



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE  
DE GUAYAQUIL  
EDUCATION FACULTY  
ENGLISH CAREER**

**RESEARCH PROJECT:  
PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
LICENCIADO EN LENGUA INGLESA MENCIÓN EN  
ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS  
EDUCATIVOS EN TEFL**

**TITLE:  
THE MUSICAL INTELLIGENCE AND ITS INFLUENCE ON EFL  
VOCABULARY ACQUISITION IN FOURTH GRADE STUDENTS BGU  
AT UNIDAD EDUCATIVA FISCAL DR. TEODORO ALVARADO  
OLEA, SCHOOL YEAR 2019 - 2020**

**TUTOR  
MSC. ROBERTO JOSÉ ZURITA DEL POZO**

**AUTHOR  
FERNANDO JOSÉ MORENO ANDINO  
GUAYAQUIL**

**2020**

<b>REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA</b>		
<b>FICHA DE REGISTRO DE TESIS</b>		
<b>TÍTULO Y SUBTÍTULO:</b> THE MUSICAL INTELLIGENCE AND ITS INFLUENCE ON EFL VOCABULARY ACQUISITION IN FOURTH GRADE STUDENTS BGU AT UNIDAD EDUCATIVA FISCAL DR. TEODORO ALVARADO OLEA, SCHOOL YEAR 2019 - 2020		
<b>AUTOR:</b> FERNANDO JOSÉ MORENO ANDINO	<b>REVISORES O TUTORES:</b> MSC. ROBERTO JOSÉ ZURITA DEL POZO	
<b>INSTITUCIÓN:</b> UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL	<b>GRADO OBTENIDO:</b> LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL	
<b>FACULTAD:</b> Educación	<b>CARRERA:</b> Inglés	
<b>FECHA DE PUBLICACIÓN:</b> 2020	<b>N. DE PAGS:</b> 144	
<b>ÁREAS TEMÁTICAS:</b> Humanidades		
<b>PALABRAS CLAVE:</b> Musical theory, intelligence, cognition, communication skills.		
<b>RESUMEN:</b> Dentro de este trabajo de investigación el mayor enfoque es como el investigador aplica una Inteligencia Múltiple para fortalecer el aprendizaje de los estudiantes en el idioma inglés. El investigador es comunicativo de su trabajo y hace énfasis en como mejorar la producción oral de los estudiantes dentro de esta institución, el investigador tiene interacción continua con los estudiantes para darles a conocer lo atractivo del idioma inglés por medio de la Inteligencia Musical, por medio de esta teoría el investigador desarrolla en los estudiantes la adquisición natural de vocabulario por medio del uso de letras de canciones, el investigador se enfoca en el proceso de actividades orales para la producción del idioma inglés. Los estudiantes a través de esta investigación ponen en práctica el desarrollo de vocabulario involucrando sus emociones y pensamientos propios para dar opiniones de diferentes temas. Dentro de este desarrollo continuo de como usar letras de canciones para adquirir vocabulario y comunicarse en un segundo idioma, los estudiantes logran “tener un desarrollo cognitivo con aspectos musicales”.		
<b>N. DE REGISTRO (en base de datos):</b>	<b>N. DE CLASIFICACIÓN:</b>	
<b>DIRECCIÓN URL (tesis en la web):</b>		
<b>ADJUNTO PDF:</b>	<b>SI</b> <b>X</b>	<b>NO</b> <input type="checkbox"/>
<b>CONTACTO CON AUTOR/ES:</b>	<b>Teléfono:</b> 0988787243	<b>E-mail:</b> fjma@live.com
<b>CONTACTO EN LA INSTITUCIÓN:</b>	Msc. Georgina Colombia Hinojosa Dazza DECANA <b>Teléfono:</b> 2596500 <b>Ext.</b> 217 DECANATO <b>E-mail:</b> gchinojosad@ulvr.edu.ec MTEFL. Janeth Mora, DIRECTORADE LA CARRERA <b>Teléfono:</b> 2596500 <b>Ext.</b> 219 DIRECCIÓN <b>E-mail:</b> jmoraz@ulvr.edu.ec	

# CERTIFICADO DE ANTIPLAGIO ACADÉMICO

## TESIS FERNANDO MORENO

*por* Fernando Moreno

---

Fecha de entrega: 15-abr-2020 08:18p.m. (UTC-0500)

Identificador de la entrega: 1298748070

Nombre del archivo: Tesis\_Fernando\_Moreno\_2020\_Perfecto\_-\_copia\_TURNITIN\_1.pdf (2.26M)

Total de palabras: 26137

Total de caracteres: 154236



Msc. Roberto José Zurita Del Pozo Lic.

# TESIS FERNANDO MORENO

## INFORME DE ORIGINALIDAD

7%

INDICE DE SIMILITUD

4%

FUENTES DE INTERNET

1%

PUBLICACIONES

5%

TRABAJOS DEL ESTUDIANTE

## FUENTES PRIMARIAS

1

[www.miescuelayelmundo.org](http://www.miescuelayelmundo.org)

Fuente de Internet

<1%

2

[www.youtube.com](http://www.youtube.com)

Fuente de Internet

<1%

3

[documents.mx](http://documents.mx)

Fuente de Internet

<1%

4

Submitted to Grand Canyon University

Trabajo del estudiante

<1%

5

[www.edufuturo.com](http://www.edufuturo.com)

Fuente de Internet

<1%

6

Submitted to Mississippi State Board for  
Community & Junior Colleges

Trabajo del estudiante

<1%

7

[repositorio.unprg.edu.pe](http://repositorio.unprg.edu.pe)

Fuente de Internet

<1%

8

Submitted to Rowan University

Trabajo del estudiante

<1%



Msc. Roberto José Zurita Del Pozo Lic.

## **DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES**

El estudiante egresado Fernando José Moreno Andino, declara bajo juramento, que la autoría del presente proyecto de investigación, The Musical Intelligence and its Influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa fiscal Dr. Teodoro Alvarado Olea, corresponde totalmente a el suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

Autor

Firma:

A handwritten signature in black ink, appearing to read 'Fernando José Moreno Andino', is written over a light gray rectangular background.

Fernando José Moreno Andino

C.I. 0918061821

## **CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR**

En mi calidad de Tutor del Proyecto de Investigación The Musical Intelligence and its Influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa fiscal Dr. Teodoro Alvarado Olea, designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

### **CERTIFICO:**

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: The Musical Intelligence and its Influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa fiscal Dr. Teodoro Alvarado Olea, presentado por el estudiante Fernando José Moreno Andino como requisito previo, para optar al Título de Licenciado en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL.

Encontrándose apto para su sustentación.

Firma:



Msc. Roberto José Zurita Del Pozo Lic.

C.I. 0918326190

## **ACKNOWLEDGEMENT**

Throughout this career I really learned a lot. I learned how to survive and prove to myself that no one is stronger than me. I did this thesis while always thinking of my mentors and hoping to present an excellent thesis in the greatest way that those amazing women have taught me to work. Msc. Martha Medina, the woman who taught me that when you teach students you should be patient no matter how hard teaching gets, you just have to push hard, and finish everything with love till the end of the challenge. Msc. Martha Palacios, who many times told me never to give-up and to work hard if you really want to succeed in life. Msc. Dora Franco, who taught me how to be a professional leader when you are in front of a group of students or an audience, Msc. Tania Crespo “The Mommy Power” who told me once “never change you style of teaching my baby Moreno”, just be yourself my dear and keep working hard till the end of everything my sweet heart. Msc. Roberto Zurita, one the greatest mentors that I would have never imagined to have in this University, he did an amazing job guiding me to achieved the best with this research. He really taught me how to make a good thesis, well-structured and well-developed. In the end of this long educational process, I want to thank the best classroom manager, the woman who always told me “everything will be okay”, the human, the person, the mom that everyone dreams to have in life “MTEFL Janeth Mora” one of the most charming people in this University. This special woman is part of this whole group of teachers who I want to acknowledge because she always admired my talents and my efficiency as a classroom guider. MTEFL Janeth Mora I have to thank you for having believed in me and my work.

## **DEDICATION**

I dedicate my thesis to all of the people who have always helped me out in this long research, one of the main people was my cousin Nathaly Varas Moreno, who always told me “you are almost there” and “do not give-up till get to the end”. I want to give special thanks to my American friend Meg Booth for being part of this thesis helping me in the high school as a resource to the entire group of students in their speaking process. She was the main attractive part of this work and helped them with their doubts and to enhance their acquisition of vocabulary. Towards the end of this research, there was one special person who always told me to push myself to finish with my thesis as soon as possible. From the bottom of my heart I want to thank the gentleman Arnold David Terreros for always caring about my achievement. Overall I just want to say that no one is eternal, and the process of living in this world is just for a moment. We as human beings should have to enjoy our lives to the fullest, love each other and always try to remember that “Every moment matters”. Thanks.

# INDEX

PORTADA.....	I
REPOSITARIO NACIONAL EN CIENCIA Y TECNOLOGÍA .....	ii
CERTIFICADO DE ANTIPLAGIO ACADÉMICO.....	iii
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES .....	v
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR.....	vi
ACKNOWLEDGEMENT .....	vii
DEDICATION .....	viii
INTRODUCTION.....	1
CHAPTER I.....	2
1.1 Tittle .....	2
1.2 Background of the problem.....	2
1.3 Statement of the problem .....	5
1.4 Problem systematization .....	5
1.5 Broad objective .....	5
1.6 Specific objective .....	5
1.7 Justification of the study .....	6
1.8 Delimitations of the study .....	6
1.9 Idea to defend.....	7
1.10 Lines of research .....	7
CHAPTER II.....	8
2.1 Referential Theoretical Framework .....	8
2.1.1 Music, sing and speak, the language in the ancient Greece .....	8
2.1.2 The sociology of music .....	9
2.1.3 The Mozart effect - a quantitative EEG Study .....	9
2.1.4 John Williams’s film music.....	10
2.1.5 Ennio Morricone settles old scores with ‘simplistic’ directors .....	11
2.1.6 Rousseau - Children learn better through experience “learning-by-doing” .....	16
2.1.7 Lev Vygotsky - Social Learning .....	17
2.1.8 Dewey - Learning based on individual experiences.....	19
2.1.9 Ausubel - Meaningful Learning .....	19
2.1.10 Jerome Bruner - Constructivism.....	20

2.2 Howard Gardner “Theory of Multiple Intelligences” .....	21
2.2.2 Multiple intelligences in classroom.....	23
2.2.3 Benefits of multiple intelligences.....	24
2.2.4 Musical Intelligence Theory.....	26
2.2.5 Characteristics of musical intelligence.....	27
2.2.6 Types of musical intelligence.....	29
2.2.7 Developing musical intelligence in the classroom .....	30
2.2.8 Professions that matches to students high in musical intelligence .....	31
2.3 Vocabulary acquisition.....	32
2.3.1 Second language.....	32
2.3.2 Language acquisition.....	33
2.3.3 Language learning vs. language acquisition.....	33
2.3.4 English as a foreign language.....	34
2.3.5 Teaching English as foreign language.....	34
2.3.6 The process of vocabulary acquisition in efl.....	35
2.3.7 Types of vocabulary acquisition strategies and activities .....	37
2.4 Conceptual Framework .....	44
2.5 Legal Framework .....	47
CHAPTER III.....	50
Methodological Framework .....	50
3.1 Methodology .....	50
3.2 Type of Investigation .....	54
3.3 Focus of the Investigation .....	55
3.4 Techniques and data collection instrument .....	56
3.5 Population .....	57
3.6 Sample.....	57
3.7 Result Analysis.....	59
3.7.1. Classroom observation analysis .....	59
3.7.2. Survey students analysis.....	60
3.7.3. Survey teachers analysis.....	71
3.7.4. Interview teacher analysis .....	78
3.7.5. Preliminary Conclusion.....	81
CHAPTER IV .....	82
Proposal.....	82

Musical & Recreational Activities to Improve Speech .....	82
4.1 General objective .....	82
4.2 Specific objectives.....	82
4.3 Description .....	82
CONCLUSIONS .....	108
RECOMMENDATIONS .....	109
REFERENCES.....	110
ANNEXES .....	116
SURVEY STUDENTS ANALYSIS .....	120
SURVEY TEACHERS ANALYSIS .....	121
INTERVIEW TEACHER ANALYSIS .....	122
STUDENTS TEST BASED ON MUSICAL INTELLIGENCE .....	123

## TABLE INDEX

Table 1 <i>Learning vocabulary in EFL contexts through vocabulary learning strategies</i> .....	36
Table 2 <i>Phonetic Transcriptions</i> .....	37
Table 3 <i>Collocations &amp; Native Expressions</i> .....	42
Table 4 <i>Sample</i> .....	58
Table 5 <i>Survey Students Analysis</i> .....	60
Table 6 <i>Vocabulary Understanding and Pronunciation</i> .....	61
Table 7 <i>Interpretation</i> .....	62
Table 8 <i>Recognition and reproduction of Phrasal Verbs</i> .....	63
Table 9 <i>Use of key words much, very and many</i> .....	64
Table 10 <i>Use of lyrics</i> .....	65
Table 11 <i>Musicalization of Quotes</i> .....	66
Table 12 <i>Use of Song Lyrics for Present Perfect</i> .....	67
Table 13 <i>Reading and Comprehension of Lyrics</i> .....	68
Table 14 <i>Interpretation of Lyrics</i> .....	69
Table 15 <i>Musical Intelligence to Improve Pronunciation</i> .....	70
Table 16 <i>Survey Teachers Analysis</i> .....	71
Table 17 <i>Pronunciation enhancement</i> .....	72
Table 18 <i>Speaking enhancement</i> .....	73
Table 19 <i>English in American Context</i> .....	74
Table 20 <i>The importance of fluency in English</i> .....	75
Table 21 <i>English songs in Public High Schools</i> .....	76
Table 22 <i>Cognitive development with musical aspects</i> .....	77
Table 23 <i>Phrasal Verbs</i> .....	103

## FIGURES INDEX

<i>Figure 1</i> Musical Instruments in Ancient Greece .....	8
<i>Figure 2</i> The Mozart Effect - Graphical abstract .....	10
<i>Figure 3</i> Zone of Proximal Development .....	17
<i>Figure 4</i> Howard Gardner's Multiple Intelligences Theory.....	21
<i>Figure 5</i> The Howard Gardner's 8 Intelligences .....	22
<i>Figure 6</i> Types of Musical Intelligence .....	29
<i>Figure 7</i> Phonetic Transcription Chart.....	38
<i>Figure 8</i> Vocabulary into lyrics .....	39
<i>Figure 9</i> The Hangman Game.....	40
<i>Figure 10</i> Puzzles.....	41

## DIAGRAM INDEX

<i>Diagram 1</i> Differences between Vygotsky & Piaget's Theory.....	18
<i>Diagram 2</i> People who own Musical Intelligence .....	26
<i>Diagram 3</i> Tips to develop Musical Intelligence in learning.....	30
<i>Diagram 4</i> Title: Musical Professions .....	31
<i>Diagram 5</i> Brainstorms .....	43
<i>Diagram 6</i> Brainstorms .....	99

## GRAPHIC INDEX

<i>Graphic 1</i> Survey for students. Vocabulary Understanding and Pronunciation .....	61
<i>Graphic 2</i> Survey for students. Interpretation.....	62
<i>Graphic 3</i> Survey for students. Recognition and reproduction of Phrasal Verbs .....	63
<i>Graphic 4</i> Survey for students. Use of key words much, very and many .....	64
<i>Graphic 5</i> Survey for students. Use of lyrics .....	65
<i>Graphic 6</i> Survey for students. Musicalization of Quotes .....	66
<i>Graphic 7</i> Survey for students. Use of Songs Lyrics for Present Perfect .....	67
<i>Graphic 8</i> Survey for students. Reading and Comprehension of Lyrics.....	68
<i>Graphic 9</i> Survey for students. Interpretation of Lyrics .....	69
<i>Graphic 10</i> Survey for students. Musical Intelligence to Improve Pronunciation.....	70
<i>Graphic 11</i> Survey for teachers. Pronunciation Enhancement .....	72
<i>Graphic 12</i> Survey for teachers. Speaking Enhancement.....	73
<i>Graphic 13</i> Survey for teachers. English in American Context.....	74
<i>Graphic 14</i> Survey for teachers. The importance of fluency in English.....	75
<i>Graphic 15</i> Survey for teachers. English songs in Public High Schools .....	76
<i>Graphic 16</i> Survey for teachers. Cognitive development with musical aspects .....	77

## ANNEXES INDEX

ANNEX 1 DOCUMENTS .....	117
ANNEX 2 RESEARCH INSTRUMENTS .....	120
ANNEX 3 PHOTOS .....	127

## **INTRODUCTION**

Learning English is a big challenge for students. When they learn a new language, they already know that they have to enhance the 4 skills of this language, grammar, speaking, reading and writing. Learners will try to develop oral proficiency based on the ways the teacher has shown them or through participation in a task or an activity. This research explores how Musical Intelligence can enhance students' vocabulary acquisition in EFL. To enhance and promote the oral production English, learners practiced different kinds of musical activities to activate their internal vocabulary and develop a cognition relying on musical aspects.

The first chapter of this research states the background of the problem, broad and specific objectives, and then describes the population and sample of this research. In the second chapter, the theoretical foundations of this research are introduced that are used to clarify how different theories and psychologists had different kinds of affirmations concerning students' behavior. The third chapter of this research specifies the instruments and classroom analysis carried out in this investigation of Musical Intelligence with good results. Finally in the fourth chapter, readers will see the different activities that were used to promote the use of Musical Intelligence to acquire new vocabulary and expressions in English. The purpose of developing this Musical Intelligence was to build cognitive scaffolding in students' mind to help them with their slurring speech in English. This whole research was made to prove how music is an efficient tool to learn a language in a joyful way without getting tired.

# CHAPTER I

## STUDY APPROACH

### 1.1 Tittle

The musical intelligence and its influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, school year 2019 - 2020.

### 1.2 Background of the problem

In the field of teaching there have been many educators that have faced different kind of trouble reaching-out some of their students to the knowledge, and have had to find a correct way to present information or give new options to achieve successfully new data. For example, one student may write very well while another really struggles to understand and figure-out what he or she is learning, but with the Musical Intelligence theory the individual will be able to express himself or herself in a more artistic manner. The multiple intelligences theory supports the thought that while the information fits easy in a person - (student), does not work for all students in class at the moment of learning. The theory of multiple intelligences is sometimes confused or mixed with learning styles. Why confused and mixed? Because some educators have the believed that Musical Intelligence and Learning Style have the same road of ending learning, but they are not the same they are totally different. Multiple Intelligences: represents the different intellectual abilities that an individual possess, while Learning Styles: describe the ways in which a person approaches a range of tasks.

Howard Gardner, originally proposed that multiple intelligences theory states that there are multiple types of human intelligence and each one represent a different way of mental processing information.

The Professor Gardner identified 8 different intelligences:

- A. Verbal-Linguistic Intelligence: describes linguistic analytic and communication abilities, which include both oral and writing skills (ex. The production of books, speeches, etc.).
- B. Logical-Mathematical Intelligence: refers to skill in numerical and abstract thinking and problem solving (ex. Calculations)
- C. Musical Intelligence: refers to the ability to recognize and produce musical components such as sound, tone, and rhythm.
- D. Interpersonal Intelligence: refers to the ability to understand, recognize, and emphasize with others. It also deals with the ability to gauge desires, intentions, moods, and motivations of others.
- E. Visual-Spatial Intelligence: refers to acute spatial awareness and the ability to understand graphical information such as maps.
- F. Intrapersonal Intelligence: the ability to reflect and understand one's own feelings, motivations, and goals.
- G. Naturalistic Intelligence: describes acute awareness of and ability to relate to one's natural surroundings.
- H. Bodily-Kinesthetic Intelligence: describes motor abilities and the ability to control one's body movement and expression.

Professor Howard Gardner states that his theory of multiple intelligences is important to verify how the knowledge is into each individual, measuring, assessing, and then having a clear idea of how his eight multiple intelligences influence in each individual at schools. This theory has provided educators the chance to explore new branches in the field of teaching, and also it is important to considerate that while a group of students will always have one intelligence strongest, they should not be tag as a specific kind of learner with a fixed type of brainpower (Cornerstone, 2019).

The Musical Intelligence is a form of intelligence where individuals develop cognition with musical aspects. It includes innate sensitivities to musical elements such as rhythm, pitch, melody, and the recognition of musical patterns. People with musical intelligence can excel in the field of music. They may work in professions related to music such as composers, music directors, musicians, etc. Students with musical intelligence may be emotionally moved and motivated by music. For them, listening to music in the background while studying may be beneficial.

In the other hand there are different kind of issues that generate difficulties for the development of communication skills in English such as reading, writing, speaking and listening. Learners in Ecuador at Public Institutions faced the lack of learning techniques and the little application of recreational activities. In Ecuador the majority population of students are in public institutions, due to our low social economy students do not have the access of didactic resources and recreational environments to put in practice their new acquisition of knowledge, more specifically of rhythmic knowledge resources in the classroom for the teaching of this language, musical resources make the task of attracting the attention of younger students when teacher transmit new knowledge.

Teaching a foreign language has an important challenge and it is teach students how to overcome problems at the beginning of learning native phrases and expressions, students reject the idea of enhance their vocabulary and its fluency at the moment of speak, the group of students need a good environment that surrounds them to help in their English production as a common element inside the classroom, and therefore within working hours we must connect with the group of students and make them feel that disappear for a moment from the habitat surrounded by Spanish and during those forty or forty-five minutes into the classroom they will be surrounded solely and exclusively by the language in learning.

In this research project the proposal is develop a guide of activities based on musical intelligence to enhance and influence students comprehension, this guide of activities will stimulate students in the moment of learn this language to produce the appropriate way of pronunciation, and at the same time they will enrich their vocabulary with a diversity of musical activities in the classroom to develop a good slurring speech and later on helping them in their understanding about English.

### **1.3 Statement of the problem**

How does musical intelligence influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea?

### **1.4 Problem systematization**

How to verify the effects of the lack of vocabulary in students' performance during their class development?

How musical resources help students to improve their oral production inside the classroom?

How the development a guide of musical activities will help students in class to achieve better communication skills?

### **1.5 Broad objective**

To evaluate the effectiveness of musical intelligence influence on EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.

### **1.6 Specific objective**

To examine students' communication skills through a test based on Howard Gardner's theory of musical intelligence to check their class achievement.

To apply audio-lingual method through rhythmical resources creating in students' extrinsic motivation into the classroom to develop positive results using their critical thinking.

To demonstrate through the development of meaningful and functional learning how musical activities help students to improve in class their performance about English vocabulary acquisition with the benefits of rhythmical resources.

## **1.7 Justification of the study**

The present project focuses primarily on helping learners in a public high school to achieve new English vocabulary within the relevant context of song lyrics. The underlying goal is to promote oral language production and enhance speaking.

Regarding social relevance, the Common European Framework of References for Languages is used by the ministry of education to organize learners of a second language. This system identifies the language level of each student. The framework includes 3 levels (A, B, and C), which are subdivided further: A1, A2, B1, B2, C1, C2.

Level A includes beginner learners who are just starting learning the language. Level B includes intermediate learners who can produce the language independently in real contexts. Level C includes learners who have the ability to handle a foreign language with a very close level of sound production like a native speaker (Council, 2018).

The fourth grade students BGU at Unidad Educativa Dr. Teodoro Alvarado Olea in Guayaquil City will benefit from the work of this project. Through participating in this project it is expected that students will be able to speak in English independently and within real life context. The contribution of this guide of musical activities aims to lead to extrinsic motivation, raising the potential for developing the English language within in the fourth grade students

## **1.8 Delimitations of the study**

Responsible Institution: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible: Fernando Moreno

Field: Education

Subject: English

Population: 90

Execution period: 2019 – 2020

### **1.9 Idea to defend**

Teaching musical intelligence strategies influence on the development of EFL vocabulary acquisition in fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.

### **1.10 Lines of research**

The research lines of the faculty begin with the performance and professionalism of the students, and at the same time has as a research sub-line that includes communicative competencies in teacher and student.

## CHAPTER II

### 2.1 Referential Theoretical Framework

This section of the theoretical framework will establish the management of this research, this investigation will detail the appropriate application of musical intelligence and in which moment musical activities arises as a conscious activity, aimed at various purposes like (fun, entertainment, and didactic resources).

This research will be review documents, internet, and rhythmical resources to ensure that there are investigations related to this study on the field of musical intelligence in the English language acquisition.

#### 2.1.1 Music, sing and speak, the language in the ancient Greece

The relationship between music and language has been existing since the beginning of speaking, in the ancient Greece people spoke Greco-Roman language to communicate with each other having as a discipline the interaction in this language established. The materials to reflect a good way of communication were sounds and music sources, Greeks defined their culture as a diverse musical culture.

For Greeks music was a literally gift from gods, in Greece enjoyed play different kind of specific instruments at the moment to express feelings and particular desires: to enjoy music to the fullest developed a deeply manner invented Hermes the lyre, kithara (guitar), pan the syrinx (panpipes) , and Athena the aulos (flute) (Moreno, 2014).



*Figure 1* Musical Instruments in Ancient Greece  
Source: (Parra, 2014)

Their inspirational methodologies were inspired from harmonic melodies and extravagant Muses.

Olympus divined music, danced and sang to inspirited himself. In the process of musical educative culture appeared another figures having a strong connection with music such as The God of Wine “Dionysos” and later on appeared more followers, as Satyrs and Maenads, Amphion and Thamyres and many more that were pretty famed for their skills playing wind instruments, such as “kithara” (guitar), whilst Orpheus was celebrated as a magnificent singer and lyre player. (Moreno, 2014)

### **2.1.2 The sociology of music**

Since its inception the music has always been vocal, humans in its beginnings without instruments to play music just dedicated to produce melodies, rhythms and intonations with the single color of their voices, because music expresses feelings and things that simple words without harmony into them do not expresses.

Through music expressions human beings have expressed many emotions over time and this has meant that musical environment or a place conditioned with musical characteristics creates different perspectives of speech and the development of internal emotions through body-language expressions showing human beings and expressing contortions, shrieks, groans and anger with our faces, even though music have the ability to show our fears, grief, and gesticulations accompanied by screams, shouts that delightful sensations to exhibit humans exclamations that we hear as common sounds, but screams and shouts are the joy of our exultation (Spencer, 2015).

### **2.1.3 The Mozart effect - a quantitative EEG Study**

Into Mozart effect theory shows a high EEG pattern in the listening of music, alpha band is evidenced in (M.E.) linked with cognition, memory and minds problems solving.

Mozart Effect is an excellent enhancement in learners, the aim in this investigation states that was took in consideration how Mozart’s music influence on human brain through spectral analysis to develop a good EEG.

An experiment was developed recording EEG performance to analyze how individuals reacted to Mozart's K448 or Beethoven's sonatas. After this experiment individuals enhance their alpha band and had the chance for interpretation and acquire in a different way knowledge concerning about music, alpha rhythm activities shown how learners brain were linked immediately to memory, cognition and opened pupils mind solving problems.

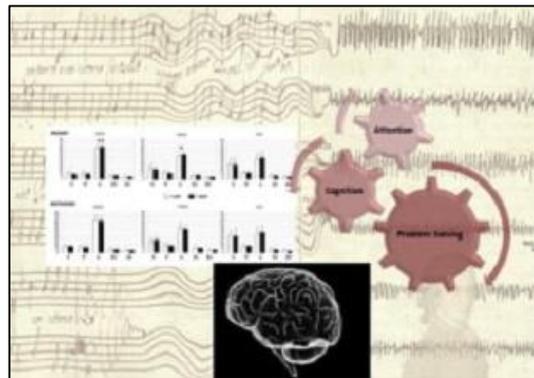


Figure 2 The Mozart Effect - Graphical abstract  
Source: (W. Verrusio, 2015)

In the other hand, in adults this experiment has shown no so much changes, this means that this experiment just had a huge influence in young learners and no in elder ones.

The results obtained in the investigation were just implications of this experiment to have clear ideas of how youngsters vs. elders perspectives are when they faced the influence of Mozart's music to "activate" neuronal cortical circuits related to cognition and brain functions (W. Verrusio, 2015).

#### **2.1.4 John Williams's film music**

The composer John Williams is probably one of the most important influence in Hollywood industry. In his career Williams has won four Golden Globes, twenty-one Grammys, five Emmys, seven BAFTA, and several numbers of distinct awards in his long career.

John Williams has been part of important institutions such as Chicago Symphony, New York Philharmonic and the Boston Symphony, as a concert composer Williams had the chance to work with a significant number of celebratory pieces in the importance of America History.

Williams's films scores worldwide as best sellers copies of his work, ranking everywhere with his innate talent to compose. Mr. Williams's work has succeeded more than forty-five countries around the world and has composed masterpieces to famous movies in Hollywood. The huge success of this man is due to he has received a lot of attention from audiences, essayists and many critics, Williams has been pretty criticized and judged for been too commercial and for possesses a symbol of "imperialistic" in Hollywood industry, actually in the twenty first century people considered John Williams as a "writer of victory". His most successful works are which ones where he has dedicated many hours of work without interruptions such as;

- Star Wars: (George Lucas, 1977)
- Superman: The Movie (Richard Donner, 1978)
- Raiders of the Lost Ark: (Steven Spielberg, 1981)

To imply some of his participations in famous films, the association between Williams and films has shown amazing results with lucky acceptance of audiences from different ages. Another composer with similarities characteristics and acceptance in Hollywood industry is Ennio Morricone with towards to lead the compose work of masterpieces with emotional and impressive evidences (Audissimo, 2014).

### **2.1.5 Ennio Morricone settles old scores with 'simplistic' directors**

The eminent composer Morricone states his composition work to film-makers, have been created 90 hits in his long career as a composer in Hollywood industry.

The composer Ennio Morricone, has adapted his musical essence in almost conceivable movie made in the industry since 1960, he has been part of more than 450 films worldwide. In his long career Morricone has been criticized for other composers who argue about his work in the industry, stating that his work is complicit and dumbing down concerning art, different filming composer have underestimating Morricone's work telling that his contribution about art is not so applicable in future generations and it is just a "conventional and cliché work".

On the other hand John Williams acclaimed writer with his amazing work contribution in Star Wars scores, states that he is a "gift composer" and people should have to respect individuals with this kind of talent, because he was criticized to make

“commercial work” and not “cultural artistic” to have another kind of acceptance, Williams states that his work should be understandable as an art too “A Commercial Art”.

Ennio in contrast, states that in his long career as a composer of both fields Hollywood and European cinema art were amazing ways to recreate his inspirational thoughts concerning about what is art, Ennio Morricone in his book that express how he sees life through composition works explaining why he is attached as a film-maker in industry saying that “fail to understand the power of music is how people heighten emotions” even he share the idea that some of his fellow composers enable their regard a soundtrack as merely, this means (something that is played in the background). Finally, Ennio implies that music is just an instrument to express emotions, feelings and musical thoughts to the harmonic and fantastic work of music (Ennio Morricone, 2017).

In this field investigation Acosta R. (2015) states that pronunciation plays an important role when students learn a second language.

Learners with good reception of English pronunciation have higher standards concerning about language acquisition showing their English skills in an expressing way like a native speaker. On the other hand, there are learners with low self-esteem that faced different kinds of struggles in the process of language acquisition, these kind of learners experiment in the process of English acquisition different levels of emotions such as unable to speak, social isolation, and even issues to get a job, this means that they suffer social rejection at the moment to be an excellent professional and achieve success in their professional life. People or Learners with poor English pronunciation used to be judged like incompetent professionals with no enough opportunities in fields where a professional needs to have a strong personality.

The purpose of this project was designed a manual of music to help learners to improve their weaknesses at the moment of speak with the stimulation of songs in the background to achieve a better pronunciation. In this field investigation were implemented three teaching methods. First, bibliographic method to develop the theoretical framework and find the corresponding information such as online books, web sites and articles, then as second and third teaching method was implemented qualitative and quantitative method to analyze and describe how helpful these methods were in classrooms. Students were exposed with a variety of tests to measure their problems in

the components of pronunciation such as intonation, stress and slurring speech (Rivadeneira, 2015).

In this research Zhao T. and Kuhl K. (2015) affirms that musicians shows advantages concerning about the acquisition of a second language in lexical tone categories. Zhao T. & Kuhl K. determined through an experiment that musical experience has an important influence at the moment to learn lexical tones of a foreign language, this experiment examined musicians prior experiences to determined how perceptual was music in their learning through musical environment, the experiment had two stages.

First, was examined musicians perception about the stimulation of lexical tones to have a clear idea how this could differed with nonmusicians perception.

Second, was examined nonmusicians short-term perception related to lexical tones and how lexical tones would altered at the moment of received the audial information.

The result was stunning because (A) Musicians shown a higher sensitivity to the changes of tones and a special perception of lexical tones in a manner way similar to nonmusicians. In contrast, (B) nonmusicians reflect a good reception of native Mandarin speakers related to short-term perceptual training skill, so this means that musicians and nonmusicians no altered their perception of language, having similarities effects on the training of a second language (Kuhl, 2015).

According to Zamora N. she suggested in her investigation (2016) that to enrich students vocabulary it is important teach them different learning strategies to acquire English vocabulary.

She states that students learn vocabulary using strategies to understand new words making a relationship with expressions that use daily in their daily life, as an example frequency adverbs, parts of a car, members of a family, countries, preposition of location, places in a city, stuffs to wear and so on, with this strategies students develop a reflective learning to answer questionnaires of 5 to 10 questions where they determine which words use in contexts to answer anything in front of them filling gaps and having the ability of immediately responses. This means that they can indicate their scored measuring through a test, the use of pictures and dictionaries are fundamental strategies to adequate students

learning at the moment of use vocabulary to communicate with someone else, these strategies create in learners the ability of have a fast connection with meanings to the unknown words. According to Zamora N. results there are another ways for vocabulary learning and those strategies permit students the understanding of words and meanings to learn a second language in an effective way (Nazareno, 2016).

Crespin J. and Palma N. (2017) states that musical exercises develop in learners better comprehension in their listening skills. This affirmations were implied in a school to determined how children's enhance their comprehension about this language, the observation was made to take in consideration the perception of English analysis, the group of children identified how English has different patterns at the moment of speak & listen, musical exercises catch students attention with interesting music in the background to make listening more comprehensive through the lyrics of songs. Applying this musical exercises students preferences were evidenced in the classroom, the purpose of this research was promote in kids the interests of English with dynamic classes in order to acquire a natural way of language improving their listening skills to later have the innate ability of the oral production (Nuñez, 2017).

According to Dominguez V. (2018) Multiple Intelligences involve students to take in consideration different aspects of learning in their comprehension skills, such as that some pupils do not put attention or participate in the classroom, thus teachers improve students comprehension through (MI Theory) to whom cannot develop their oral production at the moment of speak, the suggestion to overcome their weaknesses is teach activities designed to their different Intelligences in which they can feel comfortable to be able to go to the next level without learning issues of this language (Viteri, 2018).

Benítes A. (2018) emphasizes that her work was a selective process of materials focusing on collecting relevant data to determine students' canalization and interpretation of English where she had the chance to take action about learners' reception in class. The investigation was implemented to a group of 50 students of eight grade to take into consideration of how music influence in them at the moment of listen songs, audios,

dialogues and roles playing. The data collected in this institution determined how pupils reflects to the learning of language through music demonstrating how qualitative and quantitative the learning applied in class was for them showing music as a helpful tool in pronunciation through the using a manual of songs (Avilés, 2018).

Pérez E. and Manjarrez T. (2018) determined into their investigation that in public institutions should be found a way to enhance students' expressions in English activities to addressed their experiences and linked them to generate oral production through role play training, the projections in this project were studied students environment to determine an adequate group of bibliographical and statistical analysis to have coherent results. Applying bibliographical research the group of students had a sustainable enhancement in theirs literature perspectives, using activities such as role play with the purpose of leading their practice gradually in oral production, learners reacted to the stimulus of role play responded with their real needs in L2 and reflecting their real necessities at the moment to speak.

In this research were used the techniques and instruments to collect data applying sheets of observation, surveys, questionnaires and sheets interviews to demonstrate how skilful students can be when they need real help in learning (Tircio, 2018).

In this research Acurio L. (2019) states that listening should be considered one of the strongest skill in learning a second language. He has established in his investigation that students groups faced variety of issues at the moment to comprehended dialogues, readings, or short conversations. Students always try to do their best efforts corresponding in the lack of vocabulary but they do not know how to handle in a correct way grammar rules, learners should be encourage with the dispositions of activities related to extrinsic motivation, interest about language, and didactic dialogues updated to achieve the necessary grammar points.

Students at the moment to get the second language need to have the appropriate warm up to get engage with the new contexts of words presented in classes, teachers should show them subjects linking with familiar information to have excellent results when learning vocabulary, familiar topics activate in students' prior knowledge to focus their

necessities during the acquisition of a new language. Overall students frustrations always occurs when they do not how to express themselves, failing in exams, having a bad pronunciation or just being an individual without expectations concerning to this language. Acurio states that into his investigation he implemented useful tools to help students to overcome some of this issues improving English skills and having better results (Laje, 2019).

### **2.1.6 Rousseau - Children learn better through experience “learning-by-doing”**

The process of increasing performance through productive experience is called “Learning-by-doing”, it becomes a relevant point, the fact that it is mandatory the evaluation of its importance. This research deals with several figures of “Learning-by-doing”. The evidence into this research suggests that “learning” or performance improvement is not just a repetition of the same previous activities, sometimes check previous knowledge and mix it with new conceptual knowledge strategies help students to shape their minds and be deliberative about their learning efforts. Learn by doing in education consists in help learners to develop their innate interest concerning about a subject, this meant that teachers should have less application of lecture classes and implement more work practice into the classroom.

Students at the moment to develop their "Learning-by-doing" become a "Centered Design" with different kind of strategies to learn new subjects. In this learn by doing experiences students are customized by the teacher to have "individual instructions" and get better results, this refers that teachers become personal guiders for learners.

Pupils in this process will learn by their own how to handle their future learning experiences, they will ignore traditional learning and become more explorative to "innovate" their knowledge investment (Giovanni Dosi, 2017).

### 2.1.7 Lev Vygotsky - Social Learning

In Lev Vygotsky's work (1934) stress that social interaction is the fundamental role in the moment of develop cognition. His theory has a strong believed that community plays an important role in the process of learning (McLeod, 2014).

Vygotsky discovered that social interaction influence in children creating cultural approach, learners develop cognition and critical thinking by their own. Into Vygotsky's investigation exists a second aspect that states cognitive development depends on the "Zone of Proximal Development", the (ZPD) occurs when children develop their social behavior, and to get to the full development of (ZPD) learners should get engaged with the social interaction. Children develop this (ZPD) when have the guidance of adults and the peer group collaboration. Vygotsky explained in his theory that socialization is an important factor to succeed in learning (Culatta, 2017).

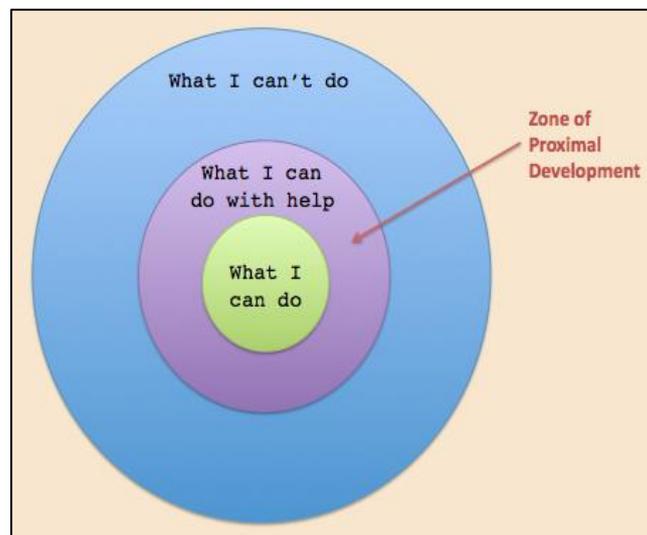


Figure 3 Zone of Proximal Development  
Source: (Culatta, 2017)

Lev Vygotsky implied that social interaction is the key in the moment to develop a good cognitive learning. Vygotsky evidenced into his work interesting points of view with the references of constructivism (Bruner) and genetic epistemology (Piaget) (Culatta, 2017).

In the other hand to have a different point of view about social learning Jean Piaget states that intellectual development is the correct process that everyone should pass to acquire in a sequence of four distinct stages the cognitive development (McLeod, 2014).

## Differences between Vygotsky & Piaget theory towards contribution to social interaction

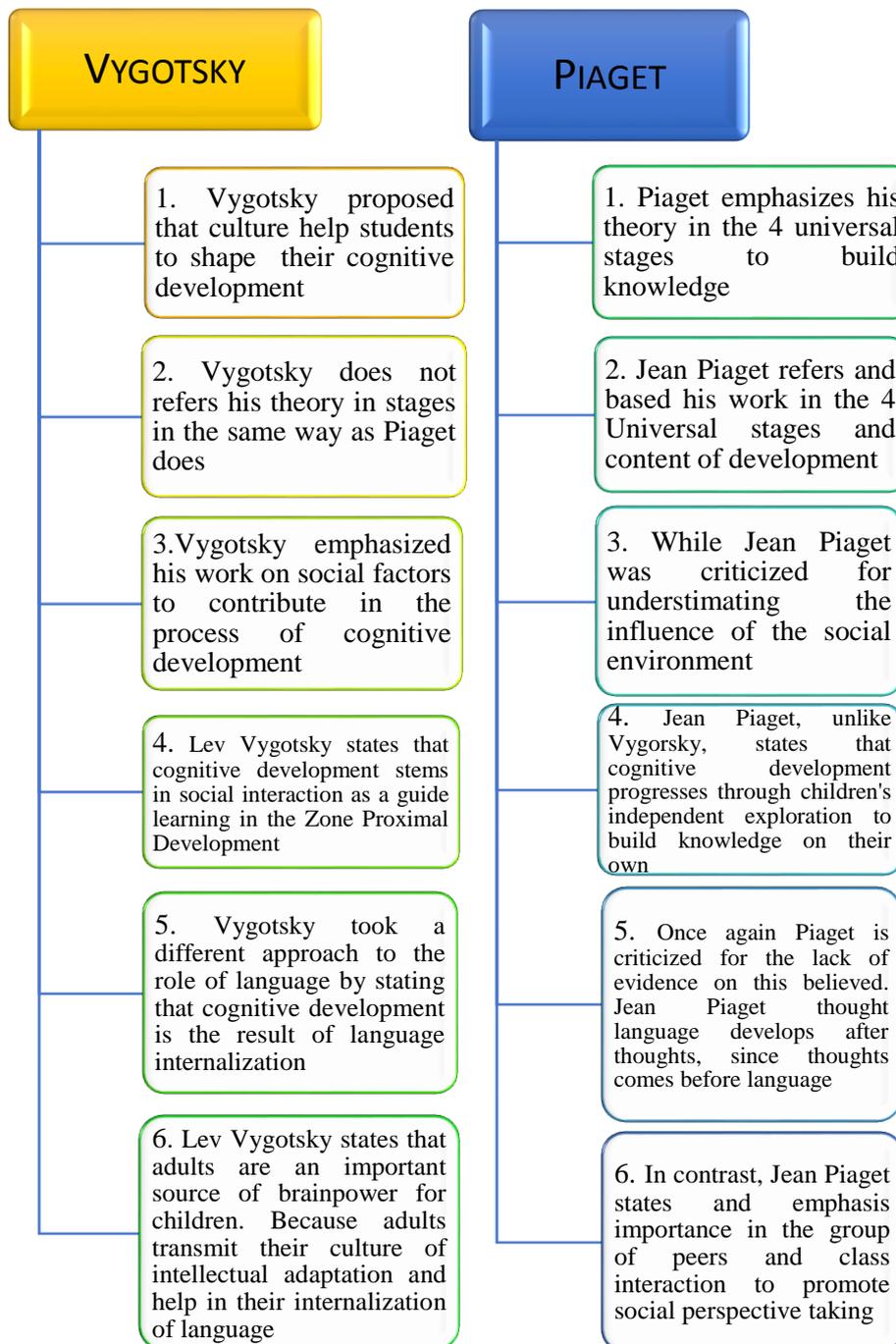


Diagram 1 Differences between Vygotsky & Piaget's Theory  
Made by Moreno, F. (2019)

### **2.1.8 Dewey - Learning based on individual experiences**

Dewey (1938) states that experimental learning theory emphasizes the value in the process of planning, leading, organizing and implementing peer competition. This experimental learning focuses on the field of teaching methodology and in the four aspects of integration in education, implementing: teacher's role, individual experiences, social environment, knowledge and content of organization.

Dewey's philosophy on education is based on the deep analysis of "Traditional Education" and "Progressive Education" to evidence individual experiences, where traditional education has the strong implication of focused curriculum and cultural heritage. In contrast, progressive education just focuses on learners' experiences and impulses. Dewey says that "Traditional Education" ignores the abilities and interests of learners, while "Progressive Education" allows learners to use their individual capacities and spontaneous criteria "where they develop ways of learning in freedom".

This affirmation expresses that there are a lot of multiple benefits when we apply Dewey's Experimental Learning Theory in the classroom to expand children's knowledge with a management pedagogy of related educational fields (Bower, 2014).

### **2.1.9 Ausubel - Meaningful Learning**

Ausubel (1967) states that one of the single factors in learning is what the learner already knows.

According to Ausubel, learning will always be meaningful for learners creating into them longer retention than memorization, this happens when they have related concepts and similar interaction. Learners will build cognitive structure, modifying their perception about learning and creating into them great retention, and facilities to transfer real information to others in a good conceptual map.

The term Conceptual Map or (Concept Mapping) was designed by Novak, who based his work research on Ausubel's theory, his concept research is a useful tool to represent knowledge in a visual way, Novak's research concept creates in students a graphic display, symbols perception and conceptual understanding, these three principles are the key factors for a good conceptualization of learning in the classroom. Novak's concept

mapping about of open works states that tasks are carried-out in the classroom, learner is free to make and produce to show own thoughts about what they have already learned. Should be taken in consideration that the teacher previously have decided teach that subject according to the curriculum for the corresponding level to support their previous information. Because every learner is supposed to create own understanding and considering their own abilities when they are working on open works to reinforce their new perception about learning (Vallori, 2014).

#### **2.1.10 Jerome Bruner - Constructivism**

The American Psychologist Jerome Bruner (1915) shares the same beliefs as Lev Vygotsky and Jean Piaget, stating that his work is focus on how learners make sense of the world around them.

Bruner states in his work that people develop their cognitive development in different ways to represent experiences as life learnings. Jerome Bruner on his investigations discovered that learning is an instructional model to shape learners mind, because learners construct learning under the influence of explore the world that is around them to create important connections with things that they already know, this means that learners associate words and things related to specific subjects to activate their prior knowledge concerning of constructivist design theory.

The realness about constructivism is that some individuals with non-linear nature should get familiar with new subjects and build cognitive development about knowledge to get engaged with it, according to Bruner constructivism is considered in learning as an active brainpower tool for learners, shaping their minds in models of reality, and basing their social interactions between oneself and one's environment.

Finally, pupils learn how to handle their function of internal speech and reach success in the moment of speaking or expressing themselves in real situations (Smith, 2015).

## 2.2 Howard Gardner “Theory of Multiple Intelligences”

Howard Gardner thought that traditional ways of measuring and thinking about intelligence were insufficient. In his book (1983) “Frames of Mind: The Theory of Multiple Intelligences,” Gardner explains that people can have different kinds of intelligences. Professor Gardner proposed that exist 8 different intelligences and might be possibly exist a ninth known as "Existentialist Intelligence". It goes without saying that people possess a range of abilities and talents to fulfill their future expectations with these multiple intelligences (Cherry, 2019).

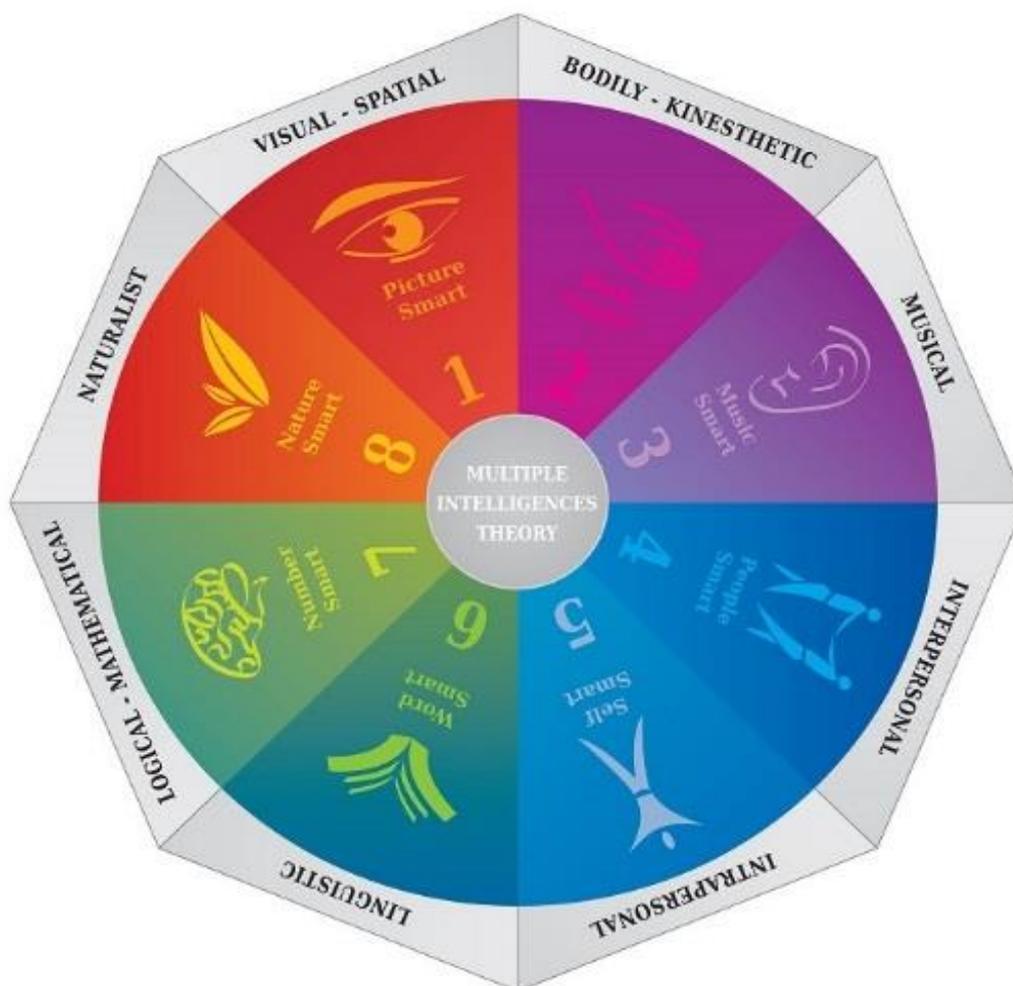


Figure 4 Howard Gardner's Multiple Intelligences Theory  
Source: (Anastasia, 2018)

Gardner theorizes that individuals have strengths in different intelligences (ex. verbal, interpersonal, bodily-kinesthetic, or logical-mathematical). While an individual may not be a genius, they may still be strong in a certain intelligence. People possess many types of intelligences that differentiate them from each other (Cherry, 2019).

### **Bodily Kinesthetic**

- Describes motor abilities and the ability to control one's body movement and expression

### **Interpersonal**

- Refers to the ability to understand, recognize, and empathize with others

### **Logical-Mathematical**

- Refers to skill in numerical and abstract thinking and problem solving (ex. Calculations)

### **Musical**

- Refers to the ability to recognize and produce musical components such as sound, tone and rhythm

### **Intrapersonal**

- The ability to reflect and understand one's own feelings, motivations, and goals

### **Naturalistic**

- Describe the individuals ability to identify things found in the natural world such as animals or plants

### **Verbal-Linguistic**

- Describe how an individual can analyze information and produce written and oral language

### **Visual-Spatial**

- Refers to the ability to comprehend graphical information such as maps

*Figure 5* The Howard Gardner's 8 Intelligences  
Made by Moreno, F. (2019)

Professor Howard Gardner determined that people have these eight intelligences with different characteristics and not necessarily have to be related with the strongest area of intelligence in a person (Cherry, 2019).

### **2.2.1 Multiple intelligences in education**

Applying Gardner's theory within an educational context provides a useful tool for educators. Through this perspective of, educators can recognize the variability of student talent. This theory has opened up the idea that while students may struggle in math or verbal tasks, they may have particular strengths in other areas of intelligence.

Multiple Intelligences allow students to be active in classroom learning, encouraging parents and teachers to help their necessities when they faced different struggles in the moment of learning, helping them to have more confidence and self-esteem. Teachers highly rate interpersonal skills in students to have better results in the classroom.

Professor Gardner states that is require a particular type of intelligence that could be nurtured and develop but there is a pity that few schools do not much enough effort or indeed anything to focus on this element of brainpower to have better results in class and incredible knowledge development (McGuire, 2016).

### **2.2.2 Multiple intelligences in classroom**

In most institutions in Ecuador teachers do not know the needs of students and do not explore students' talents as they need. Schools could be better spaces where students discover their innate multiple intelligence and creativity with the potential as pupils developing their abilities to the fullest, school must be a place where they can learn how to solve problems, discover themselves facing real situations for develop critical and creative thoughts.

Howard Gardner emphasizes the real fact of multiple intelligences, these intelligences are equally important but the problem is evident inside schools when the system does not treat students equally and does not develop a process of learning in students necessities. Students would enjoy more school if the disciplines of learning were presented in different modalities, learning would be evaluated through various ways, not only just from a simple test, thus the concept of intelligence will be expanded and towards about whole we already know intuitively might be recognized as "Academic Excellence is not everything in life".

If we consider all the eight aspects of Multiple Intelligences seems impossible to teach a specific concept of all of them. However if a teacher want to see good results can apply different kind of training styles and creative material at the moment of teach to becomes the teaching more easier. Teachers at the moment of teaching understand that student's need visual materials pretty clear to have a good reception of the new learning comprehension, so teachers need to find appropriate materials to make the class clear and easy to understand.

When teachers apply training styles use different kind of tools, like visual aids, sounds, realia, vival colors, to emphasis on identify strengths in the different universes of the students. The group of students into the classroom will explore the various perspectives of learning acquisition, with this in mind learning becomes more clear and easy for pupils to have effectiveness in learning (Anastasia, 2018).

### **2.2.3 Benefits of multiple intelligences**

The benefits of multiple intelligences are when teachers apply the visual and audio resources inside the classroom. Here are some segments if they were applied in the classrooms:

- 1. Visuals:** Teachers do not have to put so much effort when teach a class through visual aids, students only have to see pictures to interpretate what is into those images, visual tools have great importance in the moment to make complex concepts easy to understand.
- 2. Sound:** The application of audio narration or music in class are fundamental tools to enhance students comprehension at the moment of improve listening skills, the effect of this technique in the classroom help the group of students to develop a good slurring speech, for example, a class taught without interesting topics or melodical sounds becomes boring and traditional, but if we use music or narration in the background, will make students' classes more interesting and enjoyable.

3. **Realia:** Are the physical objects that students can touch and feel when they are learning. For learners see objects in class help them to get involve in a real world having the chance to interact with familiar stuff, for example, students are in a class where they are learning how to create planes, castles and houses with boxes, this kind of stimulation take an important part in students scaffolding to be more creative and innovative at moment of build innate comprehension.
4. **Vival Colors:** Talking about subjects of multimedia, bright colors in pictures or dynamic materials are helpful tools to get students attention. It is important to considerate that vival colors are very relevant at the moment of learned; an example would be Show flashcards with a rainbow picture with bright colors to teach them the 7 colors that the rainbow has.
5. **Emphasis on identifying strengths:** Nowadays teachers understand that every learner is a different world with fundamental desires and illusions, good teachers take the challenge to identify the weaknesses and strengths that every individual possess and decide which one are the essential materials that work better to improve students' environment.

In the moment to teach multiple intelligences the most important aspect is handle the correct materials that are going to be used inside the classroom to build clear concepts in learners about learning (Anastasia, 2018).

Once clarified the influence of Multiple Intelligences in students learning, it is time to explain in the following study how “Musical Intelligence” establish the correct focus of learning in students acquisition of different techniques to develop in classroom the ability of perceive musical patterns and vocabulary through lyrics of songs.

### 2.2.4 Musical Intelligence Theory

Musical Intelligence allows individuals to achieve new vocabulary through strategies that use components of music and sound. With musical intelligence, cognition as it is related to musical and sonic elements is developed. Musical Intelligence is present in:

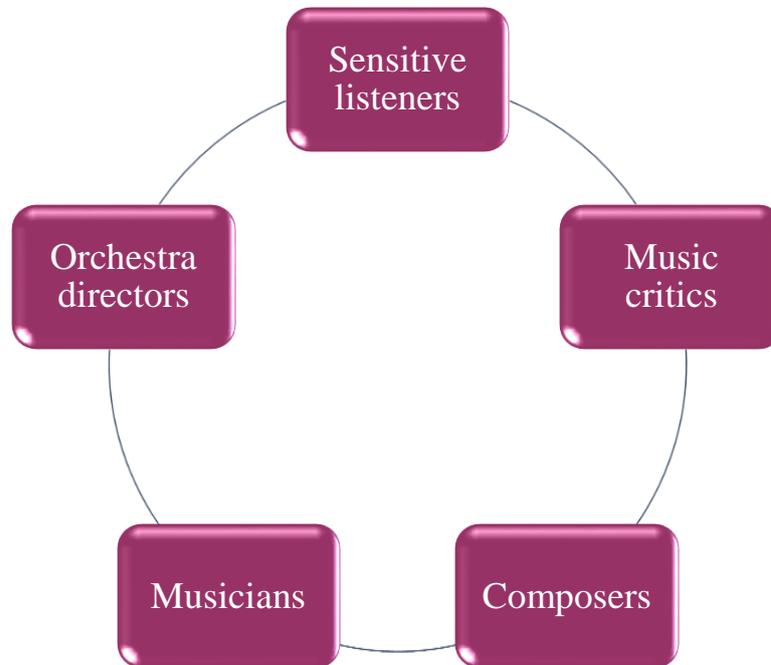


Diagram 2 People who own Musical Intelligence  
Made by Moreno, F. (2019)

This theory nowadays have a common reference with the purpose of to be an effective tool in the moment of educate young learners, using different kind of materials and didactic techniques for learning experiences, these ideas were implemented in a primary school where they been pretty helpful to educators giving a different sense when they were using the musical environment in the background of their classes. However it is important to considerate that in students exists a natural ability to sing songs, build new knowledge, and through the lyrics of songs progressively expand their vocabulary. We must take in consideration that music has the magic of taking out students of this world and transport them into the rhythmical environment (Cherry, 2019).

In defense of Musical Intelligence Gardner states his point of view with the believed that students would be more comfortable with their innate Multiple Intelligence. Since

the manifestation of Intelligences appeared showing different kind of abilities into students professor Howard Gardner comments that only is require good appreciation for understanding the whole elements into music in order to have the musical intelligence (Mills, 2014).

### **2.2.5 Characteristics of musical intelligence**

The Musical intelligence is more easy to identify when the individual possess a sharp ear for detail, a difference with others who merely have the ability to identify music as a song, the people who possess this kind of ear recognize and perceive different kinds of details into a song.

Any individual has the ability to enjoy music or a song with normally, but at the moment of be deliberately about aspects of a song just people with a really good ear can be excellent debaters using their musical intelligence. Here are some characteristics that people with strong musical intelligence possess:

➤ **Good vocal skills.**

When someone sings a song without music in the background and sings with his or her voice alone could catch anyone's attention. This kind of people can produce with their own voices masterpieces.

➤ **Good rhythm.**

People with good taste of rhythm sing songs without getting lost at the moment of remember complex lyrics. They hum, whistle or tap songs remembering beats that exits into them.

➤ **Good composing skills.**

People with this talent compose songs and write music with significant messages in order to express their feelings and thoughts though the lyrics of a song. They create pieces of music with specific kind of define tunes to sing with some else or alone, they get a huge significance message to listeners into their personal life, moving people's feelings that love to hear this type of songs.

➤ **Good instrumental skills.**

Many song writers love to put into their musical productions specific rhythms to deliver enjoyable moments. These people are gifted with a talent to play more than one instrument at a time and even they can differentiate sounds that have been used in songs just using their sharp ear.

➤ **Keen ear for detail.**

People who possess this skill have a good appreciation of sounds; these people have high sensitivity to differentiate elements in music like rhythm, melody, pitch etc. They are able to tell someone if he or she is singing out of key.

➤ **Strong passion for music.**

These people when do not have the time to listen music have the lyrics of the song running into their minds, and they will be humming or whistling all day long in their day-to-day activities having the constant stimulation of the rhythm. They generally are fascinated with new music sounds and are good native composers making good music with different random sounds.

These musical characteristics have the purpose to show how individuals are able to take advantage of different musical characteristics to learn or help themselves in the moment of study enjoying memorable moments in their lives. These aspects are the real facts of how music influences to be conscious and enhance memory. (Cherry, 2019)

## 2.2.6 Types of musical intelligence

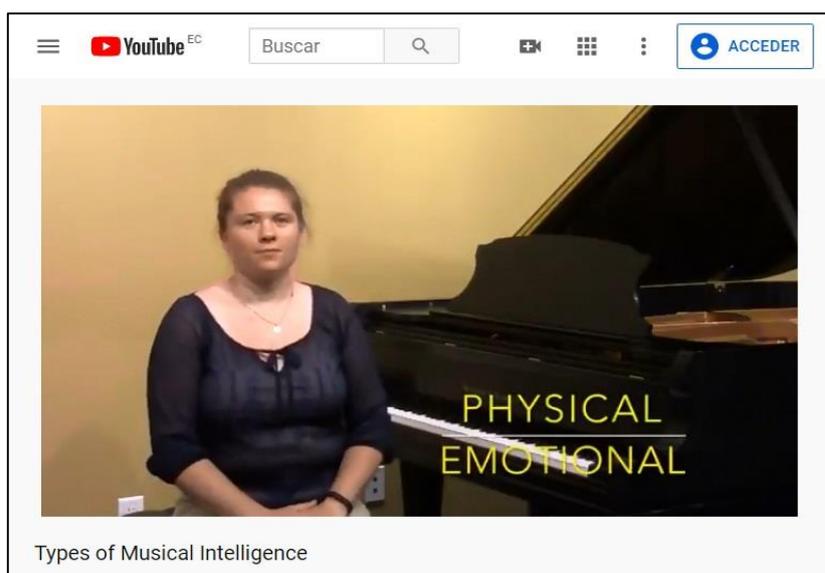


Figure 6 Types of Musical Intelligence  
Source: www.YouTube.com

The organization Hulbert Piano has an official YouTube Channel with conceptualizations of how “Physical & Emotional Intelligence” influence in students learning, stating the next affirmations:

### ➤ **Physical Intelligence.**

It is the way how individuals learn the movement of fingers and body with precision in the field of music; it is about of physical touch and key-striving notes without making mistakes, using metronome of fingerings and following the dynamics into the music (Hulbert, 2018).

### ➤ **Emotional Intelligence.**

Deals with the understanding about the composer and what the composer wants to communicate to the audience, because at the moment of listen to a performance we as listeners always ask the question to ourselves “Why do music and rhythm play in this way?” Emotional and physical intelligence takes time to develop, but if we as listeners learn how to handle both fields we can improve different types of Musical Intelligences into us, to remember this affirmations we only have to focus on both fields (Physical & Emotional) to enjoy the music to the fullest (Hulbert, 2018).

### 2.2.7 Developing musical intelligence in the classroom

Rhythm into the classroom makes easy and enjoyable classes for students; they memorized songs and lyrics to develop a good slurring speech.

Students learn faster when teachers use music & rhymes to teach a class, this means that Musical Intelligence has a big impact on learning capacities when learners develop their creativity through musical stimulation, rhythm makes learning more comprehensive and students capable of overcome their weaknesses about learning of a Second Language (Cherry, 2019).

Here are some examples of how musical intelligence can be develop to help in learning:

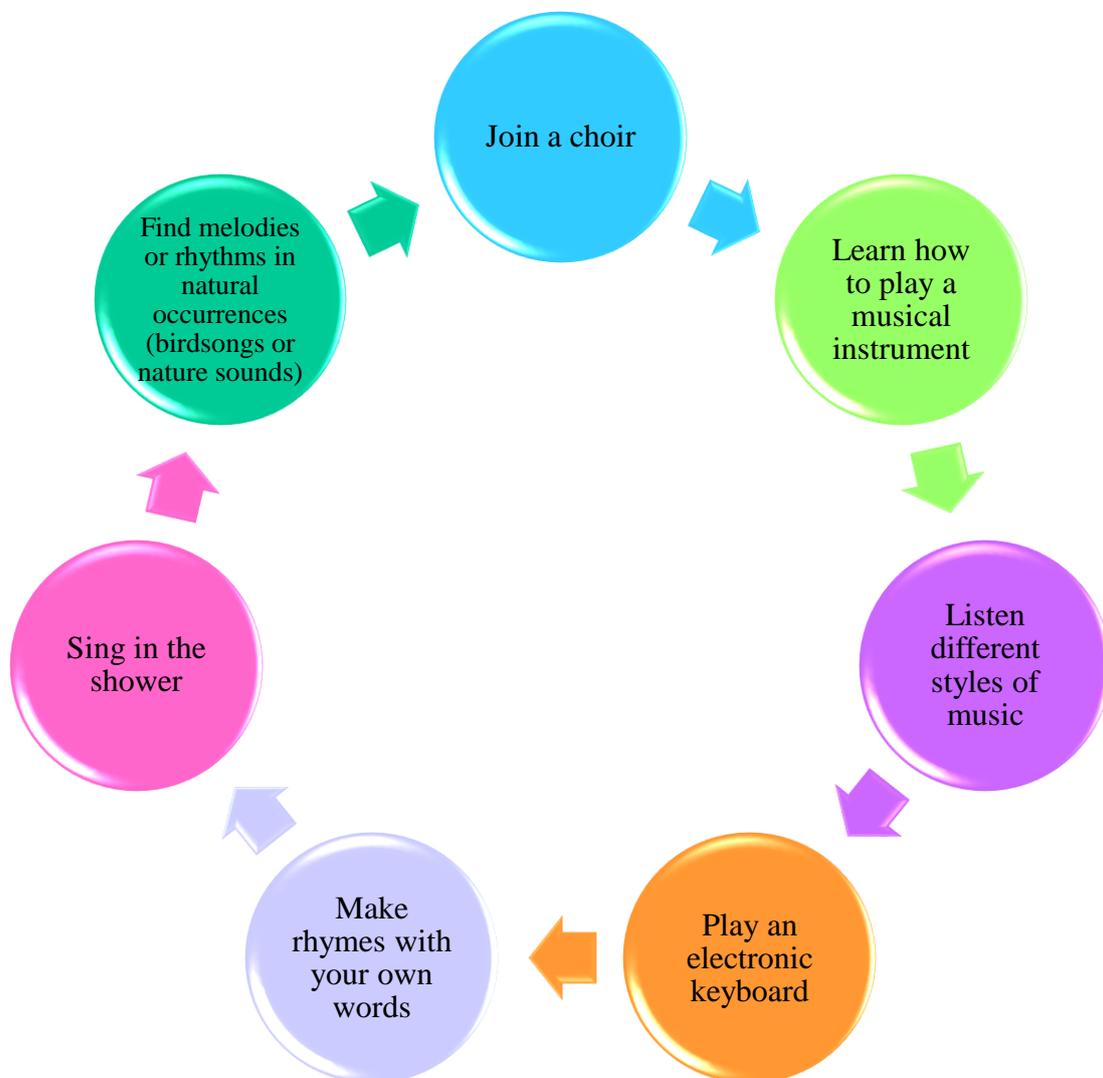
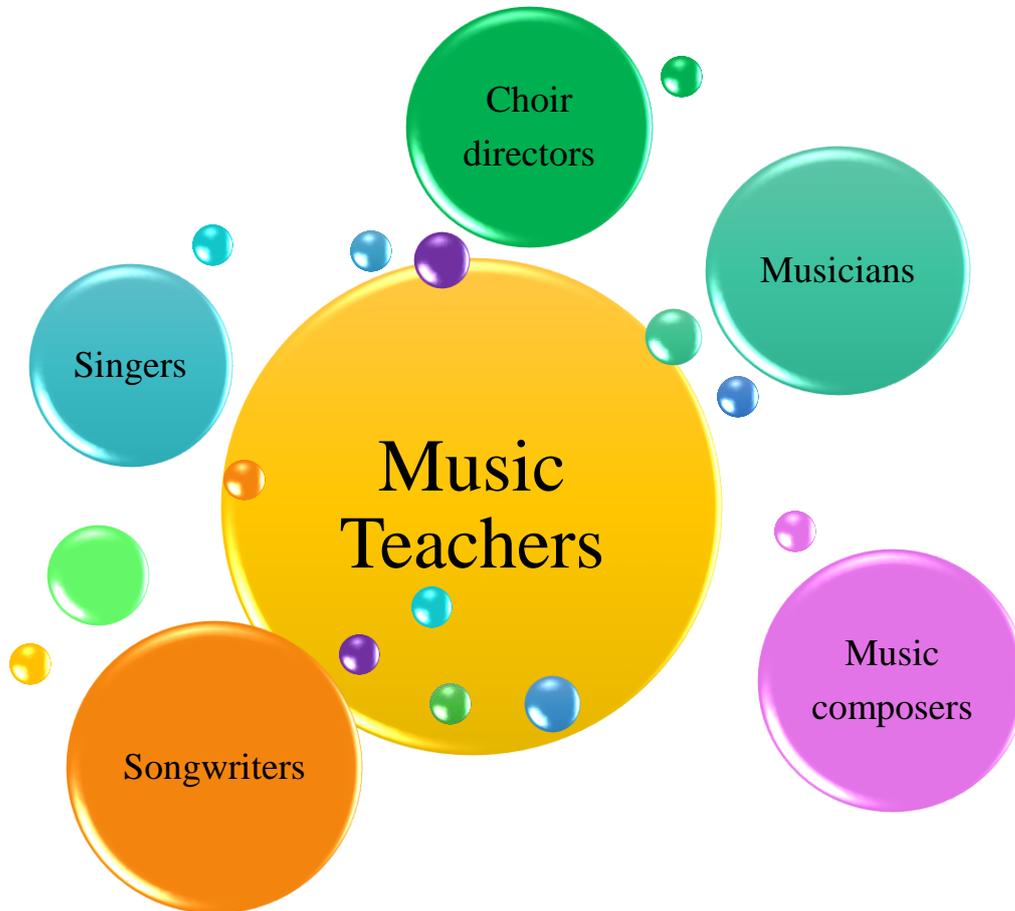


Diagram 3 Tips to develop Musical Intelligence in learning  
Made by Moreno, F. (2019)

## 2.2.8 Professions that matches to students high in musical intelligence



*Diagram 4* Title: Musical Professions  
Made by Moreno, F. (2019)

As we can see at the end of this first variable, we notice that Professor Howard Gardner only gives descriptions of these “8 Multiple Intelligences”, and based on his investigations many educators put in practice Gardner’s affirmations into classrooms. This means that we as teachers must evidence under own class instructions if one of these Multiple Intelligences works. (Cherry, 2019).

As an example & final conclusion based on this work research we only have to demonstrate how a "Multiple Intelligence" can become a great work evidenced. A good example is “Musical Intelligence”. The Theory of Musical Intelligence that will help students to develop a good "Cognitive Development with Musical Aspects” and then would turn some of them into "Musical Artistic Professionals".

## **2.3 Vocabulary acquisition**

In vocabulary acquisition music plays an important role in this investigation, because music and language are like natural humankind at the moment of teach individuals to memorized new words. Music stimulation accompanies learners in everyday activities to make the process of learning easy, example: (chanting help students to have a better memorization of longer texts).

Vocabulary introduced through music help learners to facilitate their language comprehension, music & vocabulary linking together are strong tools when learners speaks a foreign language, because music with its harmony create a new way of Language Learning in individuals.

### **2.3.1 Second language**

The native language that a person possesses (L1) is the way how educators teach a second language, it means that using their first or native language trained pupils to learn a second language L2, educators refer the native language in the process of acquirer a foreign speech.

In the procedure of teach an “L2” most Ecuadorians Teachers use the “first language” (L1), or “mother tongue” for students to teach the differences between English and Spanish. The main issue for native speakers in Ecuador is how to the “second language” would be learned without mistakes, as an example, we have the confusion that occurs in the moment of write and read, students think that English reads in the same way as they wrote words or phrases in a paper, but not is not, at the moment of learn an L2 students need to learn the correct pronunciation of words of each indicial word to enhance pronunciation in sentences at the moment of read an L2.

The concept of second language in Ecuadorians speakers is that this language will never help them to reach different kinds of expectations in life or interactions with foreign speakers, but a second langue implies availability in individuals to enhance their L1, in other words the ability of handle a second langue help to have a good bilingualism when the individual needs, the use of L2 set in the brain dual functions. To be clear, the term “Second Language” refers to have a chronology mind of language learning and a second language pretty well acquired later would be easy to handle than the native language (Nordquist, 2017).

### **2.3.2 Language acquisition**

This term is known as the process to acquire a language, in other words is “language learning”. It just refers how grammar structure is taught in class, this way of teach a language does not mean that should be taught sequential, into the acquisition of a language could exist pauses to implement time to practice with different resources. Grammar structures not necessary can be taught with traditional techniques, a language acquisition is possible to be taught through social experiences, class participation, extrinsic motivation, realia and workshops to help to support the process of learn a second language (Kidspot, 2018).

### **2.3.3 Language learning vs. language acquisition**

Into speech pathologies exist an extend way to develop a new language, at the moment to develop a language we as humans have and internal debate to with our L1, this means that when we learned try to use our L1 to interpret automatically the L2. Language learning is a road where language is taught with a distinguish form of patterns to understand the second language. In contrast, language acquisition depends on the age of individuals to achieve different characteristics based of vivid experience to handle an L2. In the way a children, teenager or adult learn a second language depends in the manners that language is exposed in front of them.

To be a bilingual speakers is a process where intervene native language acquisition and the similitudes that are presented in the acquisition of the L2, bilinguals learns to develop a sequential innate acquisition of L2, this means that they stopped thinking in their native language to express themselves in the new language acquired (L2), so they develop a sequential bilingual acquisition of learning (Kidspot, 2018).

### **2.3.4 English as a foreign language**

This term refers to the teaching of English as a foreign language in countries where people speak native languages and English is not the primary language.

TEFL and TESOL have an important influence in education and both have a different meaning referring to education, the term TEFL refers to (Teaching English as a Foreign Language) is the way how educators teach individuals how to speak another language with facilities, and the term TESOL means (Teaching English to Speakers of Other Languages). This term TEFL has been used everywhere around the world to educate abroad, English as a second language is a universal language to communicate with people with different cultures and manners to understand each other, teachers educate non-native speakers to achieve in life future expectations with the process of learning English through different techniques.

If we as a population try to know how many people around the world speak English, the number of those English speakers is more than a billion, this means that English has an incredible influence nowadays as a universal language to communicate with foreigners around the world (Spencer M. , 2019).

### **2.3.5 Teaching English as foreign language**

The teaching of English involves a hard work for educators to transmit the learning to students, teaching a TEFL has a primary work at schools where everything started from the childhood of a kid

TEFL requires a good reception of the language, while teachers transmit the learning through different classes, the learner enhances his or her weaknesses to acquire the correct fluency to get a cultural approach of this language and at the moment to put in practice all the knowledge taught they can find a life or work position abroad.

Teaching English is a challenge for teachers and students, teaching a foreign language involves interest from both sides, first teachers have to convey learners in the moment of learning with didactic materials, interesting topics or a variety of teaching techniques, and second it is not easy for all teachers to touch students' feelings or have a good relationship with them. TEFL is an articulate and interesting manner for learners that educators apply to help pupils to improve their English skills, educators always want to develop a good

slurring speech in students helping them to have a good pronunciation, writing, listening, speaking and reading. In this twenty first century TEFL has a lot of multimedia tools to enhance students' proficiency. In addition, to have in students a formal learning they have to do things such as grammar exercises, role play, games, and more updated tools to help them in their development as new speakers of English (Spencer M. , 2019).

Here are some activities that TEFL teachers incorporate in their English classes:

- Provide feedback
- Planning strategies for written works
- Practice oral production
- Examination and assessments
- Creating materials

### **2.3.6 The process of vocabulary acquisition in efl**

Know a word, phrase or sentence is an innate ability to spell native languages and find a way to develop a good pronunciation on its language, having the appropriate perception of collocations (i.e. words into a sentence to sound more natural) with the practice of collocations the vocabulary can be acquire with correct competence. Therefore, the acquisition of a language has different components at the moment of improving vocabulary skills, pronounce a language with correct emphasis implies a lot of practice to reach the top of learning in this subject, to be more specific, individuals possess an innate ability to handle numerous of words and cover a wide range of knowledge.

Lexical has an important influence in individuals to define the acquisition of vocabulary, lexical expands students' perception of new contexts respecting to vocabulary. Learn a foreign language and acquire new words to expand vocabulary in students at the moment of speak learners have to considerate that the acquisition of an L2 depends on their constantly practice of this langue to enhance vocabulary skills. For instance, learners need to have a wide vocabulary to expand their slurring speech and achieve the correct comprehension of speaking to talk with foreigners, in vocabulary field

to obtain the correct training exists a variety of strategies to gain comprehension in new vocabulary (Lou, 2017).

As an example in the next chart will be summarized a variety of teaching strategies to learn new vocabulary.

**Table 1** *Learning vocabulary in EFL contexts through vocabulary learning strategies*

<b>STRATEGIES</b>			
<b>Critical Thinking</b>	<b>Cognition</b>	<b>Memory</b>	<b>Activation</b>
<p>°<b>Activate prior knowledge:</b></p> <p>➤ <b>Identify words for its correct meaning</b></p>	<p>°Criteria:</p> <p>➤ Reuse previous learning</p>	<p>°Enhancement of learning:</p> <p>➤ Repetition</p> <p>➤ Retention</p>	<p>➤ The Use of New Vocabulary</p> <p>➤ Words in context</p>
<p>°<b>Beginners:</b></p> <p>➤ <b>Use a variety of meanings to interpretate concepts</b></p>	<p>➤ Dictionaries</p> <p>➤ Take Notes</p>	<p>➤ Pictures</p> <p>➤ Audio</p> <p>➤ Music engagement</p>	<p>➤ Critical differentiation of vocabulary acquisition</p>

Made by Moreno, F. (2019)

### 2.3.7 Types of vocabulary acquisition strategies and activities

#### ➤ Pronunciation skills

Pronunciation in English is more than listen and repeating. Pronunciation has a lot of features in language acquisition, such as grammar interpretation, vocabulary comprehension, listening analysis, and speaking production.

Vocabulary in English is a perceptive language, having emphasis on pronunciation and comprehension to develop a good slurring speech. English words have stresses where usually learners do not have idea where they come from to pronounce it, such as nouns, verbs, and adjectives (Hancock, 2018).

For example, words that learner's use with sounds such as /k/ or /g/ to mention some of them:

**Table 2** *Phonetic Transcriptions*

Phonetic Transcriptions			
Word	→	ache	/eɪk/ ← Phonetic Transcription
Word	→	work	/wɜ:k/ ← Phonetic Transcription
Word	→	got	/gɒt/ ← Phonetic Transcription
Word	→	garage	/gæɾɑ:ʒ/ ← Phonetic Transcription

Made by Moreno, F. (2019)

Figure 7 Phonetic Transcription Chart

Phonetic Transcription Chart							
ɪ MEAT	ɪ PIT	ʊ GOOD	u: TOO	ɪə DEER	eɪ DAY		
e PET	ə AGO	ɜ: GIRL	ɔ: DOOR	ʊə TOUR	ɔɪ BOY	əʊ GO	
æ PAT	ʌ LUCK	ɑ: CAR	ɒ POT	eə BEAR	aɪ SKY	aʊ COW	
p PIT	b BIT	t TIME	d DOOR	tʃ CHOP	dʒ JUMP	k CAT	g GET
f FAN	v VAN	θ THINK	ð THAT	s SEND	z ZIP	ʃ SHOP	ʒ LEISURE
m MAN	n NICE	ŋ RING	h HAT	l LEG	r RAT	w WET	j YET

Source: (Blur, 2018)

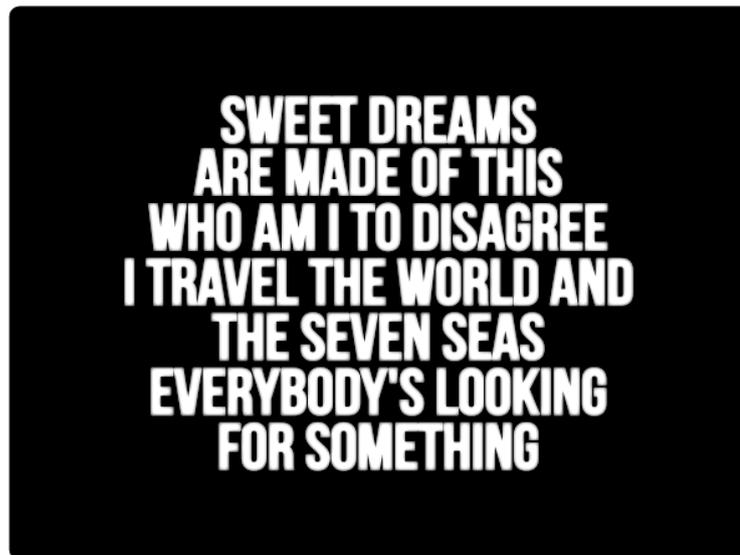
### ➤ Vocabulary in Songs

Songs in learners play an important role when they enhance their listening skills, songs help students to learn better a new vocabulary, syntax, and grammar rules. With the learning of songs individuals (students) learn the process of how to build sentences and phrases with the practicing of lyrics, and develop meaningful language in context.

The vocabulary in songs are just native expressions into lyrics, the natural and meaningful production of this expressions into songs really helps learners to build own thoughts, and internalizing learning manners such as everyday life-situations, language items and greetings in English.

Vocabulary into lyrics are just interesting tools that learners really need, they develop natural listening and natural speaking when they have the chance to interact with foreigners, songs internalize into them the ability to have better memorization and learning association (Nagy, 2018).

A good example of this is:



*Figure 8 Vocabulary into lyrics*  
Source: (Lennox, 2017)

### ➤ **Classroom Games**

Academic games have the natural approach of guide learners to succeed without learning struggles, teachers always should have the correct games for pupils at the time of teach new contexts coinciding with their text books or institutional curriculum.

Games into classrooms are essential tools when teachers wants to make interactive and exiting classes for learners, games into classrooms creates extrinsic motivation in students to have better results at the moment to take quizzes and exams, to have a sustainable conclusion games make students use their creativity and whole imagination to encourage their knowledge (Hood, 2018).

Some good examples of games in classrooms are the next ones:

- **Hangman**

Traditional and interactive game that improves learners spelling and knowledge comprehension.



*Figure 9* The Hangman Game  
Source: (Hood, 2018)

**Resources:** A whiteboard, markers, pen, pencils, color pens and as extra material subject words to inspire learners.

**Game:** First, explain the rules to the group, divide the group into two teams, then make to stand-up as a personal selection a student for each group to represent the team in front of the class and think for a word related to previous subjects (or the teacher could give the word). Now, learner write spaces on the whiteboard to represent the gap that will be filled with random letters, once the hangman have been drawn in the whiteboard it is time to play, making the learners participate each one at a time saying letters and guessing the word that could be hide in the gaps. The team that guesses the word first wins.

**Alternative:** If you feel that a hangman would not be an appropriate image for the class use a different image for the learners, such as an specific subject just seen in previous classes or think creatively in other picture to represent the game for the class group.

- **Puzzles**

Puzzles in learners strengthen their weaknesses and learn how to work in groups together to conceptualize their knowledge in an abstract way.



*Figure 10* Puzzles  
Source: (Hood, 2018)

**Resources:** Pictures, words, concepts or calculations printed in puzzles, cardboards, papers, and random shapes printed in puzzles. Examples, chemical equations, vocabulary, historical figures, professions etc.

**Game:** Divide the class into groups (teacher preferences), then the group hand make a puzzle by their own, each group should create a puzzle and at the end of the class each group explain their puzzles.

**Alternative:** Students can use different tools to create a puzzle, such as computer resources or cardboards and paper.

➤ **Collocations**

Collocations in vocabulary are pretty important to help learners in English native expressions, the combination of collocations often goes together to sound like "Native Speakers", and when learners use this combination of usual expressions get the cognition of how to apply them in their daily life getting away of mistakes enhancing their speech (Hoge, 2018).

Example of collocations in vocabulary:

**Table 3 Collocations & Native Expressions**

<b>Natural English</b>	<b>Unnatural English</b>
<b>The fast car</b>	The <del>quick</del> car
<b>The fast food</b>	The <del>quick</del> food
<b>A quick shower</b>	A <del>fast</del> shower
<b>A quick meal</b>	A <del>fast</del> meal

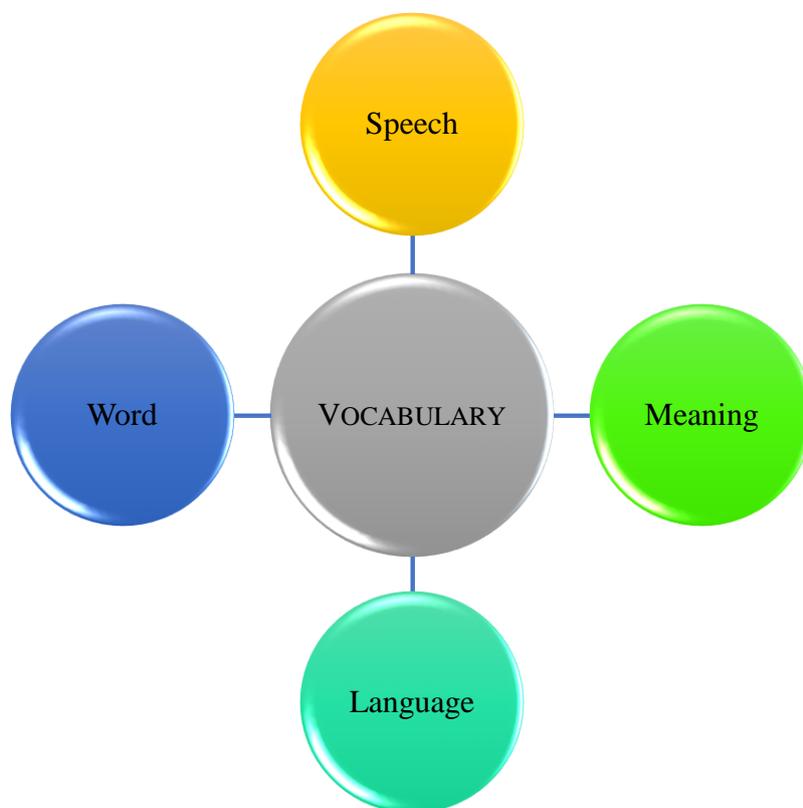
Made by Moreno, F. (2019)

➤ **Brainstorms**

Brainstorming are the excellent process of think in a free way to activates critical thinking to generates in learners the internal ability of autonomous knowledge, learners with this ability always have the interest to know more and more, expressing into them "is this a good or bad idea?".

Brainstorms are just the solution of specific problems giving ideas in a spontaneously way to solve it, the effectiveness of brain storms is maximize the creativity in learners to have better results in future classes and have ideas more clear to succeed in specific subjects shown in the classroom (Osborn, 2018).

Example of Brainstorms:



*Diagram 5 Brainstorms*  
Made by Moreno, F. (2019)

To conclude Brainstorms are just descriptions of a subject to generate in learners the correct management of different topics into the classroom.

This aspects mentioned about musical intelligence and vocabulary acquisition are the strong implications to have a clear idea how in this Century 21 students must be taught through The Musical Intelligence Theory and built musical knowledge into their minds, creating a good cognitive structure toward between what they know about Music Intelligence and what they will learn with the influence of English Foreign Lyrics Vocabulary into the classroom.

## **2.4 Conceptual Framework**

### **Cultural Intelligence**

It is the ability that individuals possess to be successful in intercultural interactions, this term has been conceptualized as an umbrella that include an extensive variety of effective ideas of social interaction. Cultural Intelligence has its roots as an individual multifaceted type of brainpower (Thomas, 2015).

### **Learning by doing**

This process of increase learner's production in classrooms is called learn-by-doing, pupils in this process learn by their own how to handle learning experiences, they ignore traditional learning and become more explorative to innovate their knowledge investment (Giovanni Dosi, 2017).

### **Learning based on individual experiences**

Experimental learning emphasizes the value process of lead, organize, and implementation of peer competition, this experimental learning focuses on the field of teaching methodology in four aspects such as integration in education, teacher's role, individual experiences, and social environment, "Traditional Education" and "Progressive Education" both evidence individual experiences, where traditional education have the strong implication of focus in curriculum and cultural heritage, while progressive education just focus on learner's experiences and impulses (Bower, 2014).

### **Meaningful Learning**

Meaningful learning will always be meaningful for learners creating into them longer retention than memorization, this happen when learners have related concepts and similar interaction in their environment. Learners build cognitive structures modifying their

perception about learning and create great retention facilitating their knowledge to transfer real information to others in a good conceptual map (Vallori, 2014).

### **Social Interaction**

Social Interaction is the influence in children that creates into them cultural approach, pupils develop cognition and critical thinking by their own, social interaction develop in learners a social behavior where they need guidance of adults and group collaboration to succeed in learning (Culatta, 2017).

### **Interpretation**

It is the communication process designed to reveal how a person would be specific in a subject, interpretation is a very personal thing that each individual possess to analyze, interpret and assume context of different kind of topics. Interpretation in cultural subjects has significance in historic, natural site or museum, the experience involve interaction with another person, place, or object (Reinhart, 2016).

### **Constructivism**

Constructivism from the point of view in teaching is the interpretation of meaning that demand important changes focusing in students efforts to understand their centre of educational enterprise. Constructivism just promotes in students extrinsic motivation and critical reasoning to encourage them to achieve learning individually (Amineh, 2015).

### **Multiple Intelligences**

Multiple Intelligences Theory is the proposal of 8 different intelligences that suggests a learner might have into him or her brain abilities, Professor Gardner theorizes that a person might be strong in a specific intelligence such as verbal, interpersonal, musical or logical mathematical intelligence. For example, an individual might be strong in verbal or logical mathematical intelligence but does not mean that he or she is super gifted (Cherry, 2019).

## **Musical Intelligence**

Musical Intelligence is a form of intelligence where individuals develop cognition with musical aspects. It includes innate sensitivities to musical elements such as rhythm, pitch, melody, and the recognition of musical patterns (Cherry, 2019).

## **Rhythm**

Rhythm is the ability to handle the intonation of a song without getting lost at the moment to remember complex lyrics, such as humming, whistle or tapping the song to remember the beats that exists into it (Cherry, 2019).

## **Sound**

The application of sound in classes is a fundamental tools to enhance students comprehension, the effect of this technique in the classroom help students to develop a good listening comprehension, for example, a class taught with interesting topics or melodical sounds becomes interesting and enjoyable for learners (Anastasia, 2018).

## **Language Acquisition**

This term is known as the process to acquire a language, in other words is a “language learning”. It just refers how grammar structure is taught in class, this way of teach a language does not mean that should be taught sequential, into the acquisition of a language could exist pauses to implement time to practice with different resources (Kidspot, 2018).

## **Vocabulary Acquisition**

Know a word, phrase or sentence is an innate ability to spell native languages and find a way to develop a good pronunciation on its language, having the appropriate perception of collocations (i.e. words into a sentence to sound more natural) with the practice of collocations the vocabulary can be acquire with correct competence (Lou, 2017).

## 2.5 Legal Framework

This educational research will be based on the main legal standards in force OF the Ecuadorian territory such as: The Constitution of the Republic of Ecuador (La Constitución de la República del Ecuador), Code of Children and Adolescents (Código de la Niñez y Adolescencia); The Organic Law on Intercultural Education (Ley Orgánica De Educación Intercultural) & The Universal Declaration of Human Rights (Declaración Universal de los Derechos Humanos).

With regard to the **Constitution of Ecuador**, it is relevant to mention the following articles:

**Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico en el marco del respeto a los derechos humanos al medio ambiente sustentable y a la democracia será participativa obligatoria intercultural democrática incluyente y diversa de calidad y calidez impulsará la equidad de género la justicia, la solidaridad y la paz estimulará el sentido crítico el arte y la cultura física la iniciativa individual y comunitaria y el desarrollo de competencias y capacidades para crear y trabajar La educación es indispensable para el conocimiento el ejercicio de los derechos y la construcción de un país soberano y constituye un eje estratégico para el desarrollo nacional (Asamblea Nacional Constituyente de Ecuador, 2008).

**Art. 343.-** El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población que posibiliten el aprendizaje y la generación y utilización de conocimientos técnicas saberes artes y cultura El sistema tendrá como centro al sujeto que aprende y funcionará de manera flexible y dinámica incluyente eficaz y eficiente El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica cultural y lingüística del país y el respeto a los derechos de las comunidades pueblos y nacionalidades (Asamblea Nacional Constituyente de Ecuador, 2008).

With regard to the **Code of Children and Adolescents**, it is relevant to mention the following article:

**Art. 38.- Objetivos de los programas de educación** La educación básica y media asegurarán los conocimientos valores y actitudes indispensables para Desarrollar la personalidad las aptitudes y la capacidad mental y física del niño niña y adolescente hasta su máximo potencial en un entorno lúdico y afectivo así como Desarrollar un pensamiento autónomo crítico y creativo (Registro Oficial (Congreso Nacional del Ecuador; cesado 2007), 2003)

With regard to **The Organic Law on Intercultural Education**, it is relevant to mention the following articles:

**Art. 4.- Derecho a la educación** La educación es un derecho humano fundamental garantizado en la Constitución de la República y condición necesaria para la realización de los otros derechos humanos (Asamblea Nacional Constituyente de Ecuador, 2010) .

**Art. 79.- Fundamentos** El Sistema de Educación Intercultural Bilingüe se sustenta en los siguientes fundamentos que se transversalizan en el Sistema Nacional de Educación Reconocimiento de la Interculturalidad entendida como la coexistencia e interacción equitativa que fomenta la unidad en la diversidad la valoración mutua entre las personas nacionalidades y pueblos en el contexto nacional e internacional (Asamblea Nacional Constituyente de Ecuador, 2010).

**Art. 81.- Objetivos** El Sistema de Educación Intercultural Bilingüe tiene los siguientes objetivos tal como el Garantizar que la educación intercultural bilingüe aplique un modelo de educación pertinente a la diversidad de los pueblos y nacionalidades valore y utilice como idioma principal de educación el idioma de la nacionalidad respectiva y el castellano como idioma de relación intercultural (Asamblea Nacional Constituyente de Ecuador, 2010).

With regard to **The Universal Declaration of Human Rights**, it is relevant to mention the following article:

**Art. 26** La educación tendrá por objeto el pleno desarrollo de la personalidad humana y el fortalecimiento del respeto a los derechos humanos y a las libertades fundamentales favorecerá la comprensión la tolerancia y la amistad entre todas las naciones y todos los grupos étnicos o religiosos y promoverá el desarrollo de las actividades de las Naciones Unidas para el mantenimiento de la paz (ONU: Asamblea General, 1948)

## **CHAPTER III**

### **Methodological Framework**

#### **3.1 Methodology**

##### **Theoretical Methods:**

##### **Scientific Method**

This method refers to the group of steps and techniques that apply formulation to solve a complex problem of investigation through the provision of hypothesis verifications. The relationship and definition of Scientific Method is a group of stages with rules that teach a procedure to toward an investigation with results such as them will accept as realness for the scientific community.

In other words the scientific method is just a process that a research follow to discovered the existentialism of the objectives and unravel its internal and external connections, to generalize and deepen the knowledge acquired, the Scientific Method just demonstrate the rational rigor and verify necessary techniques (Cabezas, 2018).

##### **Analytical Method**

Analysis is considered as the decomposition of a phenomenon into parts or elements that constitute, this has been one of the most used forms throughout the life of the human being with the aim of accessing the various facets of reality.

In this sense, Lopera, Ramírez, Zuluaga, Ortiz (2010) "the analytical method is a way to reach a result by decomposing a phenomenon into its constituent elements." It should be understood as a cognitive process, which breaks down an object into parts to study into isolation, when you want to study any social phenomenon. As a good example, the way in which people relate through social networks, it is necessary to establish the elements that will be taken in consideration, and study them separately, to finally be able to put everything together again and give a satisfactory conclusion (Cabezas, 2018).

## **Inductive and Deductive Method**

### **Inductive**

It is just a reasoning oriented from the observation of particular cases to general conclusions and generalizes inferences from a set of evidence to get to real results (Cabezas, 2018).

The inferences are from the bottom to top.

Example:

- 1) I have seen a bird that flies.
- 2) I have seen another bird that also flies.
- 3) Birds fly.

### **Deductive**

The Deductive method is based on formal reasoning, where the conclusion is obtained by the form of the trial, from which it is based.

It is considered a true conclusion and impossible to be falsification if we have admitted the judgment from which it is based (Cabezas, 2018).

It is admitted that, if inferences are true the conclusion will be true.

The inferences are from top to bottom.

Example:

- Birds are birds
- Birds fly

## **Logical history**

The historical is related to the study of the real trajectory of phenomena and events in the course of a stage or period.

The logical thing is to investigate the general laws of the operation, and development of the phenomenon study its essence.

The logical and the historical complement and link each other. In order to discover the fundamental laws of phenomena, the logical method must be based on the data provided by the historical method, so that it does not constitute simple speculative reasoning. In the same way, the historical must not be limited only to the simple description of the facts, but must also discover the objective logic of the historical development of the object of investigation (Cabezas, 2018).

Example:

If you want to investigate the development of education in a given country, in different periods. “We are in the presence of a historical investigation”

## **Hypothetical Deductive**

Unique method in which scientific information can be obtained, and applied to formal sciences (logic, mathematics, and philosophy) (Cabezas, 2018).

This method develops several primary steps:

- 1. Phenomenon observation.
- 2. Phenomenon investigation, recompilation of information.
- 3. Verification of truth concerning to the phenomenon.

Example:

**-1. Detect the Problem:**

Astronomers Adams and Le Verrier discovered in the last century that the planet Uranus did not follow the orbit provided by Newton's laws.

**-2. Formulation of a hypothesis:**

They assumed that it would be there another planet in a more outer orbit that with its attraction produced such irregularities.

**-3. Deduction of observable consequences:**

If such a planet would existed over there, should have a mass and by the day it will be visible in a specific point in the sky, and therefore with a telescope it would be possible be observed (Cabezas, 2018). This is how Hypothetical Deductive Method works.

**Empirical Methods:**

**Observation**

The scientific observation consists in the direct perception of an object in a research. The observation method allows to know the reality and the perception of the objects that occurs in a phenomenon.

Scientific observation is a systematic and organized approach to observing a phenomenon that tries to maintain objectivity. Scientific observation can be used during the initial stages of a research project to identify and assess the problem at hand. Through observation, the information of each of the concepts or variables defined in the working hypothesis will be collected. When this is true we say that there is validity in the observation (Perez, 2015).

## **Measurement**

In the measurement method, should be taken in consideration the object and the property that will be measured, the unit and the measuring instrument such as: the subject who performs, and the results that are intended to be achieved.

It is developed with the objective to obtained numerical information about a property or quality of the object or phenomenon, where measurable quantities are compared. In other words, it is the attribution of numerical values to the properties of objects.

The descriptive statistics procedures allow to organize and classify the quantitative indicators obtained in the measurement, revealing through them the properties, related and tendencies of the process, which in many cases are not immediately visible to the naked eye.

The most frequent ways to organize information in this case is in frequency distribution tables, graphs and central tendency measures such as: the median, the average, the mode and others (Perez, 2015).

## **3.2 Type of Investigation**

### **Field Research**

Involves the collection of direct data in reality where facts are produced, without manipulating or controlling the variables. Studies demonstrate social phenomena in their natural environment. The researcher does not manipulate variables because this causes the environment of naturalness in which it manifests to be lost (Ortega, 2015).

This research is a field investigation due to it has an orderly structure and investigative guidelines, including the APA standards and an exhaustive research that has been carried out in the relevant field in order to reach qualitative and quantitative conclusions of the research.

## **Descriptive Research**

Descriptive research takes a qualitative approach to data collection. It attempts to characterize and understand individual and group phenomenon through systematic descriptions (Ortega, 2015). This research is descriptive due to in the moment of show data of the project implemented in class will demonstrate the levels of learners about language acquisition.

### **3.3 Focus of the Investigation**

#### **Qualitative Research**

Qualitative research focuses on understanding underlying meaning behind social phenomena. In qualitative research, the environment in which the social phenomena develops and plays out is important to consider, and individual human experiences are prioritized with his approach (Robson, 2014).

The focus of the research will be qualitative using deductive and inductive learning method to obtain different data from the research, it is qualitative because will analyze their behavior to obtain possible solutions considered into the investigation.

#### **Quantitative Research**

Quantitative research addresses a research question through methods that deal with countable data. Quantitative research uses samples and aims to make inferences about the great population based on the results of these samples (Margol, 2015).

This research is quantitative because will generates stimulus to obtained specific data as a response in students to evidence how rhythmical environment will help them with their language acquisition.

### **3.4 Techniques and data collection instrument**

#### **Observation Technique**

Observational research is a method of data collection based on a systematic framework of the observing of a social phenomenon after the manipulation of a variable (Bhat, 2018).

The observation technique will be implemented at Unidad Educativa Dr. Teodoro Alvarado Olea and will be apply in the fourth grade students BGU during the teaching-learning process. In this observation sheet will be check the development of the class. The observation sheet will be checked in order to assess the class's development, methodologies used by the teacher (i.e. materials distributed to the class), and the attitudes of the students in the classroom.

#### **Survey Technique**

A survey is a method of data collection used to record individuals' thoughts, feelings, attitudes, insights, or general knowledge of a certain subject. They can have a variety of specific purposes and can take many forms (Bhat, 2018).

The survey technique will be implemented at Unidad Educativa Dr. Teodoro Alvarado Olea and will be applied in the fourth grade students BGU during the teaching-learning process. This survey sheet will check classroom development and will ask about the kinds of methods that the teacher uses, such as the materials given to the class, as well as the attitudes and participation of students into the classroom.

#### **Pre-test & post-test**

This experimental design method allows comparisons to be made before and after implementing a specific intervention. This method is preferential to determine how a group or individuals respond or changes in terms of knowledge, development, or behavior (Bhat, 2018).

The Pre-test and Post-test will be implemented at Unidad Educativa Dr. Teodoro Alvarado Olea and will be apply in the fourth grade students BGU during the teaching-learning process.

In this test sheet will be check the development of the class, and the methodology implemented by the teacher to measure the success of this research project. In this research, a “pre-test” and “post-test” will be utilized in order to monitor students’ progress in English language proficiency. The segments of tests will be divided into two tests, one based on lyrics, an oral pre-test in classroom. The reason why the oral test is chosen it is for check their oral production, structure of the language pronunciation, grammar comprehension, and vocabulary acquisition. A post-test survey will be given to the students in order to verify how effective the activities were for students learning English. Finally these post-tests will evaluate grammar structure, syntax, semantics, and vocabulary acquisition during this process.

### **3.5 Population**

This research was carried out among the fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, located in Guayaquil - Guayas, Ecuador, during the 2019 - 2020 school year.

English teachers from fourth grades BGU were part of this research at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, during the 2019 - 2020 school year.

### **3.6 Sample**

#### **Intentional Sampling**

Allows to select main characteristics in different kind of cases of a population by limiting the sample only to these cases. Intentional sampling is used in different type of scenarios in which the population varies significantly and the sample might be very small (Manterola, 2016).

## Simple Sampling

Simple sampling is a method to make sure that all individuals in a specific population have an equal chance of being part of a selected sample. This sampling method is used to avoid biased selection of participants (Manterola, 2016).

## Research Sample

The research sample included 33 students from 1<sup>st</sup> Accounting grade “B” at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, the students ages were between fourteen to seventeen years old in the 2019 - 2020 school year.

Four English teachers from 1<sup>st</sup> Accounting grade “B” were part of this research project at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea, in the 2019 - 2020 school year.

**Table 4 Sample**

Human groups in study	Population	Sample	%	TECNQUES
Students	90	33	36%	INTENTIONAL SAMPLING
Teachers	4	4	100%	SIMPLE SAMPLING

Made by Moreno, F. (2019)

## **3.7 Result Analysis**

### **3.7.1. Classroom observation analysis**

Into this whole classroom observation was carried out the main issue about how learners in the development of English cognition had many different kind of difficulties to produce the language. During this descriptive investigation was clear how learners did not have enough coherent of how to pronounce words, expressions and sentences in English, learners In the beginning of this long process faced the main problem called talk in public and express own taught in L2. First, learners always tried to communication with the teacher and classmates in English, but without a good feedback they could have not interact with the teacher and classmates. Second, learners did not have enough vocabulary to express ideas or comments about a subject, but with constant practice learners reached out the understanding of few words and expressions in English to communicate. Third, learners when noticed into their internal vocabulary how they can repeat and practice words expressions in the classroom through the training of lyrics of songs they discovered how easy it could be the learning of a second language. Finally, into the classroom learners made jokes about the language, made many different kinds of assumptions of how to express English language in American context to develop a good speech. This last part of the observation was the most satisfactory, because learners really got engaged with the Musical Intelligence Theory as a tool to develop a good slurring speech, the whole group showed a good acceptance of this work, singing, acting and expressing some ideas in English sub-estimating the prime objective of this research.

### 3.7.2. Survey students analysis

Table 5 Survey Students Analysis

<b>STUDENTS ANALYSIS</b>	<b>COMPLETE</b>	<b>PARTIAL</b>	<b>LACKING</b>
<b>1. Listens and repeats the pronunciation of words of the second language corresponding to music in English</b>	61%	24%	15%
<b>2. Interprets lyrics of the songs in context to achieve new vocabulary in English</b>	45%	30%	25%
<b>3. Recognizes the oral production of sounds and reproduces them in written words, in this case, Phrasal Verbs</b>	55%	18%	27%
<b>4. Uses words such as “much”, “very” and “many” to differentiate aspects of music like intensity, speed and beauty</b>	67%	21%	12%
<b>5. Uses lyrics of songs to reinforce knowledge about Past vs. Past Participle</b>	85%	9%	6%
<b>6. Musicalizes, melodically and rhythmically, Inspirational Quotes in accordance with the music of selected songs</b>	64%	24%	12%
<b>7. Uses song lyrics to reinforce knowledge about Present Perfect</b>	55%	27%	18%
<b>8. Develops reading comprehension of song lyrics</b>	64%	21%	15%
<b>9. Identifies lyrics of songs and gives own interpretation in English</b>	85%	9%	6%
<b>10. Uses musical intelligence to improve pronunciation</b>	67%	18%	15%

Made by Moreno, F. (2019)

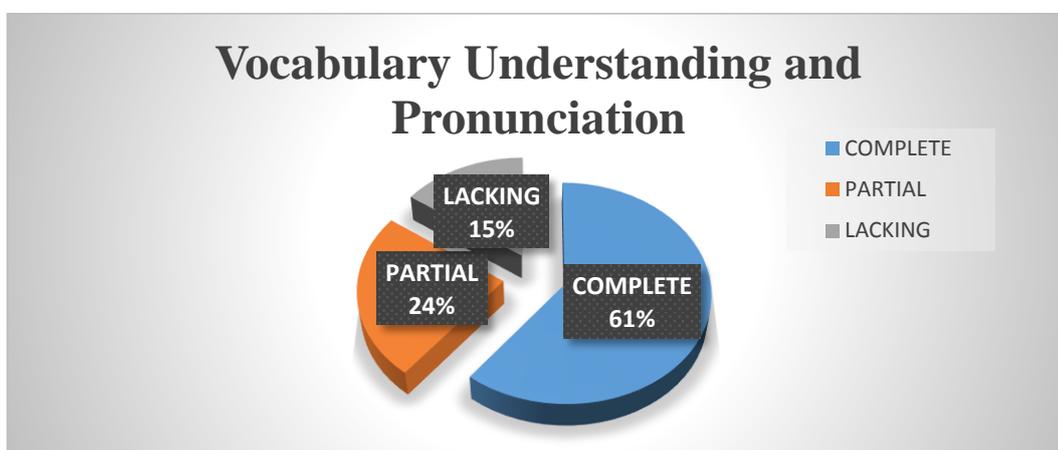
## STATEMENT 1

“Listens and repeats the pronunciation of words of the second language corresponding to music in English”

**Table 6** *Vocabulary Understanding and Pronunciation*

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COMPLETE	20	61%
PARTIAL	8	24%
LACKING	5	15%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



*Graphic 1* Survey for students. Vocabulary Understanding and Pronunciation  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### **Analysis:**

According to this classroom percentage 61% of students could listen and repeat the pronunciation rules in English, 24% of learners had difficulties to perform this task, and 15% of students could not do it with enough success. However in general all students were receipted to learning the musical lyrics, they had the chance to read the words that were shown on the board to enhance their pronunciation skills.

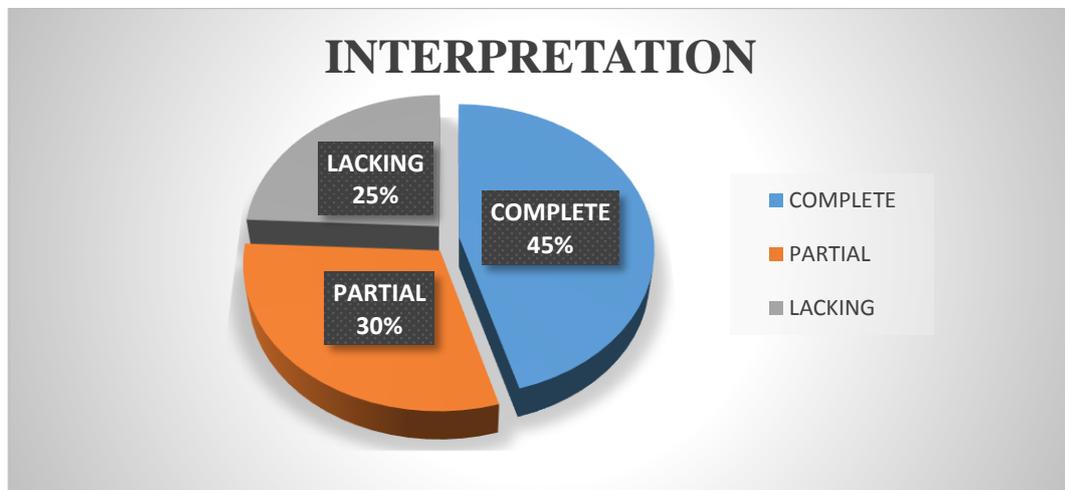
## STATEMENT 2

“Interprets lyrics of the songs in context to achieve new vocabulary in English”

Table 7 Interpretation

ALTERNATIVES	FREQUENCY	PERCENTAGE
COMPLETE	15	45%
PARTIAL	10	30%
LACKING	8	25%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 2 Survey for students. Interpretation  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

In this classroom percentage analysis 45% of students managed the ability to interpret lyrics of songs, 30% of students tried to follow their fellows, and 24% of the classroom still having issues to achieve this task. Overall the entire classroom interpreted different aspects in this work, interpreting a whole paragraph or just pieces of the lyrics into the song.

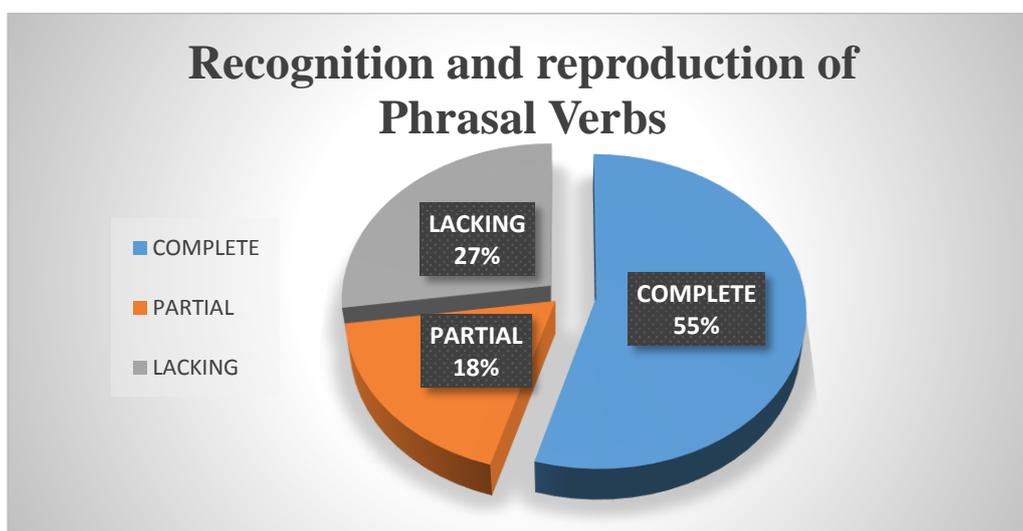
### STATEMENT 3

“Recognizes the oral production of sounds and reproduces them in written words, in this case, Phrasal Verbs”

**Table 8** *Recognition and reproduction of Phrasal Verbs*

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COMPLETE	18	55%
PARTIAL	6	18%
LACKING	9	27%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



*Graphic 3* Survey for students. Recognition and reproduction of Phrasal Verbs  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this classroom percentage 55% of learners successfully interpreted lyrics of songs and achieved the meaning of phrasal verbs to use in speaking speech, 27% of learners tried to extend their vocabulary and 18% did their best effort but could not achieve this same task. The purpose of this task was help learners to enhance their critical thinking concerning “Phrasal Verbs” comprehension.

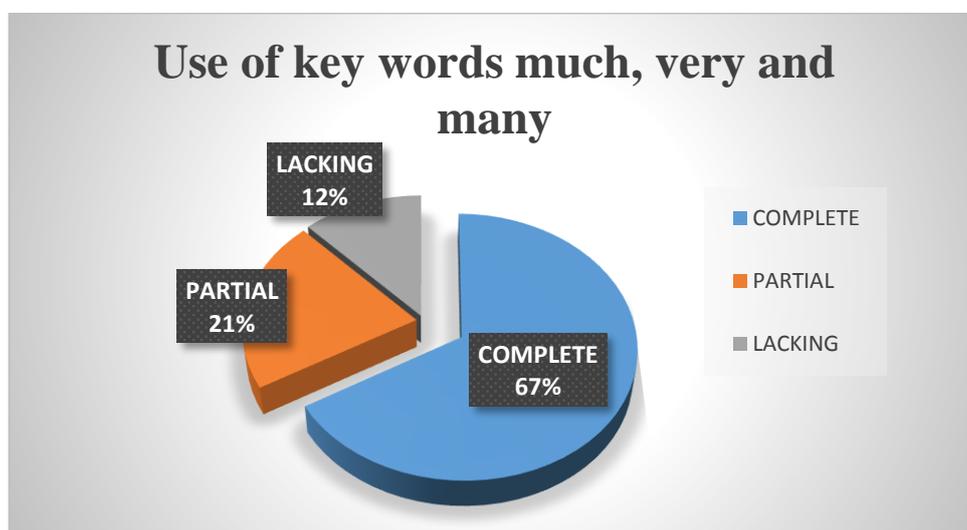
#### STATEMENT 4

“Uses words such as “much”, “very” and “many” to differentiate aspects of music like intensity, speed and beauty”

Table 9 Use of key words much, very and many

ALTERNATIVES	FREQUENCY	PERCENTAGE
COMPLETE	22	67%
PARTIAL	7	21%
LACKING	4	12%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea. Made by Moreno, F. (2019)



Graphic 4 Survey for students. Use of key words much, very and many  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea. Made by Moreno, F. (2019)

#### Analysis:

Based on this grammar structure analysis and analytical comprehension 67% of students learned how to differentiate the common use of this three key words, a 21% of students tried to follow their fellows and achieve this grammar task, while a 12% of learners could not get to the same level of comprehension. However the whole group practiced in class different kind of exercises to understand in a better way the use of these three key words.

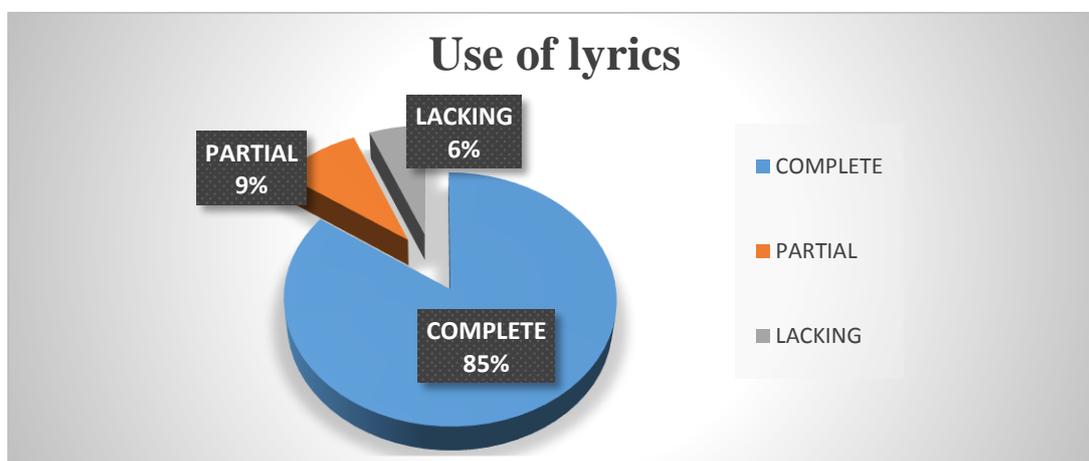
## STATEMENT 5

“Uses lyrics of songs to reinforce knowledge about Past vs. Past Participle”

Table 10 Use of lyrics

ALTERNATIVES	FREQUENCY	PERCENTAGE
COMPLETE	28	85%
PARTIAL	3	9%
LACKING	2	6%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 5 Survey for students. Use of lyrics

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

The percentages in this classroom reinforcement about grammar tenses were an 85% of students who learned how to handle the grammar tense of past vs. past participle, a 9% of learners faced little inconvenient working on this task, while a 6% could not achieved, which is a very low percentage. This means that the work applied to the group of students reflected a very favorable percentage of acceptances; the group managed their weaknesses to overcome issues in their grammar comprehension.

## STATEMENT 6

“Musicalizes, melodically and rhythmically, Inspirational Quotes in accordance with the music of selected songs”

Table 11 *Musicalization of Quotes*

ALTERNATIVES	FREQUENCY	PERCENTAGE
COMPLETE	21	64%
PARTIAL	8	24%
LACKING	4	12%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 6 Survey for students. Musicalization of Quotes

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

In this classroom analysis 64% of students learned how to musicalize “Inspirational Quotes”, a 24% of learners had little difficulties to handle this task, while a 12% of learners could not reach out the same assessment. However the most important work into this task was help learners in their real life situations about how to be an educated person with enough mental tools it is an important key in the moment to be a successful professional.

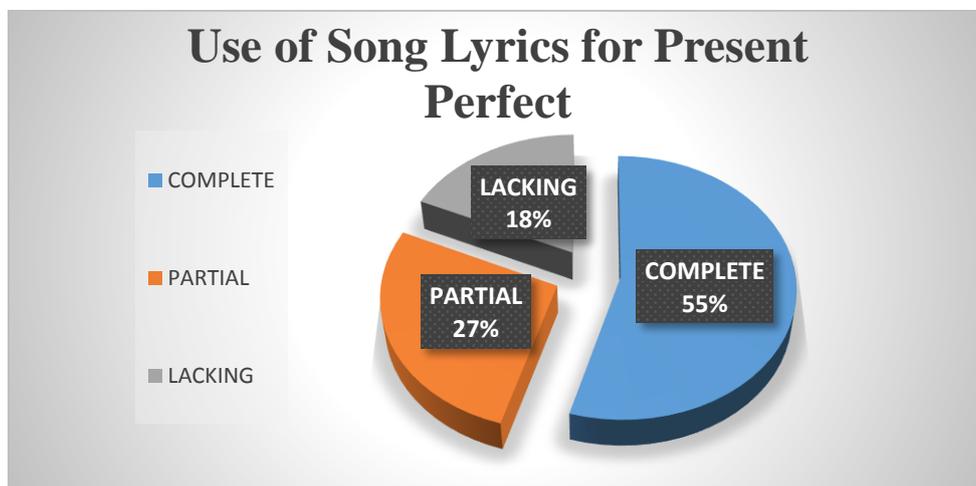
## STATEMENT 7

“Uses song lyrics to reinforce knowledge about Present Perfect”

**Table 12** *Use of Song Lyrics for Present Perfect*

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COMPLETE	18	55%
PARTIAL	9	27%
LACKING	6	18%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



*Graphic 7* Survey for students. Use of Songs Lyrics for Present Perfect

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### **Analysis:**

This classroom analysis dealt with 55% of students whom reached the application of song lyrics to communicate using Present Perfect, a 27% of learners had a few complications using these lyrics of songs, while an 18% of learners had more difficulties to achieve this task. Nonetheless the purpose of this class work analysis was enhancing learners English speaking using “Present Perfect” through lyrics of songs.

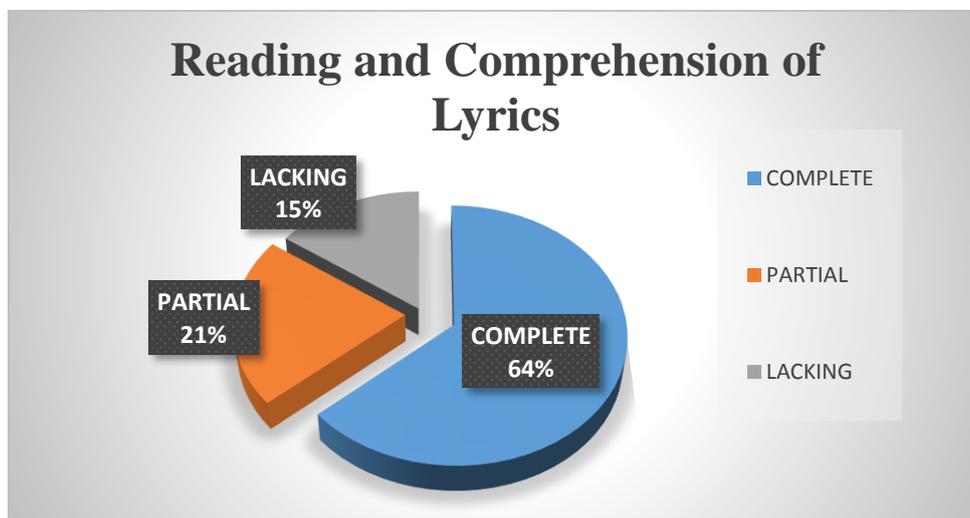
## STATEMENT 8

“Develops reading comprehension of song lyrics”

Table 13 *Reading and Comprehension of Lyrics*

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COMPLETE	21	64%
PARTIAL	7	21%
LACKING	5	15%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 8 Survey for students. Reading and Comprehension of Lyrics  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

In this analysis section 64% of students handled the ability of read and understand lyrics of songs by their own, in the other side 21% of learners tried to achieve the task with no so much success, while a 15% of pupils could not reached to the same level of comprehension. Overall the group of learners did their best effort in this complicated task which demands enough concentration and specifics point of views in critical thinking.

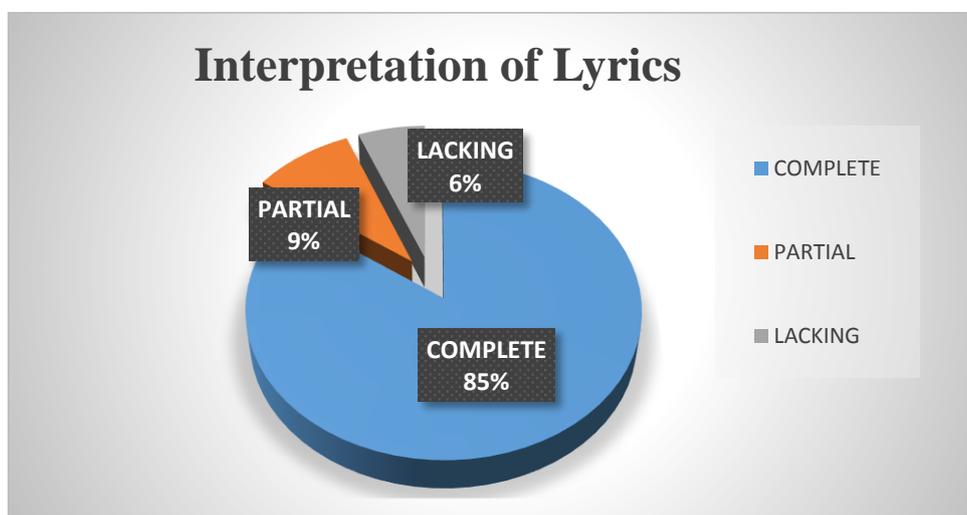
## STATEMENT 9

“Identifies lyrics of songs and gives own interpretation in English”

Table 14 Interpretation of Lyrics

ALTERNATIVES	FREQUENCY	PERCENTAGE
COMPLETE	28	85%
PARTIAL	3	9%
LACKING	2	6%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 9 Survey for students. Interpretation of Lyrics

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this classroom percentage 85% of students achieved the ability to interpret lyrics of songs, a 9% of learners partially achieved this task facing different kind of issues in the moment of speak, while a 6% of students shown a low level comprehension of lyrics interpretation. Nevertheless the group of learners worked in this interpretative activity to extend and enhance their internal vocabulary.

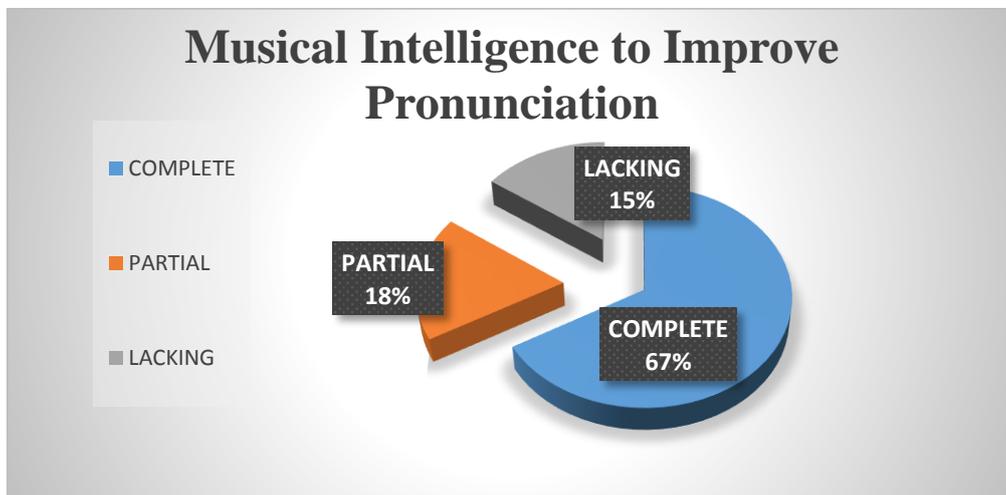
## STATEMENT 10

“Uses Musical Intelligence to improve pronunciation”

**Table 15** *Musical Intelligence to Improve Pronunciation*

<b>ALTERNATIVES</b>	<b>FREQUENCY</b>	<b>PERCENTAGE</b>
COMPLETE	22	67%
PARTIAL	6	18%
LACKING	5	15%
<b>TOTAL</b>	<b>33</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



*Graphic 10* Survey for students. Musical Intelligence to Improve Pronunciation

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### **Analysis:**

According to this pie percentage 67% of students surpassed the hard task of handle a good slurring speech in the moment of speak, an 18% of learners faced a few difficulties handling this task, while a 15% of learners could not achieved this task with a successful result. However the group of learners used all the time their Musical Intelligence to improve their speaking skills showing a good “Cognitive Development with Musical Aspects” and then turning this aspects in Musical Artistic Approaches.

### 3.7.3. Survey teachers analysis

Table 16 Survey Teachers Analysis

Survey Teachers Analysis	TOTALLY AGREE	PARTIALLY AGREE	DISAGREE
1. Do you consider that English songs would help learners to enhance pronunciation?	75%	0%	25%
2. Are you agree that learners should have English songs in classes to enhance speaking?	100%	0%	0%
3. Do you think that English lyrics are fundamental tools in classrooms to practice English is American contexts?	50%	25%	25%
4. The importance of fluent English in public High Schools is necessary?	100%	0%	0%
5. Do you think that English songs in public High Schools are extrinsic motivation for learners to have better results in speaking?	75%	25%	0%
6. In the process of English learning do you believe that English lyrics must be teach as a complement subject in classrooms to activate in learners a cognitive development with musical aspects?	75%	25%	0%

Made by Moreno, F. (2019)

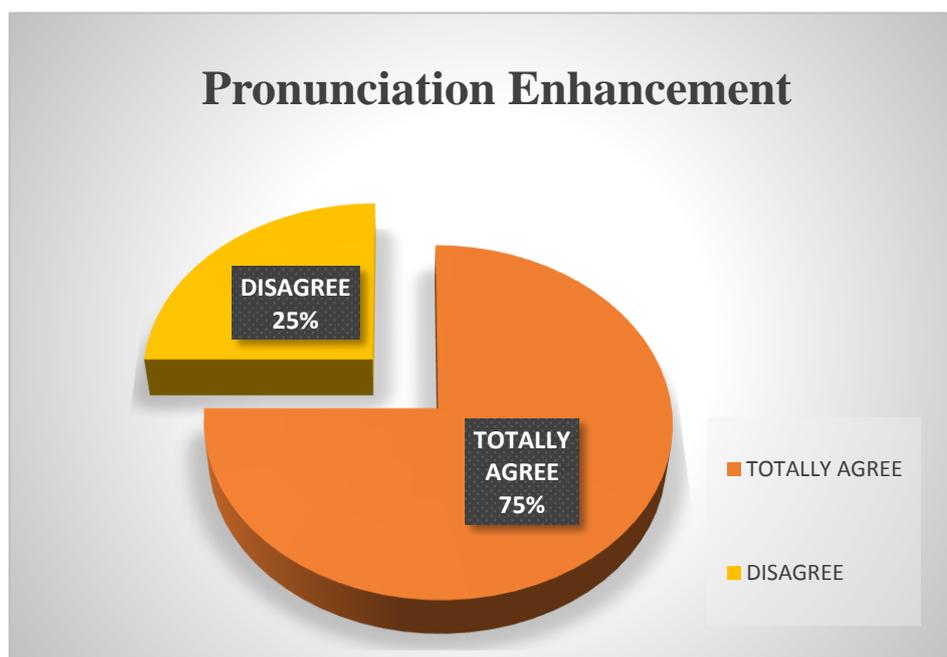
## STATEMENT 11

1. Do you consider that English songs would help learners to enhance pronunciation?

Table 17 *Pronunciation enhancement*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	3	75%
PARTIALLY AGREE	-	0%
DISAGREE	1	25%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 11 Survey for teachers. Pronunciation Enhancement

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this analysis the 75% percentage of this work was accepted for teachers, they were totally agree about how musical resources really helps learners to develop a better production of the language, instead just a 25% was disagree about this English technique. This means that during this class research, teachers noticed the differences between before and after while this investigation was done.

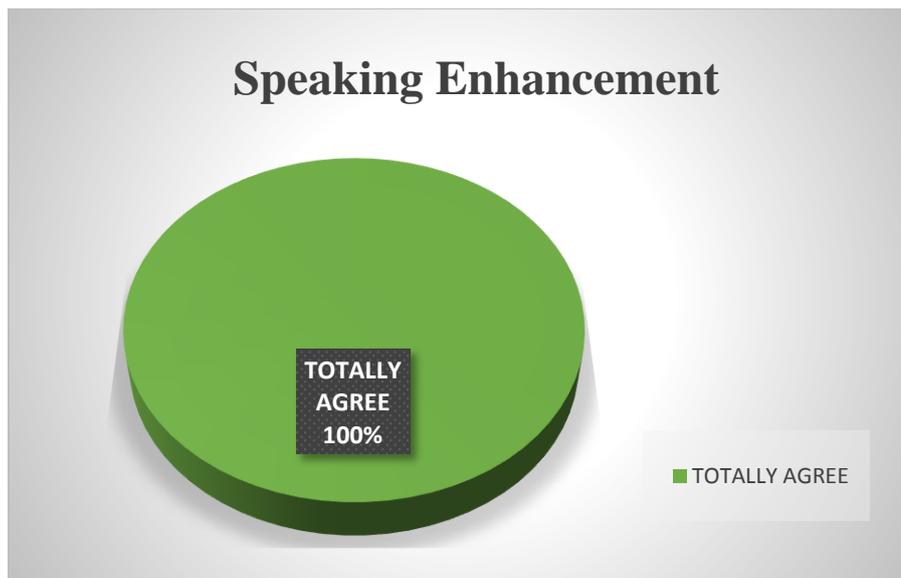
## STATEMENT 12

2. Are you agree that learners should have English songs in classes to enhance speaking?

Table 18 *Speaking enhancement*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	4	100%
PARTIALLY AGREE	-	0%
DISAGREE	-	0%
<b>TOTAL</b>	4	100%

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 12 Survey for teachers. Speaking Enhancement

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this speaking enhancement the 100% percentage of this work was accepted for the group of teachers, they were totally agree about how music into the classroom can really make huge changes in learners when they are enhancing their speaking through the lyrics of songs. Overall this agreement was achieved by the constant work of learners into the classroom.

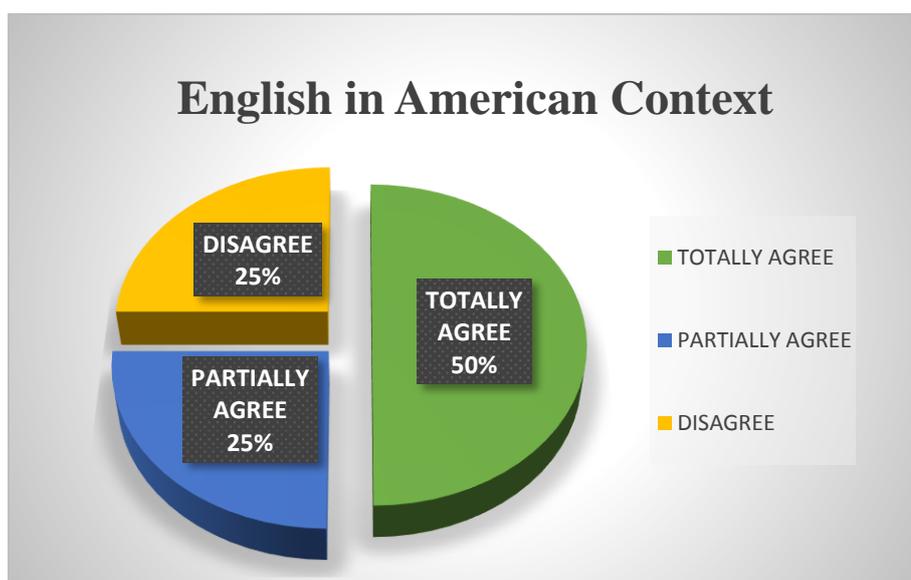
### STATEMENT 13

3. Do you think that English lyrics are fundamental tools in classrooms to practice English is American contexts?

Table 19 *English in American Context*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	2	50%
PARTIALLY AGREE	1	25%
DISAGREE	1	25%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 13 Survey for teachers. English in American Context

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

#### Analysis:

According to this classroom percentage teachers were divided 50 against 50, a 50% percent was totally agree for the idea of how effective can be lyrics of songs when students learn American expressions, but in the other side 25% was partially agree, and a 25% was disagree. This means that in a huge range it can be positive the use of lyrics songs to teach English in American context.

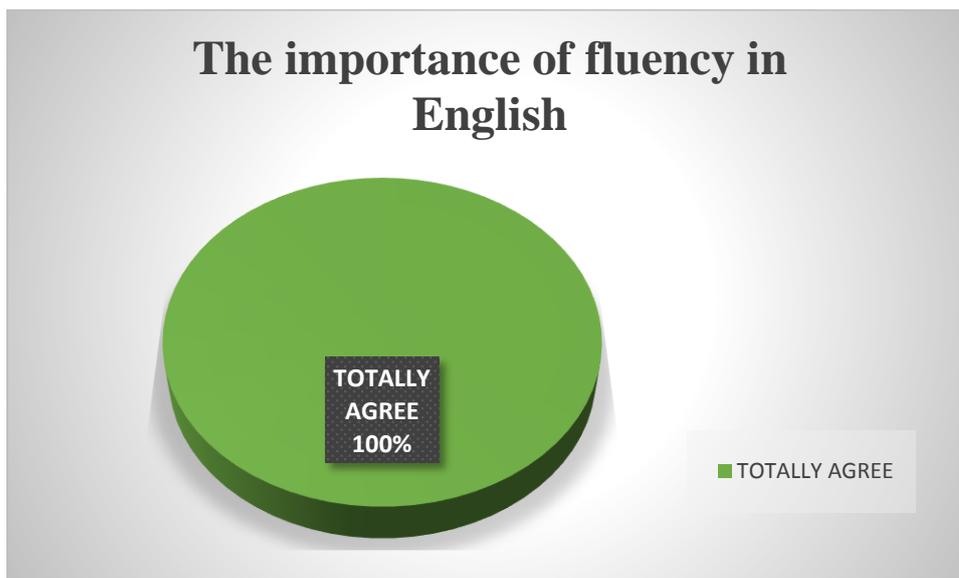
## STATEMENT 14

4. The importance of fluent English in public High Schools is necessary?

Table 20 *The importance of fluency in English*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	4	100%
PARTIALLY AGREE	-	0%
DISAGREE	-	0%
<b>TOTAL</b>	4	100%

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 14 Survey for teachers. The importance of fluency in English  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this 100% percentage the whole group of teachers were totally agree of how necessary a good pronunciation an understanding of English language is relevant in Public Institutions. Teachers affirmed that English should be teach with recreational activities and updated techniques instead the traditional ones.

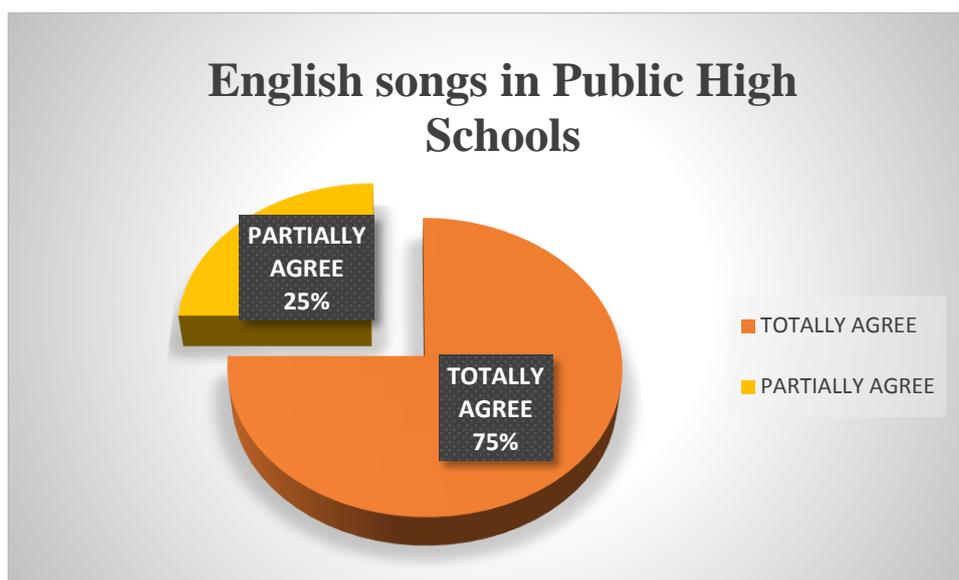
## STATEMENT 15

5. Do you think that English songs in public High Schools are extrinsic motivation for learners to have better results in speaking?

**Table 21** *English songs in Public High Schools*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	3	75%
PARTIALLY AGREE	1	25%
DISAGREE	-	0%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



*Graphic 15* Survey for teachers. English songs in Public High Schools  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### **Analysis:**

This analysis shows that 75% of teachers were totally agree about how songs into the classroom really helps learners to develop a good slurring speech, instead just a 25% was disagree about this English technique. This means that during this class research, teachers noticed the differences between before and after while this study was done.

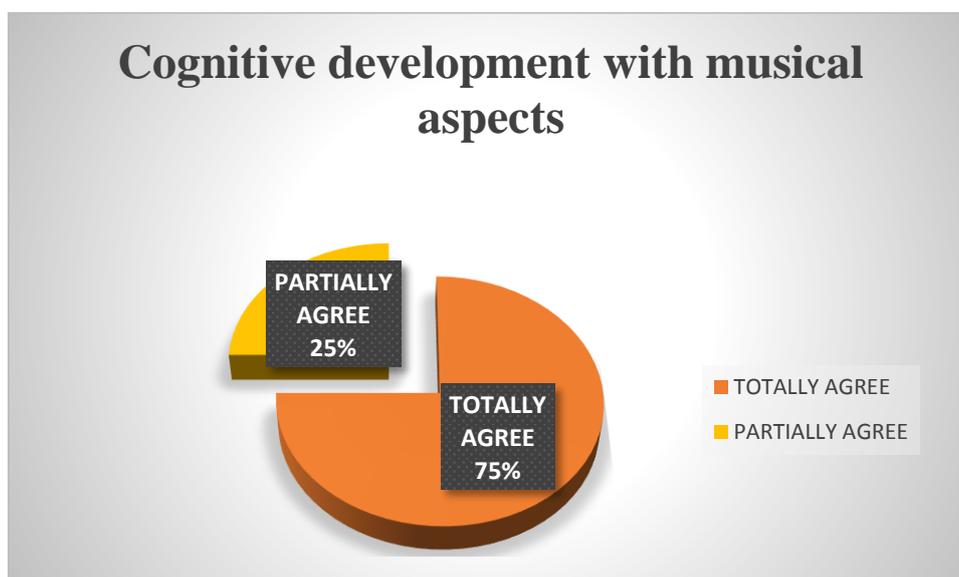
## STATEMENT 16

6. In the process of English learning do you believe that English lyrics must be teach as a complement subject in classrooms to activate in learners a cognitive development with musical aspects?

Table 22 *Cognitive development with musical aspects*

ALTERNATIVES	FREQUENCY	PERCENTAGE
TOTALLY AGREE	3	75%
PARTIALLY AGREE	1	25%
DISAGREE	-	0%
<b>TOTAL</b>	<b>4</b>	<b>100%</b>

Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)



Graphic 16 Survey for teachers. Cognitive development with musical aspects  
Source: Students in fourth grade BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea.  
Made by Moreno, F. (2019)

### Analysis:

According to this percentages the 75% of teachers were agree about how effective can be teach lyrics of songs to acquire a cognitive development with musical aspects, in the other hand a 25% was not agree about how the learning can be acquired by lyrics of songs.

Overall in these percentages it is demonstrated how there was a good acceptance of Musical Intelligence Theory by the students. Learners and teachers are the true evidence of how music is an excellent resource to learn a new language (English), this musical work sometimes was criticized for some teachers but in the end the real importance of this work was help learners to enhance their weaknesses in English.

#### **3.7.4. Interview teacher analysis**

##### **Teacher Interview**

**Interviewer:** Fernando José Moreno

**Interviewed:** English teacher of the Educational Institution

#### **1. - Why do you think English is important in public high schools?**

English is important in public institutions because students really need good tools to enhance their English comprehension in this foreign language.

#### **2. - Do you consider that Musical Intelligence is a teaching strategy to teach English language?**

More than a teaching strategy, I consider that Musical Intelligence is the capacity that enables us to recognize, create, reproduce, and reflect on music, and this process will lead students to learn vocabulary as well.

#### **3. - Do you as a teacher consider that Musical resources are important for beginner learners?**

Yes, because they stimulate students to enrich their musical and emotional intelligence, as well as being dynamic, attracting their attention.

**4. - In this career have you ever seen a learning strategy with musical resources?**

Yes. In the first years of study, this resource is often used to promote students learning. We have all sung the vowels song and remember it to this day.

**5. - Would you recommend another teacher this kind of musical teaching strategies?**

Of course, a teacher has to be creative and always should have great impact tools for students.

**6. - Which one do you think is the best music resource to teach lyrics in English?**

From my opinion and with the evidence presented in the different classes of the author I could say that the best way to learn lyrics of songs is practicing the statements one by one. With that technique I saw how the researcher's work was effective in the group of students, they had the chance to talk to him and learn word by word in order to enhance their internal vocabulary, The investigator's work was interesting because he always gave the chance to talk and express their own thoughts of a subject.

**7. - How do you define musical resources for a class in English?**

Well, the musical resources always were applied to the group of students to improve their speaking. The author always introduces the subject, the lyrics of the song and uses a wireless speaker to make the listening more enjoyable.

**8. - Do you think that you would apply this musical strategies by you own way?**

Based on the experience, class by class with the author I'm sure that I can use the same techniques with future pupils in High School, because the researcher's work was clear and every class he explained clarified the process of how to acquire English vocabulary through songs.

**9. - Based in this experience of Musical Intelligence, do you agree that learners could develop a good slurring speech with musical aspects?**

Yes, students now are able to speak with the teacher and classmates some phrases that have learn with the author in the classroom, with music learners faced the challenge of speak, but with the researcher's classes, learners really enjoy every class with the musical environment.

**10. - Now in the end of this research what are your personal thoughts about these classes with the Musical Intelligence Theory?**

Well, in this process of learning I could say that the investigator really worked hard to prove how music can effectively help learners to speak and produce the language. At the beginning, the author did not show afraid of working with 33 students, from the beginning of his classes he was kind and always teaching students how to behave in his classes, in general, the only thing that I could say is that the researcher really used all his creativity and tools to always give the best to the whole group, students always have questions for him and he always answered all the questions to the students, from my perspective I'm glad that he was part of the institution for a short time. I hope this work one day could be part of English classes, students really need a good creative environment to enjoy English to the fullest. And as the author always said "extrinsic motivation is the main important thing to success in this wonderful work of being An English Teacher".

### **3.7.5. Preliminary Conclusion**

This third chapter was carried out with the main purpose to show and explain how Musical Intelligence influence in learners acquisition of vocabulary, through this investigation we have noticed how music is an interesting tool into the classroom to help learners in the good manage of the L2. Into this chapter three we can see what the population of this work was, how learners reacted to the stimulus of sound environment, and how into the achievement of this research were used three investigative instruments.

- 1) Survey Students Analysis
- 2) Survey Teachers Analysis
- 3) Teacher Interview

Through these instruments we noticed the real necessities of teachers and learners into the institution. In the end of this investigative work learners and teachers were part of this process showing good acceptance of musical resources. Overall the main impact of this investigation was taught learners how easy can be acquire a foreign language with lyrics of songs.

## **CHAPTER IV**

### **Proposal**

#### **Musical & Recreational Activities to Improve Speech**

##### **4.1 General objective**

- To design a Musical guide with rhythmical resources to teach learners how to use lyrics of songs in the learning of English vocabulary.

##### **4.2 Specific objectives**

- To enhance critical thinking in learners with Musical Aspects and develop a good acquisition of vocabulary in English.
- To encourage learners in their speaking skills and overcome issues in the moment of speak.
- To help learners in grammar tenses, slurring speech and listening comprehension through song lyrics.

##### **4.3 Description**

This Musical guide is aimed to be used with learners of different ages, it is recommended to be used with learners of ages from 10 to 40 years old nonetheless this guide has 10 musical activities with interactive games to be use in the classroom with the group of students. Into this guide students will practice their weaknesses about speaking, and English vocabulary.

The main work of this guide is help learners in their slurring speech, with the constant practice of this musical activities learners can build into their minds easy ways to achieve new expressions and vocabulary in English, working with this musical guide learners are able to explore their internal vocabulary to promote in them extrinsic motivation through the lyrics of songs, and the rhythmical environment. Overall the whole activities into this guide are connected one to another to simplify learners vocabulary acquisition, the purpose to create a musical guide is conduct learners in a road where they can explore

different kinds of environmental rhythms to improve their speaking, listening and pronunciation.

## **CONTENT:**

- **ACTIVITY 1**

### **Sweet Dreams (Are Made of This) - Lyrics Comprehension**

This activity is aimed to teach learners how to use basic words in lyric songs to enhance vocabulary for speaking.

- **ACTIVITY 2**

### **Inspirational Quotes**

The main function of this activity is encouraging learners with illustrations and inspirational quotes.

- **ACTIVITY 3**

### **Sweet Dreams (Are Made of This) - Lyrics Performance**

This activity is aimed to learn how to perform in front of an audience into the High School.

- **ACTIVITY 4**

### **Sweet Dreams (Are Made of This) - Making Sounds - Sentences with Phonetic Transcriptions /Pronunciation Pairs**

This pronunciation pairs activity teach learners how to pronounce vowels and consonants in English in a correct way.

- **ACTIVITY 5**

### **Brainstorm**

This activity is aimed to enhance learners' criteria; with brainstorms students learn how to add information to a subject.

- **ACTIVITY 6**

**Another Brick in the Wall - Lyrics Performance**

This activity is aimed for students to develop a class performance in front of an audience acting, and singing aloud.

- **ACTIVITY 7**

**Phrasal Verbs in SONGS**

This activity is aimed to teach learners how to use and handle idiomatic expressions in English.

- **ACTIVITY 8**

**Whispering Lyrics**

This activity is aimed to build in learners listening comprehension of lyrics while partners whisper in their ears.

- **ACTIVITY 9**

**Group Singing**

This activity is carried out to enhance students speaking, answering lyrics of songs in a fast way and playing games.

- **ACTIVITY 10**

**Performance with VISUALS**

This activity is aimed to teach learners how to use acting realia and make visual by their own in the classroom.



# UL VR

Universidad Laica Vicente Rocafuerte de Guayaquil

## *Musical and Recreational Activities to Improve Speech*

By:

FERNANDO J. MORENO





## INTRODUCTION

This Musical guide is aimed to be used with learners of different ages, it is recommended to be used with learners of ages from 10 to 40 years old nonetheless this guide has 10 musical activities with interactive games to be use in the classroom with the group of students. Into this guide students will practice their weaknesses about speaking, and English vocabulary.

The main work of this guide is help learners in their slurring speech, with the constant practice of this musical activities learners can build into their minds easy ways to achieve new expressions and vocabulary in English, working with this musical guide learners are able to explore their internal vocabulary to promote in them extrinsic motivation through the lyrics of songs, and the rhythmical environment. Overall the whole activities are connected one to another to simplify learners vocabulary acquisition, the purpose to create a musical guide is conduct learners in a road where they can explore different kinds of environmental rhythms to improve their speaking, listening and pronunciation.





## FIGURE ACTIVITIES INDEX

<i>Figure Activity 1</i> Sweet Dreams (Are Made of This) (Official Video).....	88
<i>Figure Activity 2</i> Sweet Dreams Lyrics Worksheet .....	89
<i>Figure Activity 3</i> Inspirational Quotes .....	91
<i>Figure Activity 4</i> Dream higher than the sky and deeper than the ocean .....	92
<i>Figure Activity 5</i> Good vibes everyday all day .....	92
<i>Figure Activity 6</i> Find beauty in the small things .....	93
<i>Figure Activity 7</i> Make a wish & make it happen.....	93
<i>Figure Activity 8</i> Sweet Dreams (Are Made of This) - Lyrics Performance.....	94
<i>Figure Activity 9</i> Sweet Dreams (Are Made of This) Making Sounds - Pronunciation Pairs.....	96
<i>Figure Activity 10</i> Brainstorm.....	98
<i>Figure Activity 11</i> Another Brick in the Wall - Lyrics Performance .....	100
<i>Figure Activity 12</i> Phrasal Verbs in Songs.....	102
<i>Figure Activity 13</i> Whispering Lyrics .....	104
<i>Figure Activity 14</i> Group Singing .....	105
<i>Figure Activity 15</i> Performance with visuals .....	106



## ACTIVITY 1

### Sweet Dreams (Are Made of This) - Lyrics Comprehension



*Figure Activity 1 Sweet Dreams (Are Made of This) (Official Video) (Eurythmics, 1983)*  
Source: YouTube. (25 October 2009). *Eurythmics - Sweet Dreams (Are Made Of This) (Official Video)*.  
From: <https://www.youtube.com/watch?v=qeMFqkcPYcg>

#### Objectives:

- To enhance students speaking and pronunciation.
- To learn how to interpret lyrics of songs in English contexts.
- To promote an innate production of English.

With this song activity learners have the chance to improve their speaking and listening comprehension skills, this song lyrics was the main activity which acted as a gateway to other English speaking enhancement activities.



This song was selected for its simple lyrics to learn new vocabulary and for its simple meaning of the song to understand. And through constant practice, learners developed a natural musical intelligence.

UNIDAD EDUCATIVA FISCAL “DR.  
TEODORO ALVARADO OLEA”

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

Eurythmics - Sweet Dreams

Sweet dreams are made of this  
Who am I to disagree?  
I travel the world  
And the seven seas,  
Everybody's looking for something.  
Some of them want to use you  
Some of them want to get used by you  
Some of them want to abuse you  
Some of them want to be abused.  
Sweet dreams are made of this  
Who am I to disagree?  
I travel the world  
And the seven seas  
Everybody's looking for something  
Hold your head up  
Keep your head up, movin' on  
Hold your head up, movin' on  
Keep your head up, movin' on

Hold your head up, movin' on  
Keep your head up, movin' on  
Hold your head up, movin' on  
Keep your head up  
Some of them want to use you  
Some of them want to get used by you  
Some of them want to abuse you  
Some of them want to be abused.

( )

Sweet dreams are made of this  
Who am I to disagree?  
I travel the world  
And the seven seas  
Everybody's looking for something

Figure Activity 2 Sweet Dreams Lyrics Worksheet  
Made by Moreno, F. (2019)





Into this song lyrics activity students practice Present Simple and Past Simple tense to enhance the grammatical structure of this song, from the beginning learners practice these simple tenses to later in future classes know how to handle complex tenses, this song plays the important role of helping learners in their “Slurring Speech” (slurring speech refers to when learners pronounce all of the words together and speak fast). Sweet Dreams (Are Made of This) is a simple lyric that learners repeat multiple times without getting tired. Through repetition, they internalized the rhythm of the song and shown an amazing Cognitive Development with Musical Aspects.

The main purpose of this activity was taught learners to have fun and enjoy the moment with partners singing aloud in the classroom. Through practicing this song, students learn the importance of interpretation and natural comprehension. First, the song lyrics were written on the whiteboard to explain to the whole group what they mean within the English context. Second, learners were concentrated to the rhythm of the song in order to remember the correct intonation and pronunciation of the lyrics in English. Third, the teacher explained to the entire group what every statement means (this means that the class guider “teacher” must explain every part of the song clearly without exceptions). Finally, the whole group will perform the song in the Native Language Designation.

Suggestion of songs to listen at home:

- Marilyn Manson - Sweet Dreams (Are Made Of This) (Alt. Version)
- Eurythmics - Sweet Dreams (Ibiza Deep Summer Remix 2015)
- Emily Browning - Sweet Dreams
- The Coaches Perform 'Sweet Dreams' | The Voice UK 2019
- Winati ft. Louise CS - Sweet Dreams (Are Made Of This) (Official Lyric Video)

The suggestion to listen these songs at home are to help learners to develop a personal interpretation from the original song, with the listening of these songs learners will be able to improve their speaking interpreting the song with a different rhythm, but with the same lyrics context.



## ACTIVITY 2

### Inspirational Quotes

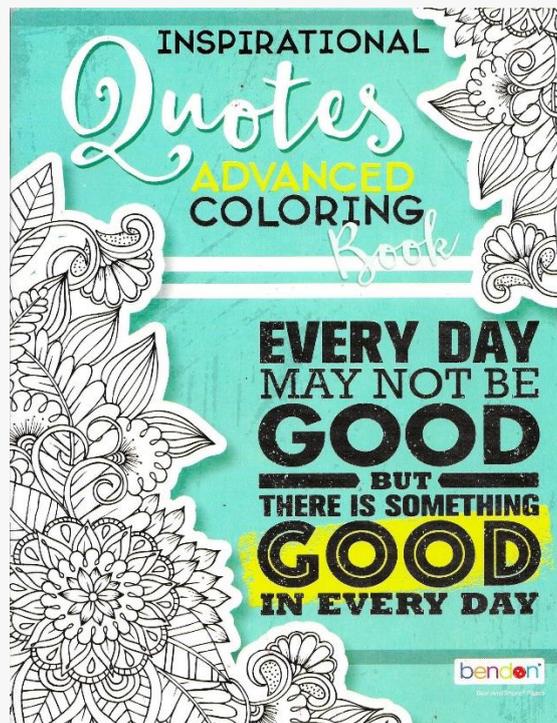
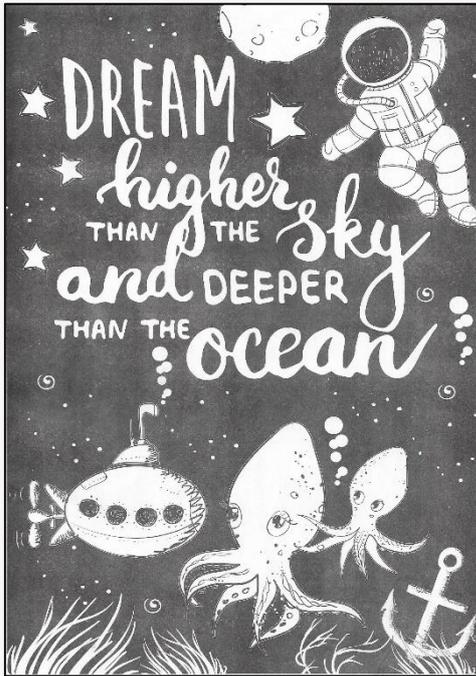


Figure Activity 3 Inspirational Quotes. (Bendon, 2018)

#### Objectives:

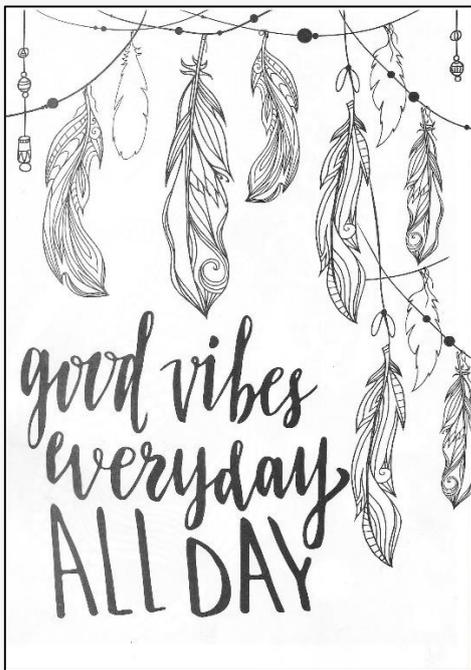
- To practice new English vocabulary.
- To build new English expressions into their internal vocabulary.
- To review previous vocabulary and add new words and expressions to their speech.

The main purpose of this classroom activity is encourage learners through these “Inspirational Quotes” in their daily lives, as an example we can mention some of these whimsical quotes paired with illustrations such as:



*“Dream higher than the sky  
and deeper than the ocean”*

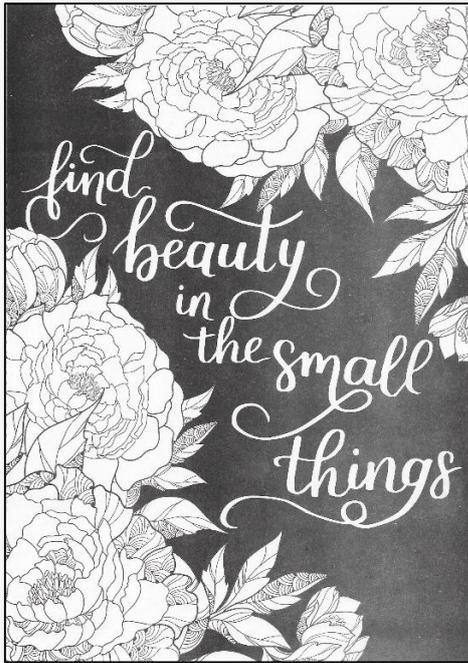
Figure Activity 4 Dream higher than the sky and deeper than the ocean. (Bendon, 2018)



*“Good vibes everyday all day”*

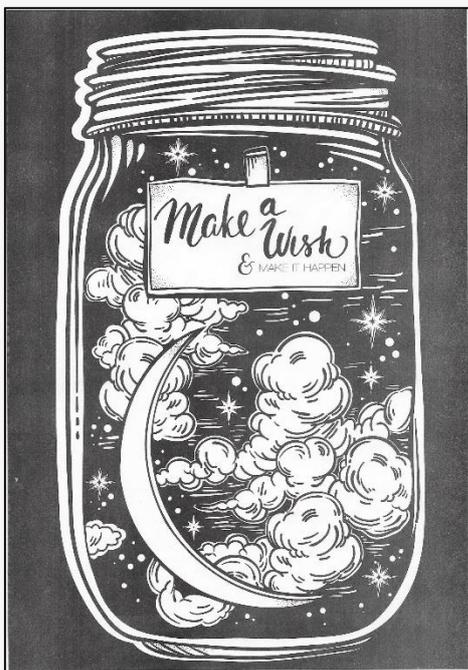
Figure Activity 5 Good vibes everyday all day. (Bendon, 2018)





*“Find beauty in the small things”*

Figure Activity 6 Find beauty in the small things. (Bendon, 2018)



*“Make a wish & make it happen”*

Figure Activity 7 Make a wish & make it happen. (Bendon, 2018)

This activity plays the functional role of clearing students’ minds for a moment about personal problems or daily difficulties. This recreational activity makes students color the illustrations from their inspirational thoughts.

These quotes with illustrations are linked to enhancement in students' vocabulary and through scaffolding, they learn new phrases with American Expressions. Overall, with this class activity students can be shown how a sentence can be linked with an illustrated picture and enjoy the simple pleasure of coloring.

Suggestion of songs to listen at home:

- Sia - Chandelier (Official Lyric Video)
- Rihanna - Diamonds (Official Lyric Video)

After the practicing of these inspirational quotes, students have learned new vocabulary and American expressions to communicate with the teacher and classmates citing some of the expressions learned in the classroom through song lyrics.

### ACTIVITY 3

#### Sweet Dreams (Are Made of This) - Lyrics Performance



Figure Activity 8 Sweet Dreams (Are Made of This) - Lyrics Performance (Bussiness, 2019)



With this song activity learners will improve their speaking skills and listening comprehension through, “Sweet Dreams (Are Made of This)” by Eurythmics. However, this time students will sing the song with the end goal of publicly performing it in front of teachers and administration.

The purpose of this performance is to build students’ self-confidence of presenting songs in English, even this song was selected for its simple lyrics to learn new vocabulary. The meaning of the song is easy to understand and through constant practice, learners can develop a natural musical intelligence. Into this performance learners show a true work of how Musical Intelligence can influence their speaking behavior in the moment of speak a foreign language. The performance of a song in front of an audience is develop in learners facilities to speak, and act in a naturally way.

Song Suggestion for this performance:

- Eurythmics – Sweet Dreams (Are Made of This) (Official Lyric Video)

After this audience performance learners will show more self-confident in future presentations.



## ACTIVITY 4

Sweet Dreams ( Are Made of This) - Making Sounds

Sentences with Phonetic Transcriptions /Pronunciation Pairs

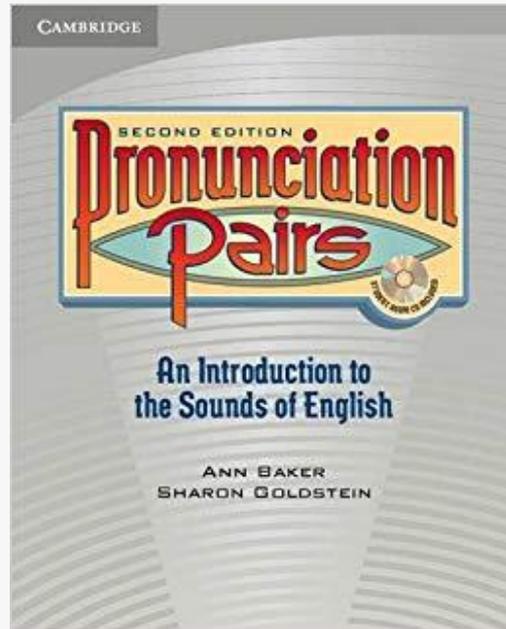


Figure Activity 9 Sweet Dreams (Are Made of This) Making Sounds - Pronunciation Pairs. (Baker, 2013)

### Objectives:

- To enhance speaking through Pronunciation Pairs.
- To learn how to identify and classify the differentiation kind of pronunciation of vowels and consonants.
- To practice speaking intonation through phonetic transcriptions.



This activity was designed to help students to recognize and pronounce the American English language in context. In this activity students must choose the correct phonetic transcription for the missing words in the lyrics.

Example:

**WORD PAIRS**

Make a circle for the correct phonetic transcription word by listening to the song.

- Sweet dreams                       $\frac{/ɑ:r/}{/æ:r/}$                       made of this.

- Who am I to                      ?  
     $\frac{/dɪsə'gri:/}{/dɪsə'gri:/}$

Pronunciation pairs are fundamental tools for learners at the beginning stages of language learning to cover the correct pronunciation of vowels and consonants such as stress, intonation, rhythm and other features connected in American speech. It is important to know that English speech deals with the correct pronunciation of idiomatic expressions and that pronunciation pairs enhance students’ analytical thinking and speaking intonation.

First of all this exercise activates innate interpretation of song lyrics. Students become more interactive with their classmates to overcome their weaknesses in speaking. Second, pupils practice stressing words, the rhythm of songs, and the correct intonation of long paragraphs in English texts. Finally, at the end of this long process of phonetic transcription activities, learners are able to develop a cognitive development with the correct Pronunciation of American English Expressions.

Suggestion of songs to listen at home:

- Eurythmics - Sweet Dreams (Are Made Of This) (Official Video)
- Ace of Base - Living in Danger (Official Lyric Video)

With these songs students are able to improve their pronunciation pairs skills to identify the differences in intonation and stress.



## ACTIVITY 5

### BRAINSTORM



Figure Activity 10 Brainstorm. (Whelan, 2017)

#### Objectives:

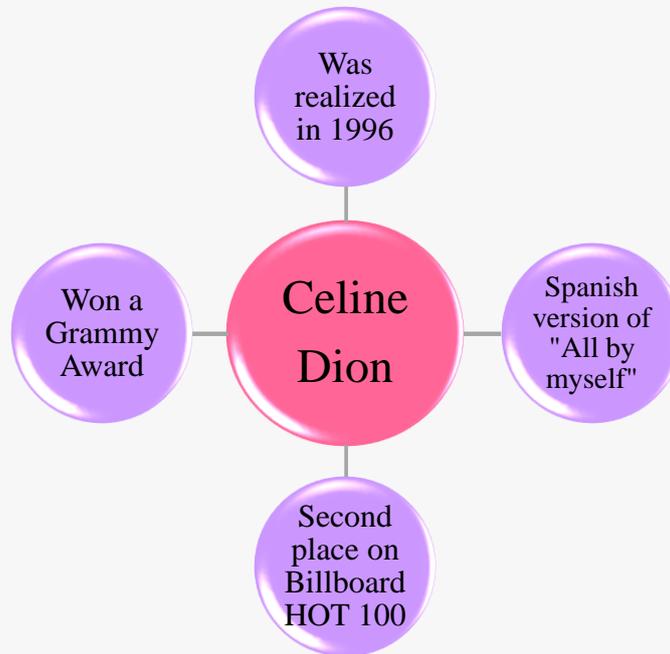
- To improve critical thinking and personal ideas.
- To build speaking coherence in the moment of talk or give points of view.

Brainstorming is the excellent process of thinking in a free way to activate critical thinking and to generate learners' internal ability of autonomous knowledge. With this ability, learners will always have the curiosity to know more.

Brainstorms are the solutions to specific problems giving ideas in spontaneous ways to solve them. The purpose of brainstorms is to maximize learners' creativity to promote better results in future classes and to develop clear ideas to succeed in specific subjects shown in the classroom.

Example:

Song: All by myself. Singer: Celine Dion.



*Diagram 6 Brainstorms*  
Made by Moreno, F. (2019)

Students were introduced to two songs, “All by myself” by Celine Dion, and the Spanish version “Perdoname” by Luis Miguel. For each song students learned the meanings of the lyrics in both Spanish and English. Through studying both sets of song lyrics, students gained an understanding of how meaning is translated across language, while maintaining the same rhythm and tune. Students then created vocabulary mind maps based on words that they remembered from the lyrics and extra information about the song. From those words, students brainstormed sentences. Students also used mind-mapping to organize information that they learned about each of the songs.

Suggestion of songs to listen at home:

- Celine Dion - All By Myself (Official Lyric Video)
- Celine Dion - Sola Otra Vez
- Luis Miguel - Perdóname (All by Myself)

The purpose of this listening training at home is practice the similarities of Celine Dion’s song of how the lyrics change in Spanish but the rhythm still the same.

## ACTIVITY 6

### Another Brick in the Wall - Lyrics Performance



Figure Activity 11 Another Brick in the Wall - Lyrics Performance (Floyd, 1979)  
Source: YouTube. (05 July 2010). *Pink Floyd - Another Brick in the Wall*. From:  
<https://www.youtube.com/watch?v=qeMFqkcPYcg>

#### Objectives:

- To enhance speaking and listening comprehension.
- To perform English speaking in front of audiences.
- To promote in learners extrinsic motivation for future performances in front of audiences.



With this song activity learners again have the chance to improve their speaking and listening comprehension skills through a different song, “Another Brick in the Wall” by Pink Floyd. However, this time students learned the song with the end goal of publicly performing it in front of teachers and administration.

This song was selected for its simple lyrics to learn new vocabulary. The meaning of the song is easy to understand and through constant practice, learners can develop a natural musical intelligence. Similar activities were developed around this song as with “Sweet Dreams.”

With this performance learners show a true work of how Musical Intelligence can influence their speaking behavior in moment of speak a foreign language. The performance of a song in front of an audience develop in learners facilities to speak, and act in a naturally way.

Song Suggestion for this performance:

- Pink Floyd - Another Brick in the Wall (Official Lyric Video)

After this audience performance learners will show more self-confident in different future presentations.



## ACTIVITY 7

### Phrasal Verbs in SONGS

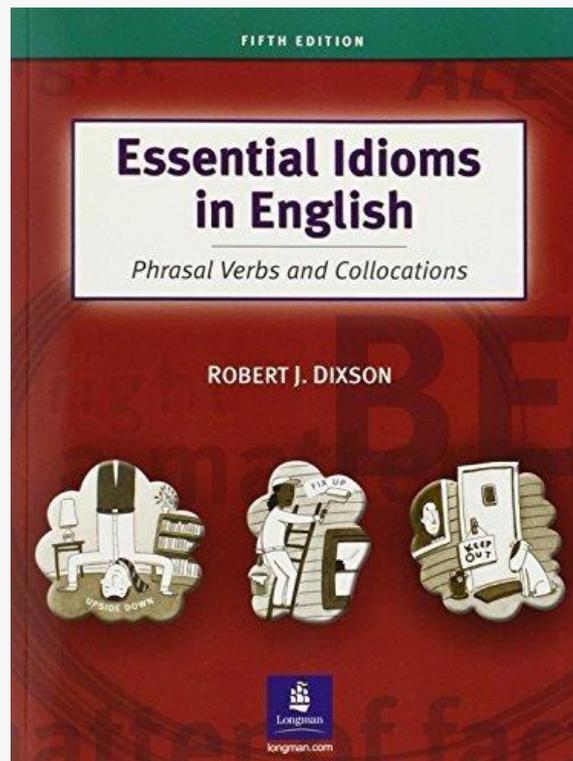


Figure Activity 12 Phrasal Verbs in Songs (Dixon, 2003)

#### Objectives:

- To build in learners idiomatic expressions for future foreign communication.
- To practice phrasal verbs in order to help learners to achieve extra vocabulary through these American expressions.

With this Idiomatic Expressions learners have the chance to improve their language according to the American speech, the use of idiomatic expressions is essential to have a successful communication with native American speakers, the understanding of these



expressions in English are the way to enhance listening, reading, speaking and writing in English skills.

Overall students would learn in a perfect context grammar language, and with enough practicing an adequate vocabulary, but in this long process what they really need is to improve these Idiomatic Expressions of language to speak such as:

Example:

**Table 23 Phrasal Verbs**

To get off	To put on	To take off
To turn off	To pick up	Right away

Made by Moreno, F. (2019)

English teachers into this long process acquire the ability to recognize in phrasal verbs common errors to help learners to enhance their English slurring speech through different kinds of steps. First, learners in the moment to practice speaking skills need songs with easy lyrics to develop a good recognition of phrasal verbs into songs. Second, students need simple tenses to get in contact with English language. Finally learners need to practice after classes karaoke at home or in leisure moments to interpret phrasal verbs into lyrics to produce the English language.

Suggestion of songs to listen at home:

- Pharrell Williams - Happy (Official Lyric Video)
- One Direction - What Makes You Beautiful (Official Lyric Video)
- P!nk - Try (Official Lyric Video)
- Gwen Stefani - Wind It Up (Official Lyric Video)

The purpose of this listening activity is training at home its function of phrasal verbs into lyrics of songs.



## ACTIVITY 8

### Whispering Lyrics



*Figure Activity 13 Whispering Lyrics (Taylor, 2014)*

#### Objectives:

- To promote in learners the innate ability of whisper songs and understand lyrics into messages.
- To practice speaking in class through games to enhance listening comprehension.

Students gather and form a giant circle, they choose a line from the song lyrics. One student starts each round by whispering the song lyric into the ear of the next classmate in the circle (the other students should not be able to hear what the song lyric is). Students take turns listening to the song lyric being whispered in their ear, and then repeating what



it is what they heard into the ear of the next student in the circle. The goal of the game is to pass the message on to the last student in the circle with accuracy.

The last student in the circle will say out loud what they heard. Then, the original phrase is revealed. If the message was passed accurately, the last student will say the message song lyric that was originally whispered.

Suggestion of songs to listen at home:

- Eurythmics - Who's That Girl? (Official Lyric Video)
- Eurythmics - Sweet Dreams (Are Made of This) (Official Lyric Video)
- Jennifer Lopez - On The Floor ft. Pitbull (Official Lyric Video)

## ACTIVITY 9

### GROUP SINGING



*Figure Activity 14* Group Singing (Clark, 2018)

Objectives:

- To promote peer grouping work into the classroom.
- To practice lyrics in a joyful way to improve students criteria.



Once the group of students already get familiar with the song lyrics of a particular song, they can break the lyrics up into singular words. Have students form a circle.

Example:

Students form a circle, starts with one student. That student will say the first word of the song “sweet”. The next student in the circle will say the second word. For example “dreams”.

To make it fun/engaging, have students go fast. If a student does not remember the word that comes next, they are “out”. Students will continue like this until you have finished the song, or until all of the students are “out”.

Suggestion of songs to listen at home:

- Eurythmics - Sweet Dreams (Are Made Of This) (Official Lyric Video)
- Eurythmics - Who's That Girl? (Official Lyric Video)
- Jennifer Lopez - Waiting for tonight (Official Lyric Video)

## ACTIVITY 10

### Performance with VISUALS



*Figure Activity 15 Performance with visuals (Ferlazzo, 2016)*





Objectives:

- To enhance the ability of identify nouns in songs.
- To review previous classwork and renew with strategically activities to enhance in learners their critical thinking.

In this activity students identify all of the nouns in a part of the song or the whole song. In groups, or individually, they have to draw out all of the nouns on pieces of paper.

These drawings can act as flash cards to help in the reinforcement of learn new vocabulary. Students practice the vocabulary with them. Then the teacher can play the song and have the students listen for those nouns. When they hear them into song, they can hold up the drawings.

Suggestion of songs to listen at home:

- Sia - Chandelier (Official Video)
- Rihanna - Where have you been (Official Video)
- Depeche Mode - Enjoy the Silence (Official Video)
- New Order - Blue Monday (Official Video)

At the end of this activity learners are able to develop a good slurring speech with Musical Intelligence aspects. In other words, the process of analyze, recognize and interpret lyrics of songs in different kinds of contexts are one of the best tools to encourage learners to take the huge risk of speak in front of an audience or when having a conversation with foreigners.

The Musical Intelligence Theory was the main character into this whole research to demonstrate how effective it is when students need to handle a good speaking. The review of Howard Gardner's literature concerning the Musical Intelligence was a transcendental input for the preparation of this activity guide, Professor Gardner was took in consideration for the design and development of each of the activities.



## CONCLUSIONS

The project reached the required standards as the students accepted the working technique of musical intelligence with satisfaction, acquiring vocabulary through song lyrics.

During this work the students were evaluated, they were put into practice many activities developing a critical and autonomous thinking where they learned how to take phrases in English and place them within sentences to be able to transmit messages with the new vocabulary acquired, this means that students through this continually process put into practice the development of what musical intelligence concerns.

The purpose to use the Musical Intelligence theory was based on the experience of the researcher of this investigation, and his development as a student in the English career at Universidad Laica Vicente Rocafuerte de Guayaquil, this teaching technique was implemented because when the researcher was a students in this university he realized the effect that music produces when an individual acquire the English language.

As a general conclusion it can be said that the project of using Musical Intelligence as a resource to learn new vocabulary in English was successfully accomplished, students and teachers were part of this educational process, in which great results were obtained, in the end of this process the learners were left with a clear perception of how English can be acquired in a fun an innovative way.

## **RECOMMENDATIONS**

The development of this research was applied with the topic of Musical Intelligence and its influence on efl vocabulary acquisition in fourth grade students BGU at Unidad Educativa Fiscal Dr. Teodoro Alvarado Olea school year 2019 - 2020, the next recommendations are consider.

To develop in learners the innate ability of communicate with foreigners or American speakers, enhancing their knowledge through quizzes and tests based on the theory of Musical Intelligence to build a critical thinking with musical aspects.

To motivate learners to use the audiolingual method to enhance their listening with a rhythmical environment to create into them a natural language approach towards to positives results.

To encourage learners to use the meaningful and functional learning with musical activities to acquire new expressions and vocabulary in English, when learners use musical activities as a resource they will improve the ability of listening and produce speech in American context.

Based on the present research, it is recommended that future studies should explore how The Theory of Musical Intelligence influence in real life in learners capacities, the scientific community must take in count how something like music can improve students vocabulary and thinking comprehension. Overall The Theory of Musical Intelligence shown how lyrics of songs and a variety of musical activities improved students' cognition and turning their minds faster with musical aspects.

## REFERENCES

- Amineh, R. J. (30 de April de 2015). *Journal of Social Sciences, Literature and Languages pdf*. Obtenido de Review of constructivism and social constructivism. *Journal of Social Sciences, Literature and Languages*, 1(1), 9-16.:  
<https://pdfs.semanticscholar.org/3890/3f4a7255496f75124d639e14e9b810c17370.pdf>
- Anastasia. (05 de January de 2018). *CLEVERISM.com*. Obtenido de Understanding Howard Gardner's Multiple Intelligence Theory:  
<https://www.cleverism.com/howard-gardners-multiple-intelligence-theory/>
- Asamblea Nacional Constituyente de Ecuador. (2008). *Constitución de Ecuador*. Ciudad Alfaró, Montecristi, Manabí, Ecuador: Nueva Praxis.
- Asamblea Nacional Constituyente de Ecuador. (2010). *Ley Organica De Educacion Superior*. Quito.
- Audissimo, E. (12 de June de 2014). *Books Online*. Obtenido de John William's film music. University of Wisconsin Pres.:  
<https://books.google.es/books?hl=es&lr=&id=fH9XAwAAQBAJ&oi=fnd&pg=PR11&dq=john+williams+music&ots=ULufKoYJCI&sig=Pb5AQkI-PVfr39S0-Ke33ToBi10#v=onepage&q=john%20williams%20music&f=false>
- Avilés, C. A. (2018). *Repositorio Institucional de la Universidad de Guayaquil*. Obtenido de Influence of music to improve the listening comprehension of the english language (Bachelor's thesis, Universidad de Guayaquil Facultad de Filosofía, Letras y Ciencias de la Educación).:  
<http://repositorio.ug.edu.ec/handle/redug/37885>
- Baker, A. G. (2013). *Pronunciation Pairs "An Introduction to the Sounds of English"*. New York.
- Bendon. (2018). *Inspirational Quotes ADVANCED COLORING Book*. Ohio, Ashland: bendon.
- Bhat, A. (2018). *QuestionPro*. Obtenido de QuestionPro:  
[https://www.questionpro.com/blog/surveys/#Survey\\_:\\_Definition](https://www.questionpro.com/blog/surveys/#Survey_:_Definition)
- Blur, E. (13 de July de 2018). *eltcampus.com*. Obtenido de Teaching Pronunciation and Phonetics: <https://eltcampus.com/blog/teaching-pronunciation-and-phonetics/>
- Bower, G. G. (2014). *ScienceDirect*. Obtenido de Theory and practice: Utilizing Dewey's experiential learning theory to implement a 5k road race. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 15, 61-67.:  
<https://www.sciencedirect.com/science/article/pii/S147383761400015X>

- Bussiness, M. (2019). *shutterstock*. Obtenido de <https://www.shutterstock.com/es/image-photo/male-female-students-singing-choir-teacher-1338680123>
- Cabezas, D. A. (October de 2018). *Repositorio.espe.edu.ec*. Obtenido de Comisión Editorial de la Universidad de las Fuerzas Armadas ESPE: <http://repositorio.espe.edu.ec/jspui/bitstream/21000/15424/1/Introduccion%20a%20la%20Metodologia%20de%20la%20investigacion%20cientifica.pdf>
- Cherry, K. (12 de September de 2019). *VeryWellMind*. Obtenido de Gardner's Theory of Multiple Intelligences: <https://www.verywellmind.com/gardners-theory-of-multiple-intelligences-2795161>
- Clark, M. (25 de October de 2018). *CHATHAM ARTS COUNCIL*. Obtenido de <https://www.chathamartscouncil.org/meet-this-artist-megan-clark/>
- Cornerstone. (2019). *Cornerstone*. Obtenido de <https://www.cornerstoneondemand.com/multiple-intelligences-explained>
- Council, E. (2018). *Euroexaminternational*. Obtenido de <http://www.euroexam.com/the-common-european-framework>
- Culatta, R. (August de 2017). *InstructionalDesign.org*. Obtenido de Social Development Theory (Lev Vygotsky): <https://www.instructionaldesign.org/theories/social-development/>
- Dixon, R. J. (2003). *Eseential Idioms in English*. New York: longman.
- Ennio Morricone, A. D. (02 de May de 2017). *Online Books*. Obtenido de En busca de aquel sonido: Mi música, mi vida: [https://books.google.es/books?id=DCctDwAAQBAJ&dq=Ennio+Morricone&lr=&hl=es&source=gbs\\_navlinks\\_s](https://books.google.es/books?id=DCctDwAAQBAJ&dq=Ennio+Morricone&lr=&hl=es&source=gbs_navlinks_s)
- Eurythmics. (21 de January de 1983). *YouTube*. Obtenido de Eurythmics - Sweet Dreams (Are Made Of This) (Official Video): <https://www.youtube.com/watch?v=qeMFqkcPYcg>
- Ferlazzo, L. (24 de March de 2016). *edutopia*. Obtenido de Collaborative Writing, Common Core, and ELLs: <https://www.edutopia.org/blog/collaborative-writing-common-core-ells-larry-ferlazzo-katie-hull-sypnieski>
- Floyd, P. (30 de November de 1979). *YouTube*. Obtenido de Pink Floyd - Another Brick In The Wall (HQ): <https://www.youtube.com/watch?v=YR5ApYxkU-U>
- Giovanni Dosi, M. G. (December de 2017). *ScienceDirect*. Obtenido de The cost-quantity relations and the diverse patterns of “learning by doing”: Evidence from India. *Research Policy*, 46(10), 1873-1886.: <https://www.sciencedirect.com/science/article/abs/pii/S0048733317301555>

- Hancock, M. (09 de December de 2018). *BritishCouncil.org*. Obtenido de Pronunciation in the English language classroom is more than just 'listen and repeat': <https://www.britishcouncil.org/voices-magazine/teaching-pronunciation-more-just-listen-and-repeat>
- Hoge, A. (8 de June de 2018). *EnglishCLUB.com*. Obtenido de Collocations: <https://www.englishclub.com/vocabulary/collocations.htm>
- Hood, H. (02 de March de 2018). *Quizalize*. Obtenido de Top 10 Classroom Games: <https://www.quizalize.com/blog/2018/03/02/classroom-games/>
- Hulbert. (17 de July de 2018). *YouTube*. Obtenido de Types of Musical Intelligence: <https://www.youtube.com/watch?v=cQQGZ2JCsPU>
- Kidspot, B. (19 de September de 2018). *BILINGUAL KIDSPOT*. Obtenido de <https://bilingualkidspot.com/2018/09/19/5-stages-of-second-language-acquisition/>
- Kuhl, C. Z. (17 de March de 2015). *The Journal of the Acoustical Society of America*. Obtenido de Effect of musical experience on learning lexical tone categories: <https://asa.scitation.org/doi/abs/10.1121/1.4913457>
- Laje, D. C. (2019). *Repositorio Digital ULVR - Universidad Laica Vicente Rocafuerte de Guayaquil*. Obtenido de The influence of communicative activities to enhance listening comprehension skill of english one students at espol university : <http://repositorio.ulvr.edu.ec/handle/44000/3238>
- Lennox, A. (10 de August de 2017). *Pinterest.com*. Obtenido de Descubre ideas sobre Frases Sobre La Música: <https://www.pinterest.ca/pin/245164773441718621>
- Lou, Y. (January de 2017). *ResearchGate*. Obtenido de Learning Vocabulary in EFL Contexts through Vocabulary Learning Strategies: [https://www.researchgate.net/publication/26490097\\_Learning\\_Vocabulary\\_in\\_EFL\\_Contexts\\_through\\_Vocabulary\\_Learning\\_Strategies](https://www.researchgate.net/publication/26490097_Learning_Vocabulary_in_EFL_Contexts_through_Vocabulary_Learning_Strategies)
- Manterola, C. (19 de December de 2016). *Scielo*. Obtenido de [scielo.conicyt.cl: https://scielo.conicyt.cl/scielo.php?pid=S0717-95022017000100037&script=sci\\_arttext](https://scielo.conicyt.cl/scielo.php?pid=S0717-95022017000100037&script=sci_arttext)
- Margol, T. (2015). *Sisinternational.com*. Obtenido de [Sisinternational.com: https://www.sisinternational.com/what-is-quantitative-research/](https://www.sisinternational.com/what-is-quantitative-research/)
- McGuire, O. (2016). *MONTROSE42-BLOG*. Obtenido de Commentaries on research and education policy: <https://montrose42.wordpress.com/2010/04/05/multiple-intelligences-and-their-impact-on-education/>

- McLeod, S. (2014). *Lev vygotsky. Simply psychology, 1-13*. Obtenido de <https://pdfs.semanticscholar.org/96ba/471b2677b7ca0b62e778dee40fa1078d5c03.pdf>
- Mills, S. W. (17 de September de 2014). *ijea.org*. Obtenido de International Journal of Education & the Arts: <http://www.ijea.org/v2n4/index.html>
- Moreno, F. (2019). *Eurythmics - Sweet Dreams/Quiz*. Guayaquil: Empezastes.
- Moreno, J. L. (2014). *Libreriaauria.com*. Obtenido de Hablar y cantar. La música y el lenguaje (concepciones antiguas).: <https://libreriaaurea.com/es/13667-hablar-y-cantar-la-musica-y-el-lenguaje-concepciones-antiguas-9788433856500.html>
- Nagy, K. (31 de July de 2018). *RATEIssues*. Obtenido de Teaching vocabulary to young learners using songs: <https://rate.org.ro/blog2.php/1/teaching-vocabulary-to-young-learners>
- Nazareno, M. J. (04 de February de 2016). *Repositorio Digital PUCESE - Pontificia Universidad Católica del Ecuador*. Obtenido de Learning foreing language through vocabulary: <https://repositorio.pucese.edu.ec/handle/123456789/605>
- Nordquist, R. (09 de April de 2017). *Thoughtco.com*. Obtenido de What Is a Second Language (L2): <https://www.thoughtco.com/second-language-1691930>
- Núñez, G. d. (2017). *Repositorio Institucional de la Universidad de Guayaquil*. Obtenido de Influence of english lyrics songs to develop the listening skill: <http://repositorio.ug.edu.ec/handle/redug/25871>
- ONU: Asamblea General. (10 de Diciembre de 1948). *Declaración Universal de Derechos Humanos* (Vol. 217). Recuperado el Septiembre de 2019, de <https://www.refworld.org/es/docid/47a080e32.html>
- Ortega, M. M. (Octubre de 2015). *ACADEMIA*. Obtenido de ACADEMIA: [https://www.academia.edu/18122652/TIPOS\\_DE\\_INVESTIGACION](https://www.academia.edu/18122652/TIPOS_DE_INVESTIGACION)
- Osborn, A. (August de 2018). *MANAGE*. Obtenido de BRAINSTORMING: <https://www.kbmanage.com/concept/brainstorming>
- Parra, A. (14 de January de 2014). *SlideShare*. Obtenido de Ancient Greece: <https://www.slideshare.net/anabelparra/ancient-greece-30004841>
- Perez, W. (2015). *SCRIBD*. Obtenido de Descargue como PDF, TXT o lea en línea desde Scribd: <https://es.scribd.com/document/318211395/Carlos-Alvarez-de-Zayas>
- Registro Oficial (Congreso Nacional del Ecuador; cesado 2007). (2003). *Codigo de la Niñez y Adolescencia*. Quito.

- Reinhart, T. (25 de November de 2016). *Taylor & Francis Group an informa Business*. Obtenido de Anaphora and semantic interpretation. Routledge.:  
<https://www.taylorfrancis.com/books/9781315536965>
- Rivadeneira, J. C. (June de 2015). *Repositorio Institucional - Universidad Nacional Pedro Ruiz Gallo - PERÚ*. Obtenido de A didactic proposal to improve pronunciation skills based on the use of popular English songs among intermediate students of University of Lambayeque language Institute - 2014:  
<http://repositorio.unprg.edu.pe/handle/UNPRG/568>
- Robson, M. (2014). *HEALTH University of Utah*. Obtenido de nursing.utah.edu:  
<https://nursing.utah.edu/research/qualitative-research/what-is-qualitative-research.php>
- Smith, K. (03 de April de 2015). *kevindsmith.org*. Obtenido de Constructivist Design Theory: <http://www.kevindsmith.org/uploads/1/1/2/4/11249861/idt7074-constructivist-design-theory-kevin-smith.pdf>
- Spencer, H. (2015). *Taylor & Francis Group and informa bussiness*. Obtenido de <https://www.taylorfrancis.com/books/e/9780203736319/chapters/10.4324/9780203736319-8>
- Spencer, M. (2019). *ESLteacherEDU.org*. Obtenido de What is TEFL?:  
<https://www.eslteacheredu.org/what-is-tefl/>
- Taylor, K. (21 de April de 2014). *MSG Dish*. Obtenido de Chinese Whispers: What They Mean for MSG and Rumors about Its Safety: <https://msgdish.com/chinese-whispers-msg-safety/>
- Thomas, D. C. (21 de January de 2015). *Wiley Online Library*. Obtenido de Cultural intelligence. Wiley Encyclopedia of Management, 1-3.:  
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781118785317.weom060051>
- Tircio, C. A. (2018). *Repositorio Institucional de la Universidad de Guayaquil*. Obtenido de The influence of the role play in the oral expression of the english language: <http://repositorio.ug.edu.ec/handle/redug/29972>
- Vallori, A. B. (December de 2014). *Journal of Education and Human Development pdf*. Obtenido de Meaningful learning in practice. Journal of education and human development, 3(4), 199-209.: <https://antoniballester.com/wp-content/uploads/2017/03/Pdf-1.pdf>
- Viteri, A. F. (February de 02 de 2018). *Repositorio Digital PUCESE - Pontifica Universidad Católica del Ecuador*. Obtenido de MULTIPLE INTELLIGENCES AND THEIR INFLUENCE ON THE DEVELOPMENT OF THE APPLIED LINGUISTICS SCHOOL STUDENTS ORAL SKILLS AT PUCE

ESMERALDAS, 2017 :

<https://repositorio.pucese.edu.ec/handle/123456789/1454>

W. Verrusio, E. E. (2015). *ScienceDirect*. Obtenido de The Mozart effect: a quantitative EEG study. Consciousness and cognition.:

<https://www.sciencedirect.com/science/article/abs/pii/S1053810015001130>

Whelan, S. (23 de Mach de 2017). *Media Group Online, INC*. Obtenido de BRAINSTORMING TECHNIQUES: PROMOTION:

<https://www.mediagrouponlineinc.com/2017/03/23/brainstorming-techniques-promotion/>

# **ANNEXES**

# ANNEX 1 DOCUMENTS



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL**  
**Validation of the proposed Project Plan**

**THE MUSICAL INTELLIGENCE AND ITS INFLUENCE ON EFL  
VOCABULARY ACQUISITION IN FOURTH GRADE STUDENTS BGU AT  
UNIDAD EDUCATIVA FISCAL DR. TEODORO ALVARADO OLEA**

**Rating Scale**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

**Comments**

Gardner's ideas changed the way teachers assess the strengths and weaknesses of students. Musical intelligence can emphasize sensitivity to the meaning and order of words, so using songs and their lyrics is an excellent way to teach and get extraordinary learning outcomes.

<b>Name:</b>	Msc. Martha Medina Orellana	
<b>Occupation:</b>	English Coordinator at "Universidad Internacional del Ecuador – UIDE"	
<b>Phone number</b>	0994511138	

*Author: Fernando Moreno*



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL

Validation of the proposed Project Plan

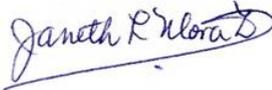
**THE MUSICAL INTELLIGENCE AND ITS INFLUENCE ON EFL  
VOCABULARY ACQUISITION IN FOURTH GRADE STUDENTS BGU AT  
UNIDAD EDUCATIVA FISCAL DR. TEODORO ALVARADO OLEA**

**Rating Scale**

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

**Comments**

The author has provided a different insight in the development of the speaking abilities. It is important to show that while the students are touched by their interests, music in this case, the learning process becomes easier to acquire. Different learning types and approaches have been implemented in this proposal to obtain the best results.

<b>Name:</b>	Mg. Janeth Leticia Mora Zapater	
<b>Occupation:</b>	English School Director- ULVR	
<b>Phone number</b>	0990536501	

*Author: Fernando Moreno*



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL

Validation of the proposed Project Plan

THE MUSICAL INTELLIGENCE AND ITS INFLUENCE ON EFL  
VOCABULARY ACQUISITION IN FOURTH GRADE STUDENTS BGU AT  
UNIDAD EDUCATIVA FISCAL DR. TEODORO ALVARADO OLEA

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

This research provides helpful strategies that can be applied in several schools around our country. A successful English learning process provides students an advantage through their preparation to be successful professionals in the future.

<b>Name:</b>	MMGC. Olga Cristina Martín Moreno	
<b>Occupation:</b>	Undergraduate degree in Tourism coordinator at ESPOL (Escuela Superior Politécnica del Litoral)	
<b>Phone number</b>	04 2269074	

Author: Fernando Moreno

## ANNEX 2 RESEARCH INSTRUMENTS

### SURVEY STUDENTS ANALYSIS

STUDENTS ANALYSIS	COMPLETE	PARTIAL	LACKING
1. Listens and repeats the pronunciation of words of the second language corresponding to music in English			
2. Interprets lyrics of the songs in context to achieve new vocabulary in English			
3. Recognizes the oral production of sounds and reproduces them in written words, in this case, Phrasal Verbs			
4. Uses words such as “much”, “very” and “many” to differentiate aspects of music like intensity, speed and beauty			
5. Uses lyrics of songs to reinforce knowledge about Past vs. Past Participle			
6. Musicalizes, melodically and rhythmically, Inspirational Quotes in accordance with the music of selected songs			
7. Uses song lyrics to reinforce knowledge about Present Perfect			
8. Develops reading comprehension of song lyrics			
9. Identifies lyrics of songs and gives own interpretation in English			
10. Uses musical intelligence to improve pronunciation			

## SURVEY TEACHERS ANALYSIS

Survey Teachers Analysis	TOTALLY AGREE	PARTIALLY AGREE	DISAGREE
<b>1. Do you consider that English songs would help learners to enhance pronunciation?</b>			
<b>2. Are you agree that learners should have English songs in classes to enhance speaking?</b>			
<b>3. Do you think that English lyrics are fundamental tools in classrooms to practice English is American contexts?</b>			
<b>4. The importance of fluent English in public High Schools is necessary?</b>			
<b>5. Do you think that English songs in public High Schools are extrinsic motivation for learners to have better results in speaking?</b>			
<b>6. In the process of English learning do you believe that English lyrics must be teach as a complement subject in classrooms to activate in learners a cognitive development with musical aspects?</b>			

## **INTERVIEW TEACHER ANALYSIS**

### **Teacher Interview**

**Interviewer:** Fernando José Moreno

**Interviewed:** English teacher of the Educational Institution

- 1. - Why do you think English is important in public high schools?**
- 2. - Do you consider that Musical Intelligence is a teaching strategy to teach English language?**
- 3. - Do you as a teacher consider that Musical resources are important for beginner learners?**
- 4. - In this career have you ever seen a learning strategy with musical resources?**
- 5. - Would you recommend another teacher this kind of musical teaching strategies?**
- 6. - Which one do you think is the best music resource to teach lyrics in English?**
- 7. - How do you define musical resources for a class in English?**
- 8. - Do you think that you would apply this musical strategies by you own way?**
- 9. - Based in this experience of Musical Intelligence, do you agree that learners could develop a good slurring speech with musical aspects?**
- 10. - Now in the end of this research what are your personal thoughts about these classes with the Musical Intelligence Theory?**



UNIDAD EDUCATIVA FISCAL “DR. TEODORO ALVARADO OLEA”

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

TEACHER’S NAME: FERNANDO MORENO COURSE: 1ero Contabilidad B

**ORIENTATIONS:**

The present test of structured type is aimed at verifying the level of attainment acquired of the skills developed during the quinquemester; Therefore, proceed to answer with absolute sincerity the items that make it up, being able start by the one that is most opportune to him/her, for this, has a response grid.

**The use of pencil, red pen, eraser, or liquid paper are not allowed.**

In case of being surprised in academic dishonesty (copy) will be applied the sanction of the regulatory procedure of the Art. 226 LOEI

It has approximately **60 minutes** to develop it.

The sheet will be collected once your application is finished.

**1. - Complete the Following sentences, make a circle in the correct option. (1point)**

The next filling gaps are concerning to the song just seen in class.

- a. Sweet dreams \_\_\_\_\_ made \_\_\_\_\_ this.  
A) are / to      B) add / of      C) are / of      D) are / to
- b. I \_\_\_\_\_ the world and the seven \_\_\_\_\_.  
A) label / deals      B) travel / seas      C) travel / seals      D) travel / see
- c. Some of them want \_\_\_\_\_ get \_\_\_\_\_ by you.  
A) to / use      B) too / used      C) to / used      D) too / used
- d. Who am \_\_\_\_\_ to \_\_\_\_\_?  
A) I / disagreed      B) I / disagreed      C) I / dissagre      D) I / disagree

**2. - Complete the sentence with the correct Phrasal Verb. (1 point)**

- a. We are going to get out of      1. the lights
- b. Teacher wants the homework      2. the bus
- c. My mom is going to      3. your coat
- d. Please take off      4. right away
- e. Do not turn on      5. pick you up

- |                   |
|-------------------|
| A) 2a,4b,5c,1c,3d |
| B) 4a,2b,5c,3d,1c |
| C) 2a,4b,5c,3d,1c |
| D) 3d,4b,2a,1c,5c |

**3. - Answer the next Questions. (2 point)**

a. The signer in the band before to be famous her unartistic name was?

\_\_\_\_\_

b. What is the name of the songwriter (singer partner)?

\_\_\_\_\_

c. What is the name of the Band?

\_\_\_\_\_

d. Name the instrument that the band used to create “Electronic Sounds”?

\_\_\_\_\_

**4. - Change these sentences to Passive Voice. (1 point)**

a. “MY FATHER **BUILT** THIS HOUSE”

\_\_\_\_\_

b. “Selena Gomez **TRAVEL** TO LATIN AMERICA”

\_\_\_\_\_

c. “PAUL **CALLS** ME”

\_\_\_\_\_

d.” Shakira **WROTE** THE SONG RABIOSA”

\_\_\_\_\_

**5. - Make questions using Passive Voice with “W Questions” (2 point)**

a. W?: When **PRESENT SIMPLE PASSIVE**

b. Object: Computer

c. Verb: Repair

d. To be: is / are

\_\_\_\_\_

a. W?: Where **PAST SIMPLE PASSIVE**

b. Object: Computer

c. Verb: Repair

d. To be: was /were

\_\_\_\_\_

- a. W ? : How                      **PRESENT SIMPLE PASSIVE**  
b. Object: Sofa  
c. Verb: being + repair  
d. To be: is / are
- 

- a. W ? : Why                      **PAST SIMPLE PASSIVE**  
b. Object: Sofa  
c. Verb: being + repair  
d. To be: was / were
- 

**6. Correct the next mistakes. (1 point)**

*Sweet Dreams*

Sweet lips are make of this

Who jam I to disagree?

travel the world

And then seven seas,

Everybody's looking for something.

**7. Complete the paragraph. (1point)**

Some of them want to \_\_\_\_\_

**8. Choose the appropriate idiomatic expression to substitute for the italicized word. (1point)**

a) Paul always "wakes" for school at six o'clock in the morning.

- a. Gets up                      b. Puts on                      c. Turns off

b) Can you bring me a package to the post office "immediately"?

- a. Sooner or later              b. At first                      c. Right away

c) Sabrina "placed" her new hat on her head while looking in the mirror.

- a. Picked up                      b. Puts on                      c. Gets on

d) "Remove" your coat and sit down for a few minutes.

- a. Turn on                      b. Get on                      c. Take off

-----  
Fernando Moreno  
Teacher

-----  
Student

## ANNEX 3 PHOTOS

### SWEET DREAMS (ARE MADE OF THIS)

### LYRICS PERFORMANCE



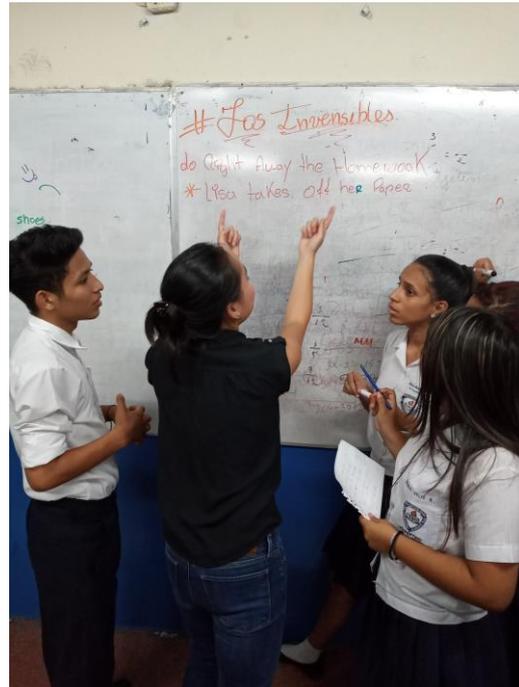
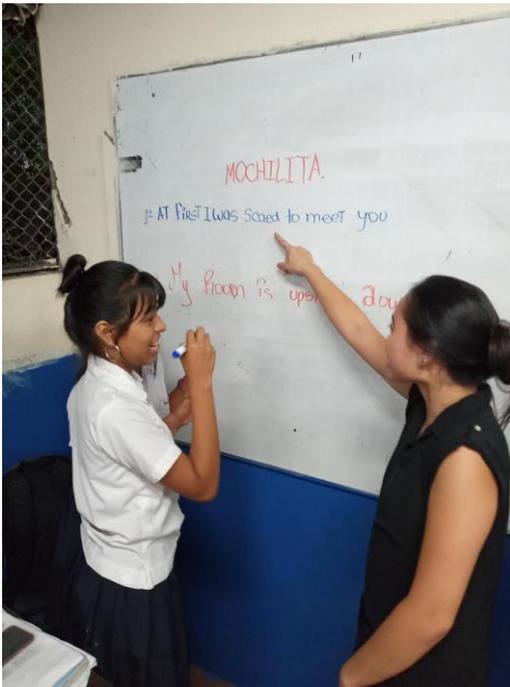
### INSPIRATIONAL QUOTES



## INSPIRATIONAL QUOTES



## PHRASAL VERBS



## PHRASAL VERBS



## REMEMBER

*“Sweet Dreams are Made of This”*





*“This thesis is especially dedicated to all young dreamers who knows that one day dreams come true, but we cannot forget that this work is deeply inspired by the incredible voice of Annie Lennox & the electronic music work of Dave Stewart”*

*by Fernando Moreno*