



# BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

## FACULTAD DE LENGUAS

*“Teaching strategies to improve the English speaking skill in elementary learners considering their intrapersonal intelligence”*

A professional teaching experience report submitted to the  
Faculty of Languages for the degree of:

**LICENCIADA EN LA ENSEÑANZA DEL INGLÉS**

By:

**María Guadalupe Hernández Montes**

Thesis Director:

**Mtra. Gema Elisa Herrera Arellano**



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A PROFESSIONAL TEACHING EXPERIENCE REPORT

TO OBTAIN THE DEGREE OF LICENCIADA EN LA

**ENSEÑANZA DEL INGLÉS**

PRESENTED BY

**María Guadalupe Hernández Montes**

DIRECTORA



Mtra. Gema Elisa Herrera Arellano

LECTORA



Mtra. Sara Merino Munive

LECTORA



Mtra. Rocio Barbosa Trujillo

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## DEDICATIONS

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# **Teaching Strategies to Improve the English-Speaking Skills in Elementary Learners Considering Their Intrapersonal Intelligence**

## **1. Introduction**

The English language is one of the most important languages all over the world. It is taking more importance in the daily life of individuals in all their age stages, childhood, youth, and adulthood. It is introduced by different media such as television, applications, music, video games, the internet, and as a subject in daily education. Children at the beginning of their early years of Education are acquiring literacy in their mother tongue and can acquire English literacy easily because of their enthusiasm and liveliness as learners. This allows them to get a native-like accent (Cameron, 2016, p. 1).

Elementary students face troubles when they are learning English as a foreign language. They need more time to learn English in class to become familiar with the English language (Mahmoud, 2016, p. 96). Also, Sayuri, (2016) found that “not having self-confidence, shyness to speak, being afraid of making mistakes, feeling nervous, and having nothing to say” are factors that affect the process (p.49). Furthermore, age is considered an important factor. Penfield, Robert, (1959), and Lenneber (1967) (cited in Singleton, 2007) suggest that the Critical Period Hypothesis is a term that refers to the age until puberty “starts”; in which children are at a good age to develop their language acquisition. In addition, the Barcelona Age Factor has been the guide for multiple studies on various ways in which age affects the process and the product of language learning (Muñoz, 2006). Moreover, children learning a foreign language is cognitively as easy as learning a first language meanwhile adults have to deal with an established first-language system knowledge, studying explicit grammar rules and practicing rote drills (Ghasemi & Hashemi, 2011.p.875).

There are different kinds of problems involved in learning English as a foreign language. One is the correct development of speaking skills. Although this skill can be introduced to be aware of the benefit that speaking skills give in everyday contexts, it takes work to develop. For Indonesian Mulawarman students, it is a difficult skill because of their mother tongue (Sayuri, 2016). According to Hosni (2014), “the course book is the only place where individuals can get in touch with the English language” (p. 22).

Learning English ideally consists of developing the four language skills: listening, writing, reading, and speaking. As a result, individuals who master the four skills can communicate efficiently in writing and orally because these skills are interrelated with one another (Sayuri, 2016, p.48). As a result, elementary learners use different strategies to develop their speaking skill.

## **2. Teaching Practice Context**

These teaching experience took place in a Public Elementary school called Raúl Isidro Burgos which is located in San José Mayorazgo, Puebla, Mexico. In the morning shift, there are three groups of each grade. The students belonged to a city sector where most of the parents had bachelor's degrees in different, areas. The school has a head teacher group and also specialized teachers in the psycho-pedagogical area, a physical education supervisor, and a zone supervisor.

In addition, the school is part of the selected federal national schools that belong to the National English Program PRONI. The purpose of this program is to contribute to and strengthen public kindergarten, elementary schools, and junior high schools' techniques and pedagogical capacities to teach and learn English and “aims to create a coherent, uniform curriculum that extends English instruction to all public-school students across the country” (Ramírez & Sayer, 2016, p.1).

The students have two hours of English classes per week. The SEP (1997) syllabus is followed to organize the school year topics that will be taught. The activities change in each class and some of them are speaking to develop their English-speaking competence. As a result, in many cases, English teachers have to put into practice strategies that help us to help their students to develop their speaking ability, especially those that are shy and quiet.

This reflective teaching experience was based on Gibbs's Reflective Cycled Model (1998). This model considers the following steps; description, feelings, evaluation, analysis, conclusion, and action plan. All this process will be described to know which strategies were useful in intrapersonal students in elementary school Raul Isidro Burgos.

Teachers and other researchers can use this research to help those students who in many cases need to be taken into account in English classes to know whether elementary students develop speaking skills. Teachers often do not pay much attention to them and do not ask for help because that kind of student's strength is having excellent self-awareness. The students know if they are good or bad in many areas which means that they can identify which of the four language skills are good at writing, listening, reading, or speaking. In the case of the English language, most of them have trouble developing speaking ability according to Nuraini (2016, cited in Güneş & Hakkı Sarıgöz, 2021) "external factors such as teaching context and learner autonomy" play an important part in this process (p.1267).

### **3. General Objective**

The general objective of this research is to describe the process that teacher and intrapersonal learners follow using teaching strategies to improve the English speaking skills in elementary learners by considering their intrapersonal intelligence at elementary school Maestro Raúl Isidro Burgos.

#### **3.1 Specific objectives**



- To select the English-speaking strategies for elementary learners to be used considering their intrapersonal intelligence.
- To apply the selected strategies to improve English speaking in elementary learners considering their intrapersonal intelligence.
- To reflect on the teaching experience process in the use of strategies to improve English speaking skills in elementary learners considering their intrapersonal intelligence.

### **3.2 Research Questions**

- 1) What are the English-speaking strategies for elementary learners to be used considering their intrapersonal intelligence?
- 2) How were the selected strategies to improve English speaking skills in elementary learners considering their intrapersonal intelligence applied?
- 3) How does the teaching experience process in using strategies promote improving English speaking skills in elementary learners considering their intrapersonal intelligence?

This paper provides insights about the strategies used to help elementary student improve their English skill. In addition, it may be useful for EFL teachers to plan their lessons according to the students' needs taking into account their problems with speaking. Therefore, the following section is organized as follows. First, it includes the literature review about the topic. Then, the context in which the research was carried out is described. After, the reflection about the teaching experience is explained in detail. Finally, the conclusions and answers to the research questions are provided.

## **4. Literature Review**

The concepts of intrapersonal intelligence strategies and the development of oral skills in elementary learners are the basis of this research. This research considered multiple intelligences Gardner's theory, Goleman's emotional intelligence theory, foreign language learning, learning strategies, and speaking. Definitions and development of these theories are organized and described in the following section.

#### **4.1 Multiple Intelligence Theory**

According to Palenzuela & Ruz, (2014 cited in Hou, 2016, p. 142). Multiple intelligence theory "was a revolution in the way of understanding human behavior and cognition, modus operandi of teachers, researchers, and examiners." When teachers take into account the educational context, it helps students to understand themselves and apply the intelligence that prevails in them.

The Multiple Intelligence Gardner's Theory, explains that the mind does not work as a unit, by contrast, proposes a pluralistic view of the mind, which recognizes many different facets of cognition, and takes into account people have different cognitive potentials and cognitive styles (Gardner, 1993, cited in Palenzuela, 2014, p.142). Furthermore, Gardner (1993, cited in Gayathri & Meenakshi, 2013), claims the next two mayors. First, "all human beings have all the eighth intelligence, second not two individuals have the same combination of this intelligence" (p.44).

Gardner (1993, cited in Gayathri & Meenakshi, 2013) in his book "Frames of Mind" proposed the next seven intelligences: linguistic, logical, musical, spatial, kinesthetic, interpersonal, and intrapersonal, and in 1995 he added naturalistic intelligence as part of his multiple intelligence theory (p. 44).

#### **4.2 Emotional Intelligence**

According to Gayathri & Meenakshi, (2013), the premise of emotional intelligence emphasizes “the importance of emotional regulation and emotional management in an individual’s life” (p.43). Defining emotional intelligence as “a person’s capability to perceive, express, understand, use, and manage emotions in oneself” literature has been categorized into three models (1) ability model, (2) mixed model and (3) trait model as different theorists defined emotional intelligence differently, and theorists such as Bar-On (2000), Goleman (2001), and Petrides (2003) categorized emotional intelligence as a non-cognitive ability, except Salovey and Mayer, (1990, cited in Kanesan & Fauzan, 2019, p.1). Considering that emotional intelligence is a cognitive ability. Goleman's emotional intelligence theory is accepted in the educational field because emotional intelligence affects English language learning and develops the four skills in individuals according to their interests or necessities they could be developed better in their writing, reading, listening, or speaking considering emotional intelligence function (Zarezadeh, 2013, p.1288).

### **4.3 Intrapersonal Intelligence**

This intelligence is defined as the development of the internal aspects of a person. It has as its core “access to one's feelings about life's range of affection and emotion” (Gardner,1983, cited in Vongkrahchang & Chinwonno,2016, p.8). Furthermore, Christison (2005, cited in Vongkrahchang & Chinwonno, 2016) “defines intrapersonal intelligence as the ability to understand oneself as well as one's strengths, weaknesses, moods, desires, and intentions” (p.8). Gardner, (1983) named and divided the personal intelligences into intrapersonal and interpersonal. (p. 237).

The term intrapersonal intelligence has been little studied in the context of foreign language learning specifically focused on children's speaking skills. Previous researchers have studied intrapersonal intelligence and its correlation with speaking skills with university students (Syahri1,

et al., 2017). In other studies, the term analyzed focuses on Intrapersonal intelligence. There is not much information related to elementary learners' intrapersonal intelligence and their English speaking ability. Moreover, it is difficult to find research that helps to understand the process that elementary students with intrapersonal intelligence use to develop their speaking English skills.

#### **4.4 Foreign Language Learning**

The term foreign language learning and teaching refers to the teaching or learning of a non-native language outside of the environment where it is commonly spoken (Moeller & Catalano, 2015, p. 327). Also, it is considered foreign because it is learned in the classroom, and it is not spoken in the society where the teaching occurs. Therefore, studying a language provides an opportunity for the learner to gain social knowledge and to know when, how, and why to say what to whom (National Standards in Foreign Language Education Project, cited in Moeller & Catalano, 2015, p.327). According to the previous authors, the difference between foreign language learning and language acquisition is that foreign language is gained in a formal context out of the social context where it is spoken. Meanwhile, Language acquisition refers to the natural process in which individuals acquire in a natural way first and second language without formal instruction.

#### **4.5 Language Learning Strategies**

Language Learning Strategies Oxford (1990, as cited in Lestari & Wahyudin, 2020) Strategy Inventory for Language Learning (SILL) is an instrument that measures the types and frequency of use of language learning strategies. Furthermore, they are categorized into six groups. Metacognitive strategies, memory strategies, cognitive strategies, compensation strategies, affective strategies, and social strategies each group includes specific strategies.

Metacognitive strategies include the following strategies, trying to find as many ways

as I can to use my English, noticing my English mistakes and using that information to help me do better, paying attention when someone is speaking English, trying to find out how to be a better learner of English, plan my schedule, so I will have enough time to study English, look for people I can talk to in English, look for opportunities to read as much as possible in English, have clear goals for improving my English skills, and think about my progress in learning English.

Memory strategies refer to the next. Thinking of relationships between what I already know and the new things I learn in English, use new English words in a sentence so I can remember them, connect the sound of a new English word and an image or picture of the word to help me remember the word, remember a new English word by making a mental picture of a situation in which the word might be used, use rhymes to remember new English words, use flashcards to remember new English words, physically act out new English words.

In Cognitive strategies students that use them usually try one of the following. They say or write new English words several times, try to talk like native English speakers, practice the sounds of English, use the English words they know in different ways, start conversations in English, watch English language TV shows or go to movies spoken in English, read for pleasure in English, write notes, messages, letters, or reports in English, first skim an English passage (scan it) then go back and read carefully, look for words in my language that are similar to new words in English, try to find patterns in English, find the meaning of any English word by dividing it into parts that students understand, try not to translate word-for-word and the last one make summaries of information that I hear or read in English.

The next is the compensation strategy. This strategy involves understanding unfamiliar

English words, making guesses, when I can't think of a word during a conversation in English, making gestures, make up new words if I do not know the right ones in English, read English without looking up every new word, try to guess what the other person will say next in English, If I can't think of an English word, I use a word or phrase that means the same thing to express the idea.

Regarding Affective strategies, students try to relax whenever they feel afraid of using English, encourage themselves to speak English even when they are afraid of making a mistake, reward themselves or treat them when they do well in English. Students notice if they are tense or nervous when they are studying or using English, write down my feelings in a language learning diary, talk to someone else about how they feel when they are learning English.

Social strategies refer to the following. If students do not understand something in English, they ask the other person to slow down or to say it again, ask English speakers to correct them when they talk, practice English with other students, ask for help from English speakers, ask questions in English, and try to learn about the culture of English speakers. Furthermore, all these strategies are used generally by most students of English literature programs in English as a foreign language

#### **4.6 Teacher Learning strategies in English-speaking lessons. (Introvert students)**

A definition of strategies by Oxford (cited in Prabawa, 2016, p.235) is the following. "Strategies are specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills". These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

Strategies are an important part of English skills development and for each English skill. There are specific strategies to follow as teachers to improve or develop the learner's English abilities such as writing, listening, reading, and speaking. The strategies that will be described here are the ones that are related to speaking skills in the field of foreign language.

Furthermore, this ability has taken an important part nowadays in individuals in their daily or future lives (Uyun, 2022, p.14). Uyun's study was conducted at Tunas Unggul Junior High School Bandung; its purpose was to know and describe the strategies of teaching English speaking to determine appropriate teaching strategies that can improve learning outcomes well in Junior High School learners. As a result of that study, the next strategies were found to be often used in English class debate, presentation, conversation, games, discussion, and mostly role-play. (Uyun, 2022, p,18).

On the other hand, Hakim, (2017), that study aimed to describe English teachers in Indonesia who are experienced in speaking teaching related to the challenges and strategies in the teaching and learning process for students with introverted characteristics. Those strategies were useful to improve student discussion, forming role play, creating storytelling), and training interviews.

Finally, Dobson (cited in Tampubolon, 2020, p. 43) also mentions some effective strategies that in the classroom can be applied. They are dialogues, small group discussions, debates, songs, and games, songs, and small group discussions. They are described in the following section.

#### **4.6.1 Debate**

Debate is a particular form of argument. Moreover, there are many ways of debate, but the most common debate is called the *parliamentary debate* (Tampubolon, 2020). It is one of the best

features of debates because there are very few official rules that constrain debate and the creativity of debaters. According to Tampubolon, (2020), the rules govern four basic areas: a. several teams and debaters, b. order of speeches, c. limits on speaking time, and decision-making procedure.

To conduct the parliamentary debate the teacher first has to establish the rules when students present their debate, and then the teacher allows students to pick topics, or the teacher can suggest the topics for the class and have the whole class vote on which ones they like the most. After that, the teacher makes sure the sides are complete. The sides are affirmative and negative. Finally, the teacher requires research. The teacher should remind the students to do the research and bring some sources to the class. Therefore, “learners who use this technique improve their speaking ability and enjoy the practice of this strategy” (Tampubolon, 2020, pp. 44-45).

#### **4.6.2 Presentations**

Sirisrimangkorn (2021) explains two benefits related to presentations as strategies. First, learners develop important work projects guided by speaking abilities, and second learners through presentations develop important elements of communicative competence. As a result, “learners fill the gap between language study and language use using this strategy learners could use real-life natural contexts” (p.67).

#### **4. 6. 3 Conversation**

This strategy refers to the action of carrying out a conversation with others usually by speaking and sharing ideas or opinions, expressing feelings, emotions, and thoughts (Fajaiyah, 2009, cited in Prabawa, 2016). In addition, it is about asking or giving information with a specific purpose. The conversation strategy helps students to master their speaking ability by using the internet to find the vocabulary needed, look for a specific interest, information topics. Students practice at the same time their writing ability when they take notes and then put into practice by



an interview. By having interviews, students get accustomed to their speaking ability (Prasanti, et al., 2020).

#### **4. 6. 4 Games**

As a speaking strategy, games provide a different environment. By using language games, students easily participate in speaking activities because they are familiar with them and teachers can easily make sure they speak to interact. Therefore, this is a useful speaking strategy. On the other hand, students get stressed when they learn to speak in the classroom because they have to deal with components such as pronunciation, diction, rate of speech, and pause filler (Kaur & Aziz, 2020).

In speaking activities students feel pressured to speak about the topic; however, implementing games in the classroom helps to reduce stress. Students and teachers enjoy games; as a result, it makes students feel less nervous, thus teacher can observe their speaking and give feedback at the end of the lesson, and remember the mistakes that they made and the corrections given by the teacher motivate them to do better the next time. In other words, “language games expose areas of weakness and strength of students’ speech and help the teacher to view it better” (Kaur & Aziz, 2020, p.693).

#### **4. 6. 5 Discussion Strategy**

Implementing discussions of specific topics in English is another strategy that develops learners' speaking skills when it is used the quiet students “are slowly brave to speak even though the students are still stuttering in arranging the correct sentences” (Hakim, 2017, p. 28). The students in class are always invited to discuss a conclusion by sharing an idea about the event or finding a solution in a discussion group that is always applied by the teacher. “In this way, students do not spend time chatting with each other about irrelevant things” (Hakim, 2017, p. 28). As a

result, students who had been embarrassed to speak then began to speak courageously in this way as they were practicing their English skills.

#### **4. 6. 6 Forming Role-Play Strategy**

The forming role-play strategy is another way to improve introverted students' speaking skills. By playing roles, students pretend that they are in various social contexts and have various social roles. An example of how to apply this strategy is the description of the student's interest, and funny or embarrassing situations that they want to perform (Hakim, 2017). In these role-play activities, the teacher who always applies it is an English teacher. Role play strategy can be worked with different contexts in which learners can improve their speaking skills by using it as much as possible.

#### **4. 6. 7 Storytelling strategy**

Reading and listening skills are applied in this storytelling strategy which is considered an important activity that demonstrates the power of words. Furthermore, children in the school age are fond of listening and enjoying a story for EFL learners both strategy listening and storytelling are activities that they enjoy. "Fortunately, the activities in listening and reading stories can be followed up with speaking activities by retelling the story with the learners' own words" (Marzuki et al., 2016, p.17).

In addition, in storytelling strategy, there are three steps to follow in order to improve learners' ability. The first one is a single-word story that is applied by asking learners to contribute word by word to construct their own story. The second one is a sentence story in which learners develop a story by introducing complete sentences one by one until the story is finished. The third one is writing a story in a big circle that consists of writings. to achieve the purpose the first learner writes the sentence and pass to the next learner the sentences to continue the story and so on until

the story is complete.

This kind of strategy is useful for working in groups. Therefore, each learner participates and practices the four English skills since they write the sentence, read the sentence, listen to the story, and put into practice their speaking ability. Moreover, by doing this, learners also used their creativity to contribute to the development and improvement of the story (Marzuki et al., 2016, p.19). Through, this strategy, the EFL learners improve their speaking competence.

In an Indonesian study, the subject consisted of 22 Junior High Indonesian EFL learners whose teachers implemented another modality of storytelling called interactive storytelling which consists of the teacher selecting the material. In this case, it was a folktale reading story taking into account the context, considering important contributions to the lesson, easy to understand and interesting and should be suitable in the teaching and learning process and the specific purpose it was aimed to improve the EFL learners' speaking ability in their classroom (Marzuki et al., 2016, p.17)

#### **4.6. 8 Speaking**

There are a lot of definitions of the word speaking that have been suggested by researchers in a language-learning context. Nunan, (1995, cited in Leong & Ahmadi, 2017, p.34) used the definition of speaking provided in Webster's New World Dictionary, as the next "speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech". According to Chaney (1998, cited in Leong & Ahmadi, 2017, p. 34), speaking is the process of making and sharing meaning by using verbal and non-verbal symbols in different contexts. Browns (1998) and Burn and Joyce (1997), "defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information".

Bygate (1987) defined speaking "as the production of auditory signals to produce different

verbal responses in listeners” (as cited in Leong & Ahmadi, 2017, p.34). It is regarded as combining sounds systematically to form meaningful sentences. Eckard and Kearny et al. (1981, cited in Leong & Ahmadi, 2017, p. 34) defined speaking as “a two–way process including true communication of opinions, information, or emotions”. This top-down view regards the spoken texts as the collaboration between two or more persons in a shared time and context.

## **5. Reflection of the professional experience**

This reflective teaching experience follows Gibbs’s Reflective Cycled Model (1998) This method follows the next steps; description, feelings, evaluation, analysis, conclusion, and action plan. all those steps will be described in this reflective writing. They are described in detail.

During these years of professional experience as an English teacher, I have faced many challenges, and they allowed me to grow up as a teacher. Since I started to teach, I have realized that English subject is a difficult one in the Mexican context where English is taken as a foreign language in private and public schools. As a result, students are involved in this with different purposes some of them pay too much attention to this subject because they like it, and some others do not pay attention to the English language because sometimes they do not consider it important for others could be hated considering that it is not necessary in their lives.

As time passed by, I realized that when students have to perform speaking activities in general, they feel normally nervous and express that they prefer the English activities in writing, reading, or listening way instead of speaking. This teaching experience report will focus on the experiences that caught my attention in all the institutions where I have been working as an English teacher. My experiences with those students who have some specific

personality behaviors in the classroom when they were taking their English class. They share some personality characteristics like being shy, quiet, and lonely and the speaking activities are difficult to perform for them.

The last two school years 2022-2023 and 2023-2024 where my teaching experience took place are in a Public elementary school called Maestro Raúl Isidro Burgos. It is located in San Jose Mayorazgo, Puebla, Puebla, Mexico the groups assigned this time were nine. Those are fourth, fifth, and sixth grade. The same as in the previous schools, I applied the diagnostic test, and this time I just applied a multiple intelligence questionnaire to 18 students who were volunteer participants in a spelling bee contest. I decided to apply this questionnaire because some students were too shy but they wanted to participate in this contest I know that because their parents asked to me for their children's participation at the end of English class. I talked to them I had a personal interview with them, and I had asked for some speaking activities in previous activities. Some of these students did not participate in those because at the moment that I asked them to introduce themselves and present their daily activities speaking performance, they were so shy or got nervous. As a result, they could not present it in front of the group.

The main coordinator of the PRONI Puebla program was part of the judges, and I had to prepare my students as well as possible to perform the spelling bee contest. My challenge here was with those students who were part of the participants in which intrapersonal intelligence prevailed among the others and also prepared the necessary strategies to develop their speaking ability and it made me feel under pressure, and stressful.

The student participants were selected according to their performance in English-speaking activities. These students' ages range from 9 to 11 years old; they are in the fourth,

fifth, and sixth grades of elementary school, and they are in the school year 2023-2024. It focuses on students whose Intrapersonal Intelligence is dominant among the other nine to determine whether there were specific strategies to develop their English-speaking skills.

The first instrument was an adapted questionnaire. According to (Mazhar,2021, p.8) “A questionnaire is a predetermined set of questions given to many respondents” It should have a short explanation of what your research is about and should always adhere to ethical and moral codes of conduct. The second instrument was an interview. Therefore, both instruments were analyzed to support the findings of this research. The data was collected from September ending to November months to identify the students in which Intrapersonal Intelligence prevailed. The evidence was divided for speaking analysis, the analysis of speaking data documented growth in children with intrapersonal Intelligence prevailing among the other eight intelligences to identify specific characteristics or strategies used in speaking skills. (See Appendix A)

The questionnaire was a good tool to identify the intelligence that prevailed the most in those students. The results showed that in two students with intrapersonal intelligence prevailed in them (see Appendix B by PsicoActiva, 2024). These results in the questionnaire helped me to prepare the spelling bee group for the contest especially focusing my effort on these students with intrapersonal intelligence prevailing. In addition, I needed to ask for specific activities and practices that were different from the rest of the group taking into account their intrapersonal intelligence and their personality.

After I applied the questionnaire, I realized that different bits of intelligence prevailed in the students, but I focused my attention on those that prevailed in the intrapersonal intelligence students and implemented the next strategies, role-play, presentations, and

conversations to help them improve their speaking ability.

The data was gathered by an interview as a second instrument a structured interview involves the use of a set of predetermined questions and highly standardized techniques of recording (Mazhar, 2021. pp.6-7). Moreover, part of this project process was to interview these students with intrapersonal intelligence to know if they have any specific strategy when they need to perform a speaking activity and also know if there is a specific one that makes them feel comfortable. The following are six questions applied to them with each student's answers.

1. As an elementary student with intrapersonal intelligence, how do you develop your speaking English ability?

Student 1. I do not develop English speaking ability; I know a little English when I write or read the words.

Student 2. I practice the words that I know in English and sometimes I use an application.

2. How have been the acquisition of English as a foreign language in the development of speaking ability?

Student 1. It is a difficult process because here we do not speak in English.

Student 2. It was a difficult process because I did not have English subject in my previous school and also because I felt shy and I was afraid of my classmates' laughter when I make a mistake in English pronunciation.

3. What are the main troubles that you face when you speak in English?

Student 1. For me is hard to express my speaking when there are a lot of people, I studied previously and practiced my activity, but when I see people, I forget how to say or pronounce the word because I get a mental block and cannot express myself in English in a speaking

way.

Student 2. I get nervous when I speak in front of a group and feel so shy if I have to speak to an audience that I do know.

4. What is the main aim that costs you trouble when speaking in English?

Student 1. I think that the main problem in my case is that I get nervous and I can speak.

Student 2. The main problem that I have when trying to practice speaking is that I do not know the correct pronunciation or forget it and I usually use Spanish to express the word that I want to say.

5. How do you solve these situations?

Student 1. I practice and practice alone until feel confident with my pronunciation.

Student 2. I have to look for the pronunciation or ask someone for it.

6. Do you use any technique or strategy? If so, what is it?

Student 1. I used to practice with someone that I felt comfortable with and know the English language and I like to receive feedback in this way I improve my speaking.

Student 2. I like to interview my English teacher or ask for the pronunciation of the words, sentences, or readings that I have to present or speak about.

According to the student's answers, I realized that they mention in simple words the strategies that they use and the feelings involved in their process during the process followed when they try to develop their speaking ability. After this, I started analyzing and selecting the strategies I would put into practice. I decided to use the following: the interview, and conversation strategies with specific activities that help them improve in this case their speaking ability in the vocabulary spelling bee list.

The first homework that I asked to do was to look for the pronunciation in an online



dictionary or physics and write it in front of the English word, to practice in our first rehearsal. In the first rehearsal all the students practiced the complete list repeating the words after me. This time they could see their printed list, and it was an easy activity for all of them the homework this time was to look for the Spanish meaning of all the words and this homework was completed for some students.

The next week the rehearsals were without seeing the printed spelling bee list and it was a difficult task for students because when I asked the question “Who do you spell ... in English? They stayed silent for some seconds and they tried to spell the word and just two or three students did this correctly. Taking this into account I ask students to practice this time as an interview in pairs, so one student can see the list and the other not and then change the role, and the student that can see the list was interviewed by the other without seeing the word list. This time the students with intrapersonal intelligence prevailing between others did not practice with the student that I chose as their peer because they did not feel confident. After the rehearsal, I talked to them and the reason was that they felt uncomfortable because the students were from a different group and grade.

In the next week's rehearsals, I put into practice the conversation strategy with these two students and they practiced using this strategy this week. The rest of the spelling bee group practiced with the interview strategy, and they added the memory strategy and remembered how to spell the word by linking the sound and making a mental picture of the word, other students used the word in a simple sentence and others act it out physically in order to remember how to spell the word and its pronunciation. With the intrapersonal student's memory strategy did not work and my homework was to look for specific strategies that help them improve their speaking.

During the next rehearsals, some students felt confident because they shared with me that they put into practice the next cognitive strategies, such as saying or writing new English words several times, trying not to translate word-for-word, practicing the sounds of English, looking for words in my language that are similar to new words in English. They did know that those strategies were cognitive and some of those were a guide for my intrapersonal students specifically writing the word many times and at the same time practicing its pronunciation. This strategy was useful for developing the speaking ability of intrapersonal students and after that, they feel more comfortable in the next rehearsals.

The next week as spelling bee group just had a rehearsal because there were different meetings and students had different speeches as part of the school strategies to prevent specific situations. This week I passed in all the groups where I have spelling bee participants and gave them the advice that continue their practice at home because the next week, we had our last rehearsals. However, I felt nervous about this situation because it was the first time that all these students had participated in a spelling bee contest and this week, I had to practice with all of them following the spelling rules and I was sure that they remembered the rules, but it is not the same putting them into practice.

In last week's rehearsals I explained the spelling bee rules again, and following those instructions every single student passed in front of the group and read their word, delivered it to me and I asked the questions: How do you spell (the English word) in English? The student spelled the word. As a result, with the fourth student I realized that my students did not practice enough the previous week. I felt anxious, stressed, and worried because it was the last week of rehearsals and they needed a lot of practice, after I practiced the previous strategies and remembered the strategies that they used previously they put those into practice

and could remember which strategy made feel them comfortable and with this, they can easily practice the vocabulary by speaking. The aspect that caught my attention was that the intrapersonal intelligence students passed to spell their words and they felt comfortable and confident and could spell slowly but in a good way all their words.

On the day of the spelling bee contest, all the students felt nervous as normal and I was worried about the intrapersonal intelligence of two students because when I passed to stick their names, they were nervous more than always. The spelling bee participants were gathered together in the technology classroom and divided into two groups from first to third grade on the right of the judge's table and from fourth to sixth grade on the left side. The judges decided to start with the first-grade block students in the first round and the second with the elementary students from grades from fourth to sixth and so on. All of them did their best. The winner was about to be an intrapersonal student because he was one of the two finalists from high elementary levels. The winner was a fourth-grade student and from first to third grade a boy from the first-grade group was the winner.

At the end of the contest, I took my students back to their classrooms, but before I said thank you for being participants and letting me learn from this experience, I asked them if they had learned something from this experience too. One of them told me that even when he did not win, he had to take this as a practice because next time he would like to participate again. Others said that all the practice was not the same as the real event because she felt too nervous and forgot how to spell most of the English words a third student shared the importance of following the strategies during the process of rehearsals because those give them clues that help them to remember the pronunciation of the English words. Finally, I asked two intrapersonal students how they felt during the contest and one of them said that

was nervous and could not manage this and because of this he forgot the word that the judge asked him. The other student said that he felt comfortable and relaxed because he got familiar with their classmates and the only thing that he made feel uncomfortable were the judges because they're the ones who were not in the rehearsals, I told him that this was another situation that as participants they need to deal with.

Teachers and other researchers could use this research to help those students who in many cases need to be taken into account in English classes to know whether elementary students develop speaking skills. Teachers often do not pay much attention to them and they do not ask for help because that kind of student's strength is having excellent self-awareness. The students know if they are good or bad in many areas which means that they can identify which of the four language skills are good at writing, listening, reading, or speaking. In the case of the English language, most of them have trouble developing speaking, but they do not usually struggle with language. On the contrary, they have troubles because of their kind of intelligence and its characteristics but by using different strategies they could develop and improve their English ability.

## **6. Conclusion**

As teachers, we apply strategies that help our students achieve the purpose of the activities. However, we should be aware of the different aspects that overlap in the teaching practice. Teachers should consider the students' strengths and weaknesses. They need to take into account multiple intelligence theories to facilitate students' learning the way that they prefer. Therefore, it is necessary to identify their preferred strategies. In this project, I was able to identify students who were afraid of speaking in front of others, but they could improve their skill as I used different strategies considering intrapersonal intelligence. I realized that

they needed specific strategies by interviewing them. Therefore, the focus on Intrapersonal Intelligence was an important part in this teaching experience because I needed to help those students as much as possible so they could perform speaking activities comfortably and confidently. As a result, they showed improvement of the speaking skill. As a result of this teaching experience process, the research questions stated in the first section, were answered as follows.

RQ1: What are the English-speaking strategies for elementary learners to be used considering their intrapersonal intelligence?

Considering the intrapersonal intelligence of the learners the strategies that they used were, presentation strategy, conversation strategy, and cognitive strategies. In the case of cognitive strategies they used the next, saying or writing new English words several times, practicing the sounds of English words, and trying not to translate word-for-word. All these strategies were helpful for my intrapersonal elementary learners. In addition, these strategies make them felt confident and comfortable.

RQ2: How were the selected strategies to improve English speaking skills in elementary learners considering their intrapersonal intelligence applied?

The strategies were selected according to the intrapersonal intelligence learners' necessities and activities assigned and also taking into account which make feel them comfortable and confident to work on English as a foreign language and at the same time they develop and improve their speaking ability.

RQ3: How does the teaching experience process in using strategies promote improving English speaking skills in elementary learners considering their intrapersonal intelligence?

The teaching experience process in using strategies to promote the improvement of

English speaking skills in intrapersonal learners as a teacher helped me to guide these students with different strategies that they did not know and most of the time their intelligence prevailed on them not allowing them to develop their speaking ability. Considering the intrapersonal student's participation in the spelling bee contest learners both had good participation and if were the three-place winners one of them could have second place in this contest. In addition, the students could get along with the speaking practices and their nervousness and anxiety because they feel comfortable and confident when they have their participate in the spelling bee contest.

Before I worked on this reflective experience, I did not know how many strategies I could apply with my students, and also which of them are useful for intrapersonal learners specifically for developing their speaking ability taking into account their interpersonal intelligence. It was hard work but now in front, I can help that kind of learner effectively and give them a hand even when they are too shy to ask for help in English subject-speaking activities, and in that way, they can feel confident and can continue their academic development as good as possible in all their subject. Finally, the reflective process in my teaching practice was useful to support my students and to improve my own practice

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## Appendix Appendix A. Adapted Questionnaire

Nombre \_\_\_\_\_ Grado/grupo \_\_\_\_\_

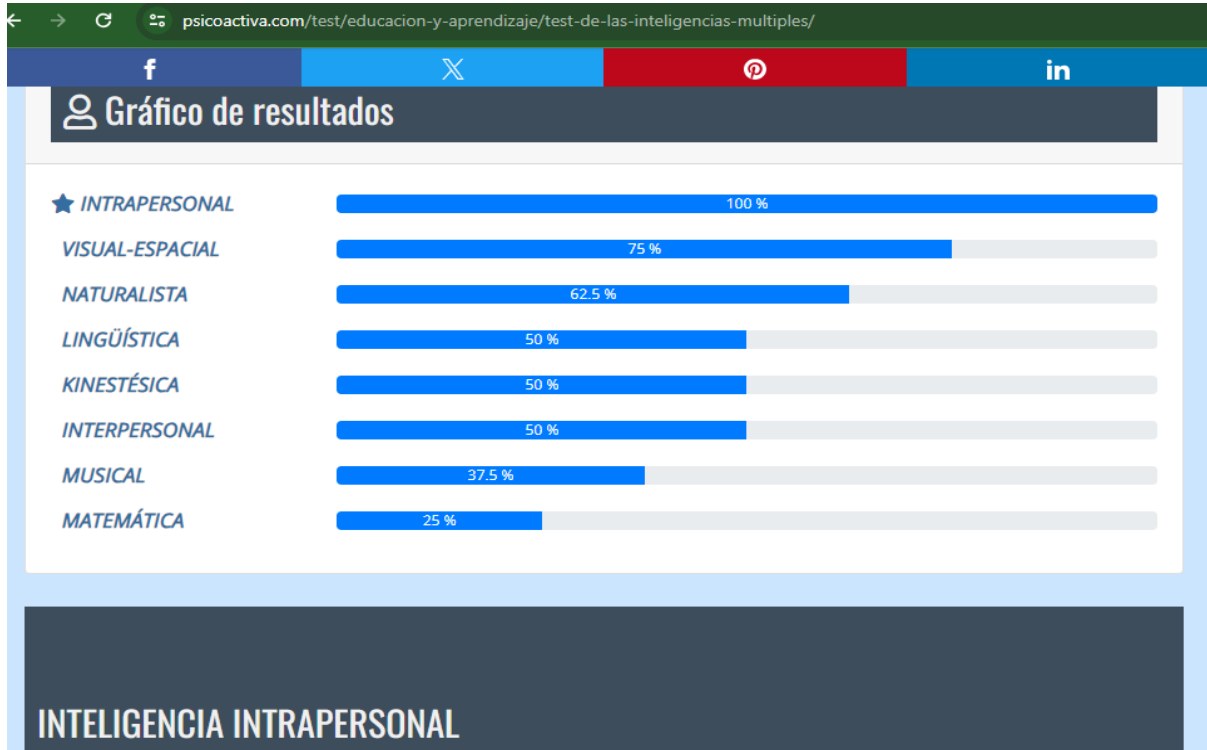
El proposito del siguiente cuestionario es conocer tu inteligencia predominante segun la teoría de las inteligencias multiples de Howard Gardner. Los resultados serán utilizados con fines de investigación académica.

	CONTESTA EL SIGUIENTE QUESTIONARIO CON LA PALABRA SÍ O NO, RESPONDIENDO A LA PREGUNTA QUE MAJOR DESCRIBA TU PERSONALIDAD.	SI	NO
1	Tengo Buena memoria para los nombres de lugares, personas, fechas y otras cosas aunque parezcan triviales.		
2	Me gustan los juegos de lógica.		
3	No me cuesta hacer dibujos de figuras para que se vean como en tres dimensiones.		
4	Tengo un buen sentido del equilibrio y la coordinación.		
5	Facilmente asocio la musica con mis estados de ánimo.		
6	Mis amigos recurren a menudo a mis consejos cuando tienen probemas.		
7	A menudo me gusta estar a solas y en tranquilidad con mis propios pensamientos.		
8	Las asignaturas de la escuela que más me gustan son las relacionadas con naturales, sociales y/o biologia.		
9	Suelo hacer pocas faltas de ortografía.		
10	Disfruto solucionando problemas matemáticos.		
11	Cuando veo el plano de algo, no me cuesta visualizarlo en tres dimensiones.		
12	Suelo destacar mucho en los deportes.		
13	Creo que tengo buen oído musical.		
14	Me resulta fácil hacer que los demás me escuchen y sigan mis planes, soy lider.		
15	Soy capaz de manejar mis sentimientos, para que estos no me descontrolen.		
16	Siempre reciclo y trato de contaminar lo mínimo con mis acciones		
17	Me gustan los juegos de palabras.		
18	Puedo hacer calculos matemáticos mentales con bastante rapidez.		
19	No me cuesta distinguir los cuatro puntos cardinals, esté donde esté.		
20	De pequeño aprendí rápidamente a montar en Bicicleta o a andar en patines.		
21	Me gusta cantar y silvar cuando estoy en la ducha o haciendo tareas distraídamente.		
22	Disfruto estando con grupos de personas en reunions y fiestas para charlar.		
23	Soy una persona muy independiente.		
24	Me gusta estudiar los fenómenos de la naturaleza en general.		
25	Me gusta leer, por eso siempre estoy leyendo algún libro, periódico, revista etc.		

26	Suelo hacer muchas preguntas sobre el funcionamiento de las cosas.		
27	Me oriento muy bien caminando o conduciendo por la ciudad.		
28	No es extraño que tenga sensaciones e inquietud física mientras estudio o trabajo.		
29	Estudio o me gustaría estudiar cómo tocar un instrumento musical.		
30	Me gusta formar parte de clubes, grupos , comités, etc.		
31	Sí estoy enfadado o contento, sé perfectamente el motivo.		
32	Soy un gran amante de los animals.		
33	En los estudios, recuerdo mejor las cosas cuando las leo o escucho del profesor.		
34	Me gusta trabajar con calculadoras y entretenerme con con juguetes electrónicos.		
35	Me gusta realizar construcciones tridimensionales con piezas (como lego, puzzles 3D...)		
36	Tengo destreza para realizar trabajos manuales y/o artesanos.		
37	Soy muy sensible a los ruidos de mi alrededor, como la circulación de los coches, la Lluvia cayendo, etc.		
38	Tengo muchos y buenos amigos.		
39	Me doy cuenta de fácilmente de lo que otros piensan de mí.		
40	Los documentales que más me gustan de la television son los que tartan de flora, fauna y naturaleza en general.		
41	Cando hablo, me suelo extender en mis explicaciones y dar dastantes detalles sobre lo que estoy contando.		
42	En los estudios, siempre siempre se me han dado bien las matemáticas, me resultan fáciles de entender.		
43	Sé leer mapas. Gráficas y diagramas con bastante facilidad.		
44	No me cuesta aprenderme un baile o coreografía nueva.		
45	Tamborileo rítmicamente, sobre la mesa o escritorio cuando estudio o trabajo sin darme cuenta		
46	Creo que tengo mucho sentido común.		
47	Reconozco fácilmente mis emociones.		
48	Disfruto coleccionando plantas, rocas, etc.		
49	Me gusta contar cuentos, chistes e inventar historias siempre que puedo.		
50	.Suelo clasificar y jerarquizar las cosas siempre que puedo.		
51	Me gusta mirar las construcciones y estructuras de las cosas como edificios, puentes, etc.		
52	Me gusta correr, saltar, brincar y moverme rápidamente		
53	Disfruto escuchar música.		
54	Me gusta interaccionar con personas, no importa su dad ni sexo.		
55	Tengo interese propios sobre los que no hablo con los demás.		
56	Soy muy cuidadoso con los recurso naturales, me preocupa hacer un mal uso de ellos		
57	Cuando hay una discusión o un debate, me gusta participar y dar mi opinion.		
58	Sé encontrar rápidamente la causa/efecto de las cosas.		
59	Disfruto resolviendo rompecabezas , laberintos y cosas similares.		

60	Me gusta trabajar con cosas que tengan que ver con las manos (como cerámica, armar y desarmar cosas etc.		
61	No me cuesta aprenderme las canciones y reproducirlas cantando.		
62	Tengo mucha empatía, rápidamente sé ponerme en el lugar de mi interlocutor y entenderle en profundidad.		
63	Soy capaz de aprender tanto de mis logros como de mis errores, no me vengo abajo fácilmente.		
64	Me encanta salir y pasar el día en contacto con la naturaleza.		

## Appendix B. Student 1 Results.



## Appendix C Student 2 Results

