

**FACULTAD REGIONAL MULTIDISCIPLINARIA
FAREM-MATAGALPA**



**UNIVERSIDAD
NACIONAL
AUTÓNOMA DE
NICARAGUA,
MANAGUA**
UNAN - MANAGUA

Departamento de Educación y Humanidades

GRADUATION SEMINAR

General Topic:

**Instructional Approaches for TEFL Success in Matagalpa's
Primary and Secondary Education, II Semester 2023**

Specific topic:

Role of musical and interpersonal intelligence in the learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

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Matagalpa Nicaragua, December 2023

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Index

Index	i
Gratitude	ii
Endorsement Letter	iii
Abstract	iv
I. INTRODUCTION	1
II. JUSTIFICATION	3
III. OBJECTIVES	5
Aim	5
Objectives	5
IV. THEORETICAL FRAMEWORK	6
4.1. Musical Intelligence in the Learning Process	6
4.1.1. Definition of Musical Intelligence	6
4.1.2. Importance of musical intelligence	7
4.1.3. Characteristics of Musical Intelligence	8
4.1.4. Role of Musical Intelligence in the Learning Process	10
4.2. Interpersonal Intelligence in the Learning Process	11
4.2.1. Definition of Interpersonal Intelligence	11
4.2.2. Components of Interpersonal Intelligence	12
4.2.3. Importance of Interpersonal Intelligence	16
V. ANALYSIS E INTERPRETATION OF RESULTS	17
5.1. Conclusions	20
5.2. Recommendation	21
VI. BIBLIOGRAPHY	22
Appendix 1 operationalization of variables	1
Appendix II Interview to the teacher	6
Appendix III Survey to students	9
Appendix IV: Analysis and interpretation of results table	13
Appendix V: Strategy Proposal	18

Gratitude

Our lives are full of challenges and one of them, is the university, thank God that allowed us to finish a stage that is the basis for understanding, in the labor field that we are immersed in.

We thank our parents for the support and affection they give us at every step of our university life.

We also thank our alma matter and we would like to thank my tutors and collaborators for their support and guidance during the research process for the knowledge we acquired during the 5 years of university, specially our facilitator Lic. Cesar Enrique Lopez and others professor who guided us in the realization of this thesis project.

Endorsement Letter

Abstract

Musical and Interpersonal Intelligence can enrich the learning process. People with these intelligences may have greater motivation and enjoyment in related areas, and may learn better through activities that involve music and interaction with others. Both intelligences are based on the ability to perceive and understand emotions. Musical intelligence involves a sensitivity to recognize and communicate emotions through music, while interpersonal intelligence involves an ability to perceive and understand the emotions of others. Music can be a form of emotional communication and can facilitate the establishment of emotional connections in interpersonal relationship. The objective of this research is to investigate the role of musical and interpersonal intelligence in the process of learning speaking and listening skills in students. Previous research has shown that all people have all types of intelligence developed to a certain point, which is why to facilitate it in the student, they must be observed, diagnose their characteristics, check their needs and develop their potential. The approach of this research is qualitative and a sample of 12 students from the third grade was taken, to whom surveys were applied, apart from this, an interview was carried out with the teacher, these instruments together with the theoretical framework served to answer, to the proposal, objective and conclude that musical and interpersonal intelligence play a very important role in the learning process of students, musical and interpersonal intelligence are closely linked and can act together to improve communication, empathy, and social skills.

Key words: Music, interpersonal, intelligence, learning, process

I. INTRODUCTION

Through music and dialogue, we connected our hearts, share our lives and learn in a more effective way. the difficulties that children present in the learning process were the reasons why it was decided to start an in-depth investigation about how you can improve the learning process, developing musical and interpersonal intelligence

In previous years, research similar to this one has been carried out, in Chontales, Nicaragua (Gozales & Barberena, 2019) in doctoral thesis titled "Learning strategies to enhance multiple intelligences in sixth grade children" the general objective was: Contribute to the learning process of the natural sciences, from a different perspective by developing the cognitive skills of students through the steps of educational projects in primary education.

She concluded that, to verify that the students managed to develop the multiple intelligences through the application of project learning, he applied the last KPSI evaluation test with the structure similar to the diagnosis and the results were notoriously significant, as the students had a better knowledge of what was asked. In this research, good results were obtained, however multiple intelligences were addressed in a general way, no emphasis was placed on musical and interpersonal Intelligence and it is considered that this is topic is of great importance and therefore deserves to be studied in more depth.

The main Objective of this research is to Investigate the roll of musical and interpersonal intelligence in the learning process in 3rd grade students at Ruben Dario School, San Dionisio, Matagalpa during the second semester 2023, Similarly the specific objectives of this work were focus in analyze the relationship between musical and interpersonal intelligence in the learning process in 3rd grade students, in addition To explain how musical and interpersonal Intelligence are developed in the learning process in 3rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

And finally propose a teaching strategy based on musical and interpersonal Intelligence to implement in 3rd grade student.

This research is based on Qualitative approach the type of study is a descriptive study, the study universe was 20 students and the sample used was 12⁷, the methods that were used were the application of instruments (Interview, Survey), this research was developed under the type of interpretative paradigm.

II. JUSTIFICATION

The justification is to support the carrying out of a study with convincing arguments, that is, to point out why and why said research is carried out. All research at the time it is carried out must have a well-defined object where it must be explained in detail why it is convenient, what and what benefits are expected with the newly acquired knowledge.

When making a Justification we must take into account certain criteria such as:

- Convenience
- Social relevance
- Practical implications
- The theoretical value
- The methodological usefulness

According to Howard Gardner (1943) in 1983, **Musical Intelligence** is one of the different possible forms of human intelligence, related to the individual's ability to perceive, discriminate and express themselves through music and musical forms. Howard Gardner in 1983, **Interpersonal Intelligence** is that which allows individuals to successfully manage their relationships with others.

Musical and interpersonal intelligence is of great importance as it teaches children to empathize with the behavior and emotions of others. It also allows them to communicate effectively and develop leadership skills.

These intelligences are not only important for the students, but they are also very useful for teachers since in this way they find different strategies to teach taking into account what children learn in different ways and these two intelligences allow the learner to get involved in various activities that are derived from musical and interpersonal intelligences so the teacher makes the student learn by doing. (**Convenience**)

These intelligences will facilitate the application of novel, motivating, integrative and creative strategies so that students, in their leading role, build broad knowledge schemes, allowing them to acquire a vision of reality that exceeds the limits of everyday knowledge, and brings them closer to knowledge and to the creative potential which they possess by developing or activating other intelligences; this would speed up the cognitive capacity to solve problems, make decisions, improve forms of behavior, increase self-esteem, develop skills and abilities and have a greater relationship with society and with oneself. **(Social Relevance)**

The proposed research could contribute a lot to children's learning in the future, since both intelligences are as necessary as learning to speak or write. Their achievements can have great repercussions on all aspects of their training, since much of their social success will depend on how they interact with their environment. **(Practical Implications)**

This research focuses on studying the role of musical and interpersonal intelligence in the process in 3rd grade students at the Rubén Darío school, San Dionisio Matagalpa, during the second semester of 2023. Considering that These intelligences promote the autonomous learning of students since the moment they become aware of the skills they have, it makes it easier for them to understand and process any topic or concept that is presented to them. **(Theoretical Value)**

On the other hand, through research a model will be generated to understand the role that musical and interpersonal intelligence plays in the learning process. Likewise, the results of the studies will allow us to analyze how these variables are related in the learning process based on the pedagogical context. In the same way, through the research, a method will be developed to analyze the variables under study and propose learning strategies. **(Methodological usefulness)**

III. OBJECTIVES

Aim

- To investigate the roll of musical and interpersonal intelligence in learning process in 3rd grade student at the Ruben Dario school, San Dioniso Matagalpa, during the second semester 2023.

Objectives

- Analyze the relationship between musical and interpersonal intelligence in learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.
- Explain how musical and interpersonal Intelligence are developed in the learning process in 3rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.
- Propose a teaching strategy based on musical and interpersonal intelligence, to implement it in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.

IV. THEORETICAL FRAMEWORK

The theoretical framework in a thesis is a fundamental section that describes and analyzes the previously established theories, concepts and models that are relevant to the research topic of the thesis. In summary, the theoretical framework in a thesis is important because it provides a context, grounds the research, identifies the variables and relationships, guides the methodological design, facilitates the interpretation of the results and contributes to the advancement of knowledge in the field of study.

4.1. Musical Intelligence in the Learning Process

4.1.1. Definition of Musical Intelligence

Music is an inherent aspect of all cultures; it is given as a manifestation of art through the use of different instruments, rhythm and song. It is present in all stages of human life even before we are born; Martinez (2009) stated that: “we live with the rhythm, even from before we were born, through the heartbeats of our mother and other more subtle rhythms such as breathing, metabolism, waves cerebral. Human beings are musical; although not all of us are capable “To make music, we have the ability to feel it and enjoy it” (p.3)

Music is a positive stimulus for the individual that allows him recreate, communicate and have fun, and through this it is demonstrated to the other emotions such as affection, affection and happiness.

Music is a discipline that all people have the ability to develop; since this constitutes a natural aptitude that makes it a special gift that characterizes musical intelligence. This type of intelligence has a wide variety of characteristics: are able to listen to and show interest in a variety of sounds that include voice, human sounds and organize them into meaningful patterns; they enjoy and look for occasions to listen to music or environmental sounds in the area of learning, they show a willingness to explore and learn from music.

4.1.2. Importance of musical intelligence

“Musical intelligence consists of a person's sensitivity to melody, harmony, rhythm, timbre, and musical structure” (Gardner, 1998).

According to the information presented, it is considered Musical intelligence is important to develop skills in the educational field, since it involves auditory processing, the perception of rhythm, the ability to memorize melodies and the understanding of musical structure. These musical skills can be transferred to other areas of learning, such as language, mathematics, and problem solving

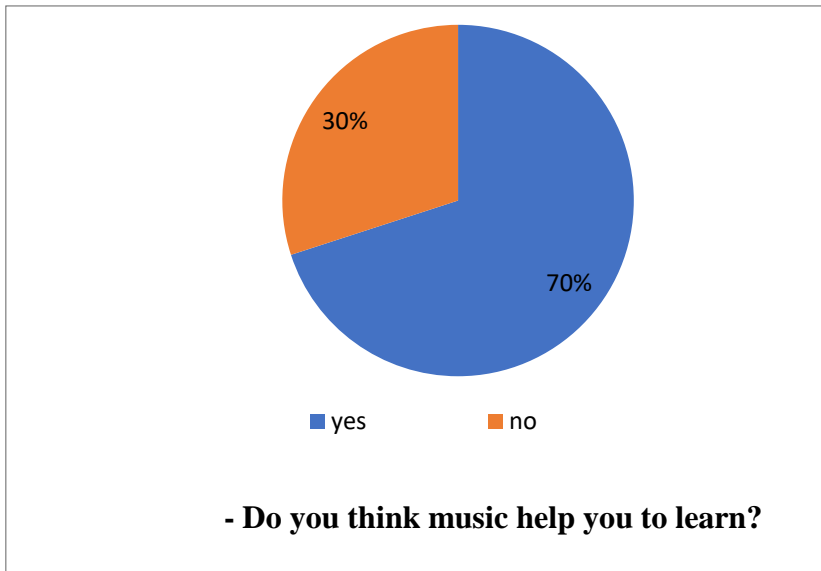
Currently, musical intelligence can facilitate students' learning process by providing them with an alternative way to understand and retain information. Music can help improve memory, stimulate concentration and encourage creativity. Additionally, using music in the classroom can make learning more interactive and engaging for students, which can increase their motivation and engagement.

For example:

- Use songs or rhythms to teach vocabulary or concepts.
- Organize singing, instrumental performance or musical composition contests.

See figure 1.

Importance of musical intelligence



(Appendix 3, question 2)

The data obtained in graph 1 indicate that the majority (70%) of children consider that music helps in their learning, this supports the importance of music as an educational tool.

On the other hand, the minority (30%) of children believe that music does not help their learning.

However, in general, music is considered a valuable and complementary tool in children's education.

4.1.3. Characteristics of Musical Intelligence

4.1.3.1. Musical Appreciation. According to musicologist (Neil, Kjos, & W.C Brown, 1989)"music appreciation is a skill that allows an individual to enjoy, analyze, and respond emotionally to music."

In simple words, music appreciation is important because Increases students' motivation and attention towards music, also helps develop personal expression, creativity

and sensitivity to music and Improves understanding of the structure and composition of music.

Additionally, musical appreciation also: Strengthens memory and concentration, Improves communication and empathy also helps control and reduce stress, Contributes to the formation of a more mature and open personality.

Music appreciation in classrooms is important for several reasons. One of them is that it helps students learn to observe and interpret more critically and reflectively. It also helps them develop their expression and communication skills, as well as understand and accept diversity.

4.1.3.2. Musical Expression. (Kokotsaki & Catterall, 2008, pages. 237-252)"Musical expression is a fundamental component of music education, as it allows students to interact with and represent music in a meaningful and personal way."

In other words, musical expression is important because it encourages creativity and originality and also improves critical thinking and analysis of reality, In addition to that, it develops sensitivity and aesthetic sense and encourages decision making and judgment skills, It also improves self-esteem and well-being.

Musical expression is an excellent tool for learning English, as it reinforces language acquisition at all levels. Through musical expression, children learn vocabulary and grammar, but they also learn to express their ideas and feelings in an authentic and creative way.

4.1.3.3. Musical Transformation. According to (Griffin, 2001) "Musical transformation in pedagogy refers to the teaching and learning of music through the creation of original works, improvisation and reinterpretation of existing works. This allows students to experience and better understand the creative process and music theory".

Musical transformation is important because it allows students to experience and manipulate music. This teaches them the importance of innovation and risk, and allows them to see music from a different perspective. It also helps them experience music and discover their own style.

Musical transformation in classrooms allows students to interact with other people and share their thoughts and feelings in English. This helps them establish friendships and strengthen relationships in the classroom, which, in turn, promotes language learning.

4.1.4. Role of Musical Intelligence in the Learning Process

"Music can improve language learning and communication by boosting memorization and fluency. In a study conducted by researcher Patti Shenefelt (2009), it was found that listening to music can help improve second language learning, particularly when the learners were highly involved in the music listening and when there was a personal connection to the music." – De Piro, A. (2017).

In other words, musical intelligence plays an important role in the learning process because it encourages creation and expression. Some studies have shown that music promotes creativity, empathy and the development of communication skills. It can also help with decision-making and problem solving. Even The use of musical intelligence in the learning process can help students in several areas, such as expression, learning and creativity. Children can use music as a way to express themselves and relax.

Finally, music can be an effective tool to motivate and help students understand and retain information. This is based on the fact that music is a source of stimuli and memorization of information, for example the use of music in the process of learning a foreign language. Music can be a useful tool for memorizing vocabulary and grammar, since the repetition and metric of the melodies help to fix the information in the brain.

4.2. Interpersonal Intelligence in the Learning Process

4.2.1. Definition of Interpersonal Intelligence

“Interpersonal intelligence: ability to understand people (empathize) and know act in specific situations, know how to manage emotions, feelings and motivations people and knowing how to distinguish and respond effectively to interpersonal signals”(Armstrong, 2006).

Interpersonal intelligence is a skill that refers to the ability to understand and relate effectively to other people. In the case of students, interpersonal intelligence can be beneficial for their social and emotional development. In the classroom, different strategies can be used to promote interpersonal intelligence in students. Here are some ideas: Participation in group activities, reinforcement of communication skills, development of empathy, and conflict resolution.

In short, interpersonal intelligence is essential for developing healthy relationships, collaborating effectively, leading positively, understanding and empathizing with others, resolving conflict, and negotiating effectively. By cultivating this skill from an early age, students can reap long-term benefits in their social, emotional, and personal development.

4.2.2. *Components of Interpersonal Intelligence*

According Gardner, H(1983).Frames of mind: The theory of multiple intelligences. In Basic Books, New York, pp. 115-124” The components of interpersonal intelligence are empathy, persuasion, cooperation, the acquisition of a shared language and the understanding of other people's point of view”

Interpreting Howard Gardner's theory, the components of interpersonal intelligence are those that allow people to understand and work with other people. This includes having empathy, persuading others, collaborating and sharing ideas and points of view. Interpersonal intelligence is an important ability to communicate, collaborate and solve problems. In addition, the use of non-verbal language, such as facial expression and tone of voice, and the use of communication strategies to try to understand and relate to people.

In conclusion, the key components of interpersonal intelligence are empathy, persuasion, cooperation, and the ability to understand the points of view and emotions of others. This allows us to work together and solve problems. For example, in a group, a person with this ability would be able to see the different opinions of others and help reach an agreement. In the learning process, interpersonal intelligence is important because it helps students form positive bonds and relationships with others. This type of relationship can encourage the exchange of ideas, the creation of learning communities and mutual support.

4.2.2.1. Self-awareness. Kegan, R., & Lahey, L. (2001). How the way we talk can change the way we work: Seven languages for transformation. Harvard Business Review, 79(5), 65-72. Said that:

Self-awareness is a key component of interpersonal intelligence. This refers to the ability to be aware of our own beliefs, values and thoughts, and how they affect our actions and

decisions. This awareness allows us to reflect on our own behavior and change it if necessary.

Therefore, it could be said that it is the ability to be aware of our emotions, thoughts and behaviors, and how they affect our lives and our interactions with others. It is a process of introspection and self-evaluation that allows us to understand our own values, needs and limitations. Based on the learning process, self-awareness is essential to be an effective learner. When we are aware of our own strengths and weaknesses, we can learn from our mistakes and overcome our obstacles.

Finally, self-awareness is the ability to be aware of oneself and one's own thoughts, feelings and emotions. It is the ability to observe and analyze oneself objectively, it also helps in the learning process in various ways. First, self-awareness allows the learner to perform an introspective analysis of their own skills and aptitudes. This allows you to be aware of your weaknesses and strengths, and in this way, you can work in the areas in which you need to improve.

4.2.2.2. Self-control. Bandura, A. (1997). Self-efficacy: The exercise of control (p. 4). W.H. Freeman and Company. Said that: "Self-control is defined as the ability to control and regulate your thoughts, feelings and behaviors, proactively, to achieve personal or environmental goals"

In others words Self-control in the learning process refers to the ability to have control over our thoughts and behaviors, to improve our learning. This is achieved through the use of planning techniques, goal setting, organization and persistence in the learning process; in addition, Self-control in the learning process can be seen as a tool to learn and grow more efficiently and effectively. For example: a student who intends to read a book for an hour each day. This helps you to have control over your time and set specific goals in your learning process.

To conclude, self-discipline or self-control in the learning process is the ability to regulate our actions and reactions, consciously, through planning, organization and persistence in learning. From the perspective of the development of learning, he mentions that self-control and discipline are skills that are developed and improved over time, through exposure and practice. In short, self-control in the learning process is the ability to control our thoughts and actions, to improve our learning and development.

4.2.2.3. Empathy. According to (Davis, 1983, p. 114) "Empathy is the capacity to understand or feel what another person is experiencing from within the other person's frame of reference, i.e., the capacity to place oneself in another's shoes"

In other hand, empathy is the ability to understand and relate to others, which facilitates communication and cooperation. It also helps to understand the perceptions and feelings of others, which helps to create a positive and respectful learning environment. An example of empathy in the learning process could be a teacher who strives to understand the experiences and perspectives of his students. This allows you to connect with them, create an emotional bond and improve the relationship between them, which helps them learn better.

Thus, empathy in the learning process is the process of developing the ability to connect, understand and respond in an emotional and comprehensive way to the experiences and feelings of others in the learning process. This is achieved through active listening, observation and sensitivity towards others, that is, the ability to understand and feel what another person feels, without judging and with genuine curiosity and respect; empathy in the learning process is "connectivity". It is the ability to connect with others through understanding, respect and sensitivity. It is a key skill to improve the learning process and communication in general.

4.2.2.4. Social Skills. (Wilson, 1987, p. 6) said that: "the skills necessary to interact and communicate with others, including the ability to understand and respond to the emotions, needs and intentions of other people, in addition to communicating clearly and unambiguously."

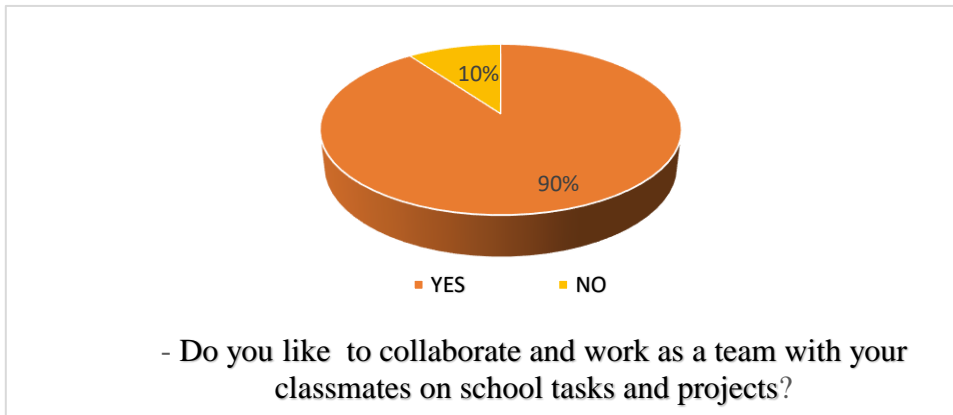
In addition, social skills are the skills that help us relate and communicate with others effectively. These skills can help to improve our relationships, to understand and appreciate the differences between others and to have a better quality of life. Social skills help in the learning process in several ways. For example, they can help create a positive and respectful environment, which reduces stress and anxiety, which in turn allows for greater learning ability. Studies have shown that students with developed social skills tend to have higher levels of academic performance, a lower risk of exclusion and low self-esteem, and greater satisfaction with the school.

In short, social skills in the learning process can be defined at an expert level as the ability to use appropriate social strategies, adaptable and accommodating to any social situation, in order to achieve objectives, establish positive links, and promote communication and learning. In addition to social skills, it is considered important to have a positive and collaborative attitude, empathy and tolerance, initiative and critical thinking. These qualities can contribute to effective learning and the formation of positive and lasting relationships.

See figure 2

Components of Interpersonal Intelligence.

(Appendix 3,
question 5)



This figure 2,
represent the
percentage of

students who like and who do not like working

In groups (interpersonal Intelligence) with their classmates to do group tasks or work. This Graph allows us to identify how many students have interpersonal Intelligence in the classroom and how many do not have it.

This means that the majority of students work better in teams. This result is intended to demonstrate that children who little by little develop Interpersonal Intelligence (teamwork, collaborative work) can learn faster.

4.2.3. Importance of Interpersonal Intelligence

(Forgas, Grieve, & Fiedler) stated that Interpersonal intelligence is an essential skill in pedagogy, as it allows teachers to understand and connect with their students in an effective way, this results in an increase in confidence and motivation in students, helps students learn more efficiently and faster (2008).

Interpersonal intelligence is important in English pedagogy and teaching as it helps students relate to each other and to the teacher. This encourages collaboration and teamwork, which is essential for learning the language.

In classrooms, interpersonal intelligence is manifested through students' ability to work as a team, collaborate, interact with peers, and communicate with the teacher. This intelligence is also linked to the ability to understand and predict the behavior of others.

V. ANALYSIS AND INTERPRETATION OF RESULTS

Next, the Analysis and interpretation of the result in response to the data obtained with respect to:

Objective #1 Analyze the relationship between interpersonal intelligence and musical intelligence in the learning process in 3rd grade student at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023. The data obtained in graph 1 indicate that the majority of children consider that music helps in their learning, this supports the importance of music as an educational tool. Music has multiple benefits for the cognitive, emotional and social development of children. It can improve concentration, memory, motor coordination and auditory processing. It can also encourage creativity, emotional expression, and group collaboration.

On the other hand, the minority of children believe that music does not help their learning; this may also be an individual perception and there may be several factors that influence this opinion. It is important to consider that each child has different preferences and interests, and there may be other methods or approaches that are also effective in their learning process. However, in general, music is considered a valuable and complementary tool in children's education.

De Piro, A. (2017) argument that, listening to music can help improve second language learning, particularly when the learners were highly involved in the music listening and when there was a personal connection to the music.

Teaching children by valuing and encouraging both musical and interpersonal intelligence offers a more complete and enriching learning experience. Teachers can incorporate

collaborative musical activities, such as ensemble projects, improvisation activities and rhythm games to promote both musical and interpersonal intelligence in the classroom.

Now the first objective has already been achieved with it is respective instruments and sources used, since it was possible to analyze the roll that musical and interpersonal intelligence plays in the children's learning process.

Objective #2 Explain how musical and interpersonal Intelligence are developed in the learning process in 3rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.

According to the results obtained in graph 2 in the application of survey it is shown that 90% percent of the student they like collaborative work, do tasks and projects with their classmates(this helps develop interpersonal intelligence) and other 10% percentage do not like working in groups.

The results obtained in the application of instruments (interview and survey) demonstrated that children who have musical and interpersonal intelligence develop the learn faster.

(Behavior, 2011) Literature indicates that music can benefits language ability, and a wide range of literature indicates that social relationship can also help children express themselves better. In the field of English, music and social relationships play an important role (musical intelligence-music (interpersonal intelligence –the ability to relate to others (collaborative works)).

Finally, after having applied instruments, very valuable information was obtained, about the great importance of musical and interpersonal intelligence in children, it was observed that children who have this type of intelligence develop learning process faster than children who don't like music and interact with the other in the classroom

Objective 3: Propose a teaching strategy based on musical and interpersonal intelligence, to implement it in 3rd grade student at Ruben Dario School, San Dioniso Matagalpa, during the second semester 2023.

It is expected that in the future, the results obtained will be positive and can contribute to the development of learning process also that third grade primary school children can develop learning process through a pedagogical strategy based on a combination of musical and interpersonal intelligence.

(Berges, 2012) Strategies based on musical and interpersonal intelligence are important because they help children develop a variety of cognitive and social-emotional skills. This is because music and social interaction are integrated forms of learning that involve the connection between the body and the mind. In addition, they help develop the learning process

Strategies are important because they help children learn in effective ways. Strategies based on musical intelligence help children understand and learn through music. And strategies based on social interaction help children relate to others and understand emotions and behaviors.

5.1. Conclusions

What is the role of musical and interpersonal intelligence in learning process in 3rd grade student at the Ruben Dario school, San Dionisio Matagalpa, during the second semester 2023?

For this, it has been carried our analysis, and theoretical study of role of musical and interpersonal intelligence in the learning process in which we gather opinions and ideas of experts in the field. Interpersonal and musical intelligence are fundamental to the learning process, since they encourage creativity, communication and trust, all of which are necessary to learn effectively. Therefore, they play a very important role in the learning process of students, Since interpersonal and musical intelligence are necessary for the development of learning process

Likewise, it was necessary carry out field study, through survey, interview with an English teacher and the analysis of the results thereof, to study the role that play musical and interpersonal intelligence in the learning process

5.2. Recommendation

In this study, the researcher would like to offer some important recommendations in order to achieve improvement.

For the teacher:

- According to the results obtained during the application of instruments (interview, survey), the teacher is recommended to develop more activities using the music.
- It is also suggested that you carry out activities to promote teamwork and thus develop interpersonal intelligence in children.

For the students:

- It is recommended that the students get more involved in group activities, in order to develop interpersonal intelligence.

For future researchers:

- Always use mixed instruments, so that a concrete conclusion can be reached.
- Focus on a specific age group and academic level.

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Appendix

Appendix 1 operationalization of variables

Variable	Dimensions	Indicators	Scale	Questions	Technique	Conducted to
Musical Intelligence in the Learning Process	Musical Intelligence	Definition of musical intelligence	Open	Do you consider that musical intelligence is important to develop the learning process in the educational field?	Interview	Teacher
			Open	Do you know how students develop musical intelligence in the classroom?	Interview	Teacher
	Importance of Musical intelligence		Closed	Do you think that the music can help you to learn?	Survey	students

			Closed	Do you like listening to music? Yes No	Survey	Students
			Closed	Do you think the music is an important factor in the formation of your personality and character? Yes. No	Survey	Students
	Characteristics of Musical Intelligence	<ol style="list-style-type: none"> 1. Appreciation 2. Transformation 3. Expression of musical Forms 	Closed	Do you like activities in which music is involved? Yes No	Survey	Students
			Closed	The teacher to use the music in the classroom? Yes No	Survey	Students
	Roll of Musical Intelligence in		Open	Do you know what is the roll of	interview	Teacher

	the Learning Process			Musical Intelligence in the learning process?		
			Open	Do you think musical intelligence can influence in the learning process of the students?	Interview	Teacher
Interpersonal Intelligence in the Learning Process	Interpersonal Intelligence	Definition of Interpersonal Intelligence	Open	Do you know what is interpersonal Intelligence?	Interview	Teacher
			Closed	Do you like to collaborate and work as a team with your classmates on school tasks and projects? Yes No	Survey	Students

	Components of Interpersonal Intelligence	Self-awareness Self-control Empathy Social Skills	Closed	Do you like play in group games? Yes No	Survey	students
			Open	What is the roll of empathy in interpersonal intelligence?	Interview	Teacher
			Closed	Do you like working in teams in the classroom? Yes No	Survey	Students
	Importance of Interpersonal Intelligence		Closed	Do you think that the children who have musical intelligence develop the learning process faster and easier?	Survey	student
			Open	- Do you know any pedagogical strategy based on	Interview	Teacher

				Musical and interpersonal intelligence?		
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Appendix II Interview to the teacher



FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research Topic: Role of musical and interpersonal intelligence in the learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

I. General Data

Level: 3rd grade

School: Rubén Darío School

Subject: English

Teacher's name: Danny Elieth Muñoz

Date:

Researchers: Maria Jose Solórzano

Cristel Garcia Blandón

Maryel Dayana Solórzano

Tutor: César Enrique López Soza

II. Introduction: We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting an Investigation (Thesis) with the aim of collecting information related to our research work: Role of Musical and interpersonal

Intelligence in 3rd grade student at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

III. Objective:

- **Analyze the relationship between musical and interpersonal intelligence in learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.**
- **Explain how musical and interpersonal Intelligence are developed in the learning process in 3rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023**

IV. Procedure:

1. **Do you consider that musical intelligence is important to develop learning process in the educational field?**
2. **Do you know how students develop musical intelligence in the classroom?**
3. **Do you know what is the roll of musical intelligence in the learning Process?**
4. **Do you think musical intelligence can influence the Learning Process of students?**
5. **Do you know what interpersonal intelligence is?**
6. **What is the roll of empathy in interpersonal intelligence?**

- 7. Do you think the music is an important factor in the formation of personality and character?**

- 8. Do you think that children who have musical intelligence learn faster and easier?**

- 9. Do you know any pedagogical strategy based on Musical and interpersonal intelligence?**

Appendix III Survey to students



FACULTAD REGIONAL MULTIDISCIPLINARIA MATAGALPA

Research topic: Role of musical and interpersonal intelligence in the learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

I. General Data

Level: 3rd grade

School: Rubén Darío

Subject: English

Teacher's name: Danny Elieth Muñoz

Date:

Researchers: María José Solórzano

Cristel Garcia Blandón

Maryel Dayana Solórzano

Tutor: César Enrique López Soza

II. Introduction: We are students of the English Degree offered at UNAN-FAREM Matagalpa. We are conducting an Investigation (Thesis) with the aim of collecting

information related to our research work: Role of Musical and interpersonal Intelligence in learning process in 3rd grade student at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023

III. Objective :

- **Analyze the relationship between musical and interpersonal intelligence in learning process in 3rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023.**
- **Explain how musical and interpersonal Intelligence are developed in the learning process in 3rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023**

IV. Procedure



1. Do you like listening to music?

Yes

No

2. Do you think the music help you to learn?

Yes

No

3. Do you like activities in which music is involved?

Yes

No

4. The teacher to use the music in the classroom?

Yes

No

5. Do you like to collaborate and work as a team with your classmates on school tasks and projects?

Yes

No

6. Do you like play in group game?

Yes

No

7. Do you like working in teams in the classroom?

Yes

No



In the attached appendix is a photograph showing children completing a survey. The children appear to be focused and engaged in the process of completing the survey.

This photograph shows us a committed teacher actively participating in an interview about his students' learning process.



Appendix IV: Analysis and interpretation of results table

Specific Objective	Objective 1	Objective 2	Objective 3
	Analyze the relationship between musical and interpersonal intelligence in learning process in 3 rd grade students at Ruben Dario School, San Dionisio Matagalpa during the second semester 2023.	Explain how musical and interpersonal Intelligence are developed in the learning process in 3 rd grade students at the Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023	Propose a teaching strategy based on musical and interpersonal intelligence, to implement it in 3 rd grade student at Ruben Dario School, San Dionisio Matagalpa, during the second semester 2023
Questions/ Result Summary	Question 2. Do you think the music help you to learn? (survey) The data obtained in graph 1 indicate that the majority of children consider that music helps in their learning, this supports the importance of music as an	Question 5 -Do you like to collaborate and work as a team with your classmates on school tasks and projects? According to the results obtained in graph 2 in the application of survey	Questions 9- Do you know any pedagogical strategy based on Musical and interpersonal intelligence? It is expected that in the future, the results obtained

	<p>educational tool. Music has multiple benefits for the cognitive, emotional and social development of children. It can improve concentration, memory, motor coordination and auditory processing. It can also encourage creativity, emotional expression, and group collaboration.</p> <p>On the other hand, the minority of children believe that music does not help their learning; this may also be an individual perception and there may be several factors that influence this opinion. It is important to consider that each child has different preferences and</p>	<p>it is shown that 90% percent of the student they like collaborative work, do tasks and projects with their classmates(this helps develop interpersonal intelligence) and other 10% percentage do not like working in groups</p>	<p>will be positive and can contribute to the development the learning process in third grade of primary school through a pedagogical strategy based on a combination of musical and interpersonal intelligence.</p>
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	<p>interests, and there may be other methods or approaches that are also effective in their learning process. However, in general, music is considered a valuable and complementary tool in children's education.</p>		
<p>Interpretation of Result</p>	<p>The result determined that the highest percentage of respondents think that musical intelligence play an important role in their learning process.</p>	<p>The results obtained in the application of instruments(interview and survey) demonstrated that children who have musical and interpersonal intelligence learn easier and faster</p>	<p>This strategy has not yet been applied</p>

<p>Theory and literature. Review/implications</p>	<p>De Piro, A. (2017) argument that, listening to music can help improve second language learning, particularly when the learners were highly involved in the music listening and when there was a personal connection to the music .</p>	<p>(Behavior, 2011) Literature indicates that music can benefits language ability, and a wide range of literature indicates that social relationship can also help children express themselves better. In the field of English, music and social relationships play an important role (musical intelligence-music (interpersonal intelligence –the ability to relate to others (collaborative works)</p>	<p>(Berges, 2012) Strategies based on musical and interpersonal intelligence are important because they help children develop a variety of cognitive and social-emotional skills. This is because music and social interaction are integrated forms of learning that involve the connection between the body and the mind. In addition, they help develop the learning process.</p>
<p>Reflective Analysis</p>	<p>Teaching children by valuing and encouraging musical intelligence offers a more complete and enriching</p>	<p>Finally, after having applied instruments, very valuable information was obtained, about the great importance of musical and</p>	<p>Strategies are important because they help children learn in effective ways. Strategies based on musical intelligence help</p>

	<p>learning experience. Teachers can incorporate collaborative musical activities, such as ensemble projects, improvisation activities and rhythm games to promote both musical and interpersonal intelligence in the classroom.</p> <p>Now the first objective has already been achieved with it is respective instruments and sources used, since it was possible to analyze the roll that musical intelligence plays in the children's learning process.</p>	<p>interpersonal intelligence in children, it was observed that children who have this type of intelligence develop listening and speaking skill faster, faster than children who don't like music and interact with the other in the classroom</p>	<p>children understand and learn through music. And strategies based on social interaction help children relate to others and understand emotions and behaviors.</p>
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Appendix V: Strategy Proposal

Title:

“Sound painting”

Main objective

The main objective of this activity is to develop communication, interaction and help children learn to express themselves and understand emotions and their own body language. It will increase the attention and concentration capacity of the children since it will require the full participation of their mind and senses. It will promote calm and the reduction of anxiety in children.

Description

The teacher will play a piece of music or make some sounds. The children will listen to the sounds and paint images that correspond to what they hear. After that, the teacher will ask the children to describe the images they painted using their English vocabulary. Finally, the children will share their paintings and the vocabulary they used.

The propose and problem to be solved

The proposed problem that this activity aims to solve is children's lack of creativity and difficulty with expressing themselves. The problem will be solved by asking the children to create music and images at the same time and describe those images using their vocabulary. This will force children to think and express themselves creatively. It will also give them the opportunity to practice their English vocabulary in a fun and attractive way.

Materials

The necessary materials for this activity will be: a sheet of paper for each child, some paint or color markers, and some musical instruments, such as xylophones, maracas, tambourines or simple drums. If the teacher is using his voice to make sounds, he will only need his voice or he can use a player to resolve some music and can uses image. For a larger group of children, it may be useful to have a musical instrument for each child, or for children to share.

Expected achieve

The expected achievements of this activity will be: greater creativity, better ability to express themselves, better vocabulary and children will also have fun while learning. The teacher will be able to observe the progress of the children by comparing their initial paintings and vocabulary with their final works.

