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**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y**  
**EXTRANJEROS**

**Informe final del Trabajo de Titulación previo a la obtención del título de**  
**Licenciado/a en Pedagogía del Idioma Inglés.**

**THEME:**

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**MUSICAL INTELLIGENCE ACTIVITIES AND SPEAKING SKILL**

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Ambato – Ecuador

2024

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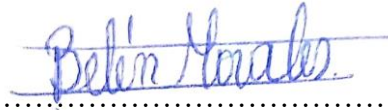
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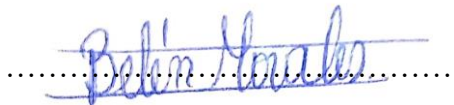
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## **DEDICATION**

### **TO:**

I would like to dedicate this research first and foremost to God and my parents Edison and Yolanda, who have accompanied me throughout my university career. I would also like to thank my husband Patricio and my beloved son Leonardo Paredes, who with their patience, companionship and unconditional love encouraged me to develop this role of mother, wife and student at the same time. Finally, to my brothers Fernando, Israel and Boris Morales Cando who always had a positive influence on my studies. May God grant my family many years of strength so that they may continue to walk by my side in this journey called life.

Maria Belen

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**THEME:** Musical intelligence activities and speaking skill

**AUTHOR:** María Belén Morales Cando

**TUTOR:** Lcda. Ana Jazmina Vera de la Torre, Mg

**ABSTRACT**

This research aimed to determine how the use of musical intelligence activities influences the learning of speaking skill in third-year students of the "Juan de Velasco" School in Pelileo-Ecuador. The use of musical activities in the classroom was very useful for teachers because they were able to motivate students to improve their pronunciation, grammar and vocabulary in oral expression, which benefited students' academic performance. A quantitative approach was used and the type of research was pre-experimental, with a population of 22 students (13 girls and 9 boys aged 7-8 years). Furthermore, to collect data a pre-and post-test of the Cambridge Assessment English KET (Key for school) speaking section was administered with two parts. In addition, a Cambridge University rubric was used to assess the student's level of English-speaking skill. Ten interventions were carried out in which different activities were applied such as: interview, role play, pair work, group work, short presentations, description of pictures, among others. As a result, students can now give their personal information, make short conversations, describe pictures about activities of their free time, tell the time, talk about their likes and dislikes, etc. Data analysis was carried out using Statistical Package for Social Sciences (SPSS) software and represented in tables. As a result, the students had a significant improvement in oral skills as the pre-test average was 3.2 points and the post-test average was 7.1 points out of 10, with a difference of 3.9 points.

**Keywords:** English, Language, Musical intelligence, activities, speaking skill

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**RESUMEN**

Esta investigación tuvo como objetivo determinar cómo influye el uso de actividades de inteligencia musical en el aprendizaje de la habilidad de expresión oral en estudiantes de tercer año de la Escuela "Juan de Velasco" de Pelileo-Ecuador. El uso de actividades musicales en el aula fue muy útil porque se motivó a los alumnos a mejorar su pronunciación, gramática y vocabulario en la expresión oral. Se utilizó un enfoque cuantitativo y el tipo de investigación fue pre-experimental, con una población de 22 estudiantes (13 niñas y 9 niños) de edades comprendidas entre 7 y 8 años. Además, para recopilar los datos se administró una prueba previa y posterior de la sección de expresión oral del Cambridge Assessment English KET (Key for school) con dos partes, cada una de 3 a 5 minutos de duración. Además, se utilizó una rúbrica de la Universidad de Cambridge para evaluar el nivel de competencia oral en inglés de los estudiantes. Se realizaron diez intervenciones en las que se aplicaron diferentes actividades como: entrevista, juego de roles, trabajo en parejas, trabajo en grupo, presentaciones cortas, descripción de imágenes, entre otras. Como resultado, ahora los alumnos pueden dar su información personal, hacer conversaciones cortas, describir imágenes sobre actividades de su tiempo libre, decir la hora, hablar sobre lo que les gusta y lo que no, etc., para una mejor expresión oral. El análisis de los datos se llevó a cabo mediante el programa Statistical Package for Social Sciences (SPSS) y se representó en tablas. Como resultado, los estudiantes tuvieron una mejora significativa en las habilidades orales ya que el promedio pre-test fue de 3.2 puntos y el promedio post-test fue de 7.1 puntos sobre 10, con una diferencia de 3.9 puntos.

**Palabras claves:** Inglés, actividades de inteligencia musical, habilidad para hablar.

## CHAPTER I

### THEORETICAL FRAMEWORK

#### 1.1. Research Background

To support the research on the use of musical intelligence in speaking skill, information was collected from various academic databases such as Researchgate, Google Scholar, Taylor and Francis, Scielo, and Eric. These sources were used to gather information on the topic

Briceño and Duran (2021) stated that the study aimed to demonstrate the relationship between linguistic and musical intelligences and their influence on foreign language acquisition. The study had a cross-sectional design, the population was between 1,000 students aged 12 to 17 years, which established a sample of 448 students residing in the city of Lima (Peru), in addition to being language students in their high school. According to Briceño and Duran (2021) mentioned that the data collection was applied through the (VRIMYL) Test for the Evaluation of the Relationship between Musical Intelligence and Language, which was composed of 11 items, 10 in this dichotomous number in multiple-choice nominal scales. The results obtained indicated a positive relationship between music learning and language development, which the researchers inferred that music students have a natural and involuntary preference for learning one or more foreign languages. In order to achieve the objective, a descriptive qualitative research methodology was used, which included an interpretative framework that made it possible to organise, identify, describe and analyse the different strategies that helped students learn a new language such as English.

Menéndez and Bolívar (2019) led a research project whose main objective was to produce the incidence of musical intelligence in the development of oral language in order to enhance children's cognitive abilities. The research modality was field research, since it moved to the same place where the problem was presented, which was to analyze Musical Intelligence and its contribution in the increase of oral language, using musical tools like singing. The population was 16 teachers of different grades belonging to the

Educational Unit; taking as a sample 5 teachers of initial education, first and second grade with their respective assistants, the data collection instrument used was a questionnaire of 8 questions that was applied to the teachers; this questionnaire was validated by experts. The results of the survey are represented in statistical tables, analyzed, and interpreted qualitatively and quantitatively. It was concluded that the development of musical intelligence can contribute to the improvement of students' oral language as it links students' cognitive abilities and creates a learning environment where rhythm, lyric and playfulness are involved.

Fernandez and Fonseca (2022) carried out a study involving 124 English as a Foreign Language (EFL) students in the fourth year of Secondary Education from three different high schools in Spain to consider different factors that might influence students' oral competence. The study measured students' emotional understanding, their willingness to communicate in an FL and their musical experience through individual interviews and three scales: The Music Absorption Scale which aimed to measure students' musical experience and their emotional response to music. The Situational Emotional Comprehension Test - Brief scale which measured their emotional understanding of verbal texts, and finally the Communication Readiness Scale which measured their willingness to communicate in the EFL classroom. The results showed that students with high emotional understanding show better oral skills and that students with musical experience exhibited higher emotional understanding. Although no direct connection was found between students' musical experience and their oral proficiency, they detected a significant positive connection between emotional understanding and the five parameters considered to assess students' oral competence. The relationship between willingness to communicate in the EFL classroom and students' oral competence was even stronger.

Daquila (2023) conducted a study whose objective was to analyze the use of musical intelligence to facilitate individuals' pronunciation. A study was conducted to check whether the participants in the experimental group, who were trained in pronunciation through music, obtained better results than those in the control group, who were trained more traditionally (listening and repeating). The results were compared with previous studies also related to Multiple Intelligences, because musical skills start to

develop at an early age, as it can help young children to express themselves when they do not yet have the linguistic tools to do so.

Yuen (2022) conducted a research involving a total of 40 third-grade students (N = 40 students, divided into two groups: quasi-experimental group and control group). Its main objective was to identify the effects of musical intervention on English proficiency. They used improvised teaching materials from the CEFR third-grade syllabus, which met the learners' present and future needs, and examined the level of learners' participation in the music intervention. Data collected through oral assessments and observation checklists. This research employed a quantitative approach with a quasi-experimental pre-test-post-test design. Students who had followed the music-based intervention with improvised materials had shown improvements not only in the content and vocabulary of the materials but also in their speaking skills, especially in their pronunciation and fluency. The control group also illustrated that the inclusion of a music-based intervention and improvised materials in the English class seems to have motivated students to actively participate in class discussions. They concluded that the results of the study showed a significant difference between the groups.

Kirby et al. (2023) carried out an investigation using various types of musical activities that teachers use within the classroom (purposes and difficulties). It was conducted through a multi-method approach, using data from two focus groups (N1 = 8, N2 = 6) and a survey (N = 119) to understand how frequently various types of music activities are used by preschool educators in the USA. This study also shed light on the current linguistic landscape of a sample of early care and education centres in the USA, highlighting the importance of music activities as a tool to engage and teach children whose home language is different from the language of instruction, English. The results indicated that preschool educators use music on a daily basis, both for academic and social-emotional purposes. In addition, educators who have linguistically diverse students tend to use music more than those who have all English speakers in their classrooms. Finally, educators reported that they faced several challenges in accessing the resources needed to lead music activities effectively in their classrooms.

Fernandez et al. (2019) conducted a study involving one hundred and twenty-four fourth-year EFL students from three different secondary schools in Spain. In addition, the

present study aimed to consider different factors that might influence students' oral competence. Among these factors, students' emotional understanding, their willingness to communicate in FL and their musical experience were considered. Although no direct relationship was found between students' musical experience and their speaking competence, the results indicated that students with high emotional understanding showed better speaking skills and that students with musical experience showed higher emotional understanding. A significant positive connection was found between emotional understanding and the five parameters considered to assess the students' oral competence. The relationship between willingness to communicate in the EFL classroom and students' oral competence is even stronger. Finally, oral data were collected through individual interviews and three scales were administered to measure the different factors. The students' musical experience and their emotional response to music were measured through the Music Absorption Scale, their emotional comprehension of verbal texts through the Situational Test of Emotional Comprehension - Brief, and their willingness to communicate in the EFL classroom through the Willingness to Communicate Scale.

Tribhuwan et al. (2022) mentions that the aim of this research paper was to show how music can be used in the classroom through a variety of methods and resources, as well as to show why music can help in foreign language learning through a review of studies on the effects of music-related methods in EFL teaching and learning. The researchers examined previous studies as well as scholarly and critical materials. This study used a descriptive survey approach, with quantitative research conducted in many settings. The results concluded that the social and cognitive demands of EFL learners, which are often overlooked, either purposefully or accidentally, are the source of the complexity inherent in the foreign language teaching process. In addition, second language learning has caused great concern.

These eight previous studies provide information on musical intelligence activities that help learners improve their speaking, which is a key contribution to the present research. As can be identified, the use of musical intelligence activities can be a significant strategy in approaching the English language for communicative purposes. All research shows benefits when teachers implement musical activities and learners receive them. Such activities (word repetition, interviews, role-play, picture description and others) improve pronunciation, communication, vocabulary, cognitive skills

development, fluency, progress in oral skills and sub-skills. The benefits that this research has shown are very relevant, so using musical intelligence activities is useful for students. Similarly, musical activities have a positive influence on speaking activities because they effectively return students' attention and push them to produce language by using them as a role model. In addition, these activities provide pupils with opportunities and cues for real conversations.

## **Theoretical Framework**

### **Independent Variable**

#### **Pedagogy**

Abreu et al. (2021) considered Pedagogy is the set of concepts, definitions, prepositions, statements, principles that interrelate to explain and understand pedagogy, i.e. everything related to training, teaching, learning, curriculum and school organisation. Also, pedagogical research advances through studies that deepen pedagogical knowledge, providing new knowledge, new strategies and new concepts to improve teaching and learning processes and thus intervene positively in the school environment.

According to UNIR (2021), Pedagogy has its roots in classical Greece. Its etymology derives from the Greek words "paidos", meaning child, and "agein", meaning to direct or guide. Since, pedagogy is concerned with the study of education and its definition has broadened over time. However, it is not limited to childhood, but encompasses all critical phases of human development such as: family, social, occupational, cultural and educational.

Edward (2021) indicated that pedagogy and curriculum are deeply rooted ideas in the care and teaching of young children (Early Childhood Education and Care). ECEC pedagogy and curriculum are considered very distinct from older children in elementary and secondary school, mostly as a result of the kids' younger ages from birth to the commencement of school (Rogers, 2015). Learning and socioemotional needs in this age group are considered to be qualitatively and uniquely different from those of older children. In the theoretical literature on ECEC, and also in designated policy documents (such as national curriculum frameworks), pedagogy remains opaque.



Therefore, Pedagogy is the discipline that organises the educational process of every person, in different aspects such as psychological, physical, and intellectual, taking into account the cultural aspects of society in general, it can be said that it is the art of educating and teaching children. It is important to note that pedagogy draws on contributions from various sciences and disciplines, such as Anthropology, Psychology, Philosophy, medicine and Sociology. However, it should be noted that there are authors who argue that pedagogy is not a science, but rather an art or a type of knowledge.

### **Multiple intelligence**

According to Gardner (1999), humans must develop a variety of intelligence, each of which consists of a set of abilities that go beyond what is typically considered to be "intelligent" or "mentally flexible", however, they are useful in preparing for the changing and unpredictable challenges that life throws at us. On the other hand, Howard Gardner points out that there are definite examples of individuals with highly developed cognitive abilities and others with profoundly underdeveloped cognitive capacities.

Intelligence is often defined to represent our intellectual potential; it is a capability that is hard to modify, something that can be tested, and something we are born with. "a contrasting set of assumptions is more likely to be effective in education." Students acquire knowledge in distinctly different ways. If disciplines could be taught in several ways and learning could be evaluated in multiple ways, a wider range of students and maybe society as a whole would benefit (Covre et al., 2022).

### **Types of Multiple Intelligences**

Marens (2023) indicated that the types of multiple intelligence and their characteristics are:

*Linguistic:* It is related to language, writing, oral expression and poetic resources. People with high linguistic intelligence have a particular facility for learning languages, the handling of words or the organisation of language, talents common in those who cultivate the oral or written word, such as writers, translators or lawyers. This type of intelligence is connected with musical intelligence and with logical-formal intelligence,

given that it has to do with the portion of the brain capable of recognising and producing patterns and rhythms, in this case expressed through verbal language.

*Logico-mathematical:* It is concerned with logical thinking, inductive and deductive reasoning, problem solving, identifying patterns and relationships, hypothesis testing and testing. For example: mathematics deals with abstraction, numerical relations and operations, while logic refers to the processes of analysis and reasoning. The two skills are closely related, but that does not mean that they are not inseparable. Moreover, it manifests itself from childhood, as an innate sense of quantity and early estimation has been corroborated.

*Musical:* It is the ability to recognize, appreciate, and produce rhythms, tones, timbres, and chords of voices and/or instruments, perceive transform, express musical forms, and discriminate. For Gardner, it is expressed through three basic competencies: a sense for tones (frequencies), a sense for rhythm, and a sense for pitches. People with highly developed musical intelligence generally present these characteristics: sensitivity to appreciate any sound in the environment, ability to perceive and express musical forms, facility to learn songs and rhythms, ability to imitate singing, melody and its rhythms, among others.

*Visual-spatial:* It is the ability to process information in three dimensions. People with a strong spatial tendency tend to think in images and photographs, visualise, design or draw them. It is related to the mental representation of two- and three-dimensional spaces and to the resolution of spatial problems, whether real or imaginary. It is also very useful for people with disabilities. The professions that stand out and are most suitable for this type of intelligence are, among others: architecture, design, painting, photography, among others.

*Bodily-kinesthetic:* It is the ability to use the whole body in the expression of ideas and feelings, processing knowledge through bodily sensations, including coordination skills, dexterity, balance, flexibility, strength and speed, as well as kinesthetic capacity and the perception of measures and volumes. It is appreciated in students who excel in sports activities, dance, corporal expression or gestures. Also in those who are skilled in the execution of instruments.

*Interpersonal:* Interpersonal or social intelligence is a person's ability to understand others, how to relate and communicate with them and interact successfully. It is based on the development of two main types of skills, empathy and the ability to

manage interpersonal relationships. It also enables understanding and communicating with others, taking into account their different moods, temperaments, motivations and abilities. It includes the ability to establish and maintain social relationships and to assume various roles within groups, either as a member or as a leader.

*Intrapersonal:* It is the ability to comprehend oneself via self-reflection and the development of a genuine self-concept that reflects one's own strengths and limitations. This ability is key to all aspects of life and is particularly useful in the workplace. Work is often a challenging achievement for a person, which means that he or she has to face it in the best possible conditions and thus be in a position to achieve the proposed goals. Job-specific skills, training and previous experience are important for this.

*Naturalistic:* It relates to comprehending the natural world and includes abilities such as observation, hypothesis generation, and testing. It is important to understand intelligence as an inherent capacity of the individual. Howard Gardner's aim with the theory of multiple intelligences was to turn the word intelligence into a plural word and, at the same time, to describe human abilities that differ according to the predominant intelligence (Morenus, 2023).

## **Musical intelligence**

Musical intelligence has become an ability to transmit through music as messages full of emotions of all kinds. Music perception and production are located in the right hemisphere of the brain, although its location is not as precise as that of the language area. It is known that the brain areas that activate music and emotions are practically the same. In fact, music has long been used to work on emotions. This is the case of the use of music therapy, which allows children to identify different tunes with different emotions (Chapman, 2023).

Music and rhythm have been defined as sources of aids to language learning, processing, recall. It has been proven that all people are able to learn other languages to some extent. It is essential to use various teaching-learning methods. However, learning foreign languages is not easy as there are several aspects to take into account such as: the importance, structure and development that will lead to a result in a non-bilingual

environment (Fonseca et al., 2011). Arnold and Fonseca (2004) specified that young children begin to receive auditory stimuli from the womb. In English language learning, opportunities for auditory stimulation are mainly limited to the classroom, the teacher, peers and situations where listening is included in the lesson.

### **Skills developed by musical intelligence in the brain hemispheres**

The human being who develops his musical intelligence manages to achieve a high capacity for attention and concentration and strengthens his cognitive skills in the different cerebral hemispheres.

**Table 1 Skills developed by musical intelligence**

<b>LEFT HEMISPHERE</b>	<b>RIGHT HEMISPHERE</b>
Rhythmic Preponderance	Non-verbal melodic emission
Pronunciation of words for singing	Video-spatial function
Ideas	Perception of space
Mechanisms of musical execution	Timbre discrimination
Language	Perception of forms
Verbal representations	Musical imagination
	Musical intuition

*Note:* Hemisphere of the brain.

Belle (2023) mentioned that advantages of working on musical intelligence such as the following improvement of the level of affectivity and behavior, development of means of expression and communication, as well as the favoring of affective-emotional sensitivity and finally the reinforcement of self-esteem. On the other hand, the disadvantages are that students lose concentration on the activity they are doing, the study becomes more superficial, it affects comprehension and productivity and if students listen to a song with lyrics, they are likely to concentrate more on the song than on what they are studying.

## **Musical intelligence activities**

Piaget was one of the most important psychologists in the investigation of the evolutionary and cognitive development of the child. All his cognitive research has transcended to the present day; that is why, from the educational field, much importance has been given to his cognitive theory (Lacárcel, 1995). Piaget (1952) emphasized that the individual receives by genetic inheritance a series of mental structures that endow him with intelligence; this intelligence is understood as a form of adaptation of these mental structures to the environment in which the child finds himself. However, two cognitive processes are also established: assimilation and accommodation for this adaptation to the environment to be successful. Through them, the individual is able to assimilate new elements or events from the environment and then accommodate them in his thinking, originating new levels of organization.

## **Children's songs**

According to Minks (2002), children's songs and musical activity serve as an essential venue for putting on display notions concerning nature and culture, replication and change, coherence and eclecticism. These theories are sometimes just latent in study technique or form of presentation, but they are nevertheless critical aspects in comprehending various viewpoints on children that include political, economic, and social configurations at certain historical moments. Childhood, as a discursive construct, is a battleground for images of sameness and difference, of society and of the individual. The resolution of these concerns influences whether children become the subject of research and how results are extended to represent a specific social group or the universal category of the kid.

According to Anggereni (2022), children's songs become an integral part of a child's life as a teaching tool that facilitates understanding, interaction, and verbal language; from the communicative function strengthens the playful and recreational and contributes to linguistic expression. The identification of sounds through rhythm enables for the construction of creative phrases. As a fun activity, it promotes autonomy, expression, involvement, and the socialization process. Finally, children's music is

beneficial because it encourages social inclusion, recreation, and understanding of rhythms, sounds, and words.

The children's songs were a didactic resource of great interest as it requires the direct and active participation of the child and, through it, we educate the ear, the voice and the rhythm. For this reason, the song is a basic element both for the work of music education and for the work of other areas of the curriculum. However, this does not mean that any song can be used to work on the contents, but rather that the most suitable ones must be carefully and thoroughly selected. Also is a crucial component of learning English because it increases kids' sensitivity to sounds and makes them more joyful and enthusiastic about learning the language when they hear nursery rhymes (Nuvia, 2016).

### **Vocal music: a powerful resource for teaching a foreign language**

*Effects of listening to songs:* Listening to music is an activity that may be used to have fun, entertain, relax, or cheer up. Toscano (2012) summarized the effect of music on the human being as one of the most important tools, since it helps to reduce the impact of sensory stimuli in different ways and, depending on the rhythm, it increases or decreases muscular energy. In the same way, the fact of including rhyme, rhythm, and melodies makes it possible to increase the memorization of the lyrics, especially when the information is meaningful. information is significant.

*Effects of vocal music: songs:* The use of songs in language schools can have an impact on the development of the four core language acquisition abilities, namely reading, listening, writing and speaking (Setyaningsih, 2022). Almost all grammar points can be found in music texts, and the texts also offer a wide variety of vocabulary, all of which can be utilized to practice the four communication skills." This is in addition to the fact that music texts have a favorable influence on the revision or assimilation of new grammar and vocabulary items.

### **Advantages and Disadvantage**

Ghafar (2023) described that learning cannot be successful without a strong driving force that impels us to perform all the actions necessary to reach our goal. Music

inspires us because it connects with and invokes our emotions. It is not an effort or a responsibility to memorize the words of a song; we do it because we want to sing it and understand what it is about. Learning English through songs also helps us a lot to enhance our pronunciation; for example, when we sing, we replicate what the singer says and repeat it over and over, which allows us to practice our English accent (Ghafar,2023). The main drawbacks of utilizing music as a teaching method for English are that some phrases and idioms might come off as impolite if not utilized correctly or in the appropriate context, and occasionally grammar is abused. And last, picking up songs in the English language is only another approach to assist us reach our objective of speaking the language with pleasure and enjoyment. Therefore, add music to our toolkit and utilize it to its fullest potential so that we may become fluent in this language.

### **The Classification of Children's Songs**

Children's songs are grouped into many groups based on their function:

**Table 2** Classification of the Children's Songs

<b>CATEGORY</b>	<b>DESCRIPTION</b>
<b>Yard and playground song</b>	Used in children's games.
<b>Lullabies and songs before bedtime</b>	Known by another name, lullabies, they are a tool for entertaining or lulling kids to sleep.
<b>Nonsense songs</b>	With this kind of songs children demonstrate skills such as: expressing riddles or tongue twisters.
<b>Fun songs</b>	Their function is to entertain or amuse.
<b>Cumulative songs</b>	Children learn general aspects such as: body parts and moral lessons.

*Note:* Classification by function

### **Activities to develop musical intelligence activities**

According to Alabau (2019), the activities that the teacher can carry out to foster students' musical intelligence are: listening with attention and involvement of different musical compositions, the emotions that occurs when listening to a rhythm tries to

reproduce inside the infant's brain, and in this way develops his ability. In addition, whistling, humming and singing different songs are considered everyday activities that carry with them the rhythm of music. Finally, creating a song individually or in a group is a way of expressing the first step of a learning process.

### **The Musical Intelligences' Implications for Teachers**

Davis et al. (2011) emphasized that teacher may choose to neglect some intelligences and concentrate mostly on teaching language and reasoning. Initially, it's possible that they are unaware of the variations in intellect across students. Secondly, they could be dealing with a class of pupils whose intelligences differ substantially from their own, and they might find it difficult to adjust to each individual. Third, they could grow to believe that even if kids are unique, they still need to learn how to fit in with the group in order to become a part of it. Instructors who disregard their pupils' great intelligence because they are aware of their inferior intelligence not only impart unfair lessons but also make some students feel foolish.

Morgan (2021) explained the consequences of his theory of multiple intelligences for how educational organizations could give instruction. In an interview, he stated that the major goal of schools is to foster skill acquisition and the development of abilities that kids would require. However, unless students take an active role in their education, nothing they learn in school is relevant. As a result, in order to be engaged, kids must ask questions, participate in hands-on activities, and reproduce and alter knowledge as needed. Unfortunately, assessments do not always accurately assess the degree to which students participate in active learning. Students may perform well in recalling material that they will likely forget after a few years. Students who formulate a prediction, execute an experiment, evaluate the data, and see the finding.

Cherry (2023) defined multiple intelligence from different entry points, according to each type of intelligence. It is a matter, then, of teaching not from one, but from all intelligences, in order to achieve a meaningful and personalized education, developing innovative pedagogical proposals that privilege understanding as the basis for learning. Parents permanently demand from the school, pedagogical innovations that allow their children to develop intelligent learning and development strategies.



## **Dependent Variable**

### **English language**

According to Reo (2019), English language has become the universal language of communication, making the world now a global community. English has become recognized as a world language because it is widely used and understood. Scientific research, education, commerce, the Internet, travel and tourism, media and journalism, software, medicine, engineering, information and communication, technology, entertainment, and banking are just a few of the industries where English is frequently utilized. When communicating online and in business letters, English is most commonly utilized.

Siemud (2023) explained that English is the most widely spoken language in the world and is on its way to becoming the universal language and the official language in more than 53 countries. On the other, in English classes the teaching methodologies used by educators are inadequate, as they do not emphasize oral skills. English language should be essential in an L2 classroom, giving learners the opportunity to use the language and phrases necessary to confidently conduct knowledge as the learner learns (Aithal, 2023).

Rustamov (2022) defined the international language as "a language in widespread use as a Foreign or Second Language, i.e., as a language of international communication" and exemplifies the definition with English as the most widely used international language, also mentions that this language continues to grow day by day as more and more people want or need to communicate in English, there is no doubt that English is the most taught, read and spoken language in the world today.

### **English language learning**

English is often regarded as the language franca of science and technology (Gordin, 2015). Consequently, the ability to communicate in English has several advantages. It allows access to global communication, as well as to current and relevant information from original sources. In addition, most private education institutions in Latin America have English as a second language, and in several countries public schools have also integrated English as a second language into their curricula on a widespread level.

In Ecuador, through the Ministry of Education, the learning of English has been made mandatory in accordance with the needs of a populace that is varied in terms of language and culture. This is why new curricula have been inserted where students, regardless of their mother tongue, learn English at the primary, secondary, and higher levels to respond to the needs of today's world. However, teaching English at school does not mean that students leave with the level of English they are supposed to have (Rodriguez, 2017).

According to British (2021), children can learn English in the same way as their mother tongue, i.e. in a more "natural" way. This means that students can acquire vocabulary, idiomatic expressions and strategies to communicate effectively in another language through games, music and various activities. Moreover, the earlier learners start learning English, the more likely they are to develop the skills necessary to master the language. However, if learners do not have the opportunity to practise what they have just learned in real conversations, or do not need to consult and understand English texts, it is very likely that the knowledge acquired will not be meaningful to them and will therefore soon be forgotten.

### **The significance of pronunciation in English language acquisition**

Pronunciation plays an important role in expressing our ideas in English. For every speaker, it is essential to speak with the correct pronunciation. English is a widely spoken language with a wide range of speech patterns around the globe; pronunciation is not always precise. As a result, they frequently hear mispronunciations and alternate pronunciations. But regardless of how widespread mispronunciation is, people must always work to develop accurate pronunciation. Numerous individuals who acquire and utilize the English language fail to focus on their pronunciation (Kobilova, 2022).

### **Basic of Pronunciation**

Shehzad et al. (2019) emphasized that the act of pronouncing involves creating sounds that convey meaning. It involves paying particular attention to expressions and gestures specifically related to the way a language is spoken, as well as to syllables,

stresses, phrasing, intonation, timing, voice quality, rhythm and language-specific sounds (segments). Both suprasegmental and segmental elements are included in a broad definition of pronunciation. When people talk, these various characteristics all interact together, making pronunciation a crucial component of spoken language.

According to Ashour (2014), pronunciation is as important in understanding a language as L1 and L2, since it is part of the linguistic code in which people distinguish the language and sounds of words to avoid misunderstandings when pronouncing speech. In addition, with the use of the phonetic table, you can reach a better level of linguistic pronunciation that makes possible communication between people and a meaningful connection with the words.

### **The impact of native language on foreign language learning/teaching**

Chaudron (1988) asserts that when L2 is used as the main medium of instruction, learners encounter several disadvantages as their task is threefold. The first language, which is acquired at home, is crucial because it serves as the foundation for all later linguistic growth. The key factors that affect how well a kid develops and maintains their first language are parents, family members, and early childhood experts. Maintaining a child's mother tongue is crucial for him/her to develop a sense of well-being and a good self-concept. When studying English as a second language, Children who have the opportunity to preserve their first language can develop their cognitive skills more fully, and their competence in the second language will be associated with their proficiency in the first language (Г.3.Узакова, 2022).

### **Differences between language acquisition and language learning:**

Yang et al.(2022), language acquisition is used to learn one's first or native language. The learning of a second or foreign language is referred to as "language learning" instead. The processes of acquiring a language and learning a language differ in many ways. For instance, learning one's mother tongue is a practiced and natural process, while learning a foreign language is a challenging and artificial process. A child grows up in an environment where their mother tongue is spoken. Another distinction is that the

youngster picks up speech quickly and effortlessly, but it might be challenging to learn a second language.

### **Productive skills**

Productive skill being part of language learning helps in communication requirements like speaking, writing, grammar use and vocabulary (Belaman et al., 2022). Mjeed and Ilamkumaran (2022) stated that productive skills are very important as they enable learners to engage in real life practices in the classroom and can especially support transfer in foreign countries and abroad. At the very least, a fundamental understanding of sentence structure is needed, especially in a second language to make interaction easier. When measuring student learning in the classroom, productive skills can be utilized as weather glasses. In the classroom, productive skills can be utilized as a means to assess students' learning progress.

### **Productive writing and productive speaking**

Productive writing and productive speaking are focused on transactional and interactional communication. Transactional communication is action-oriented and goal-oriented for several reasons. Conversely, interpersonal communication involves small talk intended to build relationships. However, teachers are responsible for correcting and pointing out all these elements of speaking to students. Speaking is an important skill, but second language learning is so exam-driven that it is often neglected. Most exams focus on writing and speaking (Belaman et al., 2022).

Sreena and Ilankumaran (2018), speaking abilities require a broad outlook and contemporary concepts. It also requires a phrase. This is done to provide the speaker the self-assurance to say what he conveys. Particularly when speaking in front of a live audience, some speaking circumstances involve some audience participation. The text is lucid and clear from a communication standpoint. One approach to add variety to classroom activities is through writing. It gives a learner tangible proof of his accomplishments and makes it possible to see how much he has improved. It supports his other language abilities and aids in his understanding of the vocabulary and grammatical structure.

## **Speaking skill**

Crisianita and Mandasari (2022), speaking skill is one of the most important communication skills in the world. It is employed by people to communicate significant details about another individual. It should learn and use English, in particular, if they want to communicate with individuals in other countries. Thus, the employment or educational opportunities for those who are fluent in English are much greater than for those who can only communicate in their mother tongue.

Speaking is a producing skill that can be examined directly and objectively. However, the validity and reliability of an oral production exam are necessarily compromised since test-takers' listening skills always play a role in these observations. Students can share information and express their thoughts and feelings through speaking. Talking is the foundation of human communication since it is the simplest way for individuals to connect with one another (Guado & Mayorga, 2021).

Kaur and Aziz (2020), teaching methods can influence learners' attitudes towards learning speaking skills. The way that students acquire their language skills is significantly influenced by their teachers. When speaking her language, gestures, facial emotions, vocal projection, speaking rate, and pronunciation are all crucial. Teachers are in charge of correcting students and imparting all of these speaking skills to them. Speaking is a crucial ability, but because second language acquisition is so test-driven, it is frequently overlooked. Most tests emphasize reading and writing abilities. Teachers therefore focus more on teaching literacy in order for students to pass the exam.

### **Speaking sub-skills**

#### *Fluency*

Cambridge Assessment English (2019) mentioned the ability to speak at a natural rate without halting, repeating oneself, or self-correcting. Fluency-focused activities assist learners in communicating meaning and ideas. Azeez and Bajalani (2018) concluded that the part of the learner participates in meaningful contact in spite of their communication deficits. The learner's restricted vocabulary and unmastered grammatical structures are the cause of their lack of fluency. The instructor wants the pupils to become more fluent.

As such, it's best to avoid cutting the kid off several times while they're participating. Remember that it is normal to make errors when learning a second language.

### *Vocabulary*

According to Alqahtani (2015), vocabulary is a collection of words that comprise a language. It is one of the necessary components for establishing communication, which includes understanding of vocabulary and concepts. Because language is a dynamic organism that adjusts to new circumstances, vocabulary acquisition, consolidation, and development never stop. Vocabulary is said to be the total number of words that people require to explain and communicate their ideas. Understand that vocabulary is regarded as a critical tool for second language learners since it supplements grammar.

### *Grammar*

According to Thornbury (2020), grammar is the arrangement of words to form proper sentences or phrases. Controlling grammar assists you in acquiring writing and speaking abilities by assisting you in understanding and context: the usage of various grammatical structures while speaking indicates the learner's performance and growth. Similarly, Thornbury defines grammar as the study of what forms (sounds, words, phrases, and texts) are feasible in a language, as well as the meanings these forms express.

### *Pronunciation*

The act of making words or sounds is known as pronunciation. Even yet, it wasn't thought to be necessary in the past while learning a language. Pronunciation is becoming an essential component of speaking well in the target language. Every language has an International Phonetic Alphabet, or IPA, which is a system in which each symbol is associated with a particular sound in English. The great advantage of knowing the English phonological alphabet is that you can know exactly how to pronounce a particular word in English. There is a standard of pronunciation that non-native English speakers must meet (Atli & Bergil, 2021).

## **Fluency and accuracy in speaking**

Sukmana et al. (2023) claimed that oral fluency is being able to speak at a natural speed without stopping, repeating, or self-correcting. In oral fluency activities, learners are encouraged to focus on communicating meaning and ideas, rather than trying to be correct. On the other hand, accuracy is defined as the ability to accomplish anything without making mistakes and using proper language, vocabulary, spelling, and

pronunciation. In an accuracy exercise, teachers and students generally concentrate on appropriately utilizing and generating words.

### **Speech register**

The manner you speak depends on who you are speaking to or with, just like in your own tongue. Speaking informally can occur with close friends, members of the family, and sometimes coworkers. In these circumstances, slang, idioms, and looser pronunciation are more prevalent. Small talk is less important, but still acceptable when interacting informally with friends. When you are more at ease, your tempo and loudness change sometimes. Different language is required in formal settings. In such circumstances, you might even practice your speech. You can feel anxious about communicating everything clearly. You should also take body language and manners into account (Untog et al., 2023).

### ***Basic types of speaking***

Riski (2022) pointed out that there are different basic types of speaking.

*Imitative:* It involves emphasizing pronunciation while repeating a little section of language. If the test creator is not concerned in the test taker's ability to comprehend and communicate meaning or engage in an engaging discourse, they may consider utilizing this form of evaluation. Only phonetic, prosodic, lexical, and grammatical (pronunciation) ability is being evaluated

*Intensive:* The production of long stretches of oral language intended to show proficiency in a specific range of grammatical, lexical, phrasal, or phonological links is a speaking task that is widely used in this assessment context. Understanding the meaning is important in this kind of assessment, but interacting with the counterpart is not very important.

According to Brown (2010), it is a communicative skill which integrates different aspects of a language such as pronunciation, lexis, grammar, socio-cultural and pragmatic knowledge. The mastery of these components of the target language enables a speaker to be proficient orally, since he/she can perform assertively in different situations. In addition, when performing intensive speaking tasks, speakers are required to deliver short

stretches of discourse (no longer than one sentence) which show their linguistic abilities at a given language level.

*Responsive:* It just means engaging in a brief conversation. Students must babble in order to participate in responsive speaking, as opposed to the other two categories. Real conversation should take place. A portion of evaluating the response task involves having brief dialogues with the interlocutor. Respondent speaking, as opposed to interactive speaking, calls for creative use of constrained utterance lengths.

*Interactive:* The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. Interaction can be broken down into two types: (a) *transactional language*, which has the purpose of exchanging specific information, and (b) *interpersonal exchanges*, which have the purpose of maintaining social relationships. (In the dialogue above, A and B are transactional, and C is interpersonal.) In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

*Extensive (Monologue):* Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech (e.g., recalling a vacation in the mountains, conveying a recipe for outstanding pasta primavera, recounting the plot of a novel or movie).

### **Important aspects in speaking**

According to Chandra (2023), there are four elements to be taken into account as a principle for a successful lesson.:

*Motivation:* Helps any individual to stay in action, to achieve the necessary processes and implement the relevant actions to achieve an accomplishment, goal or satisfy a certain need. For example, through the use of materials that stimulate the visual and intellectual level to learn and personalize what they learn. intellectual level to learn



and personalize what they learn. The use of pictures, 134 updated content and authentic sources such as songs, the internet, readings.

*Dynamism:* The term dynamic is often used as an adjective in various situations. When we refer to a dynamic person, it means that he or she is an active individual with vitality, strength or energy. A dynamic situation refers to something that is constantly changing. When it refers to movement, it refers to a song that has a dynamic rhythm. For example, learning another language helps us to see the world in more than one way and encourages creative thinking, especially at an early age, so dynamism is applied. Through clear explanations, varied practical exercises so that the class is easy, fast and dynamic. so that the class is easy, fast and dynamic. Short explanations of grammar, visual grammar, visual references, varied, controlled and free practice.

*Memory:* Memory is a fundamental element in life. First of all, it gives us access to an identity thanks to the recognition of the experiences we have lived through. On the other hand, it is very important in the process of socialisation as it allows us to recognise not only ourselves but also those around us. For example, it creates different opportunities for group work, revision, recycling of what has been learned. Through which students are encouraged to share their knowledge and revisit what they have learned. The use of the English-English dictionary, peer learning, learning from television, songs, organization of vocabulary, use of the Internet as a resource. resource. Constant practice.

*Challenges:* To say challenge is the same as saying a goal that implies a challenge on a personal level. Human beings, because of our insatiable desire to do, find ourselves constantly challenging ourselves. Challenges are a form of conviction that human beings set themselves, so when it comes to learning English, the teacher must incorporate learning strategies and activities that require effort from the student. This makes them learn better and make an effort. Playful activities, competitive games and communicative practice.

### ***Microskills and macroskills of speaking***

Oral discourse is the ability to speak before a specific audience, which generally fulfills the function of communicating ideas. In the academic field, oral speech is the most demanding genre of communication, since in addition to the information it conveys, it

requires elegance in verbal expression and reinforcement of non-verbal elements. The purpose of academic discourse is to transmit information to some extent plausible, hence the importance of developing micro and macro oral expressive skills (Krisdiana, 2021).

### ***Macroskill***

According to Brow (2004), macroskills are more complex than micro-skills. Macro skills focus more on fluency, function, discourse, style, nonverbal cohesion, communication, and strategic options. Also, using appropriate styles, implicatures, registers, redundancies, conversational rules, pragmatic conventions, maintaining and yielding the floor, interrupting, and other sociolinguistic features in face-to-face conversations. Finally, convey links and connections between communicate and events relationships such as events and feelings, focal and peripheral ideas, generalization and exemplification, new and given information.

### ***Microskill***

Microskills refer to producing smaller chunks of language such as words, phonemes, morphemes, phrasal units, and collocations. Arias (2022) concluded microskills in a more detailed and specific way like: produce chunks of language of different lengths, produce differences among English phonemes and allophones, produce English stress patterns, words in stressed and unstressed positions, intonation contours, rhythmic structure, produce reduced forms of words and phrases. Finally, utilize an appropriate number of lexical units (words) to achieve pragmatic goals.

## **1.2. Objectives**

### **General objectives**

- To determine the influence of musical intelligence activities on speaking skills

### **Specific objectives**

- To identify the benefits of the musical intelligence activities for the development of speaking skill
- To assess the development of speaking skill by using a pre and post-test.
- To apply the musical intelligence activities to improve speaking skill

### **1.3. Fulfillment of the objectives**

To start, the general objective was to determine the influence of musical intelligence activities on speaking skills in third-grade students of the "Juan de Velasco" School. To achieve this, the researcher a T-test was applied to the results of the 22 students, which shows a significance of 0,000 which means that the null hypothesis is rejected, and the alternative hypothesis is accepted, therefore there is a positive effect of musical intelligence activities in the classroom.

After that, the first specific objective was to identify the benefits of musical intelligence activities for the development of speaking skill, it was very helpful to carry out bibliographical research. The information obtained from different authors was very helpful in determining the advantages of using children's songs in the classroom. This information was obtained from different books, articles, papers, which were obtained from different reliable sources such as: Google Scholar, Scielo, Eric, Academic Search, Research Gate, among others.

Then, to achieve the second specific objective was to assess the level of speaking skill. To achieve this, before and after the implementation of the musical intelligence activities, the researcher applied a pre-test and post-test to identify the speaking level and evaluate them using a rubric from Cambridge. However, in the post-test the students obtained an average of 7.1 out of 10. This indicates that the group improved by 3.9 points in their speaking skill. As a result, all of the activities carried out throughout the interventions benefited the students by providing them with the chance to improve their English language skills.

Finally, the third specific objective was to apply musical intelligence activities to improve speaking skill. To achieve this, the researcher had eight interventions to realize different activities according to the student's level and knowledge. Furthermore, all the activities applied were focused on oral production to increase the speaking skill. The activities such as interviews, describing pictures, role play, group solving problems, pair

group, and group work have been a great improvement, however, the activity that helped the most was the pair group as the students developed better oral expression.

## **CHAPTER II**

### **METHODOLOGY**

#### **2.1. Materials**

Different resources were employed in the development of this research such as human, physical, and economic. The human resources included the review tutor, the research tutor, the researcher, and the third-year students of the "Juan de Velasco School" in Pelileo-Ecuador, who facilitated the conditions for the development of this study. In addition, reference materials were included such as academic papers, journals, and articles from which the researcher obtained further information about this study. Also, materials from technological tools such as Educaplay, Canva, Wordwall, and YouTube music activities were used, including educational materials such as whiteboards, erasers, markers, recorders, worksheets, and computers. Finally, the financial costs were the network connections and copies of the speech enhancement activities used to implement all the plans.

#### **2.2. Methods**

##### **Research approach:**

##### **Quantitative approach**

This research is considered quantitative since it seeks to measure the level of oral skills through the pre-test and post-test, these instruments allowed us to determine the effectiveness of the application of musical activities in the development of oral skills. Kandel (2020) mentioned that quantitative approach grew out of a branch of philosophy called logical positivism, which operates with strict rules of logic, truth, laws and predictions. Also involve numbers and everything measurable to systematically study phenomena and their relationships. The tools used in this type of research are questionnaires, surveys, measurements and other techniques to collect numerical or always measurable data. Normally, the representation of this information is reflected in tables.

**Modality:****Field-based research**

This was a field research as it was carried out in an educational institution. In order to obtain the necessary information, qualitative data was collected from primary sources in order to achieve a specific purpose and at the same time develop the study and fulfil the objectives of the study. According to Pereyra (2022), field research involves the collection of data directly from the reality where the events occur, without manipulating or controlling variables. One of its main advantages is that the data collected are more reliable because they are collected at the site of the phenomenon. However, field trips can be costly for a research team.

**Bibliography research**

The study was bibliographic as the information is collected from various articles, journals, theses, books and online documents that supported the study. Moreover, these sources helped to understand the different characteristics of the variables and determine the cause and effect of the problem "Musical intelligence activities and speaking skill". Ocampo (2019) concluded that bibliographic research consists of the review of existing bibliographic material on the subject to be studied. It is considered an essential step because it includes a set of phases that include observation, enquiry, interpretation, reflection and analysis in order to obtain the necessary bases for the development of any study.

**Type of research:****Pre-experimental**

This research was pre-experimental in that a group of 22 third-grade students from the "Juan de Velasco School" were tested. This group was assessed twice with a pre- and post-test, under the Cambridge Assessment English standards. Bostis (2022) emphasized that pre-experimental design is the single case study in which a group is exposed to a treatment or condition and then measured to see if there was any effect. There is no control group for comparison. An example of this would be a teacher using a new method of

instruction for their class. Their class could be measured at the end of the period to see if the new method of instruction was effective. Another type is when a group is pre-tested, exposed to the treatment or condition, and then post-test to see if the treatment had any effect on the group.

## **Procedure**

For the data collection in this research, ten interventions were carried out with the population, which means ten sessions to apply the musical intelligence activities and two sessions to carry out the pre- and post-test. For the planning of each intervention the PPP methodology was used, with the aim of covering the topics and grammar proposed in each unit. The most used technique was the drill which was supported by activities such as role play, interview, work group, pair group, self introductions and describing pictures. These activities were evaluated on different criteria such as communicative interaction, grammar, vocabulary and pronunciation.

In the first intervention, the teacher started the class with a dynamic called "Simon say" to awaken the interest of the students. Then, he introduced the vocabulary about Wh questions using a Wordwall activity. The teacher gives information about the use of Wh question. Then, the students completed the activity, which consisted of matching the word with the picture. In the second part, students listen to a song and understand the usage of each song, then they repeat the wh question with the teacher. In the last part, students worked in groups and performed a role play. The teacher gave each group a picture of any wh question so that they could ask questions to their classmates.

The second intervention the topic was self-introductions, the objective of the topic was for the students to present basic information about themselves. First, the class started with the dynamic "Hot potatoes" to awaken the interest of the students. The teacher presented the topic and followed with a YouTube video related to the vocabulary of the topic for a better understanding of the students. After the video and explanation, the teacher made his presentation and also wrote the same information on the board. In the second part, the teacher did a musical activity that consisted of listening and repeating the

song "What is your name?", and then formed groups of pairs to do a short interview, so they could practice. Finally, the teacher chose a pair of students to present the "self-introductions" to the whole class.

In the third intervention, the teacher starts the class with a warm-up A lemon/half lemon/lemon/lemon/lemon to catch the students' attention. Then, he/she introduces the class topic "Subject Pronouns" with a YouTube video. After the video, the teacher explains the topic using flashcards of each subject pronoun, and they do a repetition aloud (I, you, she, he, it, you, we, they). Then applies a musical activity that consisted of listening to the song and the pronoun, then the student runs to the wall, obviously where the pronoun is located. Previously the teacher placed the pronouns in different parts of the classroom. To finish, the teacher repeated the song and the students repeated the personal pronouns regardless of whether they said them out of order. In the next lesson there was a brief reinforcement.

The fourth intervention was about "The family", the teacher started the class with a warm-up - charades. The objective of the class was to identify family members (grandfather, grandmother, father, mother, sister and brother). The teacher presented the vocabulary, followed by flash cards with examples, and repeated the vocabulary by holding up each card. He then drew a family tree on the board, explaining the order and sequence. In the second part, the teacher presented a music video "Baby Shark", which was one of the students' favorite songs, and motivated them to sing and dance. Finally, the teacher ordered as homework, to make a family tree of the family or the child's family.

In the fifth intervention, students were able to identify prepositions of place. The class started with an activity called "Where is it" in which the pupils had to observe and say in which position the ball is located. Afterwards, the teacher divided the class into four groups and asked them to use objects in the classroom to make different positions of place. Later, he shared a music video on the topic and then the teacher explained how and when to use it. Finally, the pupils had to listen to the grammar "where is it" asked by the teacher and the pupils were telling where the object is located, this was for each group.



In the sixth intervention, the students were able to tell the time when asked. First, the researcher conducted a warm-up to get the students' attention. Then, the teacher presented vocabulary, grammar and a wall clock. In addition, he presented a youtube video related to the topic, explaining how to formulate and how to answer to find out what time it is. The students did a short interview in pairs, for better practice. Finally, the teacher gave each pair a blank sheet of paper, so that they could draw a clock and place a time, in order to give feedback on their work.

In the seventh intervention, the teacher started the class with a dynamic called "Differences", which consisted of looking at two pictures and finding the differences, in order to arouse the students' interest. The teacher then introduced the topic "rooms in the house" with vocabulary and grammar. After watching a music video on the topic, students repeat each word and complete an activity, which consists of matching the word with the picture. In the second part, students worked in pairs, the teacher gave the following instructions: Group pair number one draws the kitchen, group pair two is going to draw a room, and so on. In the last part, they presented their work and talked about it.

In the eighth intervention, the class started with a warm-up "Paper boat". The aim was to create conversations about likes and dislikes. To start with, the students watched a YouTube video on the topic. In the next activity, the teacher explained the grammar and the students did some practical exercises. At the end, the students created a short role play in which they described what they liked and disliked about food, drink, clothes, etc.

### **Techniques/ Tools**

The main aim of the process was to identify the student's level of oral proficiency by collecting data through a pre-test and a post-test of the Cambridge Assessment English - KET (Key for schools) oral part. The process began with a pre-test of the speaking part of KET at the beginning of the interventions to identify the level of proficiency in speaking skills. This test consisted of two parts, the first assessed the ability to formulate and answer questions using WH questions, and the second aimed to evaluate the ability

to look at pictures of leisure time activities and to speak using the correct grammatical structure. Another important instrument used was the scoring rubric from (Cambridge University, 2019) in which the assessment scale consists of 3 criteria, which are: grammar/vocabulary, pronunciation, and interactive communication. In addition, the rubric consists of 5 bands, with 0 being the lowest and 5 being the highest. After the data collection, worked with the students through musical intelligence activities creating a creative and fun environment with different themes related to English language development and learning.

## Population

**Table 3 Population**

<b>Population</b>	<b>Sample</b>	<b>Percentage</b>
Females	13	59%
Males	9	41%
Total	22	100%

*Note:* Study participants.

Twenty-two students between the ages of 6 and 7 participated in this research, 13 girls and 9 boys from the third grade of the "Juan de Velasco School" in Pelileo-Ecuador.

## Hypothesis:

### Null hypothesis

The use of musical intelligence activities do not have a positive influence on the development of oral skills with students in the third year of General Basic Education at the "Juan de Velasco School" in Pelileo-Ecuador.

### Alternative hypothesis

The use of musical intelligence activities have a positive influence on the development of oral skills with students in the third year of General Basic Education at the "Juan de Velasco School" in Pelileo-Ecuador.

### **Variable Identification**

**Independent Variable:** Musical intelligence activities

**Dependent Variable:** Speaking skill

## CHAPTER III

### RESULTS AND DISCUSSION

#### 3.1. Analysis and discussion of the results

This chapter presents the analysis of the results obtained from the application of the pre-test and post-test of 22 students from the third grade of the "Juan de Velasco School" in Pelileo-Ecuador. The Cambridge Assessment English - KET (Key for schools) speaking section was applied before and after the interventions to determine the effects of the use of musical intelligence activities on the development of oral skills.

The KET speaking section includes two parts, the first one with general questions (personal information), and the second with pictures (related to the activities that the student carries out in his/her free time). The rubric is divided into three scales which are Grammar and vocabulary, Pronunciation, and interactive communication. Each scale has a score of 5 points, giving a total of 15. The scores were presented in tables with an explanation of each one to have a clear idea of the all data. For this, the Statistical Package for Social Sciences (SPSS) software was used in order to analyze the results.

The evaluation criteria are detailed below: grammar and vocabulary, pronunciation and interactive communication.

**Table 3 Pre-test**

Pre-test	
Grammar and Vocabulary	1.86
Pronunciation	1.59
Interactive Communication	1.64
Total	1.70

*Note:* Pre-test evaluation criteria.

## Analysis and interpretations

The Pretest table shows the initial scores in three areas of evaluation criteria. The initial scores are as follows: grammar and vocabulary: 1.86, pronunciation: 1.59, and interactive communication: 1.64. These scores represent the basis on which progress in speaking skills was measured after a period of study or practice. The initial scores provide an important benchmark for assessing growth and improvement in these specific areas of language proficiency. It is important to note that the pretest total score is 1.70, which is the average of the scores in the three areas tested. This total score also serves as a reference to compare overall progress in language skills after the practice period.

These results indicate that students find it difficult to develop speaking activities. In fact, students had problems in the first and second part of the pretest. The first part assesses the students' grammar and vocabulary, but they failed to understand the questions that were asked on the basis of personal information. The second part assesses pronunciation, but they were not able to describe the pictures which were related to leisure time activities. From this background, it is thought that the students' speaking ability is insufficient. This problem was present in most of the students.

**Table 4 Post-test**

Post-test	
Grammar and Vocabulary	3.50
Pronunciation	3.55
Interactive Communication	3.41
Total	3.48

*Note:* Pos-test evaluation criteria.

## Analysis and interpretations

The post-test table shows the final scores on the three speaking skills assessment criteria. The final scores are as follows: grammar and vocabulary: 3.50, pronunciation: 3.55, and interactive communication: 3.41. These scores represent progress and

improvement in language skills after a period of practice. The final scores are significantly higher than the initial scores in all tested areas, indicating remarkable progress in language proficiency. It is important to note that the total post-test score is 3.48, which is the average of the scores of the three assessment criteria. This total score also serves as a reference to compare overall progress in speaking skill after the practice period.

The results show that the musical intelligence activities such as interview, role play, conversations, picture description, among others helped the students to have a significant improvement in the two parts of the test of asking and answering questions, which is a positive development. The students also lost their fear of speaking in front of the class, the motivation and repetition of music and words made the speaking improve their oral expression.

**Table 5 Pre and post-test difference**

	Pretest	Posttest	Difference
Grammar and Vocabulary	1.86	3.09	1.23
Pronunciation	1.59	2.68	1.09
Interactive Communication	1.64	2.82	1.18

*Note:* Comparison of the three skills

### **Analysis and interpretations**

The comparison table shows the difference between pre- and post-test scores in the three assessment criteria areas. The differences are as follows: grammar and vocabulary: 1.23, pronunciation: 1.09, and interactive communication: 1.18. These differences represent the positive change in speech skills scores between pre-test and post-test. They show specific progress and improvement in each area assessed. This table also provides a visual representation of the differences between pre- and post-test scores, allowing a clear comparison of improvement in each area of speaking skills.

This table provides a detailed overview of the improvement in speaking skills by showing the differences between pre-and post-test scores in grammar and vocabulary, pronunciation, and interactive communication. These differences show positive progress in each area tested, indicating significant development in oral ability. This research not only has the potential to enrich academic understanding of the relationship between musical intelligence and the development of English language proficiency, but also has practical applications in education. By grounding pedagogical strategies in empirical evidence, educators can make informed decisions to improve the quality of English as a second language instruction. Furthermore, the results of this research could inspire new perspectives on the integration of different intelligences in the classroom, promoting a more holistic and diversified approach to language teaching.

The importance of this research lies in its potential to enrich both theoretical understanding and pedagogical practice. By identifying and implementing effective strategies based on musical intelligence, it will contribute to the advancement of the field of teaching English as a foreign language, fostering more innovative and learner-centred pedagogical approaches. The results obtained may have significant implications for the design of more effective and stimulating educational programmes.

**Table 6 Pre-test Frequency results**

		Frequency	Valid Percent
Valid	2.6	9	40.9
	3.3	8	36.4
	4.0	4	18.2
	4.6	1	4.5
	Total	22	100.0

*Note:* Total score of the pre-test

### **Analysis and interpretations**

Table 2 shows the pre-test results obtained by the students in the speaking section. The first column shows the scores out of 10 points. The second column shows the frequency with which the students scored, with 2.6 being the lowest score obtained by 9 students and 4.6 the highest score obtained by only one student.

At the beginning of the research, the data indicated that the population had a low level of oral expression. Mainly, the students had problems with grammar use, word pronunciation, and vocabulary because they had a lot of problems with formulating questions and answering them correctly. Students had problems describing pictures in the second part of the test. In addition, students were afraid of getting low grades because they believed that speaking was one of the most difficult skills in English.

**Table 7 Pos-test Frequency results**

		Frequency	Valid Percent
Valid	5.6	3	13.6
	6.0	1	4.5
	6.6	2	9.1
	7.3	10	45.5
	8.0	5	22.7
	9.3	1	4.5
	Total	22	100.0

*Note:* total score of the pos-test

### **Analysis and interpretations**

Table 3 shows the results of the post-test from the PET speaking section over 10 points. Also, the table shows the scores from 5.6 to 9.3 and the number of students who obtained it, with 5.6 being the lowest grade obtained by three students and 9.3 the highest obtained by only one student.

The results of the study showed that when musical intelligence exercises were used to help pupils improve their speaking abilities, their scores went up. Following the interventions, the kids rapidly grasped the broad topics and provided accurate answers. Students encountered some difficulty describing the photos in part two since there was a greater requirement for speaking in this section. Because students could rehearse in class, there was also a noticeable improvement in the results. In contrast, the post-test conclusions demonstrate that the pupils' speaking abilities have improved.

**Table 8 Comparative results pre and post-test**

<b>Pre-test average</b>	<b>Post-test pre-test</b>	<b>Difference</b>
3.2	7.1	3.9

*Note:* Comparison of averages



## **Analysis and interpretations**

Table 4 shows the difference between pre and post-test averages. The students from the third grade obtained an average of 3.2 out of 10 in the pre-test. However, in the post-test the students obtained an average of 7.1 out of 10. This indicates that the group improved by 3.9 points in their speaking skill.

The results show that musical intelligence activities were effective to help students develop their oral skills. As a result, all of the activities carried out throughout the interventions benefited the students by providing them with the chance to improve their English language skills.

### **3.2. Verification of the hypothesis**

#### **Hypothesis statements**

##### **Null hypothesis**

The use of musical intelligence activities do not have a positive influence on the development of oral skills with students in the third year of General Basic Education at the "Juan de Velasco School" in Pelileo-Ecuador.

##### **Alternative hypothesis**

The use of musical intelligence activities have a positive influence on the development of oral skills with students in the third year of General Basic Education at the "Juan de Velasco School" in Pelileo-Ecuador.

**Table 9 T-Test**

Paired Sample Test								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence interval of the difference		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1	-3,9545	,9054	,1930	-4,3560	-3,5531	-20,487	21	<,001
PRETEST-POSTTEST								

Note: Paired Samples test –t-students test

### Analysis and interpretations

Table 5 shows the results of the final column in reference to the “P-value” with a value of <.001 that was validated to be less than 0.05. Therefore, the researcher rejected the null hypothesis and accepted the alternative hypothesis.

**Table 10 Hypothesis test summary**

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. <sup>a,b</sup>	Decision
1	The median of differences between PRETEST and POSTTEST equals 0.	Related-Samples Wilcoxon Signed Rank Test	<.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Note: The Wilcoxon hypothesis test summary

### Analysis and interpretations

Table 6 shows the significance level in the pre and post-test results was <.001. Consequently, the null hypothesis was rejected, and the alternative hypothesis was accepted. Thus, the use of musical intelligence activities had a positive influence on the speaking skill of students from the third grade of the “Juan de Velasco School” because all learners improved their speaking level.

## **Discussion of the results**

The present research aimed to analyze the influence of musical intelligence activities on speaking skill. Furthermore, one of the specific objectives aimed to assess the level of speaking skill by using a pre and post-test. Actually, the results show that there was a great increase in the speaking level because the students got better scores in the post-test, demonstrated that with the use of musical intelligence activities students develop their pronunciation, interactive communication, grammar, and vocabulary.

The types of activities that students used were : interview, picture description, role play, group activities, pair activities, short presentations, among others, which helped the development of the improvement of oral skills. Before the interventions the students had a low level of English, but after the interventions the students were able to understand questions and answers that the teacher asked, they were able to give their personal information, and picture descriptions of free activities that the students do. The interventions reveal that the use of musical intelligence activities developed the oral skills of the third graders. The students improved their oral skills, such as vocabulary and grammar comprehension. In this sense, Daquila (2023) where the research evidence and evaluation results showed that the use of Musical intelligence in students allows them to express thoughts and feelings, using literary texts and repetitive music during class, in which pupils show clear and accurate understanding. This gives the opportunity to use a variety of interactive activities, such as role play, which helps students to be able to express themselves in a confident and fluent way.

As for the results, they showed that the use of the mentioned musical activities helps students' learning and implements student-teacher and teacher-student interaction. In this regards, Mendez and Bolivar (2019) states that applying musical activities in the classroom bring a lot of advantages to the students. Finally, the aforementioned authors highlighted the importance of the development of music from infancy to adulthood; the same procedure was carried out with the development of oral language, pointing out that the acquisition of adequate language development in the first years of schooling is basic because they provides the initial tools for integration into the social environment that they

discover as their family environment and the society where they will carry out various activities in the course of their lives.

Finally, the aforementioned authors highlighted the importance of the use of music from childhood to adulthood as a resource for the development of language skills. They point out that the earlier children are introduced to musical activities, the more they will be able to create basic tools for integration into the social environment by putting their acquired knowledge into practice.

## CHAPTER IV

### CONCLUSIONS AND RECOMMENDATIONS

#### 4.1. Conclusions

After the pre and post-test results were analyzed and processed, the following conclusions were reached:

The use of musical intelligence activities has many benefits for English language development. In fact, the actions and their interactive features are fun to put into practice, making language learning engaging and accessible for learners. In addition, the learning focus of the music activities is adapted to the content and individual needs of learners, allowing users to focus on specific areas for improvement. Real-time feedback and evaluation of the use of the activities helps learners to identify their strengths and weaknesses, allowing them to focus on practice and improve their level of English, enabling a continuous learning process.

The use a pre y post-test of the musical intelligence activities allowed the assessment of the development of the speaking skill. The results of the pre-test showed an average of 3.2, which served as a baseline measure and revealed the initial level of competence. The post-test showed an average of 7.1 out of 10 points, demonstrating a difference of 3.9 points. Therefore, reflecting the progress achieved after the implementation of the speaking practice activities.

The application of the musical intelligence activities has a high level of learning in oral skills, as the activities offer different interactive benefits designed to engage learners and promote active participation in the practice of spoken English. By using the various features of the activities, such as conversation simulations, role-play exercises, and speaking exercises, students can actively apply their language skills, improving memory, attention, and concentration. It also develops fluency, vocabulary, accuracy, and confidence in speaking English.

## **4.2 Recommendations**

After identifying all the benefits of musical intelligence activities such as: interviews, role plays, short conversations, describing pictures, group work, pair work, group problem solving, and others, it helped to improve pronunciation, vocabulary, and grammar, highlighting that at the beginning the students had a low level of English. Students can now formulate and answer questions based on personal information, as well as describe pictures related to free time activities. Also, the students understand commands and instructions. The use of these musical intelligence activities is recommended so that students feel comfortable and confident in speaking. In addition, it is preferable to introduce the themes and grammar before using the musical activities to engage the children's learning. In this way, students have an idea of what they are going to talk about in class.

The activities are not evaluated, but through the evaluations carried out, the benefits are recognized. It is recommended that teachers use music intelligence activities, as it allows for clear assessment criteria, personalized feedback, real-time performance assessment, opportunities for self-reflection and peer assessment, leading to continuous improvement of their speaking skills.

Teachers should have these types of activities in their classrooms. These musical activities offer various interactive speaking features such as: giving (short) presentations, describing pictures, role plays, and thematic debates. These activities allow students to practice and improve their speaking skills in a practical and immersive way. It also creates a positive learning environment that motivates learners to actively participate in speaking practice and stay motivated throughout their language journey.

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## ANNEXES

### Annex 1: Approval

#### ANEXO 3 FORMATO DE LA CARTA DE COMPROMISO

#### CARTA DE COMPROMISO

Pelileo, 12 de septiembre del 2023

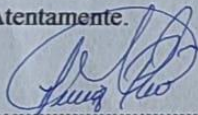
Doctor  
Marcelo Nuñez  
Presidente  
Unidad de titulación  
Facultad de Ciencias Humanas y de la Educación

Yo, Lucig Elizabeth Pico Guevara en mi calidad de Rectora de la Escuela de Educación Básica Particular “Juan de Velasco”, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: “Musical Intelligence Activities and speaking skill, propuesto por la estudiante Morales Cando María Belén portador/a de la Cédula de Ciudadanía, 1724934219 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.



.....  
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Rectora  
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**ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR  
“JUAN DE VELASCO”**  
Pre-Test A2 Key for Schools from Cambridge



Name: \_\_\_\_\_

Date: \_\_\_\_\_

**SPEAKING**

**Aim:** Evaluate the student’s speaking skills by using a test.

**Instructions:**

- In part 1 the examiner asks some individual questions, phase 1 consist about personal questions and candidates have to answer according to it. Phase 2 are questions about school and home and finally the student has to answer.
- In part 2, the examiner gives a photograph to each candidates and asks them to select the activities they do in their free time.

**PART 1 (Individual Questions)**

**Part 1 (2-3 minutes)**

*Phase 1*  
**Interlocutor**

Good morning / afternoon / evening.  
Can I have your mark sheet, please?

*Hand over the mark sheet to the Assessor.*

I'm ....., and this is .....  
He / She will just listen to us.

What's your name?

**Back-up prompts**

	How old are you?	
<i>For UK, ask</i>	Where do you come from?	Are you from (Spain, etc.)?
<i>For Non-UK, ask</i>	Where do you live?	Do you live in ... (name of district / town etc.)?
	Thank you.	

Phase 2

Now, let's talk about **school**.

What time do you finish school?

What do you eat after school?

**Back-up prompts**

Do you finish school at 4 o'clock?

Do you eat snacks after school?

**PART 2 (Choose the activity you do in your free time)**

In this second part of the test, I'm going to give each of you a photograph and everyone will talk about the activities they do in their free time. (Adapted by: Morales MB)



Paint



Listen to music



Play soccer



Watch tv

---

Maria Belen Morales  
TEACHER



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**PART 1 (Individual Questions)**

**Part 1 (2-3 minutes)**

*Phase 1*  
**Interlocutor**

Good morning / afternoon / evening.  
Can I have your mark sheet, please?

*Hand over the mark sheet to the Assessor.*

I'm ....., and this is .....  
He / She will just listen to us.

What's your name?

**Back-up prompts**

How old are you?

*For UK, ask*

Where do you come from?

Are you from (Spain, etc.)?

*For Non-UK, ask*

Where do you live?

Do you live in ... (name of district / town etc.)?

Thank you.



Now, let's talk about **home**.

Who do you live with?

How many bedrooms are there in your house?

**Extended Response**

Now, please tell me what you like doing at home.

**Back-up prompts**

Do you live with your family?

Are there three bedrooms in your house?

**Back-up questions**

Do you like cooking?

Do you play computer games?

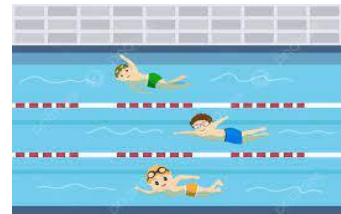
Did you stay at home last weekend?

**PART 2 (choose the activity you do in your free time)**

In this second part of the test, I'm going to give each of you a photograph and everyone will talk about your free time. (Adapted by: Morales MB)



Read



swimming



Play soccer



Watch tv

---

Maria Belen Morales  
TEACHER

Annex 4: Rubric

**RUBRIC**

Rubric A2 Key for Schools from Cambridge University

Speaking Rubric

**Candidate name:**

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a Good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations	Is mostly intelligible, and has some control of phonological features at both utterance and Word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations	Is mostly intelligible, despite limited control of phonological features.	Maintains simple Exchange, despite some difficulty. Requires prompting and support
2	<i>Performance shares features of Bands 1 and 3</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple Exchange. Requires additional prompting and support
0	<i>Permormance below Band 1</i>		

*Note:* Rubric A2 Key for Schools from Cambridge University

Annex 5: Scope of experimental

NUMBER OF LESSON PLAN	TOPIC	CONTENTS	NUMBER OF MINUTES	SPEAKING SKILL	ACTIVITIES
N.-1	WH questions	Information about wh question/ To ask and answer questions about personal information	40	Speaking skill: Self-talk practice (Wh questions)	<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Share the material (flashcards)</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> <li>- Class activity and practice (Interview)</li> <li>- Production of the class</li> <li>- feedback</li> </ul>
N.-2	Self-introductions	Basic basic information of “Self-introductions”. -Hello -Hello -My name is .....My name is.....	40	Speaking skill: Learning new vocabulary in sentences	<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Share the material (flashcards)</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> </ul>

					<ul style="list-style-type: none"> <li>- Role-play</li> <li>- The whole class participated</li> <li>- feedback</li> </ul>
N.-3	Subject Pronouns	Information about (I, you, she, he, it, you, we, they) and how to use.	40	Spaking skill: Use body language	<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Share the material (flashcards)</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> <li>- Role-play</li> <li>- The whole class participates</li> </ul>
N.-4	My Family	Identify the family members (grandfather, grandmother, father, mother, sister and brother)	40	Speaking skill: Understand formal and informal speech	<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> <li>- Draw on the board</li> <li>- Worksheet activity</li> <li>-The whole class participates</li> </ul>
N.-5	Prepositions of place	Recognize the different prepositions	40		<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> </ul>

		of place and their use. (in, on, under, between, next to, behind, in front of)			<ul style="list-style-type: none"> <li>- Present a children's song</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> <li>- Group activity (as material for use: a box and a ball)</li> <li>- Feedback</li> </ul>
N.-6	Telling the time	Information on the time and its structure of use. "What time is it?" "Please could you tell me the time?" "It's _ o'clock"	40		<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Explain the topic</li> <li>- Present new vocabulary</li> <li>- Present a material (a handmade watch, papers)</li> <li>- Group activity</li> <li>- Homework</li> </ul>
N.-7	Rooms of a house	Identify rooms of a house (house, bedroom, kitchen, bathroom, living room, dining room, garden)	40		<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Explain the topic</li> <li>- Present new vocabulary (Flashcards)</li> </ul>

					<ul style="list-style-type: none"> <li>- Worksheet Activity</li> <li>- Class presents the activity</li> <li>- The whole class participates</li> <li>- feedback</li> </ul>
N.-8	Likes and Dislike	Information about different likes and dislikes I like ..... I don't like .....	40		<ul style="list-style-type: none"> <li>- Warm-up</li> <li>- Present the topic</li> <li>- Present a children's song</li> <li>- Explain the topic</li> <li>- Present new vocabulary and structure</li> <li>- Worksheet Activity</li> <li>- Homework</li> </ul>

Annex 6: Lesson Planning

Lesson Plan 1: WH questions

<b>Unit/Topic:</b> WH questions	<b>Date:</b> 10/10/2023
<b>Key Learning Area:</b> Speaking skill	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

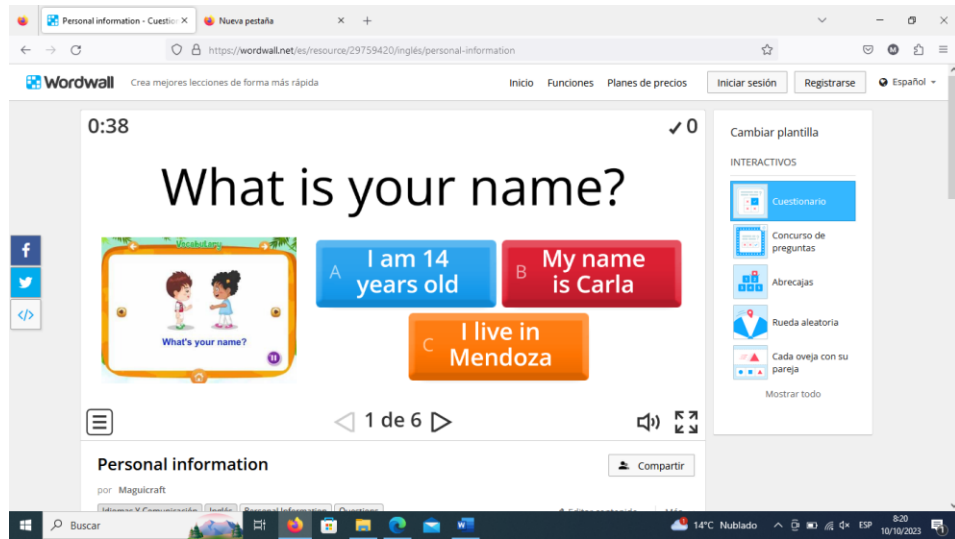
<p><b>Teaching Aims:</b>          Apply a musical intelligence activity to enhance oral skills.          To ask and answer questions about personal information</p> <p><b>Learning Main Aim:</b>          Students will be able to develop questions and answer the based on their personal information.</p>
--

<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up</b>            The teacher will start with the dynamic "Simon say" to awaken the interest of the students.</p>	Grabbing students' attention
<b>12 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the topic of the class "WH questions".</li> </ul> <p><b>Wordwall game</b></p> <ul style="list-style-type: none"> <li>- The teacher will present a game based on the Wh questions and students should relate.  <a href="https://wordwall.net/es/resource/29759420/ingl%c3%a9s/personal-information">https://wordwall.net/es/resource/29759420/ingl%c3%a9s/personal-information</a></li> <li>- After the wordwall activity, the teacher will write the words on the board.</li> </ul>	<p>Students will be able to match the questions with their respective answers such as:            What is your name?            My name is....            How old are you?            I am .....year old            Where do you live?            I live in.....</p>
<b>15 min</b>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- Teacher will present a youtube video where students will listen and identify when and how to use Wh questions.  <a href="https://youtu.be/0knOmm3yPrk">https://youtu.be/0knOmm3yPrk</a></li> <li>- Teacher will apply a musical activity consisting of the repetition of each Wh with its answers.</li> </ul>	Students will be able to ask and answer questions based on their personal information.
<b>15 min</b>	<p><b>Production</b>            Finally, the teacher asks them to role play in pairs on the given class topic.</p>	Students will use the questions in their conversation.

**RESOURCES**

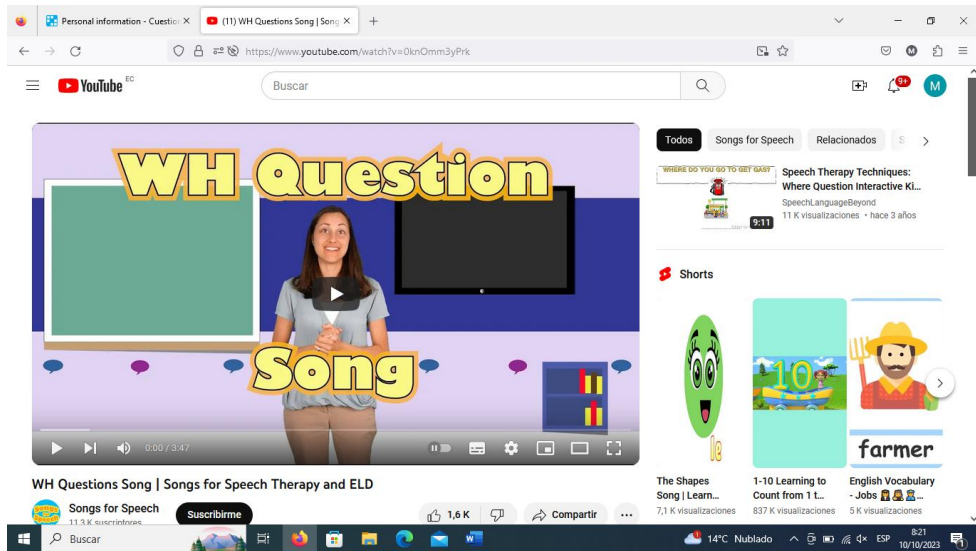
## Wordwall

<https://wordwall.net/es/resource/29759420/ingl%c3%a9s/personal-information>



## Youtube-Song

<https://youtu.be/0knOmm3yPrk>



## Guide to role-playing

[https://static.wixstatic.com/media/c0cba6\\_d6e4a24f164c4ce2815e201276b5af34~mv2.png/v1/fill/w\\_640,h\\_640,al\\_c,q\\_90,usm\\_0.66\\_1.00\\_0.01,enc\\_auto/c0cba6\\_d6e4a24f164c4ce2815e201276b5af34~mv2.png](https://static.wixstatic.com/media/c0cba6_d6e4a24f164c4ce2815e201276b5af34~mv2.png/v1/fill/w_640,h_640,al_c,q_90,usm_0.66_1.00_0.01,enc_auto/c0cba6_d6e4a24f164c4ce2815e201276b5af34~mv2.png)



- **What's your name?** My name **is** Monica  
¿Cómo te llamas?
- **Where are you from?** I'm from Colombia  
¿De dónde eres?
- **Where do you live?** I live in Bucaramanga  
¿Dónde vives?
- **Where do you work?** I work in a company  
¿Dónde trabajas?
- **How old are you?** I'm 25  
¿Cuántos años tienes?

Lesson Plan 2: Self-introductions

<b>Unit/Topic:</b> Self-introductions	<b>Date:</b> 16/10/2023
<b>Key Learning Area:</b> Speaking skills	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

<p><b>Teaching Aims:</b> Apply a musical intelligence activity (Singing Together) to enhance oral skills.</p> <p><b>Learning Main Aim:</b> Students will be able to introduce the basic information of “Self-introductions”.</p>
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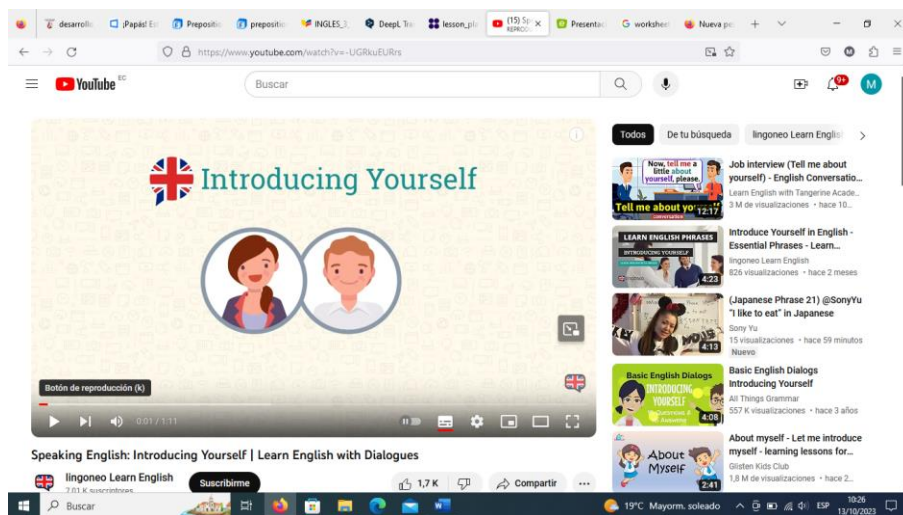
<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up</b> The teacher will start with the dynamic "Hot potatoes" to awaken the interest of the students.</p>	Grabbing students' attention
<b>12 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the topic of the class “Self-introductions ”.</li> <li>- the teacher will present a youtube video related to the topic, for a better understanding of the ss. <a href="https://www.youtube.com/watch?v=-UGRkuEURrs&amp;pp=ygUUaW50cm9kdWNpbmcgeW91cnNlbGY%3D">https://www.youtube.com/watch?v=-UGRkuEURrs&amp;pp=ygUUaW50cm9kdWNpbmcgeW91cnNlbGY%3D</a></li> <li>- After the video the teacher will give his personal introduction and will also write the same information on the board</li> <li>-</li> </ul>	Students will understand the topic of the class and receive the information explained by the teacher.
<b>15 min</b>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The teacher will perform a musical activity consisting of the repetition of words. Example: <a href="https://www.youtube.com/watch?v=74FA1dyVVVs">https://www.youtube.com/watch?v=74FA1dyVVVs</a></li> <li>- Hello -Hello</li> <li>- My name is .....My name is.....</li> <li>- The teacher will ask you to get into groups of 4, and from there you will practise.</li> </ul>	Students will perform the repetition of the words together with the teacher according to the video.
	<b>Production</b>	

15 min	The teacher will choose a student to introduce themselves, and so on.	Students will introduce themselves to the class.
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## RESOURCES

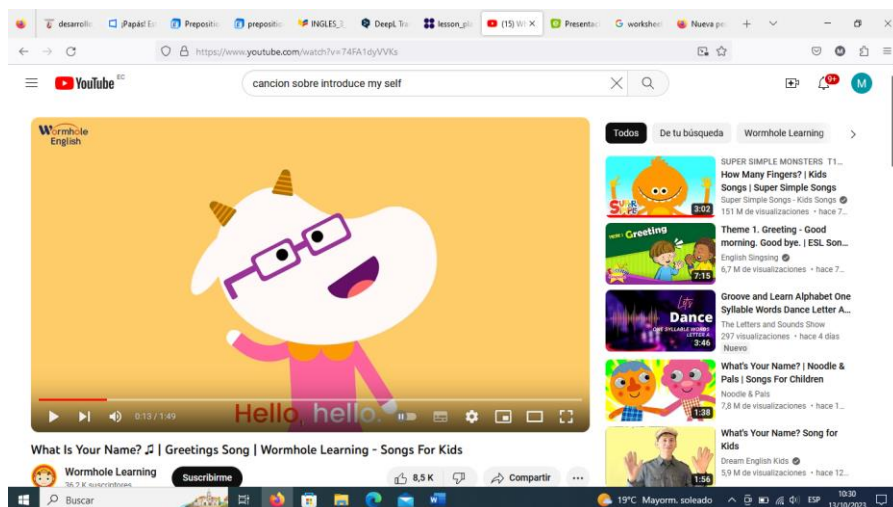
### Youtube

<https://www.youtube.com/watch?v=-UGRkuEURrs&pp=ygUUaW50cm9kdWNpbmceW91cnNibGY%3D>



### Youtube-Song

<https://www.youtube.com/watch?v=74FA1dyVVKs>



### Lesson Plan 3: Subject Pronouns

<b>Unit/Topic:</b> Subject Pronouns	<b>Date:</b> 23/10/2023
<b>Key Learning Area:</b> Speaking skill	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

#### LESSON PLAN OBJECTIVES

<p><b>Teaching Aims:</b> Apply a musical intelligence activity to enhance oral skills. Students will identify subject pronouns</p> <p><b>Learning Main Aim:</b> Students will be able to identify subject pronouns.</p>
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Time	Main Context	Purpose
4 min	<p><b>Warm up</b> One lemon/half lemon/lemon</p> <ul style="list-style-type: none"> <li>- Teacher will start playing a game, ss will number themselves from 1 to 22, they have to say one lemon/half lemon and the number of the person who wants to participate, and if the student makes a mistake he/she has to do another activity.</li> </ul>	Grabbing students' attention
13 min	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the topic of the class "Subject pronouns (I, you, she, he, it, you, we, they)</li> <li>- Before the lesson, the teacher will prepare 6 large cards with a subject pronoun written on each card for better understanding by the students.</li> <li>- The teacher will present a you tube video on the subject pronouns <a href="https://www.youtube.com/watch?v=Ke7jljFLxbc">https://www.youtube.com/watch?v=Ke7jljFLxbc</a></li> <li>- Everyone will repeat aloud each pronoun</li> </ul> <p><b>Active play "Wall touch"</b></p> <ul style="list-style-type: none"> <li>- Next, the teacher will stick the pronoun cards around the walls of the classroom and spread them out evenly. The teacher will ask all students to stand in the center of the class and they will shout out a pronoun (e.g. "we") and everyone must run to the correct word on the wall and touch it. This will be done with all the pronouns.</li> </ul>	Ss will recognise the subject pronoun pronounced by the teacher.

<p><b>15 min</b></p>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The teacher will present a music video on the subject, followed by a musical activity. <a href="https://www.youtube.com/watch?v=9BmvvC9qe2s">https://www.youtube.com/watch?v=9BmvvC9qe2s</a></li> </ul> <p><b>Do the “Subject Pronoun chant”</b></p> <ul style="list-style-type: none"> <li>- The teacher will place the pronoun cards on the board in the correct order (I, you, he, she, we, they). He/she will ask everyone to sit down and start clapping in the same rhythm as the teacher: clap together, then clap, clap /clap-clap-clap/ clap, clap /clap-clap-clap/ etc. (start slowly, everyone at the same time). Once everyone is on the beat, the singing starts.</li> </ul>	<p>Ss will put into practice what they have learned through a musical activity.</p>
<p><b>8 min</b></p>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- Finally, students will say the personal pronouns no matter if they say them out of order. A short reinforcement will be used in the next lesson.</li> </ul>	<p>Ss will demonstrate what they have learned</p>

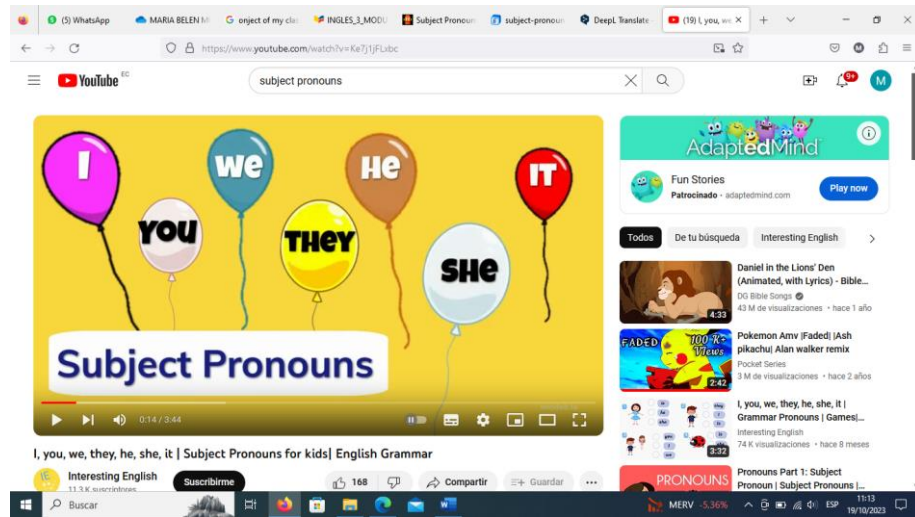
**RESOURCES**

**Flashcards**



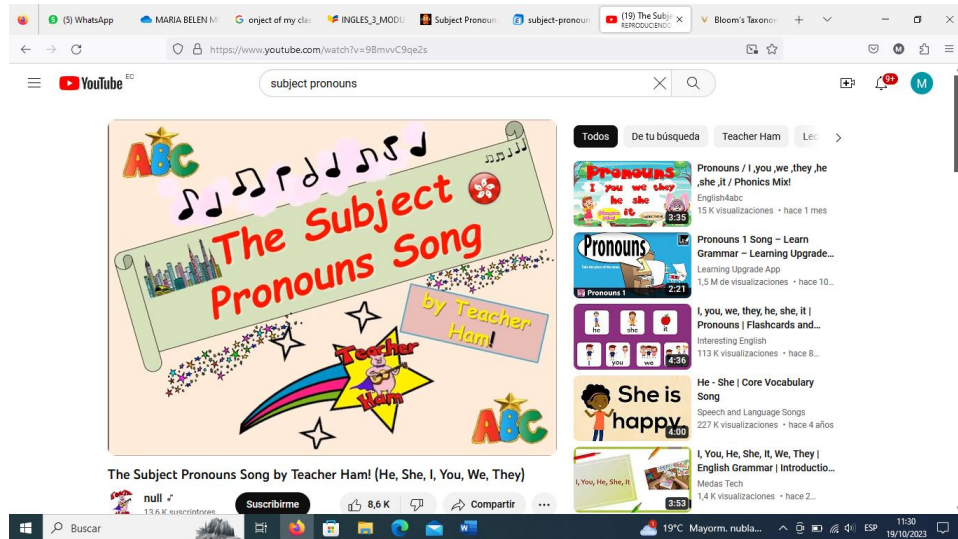
## Youtube

Source: <https://www.youtube.com/watch?v=Ke7jljFLxbc>



## Youtube-Song

Source: <https://www.youtube.com/watch?v=9BmvvC9qe2s>



Lesson Plan 4: My family

<b>Unit/Topic:</b> My Family	<b>Date:</b> 25/10/2023
<b>Key Learning Area:</b> Speaking skill	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

<p><b>Teaching Aims:</b> Apply a musical intelligence activity to enhance oral skills. Students will identify the family members (grandfather, grandmother, father, mother, sister and brother)</p> <p><b>Learning Main Aim:</b> Students will be able to talk about different members of the family</p>
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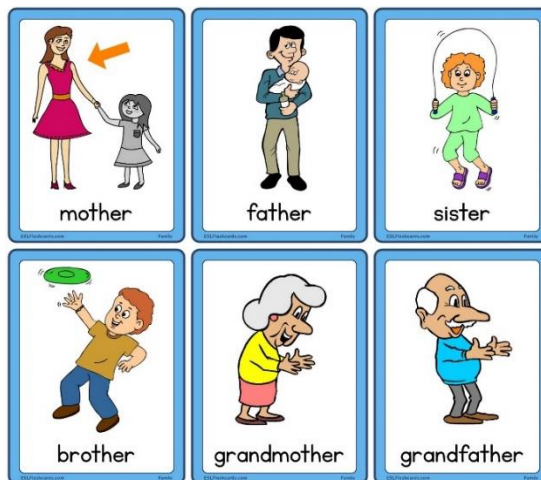
<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up – Charades</b></p> <ul style="list-style-type: none"> <li>- The teacher will start an introductory game which consists of one student performing a mime (people) and the others guessing.</li> </ul>	<ul style="list-style-type: none"> <li>- This is done to capture the students' attention so that they know what the topic of the lesson is about.</li> </ul>
<b>15 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Before the class, the teacher will prepare flashcards of the family members, this for a better understanding of the students</li> <li>- Teacher will introduce the topic of the class "My Family" (grandfather, grandmother, father, mother, sister and brother)</li> <li>- The teacher will draw a family tree on the blackboard, explaining the order and sequence.</li> </ul>	<ul style="list-style-type: none"> <li>-Students will identify the members of the family to be introduced by the teacher.</li> </ul>
<b>17 min</b>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The teacher will present a music on the theme, the music is called "Baby shark" this is one of the children's favourite songs. <a href="https://www.youtube.com/watch?v=XqZsoesa55w">https://www.youtube.com/watch?v=XqZsoesa55w</a></li> <li>- Everyone will stand up and sing.</li> <li>- The teacher will then share the screen with a whole class activity, which consists of recognising family members and then matching them up.</li> </ul>	<ul style="list-style-type: none"> <li>- The whole class will participate and sing</li> <li>- Ss will match the words with the pictures in the wordwall activity.</li> </ul>

<p><b>5 min</b></p>	<p><a href="https://wordwall.net/es/resource/61294907/vocabulario/my-family">https://wordwall.net/es/resource/61294907/vocabulario/my-family</a></p> <ul style="list-style-type: none"> <li>- The whole class participate.</li> </ul> <p><b>Production</b> The teacher will ask them to bring a family tree for the next class, using photos of each of the family members. He/she will also ask them to present it to the class.</p>	<p>-Ss will work autonomously at home.</p>
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**RESOURCES**

**Flashcards – My Family**

<https://eslflashcards-media.s3.ca-central-1.amazonaws.com/wp-content/uploads/2020/08/10112306/family-small-flashcards-with-labels.jpg>



**Family tree**

<https://cdn.cdnparenting.com/articles/2019/02/04162751/728298730-H.webp>





## Wordwall

<https://wordwall.net/es/resource/61294907/vocabulario/my-family>

The screenshot shows a Wordwall interactive activity. At the top, it says "0:37". The main content is a cartoon illustration of a family with the text "HELLO! I AM TOM! THIS IS MY FAMILY!". To the left of the family are colored boxes with family member names: BROTHER (purple), GRANDMA (orange), SISTER (blue), MOM (red), GRANDPA (green), and DAD (blue). Lines connect these names to the corresponding family members in the illustration. Below the illustration is a button that says "Enviar respuestas". On the right side, there is a sidebar titled "Cambiar plantilla" with a section for "INTERACTIVOS" containing options like "Diagrama con etiquetas", "Abrecajas", "Ahorcado", "Anagrama", and "Cartas al azar". The bottom of the page shows the Wordwall logo and navigation options.

## Youtube-Song

<https://www.youtube.com/watch?v=XqZsoesa55w>

The screenshot shows a YouTube video player. The video title is "Baby Shark Dance | #babysark Most Viewed Video | Animal Songs | PINKFONG Songs for Children". The video content shows a young boy in a white and blue patterned shirt and a white cap, dancing and singing "Daddy shark," in a colorful, stylized underwater setting. The video has 41 M views. To the right of the video player, there are recommendations for other videos, including "Wheels on the Bus KARAOKE! 2 HOURS OF..." and "BABY SHARKS BIG SHOW!". The YouTube logo and search bar are visible at the top.

Lesson Plan 5: Prepositions of place

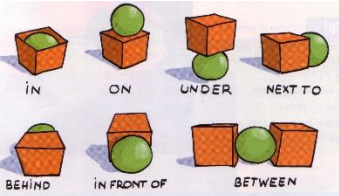
**Unit/Topic:** Prepositions of place  
**Key Learning Area:** Speaking skills  
**Number of students:** 22

**Date:** 30/10/2023  
**Course:** Third Grade

**LESSON PLAN OBJECTIVES**

**Teaching Aims:**  
 Apply a musical intelligence activity to enhance oral skills.  
 Students will identify the prepositions of place (in, on, under, between, next to, behind, in front of )

**Learning Main Aim:**  
 Students will be able to recognize the different prepositions of place and their use.  
 The exercise "It is.....the box" will be used to answer the wh-questions.

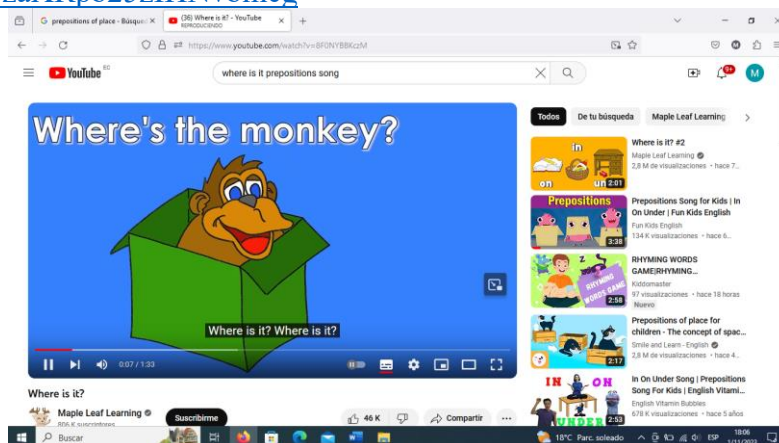
Time	Main Context	Purpose
5 min	<p><b>Warm up – Charades</b></p> <ul style="list-style-type: none"> <li>- The teacher will start the class with the song "Where it is".</li> <li>- The teacher will initiate a short discussion on the images and objects presented in the song.</li> </ul> <p><a href="https://www.youtube.com/watch?v=8F0NYBBKczM&amp;pp=ygUed2hlcmUgaXMgaXQgcHJlcG9zaXRpb25zIHNVbmcg">https://www.youtube.com/watch?v=8F0NYBBKczM&amp;pp=ygUed2hlcmUgaXMgaXQgcHJlcG9zaXRpb25zIHNVbmcg</a></p>	<p>- This will be done to capture the attention of the students, and they will know what the topic of the lesson is about.</p>
15 min	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher will present the topic "Prepositions of place"(in , on, under, between, next to, behind, in front of)</li> <li>- The teacher will draw a box, and this will represent the main focus to point out the preposition.</li> <li>- The teacher will place the ball in different directions in the box and ask the students to repeat and pronounce it correctly.i.e "It is on the box"</li> </ul> 	<p>- The student will identify prepositions of place to be introduced by the teacher.</p>

<p>15</p>	<p><b>Practice</b></p> <ul style="list-style-type: none"> <li>- The teacher will say them to put the book on the table. The teacher will ask where is the book? In this way, the teacher will place the book in different positions and ask where is the book?</li> <li>- The teacher will share a worksheet activity .</li> <li>- The teacher will explain and give instructions on how to complete the activity.. <a href="https://www.liveworksheets.com/w/en/english-language/270374">https://www.liveworksheets.com/w/en/english-language/270374</a></li> <li>- The teacher will review the worksheet</li> </ul>	<p>-Students will complete the activity and differentiate the prepositions according to the pictures.</p>
<p>5 min</p>	<p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The teacher will ask the students What did you learn today?</li> <li>- The teacher will listen to the answers</li> </ul> <p><b>Finally</b></p> <ul style="list-style-type: none"> <li>- The teacher will say the students to put away all of their school supplies.</li> <li>- The teacher will use the bag as an object of preposition.</li> <li>- The teacher will put the bag under the table and say the students: Where is the bag?</li> <li>- The teacher finishes the class on time and says goodbye to everyone.</li> </ul>	<p>-Ss will demonstrate what they have learned</p>

## RESOURCES

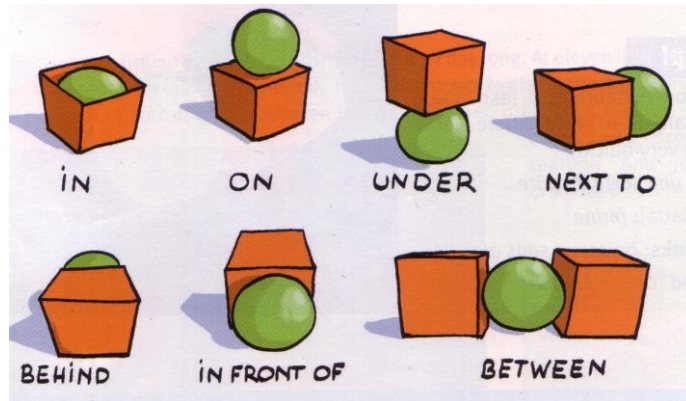
Youtube – Prepositions of place

<https://www.youtube.com/watch?v=8F0NYBBKczM&pp=ygUed2hlcuUgaXMgaXQgcHJlcG9zaXRpb25zIHNVbmcg>



## Image prepositions

<https://images.squarespace-cdn.com/content/v1/5970f2036f4ca391f33df1ec/1513257993647-DZKL3E6SO3CEYRI3SYAL/prepositions.jpg?format=1500w>










## Worksheet

<https://www.liveworksheets.com/w/en/english-language/270374>

YouTube x G prepositions of place liveworl x Preposition of place + Living x Pr

liveworksheets.com/w/en/english-language/270374


 **PREPOSITION OF PLACE**  
Look and complete the preposition of place

- The cat is ..... the box. 
- The bird is ..... the boxes. 
- The cat is ..... the box. 
- The bird is ..... the box. 
- The cat is ..... the box. 
- The cat is ..... the box. 

BETWEEN    BEHIND    ON

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Lesson Plan 6: Telling the time

<b>Unit/Topic:</b> Telling the time	<b>Date:</b> 06/11/2023
<b>Key Learning Area:</b> Speaking skills	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

<p><b>Teaching Aims:</b> Apply a musical intelligence activity to enhance oral skills. Students will telling and asking for the time.</p> <p><b>Learning Main Aim:</b> Students will be able to recognise and ask for the time. Students will say the time accurately.</p>
--

<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up – One, two, three, little English hen</b></p> <ul style="list-style-type: none"> <li>- One student will stand with his or her back to the rest of the class, who will stand a few metres away and try to move forward while the 'watchman' has his or her back turned. On saying "one, two, three, English hen" he/she will turn around. The rest of the class must remain still under the watchful eye of the teacher, who will eliminate the one who moves from the game.</li> </ul>	-This will be done to capture the attention of the students.
<b>12 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- The teacher will present the topic “Telling the time”</li> <li>- The teacher will do a brief review of the numbers 1 to 12.</li> <li>- The teacher will show a manually made number clock. It will then point to each number from 1 to 12 in order (you can move the hour hand back and forth while doing so).</li> </ul> 	- The student will identify the use of "time" which the teacher will present through a youtube video and explain on the board.

15

- The teacher would present a video explaining how to tell and ask for the time. <https://www.youtube.com/watch?v=kdHYbp5dB6Q>
- At the end of the video the teacher will say to the students: Is it understood?
- The teacher will again reinforce the structure for asking and answering questions about the time.

**Structure:**

"What time is it?"  
"Please could you tell me the time?"  
"It's \_ o'clock"

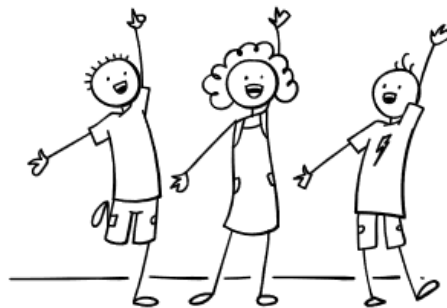
**Practice**

**Sing the "What Time Is It?" song**

- The teacher will share the song ¿What time is it?  
[https://www.youtube.com/watch?v=0Yq\\_rztquU](https://www.youtube.com/watch?v=0Yq_rztquU)

**Gestures**

- Now all students are ready to do the gestures of the song "What time is it?"
- The teacher will repeat the song and demonstrate waving your arms to indicate the time while singing the song.
- All students follow and sing along with the teacher.



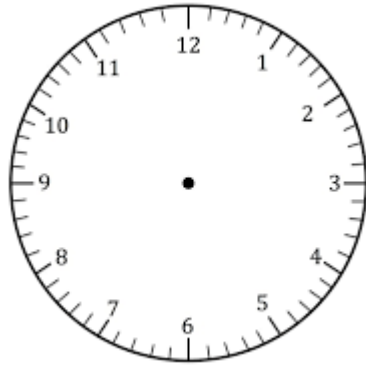
"It's eight o'clock"

- For this song, the Ss will be human clocks, using their arms to tell the time. Everyone will stand up with enough space to open their arms without hitting anyone.
- Students will practice and put their body in rhythm to the song.

10 min

**Production**  
**Do the Clock Craft Sheet**

-Ss will demonstrate what they have learned



- The teacher will hand out the craft sheet in the shape of a clock, enough for each student to have one.
- The teacher asks them to cut out the shape of the clock.
- The teacher will hand out fasteners to attach the arms to the clock.
- Once the clocks have been made, the teacher will put the pupils in pairs.

**Finally**

- First, the teacher will model the activity with one student.
- The teacher will ask student A to mark the time on his or her watch and ask "What time is it?" or "Please, could you tell me what time it is?".
- In this way, the whole class
- The next class the teacher will do a reinforcement.

**RESOURCES**

**Clock**



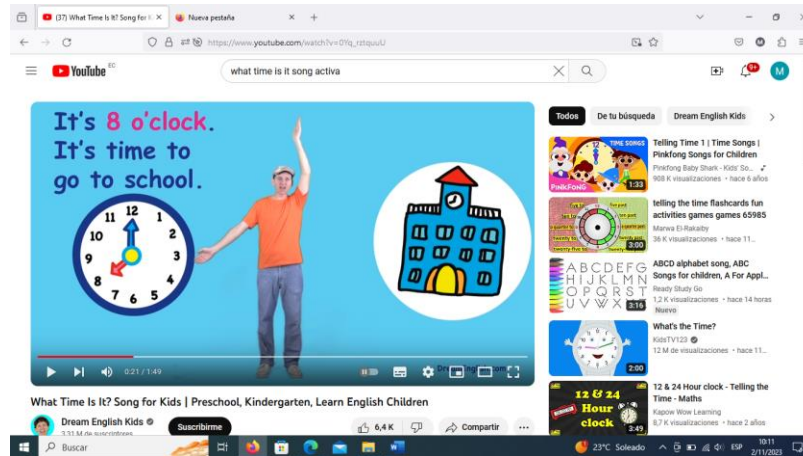
## Youtube

<https://www.youtube.com/watch?v=kdHYbp5dB6Q>



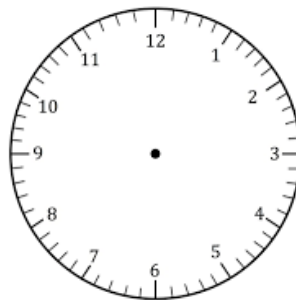
## Youtube- song

[https://www.youtube.com/watch?v=0Yq\\_rztquuU](https://www.youtube.com/watch?v=0Yq_rztquuU)



## Clock Craft Sheet

<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.elevate.in%2F%3Fw%3Dclock-faces-cc-Mpn1J0ia&psig=A0vVaw1OwzE5aQ75dCNy-234HsLK&ust=1699025763209000&source=images&cd=vfe&opi=89978449&ved=0CBEQjRxqFwoTCOjKuarSpYIDFQAAAAAdAAAAABAJ>



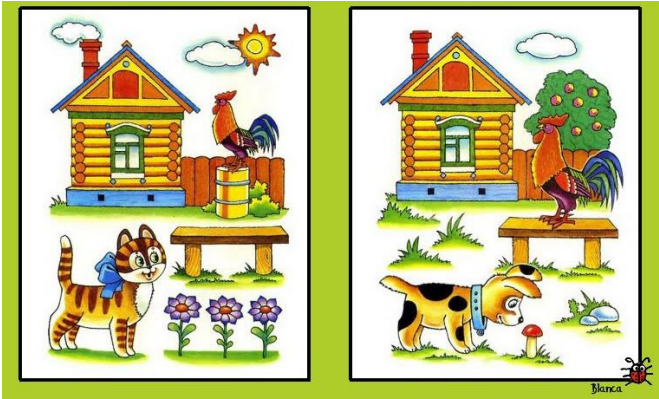


Lesson Plan 7: Rooms of a house

<b>Unit/Topic:</b> Rooms of a house	<b>Date:</b> 08/11/2023
<b>Key Learning Area:</b> Speaking skill	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

<p><b>Teaching Aims:</b>          Apply a musical intelligence activity to enhance oral skills.          Students will identify rooms of a house</p> <p><b>Target Vocab:</b> house, bedroom, kitchen, bathroom, living room, dining room, garden</p> <p><b>Learning Main Aim:</b>          Students will be able to talk about different rooms in a house</p>
---

<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up – Find the difference</b></p> <ul style="list-style-type: none"> <li>- The teacher will share these images (two houses).</li> <li>- Students will have to find the differences</li> <li>- The whole class will have fun</li> </ul> 	<p>- This activity aims to capture the students' attention so that they know what the topic of the lesson will be about.</p>
<b>15 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Before the class, the teacher will prepare flashcards of rooms in the house, this for a better understanding of the students</li> <li>- Teacher will introduce the topic of the class "Rooms of a house" (house, bedroom, kitchen, bathroom, living room, dining room, garden)</li> <li>- The teacher will elicit/teach the room vocabulary using the flashcards.</li> </ul>	<p>- Students will identify the parts of the rooms of a house presented by the teacher.</p>



- The teacher will present an eye-catching video on the topic.  
<https://www.youtube.com/watch?v=1lqZmMu5wkk>
- Students will repeat the vocabulary

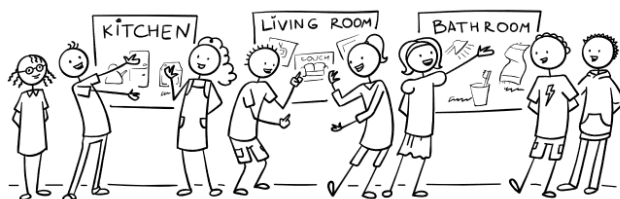
17 min

### Practice


- The teacher will present a music on the theme, the music is called " Learn Rooms of the House Song with Matt".  
<https://www.youtube.com/watch?v=IjnlkdZvYTE>
- The teacher asks the whole class to sing along with the lyrics.

### Play the "Rooms of a house Quiz"

- The teacher puts the students into groups (4-5 students per group, depending on the number of pupils in the class).
- The teacher tells each group to choose a team captain and gives each captain a piece of paper and a pencil.
- The teacher will says them to draw a different room per group.



- The whole class will participate and sing
- Students will work in groups

<p><b>5 min</b></p>	<ul style="list-style-type: none"> <li>- The teacher will says them to place the posters in different areas of the classroom.</li> <li>- The whole class participates.</li> </ul> <p><b>Production</b></p> <ul style="list-style-type: none"> <li>- The teacher will give instructions (e.i. He/she will name a room and the students will run to it, and there will be a winner).</li> <li>- The teacher will say the students to stand in the center of the room.</li> <li>- The teacher will go to the picture and repeat twice (i.e. Kitchen - Kitchen).</li> <li>- The students will run to touch the drawing. The teacher will keep shouting until there is a winning group.</li> <li>- The <u>class</u> will end interactively.</li> </ul> 	<ul style="list-style-type: none"> <li>- Students will participate in the game and demonstrate what they have learned.</li> </ul>
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**RESOURCES**

**Warm up** – Find the difference

[https://1.bp.blogspot.com/RlqCyO9uCjY/XLWogKTdOgI/AAAAAAAAA0DU/Pn66CbEwH3wmhsuo3M5niRVvXs\\_YqZwCKgBGAs/s1600/a10%2Bdif%2B Brusos6.jpg](https://1.bp.blogspot.com/RlqCyO9uCjY/XLWogKTdOgI/AAAAAAAAA0DU/Pn66CbEwH3wmhsuo3M5niRVvXs_YqZwCKgBGAs/s1600/a10%2Bdif%2B Brusos6.jpg)




## Flashcards – Vocabulary (rooms of a house)

[https://www.kids-pages.com/folders/flashcards/House\\_1/page1.htm](https://www.kids-pages.com/folders/flashcards/House_1/page1.htm)



## Youtube – Video

<https://www.youtube.com/watch?v=1lqZmMu5wkk>



Learn Rooms of the House | Talking Flashcards

Maple Leaf Learning 807 K suscriptores

3,3 K 3,3 K 3,3 K 3,3 K

viernes, 3 de noviembre de 2023

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Shorts

- Guess what room it is! Armagan Citak 326 K visualizaciones • hace 2 años 3:29
- English for kids: My house SuperMemo World 798 K visualizaciones • hace 5 años 2:34
- Kids vocabulary - [NEW] House - Parts of the House - English... English Singing 748 K visualizaciones • hace 3 años 5:56
- New House and Playground for Kids | EFL English for Children ... STEVE AND MAGGIE 1,7 M de visualizaciones • hace 6... 6:30

## Youtube-Song

<https://www.youtube.com/watch?v=IjnlkdZvYTE>

rooms of a house song

Todos De tu búsqueda Dream English Kids

**My Busy Day**  
kokopelienglish  
143 K visualizaciones · hace 8 años

**Parts of the House Vocabulary Game | Rooms And Furniture ...**  
Games4esl  
203 K visualizaciones · hace 2 años

**Guess what room it is!**  
Armagam Catak  
326 K visualizaciones · hace 2 años

**Rooms of the House Song and Story with Matt | Learn English...**  
Dream English Kids  
1,9 M de visualizaciones · hace 6...

**Rooms in the House for Steve and Maggie | Colours for Kids ...**  
STEVE AND MAGGIE  
1,4 M de visualizaciones · hace 7...

**Learn Rooms of the House Song with Matt | Action Songs for Children | Learn English Kids**

Dream English Kids  
3,11 M de suscriptores

Suscribirse

9,7 K

Compartir

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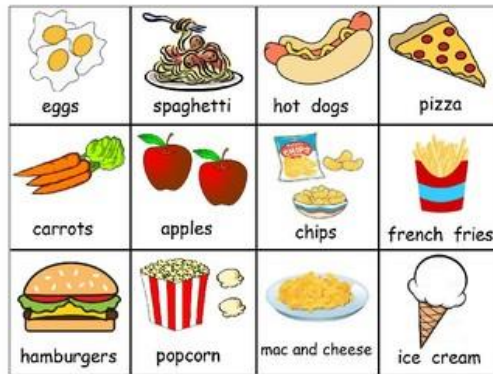
Lesson Plan 8: Likes and Dislike

<b>Unit/Topic:</b> Likes and Dislike	<b>Date:</b> 08/11/2023
<b>Key Learning Area:</b> Speaking skill	<b>Course:</b> Third Grade
<b>Number of students:</b> 22	

**LESSON PLAN OBJECTIVES**

<p><b>Teaching Aims:</b>          Apply a musical intelligence activity to enhance oral skills.          Students will identify the likes and dislikes.  <b>Target Vocab:</b> cheese, chocolate, rice, French fries, strawberries, bread, ice cream, grapes, pasta, pizza, beans.  <b>Learning Main Aim:</b>          Students will be able to talk about different likes and dislikes.</p>
---

<b>Time</b>	<b>Main Context</b>	<b>Purpose</b>
<b>3 min</b>	<p><b>Warm up – Little paper boat</b></p> <ul style="list-style-type: none"> <li>- The game consists of saying: My little paper boat brings fruits like (banana).</li> <li>- The teacher will say each student to repeat the fruit that each partner names and so on, until someone makes a mistake.</li> <li>- The whole class will have fun</li> </ul>	- This activity aims to capture the students' attention.
<b>15 min</b>	<p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>- Teacher will introduce the topic of the class “I like” and “I don’t like”.</li> <li>- The teacher will teach when to use “I like” and “I don’t like”.</li> <li>- The teacher will use the blackboard and different colours of marker pens for a better understanding of the students.</li> </ul> <p><b>The following</b></p> <ul style="list-style-type: none"> <li>- The teacher will introduce the target language (cheese, chocolate, rice, French fries, strawberries, bread, ice cream)</li> <li>- The teacher will present flashcards</li> </ul>	- Students will identify when and how to use "I like" and "I don't like".



- Students will repeat the vocabulary
- The teacher will share a video related to the topic.  
[https://www.youtube.com/watch?v=p683AW4Q\\_7w](https://www.youtube.com/watch?v=p683AW4Q_7w)
- The teacher will ask if the students have any questions.

17 min

**Practice**

- The teacher will present a music related to the topic.  
<https://www.youtube.com/watch?v=JW04TrWo2ow>

**Instructions**

- The teacher will says the students to listen carefully to the music.
- The teacher will hand out a blank sheet of paper.
- The teacher will pause the video when he/she says:  
I like .....  
I don't like .....
- The teacher will says the students to draw the fruit, candy or vegetable according to the music.
- Teacher will collect the sheet to review and give feedback
- 

The whole class will participate and identify when it is used:  
I like .....  
I don't like .....

5 min

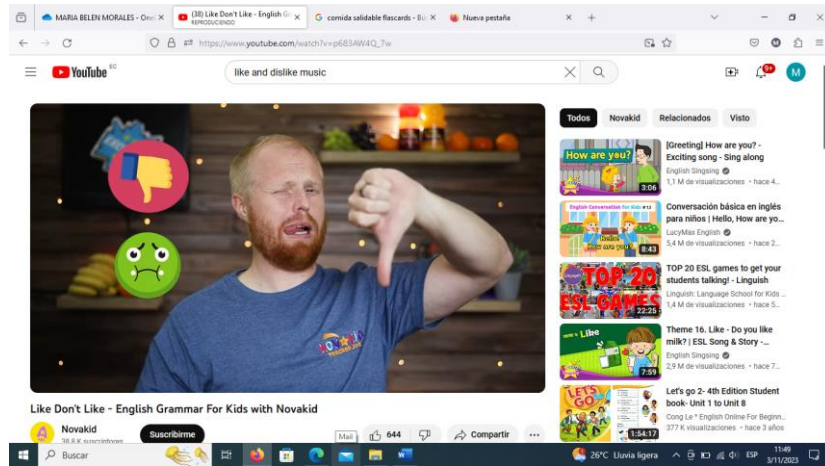
**Production**

- The teacher will send home as homework a collage with the likes and dislikes of the students.
- The next class the students will present their collage.

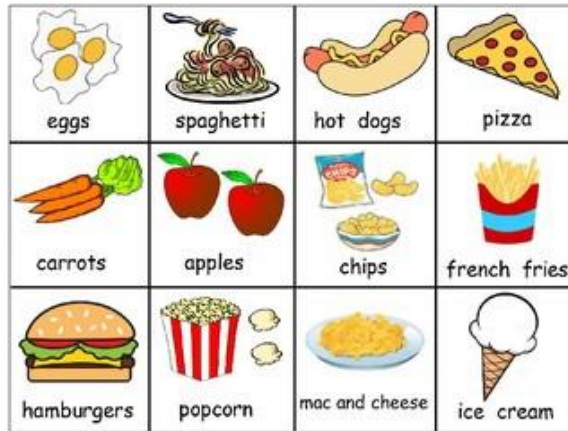
-Students will work autonomously at home.

## RESOURCES

Youtube: [https://www.youtube.com/watch?v=p683AW4Q\\_7w](https://www.youtube.com/watch?v=p683AW4Q_7w)

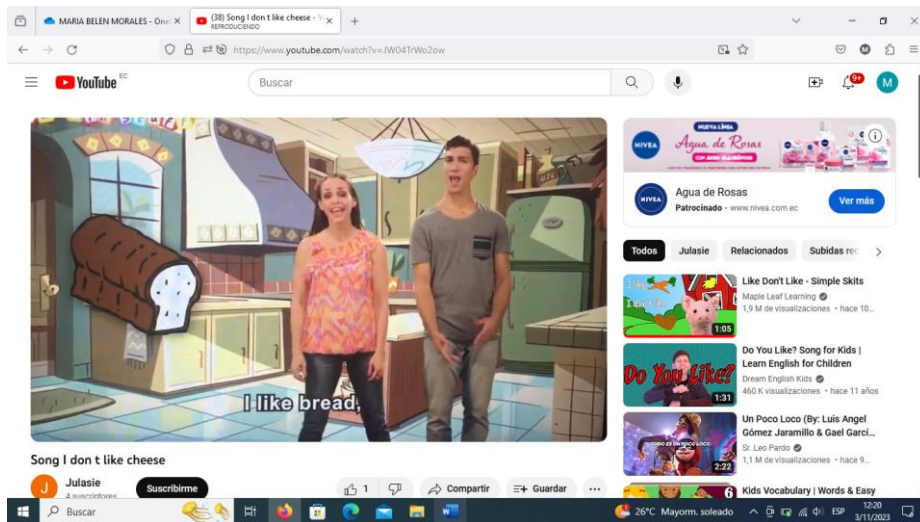


## Flascards – Vocabulary



## Youtube-Song

<https://www.youtube.com/watch?v=JW04TrWo2ow>





Annex 7: Turnitin Report

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