

Implementation of a didactic sequence for the development of writing skills at the A2 level in English based on the design of pedagogical strategies grounded in multiple intelligences

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Specialized Analytical Summary

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| Contents | El presente estudio tuvo como propósito diseñar, implementar y evaluar una secuencia didáctica para mejorar las habilidades de escritura en inglés en el nivel A2, mediante estrategias pedagógicas basadas en la Teoría de las Inteligencias Múltiples de Howard Gardner. Se desarrolló bajo un enfoque cualitativo de investigación-acción con dos estudiantes de inglés en un contexto colombiano, empleando encuestas, muestras de |

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| | <p>escritura y entrevistas semiestructuradas para la recolección de datos. Los resultados evidenciaron mayor participación, reducción de la ansiedad frente a la escritura y avances en la planificación y revisión de textos, así como mejoras en logro de la tarea, organización, gramática y vocabulario. En conclusión, la secuencia didáctica demostró su potencial para favorecer un aprendizaje inclusivo, centrado en el estudiante, y para impulsar prácticas docentes reflexivas e innovadoras.</p> |
| <p>Research Line</p> | <p>Pedagogy, Didactics, and Curriculum</p> |
| <p>Conclusions</p> | <p>The study concluded that the implementation of a didactic sequence based on the Theory of Multiple Intelligences contributed to improving A2-level learners' writing competence by enhancing task achievement, organization, grammatical accuracy, and vocabulary use. The results also indicated that students experienced reduced writing anxiety, greater confidence, and increased motivation when engaged in multimodal activities such as collaborative writing, visuals, and musical tasks.</p> |
| <p>Advisor</p> | <p>Silvia Juliana León Calderón</p> |

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Abstract

The present study aims at the design, implementation, and evaluation of a didactic sequence aimed at improving A2-level English writing skills through pedagogical strategies grounded in Howard Gardner's Theory of Multiple Intelligences. It follows a qualitative, descriptive action research design, the intervention was carried out with two EFL learners in a Colombian educational context. Data were collected through pre- and post-intervention surveys, writing samples, and semi-structured interviews, which enabled methodological triangulation. Findings show that the didactic sequence fostered greater learner engagement, reduced writing anxiety, and promoted the adoption of process-oriented strategies such as planning and revision. Moreover, participants' post-intervention texts demonstrated notable improvements in task achievement, organization, grammatical accuracy, and lexical range. These results highlight the potential of Multiple Intelligences-based instruction to scaffold writing development at early proficiency levels and to contribute to more inclusive and learner-centered approaches in EFL contexts. The study also provides insights into the role of action research in promoting reflective teaching practices and sustainable innovation in language education.

Keywords: Interactive multimedia product, pedagogical strategies, writing skills, multiple intelligences, english language learning, didactic sequences.

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Introduction

Nowadays, society demands a more dynamic and student-centered approach able to recognize the diversity of learners and their learning preferences. Besides, the role of English has become more relevant as Melitz (2016) affirms, English is the only language to be well spread across all five continents and has become the global lingua franca for international trade, science, politics, media, and education. This global presence of English has put emphasis on the need to communicate not only orally but also in a written way. Writing remains one of the most challenging skills for language learners, especially at the beginner and pre-intermediate levels due to different factors such as lack of vocabulary and language conventions and tenses. According to Abdurakhmonova (2023), writing is a psycholinguistic process that integrates graphic, spelling, and organizational skills and is often perceived as demanding because it requires both mental effort and linguistic precision.

In response to the aforementioned challenges, this research aims to evaluate the impact of the implementation of a didactic sequence of writing for A2 English students using the Howard Gardner's theory of Multiple intelligence that proposes that individuals possess a variety of intelligences—including linguistic, musical, spatial, kinesthetic, interpersonal, intrapersonal, logical-mathematical, and naturalistic—that influence how they learn and express knowledge. By integrating multiple intelligences into writing tasks, the proposed didactic sequence seeks to enhance students' engagement, autonomy, and ability to construct meaningful written texts in English. This approach also aligns with task-based language teaching methodologies, which emphasize the use of authentic materials and real-life communication scenarios.

The research was conducted with a target population engaged in a process of learning English as a foreign language at a basic level. The methodology used in the present research is

based applied research which involves the design of the didactic units including one or two multiple intelligences and to implement them in order to evaluate their efficiency in a focused group which will be assessed upon their performance and their impressions and learning experience through a survey.

Significance of Study

Language is the main means of communication, and it is used to convey meanings, ideas, opinions, thoughts and emotions, and it is also employed to fulfill human needs. Nowadays with the massive use of technology and media, language is widely used in its written form and plays a vital role in connecting people around the world. The English language is considered as a universal language, and it is commonly employed when people with different mother tongues need to communicate. Therefore, there is an increasing need for developing English language skills, especially in ESL where a greater emphasis is put on the acquisition of productive skills as the new education trends focus on its communicative purpose than accuracy and grammar concerns.

Writing is considered one of the most important but also difficult skill because of the complexity of the English language, especially for Spanish speakers due to the different roots and origins of both languages and the need to understand its syntax, semantics, grammar and language functions that may differ from their mother tongue, therefore there is a need for teachers to look for ways to improve writing skills in ESL learners. Writing is not easy as it “stimulates thinking, compels students to concentrate and organized their ideas, and cultivates their ability to summarize, analyze, and criticize” (Maghsoudi & Haririan 2013, p.60).

Another important aspect to approach this skill is that writing per se cannot be achieved if there is not enough input of vocabulary, grammar structure and the ability to structure coherent sentences and some degree of linguistic knowledge so when it comes to composing students may feel unsure about the correct way of communicating in a written form, according to Ghabool et al., (2012) ESL students struggle with the lack of certain skill such as proper use of grammar, conventions, punctuation, capitalization, and spelling; but also cultural appropriateness must also

be taken into account since culture differs from place to place and it may become another great hinder when communicating and conveying meaning.

Apart from factors related to students' affective filter and lack of language acquisition and cultural differences and language conventions, Al Mubarak (2017) has also emphasized the crucial role of teachers in the development of writing competence. In many cases, writing lessons tend to be monotonous due to the repeated use of a single method or technique, which limits students' exposure to varied writing models and strategies (Faisal & Suwandita 2013).

Additionally, inadequate instructional guidance and limited opportunities for authentic communication can hinder learners' progress. Thus, it has been suggested that the teacher's approach to instruction, including the ability to create meaningful learning experiences, provide constructive feedback, and encourage regular writing practice, is crucial when building student confidence and enhancing their technical writing abilities. Therefore, improving writing outcomes in the language classroom requires not only addressing learners' linguistic gaps, but also rethinking and diversifying the pedagogical strategies employed by teachers.

In conclusion, the main reason for developing didactic sequence that supports the development of writing skills at the A2 level in English through the design of pedagogical strategies based on Multiple Intelligences comes from the need to provide improved tools for learning English writing in Colombia. Based on the need, the present research is justified in terms of improving teaching processes and the relevance of the academic offer in relation to the availability of technological tools that facilitate English language learning and the demand to be met.

This project is carried out in response to a real need to provide a pedagogical strategy for those pursuing English language learning, enabling them to overcome the obstacles associated with developing writing skills and aims to offer an applied instrument to respond to the needs outlined in the National English Program 2015–2025, known as "Colombia Very Well", a program intended to significantly improve English language competencies throughout the educational system and workforce.

This research is relevant because it addresses one of the main causes of difficulties in English language learning. Moreover, the outcome of this study will strengthen the academic proposal of the National Open and Distance University (UNAD), not only in its Bachelor's programs in foreign languages but also across its academic offerings in a transversal manner. It will also serve as a reference point for future research on didactic tools for English language learning.

Statement of the Problem

In an increasingly globalized and interconnected world, English has become one of the main dominant languages of international communication. Its role as a lingua franca extends across key sectors such as business, technology, diplomacy, scientific research, and higher education; therefore, proficiency in English is now considered a core skill which is essential for participation in global networks and for accessing opportunities beyond local or national boundaries; mastering this language has become one of the main goals of underdeveloped and developing countries as a gateway to global network of knowledge and innovation. International organizations such as UNESCO in its Education 2030 Framework document highlights the importance of multilingualism and language acquisition from early schooling to promote lifelong learning, global citizenship and fight exclusion. (UNESCO, 2015). Similarly, the OECD stresses the need for educational systems to equip learners with effective communication skills in English, especially in written form, to access global academic and professional opportunities (OECD, 2016).

As a response to these global trends and new demands, many countries have adopted strategic educational policies to promote foreign language learning, particularly English. Europe, for example, created the European Union's Languages for Jobs initiative, which highlights the role of multilingualism in economic competitiveness and mobility, encouraging member states to incorporate foreign languages from early stages of education (European Commission, 2012) According to its results, approximately 56% of employers in Europe value foreign language skills, and over one-third report losing business opportunities due to language barriers. In Asia, nations such as Singapore and South Korea have invested heavily in English education as part of their national development agendas. The OECD (2016) has reported that students in countries with robust language education policies tend to perform better on international assessments, such

as PISA, and are more likely to pursue international higher education or professional opportunities. These global achievements underscore the need for language policies that are not only inclusive and sustained, but also responsive to the evolving demands of the knowledge economy and the global labor market.

Latin American countries have responded to this global demand by implementing policies and educational reforms that aim to improve English language teaching and learning. In the Colombian case, these efforts come from legal and institutional frameworks, one is the 1991 Constitution that recognizes the nation's multilingual and multicultural identity, while The General Education Law 115 of 1994 mandates the inclusion of foreign language learning—particularly English—as a fundamental element of basic education (Congreso de Colombia, 1994). In line with these mandates, the Ministry of National Education (MEN) launched the National Bilingualism Program in 2004 and later, the “Colombia Very Well” strategy (2015–2025), aiming to strengthen English proficiency across the public education system and prepare citizens for the global labor market (MEN, 2014).

Despite these policy efforts, Colombia continues to underperform in international assessments of English language proficiency. According to the EF English Proficiency Index (2023), Colombia ranks 82nd out of 113 countries worldwide and 17th out of 20 in Latin America, placing it in the low proficiency category (EF, 2023). This low performance highlights a disconnection between policy intentions and actual learning outcomes, particularly among students in public schools and rural areas, where access to qualified English teachers, resources, and immersive language experiences remains limited or inexistent. These regional disparities perpetuate broader patterns of educational inequity and restrict many students' ability to access higher education, scholarships, and competitive employment opportunities.

Additionally, there is a persistent misalignment between teaching practices and the diverse learning needs of students in many language classrooms. Instruction in many Colombian schools remains overly focused on grammatical accuracy, translation exercises, and test preparation, with insufficient attention to productive language skills such as writing. Writing is a cognitively complex skill that requires the integration of vocabulary, grammar, coherence, and communicative intent. For learners at the A2 level, this task becomes even more challenging without scaffolded support, motivational strategies, and meaningful learning contexts. Moreover, many classroom approaches fail to recognize or respond to the cognitive and affective diversity of students, resulting in disengagement and limited progress in writing development (Erkan & Saban, 2011).

Furthermore, technological and pedagogical innovation in English language education remains underutilized. While Colombia has made progress in the integration of ICT in education, the use of interactive multimedia resources, project-based learning, and student-centered strategies is still uneven across regions. This gap is even more evident in public education contexts, where infrastructural limitations and a lack of teacher training hinder the effective use of digital tools to support writing instruction. As a result, learners miss out on opportunities to develop autonomy, creativity, and real-world communication skills.

Beyond these pedagogical challenges lies a broader issue related to public perception and societal expectations around English learning. The British Council (2015) reports that 47% of Colombians perceive English as essential for improving employability, and 48% associate it with access to quality education and better income prospects. Yet, despite these beliefs, most of the population, particularly in rural or low-income areas, has minimal exposure to the language in their daily lives. This evidences a reality: while English is widely regarded as a vehicle for social

and economic mobility, access to effective and inclusive English instruction remains uneven. This reality calls for a shift from traditional teaching methods to more meaningful, learner-centered approaches that genuinely engage students and respond to their varied contexts and aspirations.

Considering these challenges, it becomes imperative to design and implement pedagogical strategies that address the linguistic, cognitive, and motivational needs of ESL learners. One promising approach is the integration of Howard Gardner's theory of Multiple Intelligences into the design of didactic sequences for English writing instruction. This theory recognizes that students possess diverse intellectual capacities—such as linguistic, spatial, musical, interpersonal, and intrapersonal intelligences—which can be harnessed to support differentiated learning. A writing sequence grounded in this framework allows for varied entry points to learning, encourages student engagement, and supports the development of communicative competence through activities that resonate with learners' strengths and preferences (Gardner, 1993; Armstrong, 1999).

Therefore, this research proposes the design, implementation, and evaluation of a didactic sequence for the development of A2-level writing skills in English, based on pedagogical strategies derived from the Multiple Intelligences framework. This intervention aims not only to improve students' written production but also to contribute to the broader goals of educational inclusion, equity, and social mobility in Colombia. By aligning instruction with both national policies and the individual characteristics of learners, this project seeks to offer a sustainable and replicable model for innovation in English language teaching.

Objectives

General Objective

To implement a didactic sequence for the development of writing skills at the A2 level in English through the design and application of pedagogical strategies based on the theory of multiple intelligences.

Specific Objectives

To design pedagogical strategies aligned with the different types of intelligences to support the development of writing skills.

To implement a didactic sequence incorporating activities that respond to students' multiple intelligences and promote written production in English.

To evaluate the impact of the implemented didactic sequence on students' writing performance and engagement.

Literature Review

The development of writing skills in English as a foreign language (EFL) has become a critical objective in language education, particularly at beginner and pre-intermediate levels where learners face significant challenges in written production. In recent years, educational research has increasingly explored the use of innovative pedagogical frameworks to support the teaching of writing in ways that are more inclusive, engaging, and effective. This literature review presents a selection of academic studies and theoretical contributions that support the integration of Multiple intelligence theory into English language instruction, with particular attention to the development of writing skills at the A2 level. The review also considers the role of didactic sequencing and thematic planning in facilitating communicative competence, learner motivation, and language use in authentic contexts.

Sólmundardóttir (2008) developed a practical-oriented project for the Iceland University of Education that aimed to demonstrate how the theory of Multiple Intelligences can be integrated into English language teaching at the lower secondary level. The main objective was to design a theme-based sequence of lessons centered on Halloween, where each activity was deliberately aligned with a specific intelligence proposed by Gardner (1983), such as linguistic, spatial, musical, interpersonal, intrapersonal, and naturalistic intelligences.

The study adopted an applied pedagogical design approach and rather than conducting empirical classroom research, the project focused on designing materials and didactic strategies based on theory and contextual classroom realities and the lesson plans included differentiated tasks that allowed learners to approach language learning through their strengths, such as creative writing, cooperative storytelling, dramatizations, and hands-on activities involving arts and crafts.

These tasks encouraged the development of writing skills while also fostering motivation and learner autonomy.

Another significant contribution of this project was its emphasis on inclusive teaching and formative assessment as students completed self-assessments to reflect on their engagement and learning preferences, aligning with Gardner's view that learners benefit from being aware of their cognitive strengths. The author argued that schools often prioritize linguistic and logical-mathematical intelligence, marginalizing students who might excel in other areas such as bodily-kinesthetic or musical intelligence. Therefore, and through the varied lesson designs, it was sought to overcome this imbalance and create an inclusive English classroom that leverages cognitive diversity.

The project demonstrates that thematically organized and intelligence-based instruction is not only feasible but beneficial in enhancing students' motivation, participation, and writing skills. It also offers practical ideas for planning communicative lessons that go beyond traditional grammar instruction. Therefore, this work aligns with the goals of this research by showing how the integration of MI theory can support the development of writing at beginner (A2) levels in meaningful and engaging ways.

On the other hand, Rodríguez C. (2022) presented a teacher development project titled *La teoría de las Inteligencias Múltiples de Gardner como estrategia para promover aprendizajes significativos en el aula de inglés*, which aimed to enhance meaningful learning in English classrooms through the integration of Gardner's Multiple Intelligences theory. The study was carried out in a public-school setting with primary-level students and employed a qualitative, action-research methodology that combined reflective teaching practices with classroom

intervention, and it was designed to analyze how planning English lessons based on multiple intelligence theory could impact student engagement and language development.

The researcher documented the process of designing and implementing a didactic sequence that incorporated activities tailored to various intelligences, including kinesthetic tasks such as movement games, musical exercises such as rhythm-based vocabulary practice, and interpersonal strategies such as collaborative dialogues and group challenges. The intervention was observed over several weeks, with reflective journals and classroom observations used as data collection tools to assess student response and learning outcomes.

Rodríguez found that integrating strategies based on multiple intelligences increased student motivation and fostered greater participation among learners with diverse cognitive profiles and one of the notable outcomes was the improvement in students' writing and oral production when activities were contextualized to align with their dominant intelligence. Besides, the study highlighted that meaningful learning occurs when students feel recognized and supported in their individual learning styles, which was facilitated by the Multiple intelligence framework.

Finally, the project also emphasized the need for teachers to move beyond traditional grammar-focused methods and adopt more holistic, learner-centered approaches and Rodríguez concluded that the success of the Multiple intelligence-based intervention depended largely on the teacher's willingness to reflect on their own practices, adapt materials to the classroom reality, and actively include all learners in the planning process. which aligns directly with the objective of the present research, which seeks to design didactic sequences that promote writing skills in A2 learners through the implementation of pedagogical strategies grounded in multiple intelligence theory.

Furthermore, de Freitas (2022) conducted a descriptive documentary study titled *Multiple Intelligences in the English Learning Context: Challenges in Class Planning*, which investigated the integration of Howard Gardner's theory of Multiple Intelligences in the planning of English classes for 2nd grade elementary students in a private school. The research employed a mixed-method approach to examine whether the didactic activities proposed by an English teacher addressed the eight intelligences defined by Gardner (1983): linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic, interpersonal, intrapersonal, and naturalistic.

Through the systematic analysis of eight lesson plans, de Freitas (2022) found that 57.5% of the activities targeted linguistic intelligence, with a significant gap in the inclusion of other intelligences such as musical, spatial, and naturalistic. The study concluded that most English class activities were disproportionately centered on linguistic and logical-mathematical intelligences, leaving aside the diverse cognitive styles of learners; this imbalance limits students' opportunities to engage in meaningful, differentiated learning experiences that align with their individual strengths. The research highlighted the importance of designing inclusive lesson plans that acknowledge and nurture multiple intelligences. Based on Armstrong's (2001) pedagogical framework, de Freitas proposed alternative strategies for lesson planning that could better accommodate all intelligence types. For example, spatial intelligence could be developed through mapping activities; musical intelligence via songs and rhymes; and naturalistic intelligence by exploring environmental themes. The findings underscored that, while English is inherently a linguistic subject, its teaching can and should be enhanced through multimodal approaches that foster a broader range of student competencies.

Regarding the studies related to the benefits of didactic units and its impact on the development of writing skill; in Colombia, Aguillón-Lombana and Camargo-Cárdenas (2021)

reported a case study conducted at a private university in Bogotá with a group of 42 A2-level students training to become language teachers which primary objective was to assess the effectiveness of a didactic sequence called CIRIPI designed to develop productive language skills using the Flipped Classroom Approach. This model integrated digital resources specifically a sitcom-viewing platform and analog strategies as learning journals, that allow learners to collect, reflect on, and use information in class activities.

The research was conducted using Zuber-Skerritt's Spiral Cycle for action learning (2002), which includes stages of planning, acting, observing, and reflecting. During the planning stage, students took a pretest (KET) that revealed significant weaknesses in productive skills. Acting on this diagnosis, the researchers implemented the CIRIPI sequence: students watched sitcom episodes, documented language and cultural insights in learning journals, and then used these materials in communicative classroom tasks. As the course progressed, students improved their writing in terms of cohesion and coherence and gained confidence in oral production, particularly accuracy and vocabulary.

One of the study's key findings was that even in large groups, the thoughtful combination of analog and digital methods can promote significant improvements in productive skills. The use of sitcoms offered authentic, contextualized input that students later used in guided peer interactions. Writing skills were developed through structured journaling and peer assessment using rubrics and correction codes, which fostered autonomy and awareness. Although the improvements in writing were more modest, particularly in aspects such as punctuation and linking devices, the development of intercultural competence and student motivation were notable outcomes. Many students expressed initial anxiety, but by the end of the process, most demonstrated increased confidence and engagement, both linguistically and effectively.

It was concluded that combining digital tools with reflective, student-centered strategies can transform language classrooms even in challenging contexts and this study is especially relevant to the current research as it illustrates how a well-structured didactic sequence, based on communicative principles, can support the development of A2 learners' writing and speaking abilities through the integration of meaningful content, technology, and pedagogical reflection.

Theoretical Framework

Second Language Acquisition and Writing Skills in English

Second Language Acquisition (SLA) is a dynamic and multidimensional process through which individuals acquire a language beyond their native tongue but also a field of study that examines and reflects upon the acquisition process; when we mention the learning acquisition process some of it involves the development of receptive (listening and reading) and productive (speaking and writing) skills that require a combination of cognitive, social, and affective mechanisms.

In terms of writing skill, which is the skill that concerns this study the most, it serves as a medium through which individuals convey their ideas, whether emotional or academic, in written form. It is intended to be interpreted by others; however, for writing to be effective, it must facilitate the reader's understanding of its content. Therefore, it stands out as one of the most cognitively demanding skills, as it requires not only mastery of vocabulary and grammar, but also coherence, cohesion, organization, and communicative intent (Golkova & Hubackova, 2014; Fareed et al., 2016); for learners of a foreign language, writing is a demanding activity that necessitates knowledge of writing processes, linguistic structures, grammar, vocabulary, and thinking strategies to express ideas effectively.

Writing in EFL settings is often considered the most challenging skill to develop because it involves both language knowledge and metacognitive regulation as learners must simultaneously attend to content generation, language form, audience awareness and social norms as the learners are from different background knowledge and diverse culture where their first language may be different; besides, another concern is that writing is usually taught as a product, with emphasis placed on grammatical accuracy and correctness, rather than as a process that

involves planning, drafting, revising, and editing (Sajid & Siddiqui, 2015) as the former process requires more preparation on behalf of teacher and a greater amount of time to accomplish; As a result, learners may demonstrate low confidence and fall short in expressing ideas in written English accurately or be reluctant to writing as it is considered as difficult.

In response to this challenge, it has been argued for a more process-oriented writing instruction that emphasizes brainstorming, outlining, drafting, and revising their writing along with recursive and scaffolded activities. Scaffolding refers to an instructional approach in which educators initially model or guide students through problem-solving tasks, gradually reducing their assistance as learners gain competence. This approach supports learners by segmenting complex tasks into manageable steps, thereby facilitating gradual mastery. According to Olson and Platt (2000), scaffolded activities are intentionally designed to be slightly beyond what learners can accomplish on their own, promoting development through supported challenge

Santillán-Iñiguez and Rodas-Pacheco (2022) highlight that writing should be approached as a practice that develops gradually through meaningful tasks and learner reflection and it has been emphasized that even at the early stages of proficiency, students benefit from structured opportunities to write creatively and communicatively, particularly when they are engaged in tasks that promote both affective and cognitive involvement. As Golkova and Hubackova (2014) suggest, writing should be taught not as isolated grammar practice, but as an integrated skill that enables students to engage with content, express ideas, and develop intercultural competence.

Writing in a foreign language teaching context is not simply a matter of linguistic competence; it is a cognitive, affective, and social endeavor that requires instructional designs sensitive to the learner's needs. When learners are provided with scaffolded, engaging, and creative writing opportunities, particularly in environments that honor multiple ways of knowing

and expressing, they are more likely to develop confidence, fluency, and accuracy in their written production.

Didactic Sequence

The didactic sequence (DS) is a socio-constructivist pedagogical model founded on the postulates of learning as an active, contextualized knowledge construction process resulting from social mediation and interaction (Vygotsky, 1978). Learners here construct new meanings leveraging provided existing knowledge, language, and cultural tools provided in co-operative settings. The didactic sequence, therefore, is not a random sequence of independent tasks, but rather an intentionally constructed sequence of learning tasks set out in an organized fashion for students' progression towards specific communicative achievements. The tasks facilitate step-by-step language practice and genre convention appropriation by means of interaction, reflection, and active participation (Dolz & Schneuwly, 2006; Soler Pardo et al., 2013).

Conceptually, didactic sequence is defined as an integrated chain of didactic modules or learning activities deliberately designed to yield specific language-related learning outcomes (Dolz & Schneuwly, 2006; Soler Pardo et al., 2013).

These tasks have a pedagogically valuable order typically starting with some form of initial production exercise, followed by systematic workshops, and concluding with a final overall production which allows students to gradually appropriate the communicative and structural qualities of a target genre or linguistic practice (Schneuwly & Bain, 1994; Reyes et al., 2012).

Theoretically, the didactic sequence belongs to the conceptual landscape of sociodiscursive interactionism, where language learning represents a genre-based and socially

embedded activity (Dolz, Noverraz, & Schneuwly, 2004). Based on this, language practices are historically and culturally constructed, and didactic sequences represent mechanisms that support learners in reconstruing and internalizing the practices through scaffolding and contextualized tasks (Denardi, 2017). Thus, the DS provides a model for students to cope with real discursive genres, by which they can develop not only language skills such as reading, writing, speaking, listening; but also, the ability to analyze and produce texts based on communicative purpose, social convention, and genre expectation.

Dolz and Schneuwly (2004) state that a didactic sequence should address the characteristics of the target genre, the linguistic capacities to be developed, and the teaching strategies guiding learners' progress while Denardi (2017) develops this vision even further by conceptualizing the DS as a dialectic process where learning emerges from the active interaction of student performance, instructional design, and reflective practice.

Most importantly, the DS is also regarded as an effective teacher development instrument. According to Denardi (2009) and Suárez Castañeda (2024), the process of preparation and enactment of a didactic sequence allows teachers to assess their own teaching conceptions, examine learners' needs, and adjust pedagogical methods accordingly. Such a reflective nature aligns with the idea that teaching is not an invariant action, but a dynamic practice informed by continuous classroom interaction and professional inquiry.

In practice, a DS is not a sequence of actions but an educational project with communicative purpose and learner-centered goals. Its success, as identified by Soler Pardo et al. (2013), is identified in its ability to merge grammar teaching with ideational content, promote learner autonomy, and enable metacognitive awareness. The creation of the DS helps the learners

find their own initial difficulties, meaningfully engage with the forms and functions of the language, and ultimately enhance through a final communicative product.

Therefore, the didactic sequence is a theoretically oriented, flexible, and ordered language pedagogy that connects linguistic competence, didactic strategy, and learner autonomy. It is at once a didactical means of teaching and a development model for teachers and learners in a dialogical and socially constructed education environment.

Multiple Intelligences

The Theory of Multiple Intelligences (MI), developed by Howard Gardner in 1983, emerged as a critique of the traditional psychometric view of intelligence, which emphasized a unitary, general intelligence measurable through IQ tests. Gardner proposed instead that intelligence is not a single capacity but a plurality of intelligences, each representing different ways of processing information, solving problems, and creating products of value in a cultural context (Gardner, 1993).

According to Gardner (1993), intelligence is best understood as a biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in one or more cultures. He initially identified seven intelligences, later expanding the model to eight and proposing a possible ninth. These intelligences are:

Linguistic Intelligence

The ability to use language effectively for communication and expression. Individuals high in this intelligence excel in reading, writing, storytelling, and memorizing words and dates. This is often the most emphasized intelligence in formal education.

Logical-Mathematical Intelligence

The capacity for logical reasoning, problem-solving, and mathematical calculations. People with this intelligence are skilled in abstract thinking, detecting patterns, and scientific reasoning.

Spatial Intelligence

The ability to visualize, manipulate, and reproduce images in space. This intelligence is prominent among architects, artists, and engineers and involves strong visual memory and the ability to mentally rotate objects.

Bodily-Kinesthetic Intelligence

The ability to use the body effectively to express emotion, perform activities, or solve problems. It is often seen in dancers, athletes, surgeons, or craftspeople who excel in hand-eye coordination and dexterity.

Musical Intelligence

The capacity to perceive, appreciate, and create rhythms, tones, and music. Musicians, composers, and singers typically demonstrate high musical intelligence, though this intelligence can also manifest in individuals sensitive to environmental sounds or rhythms.

Interpersonal Intelligence

The ability to understand and interact effectively with others. It involves sensitivity to others' moods, motivations, temperaments, and intentions. This intelligence is crucial for teachers, psychologists, leaders, and negotiators.

Intrapersonal Intelligence

The capacity for self-awareness and the ability to understand one's own emotions, goals, and motivations. This intelligence supports personal reflection and decision-making and is often connected to emotional intelligence.

Naturalistic Intelligence

Added later, this intelligence refers to the ability to identify, classify, and manipulate elements of the environment, such as flora and fauna. It is typical of biologists, environmentalists, and individuals closely connected to nature.

Existential Intelligence

Gardner later proposed this as a possible ninth intelligence, involving deep philosophical thinking and the capacity to reflect on existential questions such as the meaning of life, death, and human existence (Gardner, 1999; Kezar, 2011, p. 143).

Gardner emphasized that each person possesses all intelligences to varying degrees and that no single intelligence is superior to another. Moreover, intelligences rarely operate in isolation; rather, they interact in complex ways depending on the context and the task.

The MI theory has profound implications for educational theory and practice. First, it challenges the narrow focus of traditional schooling, which often privileges linguistic and

logical-mathematical intelligence over others (Mehiri, 2020, p. 260). Gardner advocates for individualized and pluralistic instruction, where teaching strategies are differentiated to activate various intelligences and cater to students' diverse cognitive profiles (Gardner, 1993; McClellan & Conti, 2008).

In practice, this means designing multimodal lessons where the same concept can be approached through different modalities, e.g., a science topic taught through experiments (bodily-kinesthetic), diagrams (spatial), group discussion (interpersonal), and reflective journaling (intrapersonal). As Gardner (2011) notes, the goal is not to teach every concept in nine ways, but to provide multiple entry points so students can access and internalize learning in ways that resonate with their strengths.

The use of MI theory also promotes inclusive education by acknowledging diverse intelligences, teachers move away from one-size-fits-all approaches and foster environments where all learners can excel. Reid (1999, as cited in Mehiri, 2020, p. 264) notes that MI-based strategies enhance student engagement, autonomy, and a sense of competence, which are critical for motivation and academic success. Furthermore, MI theory influences assessment practices. Traditional assessments may fail to capture the range of student abilities; therefore, educators are encouraged to use authentic assessments such as portfolios, performances, visual projects, and collaborative tasks. These alternative assessments honor the multidimensionality of intelligence and provide a more equitable evaluation of student learning (McClellan & Conti, 2008).

Methodology

The present chapter is focused on presenting the methodology on which the study was based upon. Therefore, it displays the research approach along with the research method and type of study where qualitative descriptive action research was used to fulfill the objectives of the research, it also contains the description and context of participants that took part of the research, and the instructional design of the didactic unit used and the data collection methods and instruments.

Research Approach

This study follows a qualitative research approach, aligned with the goal of exploring and interpreting the complexity of language learning and pedagogical transformation within authentic educational contexts. Qualitative research seeks to understand how individuals construct meaning, interact with their environments, and experience educational processes in a detailed, context-sensitive way (Creswell & Poth, 2018). Rather than aiming for statistical generalization, it prioritizes depth over breadth, allowing for the analysis of rich, descriptive data to uncover the underlying patterns and dynamics of a phenomenon. This methodology is constructive or interpretive and centered on uncovering the subjective meanings and interpretations that individuals attach to their experiences and environments rather than merely quantifying occurrences. (Lim, 2025)

To achieve this, qualitative research relies on flexible and open-ended methods, such as in-depth interviews, focus groups, and participant observation, which allow participants to express themselves in their own words and from their own perspectives which allows for adaptability and commitment when capturing the complexity and diversity of human experience; qualitative research recognizes that knowledge is co-constructed between the researcher and participants,

making contextual and interpretive insight a central goal. Despite its openness, qualitative inquiry maintains scientific rigor through established methodological standards, particularly through the criteria of trustworthiness: credibility, dependability, and confirmability, and transferability (Lincoln & Guba, 1985).

In this project, which focuses on the implementation of a didactic sequence to improve A2-level writing skills in English using strategies based on the theory of Multiple Intelligences, qualitative approach provides the tools to observe how learners engage cognitively, affectively, and socially with the proposed intervention. Writing development is not treated here as a static linguistic product but as an evolving process shaped by student motivation, scaffolding, reflective practice, and instructional design. Therefore, qualitative methods are best suited to illuminate how learners construct knowledge about writing and how they perceive and respond to the didactic sequence implemented.

Research Method

The method adopted is participatory action research, which is characterized by its cyclical nature and its purpose of transforming educational practices through critical reflection. Action research is a systematic, reflective process undertaken by practitioners who seek to improve their practice and contribute to professional knowledge at the same time. In education, the methodology has been especially powerful, as it allows teachers to examine their teaching approaches, identify areas of weakness, and implement targeted interventions in their classrooms. Carr and Kemmis (1986) describe action research as “a reflective inquiry conducted by educators to enhance the rationality and fairness of their teaching practices and the conditions in which they occur. The definition emphasizes the dual purpose of action research which includes the

generation of practical knowledge and the achievement of relevant changes in specific educational contexts.

Therefore, the present study adopts an action research methodology in order to overtake the pedagogical concerns encountered in writing in EFL context. The study adheres to the recursive model proposed by Kemmis and McTaggart (1990) in emphasizing the dynamic and circular process of planning, acting, observing, and reflecting as this cycle reveals a pedagogical problem, in this case, the underuse of communicative, scaffolded writing instruction and calls for the design, implementation, and evaluation an intervention intended to solve that problem. Each phase of the cycle informs the next, with the intervention emerging from ongoing observation and critical reflection.

Likewise, McCutcheon and Jung (1990) characterize action research as collective, critical, and self-reflective rather than conducted by external researchers, it is conducted by those most directly involved in the educational environment and not only does this insider position of the teacher-researcher make the findings more applicable and genuine, but it also allows the practitioner to remain in charge of instructional innovation; so, the present study looks for positioning the teacher as both an agent of change and a reflective researcher committed to enhancing students' writing development through evidence-based practice.

Furthermore, Zuber-Skerritt (1991) points out that action research facilitates professional development by encouraging teachers to scrutinize their own practice in a systematic way and to collaborate with learners in constructing more efficient and equitable learning environments. Rather than seeking generalizable outcomes, action research aims to create contextually grounded understandings that can inform future practice. As Stinger (1996) portrays, action research is less about solving immediate problems but about undergoing a process that transforms both

understanding and practice. It enables teachers to move from routine action to deliberate, informed practice that is ongoingly constructed through evidence and reflection; hence, this study embraces transformative potential, using action research as an inquiry method but also as a pedagogically informed practice that promotes critical consciousness, continuous improvement, and collective learning.

Type of Study

This study also qualifies as a descriptive type of research, as it aims to document and analyze the characteristics of the teaching-learning process resulting from the implemented intervention. Descriptive research focuses on systematically presenting facts about a phenomenon without manipulating variables, allowing for the observation and interpretation of trends, practices, and outcomes in natural contexts (Sampieri, Collado, & Lucio, 2014). In this case, it involves describing the evolution of students' planning and writing skills as a result of the applied didactic strategy.

Participants and Context

This research was conducted with a small, purposive sample consisting of two participants enrolled in an English as a Foreign Language (EFL) course. Both participants were selected based on a single inclusion criterion: having an A2 level of English proficiency, as determined by a diagnostic writing test administered prior to the intervention. The limited number of participants aligns with the qualitative and participatory nature of the study, which prioritizes depth of analysis over statistical generalization. This small sample allowed for closer observation of individual learning processes, personalized feedback, and the implementation of differentiated pedagogical strategies based on the Theory of Multiple Intelligences. Furthermore, the reduced group size supported a more dialogic and reflective approach, consistent with the principles of

action research, enabling the teacher-researcher to engage in ongoing pedagogical adjustments and collaborative learning experiences.

Research Stages

The present study follows the stages proposed by the action research cycle of Kemmis and McTaggart (1986), which includes the phases of planning, action, observation, and reflection. These stages are dynamic and recursive, allowing the researcher to continuously adapt and improve the intervention based on the data gathered and the outcomes observed. The research phases for this project are described as follows:

Table 1

Stages of the Research Based on Kemmis and McTaggart (1986) Model

| Phase | Description | Activities/Actions | Evidence/Data Collection |
|----------|--|--|--------------------------|
| Planning | In this initial phase, the problem is identified, and the intervention is designed. | - Analyze results from placement test and initial survey | - Initial survey |
| | The observed need is the lack of writing development strategies for A2 students. A didactic sequence based on multiple intelligences is planned. | - Design a didactic sequence targeting diverse intelligences (linguistic, visual, musical, intrapersonal, interpersonal, etc.) | - Placement test results |
| | | - Define learning outcomes and activities | - Writing sample 1 |
| | | | - Didactic unit document |

| | | | |
|-------------|---|---|--|
| | | - Design interview and pre-task instruments | |
| | | - Carry out the teaching sessions (2-3 sessions per student) | |
| Action | This phase involves the implementation of the intervention: applying the didactic sequence with students. | <ul style="list-style-type: none"> - Ensure activities are aligned to specific intelligences - Allow independent work with written tasks - Observe engagement and task performance | <ul style="list-style-type: none"> - Field notes - Student compositions during each session |
| | | - Conduct post-implementation interview | |
| Observation | Collect detailed evidence of the process and effects of the intervention using multiple data sources. | <ul style="list-style-type: none"> - Collect the final written composition - Administer post-intervention perception survey | <ul style="list-style-type: none"> - Final writing samples - Interview transcripts - Survey results |
| | | - Compare pre- and post-writing samples using a rubric (coherence, | |
| Reflection | Analyze the impact of the intervention, considering both process and outcomes. | | <ul style="list-style-type: none"> - Rubric evaluation - Thematic analysis of interviews and |

| | | |
|--|--|---------|
| Interpret findings in relation to the initial problem and pedagogical framework. | cohesion, accuracy, task completion) - Reflect on motivation and student perception - Identify strengths and limitations of the intervention | surveys |
|--|--|---------|

Note. The table outlines the action research cycle to enhance A2 students' writing through a multiple intelligences-based sequence.

Data Collection Methods and Instruments

To ensure a comprehensive understanding of the effects of the didactic sequence intervention, a variety of data collection methods were employed, consistent with qualitative action research principles. These methods allowed for triangulation, enhanced the credibility of findings (Lincoln & Guba, 1985), and captured both the learners' perspectives and their performance outcomes. Each instrument was aligned to a specific phase of the action research cycle and designed to explore both the process and the impact of the instructional design on writing development at the A2 level.

Pre- and Post-Intervention Perception Survey

As part of the collection methods, a single survey instrument as shown in Annex 1 was designed and applied twice, at the beginning and at the end of the intervention, to capture students' perceptions about writing in English before and after the intervention which main purpose was to identify changes in students' perceptions and strategies related to writing in English at the A2 level after completing a didactic sequence focused on written production. The

survey included Likert-scale items addressing categories such as confidence, strategies, and challenges in written production.

It consisted of seven closed items using a five-point Likert scale (1 = *Strongly disagree*, 5 = *Strongly agree*) grouped into three domains: self-efficacy and organization (items 1–3), anxiety and revision strategies (item 4), and feedback, motivation, and transfer (items 5–7).

Administering the same survey at two points in time made it possible to identify changes in learners' attitudes and self-reported practices to evaluate the impact of the implementation of the didactic sequence regarding different aspects. The answers of the participants are shown in annex (N) and the results are analyzed in the following chapter.

Pre- and Post-Intervention Writing Samples

Participants completed one diagnostic writing task prior to the implementation of the didactic sequence and one parallel task after the intervention. Two different tasks aimed at level A2 were provided for students to create pieces of writing before and after the didactic sequences' implementation. The implementation was not meant to teach English as such but provide scaffolding and guided writing strategies incorporating the use of multiple intelligence theory and analyze and evaluate the differences pre and post implementation, these texts were assessed using an analytic rubric specifically designed for A2-level learners, covering five dimensions: task achievement, organization and coherence, grammar accuracy, vocabulary use, and spelling/punctuation. The comparison of pre- and post-writing samples provided concrete evidence of learners' progress and allowed for measurable evaluation of the pedagogical strategies and scaffolding and effectiveness of the didactic sequence using multiple intelligence theory.

Although the didactic sequence itself is not a data collection tool in the strict sense, it functioned as the structured framework through which students engaged in the learning tasks that generated the evidence analyzed in the research. The sequence was deliberately organized to scaffold A2-level learners' written production in English through activities tailored to different intelligences. Therefore, it constitutes a fundamental methodological component, as it mediated the teaching–learning process and enabled the systematic production of data.

The following table summarizes the objectives, main activities aligned with multiple intelligence, and expected final products of the three didactic sequences implemented:

Table 2

Didactic Sequences Planning

| Sequence | Specific Objective | Main Activities | Final Product |
|---|--|--|---|
| My Environment and Me (Linguistic, Interpersonal, Visual-Spatial, Musical) | Apply Present Simple and Present Continuous in short texts and sentences, integrating daily-life vocabulary. | <ul style="list-style-type: none"> - Interactive games on routines and vocabulary (Linguistic + Interpersonal) - Guided reading with underlining of actions (Visual-Spatial) - Collaborative writing of phrases and mini dialogues (Interpersonal) - Musical activity with songs in Present Continuous (Musical) | Free writing text about routines and personal environment |
| Abilities and Daily Contexts (Bodily-Kinesthetic, Linguistic, Interpersonal, Visual-Spatial, Intrapersonal) | Develop the ability to express capacities and existence using <i>can/can't</i> and <i>there is/there are</i> , applying vocabulary in everyday contexts. | <ul style="list-style-type: none"> - Body dynamics “Miming abilities” (Bodily-Kinesthetic) - Short reading and discussion about famous people’s abilities (Linguistic + Interpersonal) - Description of places using real images (Visual-Spatial) - | Writing a postcard describing abilities and places |

| | | Basic punctuation workshop (Intrapersonal) | |
|--|---|--|--|
| Describing Places and Experiences (Linguistic, Visual-Spatial, Intrapersonal, Interpersonal) | Strengthen written production through the use of demonstrative pronouns and paragraph organization to describe places and personal experiences. | <ul style="list-style-type: none"> - Association activity “This/That/These/Those” with classroom objects (Linguistic + Visual-Spatial) - Guided analysis of a model paragraph (Linguistic + Intrapersonal) - Collaborative writing of short paragraphs (Interpersonal) - Personal reflection about favorite city (Intrapersonal) | Written text: “My favorite city in my country”, organized in coherent paragraphs |

Note. The sequence integrates multiple intelligences to foster A2 students’ writing skills through contextualized tasks, resulting in meaningful written texts.

Semi-Structured Interviews

At the end of the intervention, students participated in semi-structured interviews designed to explore their perceptions of the writing activities and their overall experience with the didactic sequence. The instrument was designed as a short interview guide organized around four categories that aligned with the study’s objectives: perceptions of writing progress, preferred strategies and activities, motivation and engagement, and feedback and support.

Each category contained one or two guiding open-ended questions, which allowed participants to expand their responses in their own words. For instance, students were asked how they felt their writing had changed after the didactic sequence, what aspects such as grammar, vocabulary, or organization had improved the most, which activities they had enjoyed the most and why, how the use of different strategies such as songs, group work or visuals had influenced their participation, and how feedback had contributed to their improvement in writing. The open-ended nature of these questions encouraged elaboration and reflection and helped maintain

consistency across participants to ensure that all interviews addressed the same analytical dimensions.

The interviews were audio-recorded, transcribed, and later analyzed by categories with the interview guide included in Annex (N) and the categories of analysis are presented here.

Table 3

Semi-Structure Interview Categories of Analysis

| Category | Description | Indicators / Evidence |
|---------------------------|--|---|
| Writing Progress | Learners' perception of their development in grammar, vocabulary, coherence. | Mentions of improvement in accuracy, confidence, or ability to write longer texts |
| Preferred Strategies | Identification of the most useful or enjoyable activities. | References to songs, visuals, group work, guided writing |
| Motivation and Engagement | Students' affective response to the intervention. | Expressions of increased interest, reduced anxiety, willingness to write more |
| Feedback and Support | Value given to teacher's feedback and scaffolding. | Comments on corrections, guidance, or encouragement received |

Note. The categories capture students' perceptions of writing progress, preferred strategies, motivation, and the role of teacher feedback in the intervention.

Results and Discussion

The following section is used to explain the analysis of the different collection methods used throughout the intervention to set the foundations and benefits found in the use of didactic sequences based on multiple intelligence theory.

Pre- and Post-Intervention Perception Survey

As described in the methodology, the perception survey was administered to the two participants before and after the implementation of the didactic sequence and the survey responses are presented below in annex 1.

The survey results reveal significant positive changes in participants' perceptions of writing in English after the implementation of the didactic sequence where both participants reported higher levels of comfort and confidence in writing (Items 1 and 4), with Participant A showing the most remarkable progress from "2" to "4" in both items.

There was also evidence of improved awareness of writing as a process (Item 3). Before the intervention, neither participant reported revising or drafting consistently, but after the didactic sequence both indicated an increased use of planning and revision strategies, suggesting that the intervention encouraged a process-oriented approach to writing (cf. Sajid & Siddiqui, 2015). Anxiety levels decreased in both cases (Item 5), which supports the idea that multimodal and collaborative activities can reduce affective barriers to learning (Krashen, 1982; Reid, 1999).

Feedback emerged as a particularly relevant factor (Item 6). Both participants acknowledged that they had received more constructive feedback during the intervention, which helped them improve their writing step by step. This aligns with studies emphasizing feedback as a critical component for developing productive skills (Fareed, Ashraf, & Bilal, 2016).

Finally, both participants strongly agreed on the importance of creative activities for learning writing (Item 7). This remained constant pre- and post-intervention, but their comments in subsequent interviews suggest that the didactic sequence met this expectation through the integration of Multiple Intelligences to engage learners. The survey data demonstrates that the didactic sequence positively influenced learners' perceptions of their writing competence, reduced anxiety, promoted the adoption of revision strategies, and confirmed the motivational role of creative activities.

Pre- and Post-Intervention Writing Samples

On the other hand, the other data collection method was the writing process and the analysis of the pre- and post-intervention writing samples revealed clear improvements in both participants' performance across the different dimensions established in the rubric. At the level of task achievement, the pre-intervention texts demonstrated that learners were able to address the writing prompt in a limited way, producing short accounts of their daily routines and environment with scarce elaboration. After the didactic sequence, however, both participants were able to expand their responses by including additional details related to family, leisure activities, and contextual information, which shows a stronger alignment with the communicative objective of the task. In this sense, the shift from simple sentence listing to more elaborated paragraphs suggests that the intervention helped participants to perceive writing as an opportunity to develop meaningful discourse rather than as an exercise in sentence construction.

Regarding organization and coherence, the pre-intervention samples were characterized by linear sequencing and an over-reliance on basic connectors such as *and* and *after*. Although the texts fulfilled the minimum requirement of presenting a chronological sequence, they lacked cohesion markers to clarify temporal or logical relationships. Post-intervention samples, in

contrast, incorporated a wider range of cohesive devices such as *then*, *at night*, *usually*, and *because*, which contributed to a more fluid progression of ideas. This demonstrates a gradual internalization of process-writing strategies emphasized during the didactic sequence, particularly in activities that required learners to draft and revise collaboratively.

In terms of grammar accuracy, typical A2-level errors were present in the initial samples, including omissions (*listen music*), overgeneralizations (*go to the school*), and incorrect adjective use (*don't play very good*). These errors, although common at this proficiency level, limited the clarity of the texts. The post-intervention samples, however, revealed a noticeable reduction in these inaccuracies, as learners demonstrated more consistent use of subject-verb agreement and prepositions, while also attempting more complex sentence structures such as *because I am tired*. Nevertheless, minor mistakes persisted, reflecting the expected developmental stage of learners at this level and suggesting that while the didactic sequence was successful in supporting accuracy, more time and practice would be required for consolidation.

When analyzing vocabulary use, a clear difference emerged between pre- and post-intervention samples. Initially, participants relied heavily on high-frequency and repetitive lexical items related to daily routines (*eat*, *sleep*, *go*, *watch*). After the intervention, their lexical repertoire expanded to include items drawn from the multimodal tasks implemented during the sequence, such as *comfortable*, *park*, *tired*, *messages*. This indicates that integrating visual, musical, and kinesthetic activities not only provided learners with new lexical input but also created meaningful contexts for its use in writing. The expansion of lexical range contributed directly to the richness of the post-intervention texts, reinforcing the principle that vocabulary development is central to improving overall writing quality.

Finally, in the domain of spelling and punctuation, results were relatively stable across both stages. While participants demonstrated basic control of capitalization and sentence-ending punctuation from the beginning, spelling errors such as *comfortable* and *mesages* remained in the post-intervention texts. These slips did not obscure meaning but highlight the persistence of orthographic challenges at the A2 level. Importantly, the use of longer and more complex sentences in the post-intervention samples reflected an increased awareness of punctuation rules, even if not always applied flawlessly.

Taken together, the results demonstrate that the didactic sequence had a positive impact on learners' written production, as evidenced by the improvements in task achievement, organization, grammar accuracy, and vocabulary. The integration of multimodal activities grounded in the theory of Multiple Intelligences provided scaffolding that not only motivated learners but also supported them in expanding their linguistic resources and structuring their ideas more coherently. These findings are consistent with previous research that highlights the effectiveness of didactic sequences for developing writing skills in foreign language contexts (Dolz & Schneuwly, 2006; Aguilón-Lombana & Camargo-Cárdenas, 2021), and with socio-constructivist perspectives that underscore the role of collaborative and scaffolded tasks in fostering language development (Vygotsky, 1978).

Semi-Structured Interviews

The semi-structured interviews generated rich qualitative data that provided a deeper understanding of how students experienced the implementation of the didactic sequence. The transcription of the recordings allowed for a detailed analysis of the narratives, which were systematically coded into the predefined categories. Thematic analysis revealed consistent

patterns across participants, showing that the intervention positively impacted their perceptions of writing in English at the A2 level.

In terms of writing progress, students perceived a noticeable improvement in their ability to construct more elaborate texts and organize ideas coherently. While initially their production was limited to simple sentences, by the end of the intervention they felt more capable of producing short paragraphs with greater accuracy and a broader range of vocabulary. This perception is consistent with the survey and writing sample results, and it confirms that scaffolding strategies supported by the didactic sequence facilitated the gradual development of written competence.

Regarding preferred strategies and activities, the data revealed that learners valued those that combined creativity and collaboration. Activities such as musical exercises and group writing tasks were frequently mentioned as the most meaningful, not only because they provided a more dynamic classroom atmosphere but also because they reduced the anxiety typically associated with writing. The interpretation of these responses shows that engaging tasks aligned with learners' multiple intelligence increased their willingness to participate and allowed them to experiment with language in a more confident way.

Motivation and engagement also emerged as a central theme. Learners consistently emphasized that the diversity of activities prevented monotony and sustained their interest in the process. Visuals, songs, and interactive exercises were perceived as strong motivators that encouraged participation and provided contextual support for writing. This interpretation underscores that multimodal pedagogical approaches contributed to lowering the affective filter and fostering positive attitudes toward writing, a result that resonates with theoretical perspectives that link motivation with meaningful and varied input.

Finally, feedback and support were interpreted as decisive elements in students' progress. Both participants viewed the corrections and guidance provided during the intervention as clear, constructive, and sequential. They felt that feedback not only helped them identify specific errors but also gave them the confidence to attempt more complex structures in subsequent tasks. From the analysis, it is evident that feedback was not merely corrective but formative, reinforcing the process-oriented nature of writing instruction and enhancing learners' confidence.

Overall, the interview analysis reveals that the use of a didactic sequence that had been planned following different intelligences assisted in enhancing students' written production, facilitated greater motivation, and encouraged positive attitudes towards writing in English. The results highlight the pedagogical potential of introducing differentiated strategies aimed at responding to students' cognitive and affective variety, ensuring that innovation in teaching construction is able to create significant progress even on a small intervention scale. These findings are consistent with results obtained from earlier studies on the effectiveness of multimodal, scaffolded, and student-centered approaches to second language writing development.

Conclusions and Recommendations

The implementation of a didactic sequence grounded in the Theory of Multiple Intelligences demonstrated its potential to significantly enhance the writing competence of learners at the A2 level of English. The triangulation of data from surveys, writing samples, and semi-structured interviews confirmed consistent improvements in learners' task achievement, organization, grammar accuracy, and vocabulary range, while also evidencing reduction in terms of writing anxiety while increasing motivation. These outcomes highlight that combining scaffolded instruction with multimodal strategies tailored to learners' cognitive diversity can foster both linguistic and affective gains in the foreign language classroom.

The study also showed that learners valued differentiated strategies such as collaborative writing, the use of visuals, and musical activities created a more engaging environment and facilitated authentic participation confirming that pedagogical practices based on multiple intelligences may respond to the cognitive needs of students and also address their emotional and motivational dimensions creating conditions for more meaningful and sustained learning. Moreover, the formative feedback integrated into the sequence was interpreted by students as a crucial factor in consolidating their progress, it consolidates the importance of the role of continuous support in building confidence and autonomy in writing.

Although the sample size was small, the findings are relevant for contexts where English language learning continues to face persistent challenges, such as limited access to resources and traditional teaching approaches overly focused on grammar and accuracy. The study contributes to the growing research looking for inclusive and learner-centered methodologies that prioritize communicative competence and process-oriented approaches to writing. Besides, the evidence suggests that carefully designed didactic sequences based on socio-constructivist and multimodal

principles can play a transformative role in language education by bridging gaps between policy objectives and classroom realities.

Future research should expand the application of didactic sequences informed by multiple intelligences to larger groups and varied educational contexts to validate the scalability and transferability of the results. Comparative studies between groups exposed to traditional methods and those using multimodal strategies could provide further evidence of the effectiveness of this approach. Additionally, longitudinal studies are recommended to evaluate the sustainability of writing improvements and the extent to which learners continue to apply process-oriented strategies beyond immediate intervention.

From a pedagogical perspective, teachers of English are encouraged to design learning experiences that integrate a range of intelligences, ensuring that writing tasks are both cognitively stimulating and emotionally supportive. The incorporation of creative and collaborative activities should be prioritized to reduce anxiety and promote engagement, while formative feedback practices must remain central to the instructional process. Teacher training programs should also emphasize the design and implementation of didactic sequences as reflective tools that not only benefit learners but also foster professional development and innovation in teaching practice.

Finally, at the institutional and policy level, initiatives aimed at strengthening English language education in Colombia should promote the use of differentiated pedagogical strategies that acknowledge learner diversity. Providing teachers with resources, training, and autonomy to implement inclusive approaches is essential to narrowing the persistent gap in language proficiency. In this sense, the findings of the present study align with national and international educational goals that advocate for communicative, equitable, and learner-centered language education.

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Appendage

Appendage A

Didactic Sequence

Didactic Sequence.docx