



**UNIVERSIDAD TÉCNICA DE AMBATO**

**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
LANGUAGE CAREER**

**Proyecto de Trabajo de Graduación o Titulación previo a la obtención del Título de  
Licenciada en Ciencias de la Educación**

**Mención: Inglés**

**TOPIC:**

---

**“CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE”**

---

**Author:** Adriana María López Jordán.

**Tutor:** Lcda. Mg. Ruth Elizabeth Infante Paredes.

Ambato – Ecuador

2019

## TUTOR APPROVAL

### CERTIFY:

I, Lcda. Mg. Ruth Elizabeth Infante Paredes, holder of the I.D No.060301610-6, in my capacity as supervisor of the Research dissertation on the topic: **“CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE”** investigated by Miss Adriana María López Jordán with I.D No. 1804604112, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



.....  
Lcda. Mg. Ruth Elizabeth Infante Paredes

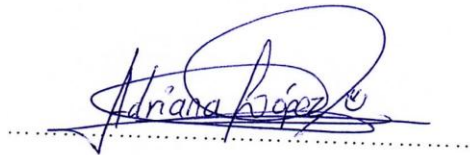
060301610-6

**TUTOR**

## DECLARATION PAGE

I declare this undergraduate dissertation “**CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE**” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author’s responsibility



Adriana María López Jordán

I.D. 1804604112

**AUTHOR**

**TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES  
AND EDUCATION**

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **“CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE”** which is held by Adriana Maria Lopez Jordan undergraduated student from Carrera de Idiomas, promotion: 2019, and once the research has been reviewed, it is approved because it complies with the basis, technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organisms is authorized.

Ambato, 23 May 2019

**REVISION COMMISSION**

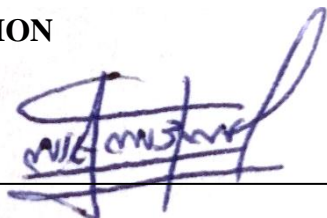


---

I.D. 180310352-0  
I.D. 0907824080

Lic. Mg. Florentino Rizzo

REVISER



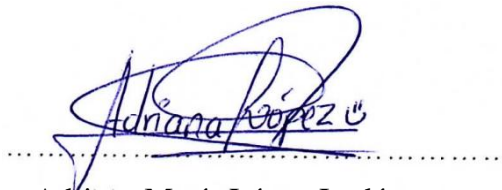
---

Lic.Mg. Lorena Parra

REVISER

## **COPYRIGHT REFUSE**

I, Adriana María López Jordán with I.D. No. 180460411-2, confer the rights of this undergraduate dissertation “**CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE**”, and authorize its total reproduction or part of it, as long as it is in accordance with the regulations of the Universidad Tecnica de Ambato, without profit.



Adriana María López Jordán

I.D. 1804604112

**AUTHOR**

## **DEDICATION**

I dedicate this research work with all my love and humility, to my Lord God"; for allowed me to arrive to this point of my professional training and to have been my strength in the most difficult moments.

First of all, I would like to thank to my thesis director, Lcda. Mg. Ruth Elizabeth Infante Paredes, for her dedication, invaluable support, advices and help for this job to see the light.

To my parents Benito and Rosita because they have been my best example of life, for their blessings and tireless advice for teaching me the fear to love of God.

To my boyfriend Deivi who has given me his unconditional support, for making my worries his own, for his love and patience. He has always been by my side. To my sisters Marifer and Gaby and my brothers for always being with me so that I could get my goals.

## **ACKNOWLEDGEMENTS**

I thank God for giving me life and health to continue to accomplish goals in my life.

To the Technical University of Ambato, for opening me up the doors again and keep me getting ready.

To the teachers who knew how to share their knowledge and experience.

To my dear thesis tutor Lcda. Mg. Ruth Elizabeth Infante for her patience and advice during this process.

## TABLE OF CONTENTS

COVER PAGE.....	I
SUPERVISORAPPROVAL .....	II
DECLARATIONPAGE.....	III
TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES ANDEDUCATION.....	IV
... IV	
COPYRIGHTREFUSE.....	V
DEDICATION .....	VI
ACKNOWLEDGEMENTS .....	VII
INDEXOFTABLES.....	X
INDEXOFGRAPHS .....	XI
ABSTRACT.....	XII
INTRODUCTION.....	XIV
CHAPTERI .....	15
THEPROBLEM .....	15
1.1 RESEARCHTOPIC .....	15
1.2 PROBLEMSTATEMENT .....	15
1.2.1 Contextualization .....	15
1.2.2 CriticalAnalysis.....	16
1.2.3 Prognosis .....	17
1.2.4 ProblemFormulation.....	17
1.2.5 ResearchQuestions .....	17
1.2.6 Delimitation of theResearchObject .....	18
1.2.6.1 ContentDelimitation.....	18
1.2.6.2 SpatialDelimitation .....	18
1.2.6.3 TemporalDelimitation .....	19
1.2.6.4 ObservationUnit .....	19
1.3 JUSTIFICATION.....	19
1.4 OBJECTIVES .....	20
1.4.1 General .....	20
1.4.2 Specific.....	20
CHAPTERII.....	21
THEORETICALFRAMEWORK .....	21
2.1 INVESTIGATIVEBACKGROUND .....	21



2.2 PHILOSOPHICAL FOUNDATION .....	23
2.3 LEGAL BASIS .....	25
2.4 MAIN CATEGORIES .....	28
2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT .....	30
2.4.1.1 Teaching of Foreign Language .....	30
2.4.1.2 Teaching Resources .....	31
2.4.1.3 Children's songs .....	32
2.4.2 DEPENDENT VARIABLE THEORETICAL SUPPORT .....	38
2.4.2.1 Human Intelligence .....	38
2.4.2.2 Multiple Intelligence .....	39
2.4.2.3 Linguistic Intelligence .....	41
2.4.2.4 Garner's .....	45
2.5 HYPOTHESIS .....	47
2.6 SIGNALING OF HYPOTHESIS VARIABLES .....	48
CHAPTER III .....	48
METHODOLOGY .....	48
3.1 BASIC METHODS OF RESEARCH .....	48
3.1.1 Quali-quantitative Approach .....	48
3.2 RESEARCH MODALITY .....	48
3.2.1 Field Research .....	48
3.2.2 Bibliographic Research .....	48
3.2.3 Experimental Research .....	49
3.3 LEVEL OR TYPE OF RESEARCH .....	49
3.3.1 Exploratory Investigation .....	49
3.3.2 Correlational Investigation .....	50
3.3.3 Descriptive Research .....	50
3.4 POPULATION .....	50
3.4.1 Population .....	50
3.5 OPERATIONALIZATION OF VARIABLE .....	51
3.6 INFORMATION COLLECTION PLAN .....	52
3.6.1 Validation and reliability of the instruments of data collection .....	67
3.7 INFORMATION PROCESSING PLAN .....	67
CHAPTER IV .....	68
ANALYSIS AND INTERPRETATION OF RESULTS .....	68
4.1 ANALYSIS OF RESULTS .....	68
4.2 DATA INTERPRETATION .....	68

4.2.1 STUDENT’S SURVEY EXPERIMENTALGROUP .....	68
4.2.2 TEACHER’S CHECKLIST .....	77
4.3 HYPOTHESISVERIFICATION .....	81
CHAPTERV.....	97
CONCLUSIONSANDRECOMMENDATIONS.....	98
5.1 CONCLUSIONS.....	99
5.2 RECOMMENDATIONS .....	100
REFERENCES.....	101
Annex 1: Academic Article.....	102
Annex2:Approval.....	104
Annex2:Approval.....	105
Annex 3: PreandPost observations.....	106
Annex 3: PreandPost observations.....	107
Annex 4: Lessonplantemplate .....	110
Annex 5: Proposal.....	129
Annex6:Urkund.....	153

## **INDEX OF TABLES**

Table1:Population .....	50
Table 2:Independent variable.....	65
Table 3:Dependentvariable .....	66
Table 4: Method ofData Collection.....	67
Table 5:Sing and recite .....	68
Table 6:Listen to the spoken word.....	69
Table 7:Speak in public .....	70
Table 8:Jokes and make up little stories.....	71
Table 9:Tongue twisters and riddles .....	72
Table 10: Play puns (games of words).....	73
Table 11: Good memory to remember names, places and dates .....	74
Table 12: Reading books.....	75
Table 13: Describe some objects.....	76
Table 14: Interact with the teacher .....	77
Table 15:Sing and recite.....	78
Table 16: Listen to the spoken word .....	79
Table 17: Speak in public.....	80
Table 18: Jokes and make up little stories.....	81
Table 19:Tongue twisters and riddles .....	82
Table 20: Play puns (game of words).....	83
Table 21: Good memory to remember names, places and dates .....	84
Table 22: Reading books.....	85
Table 23:Describe some objects.....	86
Table 24: Interact with the teacher .....	87

Table 25: Sing and recite.....	88
Table 26: Speaking activities .....	89
Table 27: Tell jokes.....	90
Table 28: Make roleplays.....	91
Table 29: Tongue twisters and riddles .....	92
Table 30: Play puns.....	93
Table 31: Remember things .....	94
Table 32: Songs to introduce vocabulary.....	95
Table 33: Describe objects .....	96
Table 34: Student´s interaction .....	97
Table 35: Children´s songs to foster linguistic intelligence .....	98
Table 36: Pre and post-test hypothesis.....	100
Table 37: Test statistics.....	100

## INDEX OF GRAPHS

Figure 1: Problem Tree .....	16
Figure 2: Main categories.....	28
Figure 3: Checklist.....	46
Figure 4: Sing and recite .....	68
Figure 5: Listen to the spoken word.....	69
Figure 6: Speak in public .....	70
Figure 7: Jokes and make up little stories .....	71
Figure 8: Tongue twisters and riddles .....	72
Figure 9: Play puns.....	73
Figure 10: Good memory to remember names, places and dates.....	74
Figure 11: Reading books .....	75
Figure 12: Describe some objects .....	76
Figure 13: Interact with the teacher.....	77
Figure 14: Sing and recite .....	78
Figure 15: Listen to the spoken word.....	79
Figure 16: Speak in public .....	80
Figure 17: Jokes and make up little stories .....	81
Figure 18: Tongue twisters and riddles.....	82
Figure 19: Play puns.....	83
Figure 20: Good memory to remember names, places and dates.....	84
Figure 21: Reading books .....	85
Figure 22: Describe some objects .....	86
Figure 23: Interact with the teacher.....	87
Figure 24: Sing and recite .....	88
Figure 25: Speaking activities.....	89
Figure 26: Tell jokes .....	90
Figure 27: Make roleplays .....	91
Figure 28: Tongue twisters and riddles.....	92
Figure 29: Play puns.....	93
Figure 30: Remember things.....	94
Figure 31: Songs to introduce vocabulary.....	95
Figure 32: Describe objects.....	96
Figure 33: Student´s interaction .....	97
Figure 34: Children´s songs to foster linguistic intelligence.....	98

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**THEME:** “CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE”

**AUTHOR:** Adriana Maria Lopez Jordan.

**TUTOR:** Lcda. Mg. Ruth Elizabeth Infante Paredes

**DATE:** March 19<sup>th</sup>, 2019.

**Abstract**

The investigation aimed to research about the relationship between Children's songs and the linguistic intelligence of students from 6 to 7 years old at Unidad Educativa Fé y Alegría. In the methodological area the use of qualitative approaches stood out because it contributed to the improvement of the theoretical and quantitative framework by using tables and graphs that gave rise to the analysis and interpretation of data from the statistical perspective, the modalities were field and bibliographical documentary, in the levels or types used the exploratory stand out to analyze the reality of the problem to investigate, the descriptive studies of the problem and the causes and effects; association of variables integrates the independent variable children's songs and the dependent variable the linguistic intelligence. The work was carried out with a population of twenty children and two teachers for two weeks.

The operationalization of variables both independent and dependent benefited in the elaboration of instruments to collect numerical data using the list of comparison, lesson plans, surveys and checklists, while the analysis and interpretation supported to verify and to accept the affirmative hypothesis: Children's songs have a relationship with the linguistic intelligence of children from 6 to 7 years old at Unidad Educativa Fé y Alegría. Nonsense songs help children to develop their pronunciation, vocabulary and their learning process.

**Descriptors:** children's songs, nonsense songs, linguistic intelligence, multiple intelligence and human intelligence.

## INTRODUCTION

The research work; Children's Songs and the Linguistic Intelligence of students from 6 to 7 years old at Unidad Educativa Fé y Alegría, analyzes the relationship between children's songs and linguistic intelligence, including the abilities to listen, remember, learn, read, and write in English.

The study highlights its interest in contributing to cognitive activity, based on musical interaction; from a pedagogical perspective, music supports the development of linguistic intelligence, motivation in children's ages, favours the literacy stage. The following chapter

**Chapter I The problem:** integrates the topic, the approach with the contextualizations, critical analysis (based on the problem tree with causes and effects), formulation, guiding questions, dimensions, justification and objectives.

**Chapter II Theoretical Framework:** incorporates research background, rationale, fundamental categories and constellations of the independent and dependent variable; hypothesis and variable signaling.

**Chapter III Methodology:** consisting of the approach, basic modality, levels, population and sample, operationalization of variables, techniques and instruments, information collection plan and processing and analysis.

**Chapter IV Analysis and Interpretation of Results:** includes verification of hypotheses, approach, level of significance, calculation of chi-square and verification of the hypothesis to accept the alternative or to reject the null hypothesis.

**Chapter V Conclusions and Recommendations:** The results obtained are recorded, through the application of the interview script, lesson plans and surveys, achieving greater effectiveness in the recommendations.

Finally, it covers the title, informative data, objectives, feasible analysis, rationale, operating model, administration and prevention of the proposal, as complementary material is included

in the bibliography annexes that promote understanding, allowing to know important aspects of the topic of study.

# **CHAPTER I**

## **THE PROBLEM**

### **1.1 RESEARCH TOPIC**

“CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE”

### **1.2 PROBLEM STATEMENT**

#### **1.2.1 Contextualization**

Music has been present in different contexts since the beginning of the humanity, according to Robin, (2015); however, in recent years it has been used to stimulate children's skills and competencies, with the goal of achieving creative thinking, linguistic intelligence and autonomy, thus contributing to integral development. In Ecuador, various educational institutions use music as a methodological resource to awaken the children's interest in learning; its contribution stands out in the strengthening of linguistic intelligence; unfortunately, several teachers take the use of the book issued by the Ministry of Education, as a part of an element learning progress in linguistic intelligence, Sánchez(2016).

Unfortunately, the lack of interest from some teachers in the use of musical resources and tools problems in the development of linguistic intelligence, the acquisition of vocabulary, the improvement of language, discouraging the student in the process of teaching and learning, Torre (2016). On the other hand, teacher's disinterest in the use of children's songs affects the expression of thoughts, emotions, diminishing confidence, the development of linguistic intelligence, progress in language, impairing thinking, reasoning, pronunciation, vocalization, cooperation, comprehension, limiting social skills and creativity, Ortiz (2015).

In Tungurahua province, the function of the teachers are learning and fulfilling the principles of Critical Pedagogy, in order to the students being able to participate in the construction of their learning process, Rivas (2014). During their work, teachers take as their guide only the Early Education Curriculum, generating barriers in linguistic intelligence, the development of basic functions, active participation, maintaining a theoretical teaching that reduces the production of ideas, the strengthening of abilities, skills and behaviors, which

increases learning problems.

At Unidad Educativa “Fé y Alegría”, teachers receive workshops, trainings, and participate in innovations to improve their insufficient work to interest in the use of music, the acquisition of language skills, oral language, memory and thought; discouraging the performance of tasks and activities designated by the teacher. The teacher's lack of commitment to achieve collective responsibility; weakens linguistic intelligence, comprehension skills, social relations, resulting in limited cognitive development, language, affects articulation, pronunciation of words, vocalization and acquisition of a vocabulary appropriate to their age. The learning of the students generates difficulties to develop the linguistic intelligence, the expression, verbal fluidity and understanding of oral messages; in addition, the insufficient support for the discovery of possibilities to improve the deficiency in the articulation and pronunciation.

The overload of infantile activities, the limited time for fun and recreation, restricts the handling of musical techniques, hinders the development of the linguistic intelligence, the verbal fluency and originality when speaking, obstructing the process of construction of the knowledge, the ability the syntax and the abilities to listen and to speak.



# PROBLEM TREE

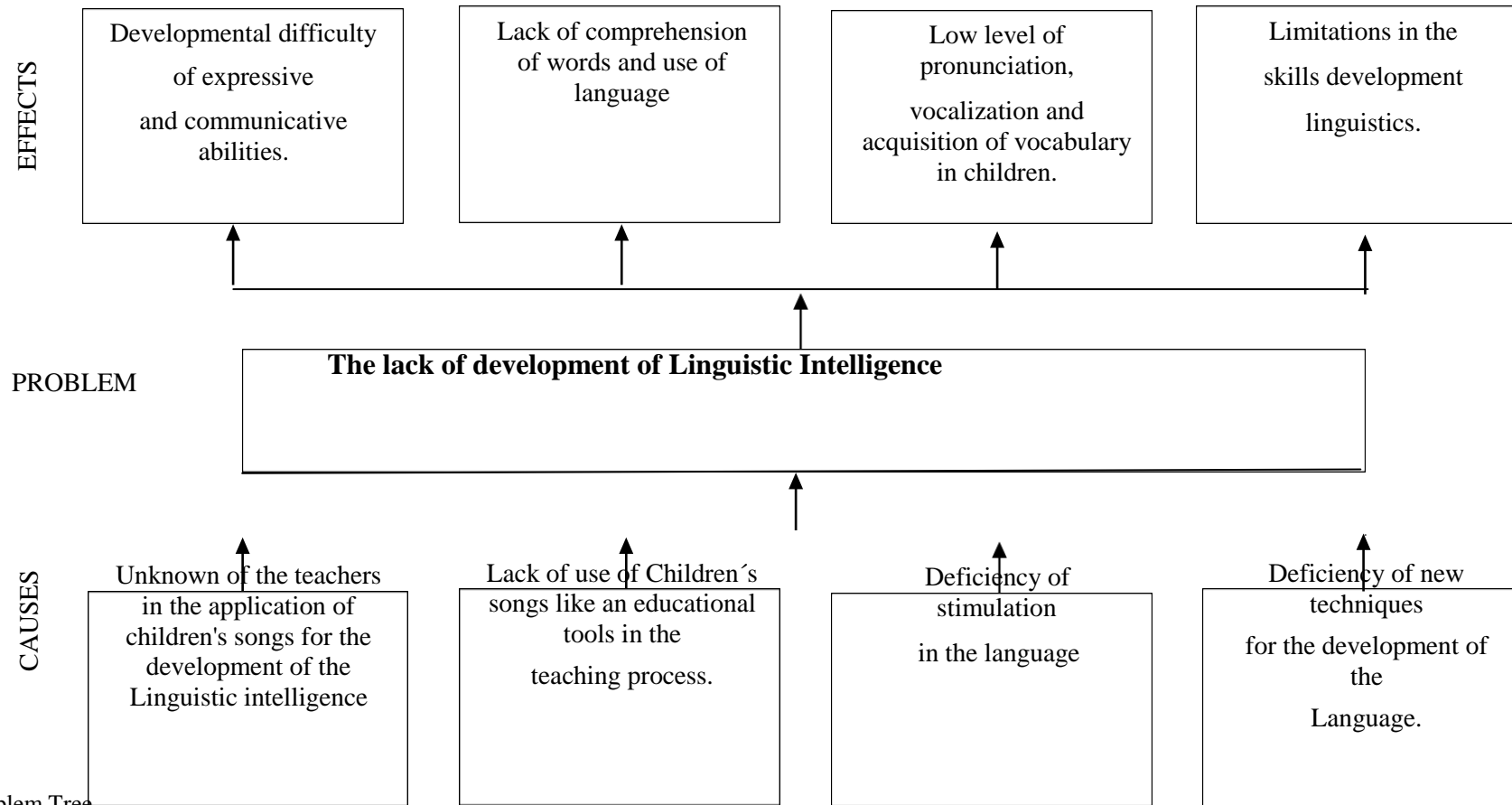


Figure 1: Problem Tree  
Source: Contextualization of the problem  
Author: Lopez, A. (2019)

### 1.2.2 Critical Analysis

Through the critical analysis, the lack of development of Linguistic Intelligence limit the assimilation and memorization of different needs that children must learn in an entertaining way, as sympathetic on the imagination and creativity of the children since practice and application, Granada (2015). In addition, it means that the children's songs do small corporal movements with pace, managing to dramatize them even, limiting themselves to a more traditionalist and boring learning that does not help to the ideal development of the linguistic intelligence, Garcia (2015).

The teachers do not know the appropriate material and the available one that exists. Granada (2015). Also, they do not take the time to search and to create songs for their children in agreement to every topic, there are songs that help our students to practice the second language with the correct pronunciation and handwriting. If it helps to extend the vocabulary of the children, exercising even the memory on having repetition of the songs to be learned, provoking children demotivated and with little interest to speak and express with clear ideas.

Another very important cause is that oral language is not used to stimulate, but rather as a means of transmitting knowledge, which focuses only on giving orders. It is not used to create stimulating linguistic contexts where the child can strengthen their verbal constructions, ie there is no adequate stimulation of oral language for that reason presents the main effect that are the problems presented by the child to communicate with their immediate social environment.

The deficiency of new techniques for the development of the Language can cause a child to have difficulty developing certain skills such as speaking. However, children with learning disabilities can make a lot of progress and can be taught ways to overcome the learning problem.

### **1.2.3 Prognosis**

If teachers do not use the songs for developing the linguistic intelligence, they will continue teaching and forming children with little interest, and that handle the intonation and pace adequately, increasing their vocabulary. As well, they will also have difficulty to understand oral instructions, to memorize contents that are necessary to avoid emptiness's, there will be difficulty of syntax, semantic, phonetic.

On the other hand, if a solution to the problema is given, learners will have an appropriate comprehension acquiring a second language. They will upgrade their conception of vocabulary using Children's songs as well as there will be a great interest by students in communication. As a result, it will be reflected in students' examinations along with their grades. Besides, scholars will be stimulated to get authentic use of vocabulary and communication.

The research project will be important for both teachers and students in the beginning level at Unidad Educativa "Fé y Alegría" in Ambato that allows children's songs will be an essential factor to students' linguistic intelligence. Although, children's songs are important for the integral formation of the child since they are forming. It is possible to develop and discover skills that are related with some multiple intelligences, especially with the linguistics.

### **1.2.4 Problem Formulation**

What is the relation between Children's songs and the Linguistic Intelligence at Fe y Alegría school?

### **1.2.5 Research Questions**

- What kind of children's songs are applied in the English class?
- What are the indicators of the Linguistic Intelligence in children from 6 to 7 years old?
- What are the possible solutions to the problem?

## **1.2.6 Delimitation of the Research Object**

### **1.2.6.1 Content Delimitation**

**Field:** Education

**Area:** English Language

**Aspect:** Children's songs and the Linguistic intelligence

### **1.2.6.2 Spatial Delimitation**

This research will be done at Unidad Educativa Fé y Alegría.

### **1.2.6.3 Temporal Delimitation**

This research was conducted during the first academic period, from September 2018 to February 2019.

### **1.2.6.4 Observation Unit**

This research will be applied to children from 6 to 7 years old at Unidad Educativa Fé y Alegría.

## **1.3 JUSTIFICATION**

This research work is a field of interest because it contributes to the knowledge of the importance of children's songs in the development of linguistic intelligence, focusing on the expression of feelings and emotions, when considering the verbal communication as a key component for the overall development of the child.

The current investigation has a great **impact** in the educational area since there is constituted in a different way of developing the linguistic intelligence of the children what is claimed by the above mentioned investigation that the teachers include in their didactic different planning songs and that they are interested in applying this resource seriously for more effective outcome.

The children's songs have a great **importance** in the integral development of the child in the acquisition of a foreign language, hence arises the curiosity for investigating how they can use the songs as a resource for developing the linguistic intelligence of the children, that is to say that the songs facilitate the work of the teacher and simultaneously the children learn by entertainment developing as a result his linguistic intelligence

This research is of **interest** because the proposed topic on the use of children's songs and the linguistic intelligence is a current topic since many teachers prefer to evaluate their students with traditional methods, so there is no interaction and students cannot develop their abilities. Furthermore, the teachers include in their didactic different planning songs and that the same ones are interested in applying this resource with the seriousness of the case and in not taking it carelessly.

The direct **beneficiaries** of the research project will be the students from the institution and the different educational actors such as teachers and authorities because they will analyze the children's songs and their importance in the development of the linguistic intelligence.

It is **feasible** as the investigator has the support of the authorities from the institution where the research will be carried out. Besides that, financial, human and technological resources needed to carry out this research are available.

## **1.4 OBJECTIVES**

### **1.4.1 General**

To determine the relationship between the children's songs and the linguistic intelligence at Unidad Educativa "Fé y Alegría".

### **1.4.2 Specific**

- To define the types of Children's Songs that are applied in the English class.
- To determine the level of the Linguistic Intelligence and its indicators.
- To propose a possible solution to the problem investigated.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 INVESTIGATIVE BACKGROUND

According to the researcher Pullutasig (2015) in her work called; "Children's Songs and the Influence on the Development of the Oral Language at Las Dalias school", the objective is to investigate the influence of children's singing on the development of oral language; using the qualitative and quantitative approach, the field modality, documentary and experimental bibliography; the exploratory, descriptive, variable and explanatory levels; the population was 30 boys - girls and 5 teachers, applying the survey and the questionnaire.

In relation to the information presented by the author Pullutasig (2015), she deduces that the lack of knowledge of the teachers in the application of nursery rhymes as a methodological strategy, disadvantages in the development of abilities and skills including in a negative way in linguistic intelligence, communication, understanding and creativity.

This article is part of the investigation about music with senses: design and construction of awareness, perception and expression workshops that favor basic learning devices in pre-school children, where 61 students from the second to fourth year of basic education were studied, and reading comprehension was assessed in the development of verbal linguistic intelligence. It was concluded that teachers know the importance of reading comprehension within the educational institution, however, the use of methods, techniques, and strategies to develop the core skills in students was not studied. Also through the diagnosis they allowed us to observe basic components of reading in its aspects of understanding and expression Gaibor & Olmedo (2013).

- The children's songs are not applied as methodological strategy at the Educational Center " Fe y Alegria " preventing in the cognitive, affective, motive and social development, limiting the artistic manifestations generating emotional insecurity and distrust.

Really the application of the children music inside the learning process of the children turns into an innovative technology, for what it is well-known that the pupils improve

their intellectual capacity what implies that they are in aptitude to think and reason with logical criterion, it is necessary to bear in mind that different types of learning exist and that there are pupils who learn better singing since they internalize the contents across the letter of the infantile songs.

According to Silva (2015) in the research with the topic: The development of the Linguistic intelligence in the children's songs, establishes as objectives determine how the development of linguistic intelligence affects the implementation of children's songs; Researching what kind of children's songs, teachers use for the development of linguistic intelligence; Set the level of development of linguistic intelligence; Propose an alternative solution to the problematic of the low application of children's songs to achieve a better Development of linguistic intelligence. The methodology includes the approach Qualitative and quantitative, the basic modality the field study the bibliography, documentary, exploratory levels, descriptive, association of variables, explanatory and correlational. The population was formed by 105 boys - girls and 105 Parents and 7 teachers of the "El Vergel" school; a survey was used, the instruments that structured the questionnaire and the guide Observation. The conclusions determine that:

The majority of students in the institution have difficulty expressing their feelings and emotions, affecting the development of linguistic intelligence. Showing skills in the learning process. Teachers present limitations in the application of children's songs, the lack of experience is detrimental to the integral development of education by affecting basic areas such as language; by maintaining a behaviorist education based on the text, decreases interaction.

The low use of children's songs scarcely effective to cognitive development, the Creative thinking, imagination; Disfavoring in the motivation, the Active participation, damaging in linguistic intelligence. As stated by the researcher it follows that the music favors in the Interaction in determining affective bonds that support in coexistence, the communication, developing in the infants the linguistic intelligence, security, concentration, components that, when strengthened, improve the Learning ability in the language area; It also powers the memory and vocabulary acquisition.

In the article of La Farga (2017) with the denomination: Music and Language. An

Educational experience for the training of music education teachers, whose objective is to introduce the student to the concept of musical skills; Strengthen language and musical skills during the first years of life; know the common traits that characterize music and language, delve into distinctive traits. The use of the qualitative modality, being the research of field, favored in the development of thought, gathering information It is effectuated by the survey technique and as an instrument the questionnaire Structured. It deduces as conclusions that: The inadequate performance of recreational activities in the teaching process Learning, its methodology is traditionalist influences the monotonous class and Recurring, conditioning participation, capacity building Linguistics, the motivation to channel reflection and thought itself Around music as a social and individual phenomenon. According to the information obtained: the lack of motivation through music, disfavors cognitive development, linguistic intelligence, skills Increases the limitations in the analysis, argumentation, participation in the educational environment.

In contrast Fernandez (2014) in the work that performs with the theme: Music as Language of emotions presents that: The goal is to study the relationship between emotions and music. Performs a design of test-retest where individuals' express what music they would hear according to states of encouragement and be presented as an analysis of the musical traits. He concludes that: Emotions as in musical traits there is an underlying dimension, in The case of emotions corresponds to the proposals of the semantic differential, in reference to the musical traits, two dimensions are determined, finally shows the empirical relationship between musical traits and emotions through a Structural model of measurement.

According to the Criterion stated by the author it is determined that the music is a Language that carries on pragmatic efficacy, especially addressed to the emotions, being perceived by the areas of the brain that receive stimuli from emotional character, associated with feelings; when you feel the music and experience the children's consequences develop reflective capacities and skills of the Linguistic thinking and potentialities.



## 2.2 PHILOSOPHICAL FOUNDATIONS

The present work critic - proposition is inside the limits of the paradigm, due to the fact that it is a study that motivates a change in education through " the use of children's songs as a didactic resource inside the process learning in the acquisition of English as a second language for 6 to 7 years children at Unidad Educativa " Fe y Alegria".

Children's songs play a crucial paper for the human being since it promotes the development of abilities and skills. It is said that motivation is important for the learning process of children since they are babies, because it is necessary that the teachers use the children's songs to develop the linguistic intelligence in order to improve communication and increase vocabulary, so children could join to a social group without problems.

According to Gardner (2011), he defines linguistic intelligence "As the one that allows to process information from a system of symbols for recognise phonological, syntactic or semantic validity in an act of signification of that tongue". Linguistics is the science that is in charge of the study of the language and it can be presented in two basic forms, in an orally way and in written or graphic form.

Children's songs are as old as humanity, their origin is uncertain, each culture has its own, but if analyze the lullabies that are sung in all parts of the world by mothers, fathers, grandmothers to newborns, in order to reassure and help them fall asleep. It sees that the lyrics are similar, considering that human beings have the same needs, desires, concerns and emotions, highlighting that some songs have survived for centuries and have been passed from generation to generation, Lozano (2013).

## 2.3 LEGALBASIS

The present investigation is based on:

### THE POLITICAL CONSTITUTION OF THE REPUBLIC OF ECUADOR:

Laws Section Conscripts. Education. Art. 26.-The education is a right of the persons along his life and an unavoidable and inexcusable duty of the State. It constitutes a priority area of the public politics, of the state investment, guarantee of the equality and social incorporation and indispensable condition for the good one to live.

### Organic Law on Intercultural Education (LOEI)

*Art. 1.-Field.* - The Present Law, guarantees the human right to education. It regulates the beginning and general ends that orientate the Ecuadorian education, in the frame of the Good One to live, the intercultural and the relations between actors. The Initial Education develops and deepens the rights, obligations and constitutional rights in the educational area organizing a new model of educational management reaching a major agility, efficiency and efficiency in the educational services.

*Art. 3.-Purpose of education.* – Are of the education: To contribute to the full development of the personality of the students to reach a social intercultural conviviality and plurinational, democratic and solidary; In order to know the rights and expire with the obligations; and contributing with the development of a culture of peace between the peoples and of not violence between the persons. The educational current system strengthens the participative and leading democracy, the social responsibility, the equality without discriminations with a formation in a culture for the peace, the social justice respecting to the human rights, promoting the practice of the equity and the incorporation. (Ecuador, 2008, p. 45).

The research work is supported by the following laws:According to Ley Orgánica de Educación Intercultural (2011).

- **Art. 374**, Updating school textbooks and teaching resources. School textbooks, teacher's guides, workbooks and other resources provided free of charge in public and missional establishments shall be updated in accordance with the standards of educational quality and the mandatory national curriculum. At least three (3) years, the Central Level of the National Education Authority must carry out an evaluation of these resources and must determine the relevance of their updating.

According to Ley Orgánica de Educación Superior (2010)

- **Art. 8**, Higher Education Purposes.
  - a. To contribute to the development of universal thought, to the deployment of scientific production and to the promotion of technological transfers and innovations.
  - b. To strengthen in the students a reflective spirit oriented to the achievement of personal autonomy, in a framework of freedom of thought and ideological pluralism.

The investigation is based on the provisions of Code for Children and Adolescents:

**Article 48**. Indicates the right to recreation and rest, which is part of the game, sport, activities corresponding to the evolutionary stage, being practiced in the creation of efficient, reliable and accessible spaces and facilities (Congress National, 2013, p. 13).

The General Regulations to the Organic Law on Intercultural Education: The Early Education Act.

**Art. 1. - Scope**: This Law guarantees the human right to education regulates the general principles and aims that guide Ecuadorian education, in particular the following the framework of Good Living and relations between its actors. Early education develops and deepens rights, obligations and guarantees in the field of education by organizing a new management model to achieve greater agility, efficiency and effectiveness in educational services August (2014).

Overall, education is indispensable for entirely citizens' knowledge, the exercise of rights

and the construction of a sovereign country. In addition, that constitutes a strategic axis for national development for all levels for education in Ecuador especially in universities.

## 2.4 MAIN CATEGORIES

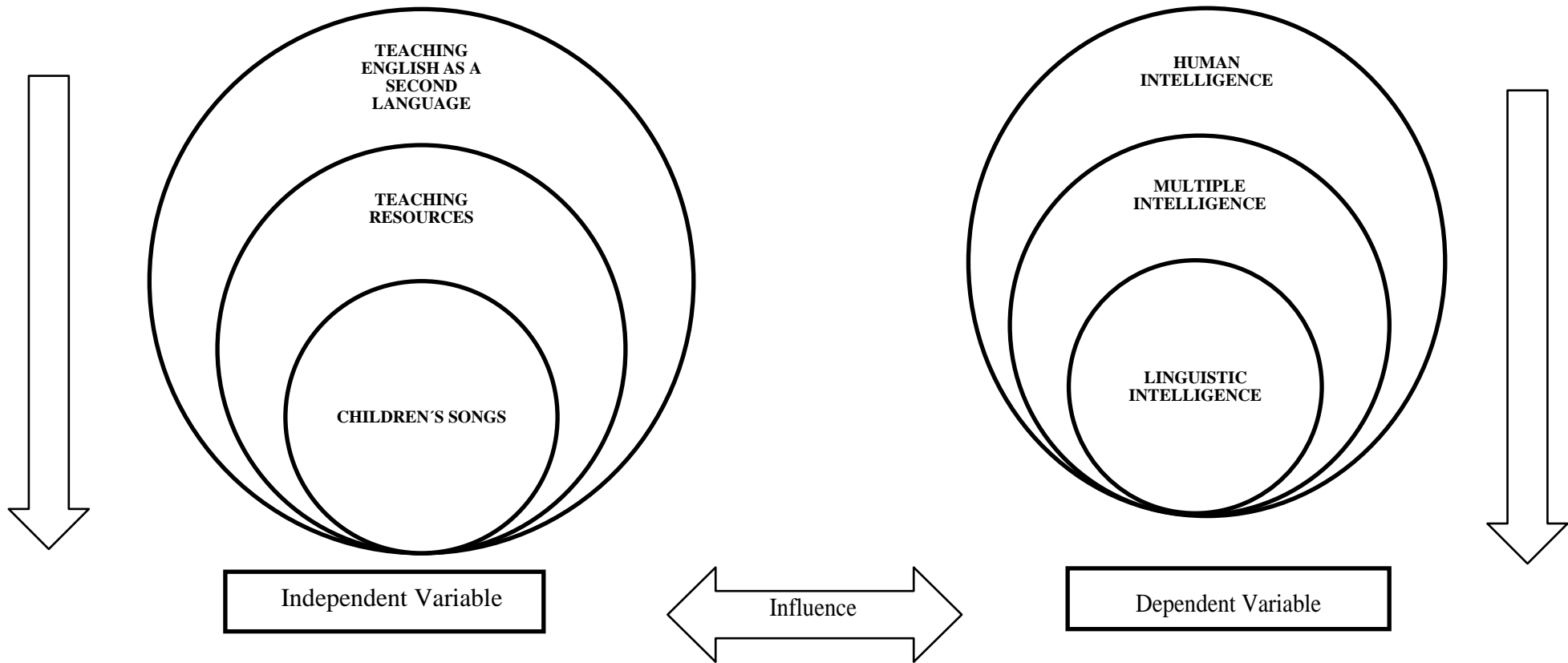


Figure 2: Main categories  
Author: Lopez, A. (2019)  
Source: Contextualization of the problem

## **2.4.1 INDEPENDENT VARIABLE THEORETICAL SUPPORT**

### **2.4.1.1 Teaching English as a Second Language**

In the acquisition of a second language that it is not our mother tongue is common speak indistinctly about “second language or foreign language”. However, a distinction can be made between these two terms with an example. In the case of the English language we speak English as Second Language (English as a SecondLanguage ESL) when the medium in which we live students are English-speaking, e. g. English language learners living in the United States or Canada. In our case we speak English language (English as a Foreign Language EFL), as in the case of the the environment in which our students develop the Spanish"; it is the first language or mother tongue. It is important to the investigation.

In addition, it is important that as teachers we motivate the student making them aware of the usefulness of learning English for their future education, or employment, since the students'; perception of the usefulness of a language is a motivating factor for learning España (2014). Currently, there are three basic theories that provide different interpretations of how language is acquired. According to behavioral position, language, like other behaviors. - The social nature of the human being a complex process of operative conditioning. The innatist position, human beings are born with a mechanism for acquiring the language that allows children to speak in a way that is grammatically correct,Berk (2017). On the contrary, an intermediate position, called cognitive and social interactionist or pragmatist, maintains that the biological and contextual factors interact and produce development, Howard (2017).

The linguist McNeill (2016) has commented on the characteristics of the speech of early childhood. Over the age of four children have acquired is principal linguistic categories of the meanings of their social groups. Quickly come to control their own behavior. Chomsky (2015) states that language could be, in a sense, an innate capacity. The idea that you could inherit innate ideas and principles, as part of the overall capacity of the learning language, poses major difficulties.

From a constructionist approach to language acquisition, it is possible to consider that the child is exposed to language experiences and these experiences are progressively incorporated by the child who is developing their language. The regularity of verbal behavior is contingent upon of the symbolic environment to which the child is exposed.

Learning is also a strategic process, as each country has its own learning process. Student has a different way of learning, as well as different preferences related to activities and materials. The teacher must direct the students towards a conscious development of their own learning strategies and thus become self-employed learners, Salas (2016).

Orff (2017) Metacognitive strategies, including planning and reflection on learning, to control one's own performance of tasks, to control the self-evaluation. Cognitive strategies, which involve conscious forms of improve learning, such as sorting, comparing, matching, predicting, or repeat. Social strategies, of which learning by doing is one of the most important. interacting with others, asking for help, collaborating, correcting yourself between peers or cooperate together in language learning activities. All these processes are carried out in the working dynamics of the Cooperative Learning for the learning of a foreign language, by extension, for learning English, Lahoza (2015).

#### **2.4.1.2 Teaching Resources**

Teaching resources are the means or support materials that the teacher uses to mediate the contents of new significant learning or reinforcement through the construction of knowledge by the students themselves. In order to teach and learn the language and literature in general basic education, according to the Ministry of Education of Ecuador, teachers must use active and functional teaching resources that originate significant, innovative, creative and constructive learning from the students themselves, through collective learning and interaction between peers.

Visual and audiovisual resources should be used for language and literature learning. To develop oral and written language. The development of text and literature. The development

of the process of listening, speaking, reading and writing. Grammar, spelling and semantics, as well as literature, as a means of enjoying the beauty of language. As learning resources for teaching and learning language and literature we have: reading texts, texts of children's stories, literary works, magazines, newspapers, brochures, to development the four skills focus on listening and speaking. The most common for the exercise of writing is the notebook of four lines and then that of lines, squares and pure white.

The adequate, timely and professional use of teaching resources in Ecuador's general basic school, in the area of language and literature, results in a significant and very positive increase in the academic performance of boys and girls. Hence, the importance of the use of didactic resources and the professionalization of teachers in the design, elaboration, application and evaluation of the same resources, as a sign of their effectiveness in achieving educational objectives.

It is the set of elements that facilitate the realization of the teaching learning process, these contribute to students achieving of a language content determined, therefore, access to information the acquisition of skills, abilities and strategies, as well as the formation of attitudes and behaviors values. First, they help to exercise students'; skills and also to develop their abilities. Second, awaken motivation, drive it and create an interest in the content of a study and the lats, they allow to evaluate the knowledge of the students in each moment, since usually have a series of information about which they want the students reflect,Lahoza (2015).

The teaching resources within the educational process play a fundamental role as it is not only a support for the teacher but rather an instrument for students as it complements true learning.

#### **2.4.1.3 Children's songs**

Children's songs become a vitamin for holistic development of the child who, in addition to strengthening their spirit, also strengthens their intellect by to allow the child to learn in a new way, helping the development of the child in the linguistic intelligence that fosters development in the environment that surrounds it,Luque (2015).



The lyrics of children's songs have the characteristic of being simple, natural, spontaneous and repetitive for easy understanding, knowledge, perception comprehension and memorization accompanied by gestures and rhythmic movements, Bernuí (2016).

The children's songs have rhymed lyrics and very repetitive that are very benefits for the child in learning concepts. In addition, since the letters are accompanied by gestures, they also favor the children's diction and the ability to express their understanding. This animated, clear and understandable handwriting should attract the reader's attention. It has a constructive character that allows it through the action and the experimentation, that the children discover properties and relationships that go building their knowledge, Luque (2015).

Violeta Hemsy de Gainza in his book: "The musical initiation of the child" affirms that the children's song is an important music that the child receives from the mother's womb. By means of the songs, a direct contact is established by the basic elements of the music such as: melody and pace. For this reason, it is necessary to take care in selecting the song-book. The song is infantile when the answers to the most authentic musical and spiritual needs of the child to an age and in an environment determined. When it fulfills these conditions, the child accepts it and does his, beginning it from the same moment to form a part of his interior world, Galicians (2011).

The children themselves perform the songs, without the need to press them, especially when the lyrics attract them or have a good rhythm and are fun, this situation should be taken advantage of since the songs are internalized and are recorded in their memory, thus stimulating learning for the child in the middle of music. The children's songs are a repertoire in which the children are the main characters, therefore they participate directly in the melody, in the games or in certain activities without the guidance or participation of an adult, and if they are not present, it would have a greater role in front of an adult. (Leyva, 2016, p.122).

"The melodies to be playful, educational and recreational are a resource that should be used by both parents and teachers, since their letters relate learning and play; they are also accompanied by motor movements".

Through the medium of children's tunes, you can label those melodies for children ranging from 0 months to 11 or 12 years of age, one of which is a the most famous genres, always used since it has delighted hundreds of people of generations, and it is currently present in the upbringing of children. (Lizano, 2013, p.243). It is impossible to overlook children's songs during the infancy of any child's period because children have been present in everyday life not only for recreation but also to educate and strengthen the social relations of small children, it is by the songs are part of child rearing.

#### Purpose of children's songs

Children's songs are musical compositions, It is oriented to a child audience and they are designed for mothers to give them sing to their children since they are in the belly, their lyrics are easy to learn, children, puppets, plants, for the older ones their purpose is playful and educational. In the educational environment, musical activities strengthen bodily expression, concentration, improves mental agility, Sarget (2014).

It strengthens communication in the framework of an interactive format, encouraged by the fixation of the language through which the acquisition of skills is carried out communicative, externalizing language. Develops and diversifies the oral and musical language: through the experience of the children's songs strengthen language, communication, reflection and understanding, increase perception, attention span and memory.

Encourages an aesthetic and poetic sense: through emotional experiences due to that the song penetrates by the feelings producing an aesthetic experience that awakens interest and motivation from the communicative dimensions, linguistic and playful. The use of children's songs strengthens the acquisition form of language that it is a basis for communication and children that also learn words, recognize sounds, discriminate and symbolize words in this way to develop vocabulary and syntactic construction by increasing exchange social.

Importance of children's songs within the educational system, music is a basic part of learning the language articulation, intonation, pronunciation, communication its diversity strengthens the imagination, thinking, and communication skills; as mentioned Vides (2014)

children's songs are important for; Interaction language being the basis for socialization, cooperation, dialogue and interrelationships brings in the interaction and generation of affective bonds. Linguistic capacity: during the infancy stage; children increase their vocabulary through children's songs, which is considered to be a basic instrument for the knowledge. Retention capacity: children's thinking by being strengthened through children's musical activities increase the development of thinking for the problem solving and the development of basic functions such as attention and discernment. Hearing: teachers through the use of children's activities strengthen children's hearing and language, with discrimination being part of the essential process for developing memory and perception.

Musical compositions bring people together, children who maintain a coexistence in interaction with the environment and songs, developing communicative skills to establish an effective and harmonious relationship, that contributes to safety and confidence, fast and fun literacy, and concentration that stimulates memory and body expression. In the educational environment the songs contribute the progress of the intelligence, encourages the capacity of analysis, favors in the understanding and problem solving, which is considered a fundamental tool for the development of social and affective relations, in this way lead to the improvement of the cognitive and affective development.

The characteristics of children's songs at the pre-school level, children's songs become an integral part of a child's life in a didactic tool facilitate comprehension, interaction and verbal language; from the communicative function strengthens the ludic and recreation, contributes in the linguistic expression. The recognition of sounds through rhythm allows the formation of phrases with creativity; according to Nietzsche (2016). The following characteristics of relevance presented below are; Comprehension: it means of simple letters, of easy understanding that they contribute in the development of understanding, perception, memory and contribute to development intellectual, Memorization: From an early age the child must have a stimulation in the intellectual development, being the children's songs necessary for the progress in reasoning, attention and thinking, Playful activity: As children's songs are considered a playful activity favors, in self-confidence, the freedom and formation of the personality and rhythm and melody facilitate learning and memorization of letters, promoting the expression and the psychomotor that are fundamental in the child development.

Music as a playful activity stimulates autonomy, the ability to express oneself participation and the socialization process; however, as a tool for the reinforces the integrative function, the cognitive and affective potential.

Musical activities, being a pedagogical resource, are a mediator who strengthens freedom, enthusiasm, trust and respect, contributing to the development of the development of language, creativity and affectivity.

Benefits of Songs in the Development of a child. As we know the music is linked to the dynamic activity, which provides in the development of creativity and expression, Montañez (2013) mentions as benefits: Develops language: favors diction, increases vocabulary and exercises vocabulary phonetics, it contributes in the capacity of comprehension, improves the concentration and memory. Develops body expression: adjusts body movement to different rhythms contributing to the rhythmic control of the body and exercises its coordination. It strengthens the emotional and social development: it contributes in the integration and interaction with the group favoring in the rhythmic sense and hearing.

Interpretation and comprehension of children's songs arouse children's interest and their motivation favors in interaction, socialization, expression to achieve meaningful learning, used in the educational environment as a means of resources that strengthen the exteriorization of contents. Paez (2011) Being part of the recreational activity, the music contributes to the development of the language and expression, takes on its relevance in linguistics when children manifest their thoughts and feelings by contributing to creative thinking, artistic development and motor skills. In the area of language, musical activities become tools and conceptual, symbolic that include expressive aspects for the development of the creative thinking, the production of ideas, communication; the development of the sensitivity and knowledge. Music improves balance promotes social inclusion, recreation and knowledge of rhythms, sounds and words, through movement dynamics stimulates creativity, socialization, progress, in sensory abilities exploration.

#### Classification of children's songs

Children's songs are classified by their function into several categories that have different functions. For Paez (2011) children's songs are classified in:

- Playground song: used in children's games such as choro or rubber. It could include luck and mockery.
- Lullabies and bedtime songs: also known as cribs, which are used to entertain or sleep children, or to get them used to the cradle.
- Amusements songs: Its function is to entertain or amuse the child.
- Cumulative songs: in them the children learn something, from the parts of the body to the body moral lessons.
- Nonsense songs: in this type of songs children demonstrate some abilities, such as; tongue twisters or riddles. They consist in transgressing the common forms of syntax and semantics, as well as reality or what is expected. These are word games that produce verses that are strange and meaningless. Very often used in songs as a poetic or stylistic resource, and often appears in children's songs, as a fantastic narrative because they generate fun scene.

This way of learning is ideal to fix the knowledge, at the same time that the children will have a lot of fun with their peers. And of course, a good memory is a skill that children will be able to enjoy the music, not only now, but throughout their life. This is why music is considered an excellent method to prevent diseases such as Alzheimer's disease. On the other hand, activities such as singing encourage the use of imagination and increased creativity.

When the children listen to a nonsense songs, such as Old McDonald, Apple song or season, the rhyme between the syllables and the repetition of these syllables favour the musical sense (what is commonly known as ear), the understanding of the environment by better internalising the meaning of each word they repeat - and the literacy, as they are much closer to the world of letters and their sounds.

Memorizing (Old McDoanald have a farm ..... ) will also improve student's retention and ability to concentrate. The body expression will also improve: if these songs teach the children simple choreographies (gestures with arms, hands . . . ) will develop their psychomotricity, coordination and gestural expression.

Finally, in a more emotional environment, music will bring sensitivity and help to get closer to others, making the children improve their socialization. This way, the children will have more resources when it comes to solving problems.

Gardner (1995) states; During childhood, children normal sing and equally babble: they can emit unique sounds, producing undulating patterns, and even imitate prosodic patterns and tones sung by others with more than just casual accuracy, infants are in a special way predisposed to absorb these aspects of music"(p. 49). Children are much more of a which are sensitive to the modular properties of the foreign language and that may also be involved in sound games that clearly show properties creative or generative, and midway through the second year of the children make an important transition in their musical lives, they invent songs and begin to produce small sections of familiar songs that are heard around that language, they win the melodies of the dominant culture and generally diminishes the production of spontaneous songs.

## **2.4.2 DEPENDENT VARIABLE THEORETICALSUPPORT**

### **2.4.2.1 Human Intelligence**

It is the global term that described a property of the mind in which there are related such skills as the capacities of the abstract thought, the understanding, the communication, the reason, the learning, the planning and the solution of problems, Gonzalez (2016). The intelligence is the aptitude to deal or understand the different situations permitting to reason, to glide, to think in an abstract way, to understand complex ideas, to learn quickly, overcoat to solve problems across the experience. Intelligence is influenced by the environment due to several conceptualizations that are expressed in different tests, reflecting a person in a different way in relation to their skills, Walters (2010).

Human intelligence differs from animal intelligence both quantitatively and qualitatively; not only does it differ from animal intelligence learn by conditioning, but also by intelligently understanding the problematic situations, moreover, man overcomes the conditioning, possesses thought-verb symbolization, while the animal does not speak or think by speaking (p. 8).

The question of whether animals possess intelligence has been discussed worldwide. or not, because they are prisoners of their organic instincts and needs and of their perceptual stimulus, their performance is governed by these factors and they are incapable of create new environmental situations.

The importance of human intelligence is developed within the universe being the ability to learn or understand allowing to solve life's problems and to be able to face the society in continuous advance in addition is the capacity to acquire knowledge or understanding and to use it in novel situations. The development of intelligence in the infantile stages constitutes a challenge for the teacher who, through early stimulation, contributes to mental progress as a physicist, González (2016).

Term describes a property of the mind in which skills and abilities are related abilities of abstract thinking, understanding, communication, communication, and reasoning, learning, planning, and problem solving, thanks to the intelligence is understood and understands different situations that allows reasoning, plan, understand complex ideas, learn at a fast pace, think in a safe way abstract and above all have the ability to solve problems through the experience (p. 12).

Intelligence is the mental capacity to emit a behavior contextually appropriate in the continuity of the experience that imply the answer to the novelty or to the automation in the elaboration of information as a function of the meta-components, the components of the and knowledge acquisition components. The child progressively acquires different capacities, requiring of exploration to the environment, musical activity and corporal exercises for achieve adequate intellectual development; according to Gonzalez (2016). Intelligence is a theoretical constructor that encompasses a myriad of skills schemes or plans that mature or are reconstructed in response to the stimulation and exercise in increasing symbolic and complex forms, It is a process of the acquisition of knowledge that depends on the environment so that these come out and stay (p. 18).

The student, by being an actor in his learning, acquires experiences that are oriented towards intelligence that includes the criterion of excellence in equilibrium, of events, through the incorporation of information that can be used as a basis for favors intellectual development, language, creativity and attention.

#### **2.4.2.2 Multiple Intelligence**

Gardner (2011) argues that there are many kinds of problems to solve, there are also many kinds of intelligences. He decided to write about "Multiple Intelligences"; to highlight the unknown number of human capabilities, and intelligences; to emphasize that these

capabilities are as fundamental as those traditionally detected by the Intellectual Quotient (IQ). Gardner mentions that human beings possess a range of capabilities and potentials - multiple intelligences - that can be employed in many productive ways, both together and separately. And the knowledge of the multiple intelligences offers the possibility of being able to deploy with the maximum flexibility and efficiency in the performance of the different functions defined by each company.

### Types of Multiple Intelligences

Garden's theory of multiple intelligences proposes that there is at least seven types of intelligences or ways of being intelligent and that each person possesses them the same ones that are combined and mixed in different ways so that a develop and solve problems and put them into practice for the benefit of the individual acquisition of different knowledge.

**Interpersonal Intelligence:** it is the ability to understand other people, to know what motivates them, and how work with them in a cooperative way, being sensitive to their needs of others and their points of view operates on the basis of social relations and the communication person to person. This type of intelligence helps the human being to enjoy the participation in group activities as the apprentices interpersonal enjoy being surrounded by people have many friends, prefer social activities and learn best by relating and participating in groups learning cooperatives, Jiménez (2016).

**Intrapersonal Intelligence: Self Intelligence,** It is the ability to distinguish one's own feelings, involving awareness of one's strengths and abilities, abilities and weaknesses, these apprentices typically enjoy solitude reflecting and individualizing for themselves prefer to work in solitary because they have a deep sense of self-confidence and independence. He pretends the self-knowledge through self-analysis, which allows us to orientate and This intelligence relies on inner states of being, self-reflection, introspection and meta-cognition, Díaz (2014).

**Intelligence Musical / Rhythmic: Musical Intelligence,** helps people to elaborate meanings with just one sound, people that develop this intelligence are sensitive to a variety of sounds that are not verbal that are found in the environment and also enjoy music since



they can play an instrument or sing, having the facility to detect when a melody is out of tune, this intelligence includes abilities to appreciate the forms of musical expression. Apprentices often study or read by listening to music as they tend to concentrate better (Silva, 2013, p. 5).

Visual / Spatial; Imaginative Intelligence: Image Intelligence, It relates to the direction of view because when you see an object you can create mental graphs. Learners enjoy art and craft activities, so they enjoy the use of creativity and imagination for their work or in class tend to learn when they are allowed to show their understanding through art Díaz (2014).

Naturalist Intelligence Environmental Intelligence, it is identified as a new way of being Smart. People who develop this intelligence has the ability to recognize flora and fauna by means of the observation, identification and classification of mineral plants, animals, Díaz (2014).

#### **2.4.2.3 Linguistic Intelligence**

Aptitude to express by means of the language, characteristics that it is distinguished from the rest of alive beings being a cross street in all the cultures. The verbal communication is a useful tool that has allowed us to survive in our environment and to survive of better way forming big communities in which hundred of people cooperate. Those who better dominate this aptitude report to have a linguistic top intelligence in some of the professions in which this type of intelligence stands out. They might be politicians, writers, poets, journalists, Tower (2016).

Linguistic intelligence as it relates to language, skills, communicative, learning, intellectual development, includes the skills of the child in the four skills; speaking, writing, reading and listening according to Arthur (2016). Linguistic intelligence is linked to the ability and dexterity to use the language in oral and written ways. It facilitates the different ways of communicating through the expression of thoughts and emotions that favor to relate the ideas, build sentences and have natural conversations.

“Ability to express ourselves through language, characteristics that distinguish us of the rest

of living beings being transversal in all the cultures; the communication is a useful tool that has enabled survival in an environment and in a community. forming large communities in which hundreds of people cooperate with each other” (p. 45).

Linguistic intelligence is the ability to give a great sensitivity in order to use new words and to express and understand complex meanings when developing communication processes in an oral or written form. in which individuals can express what they think or feel. According to Gardner (2011), linguistic intelligence is the capacity that involves the use of the spoken language and written language. To communicate this intelligence implies, clearly expressing thoughts and emotions, processing and relating ideas to put them into words.

*Components:* includes as components the skills to speak, to know listening, learning, reading and writing that strengthen reading and listening comprehension.

*Language Skills:* Including listening, speaking, writing and reading comprehension, in order to strengthen active, balanced and sustainable cooperative.

*Integrates sensitivity:* towards oral or written language through active listening, the imitation of sounds, vocabulary, creativity also includes the components of speech, listening and knowledge to improve learning, reading and writing (p. 44).

The development of linguistic and verbal skills strengthens the identification of problems, comprehension, emphasizes the speech and the meaning of words, for this reason the learning of language is stimulated from the first vocalizations, word formation, sounds and the knowledge.

*Characteristics:* Linguistic intelligence is the capacity implicit in reading and writing, as follows as well as in listening and also in speaking, is associated with sensitivity to hear the sounds and therefore the words with their respective meaning, rhythm and pauses, the potential is developed to stimulate and persuade through the word. Intelligence integrates the ability to understand, reason, relate Sánchez (2017).

“Acquisition of information through the senses the infant acquires information and conserves

data through memory. Imagination: children through different activities and interactions transform, combine and create in this way contribute to reasoning. Cognitive skills: these include thinking, skills for knowing how to do things, the development of language to communicate, express, emotions and give solutions. Visual and sound stimuli increase the levels of dependence and curiosity, strengthen autonomy and efficient work” (p. 7).

During the infancy stage the learners strengthen the social development of a language, to able to form phrases to express thoughts, perform representations, relate ideas and putting them into words, develops sensitivity to features phonological, clearly expresses thoughts and emotions, understands texts verbal.

Contributions of linguistic intelligence includes language for expression, logic for thought mathematician, space to create images, body expression, state emotional, self-comprehension, understanding of the needs of children and adolescents. and behavior with nature. The stimulation of the language favors in the affective balance, social adaptation, articulation of words, intonation, increased vocabulary identification of the content to enhance memory.

*Communication:* promotes the expression of ideas opinions, feelings, takes your relevant contribution to socialization and interaction.

*Social Coexistence:* work contributes to interpersonal relationships through dialogue; it also improves relationships in the family environment.

*Linguistic expression:* through songs and readings strengthens discovery stimulates oral exchange and linguistic production (p. 45).

Early Learning: Linguistic Intelligence Strengthens Early Learning, a through music stimulates vocabulary, comprehension, participation. It also develops fluency and precision in the pronunciation of sentences, words and phrases. Significant experiences: the student, being an actor of his learning, acquires experiences that are oriented towards intelligence that includes the criterion of excellence in the balance, confrontation of events, through the incorporation of information that favors intellectual development, language, creativity and attention. People who develop linguistic intelligence demonstrate skills in learn by listening, reading, speaking, and writing, they can maintain conversations, dialogues, since they have information in their brain are experts in handling: syntax, semantics, phonetics, use voice

modulation properly.

#### Location of Linguistic Intelligence.

According to Gardner (1998): His neurological location is in the left hemisphere, highlighting the areas of Brocca and Wernicke. Injuries to these different types of aphasia. However, today in day, from the use of instruments that allow the scanning of the human brain, it has been observed that the right hemisphere also participates, albeit to a much lesser degree than the left, in the cognitive processes necessary for the execution of this intelligence (p. 37).

#### Components of Linguistic Intelligence.

Gardner (1998) says that the components of this intelligence are: to speak, listening to learn, read and write Gardner (1998) asserts that talking that The ability to express oneself correctly should be fostered in each and every one of the people; although some have more the same ease as others, psychological factors are involved in this such as shyness, self-esteem, fear of ridicule, among others aspects. (p.78).

To be able to develop the ability to speak we must generate a series of activities that can give ease of speech, activities that should be develop from the primary level, so that students lose their fear of public, this can be developed through classroom discussions, making it possible to that the child tells a story, cries out a poem, does interviews.

Gardner (1998) proposes that Class Debate is an opportunity for expression and exchange of ideas; storytelling or storytelling, which the children listen to storytelling, plays, puppets, even theatrical productions dialogues of television characters, realization of interviews that is a fun activity are diverse aspects of an exercise that help a child or young person train in the use of the language as they will put their interest in the character, which can be to be an older boy or some neighbor or merchant in your colony, but in reality what is encouraged in them are their possibilities communicative. (p. 82).

Learning to speak, to debate prepares students for a further development in society in a democratic life where the ideas expressed must be respected in a good coexistence. People,

if they have their hearing aid in excellent condition is say they hear perfectly the retention percentage is very low, for example, in a talk, listen very little therefore we must help to improve this capacity.

The Rules of Language in Linguistic Intelligence define four basic rules within this: syntax, phonology, semantics and pragmatics; rules that those people with a significant development of their linguistic intelligence understand, apply and manipulate with great skill, Gordon (2004). Detailing each rule of the language, it can be said that the Syntax governs the order structure and arrangement of words to form phrases, such as; not limited as taught in grammar in schools. The shape or structure of a sentence depends on the syntax rules. These rules specify the organization of words, phrases, clauses, order and organization of sentences, as well as the relationships between words, types of words, and other elements of the sentence.

Prayers are organized according to their function; for example, declarative prayers serve the following purposes to make affirmations, while the interrogatives are used to make questions. The main elements, or constituent parts, of a sentence are the nominal syntax and the verbal syntax, each of which is composed of different types of words, such as names, verbs, adjectives, etc. The syntax specifies which word combinations can be considered acceptable, or grammatical, and which ones not. In addition to the rules for combining words, the syntax also specifies what types of words can appear in the nominal and verbal syntax, as well as the relationship between the two types of syntax. Phonology, meanwhile, refers to the sound of words, dictates the rhyme of each other (fauna and cage), and establishes that, even being written in different ways, some share the same pronunciation (to rebel and reveal).

N <sup>o</sup>	INDICATORS	YES	NO	SOMETIMES
1	The student likes to sing and recite in front of the classmates.			
2	The student likes to listen to the spoken word.			
3	The student likes to speak in public.			
4	The student tells jokes and made up Little stories.			
5	The student enjoys telling tongue twisters and riddles.			
6	The student enjoys playing puns (games of words).			
7	The student has a good memory to remember names, places and dates.			
8	The student enjoys Reading books.			

9	The student describes orally in a simple way some objects.			
10	The student enjoys interacting with the teacher.			

Figure 3: Adapted from <http://www.garnernc.gov/home/showdocument?id=3650>

Source: Gardner, (2000)

Author: Lopez, A. (2019)

## **2.5 HYPOTHESIS**

### **Null Hypothesis**

Children's songs do not have a relationship with the Linguistic Intelligence of the children at Unidad Educativa Fé y Alegría.

### **Alternative Hypothesis**

Children's songs have a relationship with the Linguistic Intelligence of the children at Unidad Educativa Fé y Alegría.

## **2.6 POINTING VARIABLES**

**Independent variable:** Children's songs

**Dependent variable:** Linguistic Intelligence

**Observation unit:** Unidad Educativa "Fé y Alegría"



## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 BASIC METHODS OF RESEARCH**

##### **3.1.1 Quali-quantitative Approach**

The focus of this research work is quantitative and qualitative. Qualitative because the knowledge of social problems, is put in a real context and reaches an active objectivity in the educational field. Quantitative because they collect the information in a precise and concise numerical form with its correspondent Education bill. The research is developed within the Critical-Propositional Paradigm as it examines the institution, determines the factors of origin and proposes a solution to improve Children's songs and Linguistic Intelligence at Unidad Educativa Fé y Alegría.

#### **3.2 RESEARCH MODALITY**

##### **3.2.1 Field Research**

The research maintains a direct relationship with the actors of the event, becoming a manageable source of information, it was carried out at Unidad Educativa "Fé y Alegría" with the purpose of analyzing Children's songs and the linguistic intelligence through the expansion of the linguistic scientific knowledge and methods.

##### **3.2.2 Bibliographic Research**

Bibliographic information methods lead to the analysis of any book, document, text or thesis that allows the use of the information recorded in them and that is related to the variables Children's songs and Linguistic Intelligence to be investigated in order to carry out this research, the information was taken from research sources through valid and reliable documents; books, journals, publications, Internet, has the purpose of deepening, broadening,

analyzing different approaches, theories, conceptualizations and criteria of diverse authors that refer to the topic, allowing to sustain the validity of the present research work. For this reason, the compilation of theoretical and scientific information based on advances in science, documentaries and articles, allowed analysis and systematization for the construction of knowledge, and it is based on the use of different techniques: location and fixation of data, analysis of documents and contents, highlighting the contribution in the elaboration of the theoretical framework that provided in the analysis, interpretation, and deduction of conclusions and recommendations.

### **3.2.3 Experimental Research**

Experimental research calls a true experiment in which a variable is manipulated by the researcher and the remaining variables are controlled / randomised. It has a control group; the lesson plans have been applied to 20 children for two weeks and two teachers. Surveys and checklist were used in this case Children's songs and the linguistic intelligence at Unidad Educativa Fé y Alegría. Also, it is essential to know to test and measure the variables. Building circumstances and logical results of a phenomenon is imperative for an experimental research, which implies that it should be positive that the effects seen from an experiment are due to the reason. As usual, occasions can be mistaken to build up ends for specialists.

## **3.3 LEVEL OR TYPE OF RESEARCH**

### **3.3.1 Exploratory Investigation**

The research is exploratory because the use of the songs was investigated and developed with some strategies and methods that generates some hypotheses, recognizing the variables such as a research interest in a particular context. It also facilitated the collection of information related to children's songs and the linguistic intelligence, requiring the researcher to have the creative and innovative capacity to collect reliable data through the application of techniques and instruments that supported for decision making.

### **3.3.2 Correlational Investigation**

The Research will be applied to evaluate the relationship between variables (Children's songs) and the (Linguistic Intelligence), according to the cause and the effect aspect in a particular situation, to analyze and compare them, the behavior of the variables can be assessed and structured; in this case, the independent variable: Children's songs and the dependent variable: Linguistic Intelligence.

### 3.3.3 Descriptive Research and simple

Descriptive research provides the detail to the most important features related to the proposed topic, the contribution to the familiarization with the topic of study and its linkage through the analysis of different theories who try to explain it, focusing on data collection and analysis. Children's songs and the linguistic intelligence, the descriptive study contributed to analyze the causes under this investigation.

## 3.4 POPULATION

### 3.4.1 Population

The study population is the children at Unidad Educativa Fé y Alegría. The population to be researched is formed by a universe of 20 students, corresponding to the academic period September 2018- February 2019.

Description	Number	Percentage
Students of Second year of Primary school	20	90%
English Teachers	2	10%
Total	22	100%

Table 1: Population  
 Author: Lopez, A. (2019)  
 Source: Institution

### 3.5 OPERATIONALIZATION OF VARIABLE

Conceptualization	Categories	Indicators	Items	Techniques	Instrument
<p><b>Children's songs:</b> are musical compositions composed by simple, repetitive letters, of easy comprehension, understanding, knowledge, non- sense and memorization accompanied with gestures and rhythmic movements Opie (2011).</p>	Types of Children's songs	<p>Repetitive letters</p> <p>Easy Comprehension</p> <p>Memorization</p> <p>Non- Sense</p>	<p>Does the child sing and recite in front of the class?</p> <p>Do you teach songs to introduce vocabulary to your students?</p> <p>Do you play puns with your children to practice pronunciation?</p> <p>Do you select activities to develop vocabulary and remember things?</p> <p>Does the child enjoy saying tongue twister and riddles in front of the class?</p>	<p>Observation</p> <p>Survey</p>	Questionnaire

Table 2: Independent variable  
 Author: Lopez, A. (2019)  
 Source: Operationalization of variables

Conceptualization	Categories	Indicators	Items	Techniques	Instrument
<p><b>Intelligence Linguistic:</b> Is linked to the ability and ability to use oral and written language, facilitates different ways of communicating through the expression of thoughts and emotions that favor to relate ideas, build phrases and maintain conversations Garnerd (2011).</p>	<p>Communicate</p> <p>Express and build phrases</p> <p>Maintain conversations</p>	<p>Vocabulary Inform Transmit</p> <p>Link Connect ideas</p> <p>Pronunciation Interactive Communication</p>	<p>Do you do activities to develop speaking skill with your children?</p> <p>Does the child do speaking activities to develop communication?</p> <p>Do you consider that children have difficulties to describe some objects orally?</p> <p>Do you let students make roleplays?</p> <p>Do you think that children have problems to interact with others?</p> <p>Do you consider important to teach children's songs to Foster linguistic intelligence on students?</p>	<p>Observation Survey</p>	<p>Questionnaire</p>

Table 3: Dependent variable  
 Author: Lopez, A. (2019)  
 Source: Operationalization of variables

### 3.6 INFORMATION COLLECTION PLAN

Questionnaires and checklist are the instruments or tools used to measure the students' skills to develop the linguistic intelligence before and after applying the surveys.

Basic questions	Explanation
For what?	To achieve the investigation objectives
From what people or objects?	From children of second year of primary of "Fé y Alegría" High school.
On what aspects?	Children's songs and the Linguistic Intelligence
Who is going to collect the information?	Researcher: Adriana Lopez
When?	2018-2019
Where?	At Unidad Educativa "Fé y Alegría", Ambato city, Tungurahua province.
How often?	Two weeks first observation and two weeks applying the lesson plans
How?	Structured Questionnaire and Checklist
In which situation?	-Opening by the authorities. -Sensitization -Flexibility

Table 4: Method of Data Collection  
Author: Lopez, A. (2019)  
Source: Data Collection

#### 3.6.1 Validation and reliability of the instruments of data collection.

This research used techniques and instruments that have been meticulously chosen according to the needs of the researcher, with the purpose to know if children's songs influence the linguistic intelligence at Unidad Educativa Fé y Alegría.

### 3.7 INFORMATION PROCESSING PLAN

The information obtained will be presented through tables and statistical graphs so it facilitates the analysis and interpretation of them. As well as tabulate the gathered information.

## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 ANALYSIS OF THE RESULTS**

This chapter presents the interpretation of the data obtained from the students at Unidad Educativa “Fé y Alegría. Besides, the verification of the hypothesis includes the results, in which the percentages for each question from the data collection obtained in the students’ checklist and teachers’ survey are the following.

The present analysis begins with a graphical description of the results obtained from the students at first observation and last observation, in the Pre-Test and in the Post-Test. Results will be plotted by say: use of children’s songs, interaction with the teacher, listening activities, read, tongue twisters and riddles. The averages of the Pre-Test and Post-Test results are shown globally, as well as a comparison of the overall results obtained by students in each class.

Finally, in order to validate the hypothesis, 1 checklist for students and 2 surveys for teachers of two paired means were carried out to obtain the p-value and to observe whether there are significant differences between the Pre-Test and the Post-Test.

## 4.2 DATA INTERPRETATION

### 4.2.1 STUDENT'S CHECKLIST (PRE- OBSERVATION)

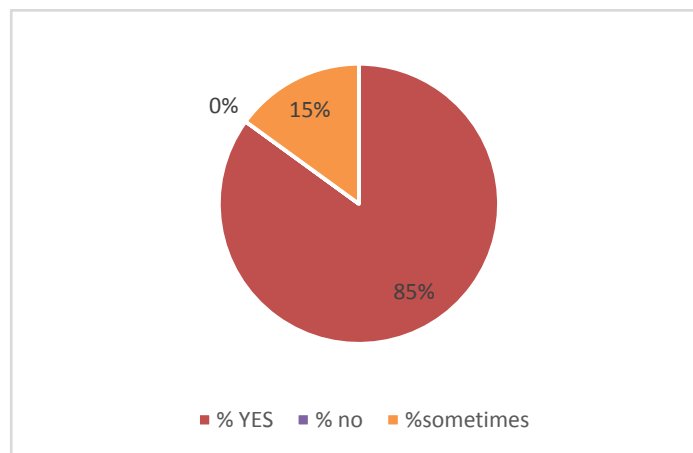
**Indicator 1.** The student likes to sing and recite in front of the classmates.

**Table 5.** Sing and Recite

Alternative	Frequency	Percentage
Yes	17	85 %
Sometimes	3	15 %
No	0	0 %
Total	<b>10</b>	<b>100 %</b>

Table 5: Sing and Recite  
Source: Student's checklist  
Author: Lopez, A. (2019)

**Figure 4:** Sing and Recite



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, 17 students representing 85% sing and recite, 0 students representing 0% and 3 students representing 15% are in the beginning. By observing the graph it can be established that children receive a system of schooling, affecting symbolic and expressive progress in the development of phonetic language, the ability to sing, recite and remember songs.



**Indicator 2.** The student likes to listen to the spoken word.

**Table 6.** Listen to the spoken Word.

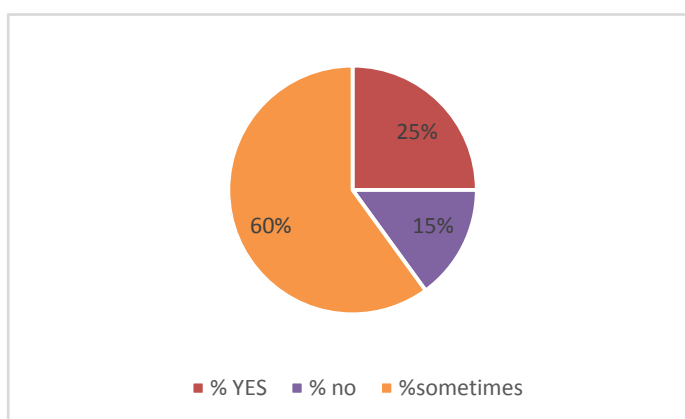
Alternative	Frequency	Percentage
Yes	5	25%
Sometimes	12	60%
No	3	15%
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 6: Listen to the spoken Word.

Source: Student's checklist

Author: Lopez, A. (2019)

Figure 5: Listen to the spoken Word



Source: Student Survey

Elaborated by: Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 12 students equivalent to 60% listen to the spoken word, 5 students equivalent to 25% are in process and 3 students equivalent to 15% are in the beginning. Through the visualization of the presented graph, it is deduced that most of the children demonstrate disinterest in listening to spoken words, receiving an education based on components that generate barriers for the enthusiasm when interpreting songs.

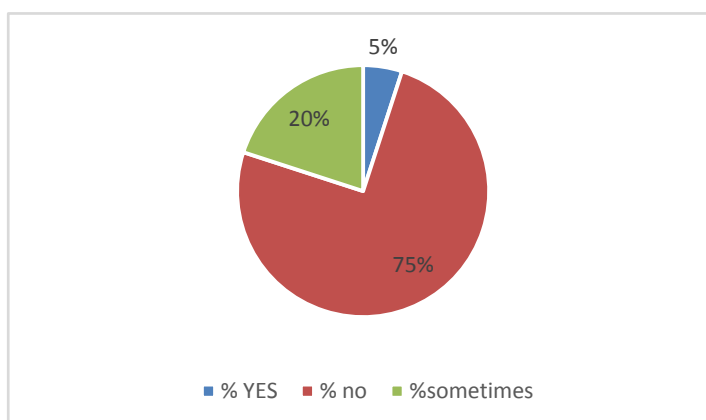
**Indicator 3.** The student likes to speak in public.

**Table 7.** Speak in public

Alternative	Frequency	Percentage
Yes	1	5 %
Sometimes	4	20%
No	15	75%
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 7: Speak in public  
 Source: Student´s checklist  
 Author: Lopez, A. (2019)

Figure 6: Speak in public



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 1 student equivalent to 5% speak in public, 15 students equivalent to 75% are in process, 4 students equivalent to 20% are in the beginning. The graph presented shows that most children don't speak in public acquiring knowledge passively by being recipients of the teaching and learning process, which makes socialization, understanding and pronunciation difficult; while a smaller part has achieved greater confidence and security by understanding song lyrics trying to

understand the meaning of what they sing.

**Indicator 4.** The student tells jokes and make up little stories.

**Table 8.** Jokes and make up little stories.

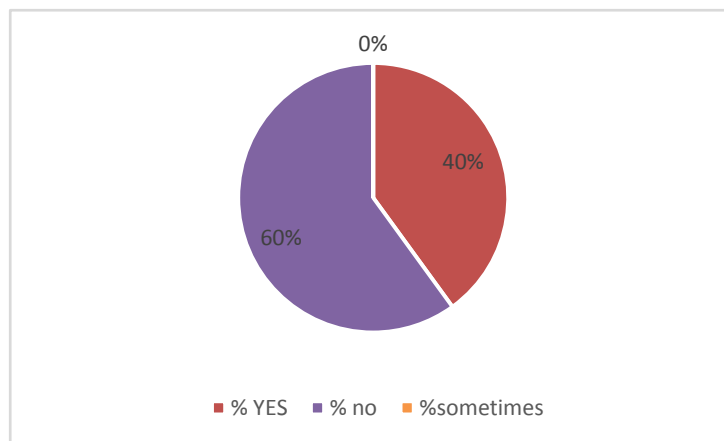
Alternative	Frequency	Percentage
Yes	8	40 %
Sometimes	0	0 %
No	12	60 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 8: Jokes and make up Little stories

Source: Student´s checklist

Author: Lopez, A. (2019)

Figure 7: Jokes and make up little stories



**Source:** Student Survey

**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% follow jokes and make up little stories of the children's songs 8 students equivalent to 40% are in process and 12 students equivalent to 60% are at the beginning. The graphical presentation shows that a great percentage of children show difficulty in tell jokes and make up Little

stories, attitude that affects body expression, language development negatively influencing the spatial notion and laterality.

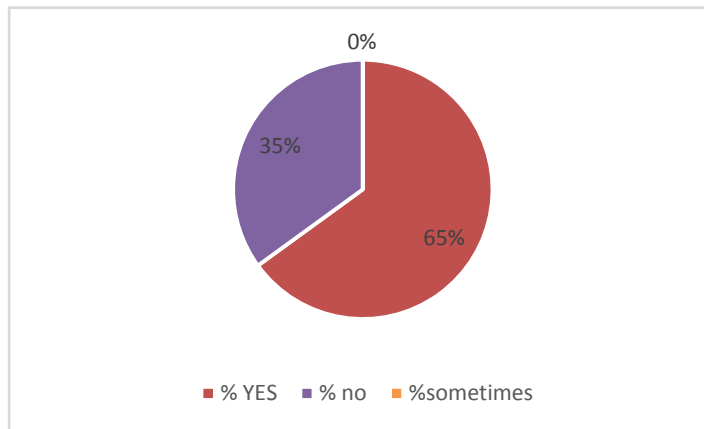
**Indicator 5.** The student enjoys saying tongue twisters and riddles.

**Table 9.** Tongue twisters and riddles.

Alternative	Frequency	Percentage
Yes	13	65 %
Sometimes	0	0 %
No	7	35 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 9: Tongue twisters and riddles  
 Source: Student´s checklist  
 Author: Lopez, A. (2019)

Figure 8:Tongue twisters and riddles.



Source: Student Survey  
 Elaborated by: Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained it is observed that 0 students equivalent to 0% tell tongue twisters and riddles, 13 students equivalent to 65% are in process and 7 students equivalent to 35% are in the beginning. When visualizing the graph it can be observed that a high percentage of children maintain interest in telling tongue twisters and riddles due to their limitations to express in oral form what they think, feel and want, which limits the

understanding of the messages transmitted by others, pronounces words fluently.

**Indicator 6.** The student enjoys playing puns (games of words)

**Table 10.** Play puns (games of words)

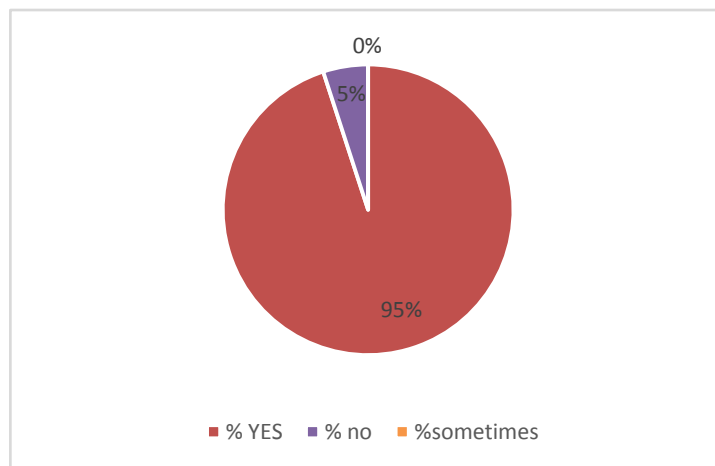
Alternative	Frequency	Percentage
Yes	19	95 %
Sometimes	0	0 %
No	1	5 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 10: Play puns (games of words)

Source: Student's checklist

Author: Lopez, A. (2019)

Figure 9: Play puns (games of words)



Source: Student Survey

Elaborated by: Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% to play puns (games of words), 19 students equivalent to 95% are in process and 1 student equivalent to 5% are in the beginning. When analyzing the distribution of the graph it is established that the teachers play puns (games of words) as recreation by teaching short sentences, phrases and acquiring the new vocabulary, development of the linguistic intelligence.

**Indicator 7.** The student has a good memory to remember names, places and dates.

**Table 11.** Good memory to remember names, places and dates.

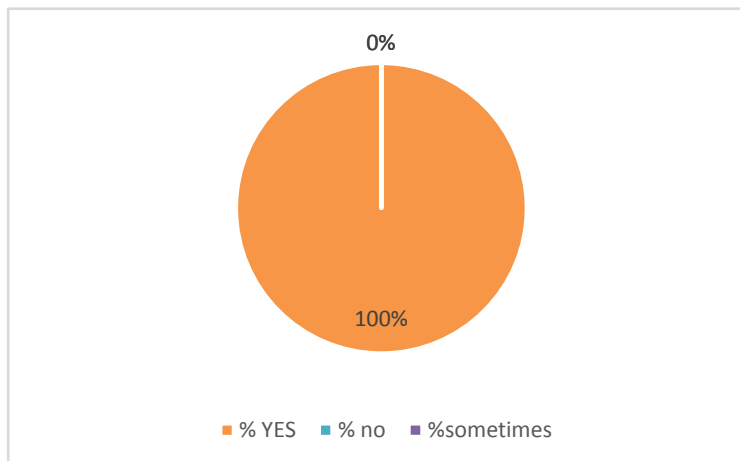
<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	20	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 11: Good memory to remember names, places and dates

Source: Student´s checklist

Author: Lopez, A. (2019)

Figure 10: Good memory to remember names, places and dates.



**Source:** Student Survey

**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, 0 students representing 0%, 0 students equivalent to 0% and 20 students equivalent to 100% good memory to remember names, places and dates. The graph presented shows that the majority of children have good memory to remember names, places and dates in conversations providing a space for free expression, affecting the development of language, language skills and conversational skills; favoring verbal

interaction.

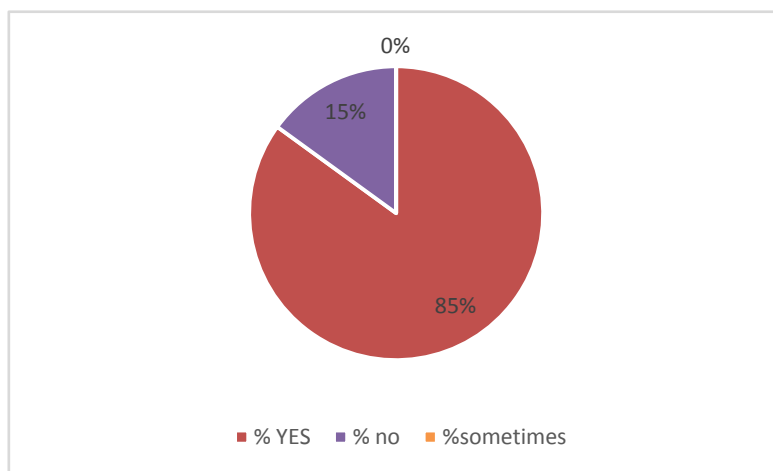
**Indicator 8.** The student enjoys reading books

**Table 12.** Reading books

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	17	85 %
Sometimes	0	0 %
No	3	15 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 12: Reading books  
Source: Student´s checklist  
Author: Lopez, A. (2019)

**Figure 11:**Reading books



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained it is observed that 0 students equivalent to 0% read books, 17 students equivalent to 85 % are in process and 3 students equivalent to 15% are in the beginning. The graph shows that most of the children observed receive linguistic stimulation and read books, which affects argumentation, verbal language and the perceptive system; however, a minority has a comprehensive vocabulary that supports the establishment of a balance between comprehension and expression.

**Indicator 9.** The student describes orally in a simple way some objects.

**Table 13.** Describe some objects.

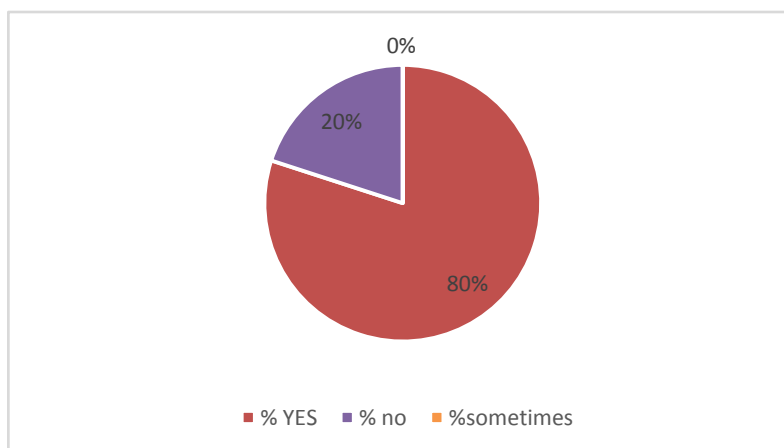
Alternative	Frequency	Percentage
Yes	16	80%
Sometimes	0	0 %
No	4	20 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 13: Describe some objects

Source: Student´s checklist

Author: Lopez, A. (2019)

Figure 12: Describe some objects.



**Source:** Student Survey

**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% describe some objects, 16 students equivalent to 80% are in process and 4 students equivalent to 20% are in the beginning. By observing the graph, it can be determined that the majority of children describe some objects and relate words to their meaning, since the development of linguistic intelligence is not stimulated using traditional methodologies; a smaller part relates words to their knowledge and curiosity to know the meaning of words, interiorizes speech, language, improving the possibilities of usefulness and expression.



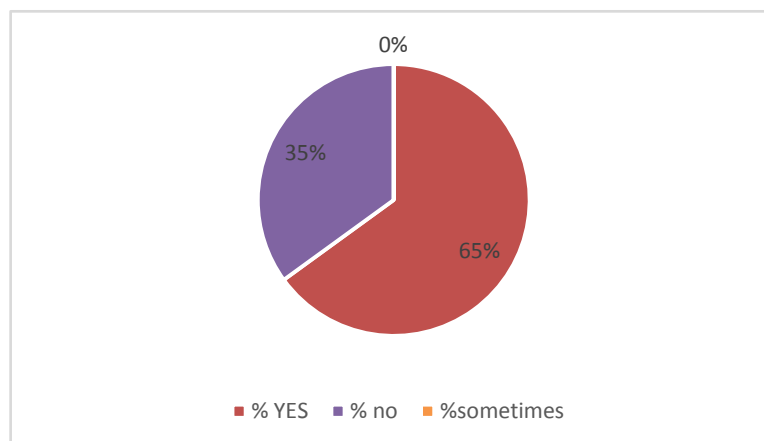
**Indicator 10.** The student enjoys interacting with the teacher.

**Table 14.** Interact with the teacher.

Alternative	Frequency	Percentage
Yes	13	65 %
Sometimes	0	0 %
No	7	35 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 14: Interact with the teacher  
 Source: Student's checklist  
 Author: Lopez, A. (2019)

**Figure 13:**Interact with the teacher.



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% interact with the teacher, 7 students equivalent to 35% are in process and 13 students equivalent to 65% are in the beginning. By means of the graph it is perceived the interaction with the teacher in the classroom that facilitate the observation and visualization conditioning the verbal expression; in addition the application of techniques like the pictograph, the capacity to describe images with fluidity, conditioning in the structuring of sentences according to

their

age.

## 4.2.2 STUDENT'S CHECKLIST (POST- OBSERVATION)

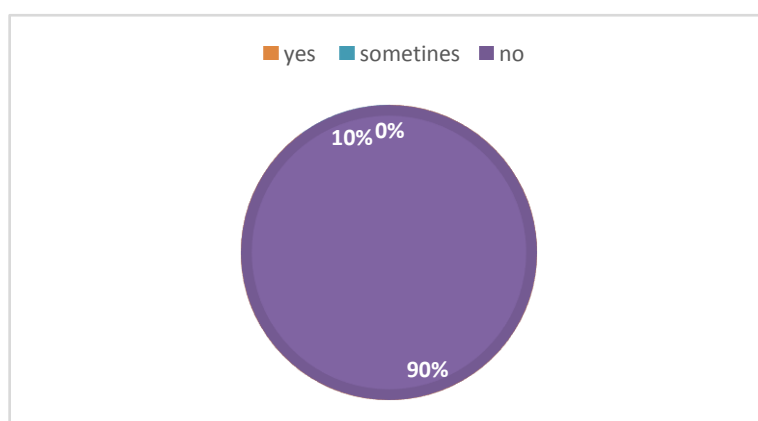
**Indicator 1.** The student likes to sing and recite in front of the classmates.

**Table 15.** Sing and Recite

Alternative	Frequency	Percentage
Yes	18	90 %
Sometimes	0	0 %
No	2	10 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 15: Sing and recite  
Source: Student's checklist  
Author: Lopez, A. (2019)

**Figure 14:**Sing and Recite



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, 0 students representing 0% sing and recite, 18 students representing 90% and 2 students representing 10% are in the beginning. By observing the graph it can be established that children receive a system of schooling, affecting symbolic and expressive progress in the development of phonetic language, the ability to sing, recite and remember songs.

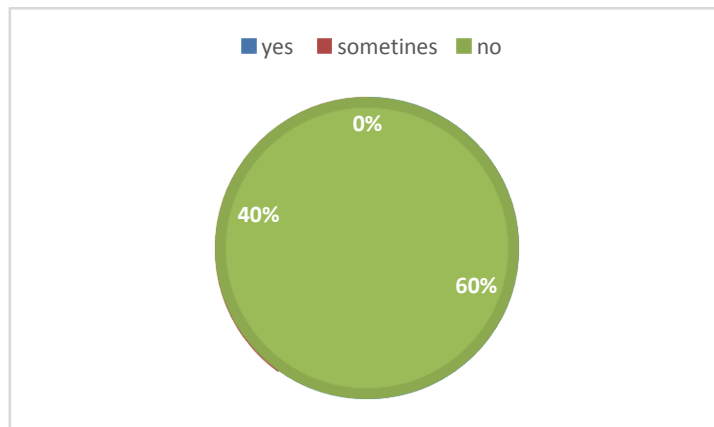
**Indicator 2.**The student likes to listen to the spoken word.

**Table 16.** Listen to the spoken word.

Alternative	Frequency	Percentage
Yes	12	60%
Sometimes	0	0 %
No	8	40 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 16: Listen to the spoken word  
 Source: Student’s checklist  
 Author: Lopez, A. (2019)

**Figure 15:**Listen to the spoken word



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained, 0 students representing 0% sing and recite, 8 students representing 40% and 12 students representing 60% are in the beginning. By observing the graph it can be established that children receive a system of schooling, affecting symbolic and expressive progress in the development of phonetic language, the ability to sing, recite and remember song.

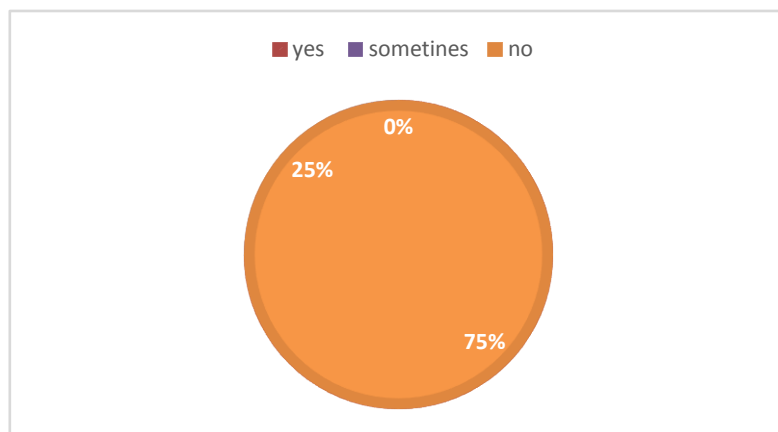
**Indicator 3.** The student likes to speak in public.

**Table 17.** Speak in public

Alternative	Frequency	Percentage
Yes	15	75 %
Sometimes	5	25 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 17: Speak in public  
 Source: Student’s checklist  
 Author: Lopez, A. (2019)

**Figure 16:**Speak in public



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained it is observed that 0 student equivalent to 0% speak in public, 5 students equivalent to 25% are in process, 15 students equivalent to 75% are in the beginning. The graph presented shows that most children don't speak in public acquiring knowledge passively by being recipients of the teaching and learning process, which makes socialization, understanding and pronunciation difficult; while a smaller part has achieved greater confidence and security by understanding song lyrics trying to understand the meaning of what they sing.

**Indicator 4.** The student tells jokes and make up little stories.

**Table 18.** Jokes and make up little stories.

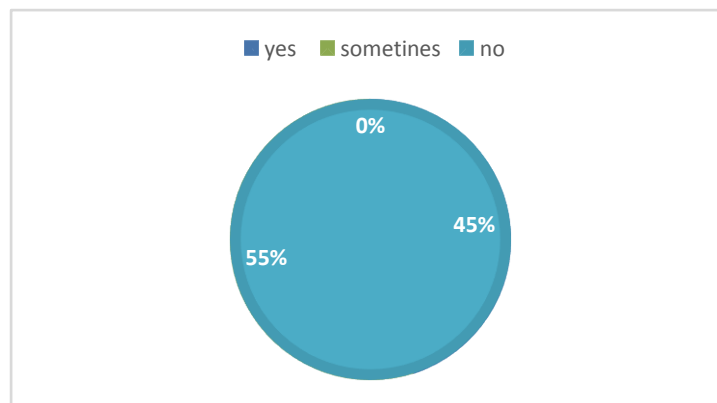
Alternative	Frequency	Percentage
Yes	9	45 %
Sometimes	0	0 %
No	11	55 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 18: Jokes and make up little stories

Source: Student´s checklist

Author: Lopez, A. (2019)

Figure 17: Jokes and make up little stories



Source: Student Survey

Elaborated by: Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% follow jokes and make up little stories of the children's songs 9 students equivalent to 45% are in process and 11 students equivalent to 55% are at the beginning. The graphical presentation shows that a greater percentage of children show difficulty in tell jokes and make up little stories, attitude that affects body expression, language development negatively influencing the spatial notion and laterality.

**Indicator 5.** The student enjoys telling tongue twisters and riddles.

**Table 19.** Tongue twisters and riddles.

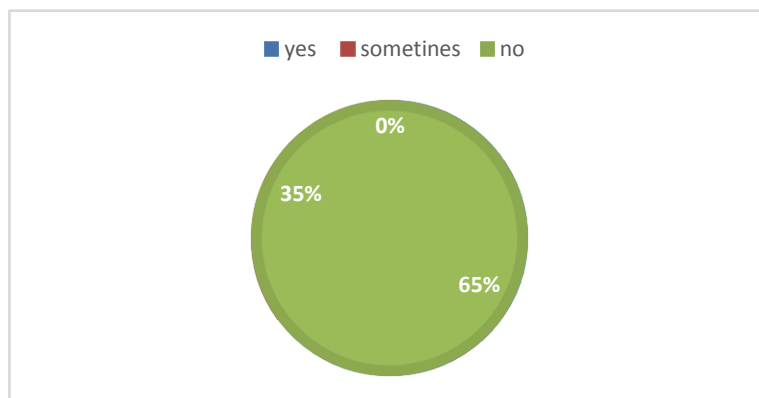
<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	13	65 %
Sometimes	7	35 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 19: Tongue twisters and riddles

Source: Student´s checklist

Author: Lopez, A. (2019)

Figure 18:Tongue twisters and riddles.



**Source:** Student Survey

**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained it is observed that 0 students equivalent to 0% tell tongue twisters and riddles, 13 students equivalent to 65% are in process and 7 students equivalent to 35% are in the beginning. When visualizing the graph it can be observed that a high percentage of children maintain interest in telling tongue twisters and riddles due to their limitations to express in oral form what they think, feel and want, which limits the understanding of the messages transmitted by others, pronounces words fluently.

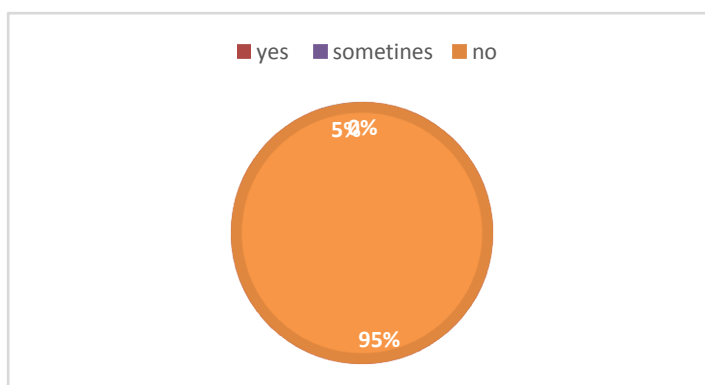
**Indicator 6.** The student enjoys playing puns (games of words)

**Table 20.** Play puns (games of words)

Alternative	Frequency	Percentage
Yes	19	95 %
Sometimes	0	0 %
No	1	5 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 20: Play puns (games of words)  
Source: Student´s checklist  
Author: Lopez, A. (2019)

**Figure 19:**Play puns (games of words)



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained it is observed that 0 students equivalent to 0% to play puns (games of words), 19 students equivalent to 95% are in process and 1 student equivalent to 5% are in the beginning. When analyzing the distribution of the graph it is established that the teachers play puns (games of words) as recreation by teaching short sentences, phrases and acquiring the new vocabulary, development of the linguistic intelligence.



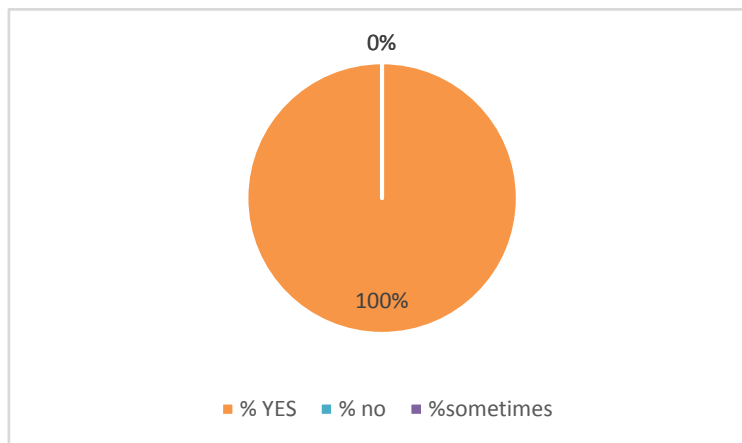
**Indicator 7.** The student has a good memory to remember names, places and dates.

**Table 21.** Good memory to remember names, places and dates.

Alternative	Frequency	Percentage
Yes	20	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 21: Good memory to remember names, places and dates  
 Source: Student’s checklist  
 Author: Lopez, A. (2019)

Figure 20: Good memory to remember names, places and dates.



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained, 0 students representing 0%, 0 students equivalent to 0% and 20 students equivalent to 100% good memory to remember names, places and dates. The graph presented shows that the majority of children have good memory to remember names, places and dates in conversations providing a space for free expression, affecting the development of language, language skills and conversational skills; favoring verbal interaction.

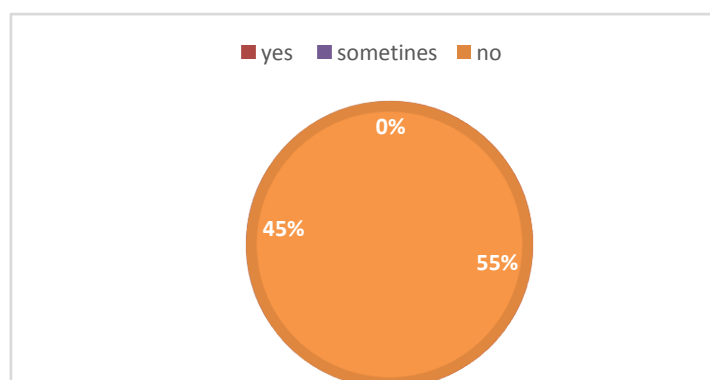
**Indicator 8.** The student enjoys reading books

**Table 22.** Reading books

Alternative	Frequency	Percentage
Yes	11	55 %
Sometimes	9	45 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 22: Reading books  
Source: Student's checklist  
Author: Lopez, A. (2019)

Figure 21: Reading books



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained it is observed that 0 students equivalent to 0% read books, 11 students equivalent to 55 % are in process and 9 students equivalent to 45% are in the beginning. The graph shows that most of the children observed receive linguistic stimulation and read books, which affects argumentation, verbal language and the perceptive system; however, a minority has a comprehensive vocabulary that supports the establishment of a balance between comprehension and expression.

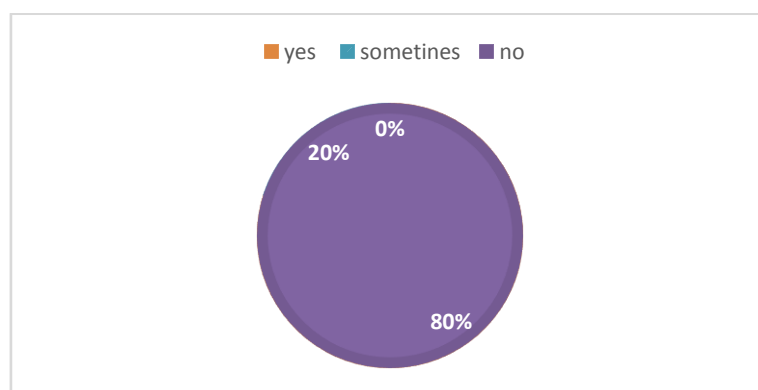
**Indicator 9.** The student describes orally in a simple way some objects.

**Table 23.** Describe some objects.

Alternative	Frequency	Percentage
Yes	16	80%
Sometimes	4	20 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 23: Describe some objects  
Source: Student´s checklist  
Author: Lopez, A. (2019)

Figure 22: Describe some objects



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% describe some objects, 16 students equivalent to 80% are in process and 4 students equivalent to 20% are in the beginning. By observing the graph, it can be determined that the majority of children describe some objects and relate words to their meaning, since the development of linguistic intelligence is not stimulated using traditional methodologies; a smaller part relates words to their knowledge and curiosity to know the meaning of words, interiorizes speech, language, improving the possibilities of usefulness and expression.

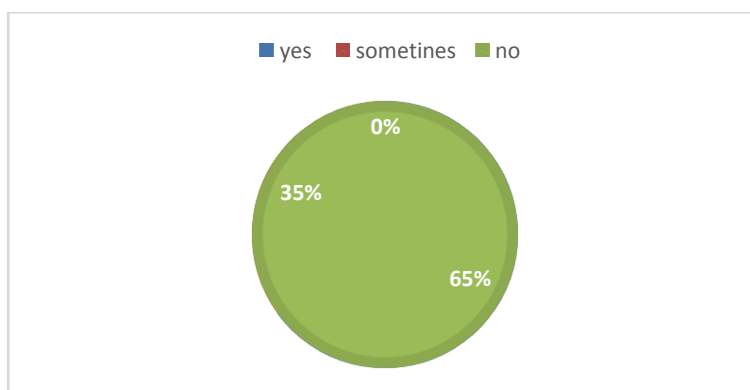
**Indicator 10.** The student enjoys interacting with the teacher.

**Table 24.** Interact with the teacher.

Alternative	Frequency	Percentage
Yes	13	65 %
Sometimes	7	35 %
No	0	0 %
<b>Total</b>	<b>20</b>	<b>100 %</b>

Table 23: Describe some objects  
 Source: Student´s checklist  
 Author: Lopez, A. (2019)

**Figure 23:**Interact with the teacher.



**Source:** Student Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained it is observed that 0 students equivalent to 0% interact with the teacher, 7 students equivalent to 35% are in process and 13 students equivalent to 65% are in the beginning. By means of the graph it is perceived the interaction with the teacher in the classroom that facilitate the observation and visualization conditioning the verbal expression.

### 4.2.3 Teachers' Survey

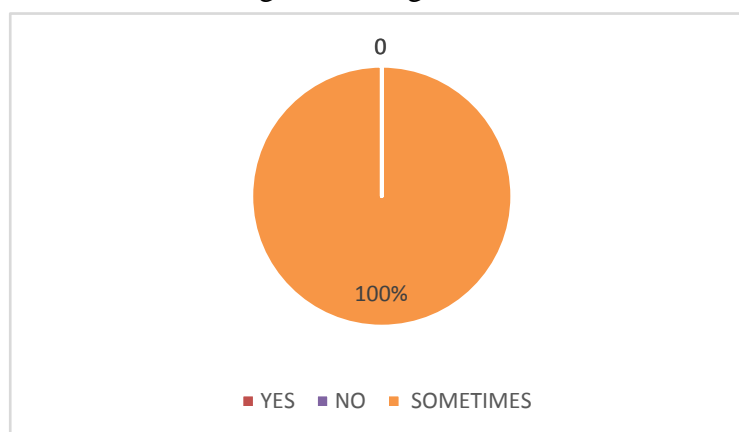
**Question 1.** Do you bring songs to your students and make them sing and recite in front of the class?

**Table 25.** Sing and recite

Alternative	Frequency	Percentage
Yes	0	0%
Sometimes	2	100%
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 25: Sing and recite  
Source: Teacher's survey  
Author: Lopez, A. (2019)

Figure 24: Sing and recite



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, 0 teachers representing 0% sing and recite and 2 teachers representing 100%. By observing the graph it can be established that teachers always use children's songs to start the class to increase their students' progress in the development of phonetic language, the ability to sing, recite and remember songs.

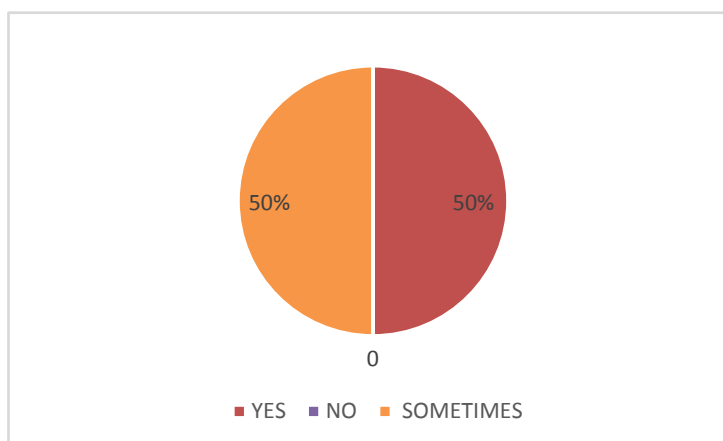
**Question 2.** Do you do speaking activities to develop the communication with your students?

**Table 26.** Speaking activities

Alternative	Frequency	Percentage
Yes	1	50 %
Sometimes	1	50 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 26: Speaking activities  
 Source: Teacher's survey  
 Author: Lopez, A. (2019)

Figure 25: Speaking activities



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, 1 teacher representing 50% develop speaking activities with their students and 1 teacher representing 50%. By observing the graph it can be established that teachers sometimes develop speaking activities in the classroom, so that can affect students in their learning process.

**Question 3.** Do you tell jokes to your students to create a good rapport?

**Table 27.** Tell jokes

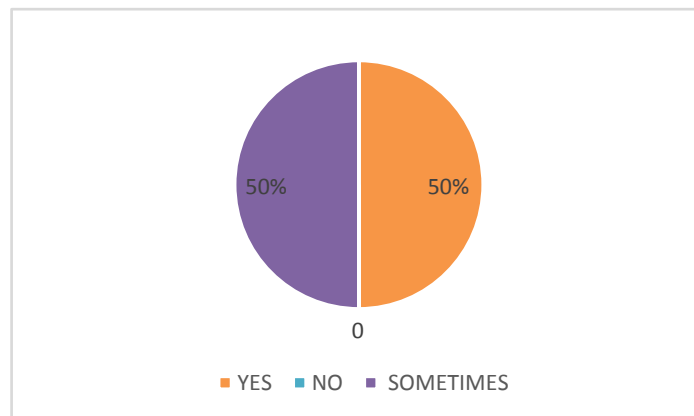
Alternative	Frequency	Percentage
Yes	1	50 %
Sometimes	1	50 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 27: Tell jokes

Source: Teacher's survey

Author: Lopez, A. (2019)

Figure 26: Tell jokes



**Source:** Teacher Survey

**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, 1 teacher representing 50% tell jokes and share it with their students and 1 teacher representing 50%. By observing the graph it can be established that teachers use an extra activity to interact with their students, a good example is telling jokes, so students can enjoy and have a funny moment with their teacher and classmates.

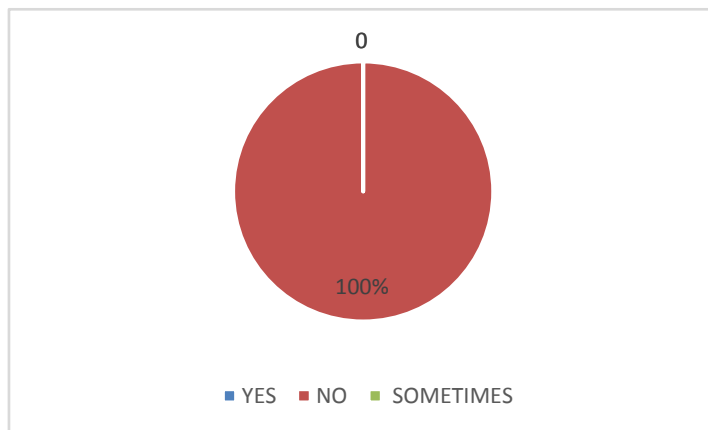
**Question 4.**Do you let students make roleplays?

**Table 28.** Make roleplays

Alternative	Frequency	Percentage
Yes	0	0 %
Sometimes	0	0 %
No	2	100 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 28: Make roleplays  
Source: Teacher's survey  
Author: Lopez, A. (2019)

**Figure 27:**Make roleplays



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, both teacher representing 100% make roleplays. By observing the graph it can be established that teachers let students practice speaking by making roleplays. It is a good idea to develop speaking activities because students acquire new vocabulary that they learned before.



**Question 5.** Do you enjoy telling tongue twisters and riddles to your students?

**Table 29.** Tongue twisters and riddles.

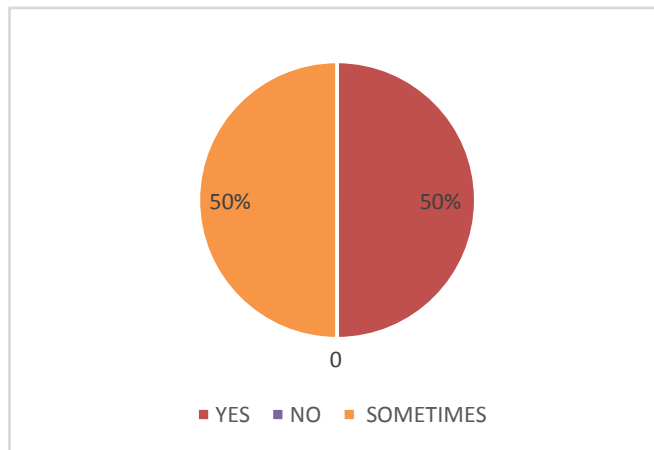
Alternative	Frequency	Percentage
Yes	1	50 %
Sometimes	1	50 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 29: Tongue twisters and riddles

Source: Teacher’s survey

Author: Lopez, A. (2019)

Figure 28: Tongue twisters and riddles.



**Source:** Teacher Survey

**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, 1 teacher representing 50% tongue twisters and riddles and 1 teacher representing 50%. When visualizing the graph it can be observed that a middle percentage of teachers maintain interest in telling tongue twisters and riddles. It let students to express in oral form what they think, feel and want, which limits the understanding of the messages transmitted by others, pronounces words fluency.

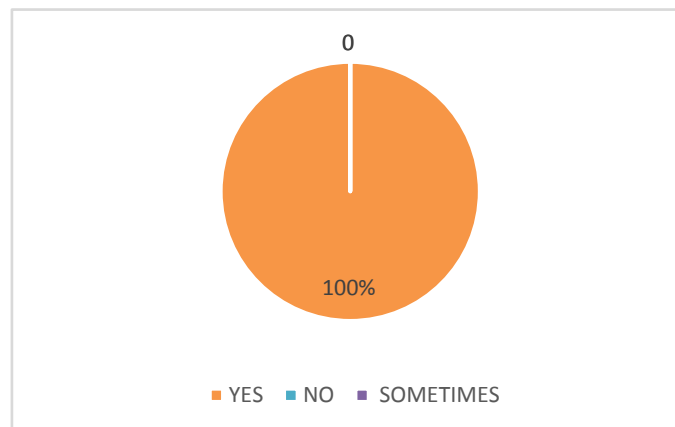
**Question 6.** Do you play puns with your students to practice pronunciation?

**Table 30.** Play puns

<b>Alternative</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	2	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 30: Play puns  
Source: Teacher´s survey  
Author: Lopez, A. (2019)

Figure 29:Play puns.



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, the two teachers representing 100% play puns. When analyzing the distribution of the graph it is established that the teachers play puns (games of words) as recreation by teaching short sentences, phrases and acquiring the new vocabulary, development of the linguistic intelligence.

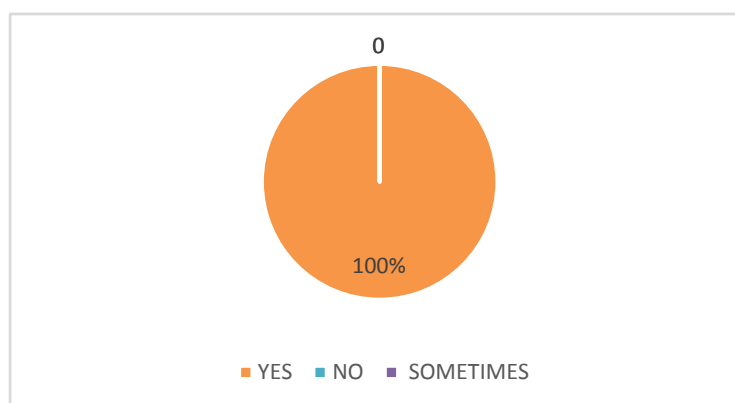
**Question 7.** Do you select activities to increase vocabulary in order to remember things?

**Table 31.** Remember things

Alternative	Frequency	Percentage
Yes	2	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 31: Remember things  
 Source: Teacher’s survey  
 Author: Lopez, A. (2019)

**Figure 30:**Remember things



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### **Analysis and Interpretation**

According to the data obtained, the two teachers representing 100% use activities to remember things. The graph presented shows that the majority of teachers use activities that help students have a good memory to remember names, places and dates in conversations providing a space for free expression, and develop of language, language skills and conversational skills; favoring verbal interaction.

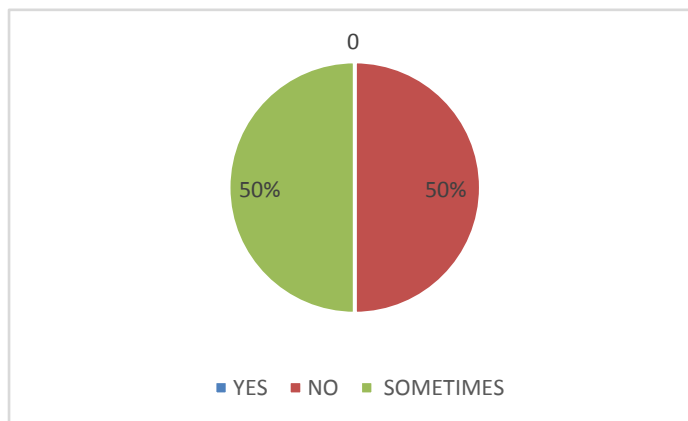
**Question 8.** Do you teach songs to introduce vocabulary to your students?

**Table 32.** Songs to introduce vocabulary

Alternative	Frequency	Percentage
Yes	0	0 %
Sometimes	1	50 %
No	1	50 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 32: Songs to introduce vocabulary  
 Source: Teacher’s survey  
 Author: Lopez, A. (2019)

**Figure 31:**Songs to introduce vocabulary



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained, 1 teacher representing 50% use songs to introduce new vocabulary and 1 teacher representing 50%. The graph presented shows that teachers frequently use songs to introduce vocabulary. In addition, children’s songs help students to create a good rapport between teacher- students and student – student. However, don’t use extra activities with students can be bored to them.

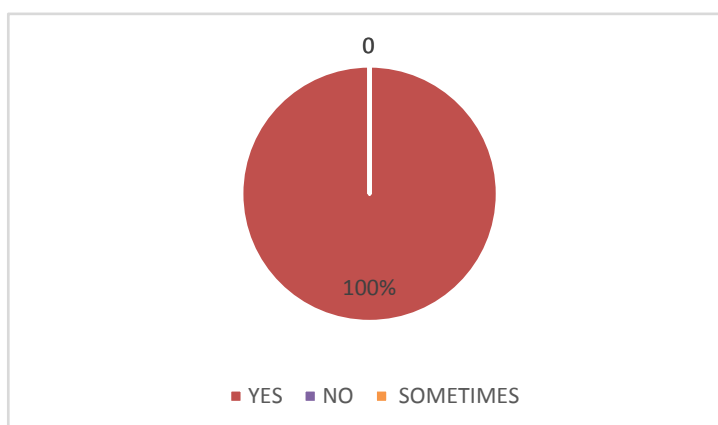
**Question 9.** Do you consider that students have difficulties to describe some objects orally?

**Table 33.** Describe objects

Alternative	Frequency	Percentage
Yes	2	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 33: Describe objects  
 Source: Teacher's survey  
 Author: Lopez, A. (2019)

**Figure 32:**Describe objects



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, the two teachers representing 100% describe objects to teach new topic. By observing the graph, it can be determined that the majority of teachers describe some objects and relate words to their meaning and a smaller part relates words to their knowledge and curiosity to know the meaning of words, interiorizes speech, language, improving the possibilities of usefulness and expression.

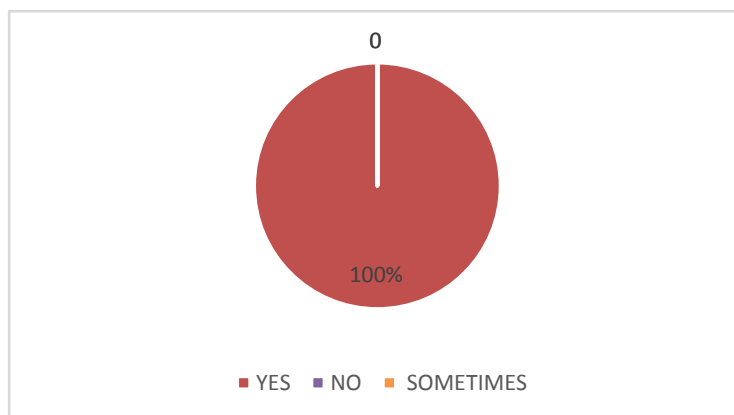
**Question 10.** Do you propose activities in which students can interact with you?

**Table 34.** Students' interaction

Alternative	Frequency	Percentage
Yes	2	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 34: Student's interaction  
 Source: Teacher's survey  
 Author: Lopez, A. (2019)

Figure 33: Students' interaction



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

**Analysis and Interpretation**

According to the data obtained, the two teachers representing 100% student's interaction. By means of the graph it is perceived the interaction with the teacher with their students in the classroom that facilitate the observation and visualization conditioning the verbal expression. In addition, it is important to interact with the students and let them to practice no matter if they make mistakes.

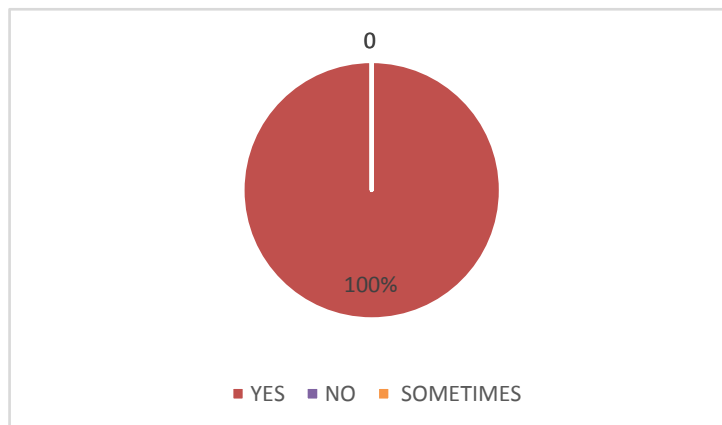
**Question 11.** Do you consider important to teach children´s songs to foster linguistic intelligence on students?

**Table 35.** Children´s songs to foster linguistic intelligence

Alternative	Frequency	Percentage
Yes	2	100 %
Sometimes	0	0 %
No	0	0 %
<b>Total</b>	<b>2</b>	<b>100 %</b>

Table 35: Children´s songs to Foster linguistic intelligence  
 Source: Teacher´s survey  
 Author: Lopez, A. (2019)

Figure 34: Children´s songs to foster linguistic intelligence



**Source:** Teacher Survey  
**Elaborated by:** Lopez, A. (2019)

### Analysis and Interpretation

According to the data obtained, the two teachers representing 100% children´s songs to foster linguistic intelligence. By means of the graph it is perceived that teachers use any type of songs according to the level of students to foster the linguistic intelligence. At this time, students acquire vocabulary, pronunciation, intonation and practice fluency.

### 4.3 HYPOTHESIS VERIFICATION

#### Ranges

	N	Average range	Sum of ranges
Post-test - Pretest			
Negatives ranges	2 <sup>a</sup>	3,00	6,00
Positives ranges	12 <sup>b</sup>	8,25	99,00
Draws	6 <sup>c</sup>		
Total	20		

a. Post-test <Pretest

b. Post-test >Pretest

c. Post-test =Pretest

Table 36: Pre and post-test hypothesis

Source: Hypothesis verification

Author: López, A.(2019)

Test of Wilcoxon ranges: in this test it is possible to identify the calculated ranges for the verification of the hypotheses, a) negative ranges in which the Posttest is smaller than the pretest there are two cases; b) positive ranges in which the posttest is greater than the pretest are considered 12 cases and c) in which there is an equality between the Posttest and the pretest are two cases, adding a total of 20 subjects surveyed, concluding with this that the Lesson Plans, children songs and materials contribute significantly in the development of linguistic intelligence.

#### Statistics of contrast<sup>a</sup>

	Post-test - Pretest
Z	-2,940 <sup>b</sup>
Sig. asintót. (bilateral)	,003

a. Wilcoxon signed signtest

b. Based on negative ranges.

Table 37: Test statistics

Source: Hypothesis verification

Author: López, A.(2019)

In the contrast statistic it can be identified that the p(value) is 0. 003, i. e. the level of significance is less than 0. 05, therefore it is within the tolerance range, it is concluded that the null hypothesis is rejected and the alternative is accepted.



## Hypothesis test summary

	Hipótesis nula	Test	Sig.	Decisión
1	La mediana de las diferencias entre rangos con Pretest y Posttest es igual a 0.	Prueba de Wilcoxon de los signo de muestras relacionadas	,003	Rechazar la hipótesis nula.

Se muestran las significancias asintóticas. El nivel de significancia es ,05.

T  
a  
b  
l  
e  
  
3  
8  
:  
  
H

ypohesis test  
Source: Hypothesis tests  
Author: López, A.(2019)

As shown in table 38 of the hypothesis test summary, according to Wilcoxon the null hypothesis H<sub>0</sub> is rejected: Table 38 and the alternate hypothesis H<sub>1</sub>: table 38 is accepted.

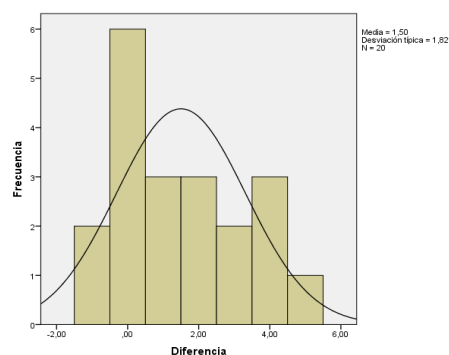
### Normality tests.

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Estadístico	gl	Sig.	Estadístico	gl	Sig.
Diferencia	,195	20	,045	,917	20	,085

a. Corrección de la significación de Lilliefors

Table 39: Normality tests  
Source: Normality tests  
Author: López, A.(2019)

By means of the normality test the distribution of the research data can be identified, by means of the statistician Kolmogorov Smirnov it is verified that the data have an asymmetric distribution by means of the significance value of 0.045.



According to the distribution graph and the calculation of the table of normality, it can be identified that there is asymmetry to the right with a standard deviation of 1,821 and an average of 1.50 of the total population of 20 experienced subjects.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 CONCLUSIONS

According to the observation made to the children at Unidad Educativa “Fé y Alegría”:

- There is a relationship between Children's songs and the Linguistic Intelligence. The alternative hypothesis was identified that the p(value) is 0.003 with the level of significance is less than 0.05, therefore it is within the tolerance range, it is concluded that the null hypothesis is rejected and the alternative is accepted.
- Children's songs such as: playground, lullabies, amusements, cumulative and nonsense songs are teaching resources to develop the Linguistic Intelligence. However, nonsense songs achieve the objectives in order to children demonstrate some abilities and produce the language.
- Through the observations was determined by alternatives that the answers are measured on 3, that is to say that Yes is 3, Sometimes 2 and No 1 in a total of 20 students. According to the first observation the students reached a total of 17. 27/30 which gives a low level. At the intervention with the children's songs.
- According to Gardner's book a checklist was adapted from which the lowest indicators were spoken word, tongue twisters - riddles, speak in public and jokes stories. The highest according to the observations were sing - recite, playing puns, memory, reading books, describes orally objects and interaction.
- Help children to develop their Linguistic Intelligence.

## 5.2 RECOMMENDATIONS

- To strengthen the practice of children's songs in order to improve the development of the linguistic intelligence, stimulate the exercise through the interpretations songs with rhythm accompanied by body expression.
- Allowing children to internalize the nonsense songs and understand the message, stimulating understanding, motivating in expression to reach linguistic intelligence. Nonsense songs are very important because students develop the learning of a foreign language.
- The level of linguistic intelligence was determined by observations with a checklist. Considering the lowest levels were carried out activities to develop their learning process to measure the Linguistic Intelligence.
- Use indicators such as: tongue twisters - riddles, speak in public and jokes stories that contributes to the development of linguistic intelligence but the lowest was taken into account, in this way interaction is facilitated children's communication with the environment that surrounds them through the language.
- Develop a compilation of lesson plans that include children's songs and materials according with the level of students that promote linguistic intelligence.

## REFERENCES

- Arthur, D. (2016). Linguistic Intelligence. U.K.
- Badia, D. (1992). Juegos de Expresión Oral y Escrita. Barcelona: Editorial GRAÓ. Primera edición. p.113.
- Banyard, P. (1995). Introducción a los procesos cognitivos. Barcelona: Ariel. Segunda edición. p.398.
- Bajo, M. ((2004). “Análisis documental”. Obtenido de lectora.pdf
- Berk, P. (2017). Social Nature. Pdf.
- Bernandez, E. (1982). Introducción a la Lingüística del Texto. España: Espasa Calpe. p.143.
- Bernui, R. (2016). Principios y guías éticos para la protección de los sujetos humanos de investigación comisión nacional para la protección de los sujetos humanos de investigación biomédica y del comportamiento. (Barcelona, p.110 - 112).
- Bruner, J (1960). “El Desarrollo del lenguaje”.
- Catalá, M (2005). “Comprehension of a Lecture”. Barcelona- Spain.
- Camera, A (2009). Estrategias innovadoras para la Inteligencia Lingüística”. Piura.
- Calderón, J. (1994). Lengua I y II aplicadas a la educación primaria. Piura: 2da Edición serie Huaquero.
- Campbell, D. (2000). Multiple Intelligences. Practice use to develop new language. Editorial Troquel S.A.
- Carney, T. (2002). Teaching. Madrid: 4ta Edición.
- Congress National, (2013). Code for children and adolescents.
- Diaz, O. (2014). Intrapersonal.
- Chomsky, N. (2017). Language and Communication.
- Ecuador (2008). Law of Intercultural Education.
- España, Y. (2014). Enseñanza del idioma Ingles como segunda Lengua. Mexico.
- Fernández, A. (2011) Speaking and oral fluency. Aplicación en el aula
- Garcia, E. (2015). Corporal Movements.
- Garrido, F. (2004) Reading. México. Planeta.
- Gardner, H. (1998), Mind, México, Fondo de cultura económica.

- Gardner, H. (1998), Theory multiple intelligence, México, Fondo de cultura económica.
- Gardner, H. (2011). Intelligences, Mexico, Book.
- Gonzalez, P (2016). The importance of human intelligence.
- Gordon, L. (2004). Rules of Language. Editorial Gordon. Argentina.
- Granada, U. (2015). Development of Linguistic Intelligence.
- Howard, G. (2017). Cognitive and social Interactionist.
- Jimenez, J. (2016). Resources (1ra ed.). Santiago: Editorial Andrés Bello
- Kaplan, C. (1999) La inteligencia escolarizada s/f.
- La Farga. (2017). Article: “Music and language”
- Leyva, A. (2015). Repertoire in children’s to develop their language. Argentina
- Lizano, M. (2013). Children’s tunes. Mexico – Nuevo Mexico.
- Lozano, W. (2013). Humanity in Children’s songs.
- Luque, L (2015). Rhymed lyrics and learning concepts.
- Mc.Neil, O. (2016). Childhood – Characteristics.
- Montañez, E. (2013). La música como vehículo de comunicación de sentimientos. Revista Digital Ética Universidad de Granada.
- Narvaez, D. (2017). Las canciones infantiles y el desarrollo de la inteligencia lingüística de los niños de 4 a 5 años de la Unidad Educativa “González Suárez” de la ciudad de Ambato. Ambato, Tungurahua, Ecuador: Universidad Técnica de Ambato.
- Navarro, M. (2014). La gestión escolar: una aproximación a su estudio. Estados Unidos: Editorial Palibrio.
- Nietzsche, K (2016).
- Nuñez, M. (2012). La inteligencia emocional. Buenos Aires.
- Paez, L (2011). Classification of children’s songs. U.S.A.
- Pullutasiq, A. F. (2015). El canto infantil y su influencia en el desarrollo del lenguaje oral de los niños y niñas del Centro Educativo “Las Dalias” paralelo C del cantón Ambato provincia de Tungurahua. Ambato, Tungurahua, Ecuador:

Universidad Técnica de Ambato.

- Recalde, A. (2015). Pensamiento, palabras y música. Madrid: EDAF, S.A.
- Rivas, E. (2014). La canción infantil en la educación infantil y primaria: las TIC como recurso didáctico en la clase de música. España: Ediciones Universidad de Salamanca.
- Robin, T. (2015). Humanity in the music development. Mexico.
- Rosas, I. (2013). Origen de las canciones infantiles.
- Rueda, J. (2013). Propuesta de un Plan Didáctico de Bits de Inteligencia para mejorar el Lenguaje en niños de 2 a 3 años en el Centro de Desarrollo Infantil "Colorines" (Bachelor's thesis,). Azuay, Ecuador: Universidad del Azuay.
- Opie, M. (2011). Musical Compositions. Barcelona.
- Ordóñez, S. (1981). Semantic and linguistic: (aproximación funcional). En S. G. Ordóñez, Linguistic and semantic.
- Orff, A. (2017). Metacognitive strategies to teach english. Book "Strategies to teach English".
- Ortiz, P. (2015). Children's songs effects. España.
- Privateneews. (junio de 2009): Intellect Books.México, Fondo de cultura económica.
- Sanchez, K. (2016). Characteristics of Linguistic Intelligence.
- Sarget, Y. (2014). Musical compositions. Barcelona – Malaga.
- Salas, M. (2016). Strategic process in the language.
- Silva, P. (2015). Development of Linguistic Intelligence in the children's songs.
- Sole, I. (1996) Construyendo la comprensión. Barcelona. Graó.
- Torre, T. (2016). Musical resources to develop the Linguistic intelligence.
- Tower, L. (2016). Linguistic Intelligence. Semantic and Word formation.
- Universidad César Vallejo. (2004). Estrategias de aprendizaje. Trujillo
- Universidad de Piura. (2002). Fascículo de comprensión lectora N° 01 y 02. Edición del Ministerio de Educación.
- Universidad Nacional de Piura. (2004). Fascículo de ciencia, conocimiento, método

e investigación científica.

- Lectura crítica, Estrategias de comprensión lectora, Ministerio de Educación, 2010.
- Visser, B. (2006). G and the measurement of multiple intelligences: A response to Gardner. *Intelligence*, 35(5), 507–510.
- White, J. (2006). Multiple invalidities. In J. A. Schaler (Ed.), *Howard Gardner under fire. The rebel psychologist faces his critics* (pp. 45–72). Chicago: Open Court.
- Woodcock, R. (2002). New looks in the assessment of cognitive ability. *Peabody Journal of Education*, 77(2), 6–22.
- Yuste, R. (1998). *BADyG: Manual técnico [BADyG. Technical manual]*. Madrid: CEPE.

## **Annex 1: Academic Article**

### **“CHILDREN’S SONGS AND THE LINGUISTIC INTELLIGENCE AT UNIDAD EDUCATIVA FÉ Y ALEGRÍA”**

Adriana María López Jórdan  
Universidad Técnica de Ambato  
adrimarialopez@gmail.com

Mg. Ruth Elizabeth Infante Paredes  
Universidad técnica de Ambato  
ruthinfantep@gmail.com

#### **Abstract**

The investigation aimed to research about the relationship between Children's songs and the linguistic intelligence of students from 6 to 7 years old at Unidad Educativa Fé y Alegría. In the methodological area the use of qualitative approaches stood out because it contributed to the improvement of the theoretical and quantitative framework by using tables and graphs that gave rise to the analysis and interpretation of data from the statistical perspective, the modalities were field and bibliographicaldocumentary, in the levels or types used the exploratory stood out to analyze the reality of the problem to investigate, the descriptive studies of the problem and the causes and effects; association of variables integrates the independent variable children’s songs and the dependent variable the linguistic intelligence. The work was carried out with a population of twenty children and two teachers for two weeks. The operationalization of variables both independent and dependent benefited in the elaboration of instruments to collect numerical data using the list of comparison, lesson plans, surveys and checklists, while the analysis and interpretation supported to verify and to accept the affirmative hypothesis: Children's songs have a relationship with the linguistic intelligence of children from 6 to 7 years old at Unidad Educativa Fé y Alegría. Nonsense songs help children to develop their pronuciation, vocabulary and their learning process.

**Descriptors:** Children's songs, Nonsense songs, linguistic intelligence, multiple intelligence and human intelligence.



## **1. Introduction**

In Ecuador, various educational institutions use music as a methodological resource to awaken the child's interest in learning; its contribution stands out in the strengthening of linguistic intelligence; unfortunately, several teachers take the use of the book issued by the Ministry of Education, a conditioning element for progress in linguistic intelligence, as a basis for daily practice. Unfortunately, the lack of interest on the part of teachers in the use of musical resources and tools damages the development of linguistic intelligence, the acquisition of vocabulary, the improvement of language, discouraging the student in the process of teaching and learning. The teacher's disinterest in the use of children's songs affects the expression of thoughts, emotions, diminishing confidence, the development of linguistic intelligence, progress in language, impairing thinking, reasoning, pronunciation, vocalization, cooperation, comprehension, limiting social skills and creativity. In Tungurahua province, the function of the teachers is learning and fulfilling the principles of Critical Pedagogy, in order to the students being able to participate in the construction of their learning process. During their work, teachers take as their guide only the Early Education Curriculum, generating barriers in linguistic intelligence, the development of basic functions, active At Unidad Educativa "Fé y Alegría", teachers receive workshops, trainings, and participate in innovations to improve their insufficient work to interest in the use of music, the acquisition of language skills, oral language, memory and thought; discouraging the performance of tasks and activities designated by the teacher.

## **2. Theoretical Framework**

### **Teaching of Foreign Language**

Speaking English is now an essential part of integral formation. of a person inserted in a world whose borders cross continuously. The current academic and personal training requires that a with other societies in order to have access to the information they need the development of knowledge and the debate of ideas; in this way, it will be able to confront their positions and define their insertion in the world. Currently, there are three basic theories that provide different interpretations of how language is acquired. Learning is also a strategic process, as each country has its own learning process. Student has a different way of learning, and different preferences with respect to activities and materials. The teacher must direct the students towards a conscious development of their own learning strategies and thus become self-employed learners. Metacognitive strategies, including planning and reflection on learning, to control one's own performance of tasks, to control the self-evaluation. Cognitive strategies, which involve conscious forms of improve learning, such as sorting, comparing, matching, predicting, or repeat. Social strategies, of which learning by doing is one of the most important. interacting with others, asking for help, collaborating, correcting yourself between peers or cooperate together in language learning activities. All these processes are carried out in the working dynamics of the Cooperative Learning for the learning of a foreign language, by extension, for learning English.

### **Teaching Resources**

Teaching resources are the means or support materials that the teacher uses to mediate the contents of new significant learning or

role in front of an adult. (Leyva, 2016, p.122). Through the medium of children's tunes, you can

the body and exercises its coordination. It strengthens the emotional and social development: it contributes in the integration and interaction with the group favoring in the rhythmic sense and hearing (p. 4).

Classification of children's songs: Children's songs are classified by their function into several categories that have different functions. For (Paez, 2011) children's songs are classified in:

- Playground song: used in children's games such as choro or rubber. It could include luck and mockery.
- Lullabies and bedtime songs: also known as cribs, which are used to entertain or sleep children, or to get them used to the cradle.
- Amusements songs: Its function is to entertain or amuse the child.
- Cumulative songs: in them the children learn something, from the parts of the body to the body moral lessons.
- Nonsense songs: in this type of songs children demonstrate some abilities, examples are tongue twisters or riddles. They consist in transgressing the common forms of syntax and semantics, as well as reality or what is expected. These are word games that produce verses that are strange and meaningless. Very often used in songs as a poetic or stylistic resource, and often appears in children's songs, as a fantastic narrative because they generate fun scene. Finally, in a more emotional environment, music will bring sensitivity and help to get closer to others, making the children improve their socialization. This way, the children will have more resources when it comes to solving problems.

#### **Human Intelligence**

It is the global term that described a property of the mind in which there are related such skills as the capacities of the abstract thought, the

activities increase the development of thinking for the problem solving and the development of

understanding, the communication, the reason, the learning, the planning and the solution of problems. (Gonzalez, 2016). The intelligence is the aptitude to deal or understand the different situations permitting to reason, to glide, to think in an abstract way, to understand complex ideas, to learn quickly, overcoat to solve problems across the experience. Intelligence is influenced by the environment due to several conceptualizations that are expressed in different tests, reflecting a person in a different way in relation to their skills (Walters, 2010). The child progressively acquires different capacities, requiring of exploration to the environment, musical activity and corporal exercises for achieve adequate intellectual development; according to (Gonzalez, 2015). Intelligence is a theoretical constructor that encompasses a myriad of skills schemes or plans that mature or are reconstructed in response to the stimulation and exercise in increasing symbolic and complex forms, is a process of the acquisition of knowledge that depends on the environment so that these come out and stay (p. 18). The student, by being an actor in his learning, acquires experiences that are oriented towards intelligence that includes the criterion of excellence in equilibrium, of events, through the incorporation of information that can be used as a basis for favors intellectual development, language, creativity and attention.

#### **Multiple Intelligence**

The intelligences are teachable and are the result of the interaction of biological and environmental factors, an intelligence exists always in relation with other one and not in an isolated way since all the works and roles of the adult man need from a combination of intelligences even if one emphasizes more of other one. (Civarolo, 2009, p. 27). The theory of

Gardner's multiple intelligences proposes that it exists at least six types of intelligences or intelligent ways of being every person possesses

Characteristics: Linguistic intelligence is the capacity implicit in reading and writing, as follows as well as in listening and also in

Educativa Fé y Alegría. The research maintains a direct relationship with the actors of the event, becoming a manageable source of information, it was carried out at Unidad Educativa "Fé y Alegría with the purpose of analyzing Children's songs and the linguistic intelligence through the expansion of the linguistic scientific knowledge and methods. The study

population is the children at Unidad Educativa Fé y Alegría. The population to be researched is formed by a universe of 20 students, corresponding to the academic period September 2018- February 2019.

**Null Hypothesis**

Children's songs do not have a relationship with the Linguistic Intelligence of the children at Unidad Educativa Fé y Alegría.

**Alternative Hypothesis**

Children's songs have a relationship with the Linguistic Intelligence of the children at Unidad Educativa Fé y Alegría.

**4. Analysis and Results**

This chapter presents the interpretation of the data obtained from the students at Unidad Educativa "Fé y Alegría. Besides, the verification of the hypothesis is included the results, in which the percentages for each question from the data collection obtained in the students' checklist and teachers' survey are the following.

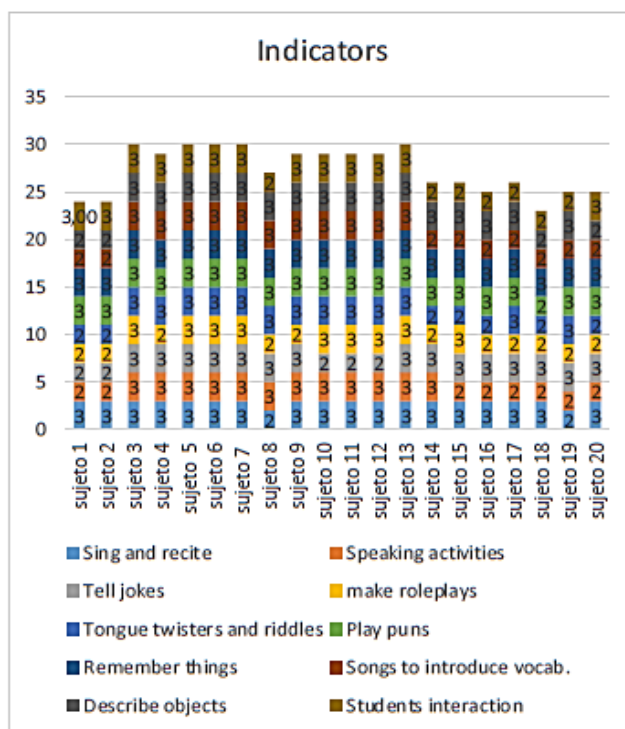
**FINAL PRE AND POST OBSERVATION**

**STUDENT'S CHECKLIST (POST-OBSERVATION)**

**Table 1: Final pre and post-observation experimental group**

	Sing and recite	Speaking activities	Tell jokes	Make roleplays	Tongue twisters and riddles	Play puns	Remember things	Songs to introduce vocab.	Describe objects	Students interaction
sujeto 1	3	2	2	2	2	3	3	2	1	3
sujeto 2	3	2	2	2	2	3	3	2	1	3
sujeto 3	3	3	3	3	3	3	3	3	1	3
sujeto 4	3	3	3	2	3	3	3	3	1	3
sujeto 5	3	3	3	3	3	3	3	3	1	3
sujeto 6	3	3	3	3	3	3	3	3	1	3
sujeto 7	3	3	3	3	3	3	3	3	1	3
sujeto 8	2	3	3	2	3	3	3	3	1	2
sujeto 9	3	3	3	2	3	3	3	3	1	3
sujeto 10	3	3	2	3	3	3	3	3	1	3
sujeto 11	3	3	2	3	3	3	3	3	1	3
sujeto 12	3	3	2	3	3	3	3	3	1	3
sujeto 13	3	3	3	3	3	3	3	3	1	3
sujeto 14	3	3	3	2	2	3	3	2	1	2
sujeto 15	3	2	3	3	2	3	3	2	1	2
sujeto 16	3	2	3	2	2	3	3	2	1	2
sujeto 17	3	2	3	2	3	3	3	2	1	2
sujeto 18	3	2	3	2	2	2	3	2	1	2
sujeto 19	2	2	3	2	3	3	3	2	1	2
sujeto 20	3	2	3	2	2	3	3	2	1	3

**Figure 1: Final pre and post-observation experimental group**



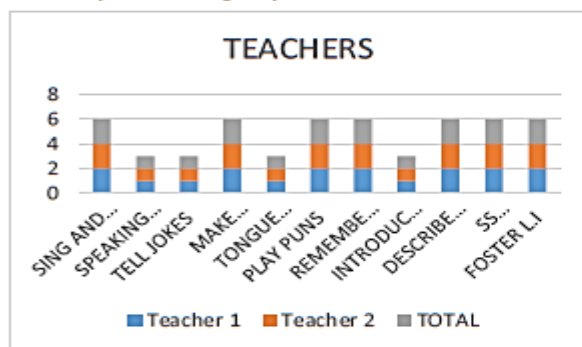
According to the table 1 corresponding to the pre and post observation between 20 children, the final score in Sing and recite was 2,9, Speaking activities 2,6, Tell jokes 2,8, Make roleplays 2,5, tongue twisters and riddles 2,7, Play puns 3, remember things 3, Songs to introduce vocabulary 2,6, Describe objects 2,8 and students interaction 2,7. As it is shown, there was a bit variation in the pre and post results. Communicative activities were relevant in this process because students didn't have an interaction or extra activities that could aport with their learning process. This process was relevant to be evaluated since students need to have the capacity to interact in English appropriately. Students at the beginning have some difficulty that required support and prompting.

### Teachers' Survey

**Table 2: Final pre and post-observation**

	SING AND RECITE	SPEAKING ACTIVITIES	TELL JOKES	MAKE ROLEPLAYS	TONGUE TWISTERS	PLAY PUNS	REMEMBER THINGS	INTRODUCE VOCAB.	DESCRIBE OBJ.	STUDENTS INTERACTION	FOSTER LI
Teacher 1	2	1	1	2	1	2	2	1	2	2	2
Teacher 2	2	1	1	2	1	2	2	1	2	2	2
TOTAL	2	1	1	2	1	2	2	1	2	2	2

**Figure 2: Final pre and post-observation experimental group**



According to the data obtained, the two teachers representing 2 points in which sing and recite 2, speaking activities 1, tell jokes 1, make roleplays 2, tongue twisters and riddles 1, play puns 2, remember things 2, introduce vocabulary 1, describe objects 2, students interaction 2 and foster linguistic intelligence 2. By observing the graph, it can be determined that the majority of teachers describe some objects and relate words to their meaning and a smaller part relates words to their knowledge and curiosity to know the meaning of words, interiorizes speech, language, improving the possibilities of usefulness and expression.

**Ranges**

	N	Average range	Sum of ranges
Negatives ranges	2 <sup>a</sup>	3,00	6,00
Positives ranges	12 <sup>b</sup>	8,25	99,00
Draws	6 <sup>c</sup>		
Total	20		

a. Post-test < Pretest

b. Post-test > Pretest

c. Post-test = Pretest

Table 22: Pre and post-test hypothesis

Source: Hypothesis verification

Author: López, A. (2019)

Test of Wilcoxon ranges: in this test it is possible to identify the calculated ranges for the verification of the hypotheses, a) negative ranges in which the Posttest is smaller than the pretest there are two cases; b) positive ranges in which the posttest is greater than the pretest are considered 12 cases and c) in which there is an equality between the Posttest and the pretest are two cases, adding a total of 20 subjects surveyed, concluding with this that the Lesson Plans, children songs and materials contribute significantly in the development of linguistic intelligence.

## 5. Conclusion

### REFERENCES

lenguaje oral de los niños y niñas del Centro Educativo "Las Dalías" paralelo C del cantón Ambato provincia de Tungurahua. Ambato, Tungurahua, Ecuador: Universidad Técnica de Ambato.

- Recalde, A. (2015). *Pensamiento, palabras y música*. Madrid: EDAF, S.A.
- Rivas, E. (2013). *La canción infantil en la educación infantil y primaria: las TIC como recurso didáctico en la clase de música*. España: Ediciones Universidad de Salamanca.
- Rosas, I. (2013). *Origen de las canciones infantiles*.
- Rueda, J. (2013). *Propuesta de un Plan Didáctico de Bits de Inteligencia para mejorar el Lenguaje en niños de 2 a 3 años en el Centro de Desarrollo Infantil "Colorines"* (Bachelor's thesis,). Azuay, Ecuador: Universidad del Azuay.
- Ordóñez, S. (1981). *Semantic and linguistic: (aproximación funcional)*. En S. G. Ordóñez, *Linguistic and semantic*.
- *Privatenews*. (junio de 2009): *Intellect Books*. México, Fondo de cultura económica.
- Sole, I. (1996) *Construyendo la comprensión*. Barcelona. Graó.
- Universidad César Vallejo. (2004). *Estrategias de aprendizaje*. Trujillo
- Universidad de Piura. (2002). *Fascículo de comprensión lectora N° 01 y 02*. Edición del Ministerio de Educación.

## 6. Recommendation

fluency. Aplicación en el aula

investigación científica.

- *Lectura crítica, Estrategias de comprensión lectora*, Ministerio de Educación, 2010.
- Visser, B. (2006). *G and the measurement of multiple intelligences: A response to Gardner*. *Intelligence*, 35(5), 507–510.
- White, J. (2006). *Multiple invalidities*. In J. A. Schaler (Ed.), *Howard Gardner under fire. The rebel psychologist faces his critics* (pp. 45–72). Chicago: Open Court.
- Woodcock, R. (2002). *New looks in the assessment of cognitive ability*. *Peabody Journal of Education*, 77(2), 6–22.

## Annex 2: Approval



UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE IDIOMAS



Licenciada

Verónica Bueñano

Docente de la Unidad Educativa "Fe y Alegría"

Presente.-

De mi consideración:

Con un saludo cordial y condecorador de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "CHILDREN'S SONGS AND THE LINGUISTIC INTELLIGENCE AT UNIDAD EDUCATIVA FE Y ALEGRIA"

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta los objetivos, tablas de validación y el instrumento.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Adriana Lopez

Validación  
20-11-2018



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE IDIOMAS



Licenciada  
Gabriela Pérez  
Docente de la Unidad Educativa "Fe y Alegría"  
Presente.-

De mi consideración:

Con un saludo cordial y conocedor de su alta capacidad profesional, me permito solicitarle muy comedidamente su valiosa colaboración en la validación de los instrumentos (encuestas) a utilizarse en la recolección de información para el desarrollo del proyecto: "CHILDREN'S SONGS AND THE LINGUISTIC INTELLIGENCE AT UNIDAD EDUCATIVA FE Y ALEGRIA"

Mucho agradeceré seguir las instrucciones que se detallan a continuación para lo cual se adjunta el instrumento.

Aprovecho la oportunidad para reiterarle mis sentimientos de consideración y estima.

Atentamente,

Adriana Lopez

Validación  
20-11-2018

### Annex 3: Pre and post observation



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS DE LA**  
**EDUCACIÓN**  
**CARRERA DE IDIOMAS**



Checklist apply to 6-7 to students at Unidad Educativa "Fe y Alegría" school.

**Objective:** To determine the relationship between the children's songs and the linguistic intelligence at Unidad Educativa "Fé y Alegría".

**Instruction:** Observe students and match **Yes** or **No** according to the indicators.

Nº	INDICATORS	YES	NO	SOMETIMES
1	The student likes to sing and recite in front of the classmates.			
2	The student likes to listen to the spoken word.			
3	The student likes to speak in public.			
4	The student tells jokes and made up little stories.			
5	The student enjoys telling tongue twisters and riddles.			
6	The student enjoys playing puns (games of words).			
7	The student has a good memory to remember names, places and dates.			
8	The student enjoys Reading books.			
9	The student describes orally some objects in a simple way.			
10	The student enjoys interacting with the teacher.			

Adapted from: <http://www.garnerc.gov/home/showdocument?id=3650>





**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**



Interview directed to English Teachers at Unidad Educativa "Fe y Alegría" school.

**Objective:** To determine the relationship between the children's songs and the linguistic intelligence at Unidad Educativa "Fé y Alegría".

**Instruction:** Place an **X** in the Scale that you consider to be suitable.

1.- Does the child sing and recite in front of the class?

YES (    )                      NO (    )                      SOMETIMES (    )

2.- Do you do activities to develop speaking skills with your children?

YES (    )                      NO (    )                      SOMETIMES (    )

3.- Does the child do speaking activities to develop the communication?

YES (    )                      NO (    )                      SOMETIMES (    )

4.- Do you tell jokes to your students and let them make up little stories?

YES (    )                      NO (    )                      SOMETIMES (    )

5.- Does the child enjoy telling tongue twister and riddles in front of the class?

YES (    )                      NO (    )                      SOMETIMES (    )

6.- Do you play puns with your children to practice pronunciation?

YES (    )                      NO (    )                      SOMETIMES (    )

7.- Do you select activities to develop vocabulary and remember things?

YES (    )                      NO (    )                      SOMETIMES (    )

8.- Do you read books according with the level of your students ?

YES (    )                      NO (    )                      SOMETIMES (    )

9.- Do you consider that children have difficulties to describe some objects orally?

YES (    )                      NO (    )                      SOMETIMES (    )

10.- Do you think that children have problems to interact with the teacher?

YES (    )                      NO (    )                      SOMETIMES (    )

11.- Do you consider important to teach children's songs to foster linguistic intelligence on students?

YES (    )                      NO (    )                      SOMETIMES (    )



UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACION  
CARRERA DE IDIOMAS

# LESSON PLANS

TITLE: "CHILDREN'S SONGS AND THE LINGUISTIC INTELLIGENCE AT  
UNIDAD EDUCATIVA "FÉ Y ALEGRÍA"



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**



**TITLE: “CHILDREN'S SONGS AND THE LINGUISTIC INTELLIGENCE AT UNIDAD EDUCATIVA “FÉ Y ALEGRÍA” SCHOOL FROM AMBATO CITY, TUNGURAHUA PROVINCE”**

**General Objective:**

- To determine the relationship between the children’s songs and the linguistic intelligence at Unidad Educativa “Fé y Alegría”.

**Objectives**

- To define the Children’s Songs categories.
- To determine the level of the Linguistic Intelligence
- To propose a possible solution to the investigated problem.

**Methodology**

The methodology used is basic and very important to comply with a previously planned work as lesson plans, materials and songs where the deductive method is applied starting from the general through the observation of videos, readings about the topic raised to reach the particular, ie to give solution to the problem, this organized work will provide activities to develop and to achieve the expected achievements.

## Tabla de contenido

<b>LESSON PLAN 1</b> .....	<b>126</b>
SONG 1 "OLD MACDONALD" .....	127
HANDOUT 1 .....	130
FLASHCARDS .....	131
HANDOUT 2 .....	133
<b>LESSON PLAN 2</b> .....	<b>135</b>
SONG 2 "HAPPY FRUITS" .....	136
HANDOUT 1 .....	138
HANDOUT 2 .....	140
<b>LESSON PLAN 3</b> .....	<b>142</b>
SONG 2 "FAVORITE SEASON" .....	143
HANDOUT 1 .....	145
<b>LESSON PLAN 4</b> .....	<b>147</b>
SONG 2 "HEAD, SHOULDER, KNEES AND TOES" .....	148
HANDOUT 1 .....	150
HANDOUT 2 .....	151

## LESSON PLAN 1

**Topic:** What is it?

**Linguistic Intelligence:** Spoken Word

**Type of song:** Nonsense song

**Aims to develop and practise:**

**Vocabulary:** simple actions

**Structure:** It's a/an.....

**Integrated skills:** listening, speaking, reading, writing

**General Objective:** To describe the sounds of each animal in a farm and sing it.

**Learning outcomes:** At the end of the lesson, the pupils will be able to:

- a) Know the names of different types of animals.
- b) Identify the animals' sounds.
- c) Read aloud animals' name with the correct pronunciation.

Age (6-7 years)

Time: 90 minutes approximately

### Materials

1. Song, activity sheet, answers, song and lyrics

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

CODE: [jpr6xzf](#)

2. Resources: handouts, pen, markers, board, scissors, color paper & pencils

### Introduction

In this lesson, learners will be introduced to the popular song "Old Macdonald had a farm". They will listen to the song, complete comprehension activities, practise the vocabulary and structure in the song, sing the song. Finally learners can do handout 1 and 2 based on the song, and creating new verses for the song.

## Procedure

### 1. Introduce the topic:

- The teacher starts the class reading a short story about “Peter, an old farmer” by showing some pictures (handout 1).
- The teacher asks questions like:
  - ‘Is it a dog that says ‘Baa-baa’?
  - ‘Is it a cow that says ‘Moo-moo’?
  - ‘Is it a pig that says ‘Woof-woof’?
  - ‘Is it a horse that says ‘Oink-oink’ ?

### 2. Listening to the song and introduce written form of vocabulary:

- The teacher plays the song and encourage learners to do the sounds during the song using the link.

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

- The teacher plays the song again. This time, the teacher randomly picks five learners and asks them to imitate the sounds of animals in front of the class.

### 3. Restructure of ideas

- The teacher asks students to complete the *handout 2*.
- The teacher provides instructions and materials for each one.
- The teacher explains that they are going to listen again the song in order to classify the animals into their categories.
- Then, the teacher encourages learners to use the prompt ‘It is...’ as well as the animal’s name in order to answer some questions like.

*.Example:*

**Teacher:** *What is it? Where does he live?*

**Student:** *It is a dog. He lives in a farm.*

#### **4. Production (spoken word)**

- The teacher asks students to create a new part of the song using the three categories: in the farm, in the zoo and in the sea including the sounds of each animals.
- The teacher asks students to present the new part in front of the class and sing.
- The teacher asks students to repeat the new parts in chorus.

**Example:**

##### ***IN THE FARM***

*Old Peter had a farm,  
E-I-E-I-O,  
And on his farm he had some cats,  
E-I-E-I-O,  
With a meow- meow here,  
And a meow - meow there,  
Here a meow, there a meow,  
Everywhere a meow - meow.*

##### ***IN THE ZOO***

*Old Peter had a zoo,  
E-I-E-I-O,  
And on his zoo he had some lions,  
E-I-E-I-O,  
With a roar- roar here,  
And a roar - roar there,  
Here a roar, there a roar,  
Everywhere a roar - roar.  
Old Peter had a zoo,  
E-I-E-I-O.*

## **IN THE SEA**

*Old Peter had a lake,  
E-I-E-I-O,  
And on his lake he had some fishes ,  
E-I-E-I-O,  
he had some fishes ,  
E-I-E-I-O,  
With a tinkle- tinkle here,  
And a tinkle - tinkle there,  
Here a tinkle, there a tinkle,  
Old Peter had a lake,  
E-I-E-I-O.*

[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

© The British Council, 2018 The United Kingdom's international organisation for educational opportunities and cultural relations. We are registered in England as a charity.



**HANDOUT 1**  
**FLASHCARDS**

**STORY: "PETER AN OLD FARMER"**



Peter is an old farmer who lives with his animals in a village call “Wonderful”. One day his grandson Tom visits him in the farm. He sees a lot of animals making different sounds. He observes carefully:

Molly the cow that goes *MOO...MOO..*  
*MOO*

George the pig says  
*OINK....OINK....OINK*

Jerry the duck says *QUACK...  
QUACK.....*

Larry the dog says  
*WOOF..WOOF..WOOF*

By the end of the day, Tom can only bark like a dog *WOOF..WOOF* and *MEOW..MEOW.....*like a cat.



**MOLLY THE COW**



**GEORGE THE PIG**

Adapted from:<https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->



**JERRY THE DUCK**



**LARRY THE DOG**

Adapted from:<https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

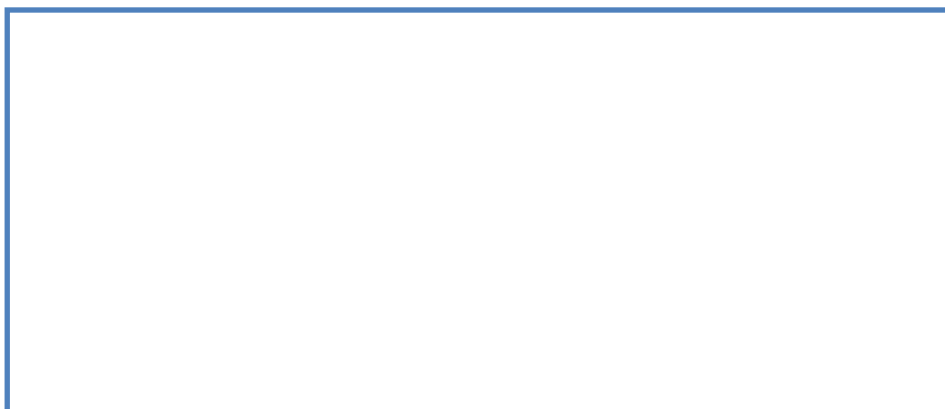
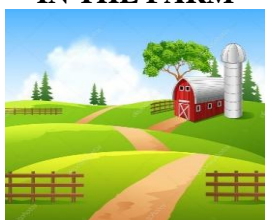
## HANDOUT 2

### WHERE DO YOU FIND THESE ANIMALS?

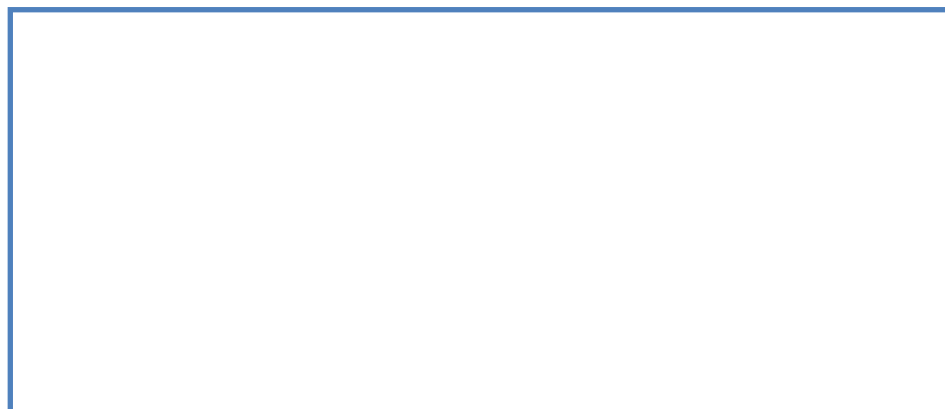
NAME: .....

1. Cut out the pictures and glue them on the correct category.

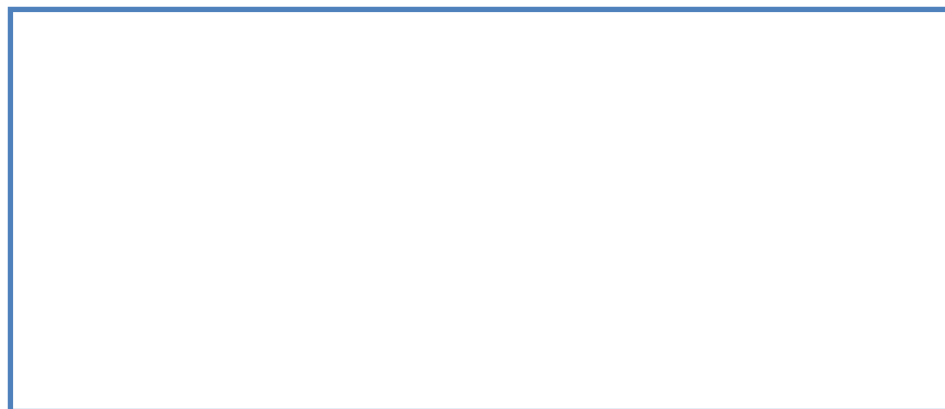
#### IN THE FARM



#### IN THE ZOO

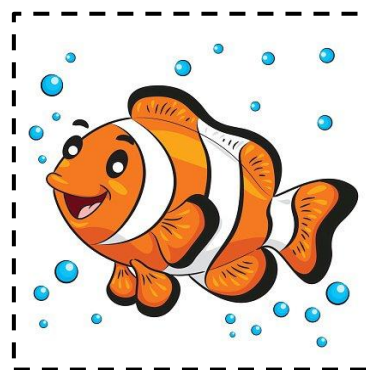
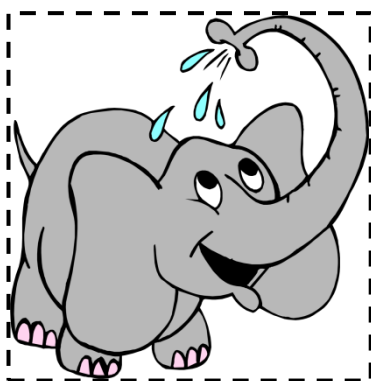
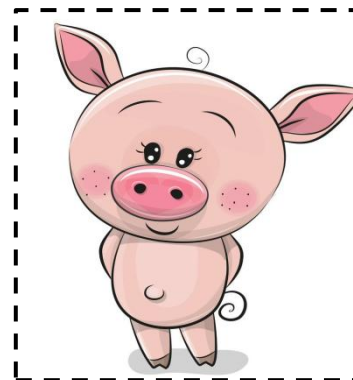
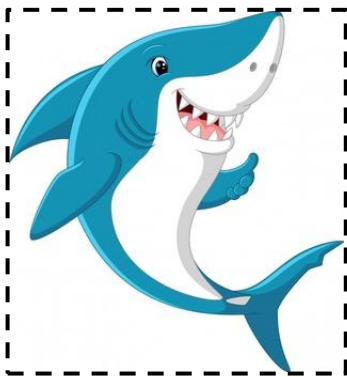


#### IN THE WATER



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

CUT OUT



Adapted from:<https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

## LESSON PLAN 2

**Topic:** What fruit is it?

**Linguistic Intelligence:** Tongue twister and riddles

**Type of song:** Nonsense song

**Aims To develop and practise:**

**Vocabulary:** simple actions and colors

**Structure:** There is – There are.....

**Integrated skills:** listening, speaking, reading, writing

**General Objective:** To practice the new vocabulary related to fruits.

**Learning outcome:** At the end of the lesson, students will be able to:

- Recognize and memorize the fruits names with their colors.
- Answer some simple questions about fruits.
- Talk about the names of each fruit.
- Talk about riddles and tongue twister.

Age (6-7 years)

Time: 90 minutes approximately.

### Materials

1. Song, activity sheet, answers, song and lyrics

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

CODE: [jpr6xzf](#)

2. Resources: handouts, pen, markers, board, scissors, color paper & pencils

### Introduction

In this lesson, learners will be introduced to the popular song “Happy fruits”. They will listen to the song, complete comprehension activities, practise the vocabulary and structure in the song, sing the song. Finally learners will do activities based on the song, and create new part of the song.

## Procedure

### 1. Introduce the topic:

- The teacher starts the class telling a tongue twister.

*Tongue Twister:*

*“Red lorry, yellow lorry, red lorry, yellow lorry”*

- The teacher asks students to repeat the tongue twister.
- The teacher randomly picks volunteers to tell the tongue twister quickly but using a different color.

*Example:*

*“Bluelorry, blalck lorry, blue lorry, black lorry”*

### 2. Listen to the song and introduce written form of vocabulary:

- The teacher brainstorms the names of fruits.

*Example:*

*Which fruit is red? .....It is an apple.*

- The teacher plays the song and encourage learners to sing after the teacher.

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

### 3. Restructure of ideas

- The teacher asks students to work in *handout 1*
- The teacher explains students that they are going to put hte fruits and veggies in the correct basket.
- The teacher asks students to cut the fruits and veggies and paste them in the basket.
- The teacher checks answers of Handout 1 and 2 as a whole class.

- The teacher explains that they are going to color and decorate a fruit mask.
- The teacher asks students to use the model of a mask in *Handout 2*
- The teacher provides instructions and materials for each one.
- Then, the teacher encourages learners to use the prompt:  
*“I am an apple and I am red”* according with their fruit mask.
- The teacher asks students to dance and move around the class with their masks.

#### 4. Production (Tongue twister and riddles)

- The teacher asks students riddles in order to guess.
- Students guess

#### Example:

##### *Grape*

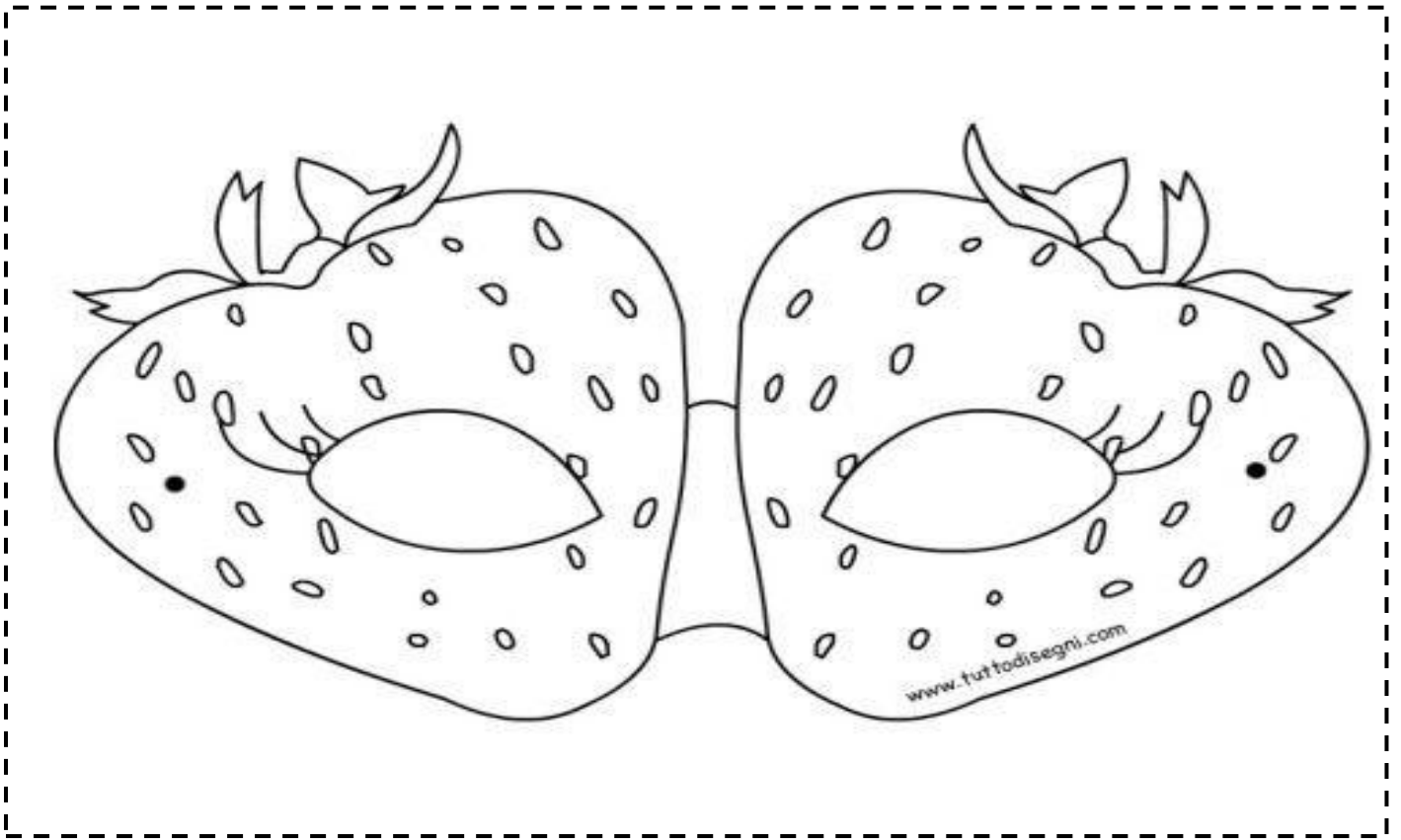
*I can be red or green  
 I get grown on a vine  
 I'm dried to make raisins  
 Or squeezed to help make wine*

##### *Banana*

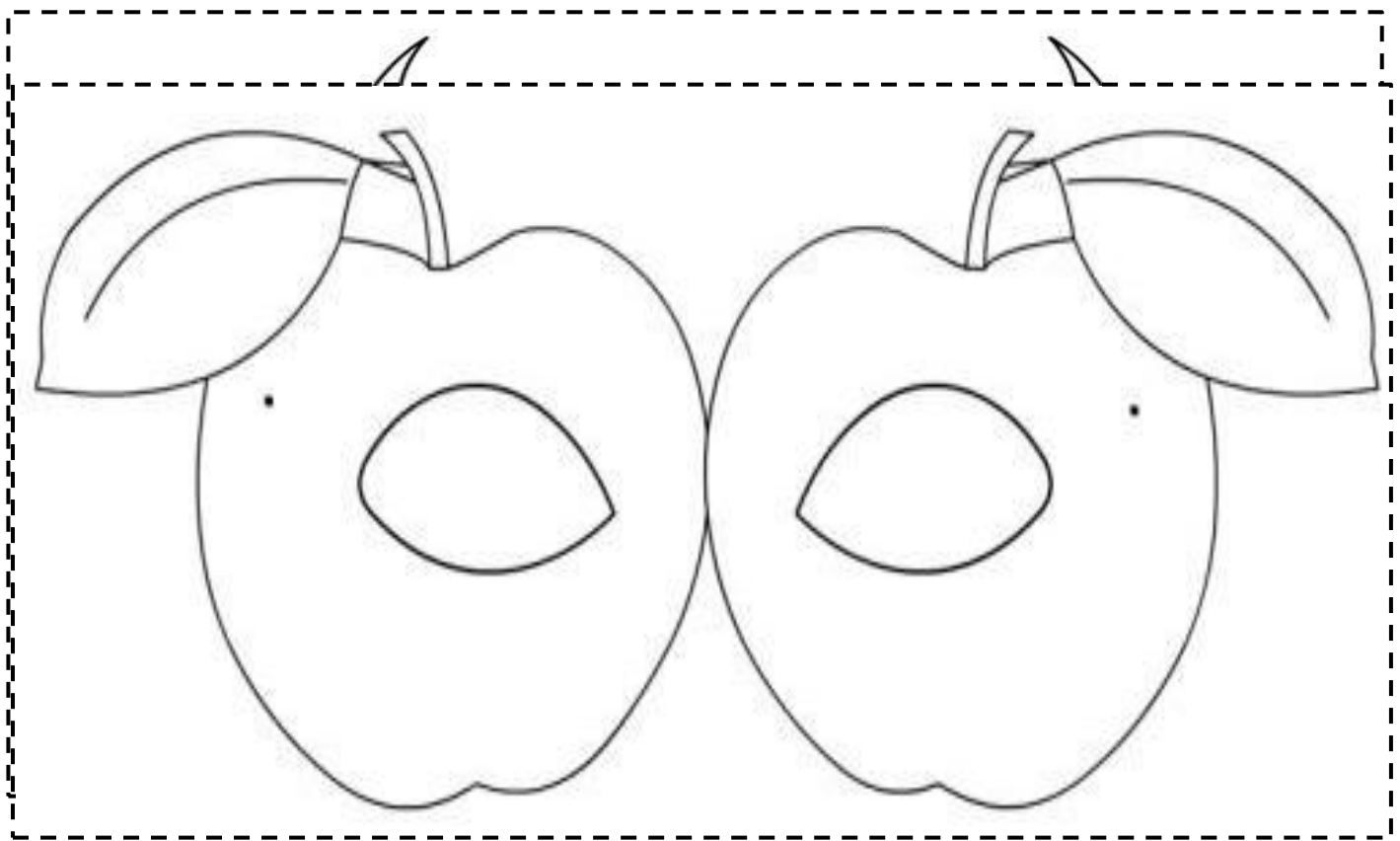
*My color is yellow  
 And I grow on trees  
 I'm a popular food  
 With apes and monkeys*



# HANDOUT 1



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->



Adapted from:<https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

## HANDOUT 2

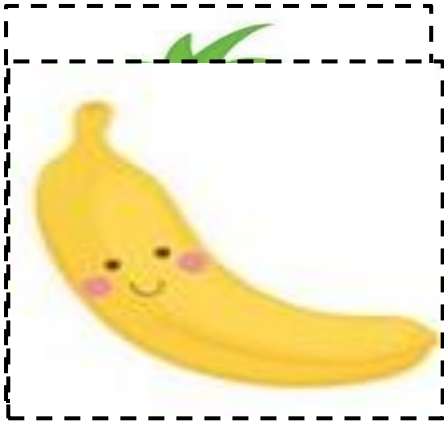
Name: \_\_\_\_\_

**INSTRUCTIONS:** Cut the fruits and vegetables and put them in the correct basket.

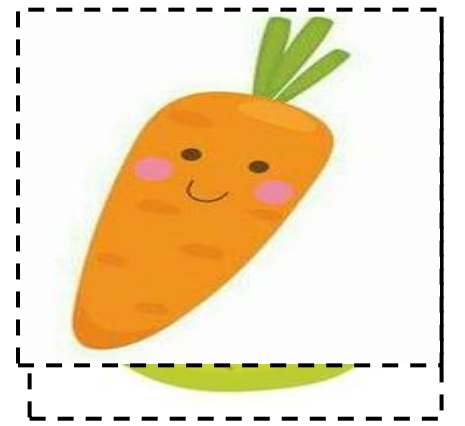
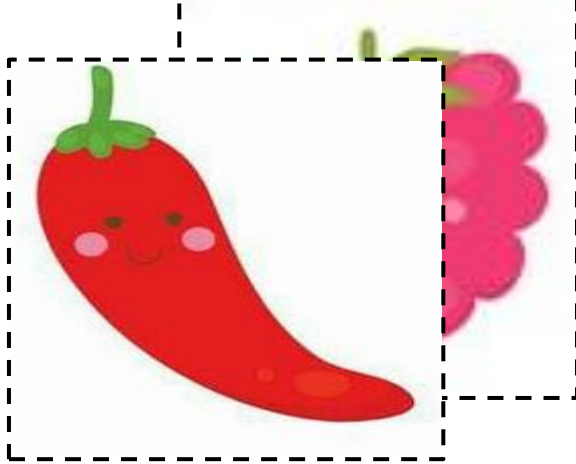


Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es>

CUT OUT:



Adapted



from:<https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

## LESSON PLAN 3

**Topic:** Which is your favorite season?

**Linguistic Intelligence:** Speak in public

**Type of song:** Nonsense song

**Aims To develop and practise:**

**Vocabulary:** summer, spring, winter and fall

**Structure:** I wear a / an.....

**Integrated skills:** listening, speaking, reading, writing

**General Objective:** To talk about the four seasons.

**Learning outcome:** At the end of the lesson, students will be able to:

- Recognize the four seasons.
- Answer some simple questions about the seasons.
- Talk about the clothes that we use in each season.
- Talk about my favorite season.

Age (6-7 years)

Time: 90 minutes approximately.

### Materials

1. Song, activity sheet, answers, song and lyrics

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

CODE: [jpr6xzf](#)

2. Resources: handouts, pen, markets, board, scissors, color paper & pencils

### Introduction

In this lesson, learners will look at different features of the seasons. They will listen to and sing a song, and read a story about the changing seasons. They will think about words and ideas connected to the different seasons or do a reading activity to find out more about the seasons. Then they will work together to produce a poster. Finally learners can complete a craft activity

## Procedure

### 1. Introduce the topic:

- The teacher begins the class by asking students  
*what day is it today?*  
*What's the weather like?*
- The teacher draws 4 columns on the board and title them summer, fall, winter, and spring.
- The teacher draws some pictures related to the seasons and asks students to guess what happen in each season and what we need to dress.

### 2. Listen to the song and introduce written form of vocabulary:

- The teacher plays the song and encourages learners to sing after the teacher.

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

- Students sing the song and guess which season it is outside the window.

### 3. Restructure of ideas

In this activity, children describe what kind of clothing they would wear during different kinds of weather.

- The teacher asks students to work in *handout 1*
- The teacher explains students that they are going to dress a girl with the appropriate clothes.
- The teacher asks students to cut the clothes and glue.
- The teacher checks answers in handout 1.

*It is summer or winter.*

- In this activity, children talk about their favorite season by creating a collage. For example, *In the fall season, I wear.....*
- Students will use magazines, newspapers or pictures to create their collage.
- The teacher asks students to pass to the front and present their favorite season.

*Example:*

*My favorite season is .....*

#### **4. Production (Speak in Public)**

##### **Outside my window**

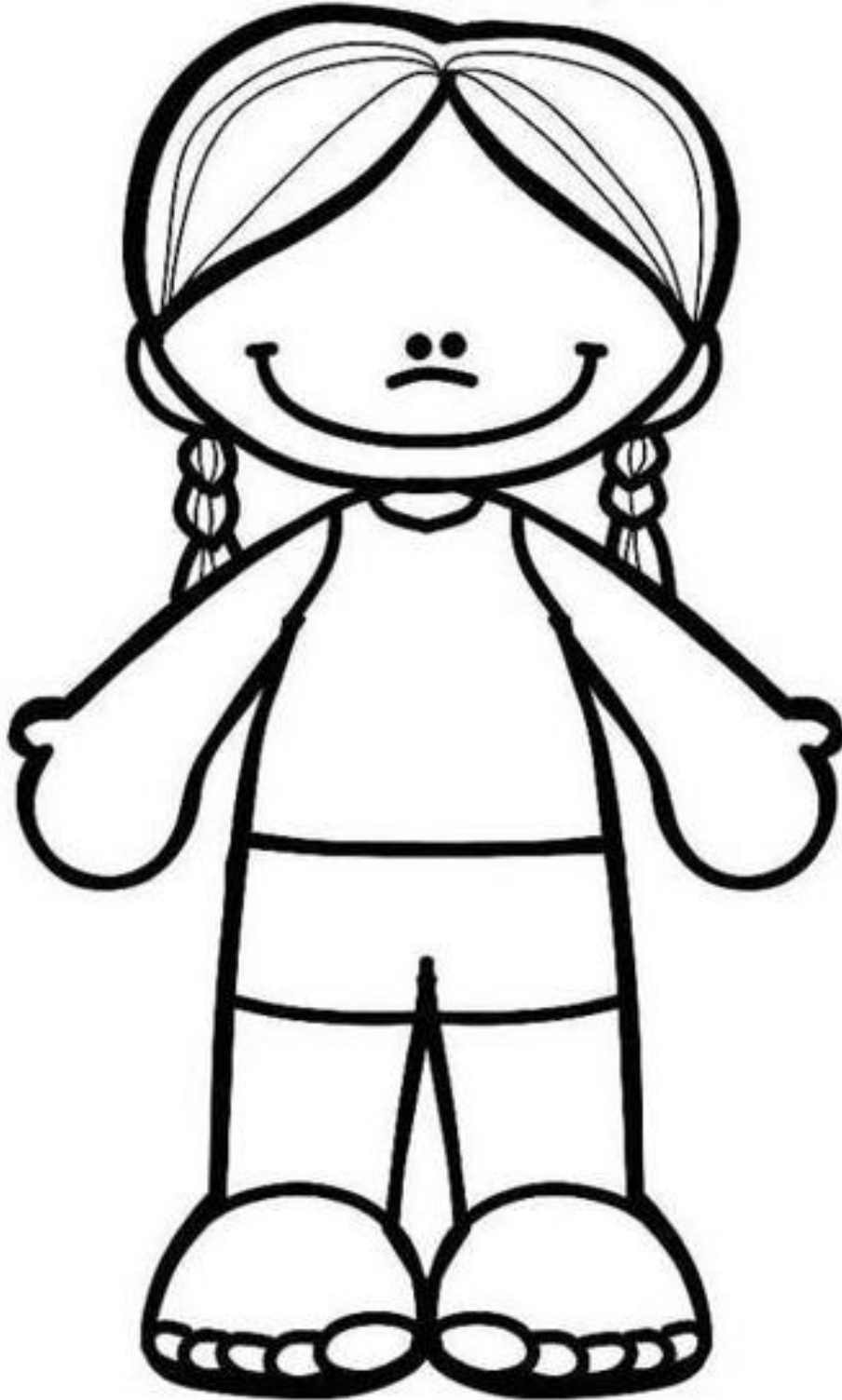
- In this activity, children describe what kind of clothing they would wear during different kinds of weather.
- The teacher asks students to use paper in order to create a window with different weather outside.
- Students talk about their work in front of the class.
- **Example: It is raining. We wear boots.**

## HANDOUT 1

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

**INSTRUCTIONS:** Dress me with the proper winter clothes.

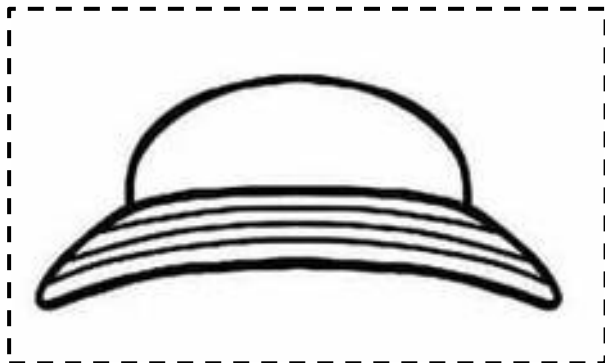
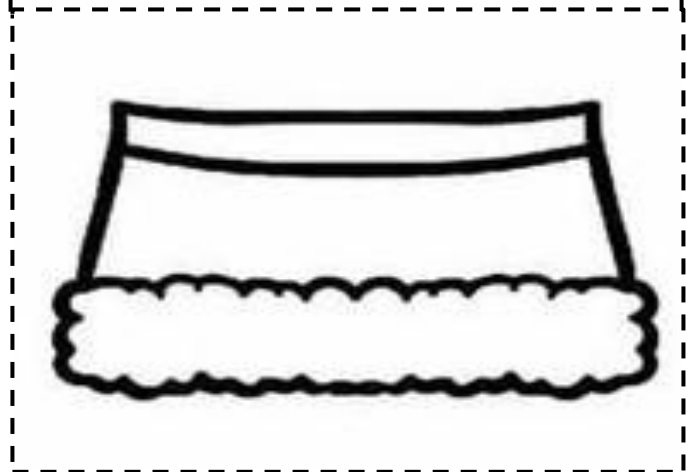
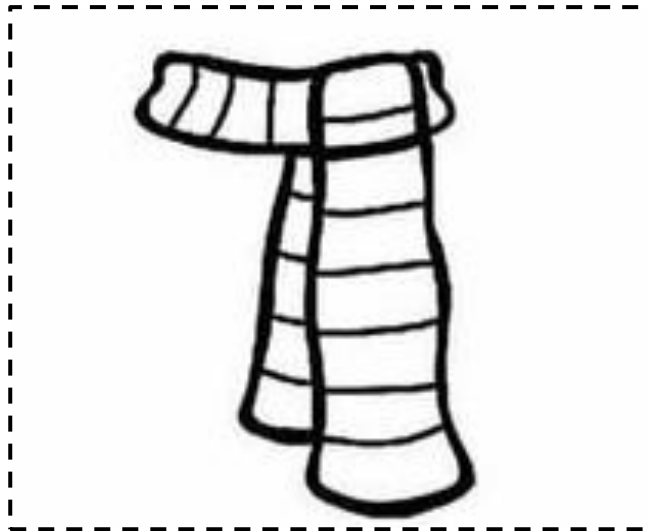
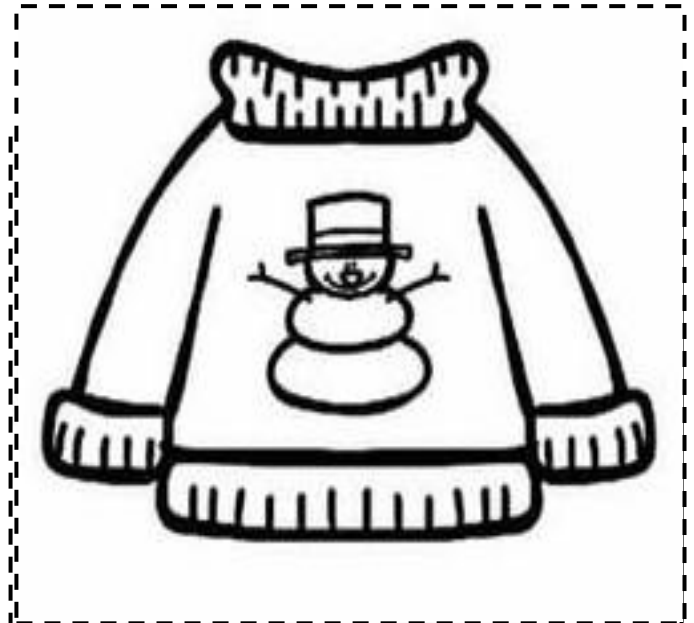
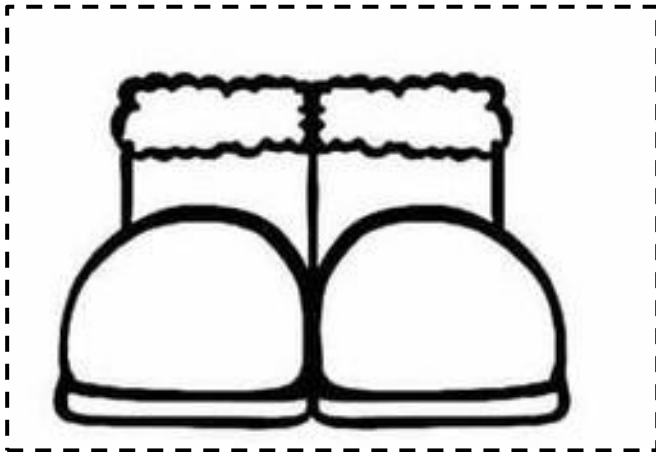
- Cut the correct clothes. Then, paste and dress the doll.



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->



CUT OUT:



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

## LESSON PLAN 4

**Topic:** The human body

**Linguistic Intelligence:** Jokes stories

**Type of song:** Nonsense song

**Aims To develop and practise:**

**Vocabulary:** simple actions and colors

**Structure:** This is – I have

**Integrated skills:** listening, speaking, reading, writing

**General Objective:** To talk about the parts of the body using the phrase: I have.....

**Learning outcome:** At the end of the lesson, the students will be able to:

- To introduce/ review parts of the body
- To introduce related verbs – i.e. to eat, to smell, to hear, to see
- To practise listening skills

Age (6-7 years)

Time: 90 minutes approximately.

### Materials

1. Song, activity sheet, answers, song and lyrics

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

CODE: **jpr6xzf**

2. Resources: handouts, pen, markets, board, scissors, color paper & pencils

### Introduction

This lesson focuses on reviewing vocabulary for parts of the body with a well known song, and then goes onto tell the story of “Little Red Riding Hood”. Students are encouraged to put the story into the correct order using flashcards, and then to retell the story themselves. There are also suggestions to follow up activities to review the vocabulary learnt.

## **Procedure**

### **1. Introduce the topic:**

#### **Listen to the song and introduce written form of vocabulary:**

- The teacher introduces body parts with a well-known song.

This enables children to learn, do and say at the same time.

- Before singing the song. The teacher sees how much they know by playing a game and giving some directions.

The teacher asks: Putt your hands on your head. They should copy!

The teacher says 'head'. With a sweeping gesture show them that you want them to repeat together. They should repeat. You say 'Good'. Continue for all body parts from the song.

- The teacher asks students stand in a big circle or two and touch their toes while they listen to and singthe song.
- The first time just they just listen. Then they can join in with actions, then the third time they can sing and do

<https://classroom.google.com/c/Mjg3MDA3NTg3OTBa>

### **3. Listening to the story**

- The teacher uses a long stick and tell the story with the poster pointing to the pictures **(Handout1 )**
- The teacher uses the flashcards made with the pictures and stick them in a line onto the board. Tell the story by walking alongside the board. Pointing to the pictures.
- The teacher asks students to imitate the emotions that made in the story.
- The teacher asks simple questions about the story

#### **Example:**

**Is the wolf bad or good?**

### 3. Sequencing and retelling the story

- The teacher asks students to work in group of 4 people. (**Handout 2**)
- The teacher gives students some flashcards.
- The teacher asks students to put them in the correct order.
- The teacher re-tells the story while they follow their pictures.
- Students can make changes if necessary as you talk. Take it slowly and keep the pictures to a limited number of about 4 or 5
- The teacher monitors the activity
- The teacher asks a volunteer to point to the pictures as you get to them in the story. They can say alone the key phrases this time.

### 4. Says touch your head – settling action game

- The teacher says 'The wolf says touch your head' show them it's Ok to touch your head. 'The wolf says touch your nose' show them it's Ok to touch your nose
- The teacher repeats three or four times. Then emphasize 'touch your head' without the 'the wolf says' and dramatically pretend to gobble up the ones who touch their head. You say 'No! The wolf didn't say to do it' with a big smile 'So... The wolf says touch your head' and emphasize. Then say 'Great well done' to those who touch their heads.

### 5. Production (Joke stories)

- The teacher tells students a short joke.
- The teacher models in order to students understand the joke.

*Example:*

*Doctor, Doctor I've broke my arm in two places*

*Well don't go back there again then !*

HANDOUT1:

STORY: "LITTLE RED RIDING HOOD"

# Little Red Riding Hood



Once upon a time ...



1

I'm going to see my grandmother.



2

The wolf ran to Granny's house.



3

Granny, what big eyes you have!



4

He heard a loud scream.



5

And they all lived happily ever after.



6

HANDOUT 2

CUT OUT



Adapted from: <https://www.google.com/search?q=dibujo+canciones+infantiles&hl=es->

## CLASSROOM:

# SONGS AND LYRICS

## VOCABULARY

Código de la clase jpr6xzf [🔗]







Seleccionar tema  
Subir foto

**Fecha de entrega próxima**

No tienes ninguna tarea para esta semana


[Ver todo](#)


 Comparte algo con tu clase... 

 **Adri Lopez**  
21 ene. 

TITLE:  
HEAD SHOULDERS KNEES AND TOES

Head, shoulders, knees and toes  
Knees and toes!  
Head, shoulders, knees and toes  
Knees and toes and  
Eyes and ears and mouth and nose,  
Head, shoulders, knees and toes  
Knees and toes!

 [Head Shoulders Knees &...](#)

 Añadir un comentario de clase...

 **Adri Lopez**  
19 ene. 

Original Song by Matt.  
Lyrics: You can turn on lyrics in the video with the CC button

## BLOG:

# CHILDREN'S SONGS

marzo 24, 2019



## CHILDREN'S SONGS AND LINGUISTIC INTELLIGENCE

### General Objective:

- To determine the relationship between the children's songs and the linguistic intelligence at Unidad Educativa "Fé y Alegría".

### Objectives

- To define the Children's Songs categories.
- To determine the level of the Linguistic Intelligence
- To propose a possible solution to the problem investigated.

### Methodology

The methodology used is basic and very important to comply with a previously planned work as lesson plans, materials and songs where the deductive method is applied starting from the general through the