, or good, difficult moments, where patience is tested to the maximum, where you must persevere, and not give up or get carried away by momentary pressure since this only leads to bad decision-making. In an experience like this, it is where you learn that no one is perfect, that everyone can make mistakes, and that is what you live for.

In summary, a teacher must have the necessary courage and good sense to accept that human beings never stop learning and that it is these situations inside and outside the classroom that allow you to improve daily, and not only as a professional but also as a person. An experience such as an internship allows you to discover your value as a formative element within society, and significantly improves the way you relate to others, allowing you to consolidate yourself as an integral being.

To end this chapter, the issue of impact on the educational institution where the internship was developed will be addressed. When they arrived at school, the teachers in charge of the groups had high expectations, and it was normal for this to happen since they are like those responsible for the children's learning, their greatest wish is that all the educational processes that the students face are very enriching for them. This is why their recommendations, indications, and opinions were very important and taken into account during the process.

Likewise, other instances the school were aware of what was being worked on with the students; Coordinators and the rector witnessed each of the activities that were carried out with the children.

At the end of the process, these same instances demonstrated through words of gratitude, their satisfaction with the experience that had been lived in the institution, since the children were extroverted, sure of what they had learned, and above all happy. Having implemented this approach and having directly related it to multiple intelligences was a success that was evident, and it is very likely that they take it into account within the school, not only for the teaching of English but for the planning and execution of classes of other subjects.

The results of this experience are many, mostly positive aspects that were improved day after day and allowed the project to be fully carried out. The student-teacher in charge was not only part of the teaching of English but also collaborated with administrative tasks, such as; planning and coordination of activities related to the school, support in extracurricular activities, monitoring of the academic and behavioral performance of some students, participation in the analysis of situations presented within the institution, among others. All this allowed carrying out a full participation in the institution during the period of the internship.

5. CONCLUSIONS AND RECOMMENDATIONS

In this internship process, the student-teacher in charge had the opportunity to obtain relevant experiences on real situations faced by teachers in the context of teaching a second language, and in turn in early childhood education in Colombia. Thanks to this, it was possible to experience the various working conditions of English teachers in a public institution in Colombia. For this, the knowledge obtained during the course of the entire career was taken into account, all those theories, approaches, methods, and teaching strategies were the fundamental instruments when carrying out the planning and execution of the classes during the internship process.

This internship experience began with the purpose of establishing the findings after having used the multisensory approach as a way to encourage and improve the different types of intelligence and develop effective learning of the English language in the preschool students of the Antonia Santos school. To fully carry out the above, the context and the population with which it was going to work were identified. After this, the appropriate methodologies were chosen for the planning and execution of the classes, which were in accordance with the needs of the students, the purpose of the internship, and the philosophy of the teacher in charge of the process. Finally, highly significant results were obtained, such as the identification of the different types of intelligence of the students, as well as the good reception of the contents through their active participation, and finally, it was established that the process had been successful thanks to the results obtained, both academically and in terms of behavior.

Taking into account the findings obtained, which were mentioned above, an analysis of the situation can be made, and thus be able to identify pros and cons, that is, positive situations

from which one can take advantage of the best way, as well as limitations, which could jeopardize the effectiveness of the process.

Some of the pros that we could mention are; cognitive strengthening, through activities that improve the different skills developed by children between 5-7 years of age, promotion of values such as inclusion, respect, tolerance, and patience, among others, through activities that develop the type of intelligence interpersonal and intrapersonal, motivation to learn a second language using the senses, which are universal elements that must be taken into account for the reception of knowledge, among others.

Some limitations could be related to the fact that a correct choice of didactic resources must be made, since this approach seeks to explore the creativity of both the teacher and the students, likewise, good group management must be sought, since the activities where the kinesthetic part is activated can generate a bit of disorder if you are not an authority figure in the classroom, among others. Although if we put both parts of the process on a scale, that is, the pros and cons, the result will be that there are more positive aspects than negative ones.

On the other hand, it is worth noting the importance of this internship experience in the professional and personal spheres of the intern who was in charge of the process. It can be affirmed that it was an enriching opportunity, full of situations that marked a before and after, where there were scenarios that represented an environment full of learning, where skills were discovered and potentiated, and where many values were promoted.

After an experience like this, the teaching potential of a practitioner increases, since he was exposed to a real teaching context, where he was the overseer in charge of a process that

represented a great responsibility. This opportunity guides the practitioner and gives him clarity on how he is going to face his work after being a professional.

This is why internships are recommended as a degree option, since, as mentioned above, they allow you to acquire experiences, endorse the theoretical knowledge acquired, and become familiar with the strategies and modalities of work in educational institutions. It is worth noting the opportunity that the University of Córdoba offers to students of the foreign languages degree program with an emphasis on English by allowing them to obtain their degree through the internship process. Of course, before starting a process like this, you should keep in mind that it is not easy, and there will be ups and downs throughout the experience, but all the effort and dedication is worth it.

6. LIMITATIONS

When starting a project or process, it is very common to find situations that represent certain types of limitations, which perhaps tend to interrupt or jeopardize the objective that has been proposed at the beginning of the work. In this case, there was a main limitation, which in one way or another jeopardized the effectiveness of the internship process.

This problem situation that arose is very common, and above all it occurs at the beginning of a teaching process, especially if it is with a large group of students. It is about group management, an aspect that was constantly improving throughout the entire process; likewise, there were situations that gave rise to this limitation. First, not all students had access to the book used in some parts of the sessions, which led to some children feeling frustrated at not being able to participate in the activity like their peers.

Second, some students did not concentrate on some parts of the class, since, as mentioned above, different sensory activities were worked on in each class and for some children, and only a particular part of the class was more interesting.

Third, there is great clarity in that there are students who find some activities easier than others, that is, they are faster, and the time they need to carry out their tasks is shorter than that of other children. This leads to those who finish first and are left free from activities that promote disorder by distracting their companions.

All the aspects mentioned above had a negative influence, so group management was a problem that I had to face, and for which I had to work hard to improve and find short-term solutions.

Considering the limitations and problem situations presented above, some suggestions have been made for future intern teachers who may face the same or similar issues. First, interpersonal relationships between students must be strengthened, so that in this way they can work as a team and those who do not have the book do not feel excluded from the activities. For this, the affinities between the partners, the way of working, and the children's behavior must be identified.

Second, students must be constantly motivated, reminding them why it is important that they participate in each of the planned activities. It is essential that the children know that their role throughout the class is fundamental and that at the end of the session, they feel that they did their best and that this effort was worth it. Likewise, children must be given feedback correctly and congratulated for each achievement they obtain, however minimal it may be. Of course, without forgetting to remind them that every day they can do better.

Third, regarding the students who spend less time doing the proposed activities, the solution that was implemented was to bring extra activities, which were linked to the theme that they were working on and that allowed the students to emphasize the theme and put it into practice skills that will improve your type of intelligence. For this, prior identification of the students who commonly finished the activities before the stipulated time had to be made, and this was how the extra activities that avoided unemployment and the disorder that could be generated due to said situation were selected.

In summary, working with young children is not easy, there are many situations that can and will arise, that is where you must think with a cool head and find the best solution, but not think about what will be easier or better for you as a person, but putting students as the primary

element of these cases. The first step to follow when finding a solution is to identify the problem, followed by this, to know the interests of the individuals, so that finally, based on that, proceed correctly so that the process that began is carried out correctly, effectively, and completed successfully.

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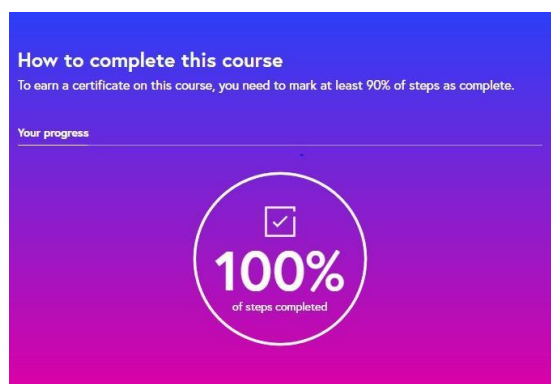
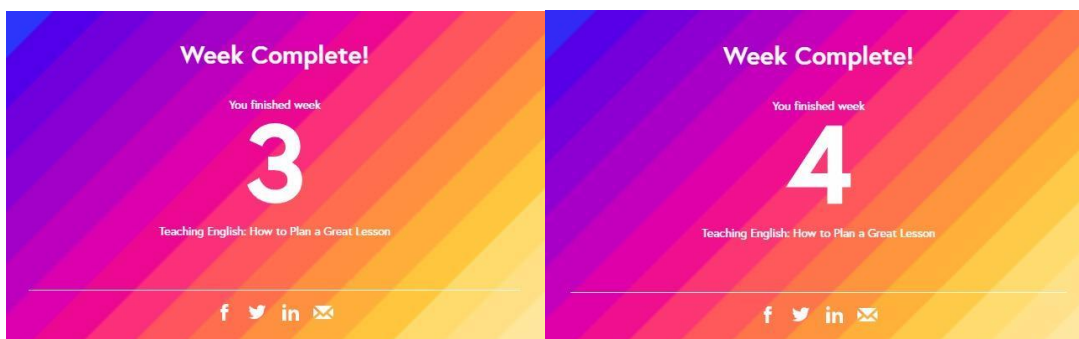
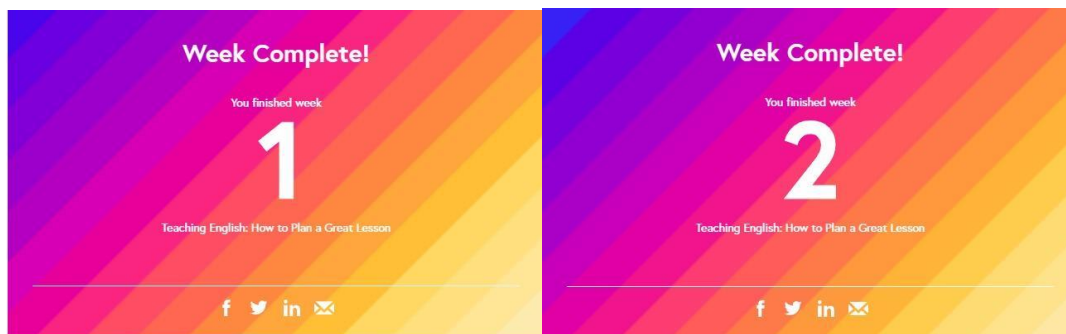
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8. APPENDIX

APPENDIX 1

Future Learn platform: English in Early Childhood: Language Learning and Development.



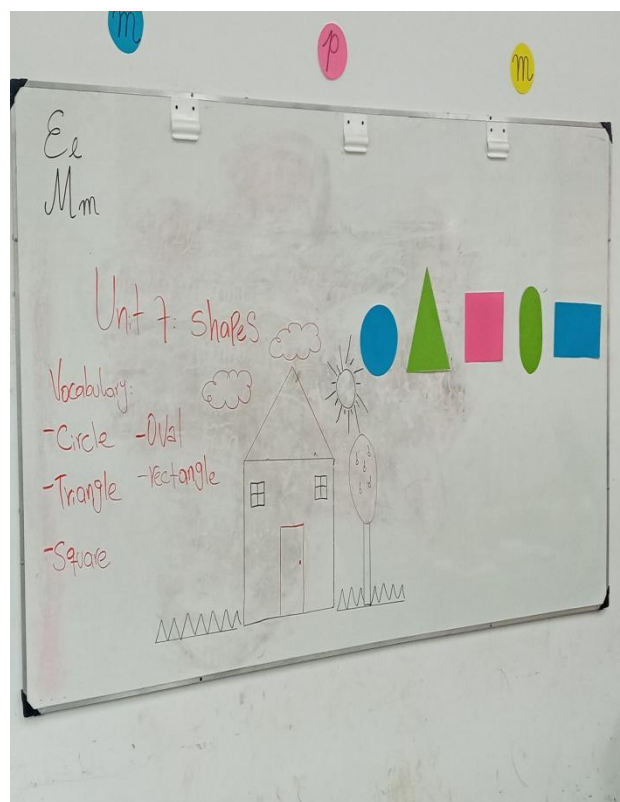
APPENDIX 2

Fostering good learning environments



APPENDIX 3

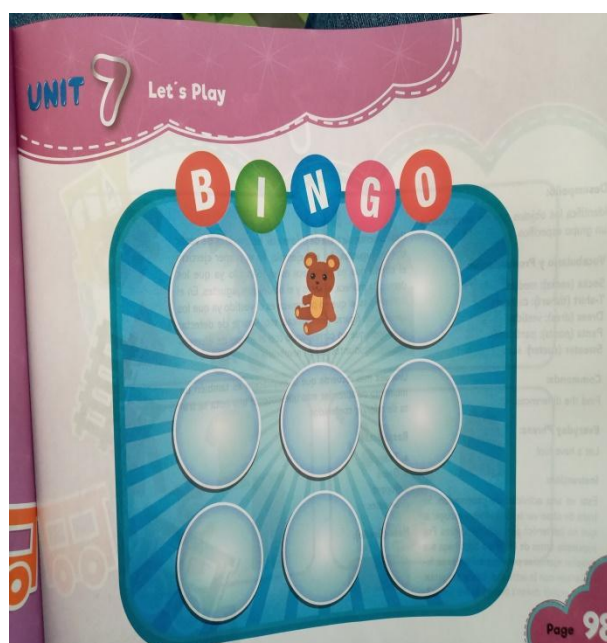
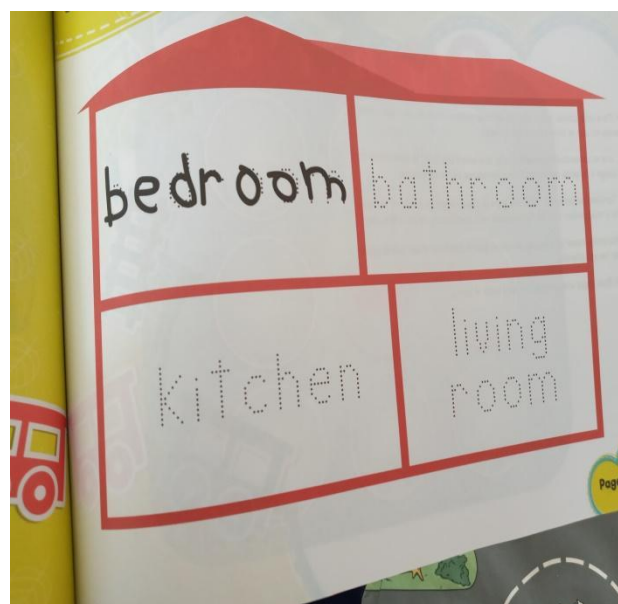
Didactic material: Posters



APPENDIX 4

Extracurricular activity: Movie time



APPENDIX 5*Book's activities*

APPENDIX 6

Accompaniment at the end of the process

