NATIONAL AUTONOMUS UNIVERSITY OF NICARAGUA

UNAN – MANAGUA

Multidisciplinary Regional Faculty of Carazo

(FAREM Carazo)

GENERAL TOPIC:

Innovative strategies in English teaching and learning processes in secondary school.

SPECIFIC TOPIC:

Creation of a CD of Ruben Dario`s poems made songs, to develop English pronunciation with students from 11th grade at Maria Jesus Narvaez Institute in the second semester 2016.

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DEDICATION

We dedicate our work firstly:

1. To Lord Jesus Christ for all the blessings we have received from him and for giving us the strengths, motivation, faith, wisdom and the necessary knowledge to conclude this path, catching up our aim, despite the difficulties.

2. To Our families for their support, love, and unconditional help on those difficult times.

3. No less important, to our professors who have helped us in this innovation proposal, sharing their knowledge and experience over the years, teaching us.

ACKNOWLEDGEMENT

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To all our teachers for their knowledge and all the people that have helped us and for giving us their unconditional support to achieve our goal and very especially our tutor MSc. Tania Campos Palavicini for her support during this time of innovation.

We also thank to the students, authorities, and the English's teacher from Maria Jesus Narvaez institute that have invested their support to achieve this aspire.

Last but not the least; we would like to thank our families for supporting us spiritually, economically throughout writing this work.

ABSTRACT

This work about an innovative strategy has the purpose to provide an interesting activity that can be applied by teachers to improve the students' English pronunciation of English. As a result of this didactic innovation a CD about Ruben Dario`s poems made songs was recorded, applying cooperative learning between students to achieve their goal. It was accomplished in the English classroom of Maria Jesus Narvaez institute from Santa Teresa-Carazo in the academic year 2016 with a sample of 14 students in the eleventh grade.

This innovation proposal was developed in three phases following this order: In the first phase the institute was visited and the project was presented to the principal, to the English teacher, and students explaining them, the objectives of this work. Then, in the second phase, the innovative strategy was applied with students. This phase was divided into eight sessions, in each session a process was followed according to steps to make songs based in poems and using the cooperative learning as an advantageous approach to accomplish this project. In the last session the CD was recorded. In the third phase the process was evaluated appreciating the impact and effects of the activity in the students` pronunciation, through an interview to English teacher, students, a focal group and also an evaluation rubric applied to students.

Keywords: innovation, strategy, pronunciation, Ruben Dario`s poems, songs, cooperative learning.

Contenido

1 INTRODUCTION

People around the world are studying and learning English because it has become the international language of education and business. Certainly nowadays, learning English is a necessity for three main reasons: First, it is spoken by many people around the world, second, all the scientific, technological instructions and documents are written in English and finally, English provides great jobs opportunities in education business and communication.

The role of English language in education is important in Nicaragua, also it is essential for students to learn and speak this language. English teachers, have a commitment to teach the students to develop good and effective communication skills that involves the use of proper pronunciation; taking into consideration the difficulty of the students on pronunciation performance which is a very useful and necessary sub skill in the oral communication.

In the web site (www.hopespeak.com/blog/the-importance-of-correct-pronunciation/, 2014) they express "Pronunciation is the most important and difficult problem that non-native English speakers have to face when studying English. Improper pronunciation can lead to negative impression, misunderstanding and ineffective communication."

On the other hand, Pronunciation is vital to proper communication because the incorrect use of pronunciation inevitably leads to the message being misunderstood by the recipient. According to (http://tv-english.club/articles-en/important-good-english-pronunciation/, 2016) Finally, Pronunciation is definitely the biggest sub skill that people notice when you are speaking English. (Szynalski, 2016)

Taking advantage of the importance of a good English pronunciation, the purpose of this innovation is; firth, to elaborate a proposal of innovation to improve students` pronunciation, after that to apply this didactical strategy of innovation to the students from eleventh grade at Maria Jesus Narvaez Institute to help them to develop English pronunciation, that is creating a CD with four songs based in poems of Ruben Dario; finally to evaluate the impact of this in students` attitude, motivation and pronunciation

performance. To make this innovation, a sample of fourteen students were selected from Maria Jesus Narvaez institute located in Santa Teresa, Carazo.

The structure of this innovation activity includes the elaboration, application and evaluation of the innovation and also the quantitative and qualitative processes to analyze the results of this innovative proposal.

2 BACKGROUND

Due to the importance and the necessity of English language, in many countries around the world; experts have carried out some studies which objectives were to improve English abilities. Nicaragua is a country which has in its curriculum, English as a target language in secondary school. However, the foreign language learning process presents many difficulties and one of them is the deficient speaking skill.

Different studies have been implemented about songs as a resource in English learning. A study made in the Iran named The Effect of English Songs on English Learners Pronunciation, made by Golestan University executed by Zahra Farmand & Behzad Pourgharib. The report was about the result of two groups with pretest and posttest experimental design which was done in an English institute of Mazandaran province in the year 2012. The study, which held over eight sessions, was to determine the effect of English songs on language learners' pronunciation. First the pre-test measure of reading and pronunciation ability was performed for two groups. The pre-test was some words out of the song, and the English song was thought to the experimental group in 8 sessions, about 15 minutes each session. The findings showed the use of English songs had impact on language learners' pronunciation, and it improved their oral production. According to (Zahra Farmand & Behzad Pourgharib, 2013, pág. 840)"Music is universal in human culture. All cultures on this planet have music. Language and communication are also universal."

Another study made by (Rengifo, 2009, pág. 91)Universidad Nacional de Colombia named Improving Pronunciation through the Use of Karaoke in an Adult English Class, Students often have difficulty and they experience lots of problems with pronunciation in English. This article is based on a research project which intended to show how students can improve their pronunciation through the use of karaoke in their English class. By using karaoke, the teacher designed activities and involved students to improve their pronunciation. Students' progress is analyzed in order to arrive to the conclusion of the effectiveness of the karaoke sessions. Also it has shown that the karaoke classes offer a lot of fun and creativity while students cooperate with each other to achieve their pronunciation goals.

Effectively music is an important and interesting didactical tool, in addition it pretends to demonstrate some other benefit of music in English class, how does music helps to improve students` English fluency and pronunciation.

Another work about the same topic is one done by Universidad Nacional de Costa Rica on October 2007 Using Songs to improve EFL Students' Pronunciation. That research was based on the author's experience as a foreign language learner and teacher.

As a conclusion the study found, (Ulate, 2007) the use of songs in the EFL classrooms can make learning more enjoyable and interesting. At the same time, students acquire the target language and feel comfortable in a relaxing atmosphere. This helps them lower their affective filter, and become more receptive to learning. On the other hand, songs help learners to improve their understanding and production of important pronunciation features. (p. 106)

2.1. Innovation proposal

The innovation has the purpose to create a CD with four songs based in three poems of Ruben Dario. This work will be made by fourteen students of eleventh grade of secondary education at Maria Jesus Narvaez Institute. They will take a poem of Ruben Dario (Lo Fatal, Caupolican, and Nocturne) and they will follow the steps to create a song; they will create four different rhythm songs with poems adding lyric and melody. In this way the students will improve their pronunciation, they will check their pronunciation errors if is necessary. Finally, they will record each song and it will be organized in a musical CD.

3 JUSTIFICATION

Nowadays, learning English as a second language has a challenge for English teachers, due to many factors that affect the learning process such as lack of confidence, few opportunities to speak, competent teachers, lack of didactic material to complete the teaching learning process and so on, affects mostly oral production.

Certainly, the oral communication is practiced in different contexts of life. It is necessary to improve students` speaking skill putting into practice different activities as the one proposed before, which is, recording a CD with Ruben Dario`s poems made songs to encourage them (students) to practice and to master the language, improving pronunciation as basic sub skills in the oral communication.

This Ruben Dario`s poems made songs CD will help students to improve their pronunciation through a motivating and innovative form; also, alternatively they are going to learn how to sing fluently. On the other hand, this CD can be used as an audio material to practice listening in other English classes.

This propose includes music because nowadays students enjoy singing. Thus, we are contributing to celebrate - practicing the second language - the Centenary of Ruben Dario passed away.

Based on the information above, we can assert this study will provide useful information about learning of English language in Maria Jesus Narvaez Institute.

4   PROBLEM STATEMENT

Students in Maria Jesus Narvaez Institute have difficulties using English language specially on speaking skill, due to some factors such as: the classes are majority teachers in front students practicing few interactive activities in pair or in group with a little opportunity to speak, competent teachers, and lack of didactic material; for this reason, it is necessary to make a study about some innovative strategies to improve speaking skill in pronunciation of the students.

A CD of Ruben Dario`s poems made songs, to develop the pronunciation sub-skill with students from 11th grade at Maria Jesus Narvaez Institute in the second semester 2016.

4.1. Problem formulation

❖   How does the creation of a CD of Ruben Dario`s poems made songs will improve English pronunciation to the students from 11th grade of Maria Jesus Narvaez Institute?

4.2. Problem systematization

❖   How to create a CD of Ruben Dario`s poems made songs proposal to develop English pronunciation on the students of 11th grade of Maria Jesus Narvaez Institute?

❖   How to develop the proposal of Ruben Dario`s poems made songs to improve English pronunciation on students of 11th grade of Maria Jesus Narvaez Institute?

❖   What is the impact of creating a CD of Ruben Dario`s poems made songs to develop   pronunciation on the students of 11th grade of Maria Jesus Narvaez Institute?

5 OBJECTIVES

5.1. General objective:

To create a CD of Ruben Dario`s poems made songs to improve English pronunciation of the students from 11th grade of Maria Jesus Narvaez Institute.

5.2. Specific objectives:

❖   To elaborate the innovation proposal of creating a CD of Ruben Dario`s poems made songs as an innovative activity to develop English pronunciation on students of 11th grade of Maria Jesus Narvaez Institute.

❖   To record a CD of Ruben Dario`s poems made songs to develop English pronunciation on students of 11th grade of Maria Jesus Narvaez Institute.

❖   To evaluate the impact of creating a CD of Ruben Dario`s poems made songs to develop English pronunciation on students of 11th grade Maria Jesus Narvaez Institute.

6 THEORETICAL FRAMEWORK

6.1.Speaking

According to (Arab World English Journal, 2013, pág. 13) Speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is the main skill through learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. Additionally, people who know a language are referred as 'speakers' of that language. Moreover, speaking is the most frequently used language skill.

Speaking is defined as the second stage students' ability to express them orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposed using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. (Arab World Engish Journal, 2013, pág. 30)

6.1.1. What is Pronunciation?

(Boyer, 2002) Pronunciation is a necessary part of speaking (oral communication). It involves making the correct sounds of a particular language, as well as how the sounds are put together in the flow of speech (not just in insolated words) a necessary part of intelligible pronunciation in English also involves knowing how to stress words correctly and how to use intonation appropriately. (p. 1)

(PRATIWI, 2010) Another definition of Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. This second definition gives a briefest pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible). (p.12)

6.1.2. How do teachers teach pronunciation in the classroom

(the teacher's role) (Kenworthy, 1998)

Helping learner to hear:

Part of the role of the teacher is to help leaners to perceive the sound. Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language.

Helping leaners to make sounds:

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they can't then the teacher needs to be able to give some advices which may help them to make the new sound(s).

Providing feedback:

Both the above tasks require the teacher to evaluate learners` performance. Often learners cannot identify by themselves if they have got it right; the teacher must provide them with information about their performance. (p.1)

6.2. The International Phonetic Alphabet IPAD

Since the sixteenth century, efforts have been made to devise a universal system for transcribing the sounds of speech. The best-known system is the International Phonetic Alphabet (IPA), it has been evolving since 1888. This system of transcription attempts to represent each sound of human speech with a single symbol. These symbols are enclosed in brackets [ ] to indicate that the transcription is phonetic and does not represent the spelling system of a particular language. For example, the sound spelled the in English this is transcribed as [ð] (pronounced eth, as in weather). The IPA uses this symbol to represent the sound in whichever language it is heard, whether it is English, Spanish, or Turkmen (a

Turkic language spoken in Central Asia and written with the Cyrillic alphabet) as shown in Table 1. (KATAMBA)

I: READ	I SIT	ʊ BOOK	u: TOO	Iə HERE	eI DAY	
e MEN	ə AMERICA	ɜ: WORD	ɔ: SORT	ʊə TOUR	ɔI BOY	əʊ GO
æ CAT	ʌ BUT	ɑ: PART	ɒ NOT	eə WEAR	aI MY	aʊ HOW
p PIG	b BED	t TIME	d DO	tʃ CHURCH	dʒ JUDGE	k KILO	g GO
f FIVE	v VERY	θ THINK	ð THE	s SIX	z ZOO	ʃ SHORT	ʒ CASUAL
m MILK	n NO	ŋ SING	h HELLO	l LIVE	r READ	w WINDOW	j YES

6.2.1. What are consonants?

According to Katamba, Consonants are produced with a significant constriction in the oral and/or pharyngeal cavities during their production. For consonants, the airstream from the vocal folds to the lips and nostrils encounters some type of articulatory obstacle along the way.

6.2.2. What Are Vowels?

The letters A, E, I, O, and U are called vowels. The other letters in the alphabet are called consonants.

A vowel is classified as a speech sound produced by a comparatively open configuration of the vocal tract, with vibration of the vocal cords but without audible friction. A vowel sound (but not necessarily a vowel in the actual spelling) will be present in a syllable.

6.3. What is Cooperative Learning?

Numerous definitions of cooperative learning have been formulated. The one most widely used in higher education is probably the one of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is the assignment that involves students working in teams to accomplish a common goal.

It involves learning through very well structured teams, with specific roles to achieve an assignment using a collaborative environment. (Pimienta Prieto, 2012, pág. 165)

Another definition is from Evelyn Jacob. In her Cooperative learning in context book she states (Jacob, 1999) "Cooperative learning is a diverse of group of instructional methods in which small group of students work together and aid each other in completing academy task.

This approach is so useful to accomplish the innovated activity described in this work.

6.3.1.   Cooperative work`s components:

- Cooperation: Students should work together to fulfill the goals proposed by the teacher.
- Responsibility: Students take a role and they try to achieve the assignment.
- Communication; It is necessary to have a good communication to complete the proposal goals. In addition, there must be a feedback between students and the teacher.
- Teamwork
- Face to face interaction: members providing one feedback each other, challenging reasoning and perhaps most importantly, teaching and encouraging one another.
- Self-evaluation.

According to (Pimienta Prieto, 2012), teacher must know students` abilities and this kind of activities allow them to socialize each other. With cooperative work, students are able to:

- Make an in- depth analysis of a problem.
- Develop social abilities.
- Identify the aspects they should improve in group work.
- Identify the group leaders. (Pimienta 2012 165)

6.3.2. Advantages of working cooperatively

According to (Jolliffe, 2007) Cooperative learning is one of the most heavily researched areas of education. Studies have shown three main categories of advantages: achievement, interpersonal relationships, psychological health and social competence.

In cognitive processes: collaboration, dispute management and regulation through language.

In motivational processes: Compliance of responsibilities and goas.

In affective processes. Group membership, self-confidence and self-criticism. (Pimienta Prieto, 2012)

6.4. Innovation in English

"Learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more effective, and more transferable to new situation". (Rebecca L. Oxford, 1990)

In educational contexts, innovation has been defined as a 'qualitative change in pedagogical materials, approaches, and values that are perceived as new by individuals who comprise a formal education system.

English teaching nowadays is using the innovation to improve the skills and sub - skills of this language in students' performance, creating new materials, and strategies as the one proposed in this work, which is, recording a CD with Ruben Dario`s poems made songs to practice improving fluency and pronunciation of English.

English Innovations is a blended social learning model that integrates English language learning and combines a collaborative, supportive classroom. A successful language learning model incorporates two key components: motivation and English language immersion. (oneamerica, 2011)

6.5. How does music improve students` pronunciation?

Singing along with favorite English songs will help to learn how to pronounce English words correctly and will also help to accent. The rhythm of sentences and how to link your words together when you speak are going to be learned. (bloomsbury international, s.f.) (Richards, 2015) Motivation is an important factor in the use of songs and lyrics, I is more successful in translating the songs and being able to sing them with a native-like English pronunciation. (p.36)

6.5.1. Music as a motivational resource in the classroom

According to (Dimitrovska, 2014) "In our time, it is hard to escape music and song as it occupies ever more of the world around us: in operating theatres, restaurants and cafes, shopping malls, at sports events, in our cars, and literally everywhere. It would seem that the only place music and song is slow to catch on is in schools" (p. 4)

And it is exactly schools, that could use the best and the most the immense potential of a song disposes. "Songs have a place in the classroom for helping to create that friendly and co-operative atmosphere so important for language learning, but they can offer much more, claims D. T. Griffee, an innovative proposal of this work: music based in poems.

Music helps to connect with English speaking culture, make new friends, and it makes the experience of songs much better. (Justin, 2012)
Making songs based in Poems

6.5.2. Making songs based in poems.
According to a web site named Q&A Community there are some steps to Turn-Poetry-Into-Lyrics:

    a.   Decide what genre of music you want your song to be in.
    Is punk, country, jazz, rap? Once you decide, you may want to read some lyrics
    from a band or artist in the genre to get a feel of what you're going for.

b.   Write a poem.

Don't even think about the fact that you're trying to write a song. Base your poetry on something that's happened to you. Depending on the genre, you can decide if you want to describe an emotion, tell a story, or just write something down. Or if you're writing your song as a gift, take some time to think about that person and your history together.

c.   Read over your poem.

Pick out a particular phrase that grabs your attention. Turn this into a chorus. It is usually easier to make the chorus then the other parts, if it catches your attention it will to other people.

d.   Decide where you want the breaks in your music.

Is there going to be one chorus or four? Where do they go? Try reading your poem out loud and notice where you pause for breath. These are usually good places to break. Then put in the chorus.

e.   Read over your poem again.

Erase the parts that you think are too long or don't fit in a song. In each song there is a beat and if you have a long line in your poem and just try to squish it in, it won't sound nice. If you really liked the line, then try to think of another, shorter way of saying it.

f.   Take your poem and put it in lyric form. (Q&A, 2016)

Other music concepts, (Kenworthy, 1998):

6.5.3.   **Lyrics***:* Words of a song; poem having the form and musical quality of a song.

6.5.4.   **Melody***:* Melody is what results from playing notes of different pitches - sometimes pitches can be repeated too - one after the other in an 'organized' way. Melodies are very distinguishable and are often sing able. However, just the succession of pitches doesn't make a melody. Each note played has duration. The relation between durations refers to rhythm.

6.5.5. **Rhythm***:* it is not just a constant periodic beat. The beat or pulse is like its skeleton. Rhythm is how you inhabit the pulse. Rhythm is what results of combining notes of different durations, sometimes coinciding with the beat and sometimes not. For example, if you can notice in Reggae or Ska music, the guitar or keyboards most of the times play, at times, exactly opposite to the beat.

6.5.6. **Harmony***:* Usually, melodies are not just played alone by a solo instrument or a group of instruments playing the same thing. Very frequently there are 'lead' instruments which play melodies (such as the voice, wind instruments, etc.) and, at the same time, others that accompany them doing something else. This relationship between different notes played at the same time is what we call harmony.

Consonance refers to a sense of stability and 'relaxation' experienced when listening to some harmonic relations. Opposite to this, dissonance refers to the sensation of 'tension' or the feeling that something is 'unstable'. Depending on the 'distance' between one note and another, we can classify their relations into consonant and dissonant.

7. CONTEXTUAL FRAMEWORK

This activity of innovation and evaluation will be applied in Maria Jesus Narvaez Institute, which is located in the rural area in the community named El Sol, Santa Teresa in the Department of Carazo.

This public Institute has around 215 students of which 124 are women. The institute offers the modalities of kinder garden and elementary school during the morning time and high school during the afternoon. There are 12 teachers, the principal and the sub-principal. Most of these teachers have a lot of experiences in the field and subject they teach. As we know in public education, English is taught only in secondary school.

The students' population come from low economy level that lead them to big needs and limitations, some of them live in dysfunctional families, with one of the parents or both out of Nicaragua as a consequence of immigration.

8.   HYPOTHESIS

Eleventh grade students' pronunciation skill in Maria Jesus Narvaez Institute, during the afternoon shift would turns best through the implementation of the innovative proposal "Creation of a CD of Ruben Dario`s poems made songs, to develop English pronunciation."

9. METHODOLOGICAL DESIGN

9.1. Type of study

According to its methodological design, it was a descriptive, focused on the implementation of an innovative activity to improve the teaching learning process on high school.

9.2. Proposal Area

The innovation activity was applied in Maria Jesus Narvaez high school, which is located in the rural area in the community named El Sol, Santa Teresa in the Department of Carazo.

9.3. Universe and Sample

For developing this activity all students participated due to their particular features.

According to the information given by the institute principal, there were 12 teachers in total.

9.4. Descriptors Matrix

APPENDIX No 1

9.5. Methods, techniques and tools for data collection

For developing this innovation activity an interview was carried out, focal group and rubrics evaluation to the students and another specific interview to the teacher.
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- TEACHER INTERVIEW   SEE APPENDIX No 2
- STUDENTS INTERVIEW   SEE APPENDIX No 3
- FOCAL GROUP WITH STUDENTS   SEE APPENDIX No 4
- RUBRICS   SEE APPENDIX No 5

9.6. Information and data collection procedures.

- DESCRIPTORS MATRIX   SEE APPENDIX NO 1
- TEACHER INTERVIEW   SEE APPENDIX NO 2
- STUDENTS INTERVIEW   SEE APPENDIX NO 3
- FOCAL GROUP WITH STUDENTS   SEE APPENDIX NO 4
- RUBRICS   SEE APPENDIX NO 5
- METHODOLOGY PHASES   SEE APPENDIX NO 6
- LESSON PLANS   SEE APPENDIX NO 7
- CHRONOGRAM OF ACTIVITIES   SEE APPENDIX NO 8

10. ANALYSIS OF THE INNOVATION IMPLEMENTATION RESULTS

The elaboration of the innovation proposal was chosen based on the educational necessities of the students of eleventh grade through an interview applied to identify the biggest problem that students had at Maria Jesus Narvaez Institute
This innovative proposal to improve their spoken English was elaborated based on the obtained results of a preliminary interview applied to 14 students of eleventh grade where were presented three innovative ideas to solve the problem on the ability described before. The innovative proposal developed on this work was the one with more preference. (selected by students)

The topic carefully chosen is Famous Nicaraguan people and places in the Unit I: Biographies and historical events. This selected innovation was appropriated to the level and interests of the students; taking into account that students enjoy music.

The creation of the CD with Ruben Dario`s poems made songs was applied according to the different phases planned. First, the project was presented to the institute principal.

The creation of the CD was achieved using a web site named Q&A Community, following steps to Turn-Poetry-Into-Lyrics, information was written in lesson plans form to each session. For the implementation of this innovation; it was necessary to use more time than estimated, due to the long and difficult process.

During the creation process, students, English teacher and collaborators participated in an active and creative way. This was very important to achieve the aim: improving students' pronunciation. This activity was developed in the classroom, also in extra classes by the students and collaborators.

The evaluation of this activity impact was successful according to the rubrics, students were satisfied of their improvement on pronunciation skill.

According to interview and focus group applied to students the obtained results are presented as follows:

Talking about students` appreciation of the innovative activity they expressed that collaborative work increased between them, and they were opened to participate in the innovative activity even though they had to face some new challenges, and also they were willing work on the activity to improve their pronunciation. Also, students said this innovation was the most important activity they had developed during the school year.

About pronunciation improvement, students considered they received some benefits from this activity, they improved their English pronunciation, vocabulary, and they said they had an excellent feedback with the use of music and working in groups. They could check pronunciation mistakes in vowels and consonants.

Also, students considered this activity was very interesting, they expressed, it helped them to strengthen their friendship each other.
On the other hand, they said that the most difficult moment they faced was learning how to pronounce words, because English language has a different way to be written and pronounced.

Students expressed this strategy was a challenge for them, however they were motivated with the innovation because they expressed their teacher did not use such activities to encourage the English class; but they enjoyed the activity because it was something different from the accustomed traditional classes in the classroom. They said this activity was useful to improve their pronunciation, to socialize and they also learned how to be cooperative among them.

According to English teacher opinion, the three conditions to make an effective innovation were developed during this study:

1. Feasibility: Because the innovation actually can be implemented in any context

2. Acceptability: Because even it was not the teacher style, she accepted new challenges to continue developing innovative activities in her English classes.

3. Relevance: Because students were satisfied with the improvement of their pronunciation during this activity and it becomes a necessity to change the students` learning style to achieve the teaching learning process, using the constructivism strategies as (Pimienta Prieto, 2012) said.

Now, the obtained results according to the evaluation rubrics applied to students are presented as follows:
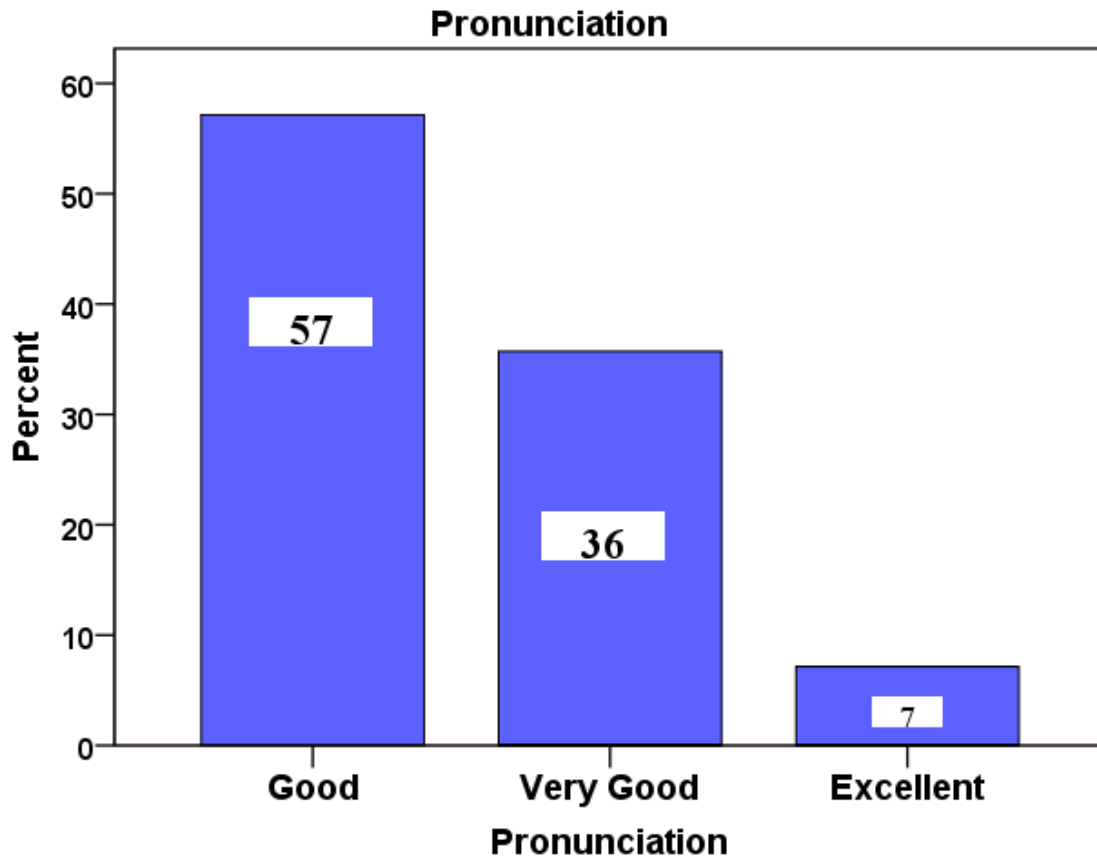
Pronunciation

According to the pronunciation aspect in the evaluation rubric, 57% of the Students pronounced the majority of vowels and consonants in a good way, 36% of the Students pronounced the majority of vowels and consonants correctly, and 7% of the Students pronounced the vowels and consonants correctly, which shows that students develop their pronunciation.
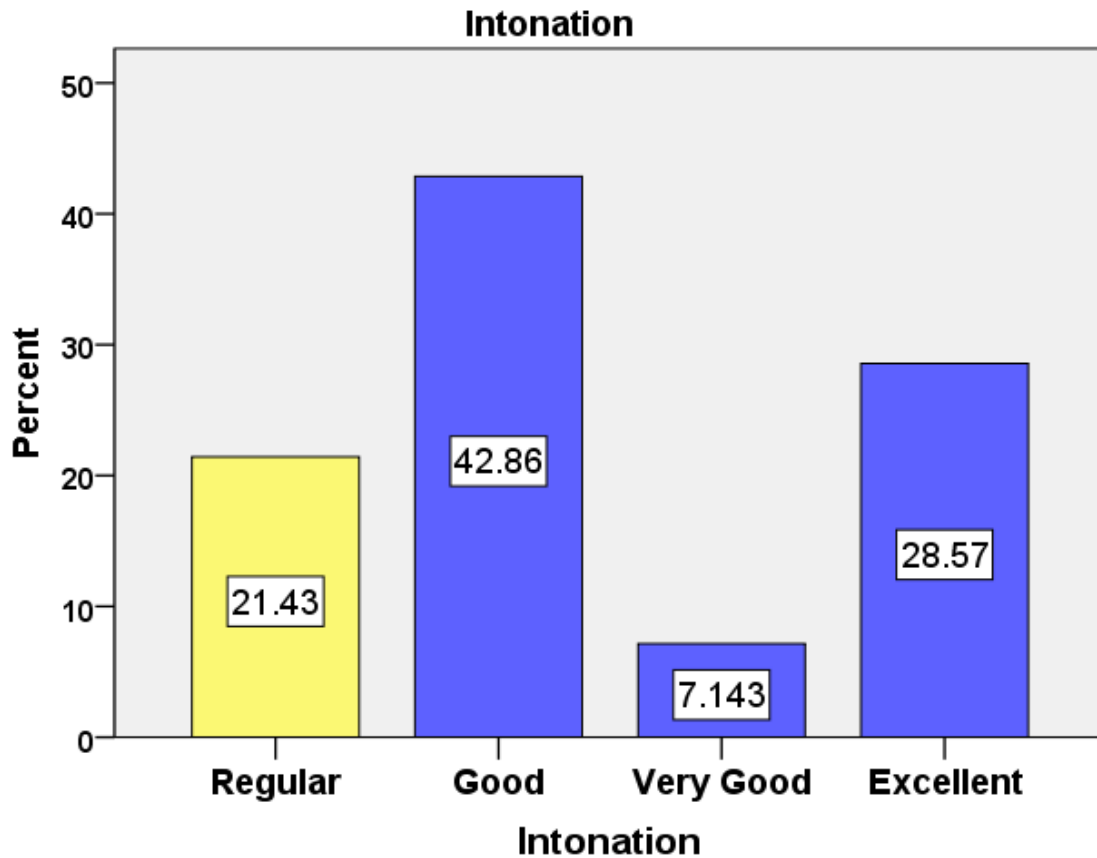
Intonation

About intonation 21.43% of the students made an acceptable intonation on majority of vowels and consonants, 42.86% of the students made an acceptable intonation of vowels and consonants, 7.14% of the Students made a correct intonation on majority of vowels and consonants, 28.57% of the students made a correct intonation on vowels and consonants which shows the goal was achieved.
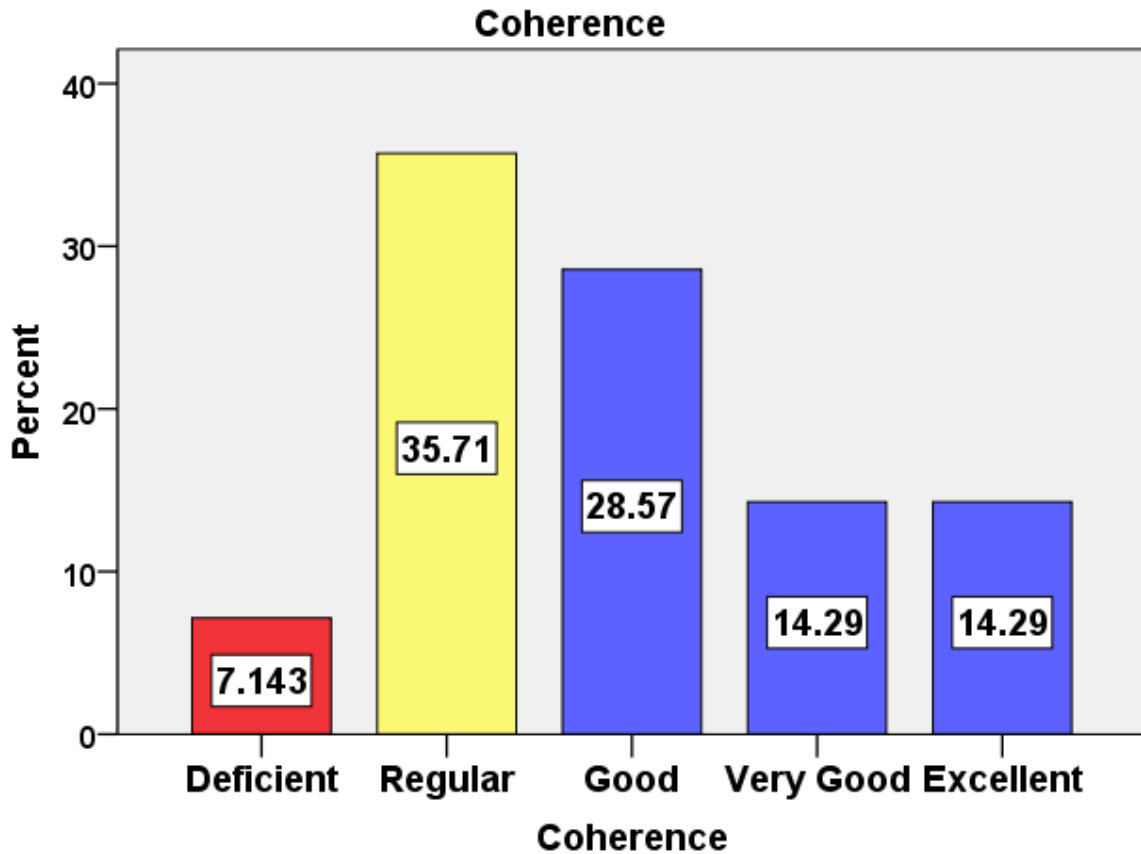
Coherence

Valuing the coherence7.14% of the students demonstrated a deficient coherence when they performance the songs, 35.71% of the students demonstrated an acceptable coherence when they performance the songs, 28.57% of the students demonstrated a good coherence when they performance the songs, 14.29% of the students demonstrated a very good coherence when they performance the songs, and 14.29% of the students demonstrated an excellent coherence when they performance the songs, which shows a very good improvement of coherence.
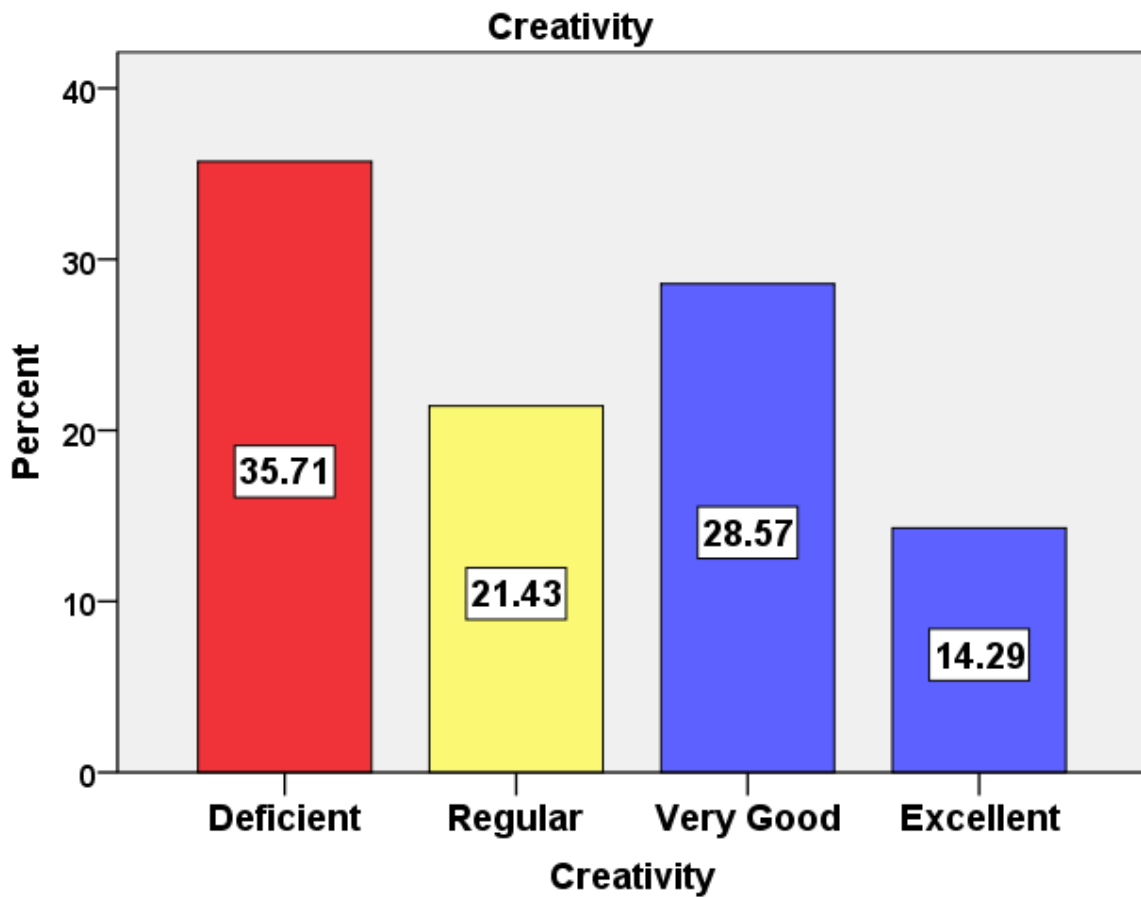
Creativity

About creativity, 35.71% of the students demonstrated a deficient creativity when they performance the songs, 21.43% of the students demonstrated an acceptable creativity when they performance the songs, 28.57% of the students demonstrated a very good creativity when they performance the songs, and 14.29% of the Students demonstrated an excellent creativity when they performance the songs. This demonstrate that students need to learn more about innovative strategies.

Quality

About quality of the work made, 14.29% of students, performance the songs with a deficient quality, 42.86% of students' performance the songs with an acceptable quality, 7.14% of students, performance the songs with a good quality, 14.29% of students, performance the songs with a very good quality, and 21.43% of students, performance the songs with an excellent quality. Students did their best effort, however, the institute did not have enough materials such as musical instruments, microphones, computer labs and so on. The institute needs tools and equipment that support this kind of activities.

11. CONCLUSIONS AND RECOMMENDATIONS

11.1. Conclusions

As conclusions:

➢　Students improved their English pronunciation and vocabulary using music as a resource in the classroom.

➢　Students recorded a cd with Rubèn Darìo poems made songs successfully.

➢　They learned how to be creative.

➢　Cooperative work helped students to achieve an excellent feedback and they could check some pronunciation mistakes.

➢　Students are able to continue applying innovative activities to contribute to increase the level of education at their school.

➢　Students and teacher are encouraged to continue developing this kind of activities at the institute.

However, there were some negative aspects, identified during the application of the innovation, that did not allow students to get better results, thus, it is important to mention them to try to change the situation. Those negative aspects such as:

➢　Lack of didactic tools to help to complete the teaching learning process.

➢　Lack of intrinsic motivation of students and teachers.

➢　Lack of authorities that care about the institute.

➢　Lack of an educational environment in general.

➢　Lack of transportation to guarantee the students come back to their homes safe.

➢　English teacher teach in a traditional way, which makes students feel bored.

➢　Lack of supervision

11.2. Recommendations

➢   To use the recorded cd as a useful and motivational resource in the classroom.

➢   To implement the proposal of innovation as an activity to finish the first unit of the English Program in eleventh grade at secondary school or another grade at any stages taking into consideration the age, needs and interests of the students.

➢   Students should become the center of the learning process and the teacher must be a motivator facilitator in order to achieve the students' goal.

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Appendixes

APPENDIX No. 1
DESCRIPTORS MATRIX.

Specific Objectives	Sources	Information and data techniques of collection			
		Interview	Focal group	Lesson class	Evaluation Rubric
To propose the implementation of a creation of a CD of Ruben Dario`s poems made songs as an innovative activity to develop pronunciation on students of 11th grade of high school Maria Jesus Narvaez.				X	X
To apply a CD of Ruben Dario`s poems made songs to develop pronunciation on students of 11th grade of high school Maria Jesus Narvaez		X	X		
To Value the impact of implementation a CD of Ruben Dario`s poems made songs to develop pronunciation on students of 11th grade of high school Maria Jesus Narvaez.			X		X

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA

FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

LICENCIATURA EN CIENCIAS DE LA EDUCACION CON MENCIÓN EN INGLES

TEACHER INTERVIEW

Institution: Maria Jesus Narvaez Institute.

Interviewed: English teacher of 11th grade.

1.   **Objective of the interview:** The objective of this interview is to know the teacher opinion about the Project of innovation.

2.   Topics to discuss in this interview:

The themes or central axes under which the interviews will be conducted will focus on:

a) Development of the activity of the Project of innovation.

b) Impact of the innovative activity.

4. Reference Technique and contextual of the methodological instrument.

   a.   **Method**: Interview.

   b.   **Technique**: Semi-Structured interview.

   c.   **Date**: November 2016

   d.   **Time**: 20 to 30 minutes.

   e.   **Place**: Maria Jesus Narvaez Institute.

   f.   **Context**: appropriated environment for this activity.

   g.   **Who will be the interviewer?** The investigator.

5. Rapport.

a) Rapport:

      i.   <u>First Phase</u>: Explain the interviewed the objective of the interview, which is to know the impact of the news bulletin as an innovative activity.

      ii.   <u>Second Phase</u>: The interviewer read and explains the questions, using simple and friendly vocabulary, creating confidence with the interviewed.

6. About content with open questions:

It is suggested to raise topics of conversation to motivate an argument, narration, explanation or interpretation by the person interviewed on the subject under investigation. If you choose to ask questions, these should be formulated by motivating through them an extensive response where the role of the investigator is the least possible. Use simple formulations such as: According to your opinion ..., according to your experience ..., how do you reflect on ..., Consider you ..., how do you interpret the situation?

Evaluation questions: It is advisable to ask questions such as; do you think that you have talked about everything you wanted? Have there been any pending issues? How did you feel during the interview? Returning questions: Would you like to continue this interview? What topics would you like to address?

    7.   **Development of the questions:** Take into account that flexibility is paramount to suit the person interviewed without losing the objectives of the interview.

Teacher Interview - Appendix No 2

Teacher interview

Interviewers: Jiovanela Umaña and Seidy Mercado

Interviewed:_____

Objectives:

To get information from people who are involved in the teaching and learning process.

To value teacher´s attitude based in the Creation of a CD of Ruben Dario`s poems made songs as a resource to improve students´ pronunciation in the classroom.

Questions

1.   What are the benefits that you consider to receive from the application of Creation of a CD of Ruben Dario`s poems made songs, to develop English pronunciation in the classroom?

2.   How effective in the teaching of pronunciation can be this resource? Give an example.
3.   How do you consider students pronunciation before and after the innovation application?

4.   Do you think the use of this innovation is going to develop the students´ pronunciation? In what way?

5.   How could you apply this innovation? Explain.

6.   Do you have any suggestion about the application of this innovation? Which one?

Thank you so much!

Students interview – Appendix No. 3

Interviewers: Jiovanela Umaña and Seidy Mercado

Interviewed:_____

Objectives:

To get information from people who are involved in the teaching and learning process.

To value impact based in the CD strategy as a resource to improve students´ pronunciation in the classroom.

Questions

1.   What are the benefits that you receive from the application the strategy of creation of a CD with Ruben Dario`s poems made songs in the classroom?

2.   How do you consider your pronunciation before the implementation of the Project? why?

3.   How do you consider your pronunciation after the implementation of the Project? Why?

4.   What is most difficult to pronounce vowels or consonants?

5.   In your opinion, how much effective is this strategy to develop pronunciation? Give an example.

6.   What was the most Interesting moment in the implementation of the innovation?

7.   What was the most difficult moment in the implementation of the innovation?

¡¡ Thank you so much!!

UNIVERSIDAD NACIONAL AUTÓNOMA DE NICARAGUA, MANAGUA
FACULTAD REGIONAL MULTIDISCIPLINARIA DE CARAZO

SEMINARIO DE GRADUACION
CARRERA DE INGLES 2016

PROTOCOLO DE GRUPO FOCAL

Institución: Instituto María Jesús Narvaez

Personas que Participan en el Grupo Focal:
Estudiantes de undécimo grado del Instituto María Jesús Narvaez

2. Objetivo del Grupo Focal: Esta técnica de investigación cualitativa, se utilizará con el objetivo principal de recoger la diversidad de perspectivas, visiones y opiniones sobre el impacto de la implementación de la innovación de la creación de un CD con canciones basadas en poemas de Ruben Dario.

3. Temas a tratar en los Grupos Focales:

a) el impacto en los estudiantes de la aplicación de una estrategia innovadora para desarrollar la sub habilidad de la pronunciación en el idioma.

b) el nivel de aceptación y motivación de parte de los estudiantes hacia el proyecto innovador.

c) las fortalezas y debilidades encontradas en el proceso de implementación de la actividad.

4. Referencia Técnica y Contextual del Instrumento Metodológico

    a) Método: Grupo Focal.

    b) Técnica: Técnica de discusión grupal.

    c) Fecha: octubre 2016. 03:00 p.m.

    d) Duración: 1 hora.

    e) Lugar: Aula del centro.

    f) Contexto: Ambiente propicio para esta actividad.

    g) Personas que participan del Grupo Focal: Estudiantes del Quinto año de bachillerato del centro Maria Jesus Narvaez.

    h) Moderador del Grupo Focal: Docente especialista en la realización de esta actividad.

    i) Investigador del Grupo Focal: El Investigador.

El contenido del Grupo Focal - Appendix No 4

Para cubrir los tópicos, se plantean las siguientes preguntas guías:

Questions

1.   Explain about the benefits that you receive from the application the strategy of **creation of a CD with Ruben Dario`s poems made songs** in the classroom?

2.   How consider your pronunciation before and after the implementation of the innovation? Give an example.

3.   How do you feel when you were participating in the creation of the CD with poems sang?

4.   What was the most Interesting moment in the implementation of the innovation?

5.   What was the most difficult moment in the implementation of the innovation?

6.   Why do you consider this strategy is useful to improve your pronunciation?

¡¡Thank you so much!!

Evaluation Rubrics – Appendix No. 5

Score	Pronunciation	Intonation	Coherence	Creativity	Quality
5 Excellent	Students pronounce the vowels and consonants correctly.	Students make a correctly intonation of vowels and consonants.	Students demonstrate an excellent coherence when they performance the songs.	Students demonstrate an excellent creativity when they performance the songs.	Students performance the songs with an excellent quality.
4 Very good	Students pronounce the majority of vowels and consonants very good.	Students make a very good intonation of majority of vowels and consonants.	Students demonstrate a very good coherence when they performance the songs.	Students demonstrate a very good creativity when they performance the songs.	Students performance the songs with a very good quality.
3 Good	Students pronounce the majority of vowels and consonants in a good way.	Students make an good intonation of vowels and consonants.	Students demonstrate a good coherence when they performance the songs.	Students demonstrate a good creativity when they performance the songs.	Students performance the songs with a good quality.
2 Regular	Students pronounce the vowels and consonants in an acceptable way.	Students make an acceptable intonation of majority of vowels and consonants.	Students demonstrate an acceptable coherence when they performance the songs.	Students demonstrate an acceptable creativity when they performance the songs.	Students performance the songs with an acceptable quality.
1 Deficient	Students pronounce the vowels and consonants in a deficient way.	Students make a deficient intonation of the vowels and consonants.	Students demonstrate a deficient coherence when they performance the songs.	Students demonstrate a deficient creativity when they performance the songs.	Students performance the songs with a deficient quality.

Frequency Tables

Pronunciation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	8	57.1	57.1	57.1
	Very Good	5	35.7	35.7	92.9
	Excellent	1	7.1	7.1	100.0
	Total	14	100.0	100.0	

Intonation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regular	3	21.4	21.4	21.4
	Good	6	42.9	42.9	64.3
	Very Good	1	7.1	7.1	71.4
	Excellent	4	28.6	28.6	100.0
	Total	14	100.0	100.0	

Coherence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deficient	1	7.1	7.1	7.1
	Regular	5	35.7	35.7	42.9
	Good	4	28.6	28.6	71.4
	Very Good	2	14.3	14.3	85.7
	Excellent	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Creativity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deficient	5	35.7	35.7	35.7
	Regular	3	21.4	21.4	57.1
	Very Good	4	28.6	28.6	85.7
	Excellent	2	14.3	14.3	100.0
	Total	14	100.0	100.0	

Quality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Deficient	2	14.3	14.3	14.3
	Regular	6	42.9	42.9	57.1
	Good	1	7.1	7.1	64.3
	Very Good	2	14.3	14.3	78.6
	Excellent	3	21.4	21.4	100.0
	Total	14	100.0	100.0	

Methodology - Appendix No 6

Phase 1: project presentation

To present the plan of "propose the implementation of a creation of CD as innovation activity to improve pronunciation ability, to the principal, teacher and students, which objectives are:

1.   To propose the implementation of a creation of a CD of Ruben Dario`s poems made songs as an innovative activity to develop fluency and pronunciation of the students of 11th grade of high school Maria Jesus Narvaez?

2.   To apply a CD of Ruben Dario`s poems made songs to develop fluency and pronunciation on students of 11th grade of high school Maria Jesus Narvaez?

3.   To Value the impact of implementation a CD of Ruben Dario`s poems made songs to develop fluency and pronunciation of the students of 11th grade of high school Maria Jesus Narvaez?

Phase 2: Project implementation:

Grade: Eleventh grade
Unit: I
Name of Unit: Biographies and historical events
Topic: Famous Nicaraguan people and places.

Then, proposal of innovation will be presented; in the classroom, this will be developed applying seven sessions. See appendix No 7

Phase 3: Project evaluation:

- Descriptors Matrix   See appendix No 1
- Teacher interview   See appendix No 2
- Students Interview   See appendix No 3
- Focal Group with students   See appendix No 4
- Rubrics   See appendix No 5

Lesson Plans – Appendix No 7

Sessions General Objectives:

1)   To reinforce knowledge about Rubèn Darìo`s Biography and works.

2)   To identify and to analyze specific poems of Ruben Darìo (Pronunciation Practice)

3)   To produce and to record Rubèn Darìos poems made songs.

First session

Topic: Ruben Dario`s biography

Time: 45 minutes

- To visit the classroom and to develop a plan about Ruben Dario`s biography.

- the students will answer different questions about Ruben Dario`s life: place of birth, profession, main works, marriage, travels…

- They will share about what poems of Ruben Dario do they like and know.

Evaluation: students will express the more interesting aspect of the life of Ruben Dario.

Homework: students will write the three poems of Ruben Dario that they will use to make songs.

Second session

Topic: Analysis of three poems of Ruben Dario (Fatal, Caupolican, and Nocturne)

Time: 90 minutes

- Use different strategies to make students to analyze each poem.

- Students are going to analyze each poem according to vocabulary, pronunciation, literary figures, and message.

- Students are going to be organized in two groups to select two poems per group, and to prepare it to make the poems songs

  Evaluation: students will participate answering questions about poems. What do they like about Caupolican,/Nocturne/Fatal

  Homework: students will practice the pronunciation of poems.

Third and fourth session

Topic: Recitation

Time: 90 minutes

- Students will practice pronunciation and rhythm for each poem.

- Students will recite in the classroom each poem in a creative way, making a good pronunciation and rhythm.

- The teacher will check the pronunciation mistakes while encouraging students.

Homework: students will record in their cellphones each poems (Caupolican,/Nocturne/Fatal)

Fifth session
Topic: Taking poems and putting them in lyric form
Time: 90 minutes

- The teacher and investigators will organize the activity.
- With the encouraging and help the students will try and put the poems in lyric.

Evaluation: students will practice the pronunciation of poems putting in lyric.
Homework: students will record in their cellphones each poems (Caupolican,/Nocturne/Fatal)

Sixth session:
Topic: Recording the poems made songs,
Time: 90 minutes
Students will record the songs using a recorder while they will develop a good pronunciation having a high level of confidence.
Creation of CD musical, using a computer and a printer obtaining as a result a CD with four songs based in three poems of Ruben Dario.

Seventh session:
Topic: presentation of a show with the songs based in the poems.
Time: 90 minutes
Students will present the songs in a special celebration, in front of the rest of students from the school.

This CD can be used as a listening resource in other English classes.
Materials:
- ✓ Markers
- ✓ Whiteboard
- ✓ Recorder
- ✓ Cellphones
- ✓ Computer
- ✓ CD
- ✓ Musical Instruments
- ✓ Warm up

Chronogram of Activities – Appendix No 8

DATE	ACTVITY	TIME	PARTICIPANTS	MATERIALS	OBSERVATIONS
Tuesday , September 27st, 2016	Exploration and reinforcing about Ruben Dario`s biography	45 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators	Warm up Markers Whiteboard	
September 28st, 2016 October 4st, 2016	Analysis of four poems of Ruben Dario: Caupolican Fatal Nocturne	90 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators	Whiteboard Warm up	
October 5st, 2016	Practice of rhythm to each poem. Declamation of each poem	90 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators	Warm up	
October 11st ,2016	Recitation of the poems	90 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher Investigators	Specific outfit	
October 12st, 2016	Taking poems and putting it in lyric form	90 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators	Cellphones Guitar	
October 12st, 2016	Recording each poem made song	90 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators • Collaborators	Recorder	
October 18st, 2016	Production of CD with songs based in the poems	90 minutes	• Investigators • Collaborators	Computer CD Paper Printer	
October 19st, 2016	Presentation of a show with poems made song	45 minutes	• 14 Students of eleventh grade of Maria Jesus Narvaez institute. • English teacher • Investigators • Collaborators	Audio Specific outfit	

Translation by Tomás Ayala-Torres

Lo Fatal

Blessed is the tree for it can hardly feel
and even more the stone, because it feels no more,
for there is no greater pain than the pain of living
or greater grief than life with conscious thought.

To be and to not know, and without a course to be,
and the fear of having been and the terror the future holds.
And the sure fright that tomorrow death will find me
and to suffer life, and to bear the shadow, and to suffer for

that which we do not know and can hardly guess
and the temptations of the fresh fruits of flesh
and the tomb that awaits with wreaths of interment
and to not know where we're going next
or where we surfaced…

Caupolican

The race of old witnesses something incredible
The huge tree trunk on the shoulders of a champions.
A hardened salvage with masses of muscles
That could bend the arms of Hercules and Samson.

His hair was like a helmet. His chest was like shield.
A lancer of the woods an all – hunting Nemrod.
A warrior from Arauco who could hamstring a bull or strangle a lion.

He stood, he stood, he stood the light of day saw him
The pale afternoon saw him the cold night saw him.
And still the tree trunk was on the shoulder of the titan.

The Toqui, the Toqui! Cried the moved masses.
He stood, he stood, he stood! Down said: Enough!
And the great Caupolican raised his proud forehead.

Nocturne

Silence of the night, a sad, nocturnal
Silence- Why does my soul tremble so?
I hear the humming of my blood and a soft storm passes through my brain.
Insomnia! Not to be able to sleep, and yet
to dream. I am the autospecimen
of spiritual dissection, the auto-Hamlet!
To dilute my sadness
In the wine of the night
In the marvelous crystal of the dark-
And I ask myself. When will the dawn come?
Someone has closed a door –
Someone has walked past.
The clock has rung three – If only it were she!

PROPOSAL BUDGET: C$ 1,290 Còrdobas