

*Universidad Internacional de La Rioja
Facultad de Educación*

Trabajo fin de máster

*The use of illustrated tales: a
proposal to improve Multiple
intelligences and students' learning
approach based on CLIL*

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Abstract

The central purpose of this Master's Intervention proposal is to demonstrate that the use of illustrated tales as a teaching didactic material in the Primary Education classroom following CLIL (Content and Language Integrated Learning) is a very appropriate and effective idea for learning the English language in any subject. The use of illustrated tales inside a CLIL classroom will help us to form a perfect environment for the development of the critical and meaningful learning. For this reason, illustrated tales are a creative way to connect the student's learning with their real life. Throughout this work, we will find important aspects such as positive and negative features that may occur in the learning of the English language. We will be analyzing the advantages of using illustrated tales in students' learning that can be developed working with multiple intelligences (MI) with illustrated tales for the teaching of a foreign language as an educational resource inside and outside the CLIL classroom that promotes enthusiasm, leadership, motivation, and positivism in students. To conclude, a creative didactic proposal will be presented and evaluated designed for the students of the first years of Primary Education.

Key Words

Primary Education, reading, illustrated tales, Content and Language Integrated Learning (CLIL), multiple intelligences.

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1. Introduction

Nowadays the importance of the English language throughout the world has become a necessity and a great challenge in our globalized world and in the work environment. Without this language, communications among countries would be difficult, being a limitation for the development of the people. It is for this reason that the English language has been gaining space all over these years and also inside the Content and Language Integrated Learning (CLIL) curriculum for the Primary Education for the development of the future professionals in the world. It is mainly aimed at forming people in an integral way, thus having a promising future. For this purpose, the teaching English language is one of the most important things to do in order to create solid bases from the very first years of Primary Education in Ecuador.

Although it is known that Spanish-speaking people have several limitations to learn English; the present intervention work aims to analyze these limitations and wishes to highlight the use of illustrated tales in the English language as a resource and didactic material within the CLIL classroom in Primary Education in Ecuador. This proposal can be very positive to reach to a meaningful learning of a second language and should be motivational for students. It should be noted that most children like stories and even more if they are illustrated because it is part of their daily lives. The use of illustrated stories will be highlighted by its ease, versatility in educational issues, developing many communicative, linguistic and creative skills, thus increasing student's motivation.

The present Master's Dissertation is divided into 5 parts and structured as explained below. The first part lists and describes the objectives that are considered to obtain with the creation of illustrated stories proposal as a teaching didactic material inside a CLIL classroom in one subject taught in English in the first cycles of Primary Education in Ecuador.

The second part consists of the Literature review, which is based on the importance of Multiple Intelligences (MI) and with CLIL's educational, commercial and communication world. Another important point highlighted in the Literature review is the topic that deals with the complications that Ecuador faces in and its bilingual education with English, the different methodological factors that had run the Ecuadorian country to develop bilingual projects in its continuous public and private education. Following this, we may find the characteristics of the illustrated tales as

a resource for bilingual teaching and finally a reflection on the importance of the use of illustrated tales in the classroom and also inside the curriculum of Primary Education in this country.

Inside the third of the part of this research the contextualization of the illustrated tales is found, which was designed and prepared as a proposal, providing a summary of the most important content of the tale, highlighting its didactic points through its use during a CLIL class, as well as its value in a formative, moral, motivational and emotional way.

In the fourth part, the proposal structure is developed, which is based on the basic competences. It is also explained the use of the illustrated tales and what the students will develop with the use of the proposal in the class. Likewise, it is found the contents and goals to be achieved with the illustrated stories. Finally, the last part of the research describes the didactic activities of the tales, their timing and their optional practice in the classroom.

The conclusions are included in the fifth part of the Dissertation, defending the guidelines to follow in future didactic projects for a future improvement in a CLIL class.

1.1. Justification of the problem

The growing interest in bilingual education in Ecuador has seen a big change during all these years, turning monolingual schools into bilingual and including the English language as the principal or second principal language in many educational centres. Recently, in these few decades, the interest in the multiple intelligences theory (MI) established by Howard Gardner (1983) has also been growing in a world where nowadays all societies need to know more languages in order to be more capable to be successful. Education in all countries where English is not the mother tongue requires proper knowledge of other languages, principally English.

In Ecuador CLIL is applied in Primary Education since 2007, where a subject is taught through English Language changing monolingual schools into bilingual, responding slowly to the new world's requirements and demands and giving a great importance to the acquisition of English language since Primary Education.

The origin and the principal idea of this Master's Dissertation lies in the deficient of didactic resources that the Ecuadorian education has. Few resources are applied inside the CLIL class to develop multiple intelligences in all subjects. Ecuadorian government had designed grammatical books for all its English second language programs in the public Primary schools, but the resources are not enough to develop new methods to be applied in class for a specific subject in a bilingual education teaching. For this reason, the proposal to develop and to design an illustrated tale for a specific subject in a bilingual program was an important idea to promote the real critical learning application of the English language and the content in bilingual education in the Primary Education in Ecuador. The application of the CLIL approach will focus on the development of a new illustrated tale to create active and independent students who usually do not learn by memorization, but by other creative ways based on the MI theory in a CLIL classroom.

1.2. Brief analysis of the state-of- the art

The main theory to be established in this Master Dissertation focuses on Multiple Intelligences (MI). This theory states that intelligence is not an inborn and perpetual feature along life. Important investigators of the period studied MI, such as Garner (2011) who explained the intelligence according to the context; according to him, as long as the context changes through life, the intelligence varies too. These investigators evidenced nine different kinds of intelligences, such as the visual/spatial, verbal/ linguistic, bodily/kinesthetic, intrapersonal, interpersonal, naturalist, and among others.

Another theory, which is considered in this dissertation, is based on CLIL approach. It is aimed at developing a new proposal as a didactic tool to put in action with students in class, to activate all multiple intelligences (MI) and to perform them in order to apply an authentic assessment in a specific subject in the Ecuadorian Primary Bilingual Education. Talking about CLIL we can say that it is the educational method that involves teaching studies about a subject in a foreign language with its 4 components 4Cs (Content, communication, cognition, and culture), designed to teach Science, Math, History, Music, or Arts, with language and content. An additional element that has to be established is motivation, defined as one of the principle elements in the process of learning. According to Marsh (2013) "The educational motivation, influenced by the main bilingual initiatives, as in Canada, was to get design and to adapt existing language teaching approaches to provide a wide range of students with higher levels of competence. In conclusion, providing a better quality in the students learning, and in the process of teaching.

Today the CLIL concept has been transferred as a way to improve learning and access to many more languages, and it also incorporates new practices within the curriculum as in one piece. CLIL has been gaining more people who use it in the world not only in European countries, but also in Latin America. Today some countries need CLIL teachers and it is observed that this method will be used in more countries in the world. Ioannou Georgiou and Pavlou, P (2011) said, that the CLIL has three characteristics, as follows:

- “a) The learning of an additional language (AL) is integrated with the content topics, like science, history or geography. Students learn a language and through the content is provided to them. b) CLIL has its origin in different socio-linguistic and political contexts and relates to any language, age and

level of education from early childhood, primary school, secondary education, and vocational training. In this sense, the CLIL responds to the proposal of the continuing education program for all citizens, where multilingualism and multiculturalism are believed to promote integration, understanding and mobility among Europeans”.

1.3. Aims of the proposal

1.3.1. General Aim of the proposal

The main aim of this Dissertation is to design an illustrated tale as an intervention proposal to be offered to the CLIL students from the Primary Education in Ecuador as a learning strategy based on multiple intelligences theory (MI) related to a specific subject of CLIL. This proposal will provide a highly rewarding and motivating experience to the students in the process of their significant learning.

1.3.1.1. Specific Aims of the proposal

In order to accomplish the principal aim of the investigation we need to:

1. To explore the teaching-learning process through reading, storytelling and illustrated stories based on a practical and didactic proposal developed for this Master's Dissertation.
2. To emphasize the importance of illustrated tales for teaching and learning process in Primary Education in general, as a didactic and motivating resource in a CLIL class for the acquisition of a second language.
3. To identify the benefits that illustrated stories have for Ecuador, the process of teaching learning and the teaching of the English language.
4. To obtain conclusions and opinions on how to improve the teaching of a second language through the use of illustrated stories.

2. LITERATURE REVIEW

The following literature review covers eight main sections. To begin with, the first section talks about the importance of learning English as the first world language and its relationship in primary education. Inside the second section, the main point deals with the difficulty of learning the English in primary education in Ecuador. Continuing with the third section, the factors that affect the learning process are developed. In the fourth section, the Methodologies used to learn in a foreign language are explained, followed by the fifth section that deepens the explanation of the illustrated stories as a didactic use. The sixth section copes with the curriculum, focusing on the illustrated tales in the CLIL Primary Education Curriculum in Ecuador. In the seventh section, the illustrated stories related to a CLIL class in Ecuador are explained. Finally, the eighth section regards with the importance of IM in the process of learning a Second Language.

2.1. The importance of learning the English language as the first world language in Primary Education

After the Second World War, English replaced German as an international language in every field. Many years ago the world became a more interconnected, interrelated and globalized place. The basic information exchange platform in the world is developed in the English language. In the world, more than 508 million people speak English in approximately 58 countries. This is for this reason why the sources of information consultation, such as the internet, manuals, are in this language. The need to speak this language has become a necessity and a tool to be able to have access and to understand the new technology developed in all areas such as communications and world trade. The English language is used in teaching in English-speaking countries as well as in countries that have another official language. Nowadays, it is known that professionals who speak the English language have more opportunities for development and success.

From these facts, we can understand that the English language is of great need for children in their daily education since they have a closer link to the development of world knowledge. The importance of learning a second language for children from the earliest age is a necessity today. Many countries in Europe have developed an entire system of bilingual education from an early age, arriving at a different pattern

from the other countries whose education is for monolingual students. Bilingualism helps to develop children's cognitive skills and if these skills are stimulated in Primary and Secondary School Education, these skills can be very easily developed, for these reasons all children have more facility to learn many languages from early ages.

2.2. Factors that affect the learning process of a second language

If you reflect on how emotions have influenced the development of any foreign language learning, you have to take into account that emotions can be both a help and a limitation when studying. Emotion is the fundamental ingredient to be able to teach and learn. When dealing with students of all levels, we must remember and inculcate their curiosity by awakening the emotion to learn, since there is no reason to learn without emotion and motivation. With this message of stimulating emotions in students and the importance of motivation, the main emotional factors that can affect or develop the teaching of a second language can be described below.

2.2.1. Self-esteem and Self-concept

It is the important affective factor, which can greatly affect the learning process of a student inside and outside the classroom, even more so when teaching is taught in a second language. If a person presents a low self-esteem the future professional success of this person will be at risk. Authors such as William and Burden (1999), have pronounced that "the conception that students have of their own ability as students is based largely on the character of the interactions that occur in the classroom" (p.105). This is why the affective factor is so important in the development of a student's process of learning.

The relationships and interactions between the CLIL teacher following the CLIL methodology and the students during the teaching process will benefit them to form their personalities, self-concept and to value their abilities. The student's relationships with people outside the teaching process will also be significant in the creation of their self-concept, self-esteem, either in a positive or negative manner.

2.2.2. Anxiety

Anxiety refers to the effect condition of embarrassment or fear at the time of making any communication in a foreign language. It is the most influential feature to achieve success or any failure when trying to learn a second language in the process of learning (Garner and McIntyre, 1993).

Anxiety is related to the personality and also to the classroom environment. A student with a reduced amount of anxiety will have a higher percentage to learn and to accomplish success. Muñoz (2002) specified that "a person who is not afraid to do the ridiculous will risk using a word or an expression that does not totally dominate or make mistakes" (p.29). If it is possible that anxiety is minimal in a student with consequent confidence, it will increase by developing the production in a second language and developing the learning of a second language.

2.2.3. Motivation

When motivation is taken as an effective factor for learning processes, it can be highlighted that it is a factor of great significance and that it had been a predetermining factor for the acquisition of a second language. Garner and McIntyre (1993) have defined the motivation as "a set of factors that include the wish to achieve an objective, the effort directed to that achievement and the effort associated with the act of learning" (p.4). With this information about motivation it can be concluded that there is no learning progress without the motivational factor.

2.3. The difficulty of learning the English Language in Primary Education in Ecuador

Within the educational system in Ecuador, there have been series of limitations and difficulties in the teaching of the English language, not only in Primary Education but also in all educational levels. As matter of fact, the public schools did not reach the B2 levels in past years. Since 2008, an evaluation plan has been made in English teachers measuring their English skills. Programs like "Go Teacher" are trying to change this reality, where also some English professionals are trained to improve their bilingual methodology, and their educational system. Today it is a requirement that all English education professionals need to have a certification of at least B2 to

be cataloged as adequate to perform their work in an effective manner. The training is continuous for all English language teachers during these ten years.

Today Ecuador is slowly changing its educational quality of the English language and is improving its bilingual teaching programs in the initial, primary and higher education. On August 2011, all the students according to the ministerial agreement students must receive five hours of English a week and the language must be taught from the first years of study. The Ecuadorian state sets a deadline until 2017 to develop texts, curricula, as well as new programs for the growth of the English language in the country. In the last few years the subject of English has finally been included in the curricular grid, which is already mandatory since the second year of basic education.

The deficiency distribution of economic resources and technology have been an important limitation for the development of English teaching in Ecuador for many years. Consequently, the Ecuadorian government efforts to develop better plans knowing their limitations.

Another limitation is the cultural part in Ecuador being a pluricultural and multiethnic country in which many citizens speak other languages as a mother tongue. Finally, the last point of limitation would be the long distances that students in the rural areas have to go through to reach to schools.

2.4. Methodologies used for learning in a foreign language

Innovation in foreign language teaching began in the 19th century and became very popular in the 20th century. It directed to a quantity of diverse methods, separately demanding to be the main development over the previous or contemporary methods of learning.

The first applied linguistic methods include some made by Jean Manes, Heinrich Gottfried Ollendorff (1803), Henry Sweet (1845), Otto Jespersen (1860), and Harold Palmer (1877), all of them are cited in the book *“Approaches and Methods in Language Teaching”* by Richards and Rodgers (2001). All the authors after them worked on site the language teaching philosophies and approaches based on linguistic and psychological theories and they left many of the specific practical details for others to invent.

There are many methodologies for the process of teaching a second language as well as methodologies that have been based on the use of the mother tongue and others in the foreign language in which some of them are based on the total non-use of the mother tongue and many other methodologies have different educational contexts. An example of one of them is integrated content and language learning CLIL in which pupils learn a subject through the medium of a foreign language. "CLIL refers to situations where subjects, or parts of subjects, are taught through a foreign language with dual-focused aims, namely the learning of content, and the simultaneous learning of a foreign language" Marsh (2002). Below a list of some of the most representative methods can be found, which will be developed in the following sections:

- Reading Approach
- Audiolingual Method
- Grammar Translation Approach
- Direct Approach
- Content and Language Integrated Approach (CLIL)
- Communicative Approach
- Total Physical Response Approach (TPR)

2.4.1. Reading Approach

The acquisition of vocabulary in this method is much more important than the grammatical rules. This approach takes into account the translation of the text in a necessary way and aspects such as pronunciation are not important. This methodology was built on the development of the reading skill and it is being addressed to university students.

2.4.2. Audiolingual Method

This method is born by the contrast of the reading method and has some aspects that are very similar to the Direct Approach, which will be developed below. The pronunciation is a very significant aspect, which tries to come to seem as much as possible to the native accent in which all skills are developed with an orderly process using a continuous information of repetition method to learn to speak a second

language. This approach holds that vocabulary is learned with its use in a context of a specific word in a sentence to know its meaning in the following order:

- Listening skills
- Communicative skills
- Reading skills
- Writing skills

2.4.3. Grammar Translation Approach

The use of this approach within the class is done through the use of the mother tongue in the process of teaching and communication of a second language between the student and the teacher. It is considered one of the oldest methods to learn a new language based on the primary study of a list of vocabulary regardless of its meaning. Within this methodology, the grammatical part of a text has a lot of value to analyze its rules. The content of the text was not the main point of this teaching methodology. Thornbury (2010) stated that "Grammar Translation (GT) had become an antithesis of the good practice of teaching". It should be noted that other important skills of a language were not taken into account, as is the case of the pronunciation. The activities carried out were based on the translation of the mother tongue and the foreign language. It can be noted that this approach does not allow the development of communication so important in any language.

2.4.4. Direct Approach

This methodology was built on the narration of texts and on the conversation between the student and the teacher inside of the classroom. It is important to mention that in this method the culture of the language is an important factor and which is learned implicitly. The teacher will always be in charge of taking the initiative and all the activities carried out by the students will be followed by questions also made by the teacher based on the topics that are being studied. This approach is grounded on the greater use of the language that was wanted to learn during the teaching process of a second language. The Direct approach was invented as a contrast to the Grammar-Translation approach.

2.4.5. Content and Language Integrated Approach (CLIL)

The Integrated Content and Language Approach (CLIL) is a teaching and learning methodology in which the mother language and the second language stimulate the acquisition of content and language. This method attempts to manage the affective side of students by creating a safe learning environment where students help to establish rules in the class and are participants in their learning, intending to make the learning visible so that the students can experience and discuss the language as well as the focused learning contents. The Integrated Content and Language Approach (CLIL) is a teaching and learning methodology in which the mother language and the second language stimulate the acquisition of content and language. This method attempts to manage the affective side of students by creating a safe learning environment where students help to establish rules in the class and are participants in their learning. This method intends to make the learning visible so that the students can experience and discuss the language as well as the focused learning contents, generating a great expectation in students and teachers.

The high level of engagement for all students and the independence of language and cognition may be visible with CLIL to create the academic language visible reflected on the learning, to foster a critical thinking and also taking the time for making learning meaningful. This method uses language and content scaffolding that is reflected in teaching. This approach intends to foster the learner's autonomy giving them choices to make and negotiating decisions about the learning process with students. CLIL uses cooperative learning to promote positive independence for real life, interaction, and teamwork. CLIL method is always connecting language speaking with culture.

2.4.6. Communicative Approach

The above- explained method CLIL is regarded as part of the communicative branch because its main objective is for students to learn a second language to the point where they are able to use it in a natural way. The communicative method is based on their own experience to reach learning and that these experiences are important for their future lives.

2.4.7. Total Physical Response Approach (TPR)

This method was created by James Asher (1960) and which was based on the learning of a second language through the physical response of orders made by teachers to students repeatedly. With this method, the students will develop their listening skills much earlier than the communicative ones. Besides, there is no forced desalination in oral communication, but it takes a while to achieve the comfort of the student to start talking and communicating.

Being able to achieve a successful teaching method is truly a challenge due to the different levels and rhythms of student learning and the way teachers teach in the classroom. Moreover knowing the objectives of teaching and the teaching environment and to the students are fundamental elements for the application of any of the important methods previously exposed.

2.5. Tales

Tales are temporary short stories that can be oral or written, which tell stories of creative writing and is used for fine purposes and in many contexts. An example of its application is in children being used for their didactic capacity, their possibilities to use, and their importance in the process to find a second language. They are usually accompanied by images and drawings in one color or in many, which complement the text and information of the stories, which was how illustrated stories were born. Stories are usually born from the popular traditions from towns and spread orally from generation to generation.

All tales comprise actions with one or more characters within a historical and physical context, sometimes unnamed. Tales consider different stories, especially those of a traditional nature, generating a common organization structure, as follows: beginning, middle and end.

At the beginning of a narrative or story, the characters and the situation are presented in which an imbalance or rupture element that triggers the plot usually occurs and in the knot of history the intrigue done, being the central part of the story. The last part, supposes the closing of the story, sometimes reestablishing the initial balance and concluding with a new situation. In some stories like the tales, the story ends with a moral message. A great example of a tale will be the children's story about Pinocchio.

2.5.1. The illustrated tales as a didactic use in the English language learning

The reading of tales and their oral transmission are positive methods for the teaching of a new language during all times throughout the world. Its educational value is in putting students in contact with the narrations that have been written in another foreign language, motivating the student to have stories with a language closer to their interests. According to Mourão (2009), there have been many authors who agree on the importance of introducing tales and stories as a didactic resource and method in the English language learning. The importance of the tale has to do with the linguistic, cognitive, socio-affective and aesthetic aspects.

Now some authors who are creating tales are adding some drawings, representing their stories. This method of illustrating tales is a very effective way to attract the attention and a method to develop the creativity in all students to promote the critical thinking in the process of the acquisition in a second language. The storytelling is in constant contact with the human being from birth. Tales allow a kid to learn new vocabulary unconsciously. Thanks to the creativity, motivation, and empathy generated by stories or tales in children, their brains process information from a different and deeper perspective Saxby (2016).

2.5.2. The illustrated tales as a didactic use in the Primary Education CLIL's curriculum in Ecuador

From this new school year 2018, the English language will be compulsory from the second grade of General Basic Education (EGB) to the third year of High school in all public, semipublic and private institutions of the country. In 2014, the Ministry of Education of Ecuador generated agreement N.052 that establishes the compulsory nature of teaching English from the second grade of General Basic Education (EGB) to the third year of freshman in all public, semipublic and private institutions of the country. The new curriculum of Ecuador places English as an obligatory subject in public schools. The arrangement began to be implemented in the Highland and Amazon Region as of this new school year (2016-2017), which began on September 5th, and will be implemented in the year (2017-2018) for the Coast Region. The intention is that students leave the baccalaureate level B1 to have more academic, cultural and economic opportunities. The agreement 052 also establishes that the minimum level that a teacher must have for the teaching of the foreign language

must be the B2 and that the students once finished the baccalaureate reach the level B1, which can be increased in case the students will reach higher capacities that require levels to rise. Tales become a didactic resource to achieve this goal with the use of monochrome or multicolored illustrations reflecting important objectives, parts, and situations in the stories.

While it is true that the storytelling is very close with the birth of every person, the printed tales for children as a narrative of stories have changed over time in Ecuador. Nowadays children's stories are not only based on the collection of stories written in books but also they contain elements to attract the attention, interest, and motivation to read them in class.

In Ecuador, programs of insertion of the English language have been developed through the design of color-illustrated books in public schools free of charge for Primary Education of the English language in the classrooms. These illustrated books now are based on the content and the English language aiming students, and public teachers in charge of the process of learning through English in Ecuador. Talking about the Private Primary Education inside their establishments they are responsible for choosing other types of books for the English teaching that are adaptable to their needs and requirements. Of course, these illustrated books are not free and usually they are imported from other countries as United States and Europe and they are paid by the student's parents. Also, they are based on the content and the English language aiming students and private teachers in charge of the process of learning English in their private schools. The problem of illustrated tales as a didactic resource for the English language in Ecuador is that it is not enough tales in all subjects and in all schools and that it is only based on the teaching of the English language and Tales are not based on a bilingual teaching through those tales do not exist in the Ecuadorian educational system.

The importance of developing didactic resources to be applied within the system of education inside the bilingual teaching program in Ecuador is necessary. With the development of the stories and their use in the classroom, multiple intelligences will be stimulated in the Ecuadorian students, thus achieving a better learning of a second language.

2.3. Multiple Intelligences

The model of multiple intelligences presented by Howard Gardner (1983), has transformed the mode how people comprehend all the intelligences in humans and experiments the clue of a sole IQ, where human beings have one dominant processor

inside the brain where brainpower is deposited. Howard Gardner, was the person who offered the model, saying that there are numerous categories of intelligences in people, each one demonstrating diverse conducts of treating information. The kinds of intelligences proposed by Gardner are the following:

- **Verbal-linguistic intelligence:** Is the ability to scrutinize material and to produce work that encloses oral and written language, such as discourses, books, and emails.
- **Logical-mathematical intelligence:** Is the ability to develop equations and proofs, make calculations, and solve abstract problems.
- **Visual-spatial intelligence:** This intelligence permits people to understand maps and other kinds of graphical information.
- **Musical intelligence:** The Musical intelligence enables people to produce and make meaning of diverse kinds of sounds.
- **Naturalistic intelligence:** Is the ability to identify and distinguish between different kinds of plants, animals, and weather constructions located in the natural world.
- **Bodily-kinesthetic intelligence:** This intelligence needs to use one's own body to produce products or solve problems.
- **Interpersonal intelligence:** Skill to recognize and understand other people's moods, personalities, wishes, motivations, and intentions.
- **Intrapersonal intelligence:** Is the skill that recognizes and assesses equal characteristics within themselves.

3. INTERVENTION PROPOSAL

3.1. Contextualization of illustrated tales

The elaboration of these two tales has been devised by the author of the present paper. They are meant for a CLIL class in a pedagogic way, which had required a big effort. The two tales were based on some traditional narrations from Ecuador and personal anecdotes and experiences by the author of this research.

The first tale comes from the Highlands and the other from the Amazon region. The elements to create tales were also the methods to design them, such as the vocabulary according with the Primary educational level, and their possible positive and negative impacts that they will have in the practice with the students. Another important points taken to do the design of both tales were to encapsulate the main students likes, dislikes, needs, language, content and finally, the importance to show historical and traditional non well known relates from the Ecuadorian culture.

The two tales were chosen are the following:

3.1.1. Brief abstract of the tale 1

The story turns around three Ecuadorian warriors from the Quijos community, called Jumandy, Guami, and Beto. The three warriors from the upper amazon region of Ecuador fought against the Spanish invasion and their Queen during colonial times. The Quijos' battles were fought by these brave warriors in the Ecuadorian jungle in the midst of adventures in the core of the beautiful Ecuadorian Amazonic forests and its existing caverns.¹

This story will demonstrate the courage to defend your people with bravery and with the love to your home in a very difficult time of colonization in Ecuador.

With the application of this tale in class, students will learn and imagine new vocabulary related to nature and human values seen in the Ecuadorian Amazon and finally, they may find a very rich and interesting historical narration not so well-known in Ecuador talking about the story of these three Amazonic warriors. The tale is perfect for the application in subjects of Primary Educations like Ecuadorian History, Arts, Science, Literature, Language or English as an input.²

¹Gordillo, Gilma (2018). *Jumandy the Amazonic Warrior*. p. 40.

²Gordillo, Gilma (2018). *Illustrated tale 1. Jumandy the Amazonic Warrior*. p. 41.

3.1.2. Brief abstract of the tale 2

This tale was based on a mysterious Ecuadorian story from the indigenous from the highlands the ones who tells a narration about an energetic door that opens the way to the city inside the Chimborazo volcano in Ecuador were good people from underground life.³

This story will demonstrate the mysterious and the legends that are narrated from generation to generation in this part of Ecuador making students think and to imagine unknown realities in their minds.

With the application of the second tale, students will learn and imagine new vocabulary related to nature seen in the Ecuadorian Highlands, and finally they may find a very rich and interesting local narration not so well-known that involves mysticism, and mystery to develop the imagination of the students in a CLIL class. This tale is also perfect for the application in subjects of Primary Educations like Ecuadorian History, Arts, Science, Literature, Language or English as an input in class.⁴

3.2. Objectives

3.2.1. Principal Objective

The main purpose of the proposal is to elaborate two illustrated tales using the English language for a CLIL class as a didactic resource and as an input to improve the teaching and learning process for the bilingual education in Primary Schools in Ecuador and in the world.

3.2.2. Specific Objectives

- To elaborate the two tales taking into account the Ecuadorian culture and folklore from the coast and mountain regions of Ecuador, to reflect their identity and culture.

³Gordillo, Gilma (2018). *The story between Juan and the Taita Chimborazo*. p. 42.

⁴Gordillo, Gilma (2018). *Illustrated tale 2. The story between Juan and the Taita Chimborazo*. p. 44.

- To design visually attractive tales for elementary school students to motivate them to know more about Ecuador.
- To rescue traditional stories passed from generation to generation in an oral way elaborating two illustrated stories for the Ecuadorian Primary Schools and for the world.

3.3. Educational content and target group

The two stories as a teaching proposal are aimed to the target of Primary Education students from the 3rd grade up to the 5th grade of the Primary Basic School Education of Ecuador and for the world.

- Target: Students from Primary Education Schools
- Grade: Students from 3rd grade up to the 5th grade.
- Gender: Universal
- Age: Children from 7 to 11 years old approximately.

3.4. Basic Competences

Each teaching and learning process is based on the development of the 4C competences and abilities that the curriculum proposes for the best development of the human being. The competences used for the creation of the proposal are the following:

- Linguistic Communication
- Digital competence
- Learn to learn
- Social and civic competences
- Sense of initiative and entrepreneurial
- Spirit awareness and cultural expressions

Below the explanation of the use of each of the competences in the elaboration of the proposal can be found.

3.4.1. Linguistic Communication

Through the use of illustrated stories, students will be able to develop a better level of expression in the English language in a written and oral manner, as well as to improve communication between classmates and between them with the teacher in charge.

3.4.2. Digital competence

With the proposal of illustrated tales, there were activities designed with specialized programs for their design and illustration of each of them. In this way, TICS were exploited efficiently and effectively in order to take advantage of the technological resources to the maximum and connecting them with education, such as the Adobe family programs, like Adobe InDesign, Adobe Photoshop, Adobe Illustrator, Adobe Spark, etc., and others. The professional programs were used to develop the cognitive area and also to improve the multiple intelligences and 4Cs in students.

3.4.3. Learn to learn

Didactic activities were designed to be done individually as well as in a team. It is very important that the proposal has activities that promote the student to organize their work when learning either alone or being part of a work group.

3.4.4. Social and civic competences

Narratives such as tales are didactic resources for socialization inside and outside the classroom since the moment, they are put into practice with the students. Tales will always put them to think in certain moments and situations of the history of a place in the world, developing their critical thinking and the communication in the classroom and more if they are illustrated. Narrations also contribute in the development of the thinking of each character in the story, motivating active participation of the students, learning to respect shifts in their participations, as well as respecting different ways of thinking. One of the import things about tales is that they can rescue stories passed down from generation to generation orally over time. Tales always keep inside them messages for the readers, which develop positive values in the students, which should be highlighted by the teachers in charge of the class to improve the moral quality of the society where they live and the importance of those stories in the historical and moral field.

3.4.5. Sense of initiative and entrepreneurial

With the use of the didactic proposal in class, the creativity of the student in his creative thinking is being developed; converting the ideas in her/his mind based on the book into practical means to be realized in society, for example in role plays or essays about each tale presented.

3.4.6. Spirit awareness and cultural expressions

The proposal develops the values and moral principles necessary in society. Students will learn to put them into practice in their social environments outside and inside the classroom. The proposed design comes from the oral folklore of Ecuador, so the use and design of such a means of education in Ecuadorian Primary Education will lead to the development of its culture and to rescue stories with untold cultural wealth over time and to know a little more about the history of your country. Through the proposal a number of cultural expressions can be made such as, literature, acting, music, among other cultural expressions as activities based on the stories designed.

3.5. Timing

The elaboration of two illustrated tales as a didactic proposal resource to achieve the objectives outlined before mentioned will be carried out as an input within the class before the beginning of the teaching of the content and language as a didactic and motivating teaching resource by the teacher to the students for approximately thirty minutes, then the stories will be worked in class according to the needs and the time organized by the CLIL teacher in the lesson plan.

The order of the use of the illustrated tales will be the decision of the CLIL teacher in charge, but it will always be recommended that it be done at the beginning of the class to attract the attention of the students to the subject to be taught in class. Taking into account that the stories were designed to be an input for subjects such as History, Literature, and Arts, important subjects in the curriculum of the bilingual education in the Primary Education in Ecuador.

3.6. The methodology

The methodology used for the elaboration of the illustrated stories as a didactic resource was based on the method of communicative teaching to improve Multiple Intelligences and students' learning approach based on CLIL method. As a reference, the illustrated tales were elaborated with a methodology so that they have the contact with the teacher as a motivational pre activity or a warm up in class to activate the students' knowledge in the following way: language input - structured input - communicative output. The class should include a speaking section in which the teacher need to do a communicative activity like a brainstorming as an input at the beginning of the class. Both tales will work as an input before the teaching content where the CLIL teacher has to be in control of the activity. Finally, the production and creative activity comes as an individual or as a teamwork based on the tale and the objectives of the content. The proposals were elaborated to improve multiple intelligences and students' learning approach based on CLIL and to rescue ancestral histories of Ecuador, which are an important cultural part for the history of that country.

The stories were selected by their functionality, and didactic flexibility in the classroom, due to their cultural importance; Features that can capture the attention of all students and disclose relevant information to be taught to future generations of Ecuadorian students and activate their minds for a better creative and meaningful learning in a CLIL class. That is how two stories were selected, elaborated and designed in total to be illustrated for the Primary Education students of Ecuador.

When talking about their contents, it was necessary to highlight the main ideas of each story and omit information which is not very relevant to short stories for Ecuadorian children of Primary Education. The first tale has a total of 828 words, whose origin comes from the Sierra region called "The story between Juan and the Taita Chimborazo", and the second from the Ecuadorian East is called "Jumandy the Amazonic Warrior", with 798 words, both with a great literary importance, and very rich in cultural identity and folklore.

The characteristic that both histories have is that they come from the Ecuadorian folklore past as an oral way of generation in generation and there is no specification of their authorship in this research paper. The authorship of the written and graphic adaptation of the stories and the graphic design was carried out by the author of the

present investigation, Gilma Alexandra Gordillo Obregón in its entirety; the photographic work was in charge of Leandro Luis Vásquez Cárdenas. In order to facilitate the understanding of the main content and to make them more attractive for students, some illustrations have been included. All the illustrations have been created by the Ecuadorian Illustrators Ramos Jimenez Rosa Belén and Angel López Villamarín, talented people who knew how to capture the essence of the stories, their academic content, language, motivational and the graphic function as a required didactic resource for a CLIL class.

3.7. Planning Activities

Although it is known that this research work does not require an application in the classroom, it is suggested to make and to use any of both tales as a teaching motivator resource before teaching the content related to the subjects or as a didactic input to instruct the development of the 4Cs in the students. The activities derived from the practice and the use of the illustrated tales will have as a major goal to improve the communication, participation, creative thinking, and the critical thinking, as well as, having access to prior knowledge to develop the new contents to be taught in the class, to improve all Multiple intelligences, and the students' learning approach based on CLIL. An example of a planning activity that might be useful in class using any of the proposals illustrated tales for subjects like Ecuadorian History or Arts is the following:

3.7.1. LESSON PLAN

Table 1. *Primary Education School Lesson Plan*

Date: 03/10/2018	Subject: Arts/Ecuadorian History	Country: Ecuador	Unit: 1
	CLIL TEACHER: GILMA A. GORDILLO		Activity 1

LESSON TOPIC:	The Colonization in Ecuadorian
AIM:	The aim of the topic is to help understand the students the dates and important characters that were part of the colonization stage of the Ecuadorian history, thus leading the students to have a critical thinking to form their criteria

	of what happened during those times in Ecuador.
MAIN OBJECTIVE	<p>Students will be able to:</p> <p>To review, recognize, analyze, remember and interpret important dates, characters and events during the colonization of the Ecuadorian history to build their own knowledge and thoughts about this period of time in Ecuador.</p>
MINI-LESSON:	<p>Through the practice of one of the proposals designed, for example the illustrated tale one with the title "Jumandy the Amazonian warrior" the students will be informed and learned more about the characteristics of the important events in the time of the colony within the Ecuador to have a clearer idea about that stage of history and the life of an important figure such as Jumandy for the Amazonian.</p>
MAIN ACTIVITY:	<p>At the beginning of the class, after the motivation and brainstorming made by the CLIL teacher as the first input, the students will listen and read one of the tales with the monitoring of the teacher who will always be aware of the questions and opinions of the students, organizing the class in groups and giving the order to the activity and to the class time.</p> <p>After the teacher will explain, the content related to the time of the Colony in Ecuador and in the Ecuadorian Amazonic region.</p> <p>The main activity after the tale as an input will be to divide the class into groups of 4 or 5 people by the teacher. Each group will have to make a representation in English language with the tale that they have listened and read in class as an input.</p>
CLOSING:	<p>The CLIL teacher will answer questions related to the content using scaffolding and assessing them. Finally, the student will receive all the instructions to make the homework at home.</p>

<p>ASSESSMENT:</p>	<p>The CLIL teacher will give 10 min to monitor the organization of the activity and each group will do a role-play of the tale in front of the class. The CLIL teacher will assess the students evaluating their work and choosing the best participation in class.</p> <p>Later, the CLIL teacher will ask some questions to the students about the content and about the tale assessing them in class.</p> <p>Finally, the students will have to write all their thoughts and the important information about the tale and the content learned in class. The teacher will assess their writing to see if they understood the principal information related to the content and the main objectives of the class.</p>
<p>MATERIALS:</p>	<p>Tales/Printed sheet for student to write ⁵</p>
<p>TECHNOLOGY:</p>	<p>The use of any technological resources as a tool to put in practice any of the tales in class in subjects like Arts or Ecuadorian History will be optional, depending on the resources that the CLIL teacher has.</p> <p>Some examples of the technological resources that can be used to put into practice the proposals are for example: Internet, a projector or a computer laboratory with graphic programs to show any of the illustrated tales to the students.</p>

Table 2. *4Cs Planning Activity Grid*

⁵ Gordillo, Gilma (2018). *WRITING PRACTICE*. p. 45.

3.7.1. 1. Cs Planning Grid

This Cs planning grid may be used with any of the two illustrated tales in the classroom.

Date: 03/10/2018	Subject: Arts/ Ecuadorian History Country: Ecuador	Unit:1
Topic: The Colonization in Ecuador	Teacher: Gilma Gordillo Obregón	Activity 1

Aim: To analyze the meaning of colonization. Discover the main aspects, main characters in the colonization in Ecuador, and main characters in the colonization in the Amazonic and Sierra regions of Ecuador, understanding the positive and negative consequences of the colonization in these regions.

Teaching objectives:

To review, recognize, analyze, remember, and interpret important dates, characters and events during the colonization in Ecuadorian to build the students own knowledge and thoughts about this period in Ecuador.

Content:

- The colonization in Ecuador.
- The colonization in the Ecuadorian Amazon and Sierra regions.
- Illustrated tales.

Communication: To explain the colonization processes in the Ecuadorian territory, discuss ideas presenting and defending with arguments an argument.

To present in class one of the illustrated tales to the students to explain for example Pablo and Jumandy's life. After students will make a play about the tale and will present it to the teacher.

Finally, at home the student will have to write an essay related to the content learned.

Cognition: To recognize, and analyze the main aspects and all the main characters in the colonization in Ecuador, and in the Amazonic region in Ecuador, understanding the positive and negative consequences of the colonization in this region.

To know important aspects of the life from the Amazonic and Sierra region people from Ecuador.

Culture: Folkloric identity, civility and environmental sensitivity, and sense of responsibility.

Outcomes: At the end of the lesson, students will be able to understand, recognize, and analyze the main aspects and all the main characters in the colonization of the Amazonic and Highland regions in Ecuador, understanding the positive and negative consequences of the colonization in these regions; to know important life information about the Amazonic and Highland people in Ecuador; to make opinions, critics, and arguments about both topics.

Tasks planned: The focus of the task given to students is to make each of them aware about the inference of colonization in Ecuador. To conquer this goal involves a enormous cognitive dominion because it is required to join a long sequence of causes and consequences. For this reason, two different tasks to guide to the students will be given to accomplish the final aim. These tasks are going to be helpful to understand properly the Ecuadorian colonization in the Sierra and Amazon regions and will prepare the students to make mental associations between different evidences.

Warm-up: Any of the two illustrated tales will be read and shown in class to the students. We want to promote thinking through the tale and its illustrations just to wake up some ideas about the main content.

The tasks given will be:

Step 1: We have focused our attention with an illustrated tale:

Students working in groups of 4 or 5 persons will organize a role play describing what is happening in story.

Step 2: Now it is time to put these ideas and new knowledge into the practice again. Students should try to write an essay to explain the CLIL teacher all the new knowledge-using arguments during the task.

Scaffolding: As we have seen on task explanation, scaffolding will be provided by language questions and answers.

Talk: Students will have the opportunity to talk when they discuss the topic. The scene is also set for talking during their evaluation and reflection on how their presentation to the class went.

Assessment: The first task of designing and making a role-play in groups taking the main ideas of the tale is a demonstration of what the students have learned. Each of the students groups will be asked to assess each other's plays to choose the best participation in class.

Finally, with the second task the CLIL teacher will assess the individual writing, done at home related about the content and language.

3.8. Assessment

In order to evaluate if the students have been able to achieve positive learning in special with the proposal, the CLIL teacher will evaluate the class and the activities in the following way:

The direct observation will be used throughout the story reading to assess the attention and participation of the student during this activity. Direct observation will also be used to measure group participation, the effort made, to communicate with peers, when performing the task entrusted to the class. The respect towards the classmates will also be evaluated.

The students will also be evaluated through the participation in the classroom in such a way that they know the points that they should improve in their future presentations and their positive points in the participation in the classroom.

After reading the tale, the CLIL teacher will give 10 min to monitor the organization of the activity and each group will do a representation of the tale in front of the class. The CLIL teacher will assess the students evaluating their work and choose the best participation in class. Later, the CLIL teacher will ask questions to the students about the content and the tale assessing them in class individually.

Finally, the students will have to write putting all their thoughts and important information about the tale, and the content learned in class. The teacher will assess their writing to see if they understood the principal information related to the content and objectives of the class.

4. DISCUSSION

In this intervention proposal, the combination of the CLIL approach and the Multiple intelligences have been useful into two illustrated tales to help to elevate the learning process in students in the Primary School Education in Ecuador and in the Bilingual Programmes through English language.

The main purpose of this project is to include the student's contribution in their learning process in a motivate way and to activate their knowledge with their conscience to learn through the activities and the unit. Thus, the proposal was grounded on a communicative methodology with two parts. The part number one with two illustrated tales which both were created to support the learning process based on the language and the content, where the main plan of them was to develop the student's skills. Both tales were created with different activities to elevate the learning in students. In the second part the planning of two activities that will support the proposal where designed to promote their skills and the learning of new knowledge, the 4Cs, and the competences. The intentional section with an example activity in class was presented and may be helpful to students to understand that, everyone has the same opportunity to learn and we all are intelligent in a different way.

As for the elaboration of both tales, it ended up including a CLIL approach, 4Cs, and the MI. As a result, the content, communication, cognition and culture were also integrated with a central context. The communication has played the most important role, seeing the language of, for and through learning. It was also considered in the proposal the Scaffolding as an active and authentic learning. With the activities designed, the students are stimulated to labor independently and in groups to improve their higher order of thinking as well as the knowledge construction. This intervention proposal has been designed to be implemented in a Primary Bilingual School focusing on CLIL and the multiple intelligences to help the learning process rise in students. The activities and the content are specific; the methodology proposed could be adapted to many contexts also to Secondary level, where students with a certain level of autonomy and skill gather much experience and more informational synthesis. The complete proposal was made to create consciousness of all the multiple intelligences to make the students know which learning strategy is more useful for them.

5. CONCLUSIONS

When trying to give a conclusion of the dissertation carried out, it can be said that the objective of this study has been to reach the usefulness of the theory that deals with MI to create and provide learning strategies such as the two illustrated stories for primary school students in Ecuador in a CLIL class from a theoretical perspective to raise their learning in the classroom.

All the strategies of teaching and learning are always an excellent and exceptional learning tool, which provide a great support to the significant learning to the student and to the development for the achievement of triumphs and educational results. Conversely, different personalities and ways of learning from personal and between students make it truly impossible to use all teaching strategies for a particular type of activity as for other sensory channels. Consequently, it may be settled that the learning strategies should be used according to the personal characteristics of the students and the class.

I believe that the application of illustrated tales will affect positively in students and teachers that may have to adapt to a great change in the teaching and learning methodology. A great change of mentality must be generated in Ecuador, in the form of providing information and contributing to the students, how also generating the educational activities can relate to the content and the language, and how the student can be evaluated through the use of activities and resources for teaching and not only with memorized written and oral exams. The Multi Intelligences can be applied in many different ways, with the use of CLIL as a new educational method of teaching and learning in the classroom; knowing that IMs are not connected to CLIL, but that they always allow their implementation without much difficulty elevating the learning process in students.

Important aspects that teachers must have in mind when talking about CLIL are some to mention for example, the use of a visual communication support students, the use of learning based on creative thinking with the practical application of projects and tasks inside and outside the classroom, and the fact of promoting the creation and education of critical, proactive and independent students to include all the intelligences they may have in their teaching and learning plan. As an example of these practical aspects implemented in this project there are the two illustrated stories presented and designed as an intervention proposal, which are focused on being an educational input support made by the teacher as a didactic resource to

give an entry tool to the students, in which the content and the language could be taught in different ways with a creative and active activity, using different intelligences to create a final product made by students as a final project after the intervention proposal as the proposed essay and the role play.

In order to evaluate our proposal for intervention, questions will be asked before and after the proposal, as well as work evaluation within the class in an individual way and in teamwork. Finally, an individual evaluation is carried out with the realization of an essay based on the contents, the language and the proposal designed for teaching learning.

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It can be concluded in this way that the proposal presented in this project will be a positive educational resource for bilingual education in Ecuador to improve multiple intelligences and students' learning approach based on CLIL.

6. LIMITATIONS AND FURTHER RESEARCH

The limitations that the proposed proposal can have for improving learning with the use of IMs are the lack of delivery, the non-use of the proposals by the CLIL teachers to carry out the proposal in a professional and objective manner so that the students they are interested in doing it and motivated to want to learn.

As a second limitation, it would have to be the incorrect management of order in the class, which does not allow for the orderly development of the entire proposal proposed from start to finish. The economic part will always be a limitation for the education and even more in a country like Ecuador where the economic resource takes an essential role in the quality of education. When a population may not be able to acquire the proposals may take an essential role in the quality of education in a country where money will be a real limitation for the application and the use of the proposals in the classroom.

The lack of interest of the CLIL teacher to know their students for the realization of creative educational activities will also limit the fact that the stories can be put into practice in the classroom.

As a primary constraint, it can be said that Ecuador does not have a bilingual education system, having the English language as the second language in the educational curriculum plan of studies so that there will be few bilingual centers that are greatly interested the application of the illustrated stories in a different language from the official, and that has nothing to do with the direct teaching plan of the English Language.

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APPENDICES

APPENDICE 1

Jumandy the Amazonic Warrior

In the province of Napo, Ecuador, there is a sacred valley that refuses to disappear through time, the valley of the Cosangas, Amazon paradise and birthplace of the warriors Quijos which houses the story of the birth of a mythological Amazonian warrior named Jumandy.

In the times of the colony, the Spanish empire arrived to Ecuador, called by them as "the country of the cinnamon", between its dense Amazon jungles they found a warlike town called "the Quijos", the great survivors of the time that lived in complete harmony with the nature and the fruits that it provided.

Jumandy, also called Yachak for being a wise man of his tribe, was a great warrior of his people, who trained as such from his youth. During a vision occurred in his dreams through a ritual with sacred herbs, he saw his future witnessing his death and that of all his people, deciding then to face it.

When the Spaniards arrived in the eastern part of Ecuador imposing their bayonets, fear, their god and their strange religion, it was already seen in the council of elders of the Quijos tribe, through rituals with sacred plants such as the Ayawaska and the Natem, the future of chaos that was approaching for this population, entrusting a non-derogable task to the only one capable of carrying it out, the great sage and cacique of his people Jumandy and his warriors Guami and Beto, putting in their hands the expulsion of the European invaders from their sacred land, otherwise their culture and even their legendary lives would disappear forever. Jumandy settled his spear and surrendered in exchange for the freedom of his people, fasting for five days before going to fight with his warriors in honor of their gods to thank him for his blessing and ask for his blessing during the battle to begin.

Jumandy, warrior of the Quijos people, initiated a revolution against the invaders of their lands in the year 1532; which were guided by indigenous Andean and entered the territory of the Quijos on several occasions. On the third occasion, Captain Ramírez Dávalos founded on May 14th, 1550, the city of Baeza del Espíritu Santo of Nueva Andalucía, henceforth the death and destruction of the culture and existence of the town of Quijos was the only thing brought by the invaders to these lands.

By then, Jumandy discovered a huge cavern in the middle of the jungle. These cave became the magical and the perfect natural refuge of the inhabitants of the town

Quijos, while Jumandy in the company of his best warriors, among them Guami and Beto, would defend his people outside in a struggle to scare the conquerors from their ancestral lands.

Until this beautiful, but secret Amazonian cavern, the whole town of Jumandy arrived; men, women, children and the elderly carrying cassava, green banana and chicha to feed for weeks, favored by the crystalline river that flows into this cave system and always cared for by the spirits of the jungle that inhabited its interior.

In the year of 1578, Jumandy organized a revolution of greater scale and next to its best men with spear in hand, invites to all the towns of the forest, they are united to expel to the invaders of their territory and asks that the fight extends from the whole region. Thus, began the songs of struggle in all parts of the Ecuadorian Amazon, however, the brutality of the invaders had no limits; thousands of Spaniards arrived from Quito surpassing the Amazonian indigenous warriors.

Jumandy, Guami and Beto with all their warriors were imprisoned by the betrayal of their close indigenous peoples of the Ecuadorian highlands, who betrayed them by helping the invaders during their capture. With the defeat, they take Jumandi and his men to the city of Quito, being punished publicly for the punishment of all the indigenous Amazonian rebels of Ecuador, leading them to death in 1599 in the Plaza Grande of Quito.

Jumandy, Beto and Guami led a great indigenous revolution. Since then, the great Jumandy warrior and his brave people live in the heart of the rebellious peoples of the Ecuadorian Amazon as a symbol of constant struggle to defend their land and soul with their hearts and souls.

Nowadays, the mythical and fascinating caves that took care of the Quijos people are in the name of Jumandy, located in the province of Napo, they are the second in size in Ecuador, whose visitors wishing to enter must ask permission to the spirits that live in their inside.

Jumandy, Amazonian hero of America was declared a National Hero of Ecuador on November 29, 2011, historically recognized for carrying out the First Indigenous Revolution of Latin America against the Spanish conquerors, fighting to the end to try to prevent the looting and destruction of his people in exchange for his life itself. Jumandy, Beto and Guami are and will forever be an example of unity and courage.

APPENDICE 2

Illustrated tale 1.
Jumandy the Amazonic Warrior



APPENDICE 3

The story between Juan and Taita Chimborazo

Once upon a time, in the old Ecuador of the great farms, the existence of the cowboys of humble origin and worker dedicated to the care of the land and the animals, among them the great bulls of fight, unique race present in the country at that time all along the cold slopes of the Chimborazo volcano.

Juan, was one of those cowboys of indigenous origins who had been raised since very small in the farm of a wealthy family whose owner had given him a roof where to live him and his family in exchange for work on the farm of his property.

Juan worked hard day after day to please his employer who, despite all the effort and time given by Juan to the care of the land and animals, did not hesitate to punish and belittle this humble cowboy to leave him humiliated in front of all his family, who made fun of him and his family for the reason of being his servant and having indigenous origins.

One morning, after completing his hard work, Juan noticed that several bulls of the farm had disappeared mysteriously, desperate to know that he could be severely punished by the owner of the ranch for hours and hours through the cold wasteland in the skirts of the Chimborazo volcano to search the for the bulls without obtaining any result. Totally dejected Juan sat down next to a large black stone and broke into tears imagining the lashes he would receive upon arriving at the farm. Suddenly, in the middle of the cold and desolate wasteland, a very tall man, beautiful and very white in complexion, appeared next to him, who spoke to him with gentleness, saying:

- Why are you crying, son?

- I have lost some bulls from the farm of my boss, "Juan replied after recovering from the shock to see so unexpected man in the solitude of the grassy brush.

- Do not worry, I took them, said the man to Juan, I would give them back to you.

Juan stood up ready to walk, but the smiling man touched the side of the stone that Juan had moved, and it withdrew before his eyes.

- Follow me, - he ordered him.

That rock was really the entrance to a large cave. Without really knowing how, Juan was suddenly in the middle of a beautiful city hidden inside the Taita Chimborazo.

Juan observed incredulous constructions that shone as if they were made of ice with Apus or magical guards with good and pure souls that protect a harmonious city populated with cheerful people who fervently enjoyed the bullfight with the only

difference that they did not sacrifice them. These people, like Juan, really enjoyed the beauty of all animals alive and rejoicing through the countryside, something that did not happen in the farm in which Juan lived, because in this the beautiful specimens were sacrificed week after week in stunning bullfights of bulls organized for the delight of the town of the patron owner of the farm and for his entire family.

Juan elated with joy and thoughtful at the same time to see that in the world there were people and good beings who also appreciated the real beauty of nature and animals like him, he let himself fall in the grass, where in a moment of silence the tall, mysterious man approached him, offered him several exquisite fruits, and handed him the animals accompanied by a sack full of corn cobs.

Immediately after the same strange way in which he had arrived at this mysterious place, Juan was suddenly in the cold wasteland next to the Chimborazo volcano, with the lost bulls and corn cobs in a sack that the mysterious man had given them.

Back at the farm, after hearing the story of Juan, everyone made fun of him, assuming that he was under the influence of alcohol all the time and that what he manifested were nothing but hallucinations. Disappointed, but at the same time calm for having been spared the severe punishment on the part of the Patron, Juan went to his house to rest and it was there that he decided to take out the sack with the corn cobs, taking with it the great surprise that they were from solid gold

Stunned, but grateful to the mysterious man, with God and with life for this great treasure, Juan and his family bought a farm and moved away forever from the place where they had suffered abuse and humiliation for so long.

Since then the peasants and visitors of the place try desperately to look for the entrance to that place where Juan found his treasure, reviving through time the mysterious history of the lost underground city inside the Taita Chimborazo.

