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The Linguistic Intelligence in the development in oral expression in children of the educative unit Velasco Ibarra.

Research dissertation before obtaining the Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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TUTOR'S ENDORSEMENT

In my capacity as a Supervisor of the Research dissertation titled THE LINGUISTIC INTELLIGENCE IN THE DEVELOPMENT IN ORAL EXPRESSION IN CHILDREN OF THE EDUCATIVE UNIT VELASCO IBARRA investigated by Arequipa Lema Johana Elizabeth, for obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

I CERTIFY THAT:

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, agosto, 23rd, 2021



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COMMITTEE APPROVAL

This research dissertation: The Linguistic Intelligence in the development in oral expression in children, has been revised, approved and authorized for printing and binding, before obtaining a master degree in Applied Linguistics to Teaching English as a Foreign Language; this work meets the substantive and formal requirements for the presentation and defense.

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DEDICATION

This research work is dedicated to my parents Norma and Luis, to my sister Sandy who are fundamental pillars in my life, to my children Angie and Alejandro whom I adore with all my soul and were with me during this tough journey, and finally to my husband Patricio who gave me understanding and support at all times, I love them.

Johana

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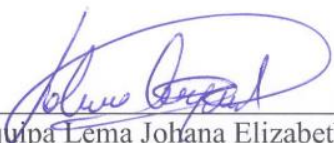
First of all, I thank God for taking care of my family and me, also my parents for the effort that they made giving me this opportunity to study, to my husband for taking care of our children during this preparation, finally to the Technical University of Cotopaxi for an academic preparation of excellence.

Johana Elizabeth

AUTHORSHIP

I, Arequipa Lema Johana Elizabeth declare to be the author of the concepts, procedures, and finding in this research dissertation.

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TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT

MASTER'S DEGREE IN APPLIED LINGUISTICS TO TEACHING
ENGLISH AS A FOREIGN LANGUAGE

THEME: THE LINGUISTIC INTELLIGENCE IN THE DEVELOPMENT IN ORAL EXPRESSION IN CHILDREN OF THE EDUCATIVE UNIT VELASCO IBARRA.

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ABSTRACT

Speaking is considered an indispensable skill in the English language, as it facilitates communication and understanding in the environment in which it is found, for this reason the way in which this skill is acquired depends on the methodology used to achieve it. On the other hand, the application of strategies used by teachers contributes to this process, allowing the development of oral expression in an adequate and coherent way. For this reason, the main objective of the present research work was to develop oral expression in second grade children of the Velasco Ibarra Educative Unit by stimulating Linguistic intelligence. This stimulation can be achieved with the application of different methodological strategies and to determine its effectiveness, a pretest and a post-test of oral development were applied to the students, in addition an English song Booklet was designed, which contains songs on various topics. of interest to children, with activities that are easy to understand and solve.

The modality of this research is basic, descriptive in nature, supported by bibliographic and field research. For the data collection process, the questionnaire technique was used with its instrument the rubric.

Then the data obtained were processed for subsequent analysis and interpretation. The results show that the application of this methodological strategy has a positive impact on the development of speech skills. Therefore, its use is recommended to assist students in their learning of the English language.

KEYWORD: English song Booklet; oral expression; Linguistic intelligence; strategy.

UNIVERSIDAD TECNICA DE COTOPAXI
DIRECCION DE POSGRADO

**MAESTRIA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

TEMA: THE LINGUISTIC INTELLIGENCE IN THE DEVELOPMENT IN ORAL EXPRESSION IN CHILDREN OF THE EDUCATIVE UNIT VELASCO IBARRA.

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RESUMEN

El hablar es considerado una habilidad indispensable en el idioma inglés, pues facilita la comunicación y entendimiento en el entorno en el cual se encuentre, por esta razón la forma en la cual se adquiera esta habilidad, dependerá de la metodología utilizada para lograrlo. Por otro lado, la aplicación de estrategias empleadas por los docentes contribuye a este proceso, permitiendo desarrollar la expresión oral de una forma adecuada, y coherente. Por esta razón el presente trabajo investigativo tuvo como objetivo principal desarrollar de la expresión oral en niños de Segundo grado de la Unidad Educativa Velasco Ibarra mediante la estimulación de la inteligencia Lingüística. Esta estimulación se la puede lograr con la aplicación de diferentes estrategias metodológicas y para determinar su eficacia, se aplicó un pretest y un post-test del desenvolvimiento oral a los estudiantes, además se diseñó un English song Booklet, el cual contiene canciones de diversos temas de interés para los niños, con actividades fáciles de entender y resolver.

La modalidad de esta investigación es básica, de carácter descriptivo, sustentado en una investigación bibliográfica y de campo. Para el proceso de recolección de datos se utilizó la técnica del cuestionario con su instrumento la rúbrica.

Luego se realizó el procesamiento de los datos obtenidos para su posterior análisis e interpretación. Los resultados demuestran que la aplicación de esta estrategia metodológica tiene un impacto positivo en el desarrollo de la destreza del habla. Por consiguiente, se recomienda su utilización para ayudar a los estudiantes en su aprendizaje del idioma inglés.

PALABRAS CLAVE: English song Booklet; expresión oral; inteligencia Lingüística; estrategia.

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Introduction

In our country, English as a foreign language is included from the beginning of Basic General Education and continues during High School. However, after finishing High School, most of the students show extremely low linguistic competence in English in relation to the years of preparation and cannot communicate in that language. Based on the observation of this situation concerning the linguistic competence in English of Ecuadorian students, it is necessary to propose possible ways to improve it through an educational proposal that positively affects the language's teaching from the beginning of primary general education.

Human beings are born genetically capable of learning to communicate and acquire their mother tongue naturally. However, communication in the second language is challenging for many foreign language learners despite this innate ability, without neglecting any of the variables responsible for this fact. From an educational point of view, we can learn if the teaching model is the right one. In acquiring new languages, the second language is both the content to be assimilated and the instrument to express the content learned.

Speaking in a foreign language does not admit cognitive parcels since it is not limited to developing the human species' biological capacities, but it implies a simultaneous implementation of many of the knowledge, skills, and strategies acquired. Language learning depends on a series of internal and external factors that influence the students' learning process. The age, the environment around them, the teaching methods and the different learning models derived from them are among the most relevant. Children learn naturally, while adults and adolescents must outline a teaching-learning process, with trial and error to improve the new language's acquisition. Therefore, in children, subconscious learning is produced, while in adults, it is a conscious one, so specific strategies are required to develop reading, comprehension, and oral and written production skills. (Doughty & Long, 2007)

For a long time, science has been investigating how cognition develops in the human mind. Until recently, people were considered to possess a unitary, unique and quantifiable intelligence. Seeking to satisfy the questions generated by the capacities that the individual possesses, Howard Gardner and his group of researchers redefined the concept of intelligence. They identified seven different intelligence types quantified by precise parameters, establishing the basis for his Multiple Intelligences theory, which becomes a new paradigm that redefines teaching and learning. Later they added an eighth and ninth intelligence. From this new conception arises the implementation of creative and innovative methodological strategies focused on the student, which offer quality teaching, dynamic, efficient, adjusted to the particular needs of the learning processes, which motivate attention from each brain's perceptive dimension from each intelligence. (Gardner, 1993)

This project's research line is in education and communication for human and social development, oriented towards applied linguistics. The enhancement of Linguistic Intelligence is proposed as a valid alternative to pedagogical innovation to help teachers improve oral expression in the English language. From this perspective, it seeks to optimize the strategies applied in teaching English as a foreign language, understanding that such learning can only be enhanced if the student understands the teacher's message. Moreover, it covers a set of factors that affect the process, bio-psycho-social aspects of the student in the surrounding sociocultural environment, which leads to the analysis of the learner's intrinsic and extrinsic complexity.

When teaching any language as a second language or foreign language, the main goal should be developing the four basic skills, focusing on a communicative approach. The most critical skill and the most difficult to develop is speaking, which means its development should start at the early stages, promoting students' communication with their peers and teacher using English since the first grades. Unfortunately, **the problem** is that there is little updating of the methodologies used. A grammatical approach over a communicative approach is maintained, and the necessary skills are not developed. Another essential factor that must be

considered is that the Multiple Intelligences perspective has not been introduced in the teaching processes to young children whose critical thinking must be developed through activities that promote their capabilities.

The second fact noticed is the little or null knowledge teachers have about the Multiple Intelligences, which leads to a misconception. Gardner (2013) states:

A common misconception about the theory of multiple intelligences is that it is synonymous with learning styles. Under the MI conception, learning styles refer to how an individual is most comfortable approaching a range of tasks and materials.

Multiple intelligences theory states that everyone has all nine intelligences at varying degrees of proficiency and an individual's learning style is unrelated to the areas in which they are the most intelligent.

For example, someone with linguistic intelligence may not necessarily learn best through writing and reading. Classifying students by their learning styles or intelligence alone may limit their learning potential.

Another matter in the students is the fragmentation of knowledge; the students assimilate parts of the whole, which prevents them from concretizing the acquired knowledge. It is also clear that students have big problems with vocabulary acquisition. They have a limited quantity of words acquired. For that reason, it is difficult for them to talk. There is an absolute lack of motivation to learn and much less to use the language orally during class time. It has been observed that how teachers' roleplaying exercises are presented to the students to develop speaking is not practical. The textbooks' oral activities are not attractive due to their structure, which is always the same; with the same conversations and examples, they have formal answers that are not representative for students to keep in mind.

What has been described may be the result of using less effective teaching strategies at the Velasco Ibarra Educative Unit than those required for language teaching today. There is no adequate methodology to teach and develop students' oral expression; thus, students do not develop a real interest in learning a new language

from the beginning of their student life. Without the proper development of oral skills, today's communicative approach essential in English teaching is not viable.

From the above, the following questions arise as a **formulation of the problem**.

- Which learning styles are related to linguistic intelligence to promote oral production in children in the second grade of primary education?
- How do the stimulation of the linguistic intelligence influence in the development of oral production?

This project proposes the following **General Objective** to solve the problems mentioned above- To stimulate the Linguistic intelligence in order to contribute to the development of oral expression in children of the second grade at the Velasco Ibarra Educative Unit.

There are also some **Specific Objectives** to reach the main objective of this project:

- To analyze the literature review related to the linguistic intelligence and how it can be used to improve the oral expression in English.
- To analyze the results of the pre-test applied to children to know the level of their oral expression, and how they can improve it.
- To design and apply an English song booklet with a series of playful activities based on stimulating verbal-linguistic intelligence to develop oral expression in English.

System for reading development in the early 1980s, the Developmental Psychologist and Co-Director of Project Zero at Harvard University Howard Gardner and his group of researchers developed the theory of multiple intelligences, a proposal from cognitive psychology that rejects the traditional concept of intelligence and the methods for measuring it. For Gardner, the key was to realize that one can have some skills to do certain things and, at the same time, lack others to do different things. This discovery led him to conclude that the concept of intelligence was wrong, that there is no single way to be intelligent, nor is there the

possibility of measuring intelligence. In other words, he raised the diversity of human abilities.

This theory, originally dedicated to the field of cognitive psychology, had an unexpected reception in the field of pedagogy, and this transformation of the traditional vision of the concept of intelligence has come to revolutionize the field of education. Among the nine intelligences described by Gardner is the verbal-linguistic intelligence, which, due to its characteristics, can become an essential tool for developing oral expression in English in second-grade children in primary education, and at the same time, can stimulate the development of the referred intelligence.

Incorporating a new language, grammatically different, implies putting into practice the intellectual aspects prevailing in the individual; for this reason, the school and the teacher are modular nuclei for the intellectual stimulation of their learning, in order to contribute to the development of their personality and prepare them for life. The study and analysis of the Theory of Multiple Intelligences focused on linguistic intelligence can be a good base for making this proposal. (Velásquez de Romero, 2016)

In Ecuador, the teaching of English as a foreign language must follow the guidelines set forth by the Ministry of Education in 2016

The basic principles of the curricular proposal can be summarized as follows:

The communicative language approach: Language is best learned when used to interact and communicate and not as a memorized set of knowledge.

Student-centered approach: teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process.

Thinking skills: learning a foreign language fosters developing thought and the social and creative skills necessary for lifelong learning and the exercise of citizenship.

Content Integrated Learning for Foreign Languages (CLIL): a model used to integrate language learning with cultural and cognitive aspects so that the acquisition of this language serves as an engine for student development.

International standards: the curriculum is based on the standards approved by the Common European Framework of Reference for Languages and internationally recognized teaching processes for language learning. (CEFR)

The main objectives of the English as a Foreign Language curriculum are:

To develop students' understanding of the world, other cultures, and their own. Also, their ability to communicate their views through a foreign language.

To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages.

Creating a love for language learning from an early age through engaging and positive learning experiences fosters students' motivation to continue learning. (Ministerio de Educación del Ecuador, 2016)

These linguistic objectives can only be achieved through better methodological strategies and evaluation criteria concerning those traditionally used by most teachers in the English area, who have not put into practice teaching strategies that allow students to succeed in learning the foreign language. This research proposes the stimulation of linguistic intelligence to improve the development of their oral expression.

This research aims to identify the learning differences determined by the type of intelligence that children present in developing the linguistic skills to promote teaching strategies to address these differences and getting the students a positive learning experience, promoting their willingness to learn English. Been this research of practical importance for teaching English as a foreign language and specifically for improving speaking skills **justify** its development. Since the results will help understand how children's multiple intelligences can be influenced by stimulating their linguistic intelligence.

According to Gardner (1993) *Multiple Intelligences: the theory in practice*, the early identification of children's capacities can help determine the type of experiences that can benefit them. Likewise, early identification of weaknesses is crucial because there will be an opportunity to address them before it is too late and

implement alternative ways of covering the area corresponding to this vital capacity, in this case of linguistic intelligence.

This project's development will serve as a source to implement teaching strategies based on verbal-linguistic intelligence to promote oral production, allowing students to overcome their learning differences and motivate them to gain confidence in producing oral expression.

Besides, this project has a psycho-educational impact because it is deeply related to psychological and educational problems present in the classroom that need to be addressed to meet students' needs and interests in the teaching-learning process. Similar studies have been applied in other countries and are part of some universities' curriculum in Ecuador, but this is the first time that it will be applied with primary level students in the Velasco Ibarra Educative Unit.

The study's main objective is to improve students' oral production without producing any exclusion in the educational process, considering each student's individuality to promote quality education as stipulated by the LOEI (Organic Law on Intercultural Education).

Thanks to the development of ICTs and the expansion of the Internet, current research projects require new approaches, the use of physical books is almost non-existent, today there is access to an almost unlimited amount of digital material, webography is nowadays part of every research project, this also leads to dynamizing the methodology used. For the current project, the following **methodology** will be used.

The research methodology included both quantitative and qualitative approaches. This mixed approach helped to collect and analyze data to understand the research problem and give meaningful solutions to the problems based on the numerical results of checklist and questionnaire, which were applied to students, so it was possible to verify the hypothesis and conclude with a positive educational impact of the research. A bibliographical – documentary research was applied, due to, it was necessary to do a literature review with a strong theoretical basis of the

dependent and independent variables taking into account the concepts and definitions of many authors. Thus, many books, academic journals, articles, and research projects were read to understand the research work. Moreover, the researcher used descriptive and explanatory research. Descriptive because it was important to define the methodological components that stimulate the linguistic intelligence and its advantages; to select the best one to develop the oral expression. It is explanatory because it explains how to the stimulation of the linguistic intelligence improve the develop oral expression. Besides, this research used some tools such as questionnaire, rubrics, checklist for sixty-tree students. The researcher collected data before and after the pedagogical proposal application. Finally, this data was analyzed and transformed into qualitative and quantitative results.

1. CHAPTER I

1.1 Background

Every human being develops different ways of seeing the world, thinking and acting in different situations; each one has their way of analyzing them and can make decisions and choices to solve them. These decisions and choices demonstrate the intellectual ability of each one. So, intelligence is determined by the ability to make appropriate decisions at specific times according to their benefit.

English teachers often make the same error of omission as many elementary school teachers. They focus on teaching reading and writing and assume that children already know how to speak or, in English as a school subject, teachers assume that they will automatically develop the skill. However, there are a significant number of children who have problems developing fluency in their native language. More seriously, in English, most children who try to be taught the language cannot articulate even a complete sentence even after many years of learning.

In the repositories of important European, Latin American and Ecuadorian universities, there is a significant number of research papers that address issues related to those of this project; the multiple intelligences theory, the development of verbal-linguistic intelligence in general, its application in the process of teaching English as a foreign language as a means to develop the oral skills of children immersed in this process from an early age. Some of them are briefly analyzed.

Cabrejas (2016) from the University of Valladolid, in her project *Development of Linguistic Intelligence in Early Childhood Education*, performs a general analysis of Gardner's Multiple Intelligences theory, supported by the opinions of other renowned scholars on the subject, and then focuses on Linguistic Intelligence,

detailing its characteristics, those of children who identify with this intelligence and then presents some strategies to achieve its development. This study highlights the importance of stimulating oral skills in children because, in many cases, they are not considered. Thinking about how transcendent this intelligence is and its contribution to developing the other intelligences emphasizes the need to promote its development.

Although this work does not include the application of linguistic intelligence in English teaching, it does investigate the development of oral skills in children and how these are often neglected. Its development sustains the importance of applying multiple intelligences in the classroom and the particular importance of linguistic intelligence in other intelligences' growth.

Dimas (2016) from the Technological of Monterrey, in her research on *The development of oral skills in English in elementary school students applying cooperative work in the process*, highlights the importance that teaching English as a foreign language from the early years of primary education has acquired in Mexico as well as in other countries around the world. She recognizes the difficulty of developing oral skills in children and proposes a series of methodological strategies that can motivate children and improve this skill development. There is coincidence with this research because strategies focused on students are needed to awaken their interest in learning a foreign language while stressing the importance of developing oral skills from the beginning of the teaching process of a foreign language, for this case, in second graders.

A point that draws attention and contributes with ideas to be developed in this project is how through multiple intelligences, a cooperative work strategy can be developed in the classroom and thus stimulate the development of oral skills in English and simultaneously stimulate verbal-linguistic intelligence in young children.

At the national level, Sánchez (2018) from the Central University of Ecuador, in his work on *Linguistic intelligence and oral production of the English language in second-year International Baccalaureate students*, analyzes the basics about the

theory of multiple intelligences and then focuses on linguistic intelligence and how to make use of it to develop oral skills in students of English as a foreign language. In his conclusions on students' insufficient oral production, he identifies as reasons the lack of practice, the low exposure of students to the language outside class hours, which means that despite teachers' efforts, the desired objectives are not achieved. It concludes that students can make a presentation in English; however, they cannot maintain a fluent conversation.

This work focuses on students in the second year of high school; nevertheless, these points of view are important so that when establishing strategies to develop oral skills in children in the second year of primary education, the deficiencies in the higher grades are considered, and corrective measures are sought from the beginning of the process.

According to Roman Jakobson, all the primary functions of language are oriented to communication; this process involves developing linguistic intelligence in general and in English, specifically to promote children's oral skills. Before entering this aspect of the research and getting a clearer idea of the subject, it is necessary to establish some concepts briefly.

1.2 Epistemological foundation

1.2.1 What intelligence is

The study of intelligence, the attempt to define what characterizes it, how it is produced and later the possibility of measuring it, has interested philosophers, psychologists, educators and other types of researchers for centuries, since the ancient Greeks, who already defined it as the ability to solve problems, to reason, and as a set of characteristics that positively distinguish certain people. This notion has been considered even before the concept of intelligence was scientifically studied. Today, it is known that intelligence exists in all people to a greater or lesser degree; it is also present in animals.

The problems associated with intelligence study have to do with its definition, characteristics, and way to measure it, if possible. The factors that constitute

intelligence, the relationship between intelligence and other psychological traits. The existence of a unique form or several intelligences. The role of genetics, environment and their interaction; how to develop intelligence, the development of intelligence in children, and the usefulness of understanding intelligence for education and occupational and social success. The relationship between intelligence and creativity and other related topics. Human society highly values intelligence and considers it a decisive factor for educational achievement, labour success, and even for peoples' socio-economic development. (Ardila, 2011)

The Merriam-Webster Dictionary (2020) defines intelligence as "The ability to learn or understand or to deal with a new or trying situation. The skilled use of reason. The ability to apply knowledge to manipulate one's environment or think abstractly as measured by objective criteria. Mental acuteness." For Gardner, Hobbs, and Hobbs (1993) *an* intelligence is the "ability to solve problems or create products that are valuable in one or more cultural environments." When the author defines *an* intelligence, not intelligence, it can be understood that there is more than one and that what is described applies as a common characteristic for all of them; by defining it as a capacity, it can also be thought that it is possible to exploit and develop it.

As intelligence is a complex field of research, many definitions about it have been proposed; however, the one that in this case is considered the most appropriate taking into account the current state of knowledge and that more or less covers the essential aspects of the main studies carried out is the one offered by (Ardila, 2011)

Intelligence is a set of cognitive and behavioral skills that allows efficient adaptation to the physical and social environment. It includes the ability to solve problems, plan, think abstractly, understand complex ideas, learn from experience. It is not identified with specific knowledge or specific skills, but rather with general cognitive ability, of which specific capacities are part. Intelligence varies throughout a person's life (ontogenetic development) and has done so throughout the species' evolution (phylogenetic development).

In *The Theory in Practice*, Gardner (2019) states that intelligence should involve skills, problem-solving aptitudes, which allow solving real situations, as well as the ability to think logically and creatively. Interestingly, this theory does not refer only to logical-mathematical or linguistic skills, which are usually considered when establishing a person's IQ but refers to any intrinsic skill of the human being used to solve a situation.

1.2.1.1 The Multiple Intelligences Theory

Most people want to feel that they are competent in all aspects of life; even those who, like the Renaissance thinkers, would like to know everything or believe in the possibility of knowing everything. However, due to the exponential expansion of knowledge, this ideal is no longer possible; nowadays, no one can learn everything there is to learn. Being competent entails possessing a set of thoughts, skills and behaviors which differ depending on the situation. This ability to be competent in society depends on the development of intelligence.

IN 1904 the French government asked psychologist Alfred Binet (1857-1911) to develop some way of measuring which pupils in Paris primary schools would succeed and which would fail. Binet designed a series of problem situations of gradually increasing difficulty and classified them to be solved by children of different ages. The first *Binet-Simon intelligence test* emerged from this assignment and its measure known as *Intelligence Quotient (IQ)*. Later on in the United States, the IQ tests were used to examine more than a million American recruits during World War I, and since then, it has been considered the greatest success in psychology. (Gardner, 2019)

Many teachers will be familiar with the three broad categories of learning in people, visual learning, auditory learning, and kinesthetic learning. The theory of multiple intelligences developed by Howard Gardner and a team of researchers at Harvard University on human cognition and human potential goes beyond those three categories and presents a different approach to human learning potential. From these early works, the definitions of the first seven intelligences were developed, which were later increased to nine with the possibility that some more may emerge.

According to Gardner (1993), our culture has defined intelligence in a very narrow way. He questions the practice of taking an individual out of their natural learning environment and asking them to perform a set of isolated tasks that they have never done before and may never perform again later, which happens when trying to measure everyone's IQ the same way. Instead, he suggests that intelligence is more about solving problems and creating products in a contextualized environment, with natural activities.

To prevent anyone from trying to establish that these intelligences are nothing more than "talents or aptitudes," the researcher determined that in order to be considered an intelligence, it had to meet specific criteria and characteristics such as, for example, that it could be determined in which sector of the brain it originated.

To do this, he used potential isolation due to brain damage, determining that in some cases, people who had suffered some kind of accident had lesions that affected specific intelligences while leaving others intact, which is why each intelligence is characterized as an autonomous system independent from the others.

The research on patients with brain problems yields a powerful type of evidence because it reflects how the nervous system has evolved to reach certain intelligence types. Besides, his team also made observations on other kinds of special populations such as child prodigies, idiot savants, autistic children, children with learning disabilities, all of whom have very irregular cognitive profiles that are extremely difficult to explain in terms of a unitary view of intelligence.

1.2.1.2 A summary of Gardner's Multiple Intelligences

According to Gardner, all human beings possess all nine intelligences, although in different proportions, each person may have one or more preponderant intelligences, and everyone has a different intellectual makeup. Teachers can improve education by focusing on the multiple intelligences of their students. These intelligences are in different areas of the brain and can function independently or together and are as follows:

Verbal-Linguistic intelligence: it is manifested in children who demonstrate proficiency in the language arts: speaking, writing, reading, listening. They demonstrate sensitivity to the sounds, meanings, and rhythms of words. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

Logical-Mathematical Intelligence: it is present in children who show an aptitude for numbers, reasoning and problem-solving. They have the ability to think conceptually and abstractly and the ability to discern logical and numerical patterns. They are the other half of children who typically do well in traditional classrooms where instruction is logically sequenced, and students are asked to adapt.

Visual-Spatial Intelligence: evidenced in children who learn best visually and organize things spatially. They like to see what teachers are talking about in order to understand. They enjoy pictures, graphs, maps, charts, tables, illustrations, art, puzzles, costumes, anything eye-catching.

Bodily-Kinesthetic intelligence: noted in children who experience learning best through activity: games, movement, hands-on tasks, construction. They are good at controlling body movements and handle objects with skill. These children were often labelled as "too active" in traditional classrooms, where they were told to sit and be still.

Musical intelligence: is latent in children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

Interpersonal intelligence: it manifests in children who are remarkably people-oriented and outgoing and who learn cooperatively in groups or with a partner. They show the sensibility to detect and respond appropriately to others' moods, motivations, and desires. These children may have typically been identified as "talkative" or "overly concerned with being social" in a traditional setting.

Intrapersonal intelligence: is present in children who are deeply in touch with their feelings, values, and ideas. They may tend to be more reserved but are quite intuitive about what they learn and how it relates to themselves.

Naturalistic intelligence: is characteristic of children who love the outdoors, animals, hiking. They are prone to recognize and classify plants, animals and other objects in nature. More than this, however, these students love to grasp subtle differences in meanings. The traditional classroom has not been adapted to these children.

Existentialist Intelligence: present in children who learn in the context of humanity's position in the "big picture" of existence. They have a sensitivity and ability to address profound questions about human existence such as "Why are we here?" and "What is our role in the world?" This intelligence is seen in the discipline of philosophy.

If each person has a different combination of intelligences, it means that all human beings are different. Therefore, it is of utmost importance to recognize and foster the full range of intelligences in children, thereby giving them a better chance to adequately handle the problem situations they will face in their lives. (Tapping into Multiple Intelligences, 2004)

1.2.1.3 Applying Multiple Intelligences in the classroom

The design of what Gardner calls the ideal school of the future is based on two principles. The first is that not everyone has the same interests and abilities, so not everyone learns in the same way. Thanks to the knowledge of MI, teachers can address these individual differences in the school. The second is that nowadays it is not possible to learn everything there is to learn. Under these circumstances, it became inevitable to choose what to teach and learn. However, teachers' choices for themselves and the students in their care can be informed choices if everyone's abilities and interests are recognized.

The MI theory can be used for curriculum development, instructional planning, selection of course activities, and related assessment strategies. It has been

established that everyone has strengths and weaknesses in various intelligences, so educators must decide how best to present course material according to the subject matter and individual student requirements. Instruction designed to help students learn the material in multiple ways can activate their confidence to develop areas where they are not as strong. In the end, student learning is enhanced when instruction includes a variety of meaningful and appropriate methods, activities, and assessments.

Gardner (2013) asserts that regardless of the subject being taught, language, arts, science, history, or mathematics, teachers must present learning materials in multiple ways. Everything that teachers are deeply familiar with can be described and conveyed in various ways. It may be that the mastery of a topic by teachers is tenuous, and when someone requests that knowledge be transmitted to them in another way, it can cause confusion, but transmitting information in multiple ways not only helps students to learn the material it also helps educators increase and reinforce their mastery of the content.

1.2.1.4 Multiple Intelligences are not learning styles

The grand reception that MI theory has had in the field of education has caused other theories to develop around it, such as that of learning styles; however, Gardner himself denies that they are the same or part of one single theory, in his criterion, the problem with the idea of learning styles is that the concept is poorly defined, and its notion is not self-consistent. Despite the popularity of learning styles and inventions such as VARK (Visual, Auditory, Reading and writing and Kinesthetic), the criteria to determine a style have not been defined, where they come from, how they are recognized, evaluated and exploited. There is no convincing evidence to show that learning style analysis produces more effective results than a "one size fits all approach."

It is said that there are visual learners or auditory learners, implying that some students learn through the eyes and others through their ears, something that is inconsistent considering that both spatial information and reading occur with the eyes. However, they use different cognitive faculties; then, it is necessary to understand that the concept of intelligence does not focus on how linguistic or

spatial information reaches the brain but on which intelligence acts on sensory information once collected.

In this regard, and as an educator himself, he offers three essential lessons for educators: First, individualize teaching as much as possible. Learn as much as possible about each student and teach each student in a way that makes them feel comfortable and learn more efficiently. Second, pluralize teaching, teach what is most important in various ways, so that students who learn differently can be reached. Third, eliminate the term styles, which will only confuse others and not help anyone engaged in the learning process.

Gardner himself states that educators should not follow a specific educational theory or innovation when designing instruction but should employ personalized goals and values appropriate to students' teaching, subject matter, and learning needs. Addressing multiple intelligences can help instructors pluralize their instruction and assessment methods and enrich student learning. (Strauss, 2013)

1.2.2 The Linguistic intelligence

As already defined, linguistic intelligence is the ability of human beings to use the words and signs of language creatively to express themselves and communicate efficiently, either orally or in writing. This intelligence is one of the two most used in traditional education. Human beings are social beings from birth; that is, they develop in a social environment. They receive the knowledge and communication processes to interact with each other from the environment they develop, usually home or school. (Gardner et al., 1993)

All language skills are essential for the development of linguistic intelligence; Antunes (2012) states that it is not necessary to separate these skills because they interact with each other, written language is based on oral language, just as the ability to read and listen depends on the ability to hear. Children's ability to hear and distinguish different sounds is an indispensable factor for learning to read and write and for the proper use of syntax, which will be fundamental for good oral expression.

It is known that language is developed from an early age, which allows for significant differences among children. Therefore, teachers' role, who must help develop and structure all children's linguistic intelligence in the most uniform manner possible, is fundamental. The development of this intelligence is an evolutionary process that begins in the first months of life and can continue to develop into adulthood; it includes using language to communicate, express thoughts, and influence all cognitive processes.

Teachers should be aware that linguistic intelligence needs to be continuously stimulated and that its development is not limited to the language class where students are taught to read and write, assuming that they already know how to speak, because they undertake that they are learning to speak at home since their first months of life. Among other skills that should be promoted in children is the ability, according to their age, to master speech from the organization of words, using a varied and accurate lexicon with proper intonation; they should know how to use language in different contexts of their daily lives.

Gardner (2019) lists the characteristics that identify people in whom linguistic intelligence stands out above the others; in the expressive plane, they usually have great ability to express themselves and communicate clearly, demonstrate an above-average ability to use oral and written language, show fluency in vocabulary. On the comprehension level, they like to read, listen attentively to messages and verbal speeches in person or through different media; they have a good memory for names, general cultural data, stories and anecdotes.

They enjoy the different ways of using words: listening, reading, writing, speaking. Are interested in and enjoy language games such as crossword puzzles, anagrams, tongue twisters, word searches. Participate actively in communicative exchanges showing a fluent language, adapted to the context, correctly using syntax, phonetics, and functional language uses. They manage to capture others' attention with the use of words, select appropriate vocabulary, the language is expressive and descriptive, and show the beauty in composition.

It is essential to contemplate that there are many ways to externalize linguistic intelligence. People who have it more developed than their other intelligences will not always show all the characteristics or excel in all aspects. There are differences within each intelligence; there will be people who enjoy writing more than speaking, and others who prefer reading to listening. The significant issue is identifying the students' type of intelligence, adapting the teaching to their most evolved intelligences, and stimulating the development of the others.

1.2.2.1 The relevance of Linguistic Intelligence

Every intelligence develops independently from the others, but they can interact with each other. Through linguistic intelligence, it is possible to acquire an awareness of one's actions, desires, needs and feelings, establishing an intimate relationship with other intelligences. Thus, it is an instrument to relate to others, express feelings, structure thoughts, interact, and understand the world; in short, it is key to developing the other intelligences. (Armstrong, 2009)

Given a bidirectional perspective, this is the link between linguistic intelligence and each of the other intelligences:

Intrapersonal intelligence: verbal language is the instrument used to communicate with oneself and organize one's thoughts. On the other hand, the adequate management of vocabulary related to physical traits and personality favors self-knowledge.

Interpersonal intelligence: Verbal language is the most commonly used means to communicate with others; this intelligence provides the necessary strategy to adapt the speech to the different situations and contexts where communication occurs; the addressee profile, the intentions pursued.

Existentialist intelligence: Introspection exercises and the search for deep concepts are based on verbal language; it would be exceedingly difficult to perform meditation acts without having an adequate language to organize thoughts and reflex on them.

Body-kinesthetic intelligence: in oral communication situations, verbal language is complemented with body language to gain expressiveness; facial gestures, body posture, coordinated movement of arms and hands. These languages are the product of two different intelligences that complement each other.

Logical-mathematical intelligence: reflecting on language use requires deductive and inductive reasoning processes typical of this intelligence. On the other hand, working with linguistic intelligence favors the understanding and construction of logical-mathematical reasoning approaches supported by the verbal language.

Musical intelligence: both are related to the oral auditory tract. "Buried far back in the beginnings of evolution, music and language may have emerged from a common expressive medium" (Gardner, 1993, p. 146). Rhythm, pauses, intonation, as in music, are fundamental in oral discourse.

Visual-spatial intelligence: although at some point it was thought that reading processes had a more visual than auditory component, it has been proven that they depend on the brain structures that govern linguistic intelligence. (Blakemore & Firth, 2011). However, this intelligence will help establish appropriate distances in a conversational situation or manage space when making an oral presentation.

Naturalistic intelligence: didactic resources for teaching science require rhetorical figures such as metaphor and simile to explain scientific knowledge. Also, it facilitates the mastery of knowledge about animals, plants, the environment, health and others; it facilitates the comprehension of texts with contents about nature. (Pacheco Ruiz, 2014)

Linguistic intelligence, together with Logical-Mathematical Intelligence, are the ones that have traditionally been most worked on in the educational field. Linguistic competence is the most naturally developed intellectual competence in human beings and the most democratically shared. Possibly due to this natural development, the traditional school, despite its wide use, is not concerned with developing it, focusing on reading and writing, almost always in a mechanical way. Unless a student has a particular type of deficiency, oral skills are entirely ignored.

As this intelligence involves sensitivity to written or spoken language, it is directly related to learning a second language and manipulating the syntax or structure of the language, semantics, phonetics and any other dimension that allows using that language to express oneself and communicate. (Smith, 2008)

1.2.2.2 The Importance of Stimulating Linguistic Intelligence

Gardner (1993) considers that it is not possible to establish intelligence levels accurately, and even less if one tries to use the traditional methods that consider intelligence as a single part of a whole. The problem of establishing the IQ of people based on tests derived from the Binet-Simon is that, in general, their principle is based on measuring only the verbal-linguistic and the logical-mathematical intelligences, considering that these represent the intellectual capacity of human beings.

Although research on MI was directed initially to neuropsychology, it was unexpectedly welcomed in education and has been the reason for many adaptations of curricula, methodologies, and educational models. There is even talk of the school of the future. An increasing number of teachers worldwide are modifying their pedagogical model by using student-based strategies and applying the MI theory. Many schools are also designing their approach based on these new trends; however, little has been done to change the way students of different levels are evaluated.

If used as a reference, in primary general education and baccalaureate, structured-based tests are used for evaluation, whether they are multiple-choice, true-false, or correspondence, students must understand the questions posed; to do so, they have to resort to the linguistic intelligence. Once they have finished school, if they want to go to university, they must pass the entrance tests, which are focused on verbal-linguistic and logical-mathematical intelligences.

In Ecuador, the so-called *Ser Bachiller* test initially included a portion of the evaluation dedicated to visual-spatial intelligence. However, in response to complaints from a large sector of teachers related to students' preparation to take the test, who claimed that neither they nor the students understood these types of

problems, the easiest solution was chosen. This component of the test was eliminated. The new entrance exam to public universities (Higher Education Admission Exam) EAES and the private universities' different exams focus exclusively on the so-called verbal logic and mathematical logic.

If some Ecuadorian students seek to study abroad, they must take tests such as the SAT based on the two mentioned intelligences. For English certificates, they may take the IELTS, TOEFL, FCE and many others; all of them require the student to understand the context of what they read, the details of what they hear, and to be able to demonstrate the articulate use of the language in verbal form. Again, the intelligence involved in this process is verbal-linguistic.

It is the job of teachers from all the areas that make up the school system, of every subject, to provide their students with the necessary tools to achieve their goals successfully. Therefore, English teachers can also, while developing the foreign language teaching process, a process linked to linguistic intelligence, stimulate the development of this intelligence, emphasizing the development of oral skills, which presents more significant problems to develop in the second language. As previously established, its development is linked in several ways to the development of the other intelligences.

1.2.3 Purposes of teaching English as a foreign language at the elementary level

English teaching in the initial grades had usually been promoted in private schools and institutions as a complementary subject in the curriculum, sometimes just to get more students to those institutions. However, since 2016, it is included in the new *Curriculum of General Basic Education and General Unified Baccalaureate Level* according to the Ministry of Education's provision in Agreement No. MINEDUC-ME-2016-00020-A, which in its second transitory provision establishes:

The English language curriculum's implementation from the second to the seventh grade of General Basic Education in all educational institutions in the country shall be carried out from the 2016-2017 school year for the Highlands Regime and 2017-2018 for the Coastal Regime.

In the Integrating Curriculum of the Preparatory General Basic Education Sublevel, a set of basic contents for Foreign Language (English) are introduced, which will lay the foundations (starter level) of the pre-A1.1 level of the Common European Framework of Reference for Languages (CEFR).

The Foreign Language levels detailed in this agreement are the minimum levels to be met by all educational institutions nationwide. In the event that private educational institutions have not offered English as a Foreign Language since the second grade of General Basic Education, they must adjust to the implementation proposed in this regulation.

In line with the needs of a linguistically and culturally diverse population, this proposal presents a justification and a framework for learning English while recognizing and facilitating students' educational inclusion, regardless of their native language (L1). The curricular proposal is flexible, worked by sub-levels, developed in five curricular blocks aligned with the exit profile and the values of justice, innovation and solidarity it promotes, as well as with the CEFR.

The same agreement summarizes the curricular proposal's principles as follows: use of the communicative approach; language is best learned as a means to interact and communicate. A student-centered approach; teaching methodologies that reflect and respond to students' strengths and challenges, facilitating their learning process. Learning a foreign language foster developing thought and the social and creative skills necessary for lifelong learning.

The implementation of Content and Language Integrated Learning (CLIL) as the model for integrating learning with cultural and cognitive aspects so that English is an engine for students' development. The curriculum is based on the levels and processes recognized by CEFR international standards for language teaching and learning.

The purpose is to develop students' understanding of the world, other cultures and their own, and their ability to communicate their views through a foreign language. Besides, to develop the personal, social and intellectual skills necessary to reach

their potential and participate productively in an increasingly globalized world operating in other languages.

Creating a love for language learning from an early age through exciting and positive learning experiences fosters students' motivation to continue learning. Moreover, to achieve the national curriculum's exit profile for primary education and high school students. (Ministerio de Educación del Ecuador, 2016)

The idea of starting to teach English as a foreign language in the initial years is to introduce children from an early age in the process of learning the language. Hoping that in later grades, they maintain the interest to continue learning it and try to reach the exit profile at the end of their school cycle that is B1, according to the CEFR. Implementing the MI in the classroom is aligned with the approaches and methodologies proposed in the ministerial agreement.

1.2.4 Linguistic intelligence in the English area

Since English is a language, it is causally related to linguistic intelligence. Starting the English teaching in the first years of primary education allows setting a solid foundation at the auditory and phonetic level and the structural and grammatical level. However, as discussed in this research, it may be that not all children in the English classroom have linguistic intelligence as their dominant intelligence. In applying the MI view in the educational context, Gardner emphasizes the need to personalize instruction, attending to each student's spectrum of intelligences. Through the MI theory, a strategy can be designed to teach English, develop oral language skills, and improve linguistic intelligence while stimulating the other intelligences.

Such personalization requires the design of activities and tasks to be carried out to teach English, involving several intelligences simultaneously. For example, roleplay can be used to develop oral skills, but together with linguistic intelligence, it will work on bodily-kinesthetic intelligence and interpersonal intelligence. Activities that have been previously developed in the classroom and have demonstrated their usefulness and functionality can be the base to build these proposals.

A series of activities that can be applied to develop oral skills in English and their relationship with the type of intelligence that can be stimulated is presented. These activities are the ones that will be used and will be presented in greater detail in the booklet that will be applied in the classroom.

Related to logical-mathematical intelligence: solving small problems, searching for analogies, describing solutions, sequencing, putting sentences or sequences of drawings in the correct order; searching for the intentional error, gap filling.

Visual-spatial intelligence: use of flashcards, posters, slides, charts, short videos, and other visual materials to facilitate information, drawings, elaboration of cards, search for differences, descriptions of this material, short summaries of videos.

Kinetic-bodily intelligence: Drama, movement, roleplay, puppet shows. Games with movement and contact, touching, feeling. Action rhymes, building and making things, dialogues, descriptions of processes, mime.

Musical intelligence: listening to and interpreting songs, identifying sounds. Group reading aloud.

Interpersonal intelligence: group work, team games. Activities such as "Look for someone who ..." or "Put yourself in the place of ...".

Intrapersonal intelligence: a reflection on thoughts, questions about feelings, colors, sizes, textures, self-evaluation.

Activities concerning naturalistic intelligence could be descriptions, classifications related to animals or plants, climate, environment, development of vocabulary related to nature, describing landscapes, natural scenes. Adapted from (Armstrong, 2009) pp. 81-87.

As can be seen, although these intelligences are not related to language learning in a natural way, by integrating them with the linguistic intelligence, they become handy tools for the teaching process in those students in whom this is not very developed. However, it cannot be neglected to perform activities related to this intelligence, such as tongue twisters, alphabet soup, stories, rhymes, and riddles.

Gardner (2019) points out that many English teachers have informed him that, despite his original skepticism, they have achieved great success applying the MI to teach the language. Therefore, that is the result expected to be achieved with the proposal presented in this project. The objective is to apply a communicative approach, use student-based strategies, and stimulate English language oral skills while stimulating primary education students' linguistic intelligence to motivate them towards learning in general.

1.2.5 Teaching English as a Second Language to young learners

The age of the students is a determining factor when deciding how and what to teach. Some factors must be considered before teaching English as a foreign language to children in the second grade of primary education. First, to achieve the integration of English teaching in the first years of primary education, according to the *Ministerio de Educación* (2016) provisions, the curricular proposal must be flexible and promote values of justice, innovation, and solidarity. It should be based on a communicative approach, hence the transcendence of oral skills. Use student-centered methodologies that reflect and respond to their strengths and challenges. Complementarily, develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in the increasingly globalized world.

English learning should foster the development of thinking, social and creative skills, and lifelong self-learning. It is vital to create a love for language learning at an early age through exciting and positive learning experiences. Implement CLIL to integrate learning with cultural and cognitive aspects. To develop students' understanding of the world, of other cultures, of their own, and their ability to express their views through a foreign language.

One of the most common beliefs in English language teaching is that young learners learn faster and more effectively than other age groups. It is commonly cited as an example that children who move to another country seem to pick up the new language with remarkable ease. According to studies by Lynne Cameron (2010), this is not always true; the belief that children learn languages easily may be more of a myth. What is undoubtedly true is that children who learn English from an early

age have an easier time with pronunciation; the author suggests that children 'reproduce the accent of their teachers with deadly accuracy' p.111.

There is a relative superiority of older children (10 - 12 years) in language learning, especially in formal education, possibly due to their increased cognitive abilities, which allows them to benefit from more abstract approaches to language teaching. It may also have something to do with the way younger children are taught. Teachers working with young children must consider their response to different activities and be adaptive to them and adjust them on the spot. It is not suggested that young children cannot learn English; indeed, many acquire significant language competencies. Apart from linguistic ones, English taught at younger ages has excellent benefits in terms of citizenship, democracy, tolerance, and multiculturalism.

Gardner (1993) agrees with Chomsky's theory of generative grammar, which states that language is not innate, but its acquisition is. This theory explains how children can construct some grammatical rules, even if they have not learned them consciously, and states that children are born knowing the rules and forms of language innately. For the development of language, people rely on the environment; environmental factors influence language structure. However, Gardner states that syntax and phonology are close to the core of linguistic intelligence. Simultaneously, semantics and pragmatics include inputs from other intelligences and are conditioned to a greater extent by language organs.

Harmer (2015) states that children in the early school years learn differently from older children, adolescents and adults in different ways: they respond to meaning even if they do not understand some words; children often learn more indirectly than directly, learn naturally by taking up what they see and hear around them; that is why that song was striking because it was associated with sounds already known from their everyday life. Their understanding comes not just from an explanation but rather from what they see and hear, and crucially from the things with which they have a chance to interact. They find abstract concepts such as grammar, for example, difficult to understand.

On the same topic, he adds that children generally demonstrate enthusiasm for learning and curiosity about the world around them, need individual attention and constant approval from their teachers. They like to talk about themselves and respond well to learning that uses themselves and their lives as examples and main topics in class. Young learners have a minimal attention span unless the class is very engaging; otherwise, they get bored quickly, losing interest in about 10 minutes.

Piaget argues that children around the age of seven, the average age of second graders, are outgrowing the preoperational stage and transition to the stage of concrete operations. At this age, they have not yet developed the capacity for abstraction. Vygotsky emphasizes the place of social interaction in children's development and insists on the role of a "knower" providing scaffolding to help children who have entered the Zone of Proximal Development (ZPD), where they are ready to learn new things. Erickson and Maslow see development as closely linked to children's confidence and self-esteem. At the same time, Feuerstein suggests that children's cognitive structures are infinitely modifiable with the help of a modifier - much like Vygotsky's "knower." However, beyond any learning theory, some recommendations can be made for working with young learners in general.

Educators teaching at this level need to provide their students with an environment rich in learning experiences that encourage their students to get information from various sources. They need to work with their students individually and in groups, developing strong and caring relationships. They need to plan a series of activities for a set time and be flexible enough to move on to the next activity when they notice their students are getting bored. (Harmer, 2015)

Second grade teachers must spend time understanding how their students think and operate. They have to be able to grasp their students' real interests so that they can use them to motivate the children. It is crucial to emphasize that teachers should pay attention to their oral skills in English, considering that at this stage speaking and listening will be the skills that are most developed in children. Teachers' pronunciation is critical at this stage because, as already established, children will

imitate it very well. Teaching English at an early age requires well-trained and dedicated teachers; this age can be the most difficult but the most rewarding to teach.

Cameron (2010) thinks that some considerations should be made about a suitable appearance for a classroom for young children. It should be a bright and colorful classroom, with large windows so children can see out; and with enough space to do different activities. Unfortunately, when talking about public schools in emerging countries, some of these conditions can be difficult to achieve. Students are expected to change activities every 10 minutes or so, so this will not be a classroom where children spend most of their time sitting in columns and talking only to the teacher. Children love to discover things; they respond well when asked to use their imaginations; they love to do puzzle-like activities, making things, drawing things, games, physical movement, songs. A suitable elementary classroom should blend playing and learning in a harmonious, joyful and supportive atmosphere.

Teachers should encourage their students to participate in meaningful interactions that allow them to access contextualized learning by integrating their skills, activating their discovery. The teaching should take place in a social environment, where they can learn with each other.

1.2.6 Oral skills development

In teaching-learning English with a communicative approach, the objective is to develop the four basic skills: speaking, listening, reading and writing, which are the basic skills of any language and are also the components of linguistic intelligence. In the same way that there are similarities, there are also differences in developing them in the mother tongue or a foreign language.

In the case of second graders, according to the cognitive level they are at because of their age, reading and writing are skills that are just beginning to develop in the native language. Therefore, although they should be addressed to a certain extent, they are not a priority at this learning stage. The listening skill, especially listening

to learn, should be worked on in children from an early age, both in their native and English languages.

On the other hand, oral skills should be the priority for the reasons discussed throughout this project. They are usually relegated to the background by teachers of primary education despite being the most useful tool for developing linguistic intelligence at this stage. What has to do with English is one of the most visible weaknesses throughout many years of teaching. There are too many students in higher grades and courses and even at the college level who cannot maintain a minimum dialogue in this language. What better than to confront this problem from the very beginning of the language acquisition process.

Several actions should be taken in the English classroom to encourage oral skills development in second graders. It is essential to show language acquisition's functionality by applying it to different contexts and communicative situations to motivate children's desire to continue learning. It is necessary to recognize the value of playful activities in teaching above all to use the language and its use as a vehicle of representation to favor the development of the mental activity.

It is necessary to carry out activities according to their age that attract and keep their attention, considering their interests, motivation, context, and even the time of day when they receive the lesson. Create an interactive environment of collaborative participation that, together with oral skills, improves linguistic intelligence development. Considering that students do not have contact with native speakers, the textbooks' contents are not always appropriate to their age or reality. It is the teacher's responsibility to promote communicative situations that help achieve the objectives set.

Create an environment of mutual acceptance that motivates cooperative work. The classroom must become a communicative space that fosters situations where students have to verbalize knowledge, ask questions, give opinions, exchange ideas, analyze a situation from different perspectives, no matter how basic the vocabulary and use of language is. Teachers must promote the taste for reading, the walk-through books and stories, the pleasure of discovering and interpreting new words,

selecting more free and expressive games and some other activities that are stimulating means of linguistic intelligence. In the classroom, teachers should practice exercises of reading stories, word games and others that will show in a short time the need to expand the vocabulary and allow the growth of the students' ability to elaborate images with words (Pacheco Ruiz, 2014).

All facets of language must be addressed together to develop adequate and optimal oral skills. Children need to master the various phonemes' organization and the corresponding intonation to use oral language. It is also essential for them to know the meaning of words. Children must be able to construct words and sentences from phonemes, and once they have mastered this, they must be able to use language to communicate and relate to their environment. Their ability for acquisition after this sensitive period will depend on social interaction with other people. Research on foreign language learning determines that grammar and accent are best mastered if learned at an early age; however, semantics and vocabulary can be learned at any age (Blakemore & Firth, *The Learning Brain: Lessons for education*, 2014).

The learning of English as a foreign language, specifically the development of its oral production, occurs through students' interaction in the classroom with their peers and teachers. One of the characteristics of children in the concrete operations stage is the increase of their social skills, which, together with their natural predisposition for play, allows them to interact more naturally. Communication must be as democratic as possible to create a participatory environment in the classroom. Teachers can not be the only transmitters relegating students to receivers' role; the ideal is that everyone participates equally in the communicative process, that the message is appropriate and can be understood by all. Teachers must assume the role of guide for their students to perform oral production activities among peers.

Teachers' help in learning a foreign language and developing oral skills should be focused on acquiring knowledge that allows meaningful learning by their students. They should provide the necessary scaffolding to guide students towards the ZPD to obtain new knowledge, beginning with help and then autonomously achieving continuous learning. In developing oral skills, production is enriched in content

when there is constant interaction with others, which means that interactive activities are not applied in a particular class but should become daily routine activities. (Farías, Iglesias, & Martin, 2006).

In students of this age, ludic activities make learning faster, easier, funnier and more effective. They allow the development of particular communicative situations and promote active participation. To implement these activities, teachers must first observe their pupils, pay attention to manifest and observable behaviours and the conceptions associated with them. There will be times when children will be more active, and more physical activities will be required. Other times, they may show tiredness, especially if the class is late in the day, then it will be preferable to carry out more stimulating activities that require less physical effort, to cite a couple of examples.

Playful activities, like any other activity in class, must have the proper planning, clear objectives must be established, focused on the expected learning that fits in with the study plans. In this type of activities, short and repetitive sentences are used in their content, allowing appropriation of the content. They serve to introduce, practice, or reinforce specific topics or vocabulary. One of their additional advantages is that they promote interaction in the classroom, increase participation and confidence in the students, and stimulate their attention level and ability to help each other.

A constant evaluation of class activities should be carried out to establish if they achieve the proposed objectives, if they stimulate learning and students' independence. Establish if they are adequate to reach a level of understanding of the proposed tasks. Identify where they are deficient and analyze what changes can be made in their execution considering the students' MI, contemplating that these may be attractive for some, but not so much for others.

Some examples of activities that can be carried out to develop second-grade students' oral skills are presented; teachers should serve as an example for oral production, take great care of their diction and pronunciation, and assume their role as guides and monitors for the oral activities.

Role-play: This activity can be performed between two or more students; each student assumes a role in a conversation or a simple staging, with older students, written scripts can be used that each actor can read aloud, but it may happen that many of the second grades still have trouble reading, in that case, videos can be used, or the teacher can act each part so that each child learns it. A small additional advantage of this activity is that it stimulates the children's capacity to memorize, learn to pay attention because they need to be aware of when it is their turn to intervene. If it is worked correctly, it helps developing pronunciation, intonation and rhythm when speaking.

Find someone who ...: is an excellent activity to introduce, practice and reinforce a simple grammatical structure, without the need to explain to the children aspects of it that at this age they still do not understand. With a simple question or sentence, they interact with their peers trying to find specific information. More questions can be added by repeating the activity throughout the school year, and the exercise can become more complex. It promotes interaction with a larger number of peers, lays the foundation for what may become a spontaneous dialogue in the future, and students gain the confidence to ask and answer questions. The teacher must monitor the activity carefully.

Guessing who I am: For this activity, if the teacher knows for sure that all children can read the word, a word is placed on the forehead or back of each child, it can also be a picture that represents a profession, animal, family member or any other specific vocabulary that is being developed. Children do not know which character they are and must guess by asking their classmates' yes/no questions. It requires the ability to ask a series of questions, so it is feasible to do this activity in the second period of the school year when they have already developed some of their oral skills.

Who took the cookies from the cookies jar? This activity aims to get the children to learn to perform a series of pre-established questions and answers through repetition. With the children sitting comfortably inside or outside the classroom, the teacher tosses a small ball to one of the boys or girls and utters the following statement - "*Juan took the cookies from the cookies jar*" the child should respond,

"Who, me?" and the whole group responds "Yes, you!" The child with the ball answers, "Not me!" and then everyone asks, "Then, who?" the child in question will throw the ball towards a classmate to state - "*Maria took the cookies from the cookies jar,*" and the series repeats. The teacher should be an active participant in helping the children with the question-and-answer model allowing students to imitate them. The teacher should be very mindful of the importance of intonation in this exercise. Variations can be made to the set of questions; the idea is to develop by repetition a specific structure and vocabulary.

Sing along: This is an excellent warm-up activity, the teacher with the participation of the children, chooses a song that in some way fits the theme they are dealing with, usually related vocabulary, the children listen to the song and sing it aloud, most of the times a choreography can be included for the song. It is not about teaching them several songs; the idea is through some songs learned throughout the school year to develop vocabulary, grammatical structures, pronunciation, rhythm, and intonation, which is especially important when speaking English.

Conclusions

Creativity in English classroom activities promotes student participation, helps students be uninhibited when speaking and stimulates oral production in children, develops linguistic intelligence, and through this, teachers can work with each of the students' intelligences, making them feel motivated to be protagonists in the learning process. Students should be allowed some freedom to choose the activities; this allows them to be co-participants and responsible for acquiring their knowledge. It is necessary to offer them activities that facilitate what they need to learn and strengthen what they already know.

From a sociocultural approach, the role of the teacher today is no longer reduced to teach; the development of neuropsychology, educational psychology, pedagogy, studies on child development, unprecedented advances and accessibility to technology have transformed this role into that of a guide and promoter whose functions are to help others to learn, think, feel, act and develop as people. The

teacher is the one who organizes learning according to the objectives he/she expects to achieve with his/her students.

In the area of English, the teacher must organize the didactic work, framing each activity within the programmatic content and the approaches established by the educational authorities, encourage collaborative work, articulate the programmatic content, promote self-esteem and confidence in the students so that they are encouraged to use the language. Encourage regular activities that as far as possible are the product of consensus between students and teachers, for example, reading stories, listening to learn; games, fun learning; listening to and singing songs, stimulating oral skills; these types of activities should be an integral part of the learning process in children.

CHAPTER II PROPOSAL

2.1 Proposal title

English song booklet to stimulate the linguistic intelligence.

2.2 Objectives

2.2.1 General objective

To develop the oral expression through the application of the English song booklet in students of the second grade of basic Education at Velasco Ibarra Educative Unit.

2.3 Justification of the proposal

Based on the results of the Pre-test, it is evident that the English language teaching process it has some defects, especially in speaking. Students have not developed oral communication, therefore, the pronunciation of words, fluency of speech, comprehension, the use of vocabulary is poor. In addition, English teachers continue using older strategies (i.e., memorization of words, in some cases without visual material) to teach them this language. As a result, students do not achieve the objectives set and are not motivated to interact in English classes because they are bored during the Teaching Learning process. Undoubtedly, a booklet with activities based on stimulation of linguistic intelligence helps students to improve your oral communication and avoid traditional methodology, in this case repetition and memorization. The stimulation of linguistic intelligence helps the proper development of oral expression and to achieve this, there are various methodological strategies which can be used such as: tongue twisters, word games, puzzles, debates, songs, among others. In the present research, I have selected the application of songs to achieve this objective, because students of this age range

enjoy listening to songs, which facilitates learning to be acquired in a simple and sporadic way. As a result, they feel comfortable expressing their ideas or opinions by actively participating in class and then doing the extra activity in the booklet. This process improves the oral communicative competence of the students.

2.4 Development of the proposal

Developing oral communicative competence in English learners is a challenge that teachers are facing nowadays. That is why is developed a proposal to stimulate the linguistic intelligence to develop oral expression.

2.4.1 Elements that comprise the proposal

Beneficiaries and location - This research will benefit second-grade students of General Basic Education of the José María Velasco Ibarra Educative Unit of the city of Latacunga - Cotopaxi.

Background - From the research data, we present the concepts and, above all, the importance of considering multiple intelligences in education. The development of oral skills in English will be promoted, as well as the development of verbal-linguistic intelligence, the importance of the different intelligences and how they are manifested in children and how they influence learning styles, in order to establish the scientific bases, the methodological, and psychological foundation that supports this proposal.

A detailed description of the process for carrying out the proposed activities in this booklet - It begins with a detailed description of what the teacher must do to apply these activities in class, how to propose the activity, how to organize the group of students and other important considerations to achieve the goal of improving oral skills and linguistic intelligence in general.

General description of the activities - Several activities that can be performed during the class are explained; besides, a series of songs that can serve as a warm-up activity at the beginning, in the middle or at the end of each class is presented. They serve to teach vocabulary, linguistic and grammatical structures in an

interactive way, involving several types of intelligences to promote the development of linguistic intelligence with an emphasis on oral skills.

Oral expression: It is the a person’s ability to express wants, thoughts, and ideas meaningfully.

Booklet: It is a summarized and “concise version” of a book. This summarizes relevant information, characteristics, and advantages of something. (Oxford, 2021)

Song title: It is the heart of the lyric, encapsulating the meaning and the essence of the song into a word or phrase. (Cambridge, 2021)

Objective: it is an aim that students have to achieve after applying the songs.

Instructions: Describe the series of steps that teacher need to follow to get a good development of the activity.

Activity: These are things that people do or have to do about any topic.

2.4.2 Explanation of the proposal

Sing the song

This methodological strategy gives multiples benefices if it is applied in children. According to Garden’s theory the multiple intelligences are present to a greater or lesser degree in all human beings, they are all interrelated, and what is more important, it is possible to stimulate and develop each one of them. So, through this activity, which is related to musical intelligence, bodily-kinesthetic intelligence, visual-spatial intelligence, we try to stimulate linguistic intelligence, especially oral skills.

It is an excellent activity to be used at the beginning like a warm up, in the middle or at the end of the class. The teacher with the participation of the children, chooses a song that somehow fits the topic they are dealing with, usually related vocabulary, the children listen to the song and sing it out loud, most of the time a choreography for the song can be included.

It's not about teaching them a new song every day or how many songs can be taught during the school year. It is about choosing the right songs to develop vocabulary, grammatical structures, pronunciation, rhythm and intonation, which is especially important when speaking English.

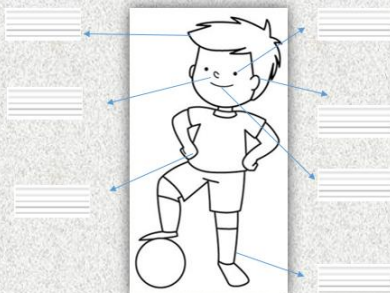
English song Booklet presents a series of songs that teachers can choose from according to the topic they are dealing with in class. The topics are multiple: body's parts, the alphabet, days of the week, action words, colors and many more. The time to do this activity is not longer, but the results are very positive. They are an excellent way to motivate students to get them to participate in the English class and verbalize English words through the songs (see annex 1).

PARTS OF THE BODY	SING THE SONG
<p>Objective: O.EFL 2.8 Demonstrate a living relationship with the English language through interaction with written and spoken texts, in order to explore creative writing as an outlet to oral expression.</p> <p>Materials: Radio, CD, Booklet, computer and internet connection.</p> <p>Time: 15 minutes.</p> <p>Source: https://www.youtube.com/watch?v=h4eueDYPTIg</p> <p>Instructions:</p> <ol style="list-style-type: none"> 1.- Teacher should use the body's song in the middle or at the end of the class, in this part teacher can touch his body's parts while he is singing the song, this activity can be done without rhyme emphasizing the pronunciation, it is useful for students to associate the parts of the body with the pronunciation. 2.- Then, for this activity is advisable that students stand up next their chairs in order to have free movements. 3.- After that, teacher can play the radio to listen the rhyme or project the video, hence students and the teacher start to sing, move and do the actions. This activity can be repeated several time according teacher's reality. 4.- Finally, students have to complete the activity in the classroom or in their houses. 	<p>Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes and ears and mouth and mouth and nose. Head, shoulders, knees and toes, knees and toes, knees and toes. March, march, march. Let us all march. March, march, march. Get your body charged! Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes. And eyes and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes. Jump, jump, jump. Let's all jump. Jump, jump, jump. Make your muscle pump! Head, shoulders, knees and toes, knees and toes. Head, shoulders, knees and toes, knees and toes. And eyes and ears and ears and mouth and nose. Head, shoulders, knees and toes, knees and toes. Punch, punch, punch.</p>

Let's all punch.
 Punch, punch, punch.
 Have a hurty munch.

ACTIVITY

LOOK, COLOR, WRITE AND PRONOUNCE THE BODY'S PARTS.



2.5 Premises for implementing the proposal

It is necessary to promote the love to learn English as a foreign language and achieve the best results in students from the first years of primary education. Within this objective, the greatest challenge is to get children to begin, albeit incipiently, the oral production of the language. This booklet proposes a series of activities to achieve these objectives through an active, student-centered strategy. Another essential point of this booklet is the stimulation of the linguistic intelligence, to which little attention is paid in regular classes.

After identifying those students have a poor level of oral expression, and asking for permission from the institution authority. It was decided to apply a methodological strategy in this case the songs that differs from the traditional methodology. So, the booklet was used to develop oral expression in students.

This booklet offers the use of simple but effective strategies that can be performed by the students with the help and guide of the teacher. Besides, the cost of the resources was low, then the teacher can afford it without any problem.

Second-grade students receive five hours of English as foreign language classes per week; the curriculum is under the guidelines established by the curriculum reform of the Ministry of Education 2016. The institution has overhead projectors, computers, internet connections and adequate physical space. Two second-grade classrooms participated in the research. Room A, the experimental group, has 32 students between 6 and 7 years old; 18 are male, and 14 are female. Room "B", the control group has 31 students between 5 and 6 years of age; 15 are male, and 16 are female.

The application of this proposal was feasible since the institution has adequate classrooms, students have individual desks that can be used for group work, there is Internet access so that teachers can prepare additional material for textbooks. Regarding the socialization of the guide for English teachers, the institution has adequate spaces for seminars and training. Besides, English teachers are committed to improving their teaching practice, and this booklet will be helpful to them.

Considering that action research requires a process of constant cyclical reflection, the quantitative data collected through questionnaires, checklist, pretest-and post-tests, support the expected results of this proposal.

Conclusions Chapter II

Playful activities are an effective tool for the development of oral skills in English, and they also serve to stimulate the verbal-linguistic intelligence of second-grade students. Because of their simplicity to be applied, they should be part of the daily work of English teachers. It is evident that students are motivated and learn more when these strategies are applied in English class. In addition to the socialization opportunities that they represent, they create a more harmonious environment in the EFL classroom.

Once the pre-and post-test evaluations were applied to the experimental and control groups, it was concluded that the students who worked with playful activities not only demonstrated a better attitude in English classes. Hence, they enjoyed them and participated more actively in them. However, there was also a significant impact on the oral production of the English language. The development of their communicative skills and the development of their verbal-linguistic intelligence was also stimulated.

The play activities proposed in this booklet focus not only on verbal-linguistic intelligence but also on stimulating other types of intelligence present in each of the second-year students, which is very important when individualizing education, considering that not all children have the same interests and aptitudes.

Chapter III. APPLICATION AND / OR VALIDATION OF THE PROPOSAL

3.1. Expert evaluation.

The proposal developed in this research with the students of the second grade parallel "A" of the Educative Unit "Dr. José María Velasco Ibarra" Educative Unit, was validated by 3 experts, who issuing their value judgment and agreed on the different aspects about this research proposal (see annex 2).

These experts are: firstly Lic. Carlos Xavier Borja, who has been considered for his degree of Magister in Teaching English as a Foreign Language, with 9 years of experience in teaching the English language and actually he works at "Dr. José María Velasco Ibarra" Educative Unit, followed by Lic. Fanny Villagrán V. who has her degree in Magister In Linguistics And Didactics Of The Teaching Of Foreign Languages, with 25 years of experience in teaching the English language, nowadays she works at Fuerzas Armadas University ESPE and "Patria" Educative Unit, and finally Mg. Emma Jaqueline Herrera Lasluisa with her PhD in Process in Linguistic and Languages at the National University of Rosario, Argentina with 20 years of experience in teaching the English language, at the moment she works at Technical University of Cotopaxi. All people named above consider that the book of songs in English is excellent for different aspects, for example: it constitutes a valid, current and relevant contribution related to the field, it is the result of an advanced research process, and its content is the product of a complete conceptual development and critical contrast with other related investigations.

Furthermore, it is properly structured and argued in relation to the topic so the originality of the contributions and reflections of the author give added value to the proposal, besides the references are relevant and up-to-date, on the other hand the

research topic is appropriate because the proposal has the expected qualities for the level of training. Finally, the graphic illustrations that are in the research work are relevant, they clarify and provide significance. Referring to the dissertation, it embraces a clear and precise introduction on the objectives and issues along it, so it is appropriate depending on the complexity of the topic, the objectives and the readers, hence it provides contributions regarding methodological proposals, approach, and conceptualization.

However, MSc. Carlos Xavier Borja thinks that this research shows an evident methodology structure due to the correspondence among problem, methodology and application also, the educational community and researchers have in this research interesting findings to discuss, debate and apply in order to enhance the teaching of the English language and from his point of view, this proposal constitutes a relevant contribution to the field, considering this local impact research. The suggestion for the author he mentioned that author of this research should share her findings with the educational community especially at elementary school levels.

Referring the opinion about MSc. Fanny Villagrán V., she realize that this proposal applied to children is an investigative process because, it has suitable strategies for students and it is interactive which allows an interaction between the teacher and the student, besides the content of the English song booklet is undoubtedly easy to understand and develop, hence this proposal is so valid and its contribution is significant for the teaching of the English language because if the linguistic intelligence is stimulated in an adequate way, students will obtain a good development of oral expression, for this reason she considers this local impact research and the suggestion for the author is that the author should carry on with this application, but needs to be aware about the lack of technology in the institution.

On the criterion of PhD. Emma Jaqueline Herrera Lasluisa, her opinion about the proposal expose that it corresponds in response to the research work and the prevailing point of view of the research, so being a viable proposal, understanding is simple for the educational, academic and scientific community, hence proposal

enriches a priority need as a solution to a posed and studied problem according to the explicit approach to reality.

3.2. User evaluation.

Although the proposal was applied to the students of the second grade parallel "A" of the Educative Unit "Dr. José María Velasco Ibarra" Educative Unit, it was considered necessary to socialize this research work with teachers who make part of the English area of this institution, with the aim that they carry out the user validation of it (see annex 3).

So, the validating teachers are: Firstly Lic. Verónica del Carmen Luzuriaga Dillon who has the degree in Bachelor of Science in Education, specialization in English with 22 years of experience in teaching English Language, followed by Lic. Edmundo Francisco León with her degree in Bachelor of Science in Education – English, with 12 years in teaching English Language, finally Lic. Katty de la Mercedes Kárate Ronquillo, with her Mater degree in Basic Education, with 4 years of experience as teacher, but just 2 years teaching English Language, in this case she was considered, because nowadays she works with children of second year. So, the results of the evaluation to the user validation, yielded the following results.

The teachers consider the didactic material generated excellent since it constitutes a valid, current and relevant contribution related to the field. In addition, this is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with another related research. On the other hand, they state that the originality of the contributions and reflections of the author give added value to the proposal because it has the expected qualities for the level of training. Finally, they add that the graphic illustrations that were presented in the dissertation are relevant, since they clarify and provide meaning and meet the objectives of the proposal, so that there is a relationship between objectives and results, hence proposal is substantial with well-structured reflections and ideas.

However, Lic. Verónica del Carmen Luzuriaga Dillon thinks that the content of the proposal is totally clear and easy to understand, which allows an open dialogue and successful exchange of aspects related to the subject between the educational

community and researchers for this reason the impact of the proposal is local and the comments for the author she expresses congratulation because it is an excellent research work very useful to improve the Teaching- Learning process of the English Language and recommends that it will be share with the educational community for its application.

According to the opinion of Lic. Edmundo Francisco León, he is truly sure that the content of the proposal is clear so the educational community and researchers can understand it, so it has a local impact, and his comments to the author, he congratulate for the work that move forward for the good of Ecuadorian children and youth.

Referring the criterion of Lic. Katty de la Mercedes Kárate Ronquillo, she thinks that the content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers, because the activities done are according the children´s age and these are easy to do without the teacher support, on the other hand this booklet is useful for teacher and students, for this reason the impact of this proposal is local and her comments about the booklet she considers it so interesting with ludic activities and she considers that is a great instrument to develop to oral skill in children because enjoy working with songs, therefore they learn in an easy way.

3.3. Evaluation of impacts or results (if applicable).

This research was applied in a population divided into 2 groups: the experimental group and the control group. A pre-test was applied to assess oral expression in both groups. To later apply the activities proposed in the booklet with the students of the second grade of basic education parallel "A" of the Velasco Ibarra Educative Unit as the experimental group, the application of songs, which generated their motivation and enthusiasm to work during English classes. At the same time, the researcher worked with the second grade of basic education parallel "B" as the control group with the traditional methodology to contrast the both groups.

At the end of the application of the proposal, a post-test was applied to the experimental and control group in which the linguistic intelligence was stimulated through the booklet, hence the develop of oral expression is evidenced through a rubric to assess the oral expression performance. Then a validation instrument was applied to the teachers of the Educative Unit to give their evaluative point of view to what was performed in this research. In addition, they were invited to adapt this proposal in each of their classes to obtain favorable results in students who still have difficulties with the development of oral expression.

The proposal presented in the present research achieved the desired results since the proposed objective was fulfilled and it can be evidenced in the percentage results before and after the application of the proposal, being these at the beginning poor or fair and, at the end, the percentage increase was notable because it reached levels high. The proposal used to stimulate the linguistic intelligence to develop the oral expression was successful and its impact is feasible, it should be noted that students continue working with the booklet to achieve the level of excellence typical of the A1.1 level according to Common European framework.

3.4. Results of the proposal. -

This research was carried out in the “Dr. José María Velasco Ibarra” Educative Unit in the city of Latacunga, in Loreto sector, which has the academic offer of: Initial Preparatory, Basic General Education and Unified General Baccalaureate, so this research was focused in 2 groups, one of them was the experimental group with 32 students, 14 women and 18 men who make up the second second-grade parallel “A” and the control group with 31 students , 16 women and 15 men who make up the second second-grade parallel “B” in the scholar year 2020-2021. Furthermore, in this research, for data collection the performance analysis technique was used with the questionnaire (see annex 4) tool the rubric (see annex 5), which is based on qualitative scale associated with pre-established criteria that measure the actions in this case of the students on various aspects such as tasks or activities that will be evaluated. Hence, this pre-test and post-test were carried out the second week that the virtual classes began, with the object of getting results that would help to

improve the strategies used by teachers for the teaching of the English language, besides a pre-checklist and post-checklist (see annex 6) was done to contribute the excellent results of applying the English song booklet.

Finally, descriptive and inferential statistic methods were used for analyzing the results that come from the periods before and after of applying the English song booklet. In the Pre-test and post-test, a rubric was used in order to collect data and the pre-checklist and post-checklist to consolidate the result. These tools contain different aspects that the oral expression is involved. After applying the rubric and checklist to the students of the second-grade parallel "A" and having obtained the required information through the data collection, the following results are presented, taking into account each aspect detailed in the rubric already established. Subsequently, the data tabulation, the distribution of frequencies and the percentages that are represented in the table were carried out, and the bar graph was used that allow a clear and precise image of the results obtained.

ANALYSIS AND INTERPRETATION

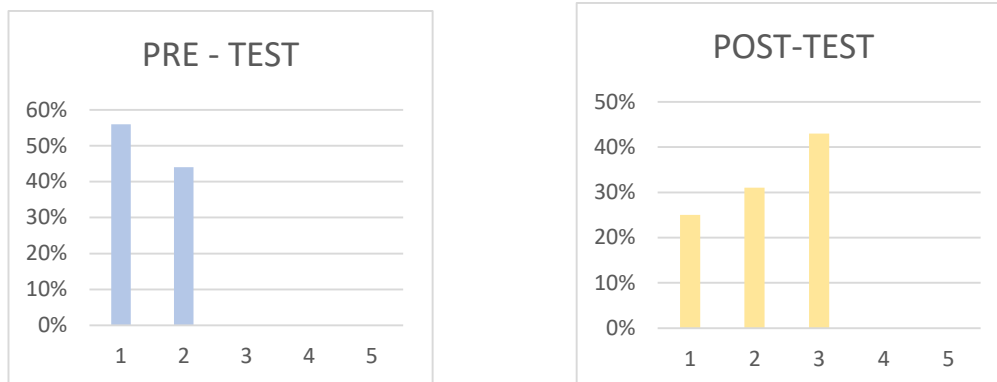
Data for the current study come from 32 students of “Dr. José María Velasco Ibarra” Educative Unit. The purpose of this research is determined which activities applied by teacher help to students to improve the oral expression development.

Test applied to Experimental group.

Table 1. Activities to develop the oral expression.

Criterion	Grammar and vocabulary			
	PRE TEST		POST TEST	
1	18	56%	8	25%
2	14	44%	10	31%
3	0	0	14	43%
4	0	0	0	0
5	0	0	0	0
Total	32	100%	32	100%

*Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.*



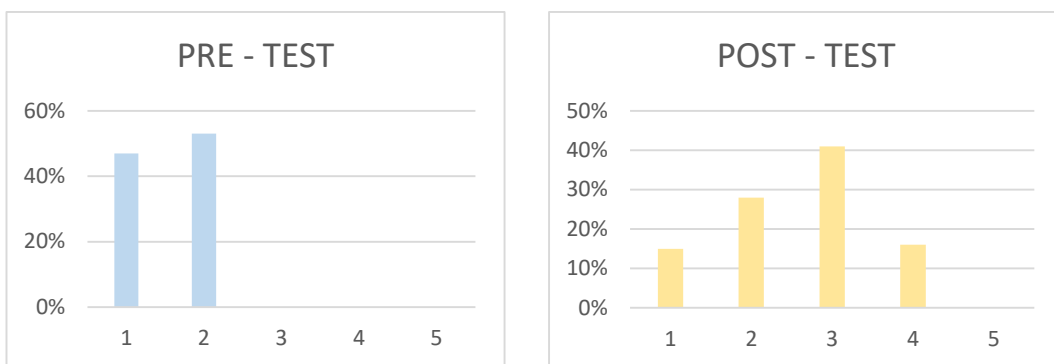
Graphic 1. Activities to develop the oral expression.
Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.

In the pre- test applied to children in the evaluation criteria of grammar and vocabulary the result is that children show only limited control of a few grammatical forms and uses a vocabulary of isolated words and phrases. After of applying the English song booklet the result in the post- test shows an increase in this evaluation criteria because children show sufficient control of simple grammatical forms, using appropriate vocabulary to talk about everyday situation.

Table 2. Activities to develop the oral expression.

Criterion	Pronunciation			
	PRE TEST		POST TEST	
1	15	47%	5	15%
2	17	53%	9	28%
3	0	0	13	41%
4	0	0	5	16%
5	0	0	0	0
	32	100%	32	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.



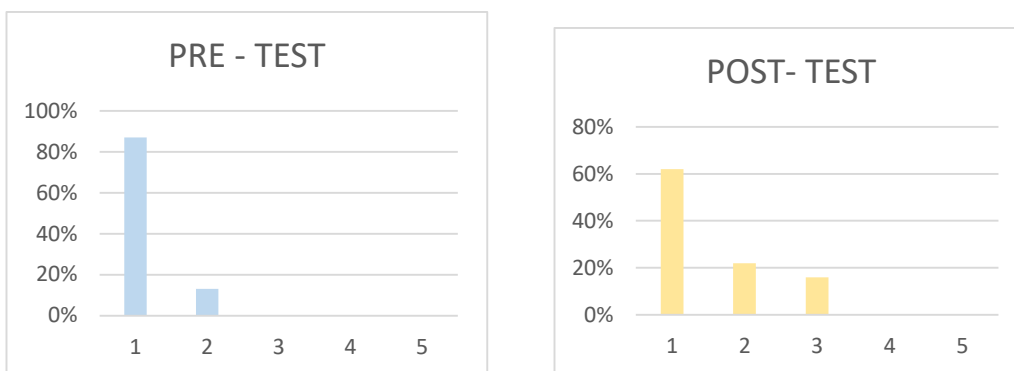
Graphic 2. Activities to develop the oral expression.
Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana

It can be determined that in the pre- test applied to children in the evaluation criteria of pronunciation the result is that children have very limited control of phonological features and is often unintelligible, however after applying the activities from the English song booklet in the post- test present an increase in this evaluation criteria because children are mostly intelligible, despite limited control of phonological features.

Table 3. Activities to develop the oral expression.

Criterion	Interactive communication			
	PRE TEST		POST TEST	
1	28	87%	20	62%
2	4	13%	7	22%
3	0	0	5	16%
4	0	0	0	0
5	0	0	0	0
Total	32	100%	32	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.



Graphic 3. Activities to develop the oral expression.
Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.

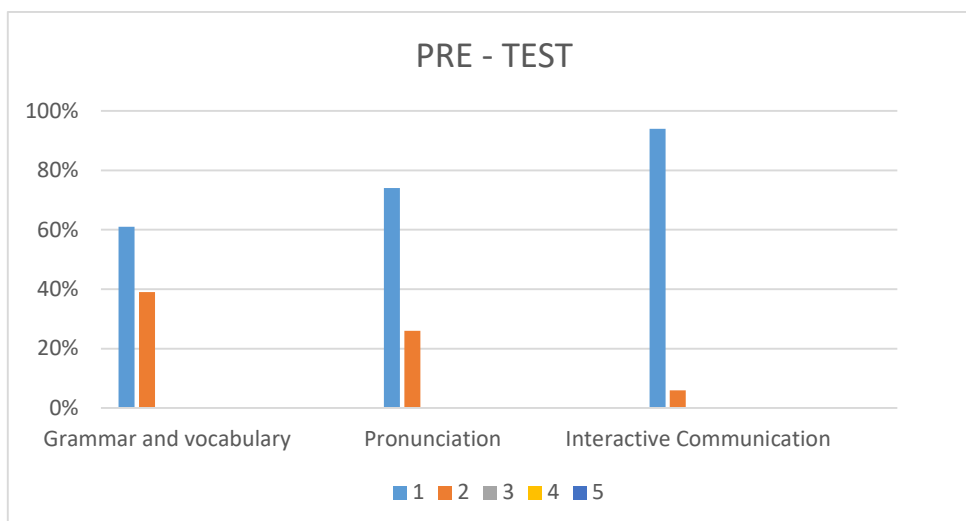
Undoubtedly, it is evident that in the pre- test applied to children in the evaluation criteria of interactive communication the result is that children have considerable difficulty maintaining simple exchanges and requires additional prompting and support, but with the interaction among teacher and students through songs in the post- test present an increase in this evaluation criteria because children maintain simple exchanges, despite some difficulty, and require prompting and support.

Test applied to Control group

Table 4. Activities to develop the oral expression.

CONTROL GROUP - PRE-TEST						
Criterion	Grammar and vocabulary		Pronunciation		Interactive Communication	
Level						
1	19	61%	23	74%	29	94%
2	12	39%	8	26%	2	6%
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
Total	31	100%	31	100%	31	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.



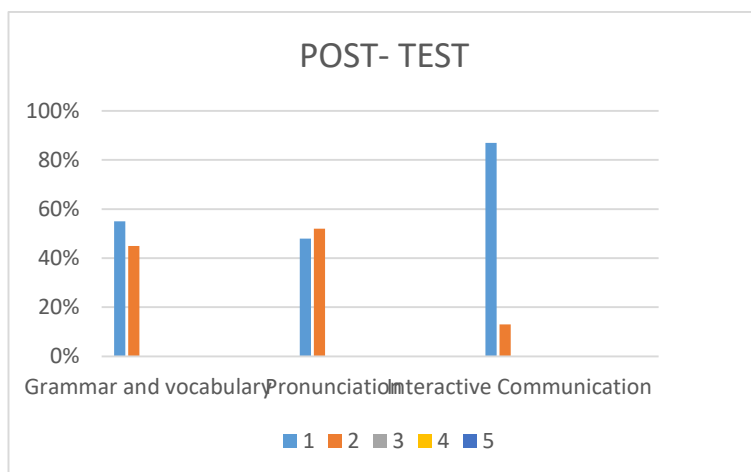
Graphic 4. Activities to develop the oral expression.
Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.

In the pre- test applied to control group in the evaluation criteria of grammar and vocabulary the result is that children show only limited control of a few grammatical forms and uses a vocabulary of isolated words and phrases interactive communication, on the other hand in the evaluation criteria of pronunciation the result is that children have very limited control of phonological features and is often unintelligible, finally in the evaluation criteria of interactive communication the result is that children have considerable difficulty maintaining simple exchanges and requires additional prompting and support prompting and support.

Table 5. Activities to develop the oral expression.

CONTROL GROUP - POST - TEST						
Criterion	Grammar and vocabulary		Pronunciation		Interactive Communication	
Level						
1	17	55%	15	48%	27	87%
2	14	45%	16	52%	4	13%
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
Total	31	100%	31	100%	31	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.



Graphic 5. Activities to develop the oral expression
Source: “Dr. José María Velasco Ibarra” Educative Unit.
Produced by: Arequipa, Johana.

In the post- test applied to control group there is an increase because the knowledge is in progress, nevertheless it is not higher because the this post- test shows that in the evaluation criteria of grammar and vocabulary the result is that children show only limited control of a few grammatical forms and uses a vocabulary of isolated words and phrases interactive communication, on the other hand in the evaluation criteria of pronunciation the result is that children have very limited control of phonological features and is often unintelligible, finally in the evaluation criteria of interactive communication the result is that children have considerable difficulty maintaining simple exchanges and requires additional prompting and support prompting and support.

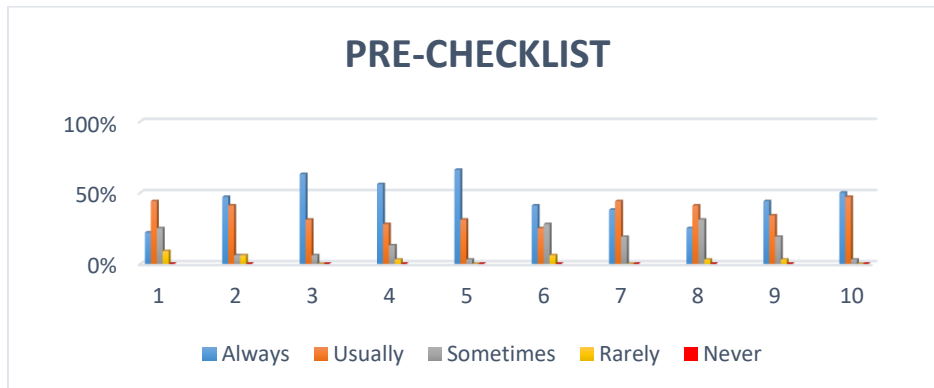
PRE-CHECKLIST

Table 6. Activities to develop the oral expression.

Question number	1		2		3		4		5		6		7		8		9		10	
Frecuency	1		2		3		4		5		6		7		8		9		10	
Always	18	22%	25	47%	29	63%	24	56%	23	66%	18	41%	19	38%	12	25%	22	44%	28	50%
Usually	12	44%	7	41%	3	31%	6	28%	7	31%	6	25%	11	44%	16	41%	8	34%	2	47%
Sometimes	2	25%	0	6%	0	6%	2	13%	2	3%	8	28%	2	19%	4	31%	2	19%	2	3%
Rarely	0	9%	0	6%	0	0%	0	3%	0	0%	0	6%	0	0%	0	3%	0	3%	0	0%
Never	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
total	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.

Produced by: Arequipa, Johana.



Graphic 6. Activities to develop the oral expression.

Source: “Dr. José María Velasco Ibarra” Educative Unit.

Produced by: Arequipa, Johana.

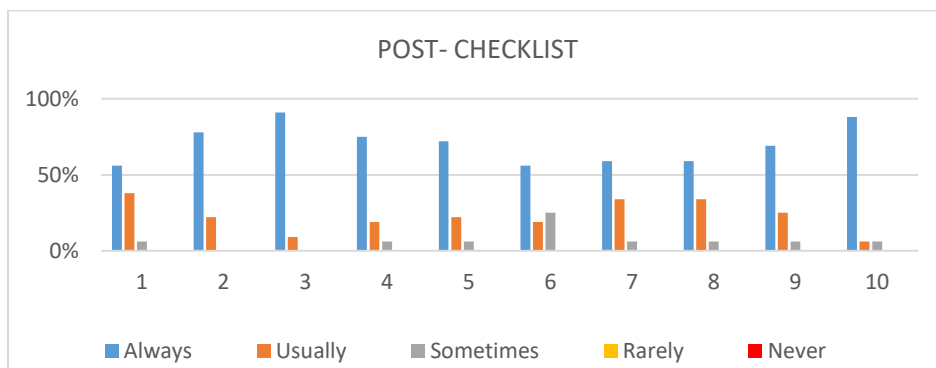
POST- CHECKLIST

Table 7. Activities to develop the oral expression.

Question number	1		2		3		4		5		6		7		8		9		10	
Frecuency	1		2		3		4		5		6		7		8		9		10	
Always	56	56%	78	78%	91	91%	75	75%	72	72%	56	56%	59	59%	59	59%	69	69%	88	88%
Usually	38	38%	22	22%	9	9%	19	19%	22	22%	19	19%	34	34%	34	34%	25	25%	6	6%
Sometimes	6	6%	0	0%	0	0%	6	6%	6	6%	25	25%	6	6%	6	6%	6	6%	6	6%
Rarely	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Never	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
total	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%	32	100%

Source: “Dr. José María Velasco Ibarra” Educative Unit.

Produced by: Arequipa, Johana.



Graphic 7. Activities to develop the oral expression.

Source: “Dr. José María Velasco Ibarra” Educative Unit.

Produced by: Arequipa, Johana.

In the pre-checklist applied to students several criteria of evaluation were used to know about how students respond to the vocabulary presented by teachers and the activities that teachers applied to do it, in this way in the pre- checklist students do not feel motivated to learn a foreign language in this case English language for different aspects such as, teachers do not use an adequate component which allow them feel motivated to increase their lexicon and interact with teacher and partners, another aspect is that children enjoy short activities because they concentrate from 10 to 20 minutes, after of this period they fell tired or when teacher use the same activity in class.

Hence in the post- checklist when teacher applied the English song booklet the results were positives for example the majority of students feel motivated to fill the English song booklet, because the activities are easy and understandable, teachers can use different song to capture the attentions of the students and they can apply these song at the begging , in the middle or just at the end of the class in this way, they help to children to participate in singing activities in a sporadic and fun way so they increase vocabulary and the ability to remember the meaning of a word by associating it, with the image or by listening to a song. Finally, children are active and therefore they will develop the oral expression in a better way.

Conclusions of chapter III

- After the proposal was applied, I come to the conclusion that the songs help to develop cognitive skills in children, as well as to improve language skills and of course this activity is enjoyed by children during the teaching learning process of a new language, hence the results of the pre-test applied to the students of second-grade parallel “A” of the "Dr. José Maria Velasco Ibarra" Educative Unit show that the students like this type of activities that the teacher does in the English class, however this valuable strategy is not developed in a favorable way, because the songs used are antique without much rhythm and little interactive, so after applying the English songs booklet, the results were positive because applying dynamic, current songs the teacher encourages to the student to move, sing or interact with him or their classmates, besides it also motivates them to learn English vocabulary

in an easy and simple way stimulating the verbal-linguistic intelligence and the development of oral skills

- In addition, the activities that the booklet contains, students have the opportunity to reinforce the vocabulary learned through songs, for this reason the application of the English song booklet is fruitful for students in order to enjoy learning a new language in this case English, and this learning will be significant for them because the best way to learn is placing to the student at the center of this process.

GENERAL CONCLUSIONS

After finishing with this investigative process, it has reached several conclusions that are related to the general and specific objectives, which were raised in chapter I, and determine if the investigation fulfilled the established purposes, so I come to the following conclusions.

- The English song booklet design undoubtedly has a great impact on children due to the playful activities that it contains, because it was clearly evidenced in the post-test carried out with students of second grade of basic education, that this booklet elaborated with songs conducive to the Children's age and education level provides experiences that they can take advantage of to identify properties, classify, establish similarities and differences, solve problems, among others and, at the same time, it is useful for teachers to interact in a better way with their students, because the application of these songs will strengthen trust between them and the environment will be conducive to the teaching-learning process.
- The stimulation of linguistic intelligence has a series of activities that allow the development of oral expression in children, if they are used in an appropriate way they can provide to the student with meaningful learning, improving communication and interaction with their environment, in addition to improving its oral expression in the English language, in the same way, it reinforces the linguistic components such as: speaking, listening, reading and writing because when we refer to linguistic intelligence, we are talking about oral skill and written skill, and by stimulating it with various activities the student have the opportunity to learn in an easy and simple way.
- On the other hand, the benefits that the ludic activities that the English song booklet contains are essential for the student to bond with himself, because when the student feel motivated by something in this case to learning vocabulary in English, he can use the booklet in his free time with the aim of releasing tension, getting out of the daily routine and to get a little fun and entertainment, singing and remembering the words that he learned into the classroom with his teacher, so this English song booklet fulfill with the main objective that is to develop oral expression in children.

RECOMMENDATIONS

Finally, at the end of this investigative work, we can suggest the following recommendations in order to overcome problems that may appear.

- Teachers are recommended to use various strategies to stimulate linguistic intelligence, because this intelligence is the most important of the rest of multiple intelligences that each student possesses, because the stimulation of this intelligence allows the student to socialize with his environment, expressing ideas, understanding, and appreciating complex meanings in a way that allows the student to communicate in an efficient and coherent way either in writing or oral form.
- In addition, for the stimulation of linguistics intelligence the teacher should use adequately and permanently the recreational activities that contains the English song booklet, because these activities allow to the student to get directly involved, capturing attention, interest, and motivation of all of them , exploiting their capacities and abilities to the maximum, generating critical, creative and spontaneous thinking, the teacher can also carry out activities that are inverse to the development of this intelligence such as humor, play word games, role play, brainstorming, debate, oratory, tongue twisters, phrase games , or storytelling through these activities teacher attracts the attention and motivate to the learner's participation.
- Also, it is recommended that teachers interact with their students not only to improve their academic performance, also to make them feel happy, in confidence during learning, in other words, when they make errors, the teacher is willing to help the student without judge it. In this way, the students will feel free and motivated to participate in the English class, thus obtaining a pleasant environment for both of them the student and the teacher.

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Annexes

Annex 1. – English song Booklet

Annex 2. - Expert validation

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language
PROPOSAL VALIDATION

1. Research proposal data:

Author: Lic. Johana Elizabeth Arequipa Lema.

Title: The linguistic intelligence in the development of oral expression in children.

Objective:

To design a booklet with a series of playful activities based on stimulating verbal-linguistic intelligence to develop oral expression in English for second-grade students of the "Dr. José María Velasco Ibarra" Educative Unit in the city of Latacunga.

2. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Senescyt registration number	
Current job:	
Phone number:	
e-mail:	

Evaluation

Place an X on the square.

Criteria	Excellent	Good	Terrible
a) The teaching material (English songs booklet) constitutes a valid, current and relevant contribution related to the field.			

b) The teaching material (English songs booklet) is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.			
c) It is properly structured and argued (statement of the problem, methodology and results) in relation to the topic.			
d) The originality of the contributions and reflections of the author give added value to the proposal.			
e) The references are relevant and up-to-date.			
f) The research topic is appropriate.			
g) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
h) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
i) The dissertation embraces a clear and precise introduction on the objectives and issues along dissertation.			
j) The length of the dissertation is appropriate depending on the complexity of the topic, the objectives and the readers.			
k) The dissertation provides contributions regarding methodological proposals, approach, and conceptualization.			
l) The objectives in the introduction are met, so that there is harmony between objectives and results.			

Comment on the following statements, please.

1. TEMPORALITY: Is the proposal the result of an advanced research process, which means that it shows a methodological structure (problem, methodology and application)?

.
2. CONTENT: The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?
3. SELECTIVITY: Can this proposal be considered a valid and significant contribution related to the field?

4. Impact. What is the impact of this research? (Place an X on the square)

Local	<input type="checkbox"/>
Regional	<input type="checkbox"/>
Nacional	<input type="checkbox"/>
Internacional	<input type="checkbox"/>

5. General comments and recommendations for the Author.

.

Evaluator's signature

I.D. 1708136724

Annex 3. - User Validation

TECHNICAL UNIVERSITY OF COTOPAXI
GRADUATE DEPARTMENT
Master's degree in Applied Linguistics to
Teaching English as a Foreign Language

USERS' VALIDATION

1. Research proposal data:

Author: Lic. Johana Elizabeth Arequipa Lema.

Title: The linguistic intelligence in the development of oral expression in children.

Objective:

To design a booklet with a series of playful activities based on stimulating verbal-linguistic intelligence to develop oral expression in English for second-grade students of the "Dr. José María Velasco Ibarra" Educative Unit in the city of Latacunga.

2. Evaluator's information

Evaluator's name:	
ID number:	
Academic degree:	
Current job:	
Phone number:	
e-mail:	

Evaluation

Place an X on the square.

Criterion	Excelente	Aceptable	Deficiente
a) The teaching material (English songs booklet) constitutes a valid, current and relevant contribution related to the field.			
b) The teaching material (English songs booklet) is the result of an advanced research process, its content is the product of a complete conceptual development and critical contrast with other related researches.			

c) The originality of the contributions and reflections of the author give added value to the proposal.			
d) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)			
e) The graphic illustrations that are in the dissertation (all kind of images and tables) are relevant, they clarify and provide significance.			
f) The objectives in the proposal are met, so that there is harmony between objectives and results.			
g) The proposal is substantial with well-structured reflections and ideas.			

Please leave a comment

6. The content of the proposal is structured and written in an appropriate way to be understood and discussed by the educational community, and researchers?

.....
.....
.....

7. Impact. What is the impact of this proposal? (Place an X on the square)

Local	
Regional	
Nacional	
Internacional	

8. General comments and recommendations for the Author.

.....
.....
.....

Evaluator's signature

I.D.....

Annex 4. - Questionary



UNIDAD EDUCATIVA "DR. JOSÉ MARÍA VELASCO IBARRA"

Fundada el 10 de Octubre de 1960

LATACUNGA – ECUADOR

Teléfono: 032803-285



Speaking test

Second Basic Education "A" and "B"

Name:

Date:

Teacher: Lic. Johana Arequipa

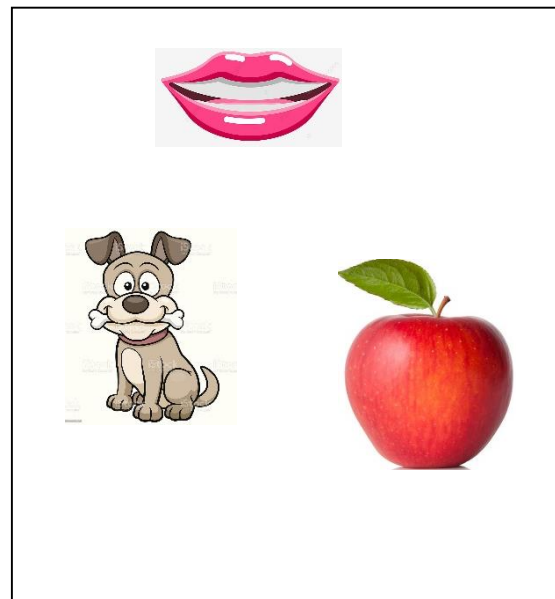
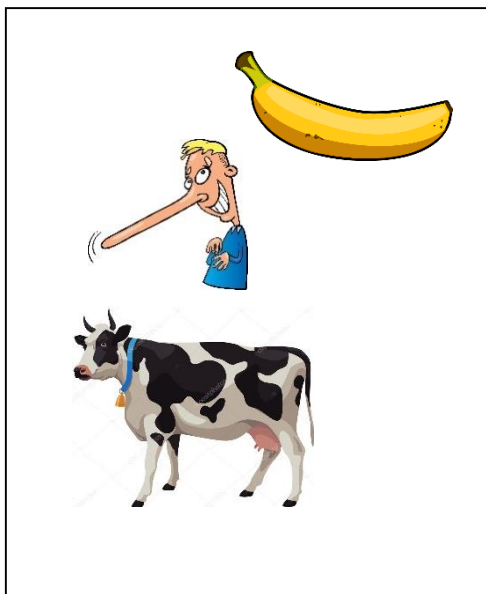
1.- Answer the next personal questions:



- What is your name?
- How old are you?
- What is your father`s name?
- What is your mother`s name?
- What is your favorite fruit?
- What is your favorite color?

2.- Look at the picture and describe the elements that each one contains.

It is a.....



Annex 5. - Rubric



**UNIDAD EDUCATIVA
“DR. JOSÉ MARÍA VELASCO IBARRA”**

Fundada el 10 de Octubre de 1960

LATACUNGA – ECUADOR

Teléfono: 032803-285



Speaking test

Second Basic Education “A” and ”B”

Name:

Date:

Teacher: Lic. Johana Arequipa

A1	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> - Shows a good degree of control of simple grammatical forms. - Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> - Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> - Maintains simple exchanges. - Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	<ul style="list-style-type: none"> - Shows sufficient control of simple grammatical forms. - Uses appropriate vocabulary to talk about everything situations 	<ul style="list-style-type: none"> - Is mostly intelligible, despite limited control of phonological features. 	<ul style="list-style-type: none"> - Maintains simple exchanges, despite some difficulty. - Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	<ul style="list-style-type: none"> - Shows only limited control of few grammatical forms. - Uses a vocabulary of insolated words and phrases. 	<ul style="list-style-type: none"> - Has very limited control of phonological features and is often unintelligible. 	<ul style="list-style-type: none"> - Has considerable difficulty maintains simple exchanges. - Requires additional prompting and support.
0	Performance below Band 1.		

Annex 6. - Checklist

Checklist to children

NAME:

DATE:

Objective:

- To design a booklet with a series of playful activities based on stimulating verbal-linguistic intelligence to develop oral expression in English for second-grade students of the "Dr. José María Velasco Ibarra" Educative Unit in the city of Latacunga.

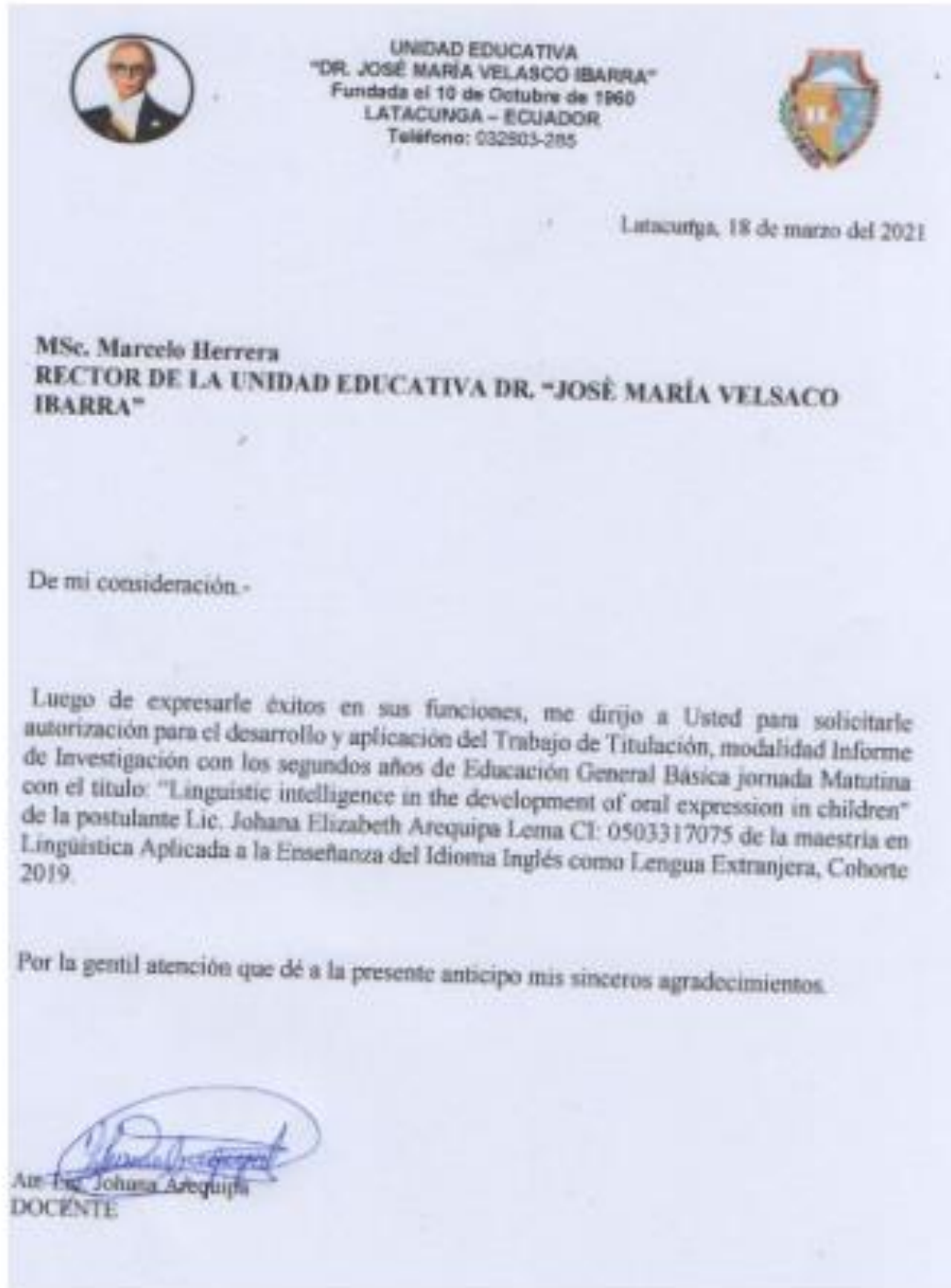
Instruction:

- Read carefully each aspect described and chose one of the options given.

Frequency	Always		Usually		Sometimes		Rarely		Never	
	September 2020.	May 2021	September 2020.	May 2021	September 2020.	May 2021	September 2020.	May 2021	September 2020.	May 2021
Aspects										
1. Children are motivated to learn English when teachers carry out several activities with illustrations from English 'book.										
2. When does the teacher use gestures? images videos audios songs Or others activities children understand the English class?										
3. Children prefers to learn English through: Song Video Role-plays or Grammar.										
4. Children are enthusiastic about participating										

	in singing activities.									
5.	Children listen and enjoy the English music that teacher uses in class.									
6.	When children listen any song they can solve alphabet soup, the hangman, arranges the letters and puts together puzzles, with ease?									
7.	The singing activities help to children in order to reinforce the vocabulary.									
8.	In English class children performs short dialogues, listens to stories and solves activities that help reinforce knowledge.									
9.	Pictures from the singing allow them easily to remember the meaning of a word.									
10.	Children are active when they listen to songs that allow to increase the English vocabulary.									

Annex 7.- Authorization to apply the proposal.





**UNIDAD EDUCATIVA
DR. JOSÉ MARÍA VELASCO IBARRA**

Fundada el 18 de Octubre de 1960
LATACUNGA - ECUADOR
Teléfono: 032801-285



LEEDMVA/RECTORADO/ADMINISTRACION/960

Latacunga, 18 de marzo de 2021

Asunto: RESPUESTA DESARROLLO Y APLICACIÓN DEL TRABAJO DE TITULACIÓN

Johana Elizabeth Arequipa Lema
DOCENTE DE LA INSTITUCIÓN

De mi consideración:

En respuesta al oficio enviado, en el que solicita el Desarrollo y Aplicación del Trabajo de Titulación, modalidad informe de investigación con los segundos años de Educación General Básica jornada matutina con el título: *Linguistic intelligence in the development of oral expression in children.*

Informo que su pedido ha sido atendido de manera favorable por lo cual queda autorizada para realizar su trabajo de titulación en nuestra Institución.

Con sentimientos de distinguida consideración:

Atentamente,

Lic. Mónica Herrera MSc.
C.I. 0501425047



RECTOR (E) UNIDAD EDUCATIVA "DR. JOSÉ MARÍA VELASCO IBARRA"



sembramos
Futuro

Lenin

