

*Learning vocabulary through musical activities in English*

Gisselle Victoria Muñoz Narváez

Departamento de lenguas

## Author Note

Gisselle Victoria Muñoz Narváez, Departamento de lenguas, Universidad pedagógica nacional.

Director: RONALD ANDRES ROJAS LÓPEZ

Research project to obtain the degree of bachelor in basic education with emphasis in foreign languages

Approved and recommended for acceptance as undergraduate study in partial fulfillment of the requirements for Bachelor Degree

---

Accepted Date

Note of acceptance

---

---

Signatures:

Study Advisor

---

President of the Evaluation committee

---

Committee Member

Correspondence concerning this article should be addressed to Gisselle Victoria Muñoz Narváez, Departamento de lenguas, Universidad pedagógica nacional.

[victoria\\_silk@hotmail.com](mailto:victoria_silk@hotmail.com)

### **Acknowledgements**

I would like to express my special acknowledgment to all the teachers that gave me some of their energy in my learning process. I would like to give special thanks to my research teacher and assessor Ronald Rojas also to Lida Molina, Edwin Agudelo, Magnolia Zanabria, Yehicy Orduz, and all the teachers that inspired me and encouraged me to enjoy and finish my studies in this university.

I want to express my gratitude towards my family that encouraged me to continue my major and always give my best effort.

I am also thankful for the students who participated in my study because of their cooperation and patience; they have shown me that they can do more than I could ever imagine.

Finally I want to express my gratitude towards Benjamin Meyer and David Palacios who helped me to edit this document.

## RESUMEN ANALÍTICO EN EDUCACIÓN- RAE

<b>1. Información General</b>	
<b>Tipo de documento</b>	Trabajo de Grado
<b>Acceso al documento</b>	Universidad Pedagógica Nacional. Biblioteca Central
<b>Título del documento</b>	<i>Learning English vocabulary through musical activities. (Aprendizaje de vocabulario en inglés por medio de actividades Musicales)</i>
<b>Autor(es)</b>	<b>Muñoz Narváez, Gisselle Victoria</b>
<b>Director</b>	Rojas López, Ronald Andrés
<b>Publicación</b>	Bogotá, Universidad Pedagógica Nacional, 2016. # pg:90
<b>Unidad Patrocinante</b>	Universidad Pedagógica Nacional.
<b>Palabras Claves</b>	<b>VOCABULARY LEARNING, MUSICAL INTELLIGENCE, MULTIPLE INTELLIGENCES COMMUNICATIVE LANGUAGE TEACHING, ASSOCIATIVE MEMORY, INTERACTION.</b>
<b>2. Descripción</b>	
<p>En este proyecto de investigación acción el lector encontrará una propuesta innovadora para enseñar inglés como lengua extranjera a estudiantes de primer ciclo en la Institución Educativa Distrital Rafael Bernal Jiménez usando la inteligencia musical como didáctica. Para realizar el análisis de datos el investigador recolectó la información por medio de cuestionarios, exámenes, videos transcritos y actividades escritas presentadas por los estudiantes, los cuales fueron usados para determinar la influencia del uso de las actividades musicales en el aprendizaje de vocabulario en inglés como lengua extranjera fomentando la interacción y el proceso comunicativo entre los estudiantes y la docente, lo que hizo más fácil a los estudiantes la memorización de nuevas palabras y la interacción con la maestra y entre los estudiantes del grupo, así una mejoría notable en el ambiente de aprendizaje y la disposición de los estudiantes.</p>	
<b>3. Fuentes</b>	
Alarcón, A (2103) Las Inteligencias Múltiples en el aula de lengua inglesa, Universidad de Almería.	
Amiryousefi, M, Ketabi, S (2011) <i>Journal of Language Teaching and Research</i> .	

University of Isfahan, Iran.

Arnold, Jane, y M<sup>a</sup> Carmen Fonseca. (2004) "Multiple Intelligence Theory and Foreign Language Learning: A Brain-based perspective". *International Journal of English Studies* 4.1

Aitchison, J. (2002). *Words in the Mind: An Introduction to the Mental Lexicon* (3rd Ed.). *Blackwell Publishers: Great Britain*.

Baleghizadeh, S, Ashoori A. (2010) *Pakistan Journal of Social Sciences (PJSS) Vol. 30, No.2*.

Benenzon, R. O. (1995.) *Manual de musicoterapia*. Barcelona: Paidós,

Borchgrevink, H(1982): Prosody and musical rhythm are controlled by the speech hemisphere. In M. Clynes (Ed.), *Music, Mind, and Brain*. New York: Plenum Press 151-157.

Beorlegui, C. (2005), A vueltas con la naturaleza humana, Debate sobre las antropologías, *Themata. Revista de filosofía* 35.

Chomsky, N, Harcourt, Brace, Jovanovich. (1972) *Language and the Mind*, New York, pp. 67-68.

Coady, J. & Huckin, T. (1997). *Second language Vocabulary Acquisition*. USA: Cambridge University Press.

Cohen, L and Manion, L (1994) *Research methods in Education*. London, *Route ledge and Kegan Paul*.

Creswell, J. (2003) *Research Design, Qualitative, Quantitative and mixed methods approaches, Second edition*, University of Nebraska, Lincoln.

Fonseca-Mora (2002): *Inteligencias Múltiples, Múltiples Formas de Enseñar Inglés*. Sevilla: *Mergablum*.

Fonseca-Mora, M.C.; Toscano-Fuentes, C. and Wermke, K. (2011). Melodies that help: The Relation between Language Aptitude and Musical Intelligence. *Anglistik International Journal of English Studies*.

Freeman, D. (1993). Renaming experience/reconstructing practice: Developing new understandings of teaching. *Teaching and Teacher Education*, 9(5/6), 485-497.

Gardner, Howard (1998) *Intelligence Reframed Multiple Intelligences for the 21st Century*. Nueva York: *Basic Books*.

Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. Chicago: *Aldine*.

Gomez and Torres, (2006) *The role of songs in second grade, students' oral skill development in foreign language*

Griffee, D. (1992) *Songs in Action*, New York *Prentice Hall*

HakanAydoğan, (2014) *The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey*. *Mediterranean Journal of Social Sciences*.

- Hedge, T. (2008). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press
- Hohmann, M & Weikart, D.P (1979) *Young children in action a Manual for preschool educators*. Ypsilanti, MI: High/scope Press
- Hossen, M. A, (2008) *Communicative Language Teaching: Teachers' Perception in Bangladesh (Secondary Level)*
- Jolly, S, Yukiko, (1975) *The use of songs in teaching foreign languages* University of Hawaii.
- Koelsch, S., Fritz, T., Cramon, D. Y., Müller, K. & Friederici, A. D. (2006). Investigating emotion with music: an fMRI study. *Hum. Brain Mapp.* **27**, 239–250
- Levin, J.R. (1993). Mnemonic strategies and classroom learning: A twenty-year report card. *The Elementary School Journal*
- Lineamientos curriculares, (2002) *Idiomas extranjeros*, Ministerio Nacional de Educación Bogotá Colombia.
- Loue, S (2002). *Textbook of research ethics: Theory and practice*. New York: Kluwer Academic Publishers.
- Morales, (2012) *The acquisition of vocabulary through three memory strategies*, Universidad de la sabana
- Nation, I.S.P (1990) *teaching and learning vocabulary*. New York Newbury house.
- Nunan, D (1992). *Research methods in language learning*. Cambridge university press.
- Piaget, J. and Inhelder, B. (1969). *The psychology of the child*. New York: Basic Books.
- Proyecto Educativo Institucional (2010) *IED Rafael Bernal Jiménez*.
- Richards, Jack; Rodgers Theodore. (2007). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in Language Teaching an Anthology of Current Practice*. New York: Cambridge University Press, p. 75.
- Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press
- Schellenberg, E.G. (2003). Does exposure to music have beneficial side effects? In I. Peretz & R.J. Zatorre (Eds.). *The cognitive neuroscience of music* (pp. 430–448). Oxford, England: Oxford University Press.
- Spearman, Charles. (1904) *General intelligence objectively determined and measured*. *American Journal of Psychology* **15**, 201-293.
- Vygotsky, L.S. (1978) *Mind in society*. Cambridge, MA: Harvard University Press
- Wallace, M. J. (1998). *Action research for language teachers*. Cambridge, University Press.

Wilkins, D. (1972) *Linguistics in language teaching. Cambridge, MIT press*

#### 4. Contenidos

El presente estudio está organizado en seis capítulos. El primer capítulo; establecimiento del problema, la pregunta de investigación, los objetivos generales y específicos, y la justificación.

El capítulo dos presenta el marco teórico, donde se explican los conceptos más importantes desde el punto de vista de algunos expertos y la recopilación de la literatura de otros proyectos en aula que fueron un marco de referencia para la realización de este estudio.

El tercer capítulo explica la forma en la que fue diseñado este estudio, los instrumentos y procedimientos de recolección de datos, así como las consideraciones éticas que se tuvieron en cuenta al llevar a cabo esta investigación. El capítulo cuarto presenta la intervención pedagógica; entregando una descripción de la metodología usada durante la intervención y la forma en que se diseñó el plan de lecciones, los materiales usados, la explicación de las metodologías que influyeron en el desarrollo de esta propuesta, así como los objetivos pedagógicos.

Así mismo, el capítulo cinco explica en detalle cómo fue realizado el análisis de datos y cómo fueron reducidos para encontrar las categorías que respondieron a la pregunta de investigación presentada desde el inicio de este estudio. Finalmente en el capítulo seis se presentan las conclusiones, limitaciones y recomendaciones para investigaciones futuras.

#### 5. Metodología

Metodología de investigación: Investigación acción

Metodología pedagógica: Enfoque comunicativo.

#### 6. Conclusiones

- La inteligencia musical permitió a los estudiantes almacenar el vocabulario en la memoria a largo plazo, asociando objetos reales con su contexto por medio de canciones y ejercicios rítmicos.
- Aprender vocabulario usando la inteligencia musical creó una mejor atmósfera de aprendizaje mejorando la interacción y disposición hacia la clase de inglés.
- Aplicar la teoría de las inteligencias múltiples, específicamente en el caso de la inteligencia musical, fue un éxito ya que les ayudó a los estudiantes a aprender más rápido y almacenar nuevas palabras en su memoria a corto plazo asociando el sonido y la pronunciación de nuevas palabras con canciones y ejercicios rítmicos.

- El uso de la teoría de las inteligencias múltiples en este estudio permitió que el investigador entendiera la importancia de la diversidad cognitiva y los tipos de inteligencia que pueden ser desarrollados usando diferentes actividades.
- El lenguaje y la comunicación en este estudio fueron vistos como el eje para poder aprender cualquier otro campo del conocimiento, porque toda la estructura cognitiva humana tiene como base un código o un tipo de lenguaje.

<b>Elaborado por:</b>	<b>Gisselle Victoria Muñoz Narvaez</b>
<b>Revisado por:</b>	Ronald Andrés Rojas López

<b>Fecha de elaboración del Resumen:</b>	11	11	2016
--	----	----	------

**Table of contents**

Abstract .....	10
Introduction .....	11
Statement of the problem .....	15
Rationale.....	17
Research question.....	18
General objective.....	18
Specific objectives.....	18
Theoretical framework .....	19
Literature review .....	19
The relationship between communication and vocabulary .....	21
Multiple intelligences as didactics in language learning.....	25
Musical Intelligence .....	26
Research design.....	30
Type of study.....	30
Data Collection instruments and techniques .....	31
<i>Questionnaires</i> .....	32
<i>Students Evaluations</i> .....	32
<i>Field Notes</i> .....	33
<i>Video recordings</i> .....	33
Ethical considerations .....	34
Role of the researcher.....	34
Sample design .....	34
Research design.....	35
Pedagogical intervention .....	37

Pedagogical basis .....	37
Data analysis .....	42
Data analysis method .....	42
Data management .....	43
Data reduction .....	44
Associative memory .....	45
Improving interaction and communication turns .....	49
Results .....	57
Conclusions .....	61
Limitations and recommendation for future studies .....	62
Bibliography and referencies .....	63
Appendices.....	69

### **Abstract**

In this action research document the reader will find an innovative proposal to teach English as a foreign language to first cycle students in Rafael Bernal Jiménez School, using the multiple intelligence as didactics.

To make the data analysis the researcher collected information using questionnaires, exams, video transcription and students artifacts, which were used to determine the influence of the musical intelligence in learning vocabulary in English as a foreign language, fostering interaction and communicative processes between students and teacher and also an improvement of the learning environment and the mood of the students towards the English class.

### **Keywords**

*Vocabulary learning, musical intelligence, interaction, associative memory, communicative language teaching.*

## Introduction

This study was carried out at IED (District Education Institution) Rafael Bernal Jiménez School in Bogotá with a group of 12 students from second grade whose age ranged between 6 and 8 years old. These learners were being taught under the school's philosophies, which emphasize science and technology, teamwork, telecommunications, foreign trade, and international relations. Coursework in all of these subjects is guided by the principles of meaningful learning in which students' necessities, expectations, and interests are seen as the core of learning (Plan de estudios institucional, PEI, 2010). Moreover, Rafael Bernal Jiménez School students are expected to be competent in the English language and also to be critical thinkers.

IED Rafael Bernal Jiménez School, located in the neighborhood Jorge Eliécer Gaitán, offers formal education in preschool, elementary, and high school following the PEI (2010), which emphasizes, "Transcendental education of human beings aimed at leadership in the fields of science and technology." The mission of this school is to form competent citizens able to manage life through humanistic thought, science and technology; and by critical and constructive transformations of society. The school's vision is to be recognized as an institution forming agents of change and leaders in technology and entrepreneurship. The participants of this study belonged to the first cycle of teaching (SED, 2010) in which a high importance has been given to the development of language and mathematical thinking. The understanding of their social and natural environment was also emphasized.

The first researcher's contact with the population was through formal observation and teaching; because the students did not have an assigned English teacher, the researcher undertook this role and at the same time recorded her observations on the class dynamics and the students' performances. To characterize this group, it was important to record a number of field notes (App. A) And use research instruments such questionnaires and others described later in this document. The period of observation was for most of the students the first time they were in a school setting, learning and interacting with other students; hence, it is important to mention some general characteristics of students at this stage in order to better understand their needs and developmental stage in which they were. The population of this study was in their "pre-operational stage" (Piaget &Inhelder, 1969); in this stage it is very important for children to have adults 'attention. In fact, the attention importance was frequently evinced in the observations when students tried to catch their teacher's 'attention by showing their achievements such as their activities or colored drawings or just speaking to the teacher to tell anything about their lives or points of view.

These students showed their need for learning and understanding, the ability to play and interact with others, and the ability to adapt to their environment. In addition, through questionnaire A, students expressed that they enjoyed spending their free time playing, singing, dancing, watching videos, and drawing. Many of them enjoyed listening music and learning and repeating rhythms as well, and from the very beginning of this study most of the students seemed more enthusiastic when the researcher proposed activities related to singing or drawing. Regarding the students' linguistic skills, it is important to mention that students in the first cycle are supposed to learn to write and read, and most children are naturally disposed to communicate (SED, 2010).Based on a questionnaire administered at the beginning of this study (Questionnaire A; see App. B), it was found that only 33% of the participants knew to read and write in Spanish.

Interacting with other people and objects by re-creating different communicative situations allowed students to perceive the world and interpret it with words, which made the reading-writing process easier. Towards this end, it was observed that the homeroom teacher (who taught all subjects except for English and Physical Education) usually based her language classes on having students practice writing and new vocabulary in Spanish. (App. C)

Students' cognitive needs were strongly related with their linguistic and socio-affective characteristics. Students in the first cycle are growing and if the material that they are learning is not relevant to them, they do not know how to apply it in a practical way (Nieto, 2008).

According to the questions: "What do you like to do?", "What do you do in your free time?" from Questionnaire A, the participants of this study enjoyed playing games such as football and playing imaginary roles. As leisure activities the students watched a lot of television, played games on the Internet, and just a few of them liked to chat. These results shown the researcher that doing the activities that student's liked in the context of learning vocabulary would stimulate and enhance the development of their cognition

### **Diagnosis**

In order to develop this diagnosis, the researcher complemented her observations with information from Questionnaire A and an interview with the homeroom teacher (App. C) asking about students' behavior, their strong and weak points and the strategies she used to support students' weak points. In this interview, the homeroom teacher claimed that discipline was one of the main problems of this population and students had difficulties to listening to her, to each other, as well as to paying attention in class. Indeed, the researcher observed that students did not respect speaking turns in class; it means they interrupt each other all the time. Moreover, it was also evinced that the students, in their search for attention, usually were disappointed when the homeroom teacher looked little interested in what they wanted to say, as was observed in the field notes. However considering that administrative activities were

constant routine at this school (e.g. sending documentation to parents, having students ready for mid-morning snack, guiding them to the main court to have them ready for parents) it is necessary to clarify that the homeroom teacher was usually pushed to focus her attention on fulfilling these administrative tasks.

In the interview, the head teacher said that the group was difficult to handle; not just because of students' ages and the size of the class, but also because they were usually very noisy and tended to play around the classroom. The researcher also observed that the sitting arrangement in the classroom negatively influenced class discipline as some of the students who sat far from the teacher's desk seemed little interested in the class; these students often spoke to others and played around distracting their partners and ignoring instructions given by the teacher. When these learners were asked about contents studied, they did not know how to answer. In terms of students' relationship with the English language, the homeroom teacher did not mention any aspect of it. It was clear for both, interviewer and interviewed, that English learning just started within this group.

In order to become more informed about students' relationship with the target language, the researcher used information from Questionnaire A to design the syllabus (App. D). This questionnaire was dispensed in Spanish in order to facilitate students' relationship with learning the English language and revealed that it was almost null; just three students out of twelve were able to name some numbers in English. In fact only 25% of the students said they had learned something in English in 2014, 75% of respondents to Questionnaire A responded that they did not know anything about English, although some students informed the researcher that they had received English classes in other schools before. The last relevant question in Questionnaire A asked students to name their favorite animal in English; in this question just one student knew his favorite animal in English. Based on this information, the researcher understood that this group of students was just beginning their relationship with the

English language. Students did not recognize any words either understand basic greetings or vocabulary in English. Regarding writing and reading, students did not know how to read and write even in their mother tongue; they were just discovering the alphabet (learning the vowels and the consonants).

Finally, in terms of speaking, when the researcher asked students about information that they had recently learned, it was difficult for them to produce words and recall information they had been recently taught.

It was clear from the information collected in the field notes and Questionnaire A that vocabulary learning was a need for this population. This was especially important bearing in mind this population's context, in which students are expected to develop a close relationship to a foreign language in order to fulfill the school's PEI. Thus, the researcher saw that lack of vocabulary in English as a major barrier that needed to be overcome as soon as possible.

Vocabulary learning had to be tackled with a strategy that allowed students to channel their energy towards useful ends. The students needed to learn English vocabulary as a tool to perceive and create relationships with the world that might allow them communicate, improving relationship amongst themselves and with the teachers. A strategy was needed that took into account their likes and needs but emphasized the students learning vocabulary in the target language.

### **Statement of the problem**

When this study began, its population was in first grade and they had not had any contact with the English language. Additionally, students did not count on formal training in the target language. This evidence was the first step to support students' need to learn vocabulary. Even more important, the need to stimulate learners to use new words in daily life situations that could allow them to store these new words into their mental structures also emphasized the need for this intervention. Based on Questionnaire A, it was shown that most

of the students were unfamiliar with the language; just a few of them were able to use basic vocabulary in English such as the numbers, animal names or greetings. This was worrying for the researcher, because even though students seemed to enjoy the activities proposed by her, in her teacher's role, they were not really acquainted with the contents that according to the curriculum standards (National Ministry of Education, 2006), they were supposed to have mastered by that time. However, in the field notes is shown how the student's initial approach to learn English was reduced to coloring silhouettes that did not appear to significantly aid their understanding. To underline the importance of learning vocabulary, Schmitt (2008) states, "...one thing that students, teachers, materials writers, and researchers can all agree upon is that learning vocabulary is an essential part of mastering a second language." In this study, vocabulary learning was directly related to the problems because many of the students were blocked or did not know what to say when somebody asked them a question in English, mainly due to their lack of vocabulary. Learning more vocabulary helps the students to have a better comprehension and improves their capacity to acquire new vocabulary and use it in different contexts. Thus, the principal challenge in this project was to foster vocabulary learning in order to allow these young learners to understand their world and express simple ideas and needs.

It was also observed that some students were good at memorizing words in spite of that, they felt anxious when required to use those words also as mentioned before the teacher paid little attention to students enquiries ; this was why students in this study may have restricted themselves in class participation and speaking in English.

Taking into account the group's ages and the students' interests, it was necessary to present new vocabulary through innovative and appealing activities to support student's vocabulary recollection by associating new words with their context and environment. Also, the project

intended to establish a familiar relationship with English that helped students to improve familiarity attracting their attention using interesting activities.

### **Rationale**

Being able to speak in English is a wish of millions of people around the world. Colombia is not an exception considering that international relationships are very important, not just for business or meeting new people, but also for equality in communication processes and access to all kinds of information. However, and despite the importance of learning English in Bogotá, the English level in public schools is not as satisfactory as it should be. Later, this study becomes pertinent for the public school context in which this population is immersed, as it intends to initiate students' vocabulary learning. Regarding this goal, Fonseca-Mora (2008) states "learning a foreign language allows people to acquire basic elements to communicate and interact with other people speaking or writing, expressing and understanding ideas". Thus, learning English may help students to understand their own ideas and to express better their ideas to other people.

However, the main and most important reason justifying this proposal has to do with the positive effects that it may bring for the population of this study. The fact that students in this specific population feel encouraged and happy when they were able to participate by singing and repeating musical patterns is just one of the underlying factors that justify the need to stimulate students' musical intelligence. When the Multiple Intelligences theory is applied to vocabulary learning in English as a Foreign Language, the teacher-researcher is able to understand the diversity and holistic nature of the students and also to propose different learning environments that allow understanding of the topics, helping to plan or design attractive tasks to learn new words.

Finally, it is also important to remember that language learning implies the use of both brain hemispheres: the pronunciation of words, understanding, rhythm and musical execution

correspond to the left hemisphere; whereas, melodic expression, tone, emotions and artistic expression (non-verbal communication) correspond to the right hemisphere (Fonseca-Mora and Toscano, 2011). Hence, this proposal is also relevant as its implementation acknowledges these learning conditions by proposing a different perspective on language learning and teaching that has been largely neglected in the EFL(English as a Foreign Language)field.

Taking into account this affirmation, the present study proposed the following research question and objectives:

### **Research question**

How can musical activities influence the way first graders learn English vocabulary at Rafael Bernal Jiménez School?

### **General objective**

To determine the influence of musical activities in English vocabulary learning with first graders at Rafael Bernal Jimenez school.

### **Specific objectives**

- To compare initial and final vocabulary learning of the students after the implementation of musical intelligence activities.
- To examine the features of musical activities enhancing students' vocabulary learning.

## **Theoretical framework**

### **Literature review**

This study was developed with the aim of learning vocabulary in English as a foreign language with first graders. Observing the students' interests and needs, musical intelligence was selected because the diagnosis process showed that students enjoyed musical activities more than others. This study intends to teach basic vocabulary to first graders using the communicative language teaching as methodology influenced by the multiple intelligences theory to using musical and rhythmic activities as didactics, and determining how this intelligence influences the students' vocabulary learning process. It was important to define the concepts, which guided this study and be familiar with similar classroom research studies from different universities, schools, and communities. The firsthand information supporting this pedagogical proposal came from different studies carried out at Universidad Pedagógica Nacional.

Key concepts described in this study developed in other national and international research allowed the researcher to explore different definitions of the keywords and ideas as a source to enrich the pedagogical design and theoretical framework. The social context, age, and development stage of students were important features in the project's development. After consulting different sources, (App. E) the researcher chose sources most related to the topic, the population, and the methodologies mentioned here.

The ways in which previous work influenced the present study are described below:

***Communicative Language Teaching: Teachers' Perception in Bangladesh***

(Mohammad Tofazzal Hossen, 2008). This document was important because CLT is the methodological foundation in the pedagogical intervention presented here, features of this approach and the role of the students and the teacher it suggests helped in designing lesson plans, and also in relating the CLT with musical intelligence and the vocabulary learning.

***The role of songs in second grade, students' oral skill development in foreign language*** (Gomez and Torres, 2006) provided meaningful insights about the role of musical intelligence and its importance in learning vocabulary. In this document, there are fun activities proposed to improve the second grade students' skills while learning a foreign language. Reading this project also gave the present study a reference to the use of songs as a learning strategy. The conclusions of Gomez and Torres (2006) discuss the benefits of using songs to learn vocabulary, inspiring the teacher-researcher to propose activities related with the students' ages and interests. The present study used music and song as a strategy to be near to the student's reality, play with them and develop their musical abilities; thus, stimulating the students to learn vocabulary.

***The effect of keyword and word list methods on immediate vocabulary retention of EFL learners:*** (Ashoori and Baleghizadeh, 2010). Consulting this study was helpful to introduce the *keywords and wordlist* methods as mnemonic devices; these devices were used along with musical intelligence. Also, reading this work allowed the researcher to connect the Vocabulary learning concept with memory, leading the researcher to pursue a deeper understanding of short and long-term memory. This association was imperative to develop the theoretical framework that nourished the *long-term memory* concepts used in this study.

***Las Inteligencias Múltiples en el aula de lengua inglesa*** (Alarcon, 2013). This study allowed the teacher-researcher to understand how multiple intelligences influence the

process of English learning and provide a background to prepare the pedagogical intervention using multiple intelligences theory. The most important information that influenced the present study from Alarcon's project is the historical background of the concept of "intelligence", allowing the researcher to have a deeper grasp of this concept and some statements about the influence of the musical intelligence to teach English.

*The acquisition of vocabulary through three memory strategies* (Morales, 2012). This Masters Project gave the researcher a wider point of view of how to structure the present project; but most importantly it provided different examples of how memory devices played an influential role in student's memorization exercises in the context of musical activities. Moreover, this research project provided to the present study an example of the more difficult steps of data analysis; the way in which Morales developed coding and grouping; finding patterns and displaying data served as an important example. The color-coding process followed here was an example from the data analysis chapter.

### **The relationship between communication and vocabulary**

"Human beings need to communicate in their daily lives, and the ability to use a language to communicate is exceptional and differentiates the human from the other animals" (Beorlegui, 2005); thus, it is important to define first the concept of language "being the ability that human beings have to communicate and express what they feel or think"; (Chomsky, 1972). Language also helps to make decisions, establish rules or attitudes in front of certain people or in certain situations. Richards and Rodgers (2007) state that in structural linguistics, language was seen as a system of related elements for the encoding of meaning. Through language, the child reflects on his or her actions, integrates new experiences into an existing knowledge base, and seeks the co-operation of others in his/her activities (Hohmann, Banet and Weikart, 1979). Moreover, at a young age, students learn all the concepts that will guide their learning process in the future years. Consequently, teaching students the

vocabulary to describe their world and communicate with simple sentences is a good start to familiarize them with the English language to express their ideas.

Language has four basic micro-skills that a person has to develop in order to communicate; these language skills are: listening, speaking, reading, and writing (Aydoğan, 2014). Even if vocabulary learning is not a language skill, vocabulary is used in all skills and there is now general agreement among vocabulary specialists that vocabulary learning is at the heart of communicative competence (Coady and Huckin, 1997).

Consequently, the development of human beings and their communication skills are strongly related with vocabulary learning; but vocabulary learning has been de-emphasized and for a time it appeared that academics believed that vocabulary learning was not important.

However, recently a number of researchers have been interested in vocabulary instruction; the academic world has wakened to the realization that vocabulary is an important area worthy of effort and investigation. It has consequently gained popularity in the general field of English language teaching and learning (Coady and Huckin, 1997; Richards and Renandya, 2002; Hedge, 2008).

There are authors that consider learning vocabulary as essential to communicate, as Wilkins (1972) who states that, “while without grammar little can be conveyed, without vocabulary nothing can be conveyed” (p. 111). In the same vein, Nation (1993) states that, “...vocabulary knowledge enables language use, language use enables the increase of vocabulary knowledge, and knowledge of the world enables the increase of vocabulary knowledge and language use and so on.” The same author, in 1985, showed that to communicate in any language people need a 3.000 vocabulary base, which provides coverage of at least 95% of a text before they can efficiently learn from context with a simplified text. This is a large amount of start-up vocabulary for a beginner learner, and this is just to comprehend general texts. The

relationship with a foreign language must start by learning vocabulary because it is essential to have the words to understand the world and communicate.

When the need to focus on learning vocabulary was determined in this project, the researcher saw vocabulary as the basic group of words that the students need to communicate. After the diagnosis process, the lesson plan designed was framed by the initial English study plan given by the English homeroom teacher, including topics as numbers, fruits, shapes, family members, and parts of the face and the body.

After the intervention in this study, students were expected to have learned new vocabulary related with their personal context using songs. *They should be able to associate real objects and situations with that vocabulary, to be able to understand and communicate; participating in conversations with pairs or teachers, to use the vocabulary learned in class in dialogues or role-playing, and respect the conversation turns that take place in the class.* The learning process was led by wordlist exercises that were practiced at the end of the class as songs through rhythms and dance. The role of memory is important in learning vocabulary, because if students store the words learned in their long-term memory, they can use them in other contexts to communicate.

As mentioned previously many of the students were blocked or did not know what to say when somebody asked them a question in English, and this was mainly due to their lack of vocabulary. At the end of the study it was easy to perceive improvement of the students because they were able to answer short questions and dialogue, and also remember the words associated with objects and people or places around them.

### **Associative Memory**

The concept of memory is important here because it has a key effect on eventual vocabulary and grammar achievement. Without the human ability to store knowledge and information language would have never developed. Amiryousefi and Ketabi(2011) state that

there are two basic types of memory: short-term memory and long-term memory. Short-term memory keeps the information that is being processed (a new word which is encountered for the first time). It can hold information for only a very short time due to its small storage capacity. Long-term memory, on the other hand, has an unlimited storage capacity but is relatively slow.

In this study the imperative was to teach students new words and use them to communicate through activities that were planned using the influence of musical intelligence, relating the new words with their *corpus*. It is here where the multiple intelligences theory plays an important role in this study to ground proposed activities that allow students to store new vocabulary in long-term memory. When vocabulary was proposed to students in songs they seemed very interested and happy. However, Aitchison (2002) believes that our mind is like the London Underground System. By this, he means that information stored in the brain is linked in different ways. According to this, the general picture of the mental lexicon is one in which there is a variety of links between words; some of them are strong, some other are weak. Thus, the main way to transfer vocabulary items from short term to long term memory and create a strong connection there is by finding some elements in the mental lexicon to attach the new lexical item to previous ones (Schmitt, 2000). In the present study, the intelligence through musical intelligence is introduced as that bridge linking students' *corpus* and new content.

Memory and vocabulary learning was evaluated by comparing the student's performance before and after the study intervention. At the end of this study; students were able to learn new vocabulary related with the student's context using new vocabulary from the songs and also associate real objects and situations with the vocabulary learned in class. This allowed students to communicate using the vocabulary learned when speaking. Also, learning the

vocabulary with wordlists and rhythmic games and then practicing the vocabulary with songs helped to create an associative memory between the words and their meaning used in context.

### **Multiple intelligences as didactics in language learning**

One of the most recognized theories about intelligence was carried out by Spearman (1904). It was centered in the definition of a general feature of intelligence called the “G” factor, based on linguistics, mathematics and spatial abilities, which are used by the author to explain differences among individuals. Many theories have been stated throughout time prior to the multiple intelligences theory developed by Howard Gardner (1990). Gardner, who is the most well-known among multiple intelligence researchers, stated that “the intelligence is contextualized by the places and the environment to each human being, all people can develop the eight intelligences, and all of them work in a particular way in every single person; all the intelligences are related between them in a complex system, interacting at different levels” (Gardner, 1990). Most people can develop the eight intelligences to a high level of competence if provided adequate intelligence or instruction.

This new conception of intelligence is a meaningful tool to evaluate students based on their cognitive diversity, helping them to profit from their abilities and trust in their increasing their self-esteem (Alarcon, 2013). Regarding the importance of diversity in the cognitive dimension, “...the true understanding will emerge more easily and become more visible to others if people have different ways of representing the knowledge of a concept or skill and are able to move between these forms” (Gardner, 1991). The multiple intelligences proposed by Gardner are: *intrapersonal, interpersonal visual-spatial, logical-mathematical, verbal-linguistic, bodily kinetic, musical, and natural*.

Arnold and Fonseca (2004) state that the different intelligences reflect a more plural view of the individual differences of each student and also are personal tools that every person uses to give meaning to new information, allowing for easier recall of information. The multiple

intelligences theory applied to English teaching is a framework that eases the teachers' work, helping to plan more meaningful and attractive tasks (Alarcon, 2013). In this study, musical intelligence was engaged as it is thought to be more directly related to students needs and learning stage.

### **Musical Intelligence**

Musical intelligence is the ability to perceive, discriminate, create, transform, and express musical forms (Alarcon, 2013). This intelligence includes the sensibility for rhythm, tone, melody, and tonality of a musical piece. It could also be applied to the variety in the rhythm and tone of speech. Music has physical effects such as breathing regulation or the impact on the muscles' energy, as well as psychological effects such as its power to induce certain moods (Benenzon, 1995).

Arnold and Fonseca (2004) state that the development of musical intelligence, specifically in the foreign language classroom, could bring benefits such as helping students to focus and stimulate creative processes, isolating the noise outside and eliminating distractions, and promoting improvement of the class atmosphere. The main aim using musical intelligence is to cultivate the students' appreciation and differentiation between communicative situations by listening; thus, understanding if one person is telling something affirmative, interrogative, or negative and recognizing moods. In fact, Fonseca-Mora (2011) suggested that working with songs or with texts and sounds at the same time helps to improve pronunciation and concentration, the intelligence of creative processes, and the improvement of the class environment.

### **Using songs and rhythmic exercises in class**

In language learning, songs have been considered to contribute to the development of the four skills (see below), increasing memory (specifically vocabulary); storing the basic words, motivation, and cultural sensitivity. Jolly (1975) emphasized the use of songs in

lessons because they help in the development of the language micro-skills, listening, speaking, reading, and writing. Songs activate both parts of the brain; with the pronunciation of words, understanding, rhythm and musical execution corresponding to the left hemisphere, whereas, melodic expression, tone, emotions and artistic expression (nonverbal communication) correspond to the right hemisphere.

Also, Gomez and Torres (2006) state that songs help students to adopt vocabulary because they provide context and make it easier for students to understand single words rather than complex expressions. When students in this study used vocabulary they learned through songs and rhythmic exercises it made evident their efforts to use English vocabulary in English and practice it with the songs learned in class. As “My face”, “the fruits” “the animals” in the school and other songs created especially for the context of each class. Music in the classroom served as a didactic strategy that aided students in vocabulary learning, all the activities intended to use musical intelligence to relate the new words learned with information the students already knew or their corpus. The activities and songs used were created specifically for the topics and the lesson plan in this research project.

Also to support this affirmation, Borchgrevink (1982:154-156) adds: “for the “normal” right handed person the left hemisphere controls speech perception, speech production, prosody (local dialect/stress/intonation), musical rhythm and the act of singing; whereas the right hemisphere controls pitch and tonality in singing (but not in speech!)”. As musical rhythm and pitch/tonality seem to be controlled by different cerebral hemispheres, singing and almost any musical performance implies extensive integration and cooperation between the hemispheres.

### **Interaction and communicative turns**

The word “interaction” is formed by the prefix “inter”, which implies togetherness, reciprocity, and the noun “action”. Thus interaction is a mutual activity which requires at least

two people and which causes mutual effect. Ellis (1999) defines interaction as, "...the social behavior that occurs when one person communicates with another." He also says that it, "...can occur inside our minds, both when we engage in the kind of 'private speech' discussed by (Vigotsky, 1978), and, more covertly, when different modules of the mind interact to construct an understanding of or a response to some phenomenon."

Our genes can define the first interaction type, it means these functions are natural, and everyone can have different inferior functions because genes are different for each person. This kind of interaction happens inside our mother, the interaction between our parent's cells is very important because the resulting genes provide the necessary information to create life. On the contrary the superior mental functions are acquired through the interaction with the people and the environment around us, also known as culture.

The development of a human being and his communication skills is related with the environment and social interaction. The learning process has to do with the level of development of the students; this can also take place in collective situations. The learning process occurs in the, "zone of proximal development" or ZPD (Vygotsky, 1995). The ZPD is the distance between what a learner can do without help and what he or she can do with help.

End goals for participants of the present study include:

- To understand and respect how and when the turns take place .
- To participate in a conversation with the teacher or pairs.
- To use the vocabulary learned in class in dialogues or role-playing.

The most central idea that allowed this researcher to link associative memory and interaction and proposes this pedagogical intervention was coming to understand a child's development as an ongoing evolution in the learning process. Additionally, the observation of interaction between the students through ZPD and the vocabulary that students were supposed to learn in each stage was essential. Knowledge of each individual is developed by the interaction with

the context around them, and this realization evinced that children must have interaction with others and with the world in order to develop efficient learning processes.

## Research design

This chapter presents the methodology to design this research study, the type of study conducted, and the sample design. The design of the instruments as well as some ethical considerations to validate the study are also presented. Additionally, this chapter describes the data collection procedures and the timeline of this study.

### Type of study

This research was conducted as an action-research study because it allowed the researcher to make social changes and simultaneously propose a theory that is applicable in specific and functional contexts in benefit of education. Also, this research methodology has a very important feature; which is its cyclical nature that allows the possibility to collect data and make deeper analyses of different problems in order to create new actions and interventions and improve the teaching-learning process. This study is a mixed action research study in which quantitative data were collected to support qualitative data (Creswell, 2003).

The process followed in this research study is described here, and this process reflects how the steps of action research methodology were followed to answer the research components of the research process:

- Observation.
- Formulation of research problem.
- Hypothesis formulation.
- Theoretical framework.
- Definition of the type of research.
- Selection of representative sample.
- Data collection.
- Data Analysis.
- Results and Conclusion.

This study also included the diagnosis of a problem, implementation of a proposal, and evaluation of the proposal, which are the three basic aspects of action research (Cohen and Manion, 1994). Additionally, this was a qualitative research study because it was carried out in a natural setting, using the methods of qualitative research (Nunan, 1992). The setting of this research was the Rafael Bernal Jiménez School, where the researcher taught English.

Additionally, a quantitative study is presented comparing the students' initial performance in 2014 and their final performance in 2015. After the students' exposure to new vocabulary through musical intelligence their performance was evaluated via features that influence English vocabulary learning. The quantitative analysis using questionnaires, exams, and evaluations was interpreted in a qualitative way to get quantitative data, which means to take into account the processes and skills developed more than punctuation or grades. This process allowed the researcher to do a comparative analysis by using "constant comparisons" in which each incident in the data is compared with others, to find similarities and differences.

### **Data Collection instruments and techniques**

The instruments to collect data in this study included two questionnaires, two exams, three evaluations, field notes, and also video transcriptions. These data were collected from February 2014 to March 2015 with the aim of addressing the specific objectives:

- To compare initial and final vocabulary learning of the students after the implementation of musical intelligence activities.

- To examine the features of musical activities enhancing students' vocabulary learning.

### *Questionnaires*

Creswell (2003) indicated that questionnaires have advantages in collecting data because “they can be given to large group of subjects at the same time, subjects tend to share information of a sensitive nature more easily, the data is more uniform and standard, and since they are usually given to all subjects of the research at the same time, the data are more accurate” (p. 172). Taking into account the age of the participants of this study and the fact that they did not know to read, design of the questionnaires implemented here had to change. The researcher decided to make a table that was completed based on the responses to the questions she asked in students' first language. The two questionnaires aimed to record the effectiveness of musical activities and focused on the students' vocabulary retention and usage. Questionnaire A(App. B) was applied at the beginning of the implementation and it consisted of a series of questions aimed at gathering information about students such as their ages and their level in writing and reading skills. Questionnaire B (App. F) was applied at the end of the implementation and aimed at collecting students' feelings, impressions, and viewpoints about the activities and vocabulary learned. In this questionnaire, the researcher asked again two questions from Questionnaire A in order to compare both results. (See the comparison in fig. 7)

### *Students Evaluations*

The student's evaluations are referred to as “Archival Data”, which is defined as anything produced by the teacher, students, or parents in conjunction with classroom teaching and learning. The evaluations collected in this study were two written exams

and three written classroom activities related to vocabulary studied in class.(Freeman, 2008).Exam A 2014 (App. G) was applied at the beginning of the intervention. The objective of this exam was to document students' vocabulary knowledge. Exam B 2015 (App. H) was applied at the end of the intervention and it aimed to evaluate students' vocabulary knowledge after the music activities were applied. The exams were used as qualitative instruments because they were not graded but were used as a tool to track the students' progress.

### *Field Notes*

Field notes, "...provide an effective means of identifying variables that are important to individual teachers and learners, they enhance awareness about the way a teacher teaches and a student learns and they enable the researcher to relate classroom events and examine trends emerging for them" (Wallace, 1998, p. 63). In the present study, field notes (App. A) Were recorded every class and were useful for the researcher to register important data about the way students incorporated different musical activities in class. Field notes also allowed the researcher to reflect about events that occurred in class which were important in the analysis of data in this study. The field notes were used as qualitative instruments because they were not graded but used as a tool to reflect about the students 'progress.

### *Video recordings*

Recording students while they performed in English provided this study with valuable information that allowed the researcher to capture students' performance during the implementation of this study. Freeman (1998) states that video recording captures verbal and non-verbal interactions in an activity or lesson. In App.C is a transcription of one of the videos recorded in this study, in this case the interview with the head teacher.

The video recordings and transcriptions were used as qualitative instruments because they were not graded but just used as a tool to reflect about the student's improvement.

### **Ethical considerations**

Loue (2002) emphasizes the importance of informing participants' parents that a research study is being developed with their children. Likewise, the topic and implications of the study need to be introduced to these legal representatives in order to obtain their permission for using data collected from students. Thus, to conduct this research project a consent form was given to the parents and tutors of the students in order to get permission from them to have students participate in the implementation of this study (App. H).

### **Role of the researcher**

Since the first semester in 2014, the researcher was a teacher-researcher who taught classes to first and second graders of Rafael Bernal Jimenez School and carried out this study. The researcher observed the influence of musical intelligence in vocabulary learning in the context of the students' lack of ability to learn and recall words. In this study the teacher-researcher designed a proposal and collected data systematically about the students' impressions and her own observations related to the influence of musical intelligences and their effect on the students' vocabulary retention, following the principles of action research

### **Sample design**

When this study initiated, its participants belonged to first grade and there was a total of 37 students; their average age was between 6 and 9 years old. However, by the end of the implementation, the participants were in second grade. In this course and due to administrative re-organization, there were 33 students but just 12 of them were part of

the initial group; moreover, only those twelve learners had permission from their parents to be part of the study. All 33 students received instruction and were evaluated but because of the permission required only 12 were included in the data reported for this study.

### **Research design**

This research study was carried out from February 2014 to May 2015. This research study had three stages: sensibilization, (10 weeks), implementation (8 weeks), and finally evaluation (8 weeks). The study proceeded in the following order: identification of context and diagnosis, identification of the research need, development of the research question, and problem description. Development of theoretical framework and literature review, lesson planning, consideration of impacts, results, and final appendices followed. Finally in this last semester the researcher synthesized the research project and gathered further information to evaluate the first two stages.

Fig. 1 identifies variables that were considered from the beginning of this study to evaluate students and their vocabulary learning along with design the study plan in English.

<b>UNIT OF</b>		
<b>ANALYSIS</b>	<b>VARIABLE</b>	<b>CRITERIA</b>
	Associative memory	1. To learn new vocabulary related with the student's context using songs. 2. Associate real objects and situations with vocabulary.
<b>VOCABULARY</b>		1. To be able to communicate using the vocabulary learned when speaking.
<b>LEARNING</b>	Interaction and communication turns	2. To respect and understand how and when the turns take place in the class. 3. To participate in a conversation with the teacher or pairs.

Figure 1- Unit of analysis.

## **Pedagogical intervention**

### **Pedagogical basis**

The framework of this research study was Communicative Language Teaching (CLT). The researcher chose this method because it is a set of teaching principles that includes recommendations about methods and syllabus, where the focus on meaningful communication is not in the structure or the grammar but in the usage. In this approach, certain activities are developed with the students using language to communicate instead of seeing the language as a subject to study. Communicative Language Teaching is a valuable method to teach vocabulary in foreign languages; by focusing on this method vocabulary learning is enhanced and promoted because, "...communicative language teaching help students to participate, sometimes accompanied by scenes or simulated scenarios, so students feel more close to real life, the students became the main character, naturally they were interested in the English language, to learn English as a pleasure." (*Lesson planning in the early development, 2014*).

The main features of the CLT approach (Hossen 2008) are summarized below:

- The importance of language as a tool for communication, rather than a subject to be studied.
- Using 'real life' language in situations, rather than only learning grammatical rules.
- Using the language needs of the learner as the basis for the syllabus.
- A balance between fluency and accuracy.

- Concern for the appropriate use of language according to the situation.
- Various types of materials are used in the classroom.
- Dialogues are used as the tool of learning.
- Four skills (speaking, listening, reading, and writing) are equally emphasized.
- The role of teachers is as facilitator while the learner plays the central role.
- There are a variety of innovations in the classroom to make the lesson interesting.

There are advantages using CLT; the first one is that CLT favor interaction between the teacher and the students that find easier to reflect and express their points of view. In this research study the features from CLT were the principles under all the study was carried and having into account the cognitive development stage of the students it was essential to allow the students develop their abilities and think about their own ideas, not just teaching them the vocabulary to communicate but listening to them. Once described the CLT as the background that lead this study the Multiple Intelligence theory is presented in order to link the musical activities in relation with the Communicative Language Teaching principles and the contents chosen to teach vocabulary.

### **The role of the student and teacher**

In this research study the teacher was seen as a guide that gave students the opportunity to communicate and develop language skills in class by listening, writing, and speaking the new vocabulary that they used later in songs; but also in dialogues that allowed them to interact and participate.

Communicative Language Teaching is focused on the learner. The teacher is a facilitator of the communicative process in class, and also the manager of the activities in the classroom. Students' interaction with the teacher is not continuous, in these

periods the teacher acts as an advisor, answering students' question and monitoring their performance (Hossen, 2008). Larsen-Freeman (1986) states, "...As the teacher is the initiator of the activities but he does not always interact with the students, students interact a great deal with one another in various configurations; in pairs, triads, small groups and whole groups". In the CLT approach teacher and students assume learning as a dynamic process, not just as concepts and terms to be memorized but linking all the vocabulary (e.g. in this study the fruits, the numbers, the shapes, the parts of the face, the family, and other topics) with their context and realities. With this, teachers give students an opportunity to interpret the world, express their opinions, and interact with the world around them.

### **Pedagogical intervention design**

The main pedagogical aim of this study was to enhance first grader's learning of new vocabulary using meaningful activities based in musical intelligence. The subsidiary aims developed throughout this inquiry were to learn using meaningful activities that enhance and support vocabulary learning such as singing and interacting with real words, and to learn to reflect on their own progress.

In developing the syllabus (App. D) CLT served as a foundation for the design of the pedagogical intervention. Additionally, Multiple Intelligence theory influenced the plan to include musical activities that help the students learn vocabulary in English as a foreign language. It was important to design a cyclic process that helped students learn progressively and enjoy the process. Most of the activities benefitted especially from the influence of the Multiple Intelligences theory, suggesting different activities to help students recall and practice vocabulary. The vocabulary taught in this proposal was selected by using the content and vocabulary given by the English study plan of the

school, designed by the homeroom teacher. The English plan lead the present study to link the student's needs to the school's interest in this pedagogical intervention (Fig. 2).

DATE	STAGE	#WEEK	TOPICS	PEDAGOGICAL AIMS
February/ June 2014	Sensibilization	1 to 10	<b>1 Unity "I know my school"</b> Greetings My school Instructions in English Commands and instructions The numbers	To enhance first grader's learning of new vocabulary using meaningful activities based in musical stimulus.
			<b>2 Unity "fruits, shapes and colors"</b> Fruits and Colors Shapes and colors Juices and deserts with fruits Foods and drinks I like fruits	
August/ November 2014	Implementation	11 to 19	<b>3 Unity "I know myself and my family"</b> To ask information about others. Human body Describing myself and others Family members The parts of the house Sports Giving orders and instructions Written Exam	To learn using meaningful activities that enhances and support vocabulary learning by singing and interacting with real words
February/ May 2015	Evaluation	20 to 28	<b>4 Unity "I love my planet"</b> Nature Taking care of the Earth Domestic animals Wild animals Preferences and dislikes Travelling around the world Sport and Activities Simple sentences construction Days and months, the time.	To learn to monitor and reflect on our progress

Figure2- Pedagogical design.

### Lesson plan design

In the lesson plans (App. J) each class was described in a detailed way, all the activities developed in class were displayed in a timeline and covered the chosen contents. The lesson plans summarized the following information in alignment with the

CLT methodology: achievement indicators, skills developed in the activity from the subject or topic, estimated time the teacher and students will spend doing each activity, and finally the materials to be used. The procedure followed to design lesson plans generally had three parts: at the beginning of class was “Warming up”; consisting of about 30 minutes of songs with body movements related with new vocabulary. E.g.: “Head and Shoulders”, “Simon Says” and other songs. Next was the presentation of the day’s topic, which often lasted 1 hour. The teacher introduced a topic posing questions and presenting a wordlist with selected vocabulary, and the wordlist was practiced and pronounced several times in groups and individually. Finally the free practice which lasted 30 minutes, at the end of the class. The teacher used the words learned in different contexts singing songs, sharing role-plays or rhythmic movements in which students apply what they learned.

### **Data analysis**

Since the first class; questionnaires, students' evaluations, and field notes were organized along with the transcriptions of video recordings. The next step on this research was data analysis, which consisted in giving meaning to the data and using different techniques of analysis. Data analysis allows this study to define categories, find results of the pedagogical intervention, and also to answer the research question. The theory development and findings that emerged from data analysis, analysis methods, procedures to manage and reduce data, and also the process of category definition are presented in this chapter.

#### **Data analysis method**

The methodology used in this study to analyze data was based on the *grounded approach* which aims to progressively develop theory, collecting information and comparing it to the emerging theory (Glasser and Strauss, 1990). The *grounded approach* allows the researcher to go deeper in the data in order to find the answer to an initial research inquiry. While the researcher examines the data, themes and concepts emerge and are transformed into categories, for instance, in this study; categories were the basis to respond to its research question.

In this study, the grounded approach permitted the researcher to find evidence that responded to the question: how can musical intelligence influence the way first graders, at Rafael Bernal Jiménez School, learn English vocabulary?

Freeman (1993) stated that analyzing data under the frame of the *grounded approach* implied to take raw data and raise it to a conceptual level. To develop this study, it was important to interact with the data, asking questions and making comparisons in terms of the data properties and dimensions.

From the *grounded approach* perspective, there are four steps to analyze data that are: *naming, grouping, finding patterns, and displaying*. In this study, the researcher followed these steps to reduce the data, initially by naming a number of codes for the data, which in turn were ordered in groups by following visible patterns. Consequently, some subcategories and categories emerged in the final result. Data validation in this study was done by means of *Triangulation* which according to Marshall and Rossman (1989), aims at contrasting data from different sources in order to provide a stronger ground to the findings obtained from the study. All data instruments were named, then grouped by similarities and patterns, then contrasted to find features and situations that evinced the improvement of English vocabulary usage by the students. The data triangulation process was applied by contrasting different kinds of data to test the consistency of the findings presented in this study.

### **Data management**

Data recorded by hand was stored in a secure folder. Questionnaire responses were systematized using *Excel* spreadsheet software. Information was organized into tables that were converted into graphics to allow comparisons between them (see Appendices B and E)

Results from Exam A and B were systematized in spreadsheet tables and processed into graphics to facilitate analysis (see App. G and H). Evaluations were collected, graded and systematized in a table that allowed the researcher to compare results (see App J).

The video recordings were transcribed, including statements from the teacher and students' as well as their actions and behavior. Finally, Field Notes were collected in a notebook and later organized using a Word processor (App. A)

### **Data reduction**

Following grounded analysis approach (Freeman, 1998), data in this study was reduced through the previously described process (naming, grouping, finding patterns, and displaying). Initially, keywords or codes were given to the data based on students' behaviors, attitudes, and actions. The researcher also used the color coding process to facilitate data analysis, for instance, color blue was used to highlight those codes that related to musical intelligence; red was selected to differentiate the keywords and clues in data related to incidents observed. An example of some of the codes that emerged from this initial analysis stage is in Appendix K. As a result of the coding process approximately one hundred codes were generated in the analysis; these codes were contrasted and compared in order to group them according to their similarities or differences (Freeman, 1998). The process of grouping was also aided by color-coding to make it easier to differentiate between each group (see Appendix L). Once the coding and grouping processes were complete, the next step was finding relationships among the groups and finding facts that were repeated to establish categories. The resultant categories are presented in the categorical matrix below (Fig.3).

UNIT OF ANALYSIS: Vocabulary learning	VARIABLES/ CATEGORIES	CRITERIA
How can musical stimulus influence the way first graders learn vocabulary in EFL at Rafael Bernal Jiménez School?	Associative memory	1. To learn new vocabulary related with the student's context using songs. 2. Associate real objects and situations with vocabulary.
	Interaction and communication turns	1. To be able to communicate using the vocabulary learned when speaking. 2. To respect and understand how and when the turns take place in the class. 3. To participate in a conversation with the teacher or pairs.

Figure3 – Categorical matrix of variables generated in the data reduction process. The categories were associated by means of three different maps relating the groups and the research question, which allowed the researcher to have a wider vision to analyze the categories and the patterns displaying the data (App. L).

*Associative memory*, *Interaction and communication turns*, were the main categories, because of their repetitive pattern. Below, the reader can find a description of the categories and the process of comparing data.

### **Associative memory**

The pattern used to learn a new word with the population of this study was generally as follows: first, vocabulary was introduced by writing a new word or word-

list on the board, followed by the teacher explaining the meaning of that word in Spanish, followed by its usage in different contexts. Then, the students were exposed to the new word in a variety of ways such as singing and doing rhythmic exercises, along with movements made while singing songs with the new words. The students repeated words or sentences emphasizing the words' pronunciation and meaning, or doing rhythm exercises to internalize sounds and phonemes. All activities developed by learners required the use of the new vocabulary learned in class, and it was observed how using musical intelligence encouraged associative memory and the interaction. Learning vocabulary by using songs is a complex action and is very demanding to first graders. The process implies many steps: listening to the teacher, processing information, repeating the words several times, and singing or playing with rhythmic exercises related with new words. According to Levin (1986), the rationale behind using these strategies emerges from integrating new information with the *corpus* in a meaningful way, making its processing and retrieval easier. The criteria of achievement of the associative memory category were:

- To learn new vocabulary related with the student's context using songs.
- Associate real objects and situations with vocabulary.

It may be argued "for transporting coded mnemonically information, sounds may be extremely effective" (Levin, 1981). Evidence from data throughout the intervention support this argument, as the students seemed to understand instructions and enjoy singing as seen in the following excerpts:

### **Excerpt 1**

*"The students perform excellent in this activity, they like a lot singing and playing."*

(Field Notes, March 13, 2015)

Playing is an important activity to improve learning in general. “Through play, children pass through a series of graduating intellectual developmental stages (sensorimotor, pre-operational) before they construct the ability to reason by giving meaning to place, people and things”(Piaget, 1969). The use of different objects as school tools, fruits or balls, to play with during rhythmic exercises while using new vocabulary learned in class helps to store the words in the long term memory because brain connections are created by the association of new words with real objects. The results from analysis of student evaluations supported this supposition in a qualitative way. The activity was generally successful as it was composed of activities the students enjoyed, while at the same time they were encouraged to develop their musical abilities, recognizing the tone and accent to use in speech(as Excerpt 2 further demonstrates). Indicators of associative memory are evident, as new vocabulary is learned with the student’s own context using musical intelligence.

### **Excerpt 2**

*“Using songs that were part of the folkloric tradition, as well as children songs in their habitual games, allowed the students to remember the vocabulary much easier and to facilitate knowledge association.”*

(Field Notes, March 6, 2015)

In Excerpt 3, the teacher reflected about the learning process of the students using songs, stating that it is easier for the students to remember vocabulary and rhythms because these two steps occur in different brain hemispheres. As Fonseca Mora and Toscano (2011) stated: “using music can produce an ideal situation for learning;

because songs bridge the [brain's] hemispheres, strengthening retention due to complementary functions as the right hemisphere learns the melody, while the left the words". The students could associate the melody and intonation of songs that they knew from their native language to remember the songs in the target language, and the new vocabulary involved; thus learning new vocabulary related with the student's context using songs.

In the next excerpt the reader can find further evidence supporting this affirmation.

### **Excerpt 3**

*"To use a song that the students already knew in Spanish allowed them to easily recall the song's rhythm and the new words related with the song, along with the accent and tone in the speech."*

(Field Notes, March 13, 2015)

As in the previous field notes excerpt where the association of new words in English with songs that students already know in Spanish was evident, here it is observed that musical intelligence allowed the students to remember not just new words easily, but also the rhythm of the song and enjoy their learning process. Neuro-linguistic studies associated neural activities with listening to music because music works deep in the auditory cortex influencing the frontal, temporal, parietal and subcortical areas; which are related to attention (Schellenberg, 2003), and, the limbic and Para limbic system, which is related to the processing of emotions (Koelsch, 2006). Students were generally able to associate real objects and situations with the vocabulary learned faster with the aid of musical intelligence, supporting the use of musical intelligence as a powerful learning tool.

The next excerpt presents another example supporting that the usage of new words in English related with songs that students already knew in Spanish permitted the students to recall easily new words.

#### **Excerpt 4**

*“Learning by using rhythmic exercises not only helped the student’s to learn the numbers and colors but also to develop musical abilities, improving student’s performance.”*

(Field Notes, March 13, 2015)

In the previous excerpt, the link between the development of language skills with the aid of musical intelligence was evinced. Rhythmic exercises were a tool to develop connections between written vocabulary and the sounds and the actions or objects associated with new word (Griffiee, 1992). This suggests that songs are good for introducing vocabulary because they provide a meaningful context for the vocabulary.

In the above excerpt the researcher shared a reflection about one exercise that consisted of singing a song about numbers and colors. Additionally, Excerpt 4 evinced that singing a song followed by patterns of movement had a strong influence on students vocabulary recall because in that way the students could relate the numbers and colors with the melody and the rhythmic patterns of the song. Associating rhythmic exercises with numbers allowed the students to store the words in their long-term memory.

#### **Improving interaction and communication turns**

The second category: *Improving interaction and communication turns* was also determined by examination of data generated in the coding process.

Initial data analysis indicated that associative memory was reinforced through use of music intelligence and rhythmic exercises as a vocabulary learning tool to help engage students with learning activities and following instructions. As the reader will see in the examples below, data suggested that during the implementation students showed preference for activities that required them to carry out movements while singing. This pattern repeated throughout the data and was apparent in every class, and students were able to communicate using the vocabulary learned singing and speaking. The students also respected and understood how and when speaking turns took place in class, participating in a conversation with the teacher or pairs. The specific criteria of achievement in this category were:

- To be able to communicate using the vocabulary learned when speaking.
- To respect and understand how and when the turns take place in the class.
- To participate in a conversation with the teacher or pairs.

#### **Excerpt 5**

*T: Good morning students.*

*S: Good morning teacher (todos).*

*T: Good morning girls!*

*S: Good morning teacher (solo niñas).*

*T: Very good! Good morning boys!*

*S: Good morning teacher!(solo los niños)*

*T: Very good !, Good morning student number 3! (hablando a un niño)*

*A: Good morning teacher...*

(Video transcription 4, Date: February 13, 2015)

In this video transcription, the teacher (as a role-player) pretending to arrive at the classroom sang the song “*good morning*” just to the girls or just to the boys, experiencing interaction between students and teacher by groups as well as single students. Presenting vocabulary connected with a topic, story, or situation could help learners to memorize it more easily than simply providing a word-list. In speaking, students could recognize a greeting sentence and also recognize the communication turns; this being an indicator of interaction within the classroom. That idea allowed the researcher to conclude that when the students pretend actions, they imagine themselves in real communicative situations, which awakens the associative memory inside the students to learn new vocabulary.

Fonseca Mora and Garcia (2010) stated that children generally love music, singing, and imitating. Observations in this study support this generality. Students enjoyed and paid more attention to the class when the activities demanded singing and movements at the same time; as in this excerpt from the initial period of this pedagogical implementation, at a moment when the students were discouraged and distracted:

#### **Excerpt 6**

*“The students were not motivated and involved in the class because they wanted to play and move instead to be quiet and calm.”*

(Field Notes, February 20, 2014)

In the above excerpt the researcher evinced that changing the methodology of the class would be imperative to allow the students to choose what kind of activities they liked, which helped the teacher to promote interaction. After just one month of pedagogical intervention as described in Excerpt 1 the students seemed more enthusiastic and receptive to communicate and learn vocabulary in English.

As will be shown in the following examples, in different moments of the intervention it was apparent that doing rhythmic exercises, singing songs, and playing helped to attract student's attention and control discipline as the reader can see in the following excerpt:

### Excerpt7

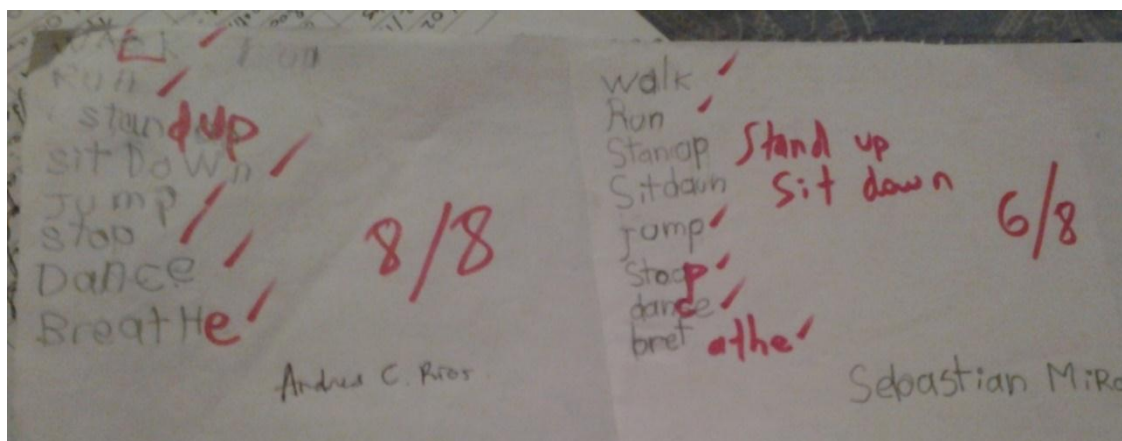


Figure 4 - Students' evaluations.

The activity shown in Fig. 4 is an example of how the students were introduced to a word-list, in this case with the verbs as commands or instructions. Following this activity, the students had to repeat the words by singing the song shared by the researcher, following a rhythmic pattern, recognizing the space in the classroom and their partners. The interaction was promoted in different ways, first an “inner interaction” between the corpus and the new vocabulary, and the other “external interaction” between each student and the teacher, the space, and the different proposed contexts. After four sessions learning this vocabulary in this way (e.g. singing, giving commands to the students), the teacher decided that students would perform in groups and individually, thus shifting the leading role from teacher to students.

This dictation (Fig.4) was a picture of students' evaluations, demonstrating that students learned the single verbs as oral commands, which they had to follow while doing

movements. Students were then able to write the words learned, using them to communicate and interact in further activities.

### **Excerpt 8**

*“To know if students were learning after being exposed to the new vocabulary, the teacher asked students to do the activities in group, speaking and performing the proposed actions at the same time. Changing the dynamic of the exercises was key in order to observe how students reacted individually and in groups, checking if they follow the instructions adequately.”*

(Field Notes, March 13, 2015)

In the above excerpt the researcher found that interaction is fundamental to create a variety of contexts to practice vocabulary. It is important to note the role of associative memory in individual and group activities to see how the students perform in both situations, and in different moments of the class, to evaluate if the students were really learning the words.

In this study it was evident that for the students it was easier to observe the teacher and other students do the actions correctly in order to feel confident about doing the correct action. With this understanding, the teacher changed the class dynamics, which allowed better verification of the learning process and identification of attention problems or difficult situations. These observations demonstrate not only an example of the interaction between teacher and students, but also show that the students could learn vocabulary by following instructions and associating these instructions with speech intonation and the melodic and rhythmic patterns of language.

### **Excerpt 9**

*“Musical activities such as songs and rhythmic games promote interaction and notably improve the learning environment as well as student discipline.”*

(Field Notes, March 6, 2015)

In the above excerpt the researcher found that using musical intelligence helped improve the learning environment because all the students wanted to participate and seemed involved in the class. The activity described in the Excerpt 4 used rhythmic exercises to introduce new vocabulary; verbs and instructions were central in the song. Also in the fragment of the video transcription Excerpt 5 it was shown how musical intelligence enhanced the students’ understanding of the teacher’s communicative intentions. The use of the song containing new words associated with actions helped the students to remember the words and to pay more attention to the class, as is further demonstrated in the next excerpt.

### **Excerpt 10**

A comparison between Exams A and B (App. G and H) shows that the students perform better in vocabulary usage post-intervention, further demonstrating the value of musical intelligence activities. Comparing vocabulary usage of the students when the intervention began (February 2014) and once the study finished (May 2015), using the graphics below it was evident that afterwards the students knew more vocabulary, using the vocabulary learned and interacting in the English class.

Comparing Figs.5 and 6, the improvement student-by-student and their performance by topics are shown. For example, in Fig.5 just three of the students had more than 20 affirmative responses to basic questions about English vocabulary, but after one year of intervention the improvement of students’ knowledge in each category is apparent. A notable improvement of the students’ recall and vocabulary usage is clear. Fig6

indicates that post-intervention, all students had more than 20 marks. The graphics below show that students improved their attention and participated more in class. They interact more amongst themselves and with the teachers and seemed more comfortable in the classroom. Noting how the teacher was taking their interests into account, students made better use of their associative memory, marking the progress in their vocabulary knowledge.

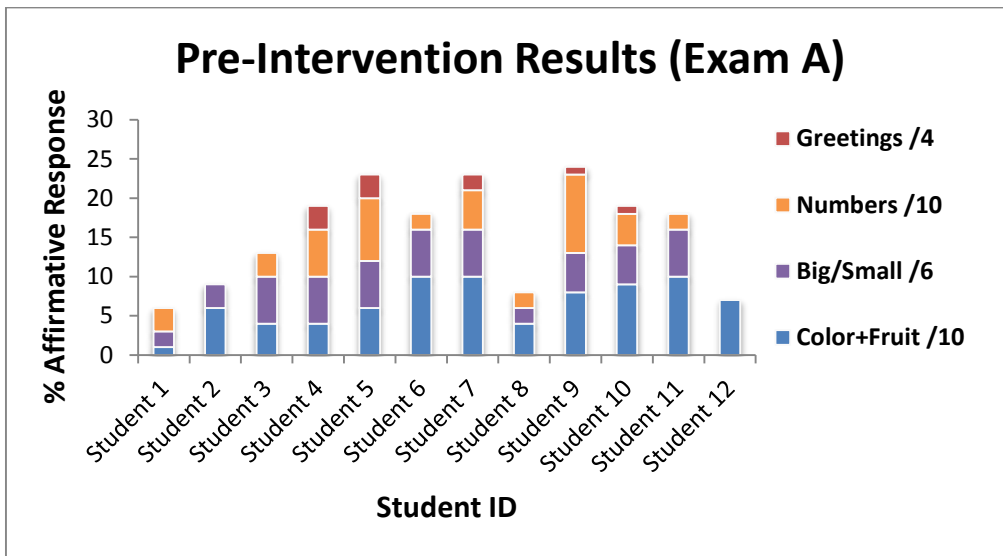


Figure 5 - Results Per student Exam A, pre-intervention (February 2014).

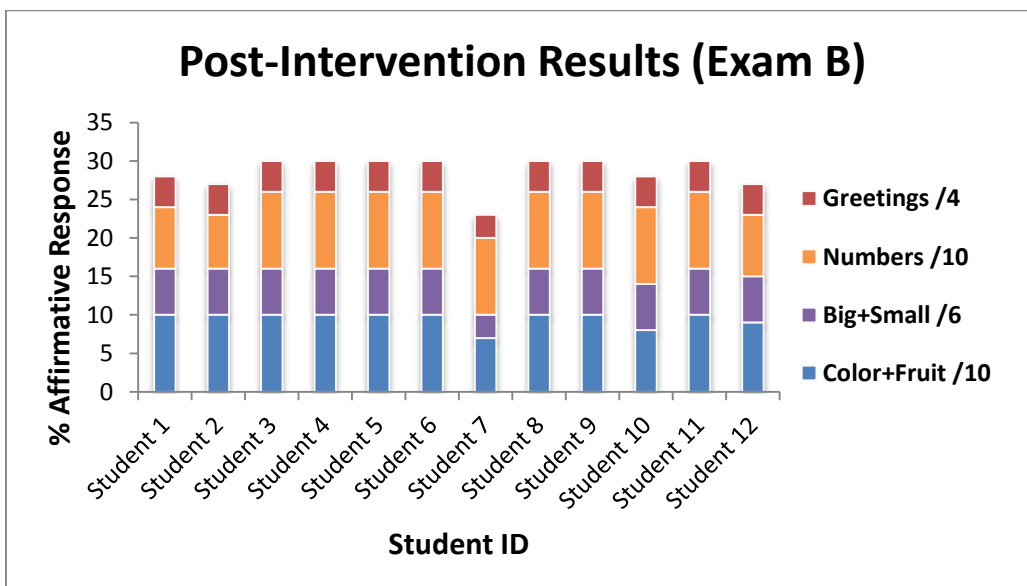


Figure 6- Results per student Exam B, post-intervention (May 2015).

Arnold and Fonseca (2004) state that in many classrooms, students sit in rows for hours and are asked to pay attention to verbal input. The human need for movement is totally overlooked and therefore, its potential value for creating higher energy levels and maintaining attention is greatly reduced. The students' mood in regards to the lesson is very important and musical intelligence helped the teacher to have a better disposition from the students to learn vocabulary, as the reader can realize in the next excerpt:

### **Excerpt 11**

*T: And finally Student 12 give it to me (the ball) clap your hands!*

*S: (La estudiante aplaude tres veces con el ritmo de la canción).*

*T: Very good Student, bend your back!*

*S: (La estudiante hace un pequeño arco con sus manos)*

*T: Very good, touch your feet!*

*S: (La estudiante realiza la acción correspondiente a stretch your legs!)*

*T: Esa orden era toca tus pies y ahora, Stretch your legs!(la estudiante estira las piernas)*

*T: Run, run, run, go to your seat.*

(Video 8, Friday February 27, 2015)

In the next example it is displayed how for students that were shy and did not have the trust to participate in class, the use of musical intelligence had a positive impact in the classroom atmosphere. For example Student 12 was one of the students that did not participate in the previous year. When she had a camera pointing at her, she felt blocked and forgot the words to answer. By using musical intelligence to learn new words, which not only allowed Student 12 to feel more comfortable in the classroom, it also

helped to give confidence to participate, performing the demanded actions and interacting adequately with the teacher and partners.

## Results

Regarding the question, “How can musical intelligence influence the way first graders learn vocabulary in EFL at Rafael Bernal Jiménez School?”, data in this study supports the supposition that musical intelligence allowed learners to learn new vocabulary by associating it with songs and rhythmic games. This kind of intelligence promoted various types of interaction including student-content, student–teacher, and student-students; improving the learning environment and enhancing the relationships amongst all parties.

The general objective in this research project was to determine the influence of musical intelligence in EFL vocabulary learning with first graders at Rafael Bernal Jimenez School. To achieve the general objective, the researcher followed the following specific objectives:

To examine the features of musical intelligence that enhances students’ vocabulary learning. This study highlighted which features in those activities involving musical

intelligence influenced vocabulary learning. The students seemed much more interested when the teacher-researcher proposed movement activities that change the traditional space and order of the class, such as the song *Simon Say's* and *Good Morning Girls And Boys* among other command songs proposed. The activities improved the interaction and the discipline in the classroom.

Alarcon (2013) stated that the use of other intelligences apart of the linguistic intelligence helps students to better assimilate contents and relate the topics learned with daily life. Final results of this research study suggest that the specific activities that positively influenced the student's vocabulary learning were:

- To teach the students songs in English that they knew before in Spanish with the same rhythm.
- To do rhythmic exercises that allowed students to understand intonation in speech and its importance to understand a speaker's communicative intention, emphasizing the use of different intonations and stress patterns.
- To learn new vocabulary by using songs that implied movement and oral intelligence to associate words (sounds) and actions.

The final specific objective was to compare the students' initial and final vocabulary learning after the implementation of musical intelligence with first graders. The accomplishment of this objective is reflected when comparing Exam A and B. Both being the same exam, it aided the researcher in testing if there was an improvement. Additionally, valuable information was gathered from the questionnaires applied at the beginning and end of this study(Figs. 7 and 8), where the students reflected and answered how much English vocabulary they knew prior to the intervention in 2014,

but also what topics are most relevant to them. These instruments reflect the positive influence that this intelligence had in vocabulary learning.

Pre-intervention in 2014 (Fig. 7), just three students (15%) stated knowing something in English, in this case just the numbers. Just one of the students could say his favorite animal in English. Post-intervention in 2015, 75% of the students answered yes to the question, “Do you know something in English?” The students were also able to say what topics they remembered the most (Fig8).92% of the students could say their favorite animal in English.

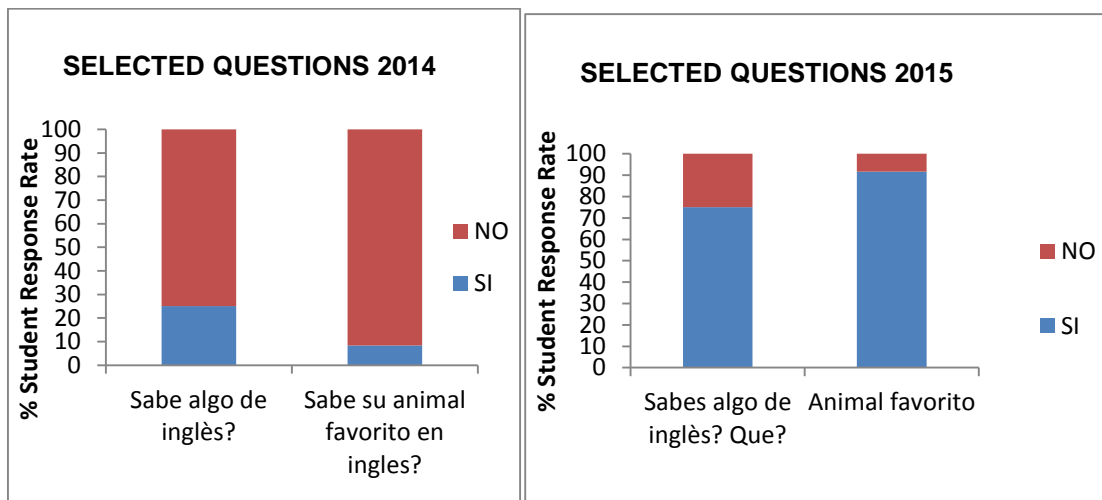


Figure 7- Comparing answers from questionnaires A and B.

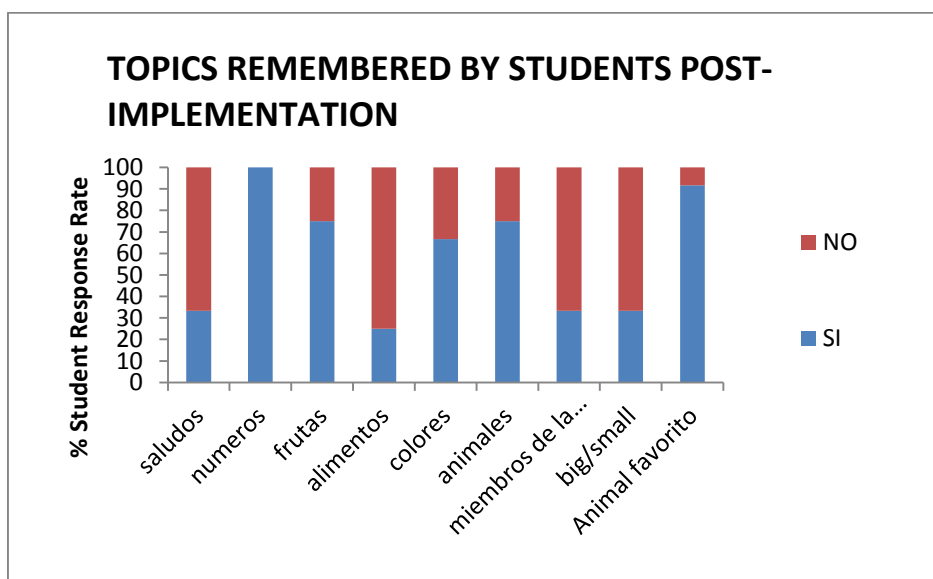


Figure 8- Topics those students remembered in 2015. Where as in 2014 there is no figure of topics due to the lack of English vocabulary as shown in Fig. 7.

Throughout the pedagogical intervention and by supporting observations with data, the researcher could state that the population of this study was deeply involved with their learning processes. Additionally, to the categories described in this pedagogical intervention, the students' progress was displayed in different intelligences directly and indirectly. For example, the students' verbal-linguistic intelligence was enhanced because not only was the focus vocabulary learning, but also when the study was finished, the population constructed in a more conscious and elaborated way simple and complex sentences to express their thoughts, trying to communicate and share their ideas with other people in a clear way. Consequently, their inter-personal and intra-personal intelligences; specifically the student-content, student-teacher, and student-student interactions; were improved. In this way the students now have better receptivity and disposition to hear others, and also, were encouraged to give their opinions and participate in the classroom. In this way this study developed a meaningful learning strategy that transcended the notes and the school.

As a consequence; the homeroom teacher started to pay more attention to the student's opinions, encouraging them to speak which raised their self-confidence.

### Conclusions

The primary conclusions regarding how musical intelligence influenced vocabulary learning, accomplishing the specific objectives of this study are given in the following findings:

- Musical intelligence allowed to the students to store vocabulary in their long-term memory, associating real objects with the student's context using songs and rhythmic exercises.
- To learn vocabulary using musical intelligence created a better learning atmosphere improving interaction between teacher and students and mood towards the class.
- To apply the multiple intelligences theory, specifically speaking about musical intelligence was successful because it helped the students to learn faster and store the new words in their long term memory associating the sound and the pronunciation of new words with song rhythmic exercises.
- Using multiple intelligences in this study allowed the researcher to understand the importance of the cognitive diversity and the kinds of intelligences that could be developed using different activities.
- Language and communication were the axis to teach other knowledge fields, all the cognitive human structure is based in a code or kind of language. This study focus

on the musical intelligence because of the need to be punctual and observe just one intelligence, but relating other areas or subjects as concepts in English language class should be the key to a holistic and multidimensional education.

Developing this work was important to improve compliance with bilingual educational plans in our country, because it aims to improve learning and teaching conditions, helping the students to learn vocabulary in a more effective way and communicate not just in English but also in their native language. The most important impact of this project was proposing an innovative and enjoyable methodology that allowed English teachers to use the language as a tool to design an interdisciplinary, integrative, and ludic pedagogical intervention, which promoted the vocabulary learning.

#### **Limitations and recommendation for future studies**

To this researcher, the most difficult issue was that when the study began there was no English teacher assigned to 102 grade, thus the researcher had to observe and teach at the same time. This issue was a serious difficulty because when a teacher-researcher (which is also a novice teacher and researcher) initiates a study, he or she is supposed to observe another teacher and ground his or her proposal with this foundation. In order to have a better impact and create opportunities, it will be interesting to do a presentation to share this project and its implications with the scholar community (students, parents, and teachers from other areas) since it is believed that others need to consider whether or not education focused on only two types of intelligence is suitable for learners in a world increasingly globalized and complex; and if somehow, the separation of these intelligences is due to the segmentation that education suffers in different areas and disciplines. Thus, it is important to continue researching the impact of new theories or proposals that observe the human being in its diversity contributing a holistic view of the education and a transformation of the traditional educative models.

### **Bibliography and references**

Alarcón, A (2103) Las Inteligencias Múltiples en el aula de lengua inglesa,  
Universidad de Almería.

Amiryousefi, M, Ketabi, S (2011) *Journal of Language Teaching and Research*.  
University of Ishfahan, Iran.

Arnold, Jane, y M<sup>a</sup> Carmen Fonseca. (2004) “Multiple Intelligence Theory and Foreign  
Language Learning: A Brain-based perspective”. *International Journal of English  
Studies* 4. 1

Aitchison, J. (2002). *Words in the Mind: An Introduction to the Mental Lexicon* (3rd  
*Ed.*). *Blackwell Publishers: Great Britain*.

Baleghizadeh. S, Ashoori A. (2010) *Pakistan Journal of Social Sciences (PJSS) Vol. 30,*  
*No. 2.*

- Benenzon, R. O. (1995.) Manual de musicoterapia. Barcelona: Paidós,
- Borchgrevink, H(1982): Prosody and musical rhythm are controlled by the speech hemisphere. In M. Clynes (Ed.), *Music, Mind, and Brain*. New York: Plenum Press 151-157.
- Beorlegui, C. (2005), A vueltas con la naturaleza humana, Debate sobre las antropologías, *Themata. Revista de filosofía* 35.
- Chomsky, N, Harcourt, Brace, Jovanovich. (1972) Language and the Mind, *New York*, pp. 67-68.
- Coady, J. & Huckin, T. (1997). Second language Vocabulary Acquisition. USA: *Cambridge University Press*.
- Cohen, L and Manion, L (1994) Research methods in Education. London, *Route ledge and Kegan Paul*.
- Creswell, J. (2003) Research Design, Qualitative, Quantitative and mixed methods approaches, *Second edition, University of Nebraska, Lincoln*.
- Fonseca-Mora (2002): Inteligencias Múltiples, Múltiples Formas de Enseñar Inglés. *Sevilla: Mergablum*.
- Fonseca-Mora, M.C.; Toscano-Fuentes, C. and Wermke, K. (2011). Melodies that help: The Relation between Language Aptitude and Musical Intelligence. *Anglistik International Journal of English Studies*.
- Freeman, D. (1993). Renaming experience/reconstructing practice: Developing new understandings of teaching. *Teaching and Teacher Education*, 9(5/6), 485–497.

- Gardner, Howard (1998) *Intelligence Reframed Multiple Intelligences for the 21st Century*. *Nueva York: Basic Books*.
- Glaser, B. G., & Strauss, A. (1967). *The discovery of grounded theory: Strategies for qualitative research*. *Chicago: Aldine*.
- Gomez and Torres, (2006) *The role of songs in second grade, students' oral skill development in foreign language*
- Griffee, D. (1992) *Songs in Action*, *New York Prentice Hall*
- HakanAydoğan, (2014) *The Four Basic Language Skills, Whole Language & Intergrated Skill Approach in Mainstream University Classrooms in Turkey*. *Mediterranean Journal of Social Sciences*.
- Hedge, T. (2008). *Teaching and Learning in the Language Classroom*. *Oxford: Oxford University Press*
- Hohmann, M & Weikart, D.P (1979) *Young children in action a Manual for preschool educators*. *Ypsilanti, MI: High/scope Press*
- Hossen, M. A, (2008) *Communicative Language Teaching: Teachers' Perception in Bangladesh (Secondary Level)*
- Jolly, S, Yukiko, (1975) *The use of songs in teaching foreign languages* *University of Hawaii*.
- Koelsch, S., Fritz, T., Cramon, D. Y., Müller, K. & Friederici, A. D. (2006). *Investigating emotion with music: an fMRI study*. *Hum. Brain Mapp.* **27**, 239–250

Levin, J.R. (1993). Mnemonic strategies and classroom learning: A twenty-year report card. *The Elementary School Journal*

Lineamientos curriculares, (2002) Idiomas extranjeros, *Ministerio Nacional de Educación Bogotá Colombia.*

Loue, S (2002). Textbook of research ethics: Theory and practice. *New York: Kluwer Academic Publishers.*

Morales, (2012) The acquisition of vocabulary through three memory strategies, *Universidad de la sabana*

Nation, I.S.P (1990) teaching and learning vocabulary. *New York Newbury house.*

Nunan, D (1992). Research methods in language learning. *Cambridge university press.*

Piaget, J. and Inhelder, B. (1969). The psychology of the child. *New York: Basic Books.*

Proyecto Educativo Institucional (2010) *IED Rafael Bernal Jiménez.*

Richards, Jack; Rodgers Theodore. (2007). Approaches and Methods in Language Teaching. *Cambridge: Cambridge University Press*

Richards, J. C. & Renandya, W. A. (2002). Methodology in Language Teaching an Anthology of Current Practice. *New York: Cambridge University Press, p. 75.*

Schmitt, N. (2000). Vocabulary in Language Teaching. *Cambridge: Cambridge University Press*

Schellenberg, E.G. (2003). Does exposure to music have beneficial side effects? *In I. Peretz & R.J. Zatorre (Eds.). The cognitive neuroscience of music (pp. 430–448). Oxford, England: Oxford University Press.*

Spearman, Charles. (1904) General intelligence objectively determined and measured. *American Journal of Psychology 15, 201-293.*

Vygotsky, L.S. (1978) *Mind in society. Cambridge, MA: Harvard University Press*

Wallace, M. J. (1998). *Action research for language teachers. Cambridge, University Press.*

Wilkins, D. (1972) *Linguistics in language teaching. Cambridge, MIT press*

### **Webgrafia**

*Lesson planning in the early development. Recovered on May the 09 2014 from;*

[http://prezi.com/dxk7\\_kz6whzl/effective-lesson-planning-and-design/](http://prezi.com/dxk7_kz6whzl/effective-lesson-planning-and-design/)

*Cartilla reorganización curricular por ciclos. 2da edición. Recovered on June the 18*


*2015:*[http://www.redacademica.edu.co/archivos/redacademica/colegios/politicas\\_educativas/ciclos/Cartilla\\_Reorganizacion\\_Curricular%20por\\_ciclos\\_2da\\_Edicion.pdf](http://www.redacademica.edu.co/archivos/redacademica/colegios/politicas_educativas/ciclos/Cartilla_Reorganizacion_Curricular%20por_ciclos_2da_Edicion.pdf)



Appendices

Appendix A

Field notes sample with coding process

<p>DIARIO DE CAMPO N° 3</p>	<p>Propósito de la sesión: recolección de consentimiento informado/ Estudiante practicante: <u>Gissella Victoria Muñoz Narváez</u></p>										
<p>INSTITUCION <u>Rafael Bernal Jiménez</u></p>	<p>curso 202</p>	<p>Fecha: 27 de febrero 2015</p>	<p>UNIVERSIDAD PEDAGÓGICA NACIONAL</p>								
<p><b>OBSERVACION</b> <b>Descripción/narración</b></p>	<p><b>Tema/Concepto/Categoría</b></p>	<p><b>Análisis/Causas / Consecuencias</b></p>	<p><b>AporteProyecto Preguntas/ Decisiones</b></p>								
<div style="text-align: center;">  <table border="1" data-bbox="379 1128 496 1357"> <tr> <td>Male</td> <td>Female</td> </tr> <tr> <td>HE</td> <td>SHE</td> </tr> <tr> <td>Men</td> <td>Women</td> </tr> <tr> <td>Boy</td> <td>Girl</td> </tr> </table> </div> <p>Los estudiantes debían observar la tabla que la profesora dibujo en el tablero y copiarla en el cuaderno con un dibujo así. luego debían copiar en el cuaderno: las siguientes frases:</p> <p>My name is? _____</p> <p>I am a (Girl or boy), I am _____ years old. I am (big or small)</p> <p>My eyes are _____</p> <p>Les hable de que ellos podían presentarse usando esas frases pero</p>	Male	Female	HE	SHE	Men	Women	Boy	Girl	<p><b>Word lists about people and gender</b></p> <p><b>Gender issues</b></p> <p><b>Kinetic intelligence</b></p> <p><b>Interaction</b></p> <p><b>Associating people and actions</b></p> <p><b>Discipline</b></p>	<p>Quizás los estudiantes se concentran más, porque este ejercicio es más complejo al exigirle a los estudiantes no solo escribir sino leer.</p> <p>Ese día los estudiantes estuvieron particularmente inquietos y fue muy difícil mantener la atención y el buen comportamiento en la clase.</p> <p>Debido a la cantidad de estudiantes es difícil manejar el tiempo para escuchar y atender a todos</p>	<p>Cuando los estudiantes deben hacer una actividad relacionada con la escritura se ven más concentrados y callados que en otras actividades donde deben poner atención y seguir instrucciones.</p> <p>Los estudiantes mientras la profesora necesita hacer otra actividad, es necesario solicitarle a los estudiantes, que mejor actitud ha</p> <p>Al copiar la tabla se portaron más juiciosos, para salir al descanso les solicite que me presentaran las notas y la mayoría lo hizo con prontitud, hubo dos o tres estudiantes que se demoraron más en terminar el ejercicio escrito pero todos lo hicieron bien.</p> <p>Había estudiantes que respondían de una vez al ejercicio.</p>
Male	Female										
HE	SHE										
Men	Women										
Boy	Girl										

UPN

## LEARNING ENGLISH VOCABULARY TRH

## Appendix B

## Results Questionnaire A

Conventions

M: mother P: father

A: Grand Mother T: Uncle/aunt

H: brothers or sisters

Nombre	Edad	¿Sabe leer y escribir en español?	¿Con quién vive?	¿Su materia favorita?	¿Escribe su nombre?	¿Sabe los números?	¿Estudió ingles antes?	¿Sabe su animal favorito en inglés?
Student 1	5	No	M.P.3h	NS/NR	no	Si	no	no
Student 2	6	No	A.M.tia.1h	matemáticas	si	Si	no	si
Student 3	6	Si	M.P.1h	C.natural	si	Si	numbers	no
Student 4	6	Si	M.P.1h	matemáticas	si	Si	no	no
Student 5	6	No	M.P.1h	matemáticas	si	Si	no	no
Student 6	6	No	M.P.3h	Artes	si	Si	no	no
Student 7	6	Si	M.P.2h	Espanol	si	Si	numbers	no
Student 8	6	No	M.P.T.A	matemáticas	si	Si	no	no
Student 9	5	Si	M.P.h1	NS/NR	si	Si	numbers	no
Student 10	6	No	M.A.h.	religión	si	Si	no	no
Student 11	6	No	M.P.6h	artes	si	Si	no	no
Student 12	6	No	M.P.2h	matemáticas	si	Si	no	no
					11	12	3	1
2014	¿Sabe leer y escribir en español?	¿Escribe su nombre?	¿Sabe los números?	¿Estudió ingles antes?	¿Sabe su animal favorito en inglés?			
SI	33 %	92 %	100 %	25 %	8 %			
NO	67 %	8 %	0 %	75 %	92 %			

## Appendix C

### Interview with the head teacher

V.M: Buenos días profesora

B.M: Buenos días Victoria como estas?

V.M: Profesora cuál es su nombre?

B.M: Bertha Mora

V.M: ¿Hace cuantos años trabaja en el colegio Rafael Bernal Jiménez?

B.M: En este colegio trabajo hace 28 años, y con el distrito llevo 35

V.M: ¿Y usted es directora de curso?¿De qué grupo aquí en el colegio?

B.M: Trabajo con el grado primero, me gusta trabajar con primero porque es el curso donde más se nota el avance de los niños.

V.M: Y ¿cuál considera usted que es el mayor problema, o la mayor problemática en el curso 102?

B.M: Para mí la dificultad que se compromiso de algunos papitos con el proceso de los niños. Para el grado primero es tan importante tener un sentido más personalizado y se me ha dificultado mucho porque tengo un curso bastante numeroso. Y se nota el progreso de los niños, el avance de los niños cuando en la casa conviven viven con ellos y les ayudan en su proceso educativo.

A los niños que su papa no les dedica tiempo uno ve el atraso de esos niños. Otro problema que se presenta es que los niños han perdido cualquier norma disciplinaria no en el sentido de quedarse callado sino en el orden y en la manera como hay que seguir las instrucciones para desarrollar las actividades, a eso me refiero yo en la disciplina. Se charlan, se salen del salón, corretean por el salón, no siguen instrucciones, a eso me refiero. Eso dificulta el trabajo.

V.M: Gracias profesora Bertha.

**(Video recorded February 22, 2014)**

**Appendix D Syllabus**

<b>WEEK</b>	<b>Topics</b>	<b>Activities</b>	<b>Resources</b>
Week 1	<b>1 Unity “I know my school”</b> Greetings	Dialogues and vocabulary learning	Images
Week2	My school	Vocabulary learning	Scholar tools, pens,
Week	Instructions in English	Vocabulary list, movement game.	Word lists, images
Week 4	Commands and instructions	Movement game Practicing asanas	One ball, Objects and school materials
Week 5	The numbers	Vocabulary game	Images and objects.
Week 6	<b>2 Unity “fruits, shapes and colors”</b>	Vocabulary learning and context activities	Images and objects
Week 7	Shapes and colors	Vocabulary learning and group game	Images and objects
Week 8	Juices and deserts with fruits	Cooking game	Fruits, Vocabulary list
Week 9	Foods and drinks	Vocabulary learning	Keywords in theboard
Week 10	I like fruits	Drawing and playing	Images
Week 11	<b>3 Unity “ I know myself and my family”</b>	Performance	Role play
Week 13	Human body	Singing and doing	Songs and rhythms
Week 14	Describing myself and others	Writing	Notebook and board
Week 15	Family members	Vocabulary game and Role play	Vocabulary list
Week 16	The parts of the house	Drawing and pronouncing	Images
Week 17	Sports	Vocabulary learning, movement game	Images, objects
Week 18	Giving orders and instructions	Group game	Simon says game
Week 19	Written Exam	Problem solving	Exam
Week 20	<b>4 Unity “ I love my planet”</b>	Vocabulary learning	Images/ word lists
Week 21	Taking care of the planet	Role-play	Audio-visual
Week 22	Domestic animals	Vocabulary learning	Word lists
Week 23	Wild animals	Information gap	Images-video
Week 24	Preferences and dislikes	Writing / Role play	Notebook
Week 25	Travelling around the world	Role-play	Costumes, song
Week 26	Sports and Activities	Vocabulary learning	Word lists and images
Week 27	Simple sentences construction	Writing/ role play	Notebook, Images
Week 28	Days and months, the time.	Homework revision	Birthday telling

## Appendix E

Literature review table

N°	RESEARCH TITLES	INSTITUTION	YEAR	KEY WORDS
1	<i>COMMUNICATIVE LANGUAGE TEACHING: TEACHERS' PERCEPTION.</i>	BRAC University	2008	Communicative Language teaching.
2	<i>THE EFFECT OF KEYWORD AND WORD LIST METHODS ON IMMEDIATE VOCABULARY RETENTION OF EFL LEARNERS</i>	Shahid Beheshti University	2010	Retention; Vocabulary; Mnemonics; Word lists
3	<i>LAS INTELIGENCIAS MÚLTIPLES EN EL AULA DE LENGUA INGLESA;</i>	Universidad de Almería	2013	Inteligencias Múltiples, Lenguaje inglesa.
4	<i>THE ROLE OF SONGS IN SECOND GRADE STUDENTS ORAL SKILL DEVELOPMENT IN THE FOREIGN LANGUAGE.</i>	Universidad Pedagógica Nacional	2006	Authentic material, Songs, Oral skill development, Mother tongue.
5	<i>THE ACQUISITION OF VOCABULARY THROUGH THREE MEMORY STRATEGIES</i>	Universidad de la Sabana	2012	Memory, vocabulary strategies, vocabulary acquisition.

## Appendix F

## ¿Qué temas en inglés conoces?

Nombres	Saludos	números	Frutas	alimentos	colores	animales	miembros de la familia	Grande/pequeño	Animal favorito
Student 1		X							Conejo
Student 2		X	X		X	X			Dog
Student 3	X	X	X	X	X	X	X	X	Elephant
Student 4		X	X						Cat
Student 5		X	X	X		X			Lyon
Student 6		X	X		X	X		X	Rabbit
Student 7		X			X	X	X		Dog
Student 8		X			X	X		X	Dog
Student 9	X	X	X		X	X	X		Cat
Student 10	X	X			X	X			Duck
Student 11	X	X	X	X	X	X	X	X	Cat
Student 12		X	X						Fish
Total	Saludos	numeros	frutas	alimentos	colores	animales	miembros de la familia	big/small	Animal favorito
SI	33	100	75	25	67	75	33	33	92
NO	67		25	75	33	25	67	67	8

2015	Sabes algo de inglés? Que?	Animal favorito
SI	75 %	92
NO	25 %	8

**Appendix G****Results Exam A 2014**

Names	Color+fruta /10	Big/Small /6	Numbers /10	Greetings /4	Total /30
Student 1	1	2	3	0	6
Student 2	6	3	0	0	9
Student 3	4	6	3	0	13
Student 4	4	6	6	3	19
Student 5	6	6	8	3	23
Student 6	10	6	2	0	18
Student 7	10	6	5	2	23
Student 8	4	2	2	0	8
Student 9	8	5	10	1	24
Student 10	9	5	4	1	19
Student 11	10	6	2	0	18
Student 12	7	0	0	0	7
Group media	6,58	4,42	3,75	0,83	15,58
Percent	65,83%	73,61%	37,50%	20,83%	51,94%

2014	Color+fruit /10	Big/Small /6	Numbers /10	Greetings /4
SI	79	53	45	10
NO	41	19	75	38

## Appendix H

### Results exam B

Names	Color+Fruit /10	Big/Small /6	Numbers /10	Greetings /4
Student 1	10	6	8	4
Student 2	10	6	7	4
Student 3	10	6	10	4
Student 4	10	6	10	4
Student 5	10	6	10	4
Student 6	10	6	10	4
Student 7	7	3	10	3
Student 8	10	6	10	4
Student 9	10	6	10	4
Student 10	8	6	10	4
Student 11	10	6	10	4
Student 12	9	6	8	4
Group media	9,50	5,75	9,42	3,92
Percent	95,00%	95,83%	94,17%	97,92%
2015	Color+Fruit /10	Big/Small /6	Numbers /10	Greetings /4
SI	114	69	113	47
NO	6	3	7	1

## Appendix I

### Sample of consent letter signed by the parents.

AUTORIZACION

*Respetado padre de familia/acudiente:*

Su hijo Esteban Alarcón F está siendo invitado a participar en el proyecto de Investigación, el aprendizaje de vocabulario en inglés por medio de las inteligencias musical y kinésica, el objetivo del estudio es contribuir al aprendizaje de vocabulario en inglés como lengua extranjera por medio del estímulo de las inteligencias musical y kinésica.

Durante el proceso, que tomara un año y medio, su hijo podrá ser grabado, observado, y puesto en pruebas de escritura; sin embargo, esta información será usada solamente con fines educativos y de investigación. Sus nombres y el de sus hijos, al igual que cualquier información obtenida, serán mantenidos en el anonimato.

Su hijo podrá dejar de ser parte del estudio cuando usted así lo desee por lo cual, no habrá ningún tipo de sanción disciplinaria o académica. Así mismo, es importante reafirmar que al ser participante en la investigación, su estatus como estudiante, sus derechos y obligaciones con el curso y la institución, sus notas y en general todo aspecto relacionado con la clase, jamás se verán afectados por ningún motivo. Una vez el estudio haya sido satisfactoriamente terminado, el investigador compartirá públicamente los resultados encontrados.

Al firmar este documento usted habrá aceptado ser participe de este estudio y dará fe de haber sido informado de las implicaciones que esto conlleva. Habiendo hecho las preguntas necesarias y recibiendo una respuesta satisfactoria, usted está de acuerdo en participar voluntariamente de esta investigación.

Lina Maria Fajardo  
Nombre

[Firma]  
Firma

09 - Mar 20 - 2015  
Fecha y hora

lmfajardo.29@hotmail.com  
Correo electrónico

Atentamente:  
Victoria Muñoz  
Practicante U.P.N

Duque, A. (2014).

## Appendix J

## Lesson plan sample

LESSON PLAN 1 DATE 13 February 2015	Grade 202	Time 2 hours Codes: activity focus: <b>BLUE</b> Key words: <b>RED</b>
Subject : English Greetings Short dialogues	Title: Questions and answers	Objective To remember greetings vocabulary and make a short presentation.
ACHIEVEMENT INDICATORS	MATERIALS	PROCEDURE
To remember how to pose questions and answers in a short dialogue. To be able to speak with others understanding questions.	Board Markers	WARMING UP 30 minutes The teacher arrives to the class, propose the students to stand up walk slow around the classroom looking at the eyes of their partners and the teacher ask them to change the rhythm of their walk with the rhythm of the clap of the hands, after that the teacher ask the students to jump, to dance, stop and sit down. PRESENTATION OF THE TOPIC 1 hour The students answer hello teacher, the teacher present the greetings with images and also the words girls and boys, the students have to answer having into account who the teacher is talking.
FREE PRACTICE 30 minutes The students practice many times and use the informal greetings Hi/hello also. The teacher write in the board one short dialogue like this: “Good morning teacher/Good morning student What is your name? My name is _____ How old are you? I am _____ years old. How are you today? Fine thank you; and you? Fine.” The students some will play a role-play guessing that one is the teacher and the other one is the student.		

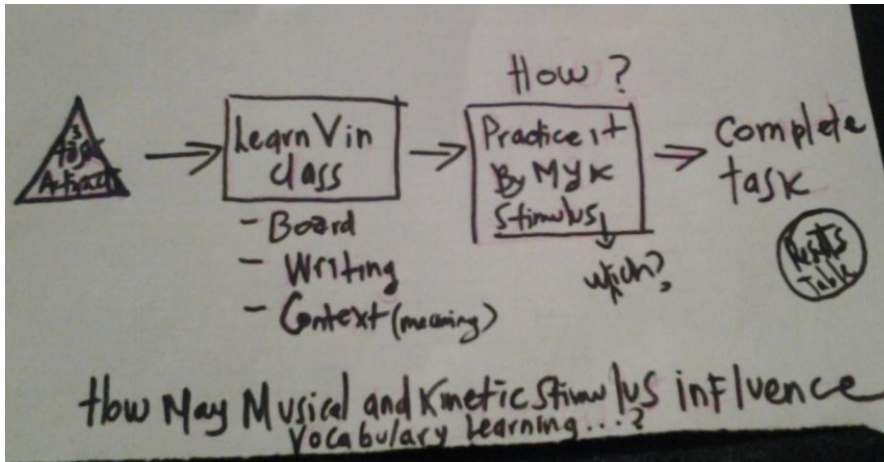
**Appendix K****Results of evaluations post intervention**

Names	A (verbs)/8	B (likes/dislikes)/5	C (animals/house)/5	total/18
Student 1	3	0	5	8
Student 2	0	5	0	5
Student 3	5	5	5	15
Student 4	6	4	5	15
Student 5	0	5	5	10
Student 6	8	5	5	18
Student 7	3	4	5	12
Student 8	2	5	5	12
Student 9	7	5	5	17
Student 10	3	5	3	11
Student 11	7	5	5	17
Student 12	4	4	5	13
Group media		4,33	4,42	12,75
Good answers percentage		86,67%	88,33%	70,83%

Appendix L

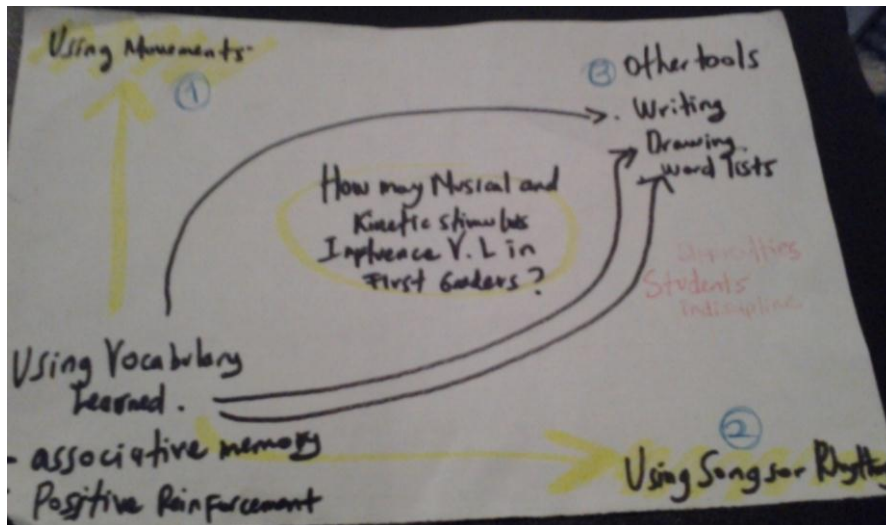
Mind maps to relate category patterns and the research question.

*Mind map A Task, learning and reinforcement process:*



*Mind map B using movements or using songs relationship with*

*research question:*



## Appendix M

### Data analysis naming/coding process

CODES	GROUPS
<ul style="list-style-type: none"> <li>• Using shapes and space in the writing process</li> <li>• Coloring and drawing to learn vowels</li> <li>• feeling empathy with the teacher</li> <li>• Students indiscipline</li> <li>• Different knowledge levels in students.</li> <li>• Distracted and undisciplined students</li> <li>• Understanding English without knowing it.</li> <li>• Indiscipline and fighting in the classroom</li> <li>• Complaining and calling attention</li> <li>• Stretching and using movements to keep attention focus.</li> <li>• Searching to call teacher's attention</li> <li>• Talking about their interests and needs</li> <li>• Students show preference for activities that implies movements</li> <li>• Answering questions about their likes and preferences</li> </ul>	<p>STUDENTS</p> <p>INDISCIPLINE 8</p> <p>Students indiscipline 4</p> <p>Distracted and undisciplined students 6</p> <p>Indiscipline and fighting in the classroom 8</p> <p>Distracted and undisciplined students 15</p> <p>Distracted and undisciplined students 29</p> <p>Undisciplined and lack of attention in class 38</p> <p>Playing and screaming 39</p> <p>Undisciplined and lack of attention students 61</p> <p>DIFFERENT KNOWLEGDE LEVELS</p> <p>2</p>

<ul style="list-style-type: none"> <li>• Distracted and undisciplined students</li> <li>• Enjoying and paying attention by doing movements</li> <li>• Drawing and being involved in class</li> <li>• Students' engaged drawing their favorite animal</li> <li>• Students whom did not worked in class</li> <li>• Learning by vocabulary playing</li> <li>• Learning vocabulary by using images</li> <li>• Talking about what they know in English</li> <li>• Learning vocabulary by following instructions</li> <li>• paying attention by doing movements in mirror</li> <li>• Doing actions and repeating new words in English</li> <li>• Using word lists to learn vocabulary</li> <li>• Associating new words with previous knowledge</li> <li>• Learning by associating images with words</li> <li>• Distracted and undisciplined students</li> <li>• Not sharing attitude</li> </ul>	<p>Different knowledge levels in students. 5</p> <p>Different levels of knowledge in the course 37</p> <p>COLORING OR/AND DRAWING 5</p> <p>Drawing and being involved in class 17</p> <p>Students' engaged drawing their favorite animal 18</p> <p>Coloring and drawing to learn vowels 2</p> <p>Learning vocabulary by using images 21</p> <p>Drawing their favorite fruits 47</p> <p>WRITING AS A LEARNING TOOL 8</p> <p>Using shapes and space in the writing process</p> <p>Writing word lists ordered by gender</p> <p>Writing sentences about</p>
---	---

<ul style="list-style-type: none"> <li>• Pretending actions to practice Vocabulary</li> <li>• Participating in role plays</li> <li>• Answering more that they are asked for</li> <li>• Engaging in the learning activities by pretending actions</li> <li>• Interrupting their partners</li> <li>• Pretending actions and interacting</li> <li>• Different levels of knowledge in the course</li> <li>• Undisciplined and lack of attention in class</li> <li>• Playing and screaming</li> <li>• Students participating in class</li> <li>• Associating new vocabulary with the context</li> <li>• Learning by using word lists</li> <li>• Listening instructions and bringing things in specific colors</li> <li>• Listening and drawing the fruits they are asked for</li> <li>• Speaking about things they do using the vocabulary learned</li> <li>• Being recognized by their partners</li> </ul>	<p>themselves</p> <p>Learning with reading and writing exercises</p> <p>Engaging in the class because they like to write</p> <p>65</p> <p>Writing complex sentences</p> <p>Engaging students by using writing activities 80</p> <p>Writing songs in the notebook using movements and body parts' vocabulary</p> <p>SEARCHING FOR ATTENTION 2</p> <p>Complaining and calling attention 9</p> <p>Searching to call teacher's attention</p> <p>INTERACTION</p> <p>(Listening, doing and expressing ideas) 23</p> <p>Stretching and using movements to keep</p>
--	---

<ul style="list-style-type: none"> <li>● Drawing their favorite fruits</li> <li>● Speaking about things they do or they like using the vocabulary learned</li> <li>● Engaging in the learning activities that involve songs and actions</li> <li>● Remembering vocabulary for exposition</li> <li>● Reacting to positive reinforcement</li> <li>● Forgetting some vocabulary due to the lack of exposition</li> <li>● Doing actions when they are asked for</li> <li>● Remembering fruits by using word lists</li> <li>● Participating more using the vocabulary learned</li> <li>● Difficulties to say complex sentences</li> <li>● Reacting to positive reinforcement</li> <li>● Writing word lists ordered by gender</li> <li>● Writing sentences about themselves</li> <li>● Learning with reading and writing exercises</li> <li>● Undisciplined and lack of attention students</li> <li>● Lack of exposition to pronouns</li> <li>● Engaging the students by using objects</li> </ul>	<p>attention focus.</p> <p>Learning by vocabulary playing</p> <p>Learning vocabulary by following instructions</p> <p>paying attention by doing movements in mirror</p> <p>Following instructions in group and individually</p> <p>Associating new words with songs</p> <p>Developing motor abilities by rhythm exercises</p> <p>Observing other students to do the action correctly</p> <p>Engaging the students by using movements and actions</p> <p>USING THE VOCABULARY LEARNED 9</p> <p>Talking about their interests and needs</p> <p>Students participating in</p>
---	--

<ul style="list-style-type: none"> <li>• Following oral instructions</li> <li>• Interrupting and doing disorder in class</li> <li>• Engaging in the class because they like to write</li> <li>• Proactive students that make the homework in class</li> <li>• Difficulties differentiating pronouns he/she</li> <li>• Using the vocabulary learned to talk about themselves</li> <li>• Engaging students by using a ball</li> <li>• Remembering words by using word lists</li> <li>• Writing complex sentences</li> <li>• Singings songs to attract students attention and control discipline</li> <li>• Remembering vocabulary associating instructions and movements</li> <li>• Using musicalintelligence to improve interaction</li> <li>• Using the vocabulary learned to talk about their likes and dislikes</li> <li>• Associate vocabulary learned with the songs they already know in Spanish</li> </ul>	<p>class</p> <p>Answering questions about their likes and preferences</p> <p>Talking about what they know in English 23</p> <p>Speaking about things they do using the vocabulary learned 45</p> <p>Speaking about things they like using the vocabulary learned 48</p> <p>Participating more using the vocabulary learned 55</p> <p>Using the vocabulary learned to talk about themselves 69</p> <p>Using the vocabulary learned to talk about their likes and dislikes 76</p> <p><b>USING SONGS OR RHYTHMS 11</b></p> <p>Singings songs to attract students attention and control discipline 73</p>
--	---

<ul style="list-style-type: none"> <li>• Using songs to learn new vocabulary</li> <li>• Singing songs to control discipline</li> <li>• Engaging students by using writing activities</li> <li>• Difficulties to follow instructions</li> <li>• Helping the teacher</li> <li>• Writing songs in the notebook using movements and body parts' vocabulary</li> <li>• Doing rhythm exercises to keep attention focus</li> <li>• Associating rhythmic exercises with numbers</li> <li>• Using songs as a vocabulary learning tool</li> <li>• Following instructions and singing</li> <li>• Following instructions in group and individually</li> <li>• Associating new words with movements and actions</li> <li>• Developing motor abilities by rhythm exercises</li> <li>• Observing other students to do the action correctly</li> <li>• Exposition to vocabulary using songs</li> </ul>	<p>Associate vocabulary learned with the songs they already know in Spanish</p> <p>77</p> <p>Using songs to learn new vocabulary</p> <p>Singing songs to control discipline</p> <p>Doing rhythm exercises keep attention focus 84</p> <p>Associating rhythmic exercises with numbers</p> <p>Using songs as a vocabulary learning tool</p> <p>Following instructions and singing</p> <p>Exposition to vocabulary using songs</p> <p>Singing songs that the students already know in Spanish as a learning tool, it helps to associate new words with the students</p> <p>“corpus”</p>
--	--

<ul style="list-style-type: none"> <li>• Singing songs that the students already know in Spanish as a learning tool, it helps to associate new words with the students “corpus”</li> <li>• Engaging the students by using movements and actions</li> <li>• Improving their results by being exposed to the vocabulary and repeating the same exam</li> <li>• Improvement clues comparing first and final exams</li> <li>• Remembering numbers from 1 to 10 is easily than remembering just one number</li> <li>• Being curious and interested in their partner’s answers</li> </ul>	<p>Engaging in the learning activities that involve songs and actions</p> <p>USING WORD LISTS 4</p> <p>Using word lists to learn vocabulary</p> <p>Learning by using word lists</p> <p>Remembering fruits by using word lists</p> <p>Remembering words by using word lists 71</p> <p>ASSOCIATIVE MEMORY 4</p> <p>Associating new words with previous knowledge</p> <p>Learning by associating images with words</p> <p>Associating new vocabulary with the context</p> <p>Remembering numbers from 1 to 10 is easily than remembering just one</p>
<p>POSITIVE INDICATORS OF ACHIEVEMENT</p> <ol style="list-style-type: none"> <li>1. Feeling empathy with the teacher.</li> <li>2. Understanding English without knowing it.</li> <li>3. Answering more that they are asked for.</li> <li>4. Being curious and interested in their partner’s answers.</li> <li>5. Improvement clues comparing first and</li> </ol>	

<p>final exams.</p> <p>6. Helping the teacher.</p> <p>7. Proactive students that work on homework in class.</p>	<p>number</p> <p>EXPOSITION TO VOCABULARY 2</p> <p>Improving their results by being exposed to the vocabulary and repeating the same exam</p> <p>Remembering vocabulary for exposition</p>
---	--

**Appendix N****Groups in colors and frequency of repetition of codes inside each group.**

Groups in colors assigned and number.
<b>INTERACTION IN CLASS 23</b>
<b>USING SONGS OR RHYTHMS 11</b>
<b>USING THE VOCABULARY LEARNED 9</b>
<b>WRITING AS A LEARNING TOOL 8</b>
<b>STUDENTS INDISCIPLINE 8</b>
<b>COLORING OR/AND DRAWING 5</b>
<b>USING WORD LISTS 4</b>
<b>ASSOCIATIVE MEMORY 4</b>
<b>DIFFERENT KNOWLEDGE LEVELS 2</b>
<b>SEARCHING FOR ATTENTION 2</b>
<b>EXPOSITION TO VOCABULARY 2</b>

## Appendix O

### General schedule

ACTIVITY	DATE
Context and diagnosis.	February – March 2014
Identify research problem	February- March 2014
Research Question and problem description.	March – April 2014
Survey literature	March - April 2014
Writing theoretical framework and justification	April 2014
Lesson planning, impacts, results and final appendices.	Mayo-June 2014
Sustentation of the research project	Mayo 22, 29 y 30 2014
Synthesizing the entire research project, and information gathering	August 2014
Applying and evaluating the first two stages.	August – October 2014
Checking and reevaluating the project	November 2014
Applying and evaluating the stages 3 and 4	February 2016
Final Checking and reevaluating the project	August- September 2016
Final sustentation of the research project	October- November 2016