Design of Educational Material Focused on Strengthening Kinesthetic Intelligence in the Preschool EFL Classroom, 'Institución Educativa Alfredo Bonilla Montaño'

Ararat Orejuela Angie Valentina
Lozano Betancur Rut Elisabet

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Lozano Betancur Rut Elizabet

Sandra Liliana Chacón Flor, Advisor

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APPROVAL

UNIVERSIDAD DEL CAUCA

The Undersigned Committee of Human and Social Sciences School approves the research developed by Angie Valentina Ararat Orejuela and Rut Elisabet Lozano Betancur:

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Judge: _____
Mg. Maritza Housset Fonseca

Judge: _____
Mg. Jeraldin Ballesteros Moyán

Adviser: _____
Mg. Sandra Liliana Chacón Flor

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Abstract

This research analyzes the effects of didactic materials focused on EFL and kinesthetic intelligence in preschool students from the Alfredo Bonilla Montaño school in Jamundí, Valle del Cauca. It was carried out under the qualitative paradigm following the action research design. 24 children between the ages of 5 to 6 years old participated in the implementation of 10 didactic materials designed according to their needs and the English and kinesthetic objectives selected. Data was collected through class observations and a field diary. After the qualitative analysis, it was concluded that materials based on kinesthetic intelligence and EFL increased motivation, promoted the development of observation, concentration and orientation skills, while revealing the importance of games in children's learning processes.

***Keywords**: EFL, kinesthetic intelligence, action-research, preschool teaching, field diary.*

Resumen

Esta investigación analiza el efecto de los materiales didácticos enfocados en el aprendizaje del idioma inglés y el fortalecimiento kinestésico en estudiantes de grado transición del colegio Alfredo Bonilla Montaño ubicado en el municipio de Jamundí, Valle del Cauca. La investigación se llevó a cabo bajo el paradigma cualitativo siguiendo el diseño de investigación de acción. 24 niños de transición entre los 5 y 6 años participaron en la implementación de 10 materiales didácticos, los cuales fueron pensados según sus necesidades y el vínculo entre el aprendizaje del inglés y la inteligencia kinestésica. Los datos fueron recolectados mediante las observaciones de clase y el diario de campo. Después del análisis cualitativo, se concluye que los materiales implementados incrementaron la motivación, promovieron el desarrollo de habilidades como la observación, la concentración y la orientación, y a su vez revelaron la importancia de los juegos en los procesos de aprendizaje de los niños.

***Palabras clave**: ILE, inteligencia kinestésica, investigación-acción, enseñanza preescolar, diario de campo.*

Content

Introduction

The teaching-learning of a foreign language is a reciprocal process that needs the interaction of both parties in order to be carried out in a satisfactory manner. With the passing of time, processes evolve in order to adapt to the needs of people, which is why in educational processes alternatives have been sought that favor the innovation of methodologies and class materials. Time moves forward and with it comes new generations, and therefore new ways of teaching. This is where the design of didactic materials arises as a new way of teaching and learning a foreign language. It leaves aside the traditional way of teaching and makes use of a way that is funnier and contextualized. It also leads to developing or strengthening other skills that are relevant to students.

In addition to the above, educational institutions sometimes do not have enough or appropriate didactic material for the teaching and learning of a foreign language, leading teachers to do without them and therefore to have difficulty in their teaching technique and strategy. On the part of the students, there is no effective learning because there is a lack of support for the process.

This research arises to demonstrate the importance of using didactic materials in the process of teaching and learning English as foreign language to preschool students while promoting the essential kinesthetic intelligence, which is relevant in the development of the child from an early age. Therefore, this document presents a problem statement and the research objectives as well as a clear rationale that allows the reader to get closer to contextualizing the topic addressed. The theoretical elements that support the research are presented in a concise conceptual framework and the methodology is described as a qualitative action-research design. The analysis presents the most relevant categories found after the analysis of the data collected

through class observation formats and field diary notes. They emphasize the benefits of implementing teaching materials for English language learning focused on strengthening kinesthetic intelligence in children who attend preschool at the Institución Educativa Alfredo Bonilla Montano, centered on: Motivation, Observation, Concentration, Orientation, and Games. Finally, conclusions and recommendations are presented as an invitation to keep studying this subject.

As future teachers we had an enriching and satisfying experience, since we took the initiative based on a difficulty that we ourselves had in the process of teaching and learning a second language, and that turned out to be a magnificent idea to contribute to education. Personally, we grew in knowledge, since we understood that all the details count in the educational process. In addition, we must always look for alternatives to improve the actions that we carry out in our daily lives as teachers.

Problem Statement

In the process of teaching and learning English as a foreign language, didactic material has become an essential part of pedagogy. As mentioned by García in his article Didactic Resources for Teaching English (1996) didactic material for second language learning plays an important role in students' cognitive processes and strengthens two-way communication between teacher and student. In the same way, Campbell (2000, cited by Lizano et Umaña 2008) points out those teaching resources greatly influence the development of multiple intelligences and meaningful learning.

Considering the above and focusing on the preschool population, it is appropriate to add that teaching materials for children in early stages of development are key elements since appropriate pedagogical tools could link the skills included in the stages of human development becoming relevant for the enrichment of the cognitive processes of a child.

> Were (2014) emphasized that materials tend to assist children to open up in many areas which lead to holistic learning, (…) when children are exposed to various teaching and learning resources, they tend to be active and involved in the learning process. Therefore, it is worth noting that preschool teachers can testify that teaching become easier with such materials. (p.154)

In this sense, it could be affirmed that the selection, designing and evaluation of class materials is an essential part of future teacher's training, especially when it is about early stages of development that represent a challenge and a high degree of commitment and social responsibility, as Augusto-Navarro (2015) highlights, "the design of teaching materials requires the student teachers to take a set of decisions, make choices and explain the reasons for them.

This practice will grant them some autonomy and also create opportunities for reflection" (p. 121).

At the same time, future teachers must be aware of their surroundings and contribute to situated practices at regional schools. As future teachers, we decided to consider these elements and study how the relationship between class materials, EFL and preschool teaching was taking place in one of the schools of our region. The present research is based on the needs identified in the Institución Educativa Alfredo Bonilla Montaño located in the municipality of Jamundí, Terranova in the department of Valle del Cauca, regarding the aforementioned variables.

In level 0 of this public institution, there are 24 students, 12 girls and 12 boys ranging in age from 5 to 6 years old. The group director is in charge of guiding the English area where five observations were carried out by the research team. It was found that the teacher and the students have a good attitude towards the English classes, however, few tools and the lack of material focused on EFL affects the objectives of the class in an unsatisfactory way according to the DBA.

Once the problem was identified, a theoretical review pointed out the importance of the kinesthetic intelligence at this stage of development. At this point, kinesthetic intelligence appears as an essential factor in this stage of life and as a promoter of meaningful learning in the classroom. Considering the theory of the stages of the cognitive development of the child proposed by Piaget (1982), in the preoperational stage (children of 3-7 years) there is a process of development of social and motor skills, that is, children start to express ideas and feelings in harmony with their bodies and creating or transforming with their hands. When there is no constant positive stimulus at this stage, there might be consequences for the child's academic performance, both present and future.

For these reasons, the idea to design and implement a didactic material that is linked with kinesthetic intelligence for the improvement of the learning experience in EFL of preschool children at the Institución Educativa Alfredo Bonilla Montaña was revealed. From this analysis it is intended to propose meaningful teaching materials that favor the population of level 0 of the institution and thus guarantee a training process with good foundations for the rest of the school life of these students. In this sense, the research question was presented as:

What is the influence of teaching materials for English language learning focused on strengthening kinesthetic intelligence in children who attend preschool at the Institución Educativa Alfredo Bonilla Montaño?

Justification

According to Montessori (1968), a pedagogy designed for the integral development of the individual in the first years of life has a decisive influence on the future of society. Consequently, preschool educators must think deeply about the methodology and the didactic material applied to this stage to enhance children's potential and guarantee healthy interactions with world around them.

Now, bringing this reflection to the EFL classroom, it is pertinent to think of a didactic material based on body expression (kinesthetic intelligence) and the teaching-learning process of English that promotes meaningful learning. For this reason, the present investigative work sought to design and implement a didactic material for a group of preschool children who have been affected by the lack of didactic materials in the English learning process that promote dynamization and physical dexterity, causing their academic performance and interest in the language to decrease.

This research contributed significantly to the Institución Educativa Alfredo Bonilla Montaño since it was a proposal that opened doors to the implementation of new strategies for learning English as a foreign language. As a public school, this institution faces challenges related to the social and economic context and many times there are not enough resources to guarantee high-quality English language learning, starting with the pre-elementary and elementary levels where the accompaniment and guidance is almost null. On the other hand, unsatisfactory results are obtained in the higher levels of high school due to the absence of a solid base from the elementary levels.

To the Modern Languages program of the Universidad del Cauca, the results of this research will benefit teachers in training by strengthening and expanding knowledge and

experiences that go beyond the theory when applied in contexts where the realities of institutions and the effectiveness of the elements acquired become a challenge and an opportunity to conduct classroom inquiry.

Finally, as future teachers, this research contributes to the development and implementation of different useful elements for a future professional or work scenario. That is to say, it will encourage the designing projects that promote social development and that guarantee the educational quality of both teachers and students based on innovative learning strategies in public institutions.

Objectives

General Objective

To analyze the effect of didactic materials based on the learning of the English language, focused on strengthening kinesthetic intelligence in level 0 children from the 'Institución Educativa Alfredo Bonilla Montaño'.

Specific Objectives

- To identify the characteristics and needs of level 0 students from the Institución Educativa Alfredo Bonilla Montaño.
- To design the didactic materials based on the characteristics and needs for learning the English language and strengthening kinesthetic intelligence.
- To implement the didactic materials to level 0 children from the Institución Educativa Alfredo Bonilla Montaño.

Previous Studies

Inteligencias Cinestésicocorporal y Espacial: Estrategia para el Favorecimiento de los Procesos de Iniciación de Lectura. Cali-Colombia.

Ospina-León, A., Cruz-Ausecha, A.C. & Narváez- Córdoba P.A (2020) addressed the problem related to the learning process of reading in the first school years, by applying the kinesthetic, corporal, and spatial intelligences to see its feasibility in children of 5 and 6 years-old from the *Mundo Miel* kindergarten in the city of Cali. The research was carried out from the qualitative paradigm with an exploratory-purposeful study in which the teachers' methodologies were analyzed and then, a didactic proposal was presented to promote the teaching of reading with the body as the center of cognitive development.

The researchers confirmed that the implementation of activities centered on the kinesthetic, corporal and spatial intelligences proposed by Gardner permitted a pleasant initiation to reading experiences. All the teachers applied strategies related to the aforementioned intelligences, highlighting the importance of playing for the integral development of the students.

In conclusion, this article expanded and nurtured the desire to research and carry out work where educators include intelligences related to the body and senses as it allows better interaction with students, causing a significant impact on their learning process.

Diseño de Material para Fortalecer el Proceso de Enseñanza y Aprendizaje en el Área de Inglés de los Profesores y Estudiantes del Colegio Juan Pablo II, Enfocado en la Habilidad de Escucha. Bogotá-Colombia

This macro-project carried out by Moncada González, N. & Rengifo Orozco, M. (2017) had as its objective the designing of a didactic material aimed at listening skills, which would

serve as support for the teaching processes and significantly strengthen the learning processes of English in the second and third levels of the Colegio Juan Pablo II.

For the design of materials, the authors of this work were based on the seven stages proposed by Jolly & Bolitho, cited in Tomlinson (1998) which are: identification of needs, exploration, contextual realization, pedagogical realization, physical production, use, and evaluation, which are framework in the Participatory Action-Research methodology.

Finally, after analyzing the results of the sessions where the designed material was applied, the researchers concluded that although the students improved their listening skills and they were able to identify various sounds and meanings of the words presented, the development of this skill should be intensified in the institution, both in English students and teachers.

Relación Didáctica entre la Teoría de las Inteligencias Múltiples Y la Enseñanza del Inglés como Lengua Extranjera. Medellín-Colombia.

The research presented preliminary studies regarding the importance of finding alternatives that can be applied to the academic context, especially to primary school children in Medellin, Colombia, so that they can acquire knowledge in a natural and harmonious way, taking into account the theory of the multiple intelligences in contrast to the obsolete logic that has been used for a long time ignoring the different potentialities of each student.

Franco-Duarte, E. & Zapata-Gallego, L.F. (2020) addressed the problems related to the teaching of English in the first years of school, showing very important factors such as the educational, social and personal context of the students, as well as the teachers in their preparation and parents in their accompaniment.

This research was carried out from the qualitative paradigm, through instruments of validation of the information such as: a questionnaire, population and sample, techniques of

information analysis. All these instruments are clearly defined by applying them to a population of third level students of the private school Parroquial San Judas in the city of Medellín.

Initially, through surveys analysis, the researchers found that the question that had the most responses was related to naturalistic, kinesthetic and linguistic intelligence, helping to use such results to propose strategies where students take ownership of the knowledge by making it adaptable and enjoyable.

Finally, this article expanded and fueled the desire to investigate and carry out a work where educators achieve creativity for a healthy acquisition of learning, cognitive, social, and personal goals through the particularities of everyone so that there is an inclusion and optimal understanding of the realities of each being.

Aplicación e Impacto de las Inteligencias Múltiples en la Enseñanza de Lenguas Extranjeras. Granada, Spain.

This article observed and tested the relationship between the implementation of strategies that make use of the Multiple Intelligences Theory and the development of three of the eight existing types: verbal-linguistic, intrapersonal, and interpersonal. It also refers to the relationship between the use of these strategies and the improvement of the learning process by FLT in bilingual educational centers of a mixed nature in Granada Spain, in which the learning of a second language, in this case, English had a result opposite to expected but with an open field for future research.

Bartolomei Torres & Aguaded Ramírez carried out this research under the quantitative approach using pre and post-test, the Multiple Intelligences Detection Questionnaire and the subsequent statistical analysis. The results showed that there was no significant impact on the groups studied, the researchers concluding that "a more long-term intervention is necessary, to

produce the development of MI and to verify the improvement in the learning of the foreign language".

Los Medios y Materiales Educativos y el Aprendizaje del Idioma Inglés. Lima-Perú.

The article sought to determine the relationship between educational resources and materials and student's learning in the II English Language Specialty at the Universidad Nacional de Educación Enrique Guzmán y Valle in Lima, Peru.

The research was conducted with a quantitative descriptive, cross-sectional, and correlational approach. Instruments used for the analysis included the current curriculum, a questionnaire to students, and syllabi of the courses under study. The techniques for data collection were documentary research techniques in order to develop the theoretical framework, field research techniques with direct and indirect observation, and surveys for data processing used statistical programs such as SPSS and MONITAB.

Finally, after the article presented the evidence, discussion, and results, it could be evidenced that the research achieved the proposed objective, determining that the use of educational media and materials is significantly related to student learning of EFL.

The article is of great relevance in our research because it provided us with ideas, knowledge, opinions and helped us to broaden the vision we had regarding the topic of educational materials in English language learning.

Contextual Framework

The Institución Educativa Alfredo Bonilla Montaño is located in the municipality of Jamundí, department of Valle del Cauca with approximately 84,976 inhabitants. It is an official public institution made up of five branches. This research will be centered in the one located in Terranova, San Isidro, specifically with level 0 students who belong to different ethnic groups and cultures from various areas of the municipality and its surroundings, such as Santander de Quilichao, Villa Rica, Cali, but also further places such as Buenaventura and Venezuela.

The institution's mission is to train critical, reflective, and curious students, committed to their environment, supportive and respectful, with the skills and abilities to acquire the necessary knowledge to perform successfully. On the other hand, its vision is to be the place that encourages its communities of influence academically, culturally, socially, and sportingly. It is an institution integrated into the community programs and activities according to its interests and needs. It is open to the different manifestations of science and culture, in permanent reflection on its pedagogical practice and committed to defending and living human rights.

This institution has a large physical space, distributed over three floors, corresponding to primary and high school, with two shifts: morning and afternoon. Within level 0 of the afternoon session, which is the group where this work will be carried out, there are 24 students. The classroom is spacious and illuminated. Regarding the resources and teaching materials corresponding to the English area, they are scarce as well as the technological resources, such as speakers, computers or screens.

Conceptual Framework

Multiple Intelligences and EFL

As human beings, each person has different abilities and capacities. However, if these are studied among a large group of people, tendencies towards certain common patterns are evident. In this way, it is intended to understand the term multiple intelligences, coined by the psychologist, researcher and professor at Harvard University Howard Gardner who formulated the theory of multiple intelligences based on his extensive knowledge in the scientific field focused on cognitive capabilities.

According to Gardner (as cited by Gamandé 2014), the theory of multiple intelligences aims to broadly support the concept of intelligence from a multidimensional perspective and at the same time to provide resources to educators so that they can contribute to the development of potentialities. In this way, Rotnitsky & Yavich (2020) pointed out that:

> Gardner's Multiple Intelligence Theory challenged the educational world. Based on previous studies, Gardner has defined seven intelligences, each at the core of cognitive information processing models. Teaching through an approach customized to multiple intelligence theory allows students to develop and enhance various intellectual skills. Gardner & Stenberg (1988) argued that through enriching learning experience, teachers would increase learners' personal motivation (p. 107)

Accordingly, this theory offers possibilities for the designing of activities and materials taking into account meaningful learning suitable for different ages and stages of cognitive development. EFL processes of teaching and learning have received benefits from this theory considering that the processes of foreign languages acquisition are complex and involve a variety

of learning styles. For the case of this research, the kinesthetic intelligence will be considered closely.

Kinesthetic Intelligence

It is one of the eight intelligences proposed by psychologist Howard Gardner. It refers to the capacity of the human being to perform daily, making use of his body abilities. This intelligence involves movement activities such as walking, running, dancing, jumping; it influences the adequate mastery of balance, flexibility, strength, coordination, and agility.

As Vancea (2017) indicates, kinesthetic intelligence considers the abilities of expression with the help of the body, the very good coordination between its parts, and the solving-problem skills through physical activities. It is the intelligence specific to athletes, actors, dancers, ballet dancers, and surgeons, those who have jobs where the fineness of movements is important. People with a developed kinesthetic intelligence have a very good eye-to-hand coordination, a great ability to express emotions with movement and are talented in sports.

Kinesthetic intelligence has an important role in the infancy of human beings. It is there when the infant begins to develop their skills, and mainly the motor skills that are fundamental at this stage since the proper development of the individual depends largely on this. If from early childhood fine and gross motor skills are properly acquired, the person will have an excellent performance, because many of the activities we do every day depend on this ability.

Stages of cognitive development

To potentiate and apply strategies in favor of the integral development of students, it is necessary to know the stages in which the group of students go through. Focusing on children, at this stage Piaget identified a series of cognitive operations that are expressed in children's thoughts and that are constructed and affected by the social and physical environment in which

each child finds himself. Piaget (as cited in Valdés 2014) proposes the constructivist theory of learning where he identifies four well-defined cognitive stages in human beings, which are:

- Sensory-motor stage
- Preoperative stage
- Stage of concrete operations
- Formal operations stage

For this research work, great interest arises in the Preoperative stage since the population to be studied according to Piaget's theory is at this stage. To Piaget (as cited in Valdes, 2014), children between 2 and 7 years of age have characteristics such as symbolic play, centering, intuition, animism, egocentrism, juxtaposition and reversibility. The age group that will participate in this research is approximately 5 and 6 years old, so it fits with the preoperational stage.

Game in children's development

According to Petrovska et. all (2013) the game is a constitutional component in every child's life. The game is enjoyed by both children and adults because it is a human's natural need. It brings joy and happiness, it offers satisfaction, and at the same time it represents a way through which children learn about themselves, about others, and the world that surrounds them, while acquiring skills and creating social relations.

According to the above, the game acts as a motivating and stimulating factor since it is present in the child's life from the moment of birth. The game is vital in child's development because, through it, the child faces different scenarios that contribute to their cognitive, sensory, motor, affective, social, and language development. Through game, the child experiences, explores, discovers, knows, investigates, and learns.

The game contributes to a healthier childhood, intellectual development of children and at the same time, speaking abilities. Petrovska et. al (2013) Through games children show their interests in what surrounds them, and they are stimulated to keep researching and investigating to find their own solutions in particular situations. (p.884)

Materials design

According to Ramírez (2004), Materials Development and/or Adaptation is a topic that has recently caused great concern among English teachers as a way to bridge the gap between what the current English textbooks offer and what the learners really need in their learning environment.

The constant evolution of education and the desire to innovate, lead the people in charge of education to look for alternatives that adapt to each of the specific needs of a student's community. The design of materials is a tool that facilitates the teaching-learning process for both the student and the teacher. It is also considered an educational means used to achieve an objective or obtain a benefit. Designing materials favors and creates meaningful learning since these didactic materials consider several factors such as: population, age, topic, objectives, context and interests.

Methodological framework

The present research is framed in the qualitative paradigm and follows the action research design. Under this approach, it intended to provide a contribution to the EFL learning experience of transition children of the Institución Educativa Alfredo Bonilla Montaño. According to Colmenares (2012), in action research the expansion of knowledge enriches the investigative process by finding concrete solutions to classroom problems by proposing alternatives of transformation for the benefit of the community investigated and, of course, to the process of teacher training.

Research Stages

Stage 1: Problem Identification

For this stage it was necessary to identify the needs and characteristics of the research target group. Here the observation format (Appendix 1) was used as an instrument that allowed the identification of the characteristics of the population.

Five observation sessions were held in the level 0 of the Institución Educativa Alfredo Bonilla Montaño. It is a group 12 boys and 12 girls between 5 and 6 years old. It is a very active group in terms of kinesthetic skills, however, there is a student who shows disorientation and always seems to be distracted. While working individually or in groups, students reported restlessness or movement, as well as different physical sensations while performing the activities.

Regarding the learning process, it was observed that cooperation and group work were difficult since it was difficult for them to follow instructions, making it necessary to repeat commands several times. They are not autonomous yet in carrying out their activities since some need the help of their teacher, for example, to draw curved lines. Although the group

demonstrates motivation and interest in the English topics proposed, little assimilation is evident at the time the teacher evaluates, since she asks about the topic and very few students respond.

On the other hand, the design of the activities is weak regarding didactic materials, however, the teacher is very resourceful and resorts to toys found in the room to better illustrate the themes. The teacher introduces the topic of the class, contextualizes the students with aspects of their daily routines and surroundings, however, the use of Spanish is constant. Despite developing few activities, the teacher develops meaningful contents for the students by involving them in the examples and playing with them. It is evident that children are more attentive when it comes to activities that involve games.

Another aspect observed was group management. During the observations, there was no evidence that the teacher was punctual at the beginning and end of classes. Sometimes the children would stay talking about what was happening during the break, others would drink water and then the class would start. The good attitude of the teacher towards the students was always evident.

Finally, in the methodology it was observed that the teacher never greets the students in the foreign language and materials and adequate resources are rarely used for the development of the class. The teacher makes use of pedagogical strategies according to the group on occasions. The implementation of activities for the development of different learning styles was not evidenced. On the other hand, there were jumps according to the DBA guidelines, because sometimes the teacher followed them while others she did not.

Stage 2: Design and Implementation

At this stage, the design of materials was carried out considering the characteristics and needs found in the observations previously made and the characteristics of the population. Ten

materials were designed; each one had a name, an interaction pattern, a communicative objective in English linked to kinesthetic intelligence, resources and required materials. These materials were implemented by sessions, in each session there was a didactic material or game that was worked on, observed, and followed up to assess its usefulness. The following chart presents the plan of the materials design.

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Shapes Twister	60% Students 40% Teachers	• To memorize the names of colors and toys • To strengthen gross motor skills	The student will find a didactic mat on which there will be toys of different colors. The student must be attentive to the teacher's order to fulfill it correctly (e.g., places the head on the green ball)	**Colors** • Blue • Red • Yellow • Orange • Green • Purple **Toys** • Ball • Doll • Bike • Car	Mat Hula Hula Laminated cardboard
Shapes Twister	60% Students 40% Teachers	• To identify and relate shapes and sizes with their respective names • To strengthen gross motor skills	The student will find a didactic mat on which there will be large and small circles, squares and triangles. The student must be attentive to the teacher's order to fulfill it correctly (e.g., put the right hand on the small circle).	**Shapes** • Circle • Triangle • Square **Adjectives** • Small • Big	Mat Hula Hula Laminated cardboard
The Big Hands	80% Students 20% Teachers	• To learn the numbers 1-5	There are two large hands, one hand has stickers to open and close the fingers and another	**Numbers** • One • Two • Three	Laminated cardboard Stickers

		• To strengthen fine motor skills	hand has stickers with the numbers 1-5 on each finger, the teacher will indicate a number on one of the hands. The student must represent with the fingers of one of the "big hands" the number that the teacher indicates on the other hand.	• Four • Five	
Interactive Spinner	80% Students 20% Teachers	• To associate the sound of the word with the respective body part • To move about with ease, running, jumping or as instructed	Flashcards of the parts of the game will be placed around the room. The student will be asked to spin a roulette that also has the parts of the body, the part of the body that points to the roulette's socket must be brought by the student who will move by jumping or as indicated to the flashcard on the wall, which must be removed and brought to the starting point.	**Parts of the body** • Face • Eyes • Mouth • Nose • Body • Head • Shoulders • Knees • Toe	Laminated cardboard Flashcards
Match Colors	70% Students 30% Teachers	• To relate colors to emotions • To strengthen gross motor skills	Students will have to go through a path of footprints (hands and feet) where they will relate the emotions with the colors respectively, (e.g. sad- blue, happy- yellow).	**Colors** • Blue • Red • Yellow • Orange • Green • Purple **Emotions** • Happy • Excited	Plastic Plasticized cardboard Mat

				• Surprised • Sad • Scared • Tired	
Counting frog	80% Students 20% Teachers	• To reinforce knowledge and to pronounce previously learned numbers • To strengthen motor skills (jumping and moving)	Students will have a guide to get to the other side of the swamp mat. On the mat they will have to jump from leaf to leaf imitating a frog while pronouncing the numbers according to the direction shown on the map.	**Numbers** • One • Two • Three • Four • Five • Six • Seven • Eight • Nine • Ten	Hula Hula Plasticized cardboard
Treasure hunting	90% Students 10% Teachers	• To associate the sounds and actions with the respective animal. • To learn by imitation	Here the students will form teams and they must go in search of the parts of an animal puzzle that will be hidden around the place where the activity takes place. The students will have to assemble the complete puzzle, and at the end they must imitate something of the animal, whether it is the sound, the way it eats, etc.	**Animals** • Dog • Cat • Rabbit • Fish • Turtle • Cow • Bull • Goat • Donkey • Jaguar • Snake • Dolphin • Monkey • Parrot • Bird	Laminated cardboard Puzzle pieces
English Circuit	80% Students 20% Teachers	• To know the jobs and to transmit them by means of acting.	At the beginning of the circuit the student will be assigned a job. The child will have to go through this circuit doing what the coordinates indicate. At the end of the circuit the	**Jobs** • Teacher Farmer • Driver • Housewife • Maid • Secretary • Doctor	Hula Hula Wool Laminated cardboard

			student will have to act with the help of the teacher the job indicated and his group will have to guess the job to obtain a point.	• Police • Officer • Student	
Keep on line	70% Students 30% Teachers	• To develop communicative skills through team work • To maintain control of the body to achieve a good balance	Strips of wool will be placed at different heights throughout the space. The students will have a ball on a board, which they will have to carry together to the opposite side and place it on the indicated site. If the ball falls, the team will have to return. To avoid this, they will have to give indications such as up, down, to the right, to the left.	**Positions** • Up • Down • Left • Right	Triplex Ball Wool
Smart Worm	70% Students 30% Teachers	• To recognize and following instructions • To strengthen physical and motor coordination	The student will have a didactic worm-shaped mat composed of circles. In each circle there will be a number along with a command (jump, imitate, dance, etc.), penalty (go backwards) or reward (go forward). The student must roll a die, which will indicate the square to be placed in. When the student reaches the	**Commands** • Push • Pull • Jump • Play • Run • Dance • Shake	Triplex Dice Mat Laminated cardboard

			indicated square, he/she must do what is required of him/her.		

Stage 3: Evaluation of action

We designed a field diary in which we wrote in detail each step in the process of implementing the didactic materials. Materials and activities redesigned after this evaluation to present an accurate final version of them so they can be used afterwards.

Stage 4: Conclusions

At this stage, the data collected according to the field diary were analyzed, as well as the information provided in the evaluation forms. These two evaluation methods were useful to know all the results concerning the students and the didactic material designed. On the other hand, the reflections allowed the evaluation of the experience. A written final report and the final version of the materials were submitted and socialized in public.

Analysis and Interpretation of the Results

Once the designed materials were applied and after the corresponding codification of the information collected through the instruments, the analysis and interpretation of the results allowed us to get closer to the reflection of the influence of teaching materials for English language learning focused on strengthening kinesthetic intelligence in children who attend preschool at the Institución Educativa Alfredo Bonilla Montano. For this, five aspects were taken into account in relation to the experience and effect of the materials on the classroom, the participants, and the researchers as future teachers. These aspects are Motivation and Kinesthetic Class Materials, Observation, Concentration, Orientation and Children and Games.

Motivation and Kinesthetic Class Materials

Motivation is an essential element in children's school life. In the stage that Piaget calls preoperational, children focus their energies on activities that give them pleasure and joy, one of these activities is play. Brunner (as cited in Carrillo et al., 2009) talks about forms of intrinsic motivation, one of them being curiosity, which satisfies the desire for novelty. Thus, interest in games and constructive and exploratory activities arises. For this reason, the game has been articulated in the teaching process, precisely in initial education. For this ludic approach, didactic materials have been designed to motivate students to learn and be competent in school areas, especially in those challenging ones, such as EFL.

For the designing of class materials in this research, motivation was considered a key element. In the first session with the children, we wanted to break the ice with a song and dance in English to introduce the theme of the parts of the human body. Just as we record in the field diary: "*They were often very excited when singing and dancing the parts of the body with us, thus*

demonstrating that kinesthetics when learning in these children is a motivating element since, after this activity, they sang remembering some parts of the body."

We saw that the children were very excited and active, so we took advantage of this motivation for the application of the didactic material called Interactive Spinner (Figure 1). It consisted of spinning the wheel containing various parts of the human body and each student had to go in search of the flashcard posted around the room. When they were looking for the flashcard that came out on the roulette wheel, they had to advance by jumping, squatting, or doing handstands.

Figure 1. Interactive Spinner.

All the children wanted to participate in the first place, however, we asked them to go around and watch their turn so they would not be scattered, as shown in Figure 2. Some students became distracted when it was their turn, as they were tempted to jump or do whatever the participant was doing. With this, we verify that kinesthetics is also a motivating factor and that students of this age need classes that allow them to move and understand their corporeality and space while having appropriate guidance and clear directions.

Figure 2. Application of Interactive Spinner.

In this activity, as well as in the following, we determined motivation as a key element in the application of the material. Every time we came to the classroom, the children welcomed us happily and asked what we were going to do on that day. One student even approached us to remind us of what he had learned in previous sessions, such as the student saying “foot” and pointing to his foot. Annotations in the field diary revealed motivation as one of the aspects promoted by the materials and a good contribution to the learning experience of the kids.

Equally, in our teaching experience motivation was the essence of each session. It made possible the design and application of each material and promoted a largely positive response according to the objectives set. From planning to application arose a challenge that sought to improve teaching practice and to provide an excellent product to students. Through teachers’ motivation, the students were encouraged to do better.

As evidenced in the field diary, every time we left a session we came up with ideas, we discussed the implementation of the materials, and at the end of our reflections, we knew that the attitude that we had towards the children was very important, seeing ourselves as energetic, happy, and innovative. The children were infected with that openness and disposition that we had. That is why we can say that for educators, motivation also plays a very important role because it is the engine of the classroom allowing the teacher to give the best, being innovative, critical, and, above all, human.

The kinesthetic activity in the teaching/learning process allows the development of a motivating environment. Bandler & Grinder (as cited in Parra & Simancas, 2015) affirm that students learn better when they associate information with sensations and movements, they need more time to learn, they need to be personally involved in the activity, learn by what they touch and what they do, they remember the general impressions more than the details.

According to the needs identified in this preschool classroom, it was possible to analyze the importance of kinesthetics in their English classes by applying didactic materials that at the same time enhanced motivation. Taking into account that movement and play are important elements in their development at the age of the participants, they were implemented in all the kinesthetic materials. However, many times the students concentrated more on the movement and often left aside the objectives of each activity. For example, in the game "Counting frog" the students had a map with a direction of numbers where they had to jump and at the same time pronounce the numbers. Some students worried about following the path but forgot that they had to pronounce each number, therefore, we could not evidence at that time that the application of this material planned for this purpose had been carried out satisfactorily. Only 4 students

managed to meet the objective proposed in the activity, even though the instructions were given constantly.

On the other hand, in the "Match Colors" activity, working on the topic of emotions, the students could connect the color with the name of the emotion through the game. Students were instructed and asked to put their right foot, left foot, right hand, or left hand on the color that represented the emotion being named. All students met the objectives of the activity satisfactorily. Therefore, it is evident that children are motivated by the emotions by which they identify and it is easier for them to participate and remember real experiences in the teaching of English. It is also necessary to establish clear instructions that students can understand and follow. To keep the balance between class and kinesthetic objectives, it is required a lot of reflection, planning, class management, and empathy with the kids.

Observation

Observation is an important initial skill in the early years (Johnston, 2009). In other words, observation is essential in children's learning, since this is one of the main skills that must be developed in the child to carry out the development of daily activities in a satisfactory manner. Through observation the child can identify, distinguish, imitate, compare and interpret aspects of their day to day, in the same way, children can grasp more easily the indications given.

According to Johnston (2011, cited in Klofutar et al.,2022), through observation children " start recognizing similarities and differences between objects, observing patterns, identifying sequences and events in their surroundings, and interpreting observations". Also, from Klofutar, Jerman & Torkar's perspective (2020), "observations are more than just seeing things" that is to say, when observing, children collect information that visually leads them to understand, apply, and comply with the proposed objectives.

In the didactic material "Match Color" it was possible to demonstrate the above-mentioned. It consisted of a didactic mat with footprints and handprints where the children had to follow the respective route. The footprints were interspersed therefore the children observed them very well and compared them with those of their hands or feet to be able to advance correctly. Observation was the main tool to adequately fulfill the objective of the didactic material. Through this, the child was able to collect visual information which led him to distinguish between colors, right and left, and hand and footprints.

Figure 3. Didactic Material Match Color.

In the didactic material "Counting Frog", observation was fundamental for the children to achieve the objective. The children had to cross a didactic mat in which there were circles of different colors with numbers. The children carried in their hands a guide that was the same as the mat, this guide showed them the path they had to follow to reach the end. The children were attentive to the guide all the time, carefully observing each circle, color, and direction they had to take to advance. As our field diary indicates “When moving from one number to the next, the

children were so focused on observing, even following the line with their fingers, that they forgot that they had to jump like a frog, but we were there as teachers reminding them of the function". Through observation, the students were able to place themselves on the mat, understand the information given and deduce which circles they had to go through to get to the end.

Figure 4. Detailed Observation in the Didactic Material of the Counting Frog.

Without the observation of the children, it would not have been possible to go through this mat, because the colors and the numbers were repeated, and the directions changed as they advanced, therefore this would have confused the students. The observation was a fundamental tool on which the students supported themselves to meet each of the demands of the games. Thanks to these materials and observation, the students learned to pay attention to the smallest details when executing an action.

Observation by teachers also has a vital role to play in the teaching-learning process. Through this skill, teachers can get to know their students by observing in detail their actions during class and learning about their likes, dislikes, preferences, weaknesses, and strengths. As teachers, we can also use observation to evaluate our students, activities, and materials or to know if the children were attentive.

Observation skills also help the teacher grow professionally because it leads him to understand many of the factors involved in students' learning processes, such as behaviors and attitudes. From the above, we can say that observation is an indispensable tool for students because it helps them to achieve the proposed objectives, and for teachers because they can find the right way of teaching depending on the type of material, activity, and of course students.

With the above, we can infer that the ability to observe should be worked on and encouraged in children at an early age. Observation should be indispensable in the teaching-learning process, since thanks to this skill, the child develops better in their daily activities, is nourished with information that leads them to understand the functioning of the world around them, as well as helps them to grow to be critical, and independent, stop acting on impulses and beginning to make use of reason. Undoubtedly, the didactic materials led the students to make use of observation, and therefore to improve in other skills such as attention and comprehension.

Concentration

Concentration is human beings' ability to focus on an activity or task constantly. This is the same element that the teacher must achieve in their class so that the learning process in kindergarten children succeeds. It is known that in childhood when children are receiving their initial education, they are motivated by everything that their curiosity leads them to do, hear, see,

touch and speak about. For this reason, it is difficult to maintain the healthy concentration of a group of transitional students in a classroom while teaching a foreign language.

To focus the attention and concentration on the students, it was necessary to design and apply materials that involved an effort to maintain the concentration of the students, first by giving them instructions and second by participating in the activities. As can be seen in Figures (5 and 6), we created routes in scale maps of the games that the students had to follow, and they had to be concentrated so that the effectiveness of the objectives of the materials could be tested.

Figure 5.

Detailed Concentration in the Didactic Material of the Counting Frog.

Figure 6.

The design of all the materials was planned so that, when applying them, the children could concentrate through the strengthening of kinesthetics. For example, in the material "Counting Frog" the students had to follow a route drawn on a small map that indicated the path of each of the numbers in which the student had to be located either by jumping or walking. For

this, they had to concentrate on remembering what number they were in. Taking into account the enthusiasm and willingness of the students to participate, they invested their concentration energetically in this game. For this reason, it was possible to demonstrate the importance of concentration when learning and recognizing words, sequences, and instructions in the English language. Bombón (2016), states that concentration games allow cognitive abilities, attention, vision, and hearing to be developed, in turn, Piaget (as cited in Bombón 2016) affirms that playful activities will promote raising mental structures and at the same time, will improve the ability to direct attention towards someone or something, thus allowing children to create ways of adapting to the environment, acquiring learning through sensations and perceptions and thus generating and internalizing new knowledge.

The material "The Big Hands" also showed the importance of concentration favoring the learning and memorization of numbers in English. There were two large hands made of cardboard and foam, one hand had stickers to open and close the fingers and another hand had stickers with the numbers from 1 to 5 on each finger, the teacher had to pronounce a number from 1-5 and the student had to represent with the fingers of one of the "big hands" the number that the teacher indicated. For this, they had to be very concentrated to identify the number that was required.

According to Quindi (2017), one of the characteristics of kinesthetic intelligence is the ability to explore the environment with the materials that surround us, developing fine and gross motor skills. Here the sticker was used so that the students who are developing their fine and gross motor skills through kinesthetics, could experience this learning process through sticking and unsticking, (Figures 7 and 8), strengthening their fine motor skills and reaching the objectives of the lesson. Only three students did not associate what the teachers said with the

graphic representation of the hand, since they were distracted by the participation of their classmates, who had to be admonished to wait their turn to participate so the current participants could finish the activity.

Figure 7.

Figure 8.

Detailed Concentration in the Didactic Material Big Hands.

On the other hand, our experience in this application is very gratifying, since it helped us implement improvements in the logistics of the activity and better focus the rest of the activities, keeping in mind how essential the concentration aspect is. It can be emphasized that concentration in the classroom, specifically in the application of the materials, is very important for both learners and teachers since it improves the environment in which they are learning and helps students children feel more secure in their process since through play and movement, the child can also be focused on meeting their learning objective without being taken out of the environment where they are naturally comfortable, enriching the class and giving way to discover more elements that amplify their cognitive, social and personal development.

Orientation

It is necessary to emphasize that orientation is essential in all areas of daily life to achieve success. Therefore, the direction in children works as a guide that instructs them on the path to follow to achieve the proposed objectives, and in turn, helps them to perform correctly in different areas. “Orientation is the ability to understand the environment through spatial orientation and understanding spatial relationships between objects and people around” (Teskeredžić, 2018 as cited in Kudozoviç, p.11)

There are many branches of orientation that are very important, but in this case, we will focus on one that was implicated the most in the research process that was carried out.

Spatial orientation.

Spatial orientation is a coordinative capacity that allows individuals to adequately locate themselves in time and space. Thanks to this ability, human beings have a point of reference to perform day-to-day. As indicated by Pollatou et al. (2008) spatial orientation skills are very important in people's daily lives since they create a type of internal guidance that keeps people focused.

In the didactic material "Smart Worm" the importance of spatial orientation in children was reflected. This game consisted of a didactic worm-shaped mat composed of circles. In each circle, there was a number along with a command (jump, imitate, dance, etc.), penalty (go backwards) or reward (go forward). The student rolled a die, which indicated the square to be placed in. When the student reached the indicated square, they had to do what is required.

The students had to make use of their bodies all the time to be able to advance within the activity. Therefore, making use of the spatial orientation, the students were able to maintain and dominate the position of their own body, as well as, by means of this they could measure or

calculate the space in which they were allowed to move, creating limits that they could not pass. Likewise, the students had to follow the path that was traced by the arrows to know where they had to go forward or backward, which would not have been possible without spatial orientation, as it would have been confusing for them and therefore they would not have found the right path at the end.

Figure 9. *Figure 10.*

Didactic Material "Smart Worm"

Spatial orientation is a requirement for every student. Through this, the child learns to make use of his space or to have control of his own body, to follow directions such as reading and writing in the correct order. It is also necessary for the following stages of life because it helps people to advance in the right way or in the right direction, as for example with this ability we can easily reach a point having as a guide a map or to perfectly dominate our spaces in certain activities such as plays, sports, etc. If it is developed from an early age when we reach adulthood it will probably be enhanced.

Besides teaching, teachers also have the task of guiding. Teaching orientation is an essential part of the teaching-learning process, as we are in charge of guiding students by showing them the path to follow and giving them all the guidelines to overcome obstacles and achieve what they have set out to do. We do not simply provide guidance in an educational way and for the moment, we also provide guidance for life, that is to say, we are there watching what is happening with the student, if their academic level increases or decreases, or what their mood looks like, we give advice all the time about what is good or not, and this highlights our work as teachers all the time.

Figure 11. *Figure 12.*

Orientation by the Teachers.

Children and Game

Meneses & Monges (2001) point out that play is an innate activity in children and that, according to several authors, it is recognized as an essential element in their integral development. It

should be noted that there are different types of games depending on the evolution of the child's playful activity, such as functional play, self-affirmation play, symbolic play, pre-social play, etc., and these allow the child to structure their personality. It has been shown that games influence the educational process of children, especially at the preschool stage.

Several game theorists have contributed to an explanation and execution of children's play, as a natural expression, a phylogenetic necessity of the human being, as mentioned by Meneses & Monges (2001). Therefore, for the game to be natural, pedagogical strategies that do not obstruct the naturalness of the game in children must be carefully intervened, when classifying the needs of the students and thus creating and implementing the appropriate materials for them. For this reason, in the design and implementation of teaching materials for English language learning and kinesthetic strengthening, we first identified the needs of students in various sections of their classes.

In applying the materials, some interests were aimed at meeting kinesthetic and English language goals. For this reason, the game played a fundamental role in trying to immerse ourselves and be part of the students' environment. However, it is worth analyzing that the game being something natural and spontaneous in the child, will not always be adapted to our needs as teachers, as cited in the field diary of session six in the application of the *Keep On Line* material "*We detail aspects that could be improved, such as not focusing attention only on those who are participating at the moment because those who are waiting for their turn, disperse or start playing with their classmates, thus distracting the activity."*

When analyzing this material, it is important to improve the logistic arrangement since it was as follows: Strips of wool were placed at different heights throughout the space. The students had a ball on a board, which they had to carry to the opposite side and place on the indicated site. If the ball fell, the team had to return. To avoid this, they had to give indications such as up, down, to the right, and to

the left. Here, the participation was by turns, and a large percentage of the attention was focused on this one student so that the others dispersed, but to play with each other, that is, in a natural way without focusing on the activity. In this way, it is concluded that, when implementing the game in the creation of the material, some bases must be established in the pedagogical theories to adapt the activities and make good use of the natural activity of the child. In this case, being a group activity, the game must be focused on the participation of the whole group.

However, in the implementation of other materials, there was harmony both in the participation of the students and in the objectives. The students expressed their enthusiasm and happiness and while having fun they carried out the activities since it was easy to immerse themselves in the game structure, as they ran around the room, and used their previous knowledge referenced to their daily activities, which was significant and comforting for us as teachers. This experience reminded us that the tastes and needs of children must be taken into account when designing any material and, as pointed out by Petrovskaa et al. (2013), we must select ”games that are dynamic, whose content has enough action (motor) and quick intellectual reaction to solve the task." (p.881).

Figure 13. Children having fun

Conclusions

To present these conclusions, the objectives established in this research will be considered, therefore, both the general objective and the specific ones will be addressed. First of all, the specific objective related to the identification of the characteristics and needs of level 0 students from the Alfredo Bonilla Montaño Educational Institution was fulfilled. This objective was met through the implementation and analysis of an observation format during the five sessions mentioned in the first stage of the methodological framework of this work. In this way, the composition of the group was observed, such as gender, age, and ethnicity; as well as the dynamic elements, such as their individual and teamwork, their psychomotor (kinesthetic) development, and the reception of the classes; the methodology of their principal teacher; group management; the design of activities in class; and the learning process of the group and each student.

Secondly, the didactic materials were designed based on the characteristics and needs for learning the English language and strengthening kinesthetic intelligence. The fulfillment of this objective was achieved by designing didactic materials where the communicative objective in English was linked to kinesthetic intelligence. Ten materials were designed in this stage, each with a pattern of interaction between the student and the teacher. The activity and the topic for each material were considered, as well as the resources and raw materials considering the theory addressed.

Thirdly, the last specific objective was fulfilled, which was to implement the didactic materials to level 0 children from the Alfredo Bonilla Montaño Educational Institution. This was done through the intervention of 10 sessions carried out using the class planning format designed

by the researchers as a guide, considering the pertinent topics in the DBA of the Transition level; where it was specified what was going to be done at each moment of the sessions. Additionally, each experience during the implementation of the materials was recorded in the field diary designed for this process's analysis and evolution.

Once the specific objectives have been mentioned, the general objective was centered on analyzing the effects of didactic materials based on the learning of the English language, focused on strengthening kinesthetic intelligence in level 0 children from the 'Institución Educativa Alfredo Bonilla Montaño'. This objective was achieved during each stage of identification of the needs and characteristics of the population to be investigated, as well as the design and implementation of the didactic materials and the subsequent analysis of the data collected through the instruments.

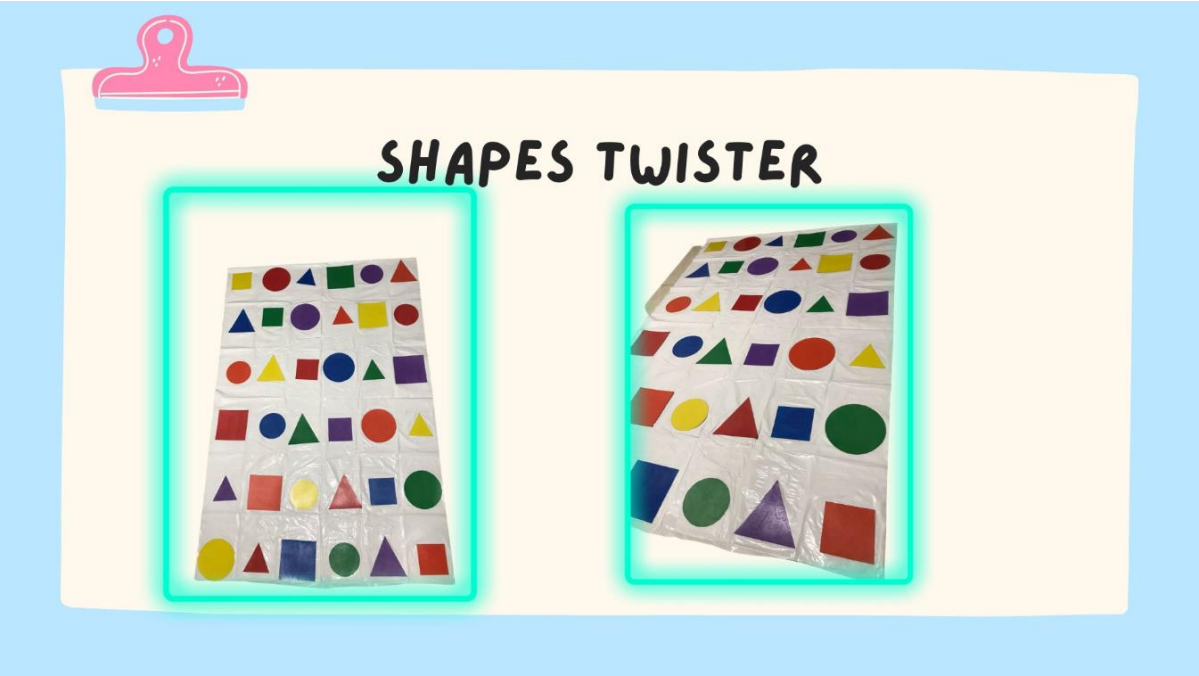
In this way, it was determined that the influence of the implementation of materials for English language learning focused on kinesthetic intelligence in children who attend preschool is highly positive. These materials generated better results in learning the English language taking into account the needs of the students, and in turn, the teaching experiences were transformed positively, favoring each part of the educational community. Key elements such as motivation, orientation, concentration, and agility were proved to be enhanced with the kinesthetic materials while recognizing the importance of games in children’s development.

This work leaves as an experience of the need to be aware of the humanistic component. Kindergarten is the door to education, where children expect a motivating welcome, in which they can adapt since a large percentage of the process is intended to benefit the student. Identifying and knowing the needs of students implies the desire to improve and provide tools that benefit the integral progress of both the student and the institution, which in the end will be

manifested in society. For this reason, the good foundations established from the beginning will equip future citizens, and professionals, in this case, teachers, to build a better space to live, full of opportunities and openness to the world that surrounds us. As future teachers, we are open to the search and implementation of strategies and knowledge that favor our educational quality for the growth and development of the educational community.

Finally, we present here the last version of the materials and lesson plans implemented after the process of reflection and evaluation required by the action-research process. It is intended that it helps teachers and researchers to keep working on this subject.

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence		Activity Description	Topics	Resou an Mate
Shapes Twister	60% Students 40% Teachers	• To identify and relate shapes and sizes with their respective names • To strengthen gross motor skills		The student will find a didactic mat on which there will be large and small circles, squares, and triangles. The student must be attentive to the teacher's order to fulfill it correctly (e.g., put the right hand on the small circle).	**Shapes** • Circle • Triangle • Square **Adjectives** • Small • Big	Mat Lamina cardbo



Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
The Big Hands	80% Students 20% Teachers	• To learn the numbers 1-5 • To strengthen fine motor skills	There are two large hands, one hand has stickers to open and close the fingers and another hand has stickers with the numbers 1-5 on each finger, the teacher will indicate a number on one of the hands. The student must represent with the fingers of one of the "big hands" the number that the teacher indicates on the other hand.	**Numbers** • One • Two • Three • Four • Five	Laminated cardboard Stickers

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Interactive Spinner	80% Students 20% Teachers	• To associate the sound of the word with the respective body part • To move about with ease, running, jumping, or as instructed	Flashcards of the parts of the game will be placed around the room. The student will be asked to spin a roulette that also has the parts of the body, the part of the body that points to the roulette's socket must be brought by the student who will move by jumping or as indicated to the flashcard on the wall, which must be removed and brought to the starting point.	**Parts of the body** • Face • Eyes • Mouth • Nose • Body • Head • Shoulders • Knees • Toe	Laminated cardboard Flashcards

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Shapes Twister	60% Students 40% Teachers	• To memorize the names of colors and toys • To strengthen gross motor skills	The student will find a didactic mat on which there will be toys of different colors. The student must be attentive to the teacher's order to fulfill it correctly (e.g., places the head on the green ball)	**Colors** • Blue • Red • Yellow • Orange • Green • Purple **Toys** • Ball • Doll • Bike • Car	Mat Hula Hula Laminated cardboard

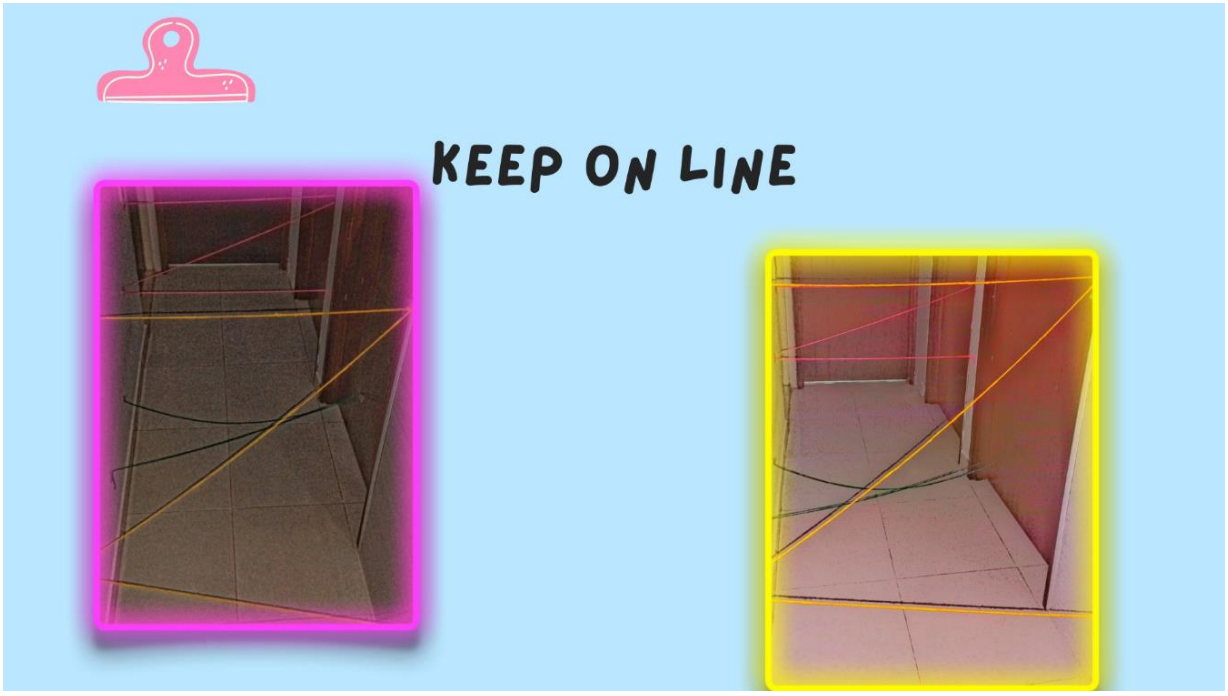
Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Match Colors	70% Students 30% Teachers	• To relate colors to emotions • To strengthen gross motor skills	Students will have to go through a path of footprints (hands and feet) where they will relate the emotions with the colors respectively, (e.g. sad- blue, happy- yellow).	**Colors** • Blue • Red • Yellow • Orange • Green • Purple **Emotions** • Happy • Excited • Surprised • Sad • Scared • Tired	Plastic Plasticized cardboard Mat

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Counting frog	80% Students 20% Teachers	• To reinforce knowledge and to pronounce previously learned numbers • To strengthen motor skills (jumping and moving)	Students will have a guide to get to the other side of the swamp mat. On the mat, they will have to jump from leaf to leaf imitating a frog while pronouncing the numbers according to the direction shown on the map.	**Numbers** • One • Two • Three • Four • Five • Six • Seven • Eight • Nine • Ten	Mat Plasticized cardboard

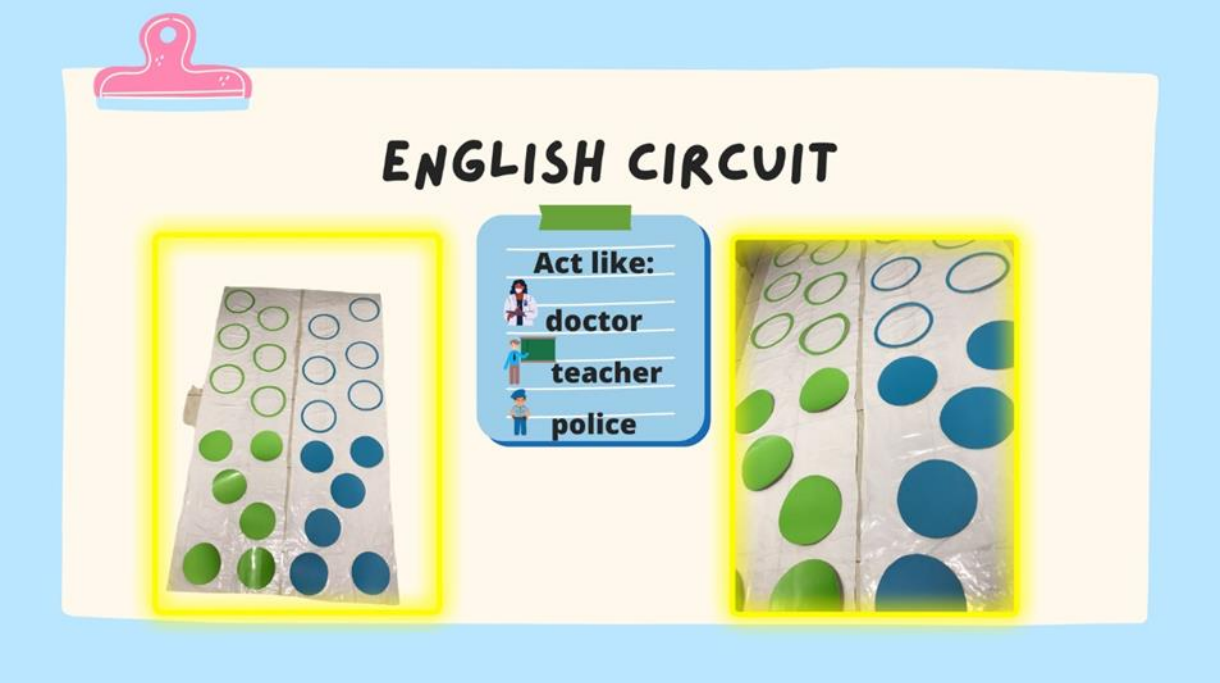
Material Name	Interaction Pattern	Communicative Objective in English Linked to	Activity Description	Topics	

		Kinesthetic Intelligence			Resources and Materials
Treasure hunting	90% Students 10% Teachers	• To associate the sounds and actions with the respective animal. • To learn by imitation	Here the students will form teams and they must go in search of the parts of an animal puzzle that will be hidden around the place where the activity takes place. The students will have to assemble the complete puzzle, and at the end, they must imitate something of the animal, whether it is the sound, the way it eats, etc.	**Animals** • Dog • Cat • Rabbit • Fish • Turtle • Cow • Bull • Goat • Donkey • Jaguar • Snake • Dolphin • Monkey • Parrot • Bird	Laminated cardboard Puzzle pieces

Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
Keep on line	70% Students 30% Teachers	• To develop communicative skills through teamwork • To maintain control of the body to achieve a good balance	Strips of wool will be placed at different heights throughout the space. The students will have a ball on a board, which they will have to carry together to the opposite side and place on the indicated site. If the ball falls, the team will have to return. To avoid this, they will have to give indications such as up, down, to the right, too, and to the left.	**Positions** • Up • Down • Left • Right	Triplex Ball Wool



Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials
English Circuit	80% Students 20% Teachers	• To know the jobs and to transmit them using acting.	The student will be assigned a job at the beginning of the circuit. The child will have to go through this circuit doing what the coordinates indicated. At the end of the circuit, the student will have to act with the help of the teacher on the job indicated and his group will have to guess the job to obtain a point.	**Jobs** • Teacher Farmer • Driver • Housewife • Maid • Secretary • Doctor • Police • Officer • Student	Hula Hula Laminated cardboard



Material Name	Interaction Pattern	Communicative Objective in English Linked to Kinesthetic Intelligence	Activity Description	Topics	Resources and Materials

Smart Worm	70% Students 30% Teachers	• To recognize and follow instructions • To strengthen physical and motor coordination	The student will have a didactic worm-shaped mat composed of circles. In each circle, there will be a number along with a command (jump, imitate, dance, etc.), penalty (go backward), or reward (go forward). The student must roll a die, which will indicate the square to be placed in. When the student reaches the indicated square, he/she must do what is required of him/her.	**Commands** • Push • Pull • Jump • Play • Run • Dance • Shake	Dice Mat Laminated cardboard

Recommendations

Taking into account the project developed and its importance in education, some suggestions are made that, as evidenced throughout the research, would be of great help to the university, the modern languages program, teachers, students, and educational institutions.

✓ To the Universidad del Cauca, it is suggested to continue providing pedagogical strategies in professional practices, which seek to be applied in educational institutions from the lower to the upper grades to develop the potential of students and the high

quality of educational institutions. In this process, the innovation and creation of class materials that can be tested are highly recommended to support EFL teaching.

- ✓ To the Modern Languages Program, it is suggested to keep promoting research spaces that contribute to the promotion of pedagogical research and allow students to share and discuss their interests in open debates. In this way, the program, the teachers, and the educational institutions, can establish better bonds and grow together.
- ✓ To the teachers of the program, it is necessary to identify the needs of their students in order to find solutions that contribute to their improvement. In the same way, to implement dynamic activities that make the class a different space, improving the motivation and participation of students and in turn building meaningful learning.
- ✓ To the students of the program, to continue working on the topic of material designing and implementation, since it is of great relevance in the development of the pupils, especially from an early age. Likewise, to take this research and the materials created to deeper implementation and testing, where other perspectives can be obtained, which of course will generate valuable contributions to the teaching-learning process.
- ✓ For educational institutions, it is recommended to implement in their curriculum activities that favor the development of multiple intelligences, giving the students the possibility to work from the intelligence that best suits each one of them.

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Appendixes

Appendix 1: Observation Format

OBSERVATION FORMAT GROUP 0			
NOMBRE DE LA INSTITUCIÓN	Alfredo Bonilla Montaño		
GRADO	Transición		
PERIODO	2022 1		
ASIGNATURA	Inglés		
RANGO DE EDADES	4-5 Años		
GRUPO ETARIO	Niños		
NUMERO DE ESTUDIANTES	Femenino 13	Masculino 11	Total 24
MODALIDAD	Virtual	**Presencial**	Alternancia
TIPO DE INSTITUCIÓN	**Publica**	Privada	Otra
ZONA	Rural	**Urbana**	

GRUPO ETNICO	Afro descendientes	Mestizos	Indígenas
	DESCRIPTORES	**INDICADORES DE CUMPLIMIENTO**	**OBSERVACIONES**
METODOLOGIA			
	Saludo inicial en la Lengua Extranjera		
	Uso de conocimientos previos		
	Utiliza estrategias pedagógicas acordes con el grupo		
	Está dispuesto a responder inquietudes sobre el tema cuando sus alumnos lo solicitan		
	Se utilizan materiales y recursos adecuados para el desarrollo de la clase		
	Se implementan actividades para el desarrollo de los Estilos de aprendizaje		
	Se provee un ambiente propicio para el aprendizaje		
	El docente domina el tema		
	El contenido está alineado con los DBA que corresponden al curso		
	Evalúa los temas vistos		
	Retroalimenta las evaluaciones y actividades		
MANEJO DE GRUPO			
	Puntualidad para iniciar y terminar la clase		

	El docente tiene buen manejo disciplinario dentro del aula		
	El docente tiene una buena actitud frente a los estudiantes		
	Se organiza un ambiente de aprendizaje de acuerdo a las actividades		
DISEÑO DE ACTIVIDADES			
	Introducción del tema / Se da a conocer el objetivo de la clase		
	Se hace un diagnóstico sobre los conocimientos previos del tema		
	Se diseñan actividades significativas para los estudiantes		
	Las actividades están diseñadas de acuerdo a diferentes estilos de aprendizaje		
PROCESO DE APRENDIZAJE			
	Trabajan y cooperan en las actividades grupales		
	Realizan actividades de manera individual		
	Los estudiantes utilizan sus conocimientos previos en los temas planteados		
	Los estudiantes demuestran motivación e interés en los temas planteados		

	Los estudiantes asimilan los temas vistos en la clase		
	Los estudiantes responden a las preguntas relacionadas con el tema planteadas por el docente		
INTELIGENCIA KINESTÉSICA			
	Los estudiantes comunican sensaciones físicas diferentes mientras trabajan y piensan		
	Los estudiantes suelen moverse o estar inquieto mientras permanecen sentados por largo tiempo		
	Los estudiantes muestran destreza en las actividades que requieren coordinación motora sutil		
	Los estudiantes disfrutan imitar movimientos típicos y gestos de otras personas		
	Los estudiantes suelen tocar las cosas con las manos una vez que las ven		

Appendix 2: Informed Consent

Consentimiento Informado

Yo _____ con número de identificación _____ declaro que he sido informado que el/la estudiante _____ participará en una investigación denominada “Design of educational material focused on strengthening kinesthetic intelligence in the preschool EFL classroom, Institución Educativa Alfredo Bonilla Montaño’. Este es un proyecto de investigación que busca analizar el efecto de materiales

didácticos basados en el aprendizaje del idioma inglés, enfocados en el fortalecimiento de la inteligencia kinestésica en niños del grado 0 de la institución educativa Alfredo Bonilla Montaño. Sé que la participación del (la) estudiante se llevará a cabo dentro de la institución y en el horario de la clase de inglés habitual. Me han explicado que la información registrada será confidencial, y que los nombres de los participantes serán asociados a un número de serie, esto significa que las respuestas no podrán ser conocidas por otras personas, ni tampoco ser identificadas en la fase de publicación de resultados. Estoy en conocimiento que los datos no me serán entregados y que no habrá retribución por la participación en este estudio, sé que esta información podrá beneficiar de manera indirecta y por lo tanto tiene un beneficio para la sociedad dada la investigación que se está llevando a cabo. Asimismo, sé que puedo negar la participación o retirar en cualquier etapa de la investigación, sin expresión de causa ni consecuencias negativas para mí.

Sí. Acepto voluntariamente participar en este estudio y he recibido una copia del presente documento.

Firma acudiente:

Nombre del participante:

Fecha: