

# **NATIONAL AUTONOMOUS UNIVERSITY OF MATAGALPA**

## **FAREM - MATAGALPA**



### **GRADUATION SEMINAR**

#### **THEME:**

**METHODOLOGICAL STRATEGIES OF THE BASIC ENGLISH SKILL APPLIED IN THE NEW CURRICULAR TRANSFORMATION IN THE TEACHING LEARNING PROCESS IN MATAGALPA AND JINOTEGA DURING THE SECOND SEMESTER 2010**

#### **SUB-THEME:**

**THE EFFECTS OF CHORUS WORK ON SPEAKING PERFORMANCE IN LARGE CLASSES IN THE CURRICULAR TRANSFORMATION IN THE STUDENTS OF SEVENTH GRADE AT THE NATIONAL INSTITUTE DARIO OF DARIO CITY DURING THE SECOND SEMESTER 2010**

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Theme and Sub-theme.	i
Dedication.	ii
Acknowledgement.	.iii
Teacher's valuation.	iv
Summary.	v
Introduction	1
Justification	2
Objectives	3
Development	
4. The new curricular transformation	4
Chorus work	
6-Concept	6
Importance	6
Strategies and techniques applied in chorus work	8
Speaking skill	
14. Concept	14
Importance	14
Speaking performance in large classes	
16. Concept of large classes'	16
Strategies for improving speaking performance in large classes	19
21. Conclusions	21
22. Bibliography	22
23. Annexes	23

## **THEME**

Methodological strategies of the Basic English skill applied in the curricular transformation in the teaching learning process in Matagalpa and Jinotega, during the Second semester.

## **SUB THEME**

The effects of chorus work in speaking performance in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario of Dario city during the second semester 2010.

## **DEDICATION**

We dedicate this research with much love to our families who are worthy of our best effort, dedication and stimulus, because they are just the origin of our constant motivation for becoming professional.

Particularly to our parents, who gave us the satisfaction of life and led us through the right way.

To our teacher Ligia who was our guide and tutor during our work in the graduation seminar, and for helping us in this five years.

In a special way to our spiritual guide “God “who was supporting us always in our English career in order to achieve our dream.

## ACKNOWLEDMENT

In a special way we would give our thanks to all people in and out at the National Autonomous University of Nicaragua in Matagalpa (FAREM- Matagalpa), also they motivated us to finish this career, allowing us to develop our abilities in this research.

We give our thanks, especially, to the teacher Ligia Pineda Ruiz who always gave us her understanding and her availability to do this research. She was the fundamental element to develop and carry out our purpose.

In the same way, we give our thanks to English teachers, supervisors, sub-directors, directors and students from the National Institute Dario (IND), and the Ruben Dario school of Sébaco who contributed directly with us to do our research about the effects of chorus work in speaking performance in large classes in the new curricular transformation.

## SUMMARY

The effects of chorus work in speaking performance at large classes in the new curricular transformation in students of seventh grade at the National Institute Dario is our sub-theme, which pretend to get information about the effects of chorus work in large classes since the new educative political was oriented by the MINED in the new curricular transformation demands more education, better education in the Nicaraguan classroom. This is the reason we want to support teachers with some strategies and techniques presented in this material, so that help to improve some difficulties they face in the English teaching process which develop communicative competence.

It is considered necessary to apply some techniques, written in this work in order to provide students to get a meaningful learning practicing in this way active and participative classes where the teacher plays the role as facilitator and at the same time the students work in collaborative way who make them feel in a nice environment and will continue this model that becomes them innovate students.

It is necessary that teachers practice chorus work activities suggested in this material because these activities support teachers and students becoming in a nice atmosphere the English class. Moreover, the students will practice values oriented by the new curricular transformation changing from traditionalist class by an active and participative class.

## **I – INTRODUCTION**

This research is about methodological strategies of the basic English skills applied in the new curricular transformation in the teaching – learning process in Matagalpa and Jinotega, during the second semester 2010.

With this research it is pretended to assess the effects of chorus work in speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010.

This work is based on the effects of chorus work in speaking performance in large classes because we consider that speaking skill is focused on the new curricular transformation as a communicative competence where students solve real life problems and learn how to communicate with National and foreign people in the target language. However, it is hard for teachers around Nicaragua to teach in this way because of different reasons: Lack of didactic materials, bibliography, technological means, and large classes.

According to a survey applied students, they expressed that, they like chorus work activities, and also we applied an interview and an observation guide to teachers about the effects of chorus work in speaking performance where the teachers expressed these are more positive than negative, which allow the students to develop their skills in new communicative competence, where they interact each other involving them in an active class.

In this research we took a pool of 250 students of seventh grade at the National Institute Dario, and a sample of 40 students, and two teachers.

## **II.JUSTIFICATION**

This research is about the effects of chorus work in speaking performance in large classes in the students of seventh grade of the National Institute Dario; and at the same time suggests some strategies and techniques so that they can get a better knowledge of English as a foreign language.

This research pretends to help not only the English teachers that work in the Nicaraguan classroom who are facing most difficulties in the teaching process with the new educative political that demand the new curricular transformation, but it will also help the Nicaraguan students to involve in the teaching learning process which allow them to develop communicative competence.

On the other hand, this material contains a lot of suggestions which will help us to solve difficulties that they face in large classes when applying chorus work techniques in order to improve their speaking skill.



### **III. GENERAL OBJECTIVE**

To assess the effects of chorus work on speaking performance in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

### **SPECIFIC OBJECTIVES**

- To determine the effects of chorus work in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

- To describe chorus work techniques used in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

- To propose methodological strategies to stimulate the speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010.

## IV- DEVELOPMENT

### 1- Curricular transformation

#### 1.1- What is a curriculum?

“A curriculum is considered as an educational project that implicates knowledge building process, development of speaking ability and acquisition of attitudes and values from the learners about the historical, economical, social and cultural context.” (Rivera R Norma, 2006, 12-13 p).

The curriculum is a project of information that needs to improve an educative system. This curriculum must be put into practice with elements, objectives, abilities and skills.

The new Nicaraguan curriculum is based in the reality of our country, with the economical, political and social characteristics.

“The curriculum is a micro system of the subsystem of the half and basic education.” (De castilla, 2008.pag.26)

The curriculum is divided according to the level of students (for grade); it is also divided according to the characteristics of different regions where different components support the curriculum.

The curriculum has a purpose to form students to improve their English skill as a foreign Language.

“A curriculum is one of the aspects of the educational system, which expresses values and the conception of the human being, so it tries to satisfy the individual and social demands in the subject of education”. (De Castilla, 2009, page 2).

The curriculum was made with different contributions of the community and special with the help of teachers, it was product of the “national consult”. The principal purpose is to develop students with values that the teacher teaches according to the necessities and characteristics of the society in which we live.

In our country the education is based in the training or integral formation of the learner or individual. It is based in values that permit students to develop English in the environment.

#### 1.2- Approach of the new curricular transformation in the foreign language

The education in high school as part of basic education moreover of continue improving the educative practices in the cultural and communicative area. So, it considers necessary to the students develop the Foreign language. (English).

The communication is a necessity inherent for human being”. (Curricular transformation paradigms and pedagogical approach, MINED-2009, page 54).

The approach in the new curricular transformation is a communicative approach in the English class.

When the students feel the necessity of communicating with others, they use the language as a means to express their feelings or emotions for example to receive or give information to express opinions and suggestions and so on. When students use the communicative attitude, they use the visual and gestural language.

## CHORUS WORK

According to some studies done by Gutierrez and Carrera ( 1999 ) , the chorus work depends on the teacher's role in and out the classroom, controlling the communicative interaction in the teaching and learning process , this is based on learning ,which contributes to the progressive decrease of the spontaneous participation of students in the educative context .

This research about chorus work in speaking performance in large classes in the students of seventh grade at the National Institute Dario, where we got information about the effects of chorus work class. Since the new curricular transformation has oriented activities such as: songs, dialogs, and short conversations between teachers and students in order to promote a nice atmosphere in the classroom.

Chorus work is a way of teaching where it is developed the English skills, on the other hand this considers as a good way in the teaching-learning process because it allows the students to learn successfully. Besides it gives students the opportunity to interact in the environment that they develop

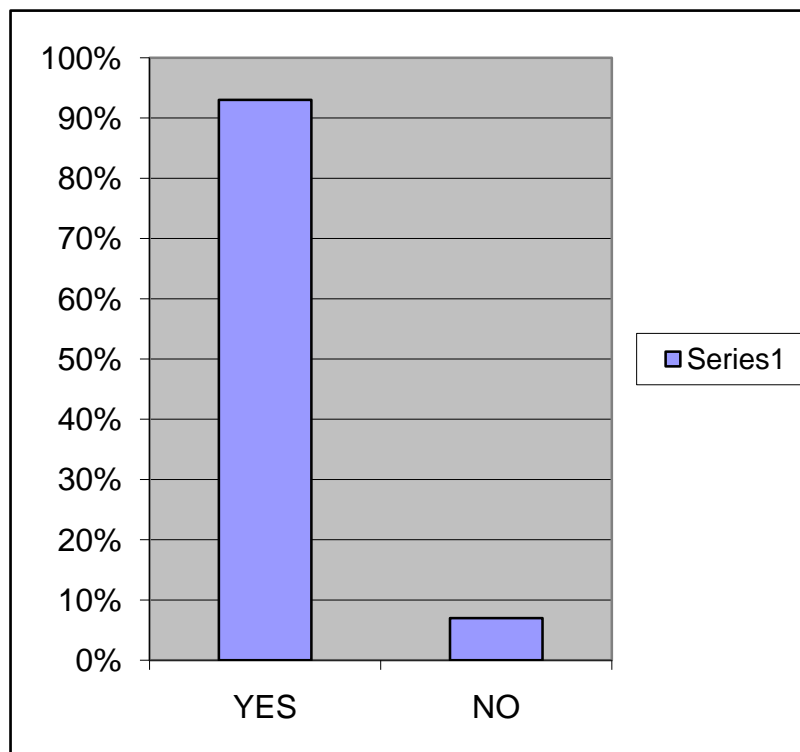
According to the interview applied the English teacher expressed that teachers in Nicaragua that work with the new curricular transformation use activities of chorus work such as;

- ❖ Reading of vocabulary focusing in pronunciation
- ❖ The students practice reading about topics of the program.
- ❖ Dialog analysis.
- ❖ Songs performance.
- ❖ Role plays

Therefore chorus work is considered as an effective way in the teaching and learning process. According to the survey applied students expressed that 93% of them like chorus work activities and the 7% said do not like it

**SAMPLE; 40**

Do you like chorus work activities?



# **STRATEGIES AND TECHNIQUES APPLIED IN CHORUS WORK BY HIGH SCHOOL TEACHERS.**

This material contains a series of teaching and learning strategies, which will be detailed in particular in its suggested form of use.

## **1- GOALS OR INTENTIONS**

“Any educational situation is characterized by a certain intention” (Call and Bole 1990). In this regard, a first consideration we should note is the need of reformulating student’s knowledge. The objective would be meaningless if they were not understood by learners, or if they did not feel alluded to in some way in enunciation.

## **2- ILLUSTRATIONS**

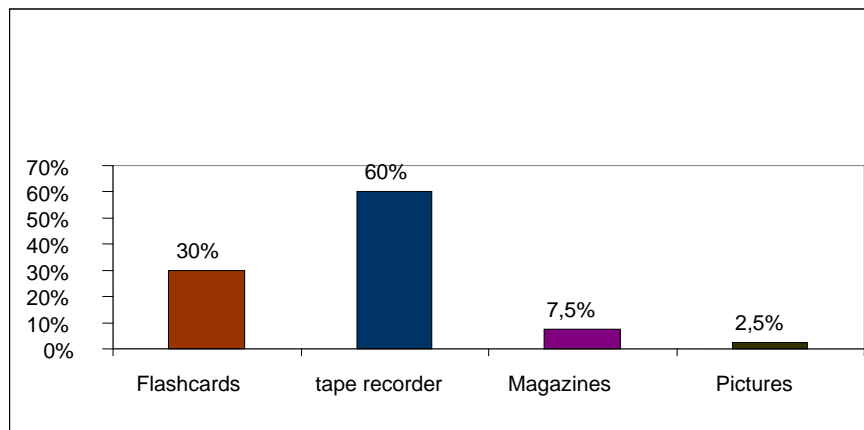
Illustrations are considered more suitable than words to communicate ideas for specific type or low level of abstraction, concept of visual and spatial events that occur simultaneously and also to illustrate procedures or procedural illustration strategy help to the teaching -learning process to:

- Manage and maintain student’s attention.
- Allow visual explanation in terms of what would be different to communicate in purely verbal.
- Encourage the retention of the information it has been shown that humans remember more images easily printed or verbal ideas.
- Allow integration as whole information that would otherwise be fragmented, clarify and organize information.

- Promote and enhance the interest and motivation.

It has been said that the illustrations represent the visual reality that surrounds us with varying degrees of fidelity .For example the most common materials in chorus work classes applied by the teacher are: flash cards, tape recorder, magazines, and pictures expressed the students through the survey.

### **8 - What material does the teacher use when teaching speaking performance In chorus work?**



### **3-ABTRACTS**

A widespread practice in all levels of education is the use of summaries of material will have to learn. Do not forget that , as a teaching strategy , the summary will be prepared by the teacher or designer of texts and then provides it to the student , then review the guidelines for the design and inclusion of the abstracts in any of the two situations

An abstract is a brief version of the content to be learned, which emphasize the point's outstanding information. A summary is a selection and condensation of the key content of the study material, which is trivial and omitted important secondary information.

Therefore, it is said that a summary is as “view content, since it provides an overview of the general structure of texts. A good summary should communicate the ideas in an expeditious and agile. It can be included before presentation of the text or a lesson, in which case it preinstruccional strategy, or may appear at the end of these elements, functioning as posinstruccional strategy.

The main functions of an abstract are:

- ✓ Place the students in the general structure of the material or configuration that will learn.
- ✓ Emphasize important information.
- ✓ Introduce students to new learning materials and familiarize you with your central argument.
- ✓ Organize, integrate and consolidate the information acquired by the students.

#### **4-ADVANCE ORGANIZER.**

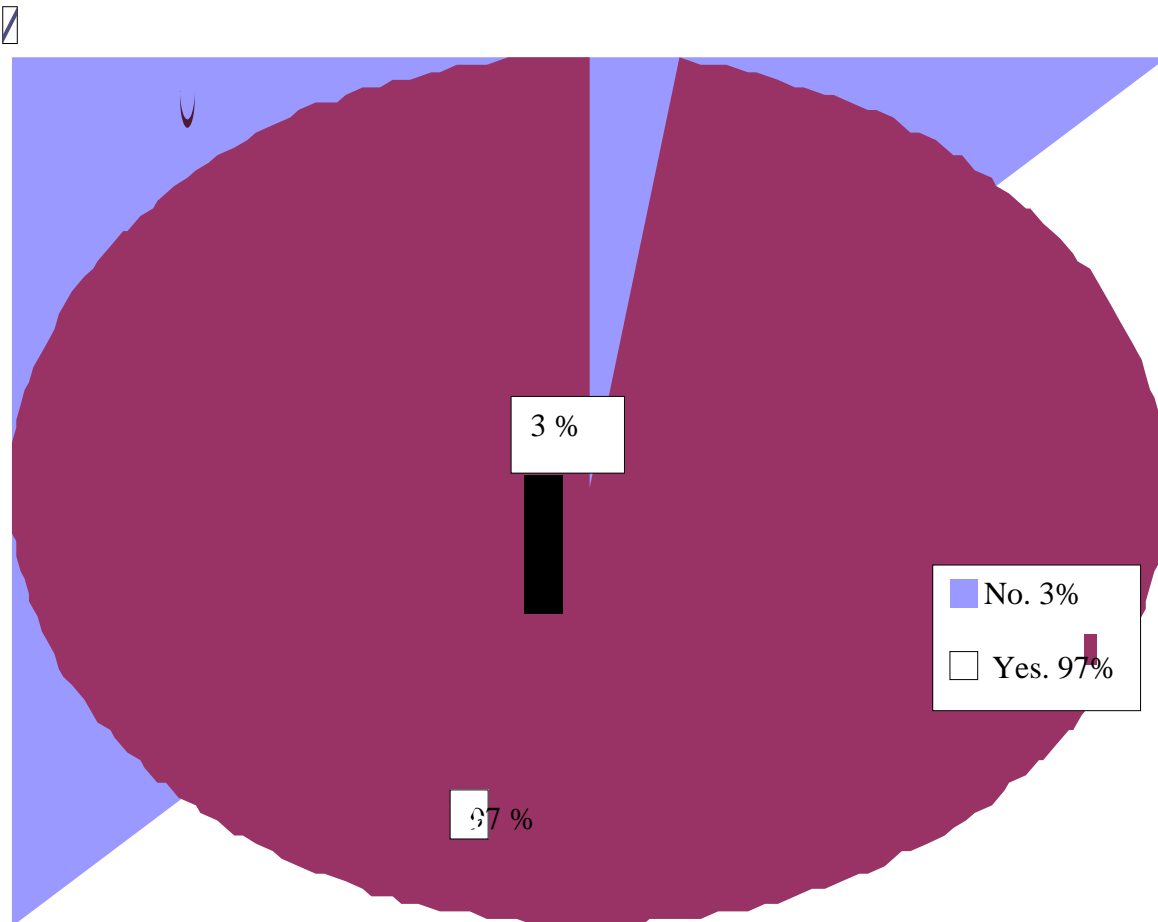
An advance organizer is an introductory material that consists of the set of concepts and proposals for higher level of inclusiveness and generality of the new information that students must learn.

An advance organizer should be made to teaching situation before in students have got information about the new topic, for example when the teacher explains some example to introduce the new topic and the students understand the teacher explanation.

According to the survey applied the students expressed that a 97% of them understand the teacher explanation and the 3% they do not understand.

**2-Do you understand the teacher explanation on speaking performance?**





The functions of advance organizers are:

- Provide students with a bridge between the information it already has with this information that will learn.
- Help students organize information, considering their levels of generality – specificity and class –inclusion relation.

Offer students the conceptual framework which places the information to be learned (ideas entraining), thus avoiding the memorization of isolated and disconnected information.

Advance organizers are prepared in the form of prose passages or texts, although there are other formats such as visual organizers in the form of maps, grasp, or networks of concepts, where these are diagrams to illustrate their essentials relationships.

### 3- INTERSPERSED QUESTIONS

Interspersed questions are those asked by the student throughout the material or situation education and are intended to facilitate their learning. These are question that, like its name suggests, inserting leave substantial portions of text at a certain number of sections or paragraphs.

Usually assessed through questions interspersed the following:

- The acquisition of knowledge.
- Understanding.
- Even the application of the learning content.

It offers corrective feedback to the learner (you are informed if answer to the question is correct or and not and why) Interspersed questions help monitor gradual progress student, serving as formative assessment.

For the foregoing reason, the main functions of the interspersed questions are:

- ❖ Keep the focus and level of “activation “of the student through the study of a material.
- ❖ Direct their behaviour to study the most relevant information.
- ❖ Encourage the practice and reflection on the information learned.

## **SPEAKING SKILL**

### **CONCEPT**

“Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context”. (Chaney 1998, pp13)

Speaking is the crucial part of a second language learning and teaching.

Speaking is the ability that a student or a learner has to communicate his or her feeling or emotion using the oral expression. Speaking is the interaction, situations that include face to face conversation using the language or the new language to communicate.

### **IMPORTANCE**

Nowadays the speaking skill seems intuitively be most important of all of the four skills (listening, reading, writing, and speaking). It doesn't matter if it is for business or pleasure, a primary motivation, where the students can be able to converse with speakers the English language.

According to Regueira “Teaching is a process organized of the cognitive activity, planned and tending for the students and order the teacher directions” (Fernando Regueira, 1987, 1990).

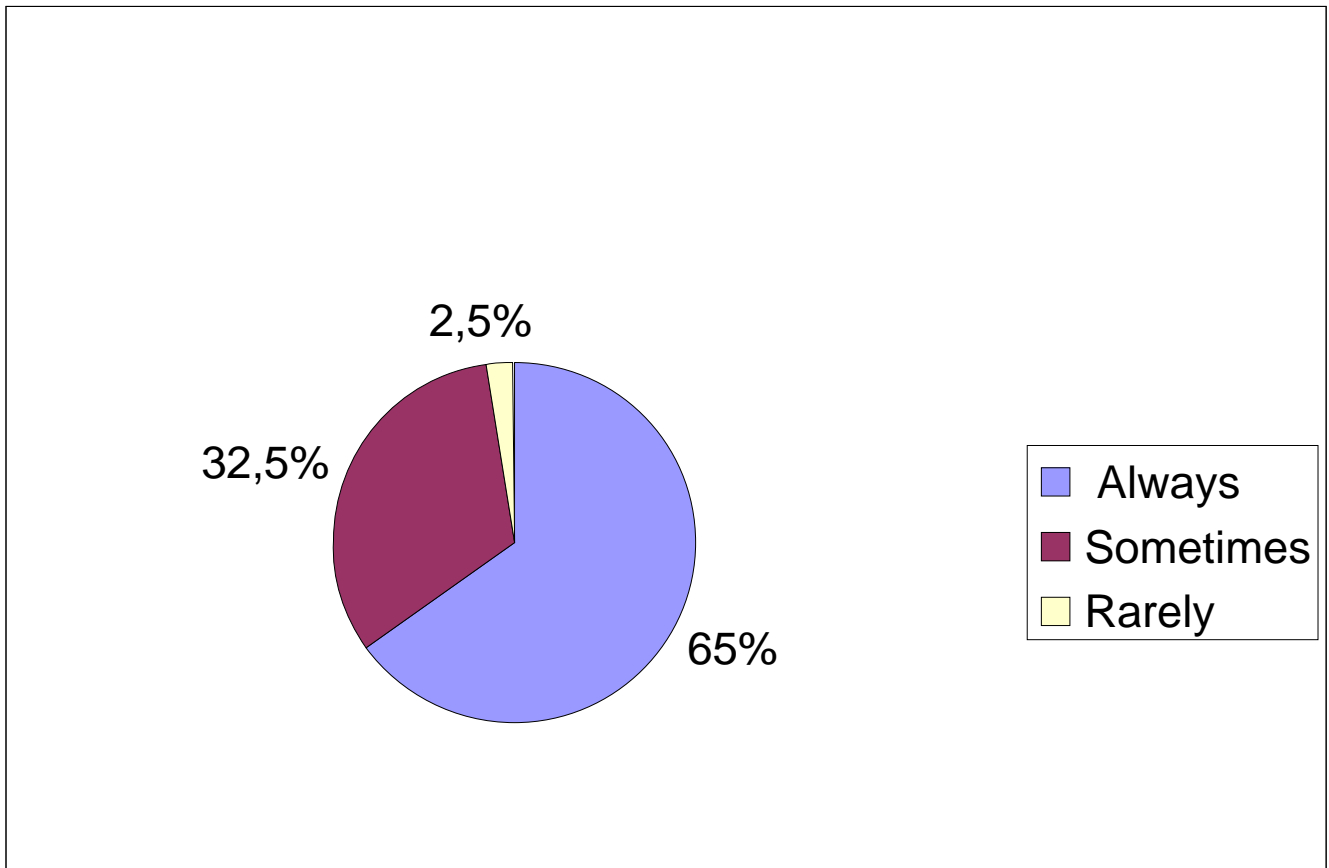
In process of teaching two elements interact teachers and students. The teacher is the facilitator and guide, the student is the receptor. This process is about to build knowledge through different activities.

This process is organized because it is divided in stages that let students improve to the level they already have.

The new curricular transformation of Nicaragua in the process of teaching has been focused in building knowledge in active and passive way. In the classroom. Students may construct their own knowledge this way they put in practice their abilities.

Just as the students answer in the survey applied about speaking in chorus work reflects effectiveness of the strategies in large classes, when the students stated that the teacher always use new strategies so that students acquire meaningful learning.

Does the teacher promote speaking performance in chorus work?



**SPEAKING PERFORMANCE IN LARGE CLASSES**  
**CONCEPT OF LARGE CLASSES**

“Large classes are generally harder to teach effectively than small classes. The number that quantifies a class as large is not clearly defined, but most believe that a class of more than 100 students is considered as a large class and at the same time a big problem for the teachers that try to teach.”R.M Felder (1996).

It is important to mention that large classes have many advantages such as variety of human resources where the teachers are facilitators in the teaching and learning process and these students can be used as monitor students specially those that have a high level of English knowledge.

English language in Nicaragua is considered as important as our native language.

However it is important to control the class maintaining discipline in the classroom as a challenge for the teachers, so it is necessary to create a variety of techniques in order to make the students to participate in chorus work.

Also it is recommended to follow variety techniques to improve English in chorus work in the student’s performance in large classes.

- 1- Set classroom rules at the beginning of the year.
- 2- Plan a variety of activities that appeal the students with different learning styles and interests.
- 3- Set up signals that the students understand when the teacher talks.
- 4- Give the more advanced students responsibility for helping others as group leaders.
- 5- Teach the students to show their respect for others when they perform something.

Another challenge is how to correct large amount of written works when a group of students is too big, in this techniques are suggested in correcting written work.

- Have the students work in groups to produce one piece of writing for each group or to complete grammar exercises together. This encourages communication and also cuts down on the number of papers the teacher must correct.

- For all written work have each student to go through the process of self-editing and one or two rounds of peer editing before turning in the paper. The activity decreases the amount of written assessment that the teacher needs to provide so it is necessary for students be trained to do peer – ending in a collaborative uncritical way.
  
- Using pair or chorus work to encourage cooperative learning, it refers how the students work in the classroom in a way of improving a highly cooperative place, convincing the necessary of working cooperatively with their peers or classmates. So this category is supported with some techniques that help students to learn better and this includes:
  1. It recommends that teachers should have some time. At the beginning of the school year talking about language learning and looking at the learning process itself. Convince students about the necessity of using the language to communicate in order to learn it well.
  
  2. Limit the time it takes for students to get into groups. Have students work with those next to them.
  
  3. Make a copy of hands outs per groups or pair of students, this offline students to share and to work together.
  
  4. Teach students rules for polite communication and make it clear that this is what is expected when they are working together in groups, one member of the group can be in charge of monitoring correct forms of address. Turn taking and so on. The students who do not follow the rules can be expelled from the group and make to stand at the back of the room.
  
  5. Give students clearly instructions and carefully and check comprehensions before the chorus work. Write the instructions on the board so groups can refer to them as they progress.

## **TEACHING WITH LIMITED RESOURCES.**

This refers in how teachers teach classes within a lot of materials normally like in poor countries that teach a class with limited resources such as teacher's book, chalks, no access to photocopies, no electricity, English dictionaries and so on. But in this case there are some ideas to overcome the lack of resources:

Writing notes on the board for the students to copy, ask students to bring an item from home to use as a talking or writing point for the class.

Make two or three copies that can be posted on the side or back wall so everyone can see.

Use pictures of magazines or learn to draw to simple pictures to illustrate vocabulary or to generate interest in reading, speaking or writing activities or as a base for discussion.

- Show realia -real objects that language learners can see, hear and touch into the classroom.
- It is not motivate students in checking their ideas.
- It is necessary at the beginning of the year to include some information about the importance of English as a world language either as a listening or reading activities.
- Adopt material according to the language level and needs of them.
- Use higher level students as assistant teachers or monitor who can help support the lower level students.
- Prepare activities that allow students to show their different skills and feel interested.
- Establish personal relationships.

## **STRATEGIES FOR IMPROVING SPEAKING PERFORMANCE IN LARGE CLASSES**

It suggests some strategies as an effective way in the speaking performance such as:

-Extra tutoring sessions are a big plus for large classes. Is considered as a strategy that teachers offer as a practical class before the test assigned for the students see this as a more interest in their success as well just a nice thing for the teacher to do.

Study guides for tests should be prepared at least a week in advance. Learning is improved when students are guided in what is important to know. This is crucial in the entry level classes because as teachers may forget that students may not be able to decide what is important in how to learn this material.

Learn enough names or use their seating chart to address students in class, not to embarrass them. To include a student by name is both a surprise to students and a way to make the entire class feel more included.

-Give students 3 or 4 minutes at the end of class to respond to questions like .what did you understand of the topic? What else do you want to know? and other the class can be divided into groups with a team leader for the group to turn in comments that group.

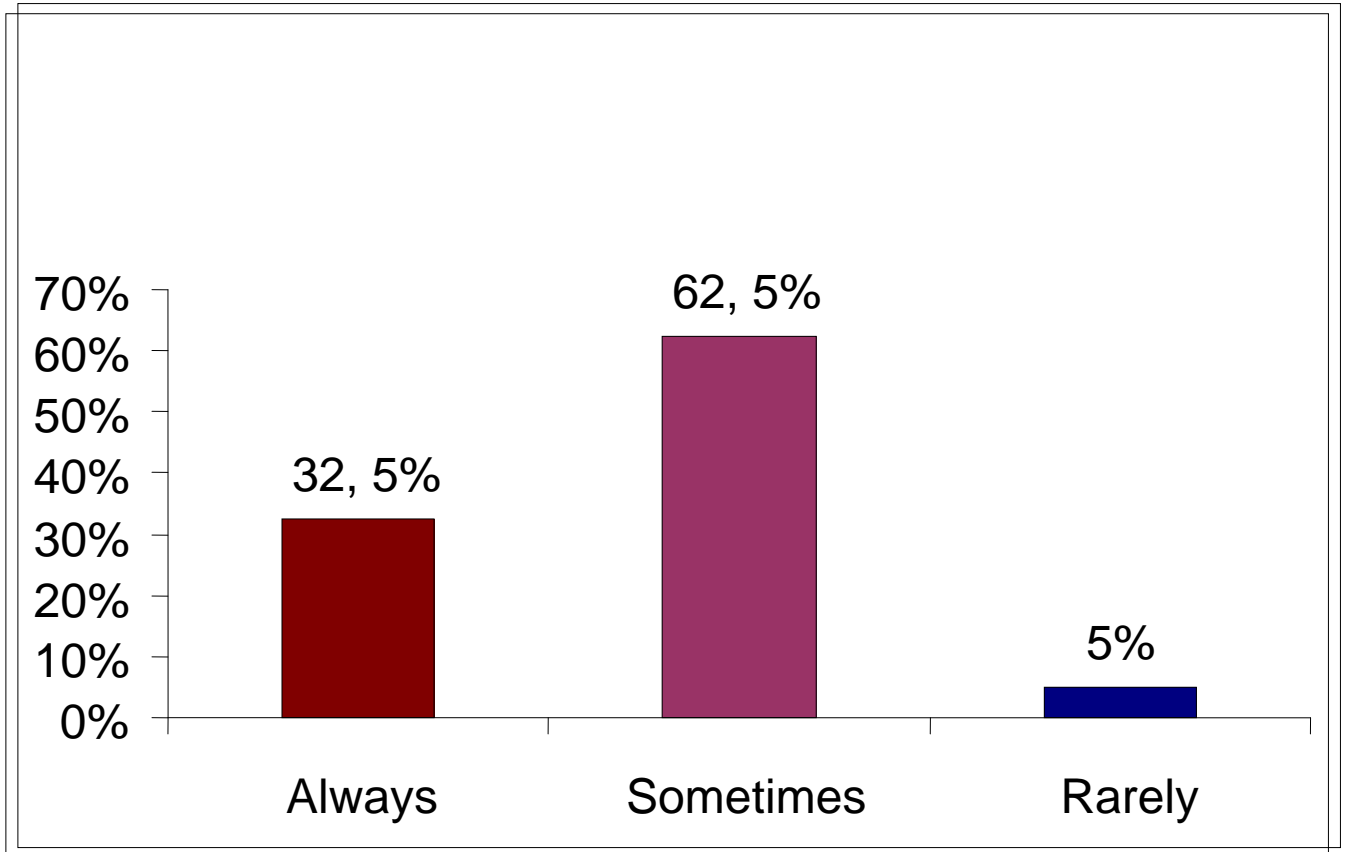
According to the interview applied the English teachers expressed that: the negative effects of chorus work are less than the positive ones, some of the negative effects are: Indiscipline, large classes, limited resources.

At the same time it applied the survey to students about the chorus work in large classes and where a 63% of them said the English teachers sometime promote chorus work in large classes, 33% of the students always promote them, and 4% of them rarely promote.



## 6-Does the teacher promote chorus

Work in large classes?



## V.CONCLUSIONS

According to data collected from students and an English teacher through surveys, interviews, and observation guides applied to know the effects of chorus work in speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010, the conclusions are the following:

The chorus work activities that applying in the new curricular transformation has positive effects such as:

- Excellent interaction.
- Active –participative classes.
- Meaningful leaning from material applied by teachers.
- Promotion of values oriented by the new curricular transformation as: Solidarity, responsibility, honesty, respect, and friendship.
- The development of the speaking skill.
- Preference for chorus work activities by students in speaking performance such as: Songs, reading of vocabulary focusing in pronunciation, role play and dialogs.
- Involving the students with low level of English knowledge.

Also can mention some negative effects of chorus work that affect in this way the teaching learning process in the new curricular transformation as the following:

- ❖ Indiscipline.
- ❖ Large classes.
- ❖ Limited recourses.

Most of the common techniques that teachers use in chorus work are: interactions, illustrations, dialogs, and songs.

This research suggests some strategies that can be useful for teachers and students to improve speaking performance in large classes in the new curricular transformation such as:

- ✓ Extra tutoring sessions.
- ✓ Study guides for tests.
- ✓ Learn enough names or use the seating chart to address students in class.
- ✓ Give students 3 or 4 minutes at the end of class to respond questions.
- ✓ Involve high level students as monitor.
- ✓ Adopt material according to the language level and needs of the students.
- ✓ The use of realia.
- ✓ Encourage students to check and share their ideas.
- ✓ Teach students to put into practice values when a group or someone perform in front of the classroom.
- ✓ Explain the students the English importance to weak up the interest for the class.

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# ANNEXES

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**

# FAREM MATAGALPA

## SURVEY

Dear students we are doing a research on the effects of chorus work in speaking performance in large classes and we would like you help us answering this survey. We appreciate your support.

## GENERAL DATA

INSTITUTE: \_\_\_\_\_

GRADE: \_\_\_\_\_

SECTION: \_\_\_\_\_

## QUESTIONS

1. Does the teacher promote the active participation in the classroom?  
Yes \_\_\_\_\_ No \_\_\_\_\_
2. Does the teacher promote speaking performance in chorus work?  
Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_
3. What material does the teacher use when teaching speaking performance in chorus work?  
Flashcards \_\_\_ Tape recorder \_\_\_\_\_ Magazine \_\_\_ Pictures \_\_\_\_\_
4. Do you understand the teacher explanation on speaking performance?  
Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you like speaking performance in chorus work?  
yes \_\_\_\_\_ No \_\_\_\_\_

6. Does the teacher promote chorus work in class?  
Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_
7. Do you like chorus work activities?  
Yes \_\_\_\_\_ No \_\_\_\_\_
8. What are the most common chorus work activities that the teachers use in the class?  
Songs \_\_\_\_\_ Dialogues \_\_\_\_\_ Interactions \_\_\_\_\_
9. How many students are involved in chorus work activities?  
1-4 \_\_\_\_\_ 1-6 \_\_\_\_\_ 1-8 \_\_\_\_\_ 1-10 \_\_\_\_\_
10. Does the teacher use material when applying chorus work activities?  
Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
FAREM- MATAGALPA**

INTERVIEW

Dear teacher this interview pretends to identify the effects of chorus work in speaking performance in large classes and we would like your help us by filling out we appreciate your support.

GENERAL DATA







**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA  
FAREM - MATAGALPA**

**OBSERVATION GUIDE**

Dear teacher we are students of fifth level of English career and we are taking the graduation seminar and with this observation guide we pretend to get some information about our sub theme, and we would like you to help us by filling out this observation guide.

**GENERAL DATA**

**INSTITUTE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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

- 1- The students practice chorus work activities

Yes\_\_\_\_\_ No\_\_\_\_\_

2- The teacher applies chorus work activities in large classes

Always\_\_\_\_\_ Sometimes\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_

3- The chorus work is a positive way for the teacher

Yes\_\_\_\_\_ No\_\_\_\_\_

4- The teacher use the material when teaching chorus work activities in large

Variable	Subvariable	Definition	Indicator	Question	Scale	Whom	Instruments

classes

Always\_\_\_\_\_ Sometimes\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_

5- The teacher promotes speaking performance in chorus work

Yes\_\_\_\_\_ No\_\_\_\_\_

6- The teacher uses strategies to teacher chorus work

Always\_\_\_\_\_ Sometime\_\_\_\_\_ Rarely\_\_\_\_\_

7- The teacher uses techniques in large classes for improving speaking

Performance

Yes\_\_\_\_\_ No\_\_\_\_\_

8- The student understand the teacher explanation when teach chorus work

Always\_\_\_\_\_ Sometime\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_

## VARIABLE OPERACIONALIZATION

<p>Chorus work</p>	<p>The positive effects of chorus work</p> <p>The negative effects of chorus work</p>	<p>The chorus work is a way of teaching where the speaking skill is develops.</p>	<p>planning</p>	<p>-What is chorus work for you?</p> <p>-What chorus work activities do you know?</p> <p>-What chorus work activities do you use in class?</p> <p>How do you consider chorus work activities?</p> <p>What are positive effects of chorus work?</p> <p>What are the negative effects of chorus work? Why?</p>	<p>Optional</p> <p>Optional</p> <p>Optional</p> <p>Positive — Negative —</p> <p>Optional</p> <p>Optional</p>	<p>Teacher</p>	<p>Interview</p>
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				Does the teacher promote chorus work In class?	Always_		
					—		
					Sometim		
					es _		
				Does the teacher use material when teach chorus work?	Rarely		
					—		
				Do you like chorus work activities?	Always_		
					—		
					Sometim		
					es		
				What are the most common chorus work activities	_____		
				does the teacher use in the class?	Rarely		
					—		
					Never_		
					—		
				How many students does the teacher			

				<p>use when teach chorus work activities?</p> <p>The students' practices chorus works activities?</p> <p>The teacher applies chorus activities in class in large classes?</p> <p>Chorus work is a positive way for the teacher?</p> <p>The teacher uses material when</p>	<p>Songs ____</p> <p>Dialogs_ -</p> <p>Interacti ons____ ____</p> <p>1- 4____</p> <p>1- 6____</p> <p>1- 8____</p> <p>1- 10____</p> <p>Yes ____</p> <p>No____</p> <p>-</p>	<p>Teacher</p> <p>Teacher</p>	<p>Observations guide</p>
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				<p>teaching chorus activities in large classes?</p> <p>The teacher promotes speaking performance in chorus work?</p> <p>The teacher uses strategies to teach chorus work?</p> <p>The teacher uses techniques in large classes for improve speaking performance?</p> <p>The students understand the teacher explanation when teach chorus work?</p>	<p>Always_</p> <p>—</p> <p>Sometim es_____</p> <p>Rarely</p> <p>—</p> <p>Never__</p> <p>Yes</p> <p>_____</p> <p>No_____</p> <p>—</p> <p>Always-</p> <p>---</p> <p>Sometim es___</p> <p>Rarely_</p> <p>—</p> <p>Never__</p> <p>—</p> <p>Yes_____</p>		
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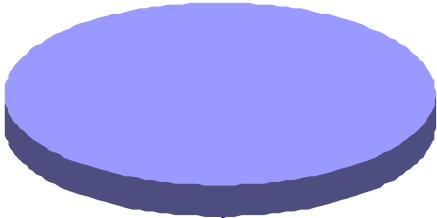


Speaking performance	Importance  Strategies for improving speaking	Speaking is a productive skill through an oral way	Planning	<p>Does the teacher promote the active participation in the classroom?</p> <p>Does the teacher promote speaking performance in chorus work?</p> <p>What material does the teacher use when teach speaking performance in chorus work?</p> <p>Do you understand the teacher explanation?</p>	<p>Yes ___</p> <p>No ___</p> <p>Always_ ___</p> <p>Sometim es ___</p> <p>Rarely_ ___</p> <p>Magazin es ___</p> <p>—</p> <p>Pictures ___</p> <p>Flashcar d_</p> <p>Tape recorder ___</p>	Students	Survey
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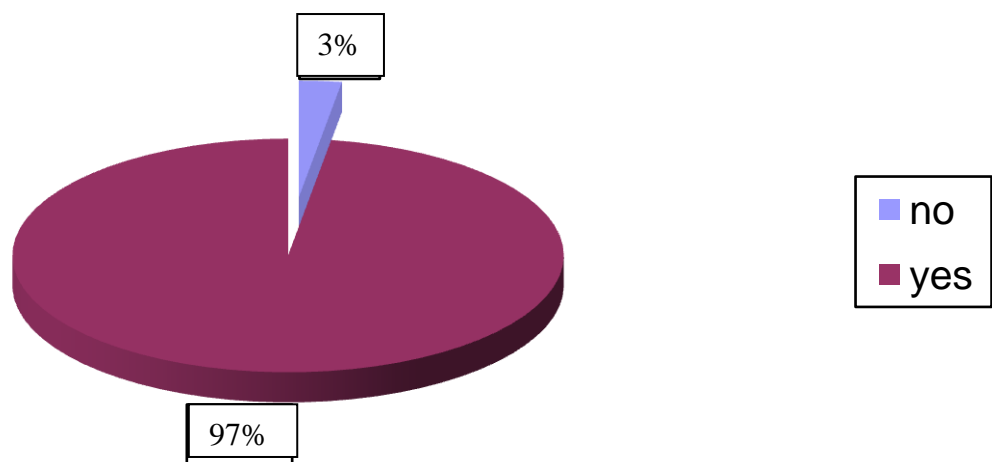
				<p>Do you like speaking performance in chorus work?</p> <p>Yes____ —</p> <p>No____ —</p> <p>Yes____ —</p> <p>No____ —</p>		
The new curricular transformation	<p>Characteristics</p> <p>Components</p>	<p>Is a micro-system of the half of basic education which around of it plays others components that support it is development?</p>	<p>Planning</p>	<p>What is the new curricular transformation?</p> <p>Is the new curricular transformation well organized?</p> <p>What are the components</p>	<p>Optional</p> <p>Optional</p> <p>Optional</p>	<p>Teacher</p> <p>Interview</p>

				of the new curricular transformation?			
				What are the characteristics of the new curricular transformation?	Optional		
				Are you working with the new curricular transformation? Justify it.	Optional		

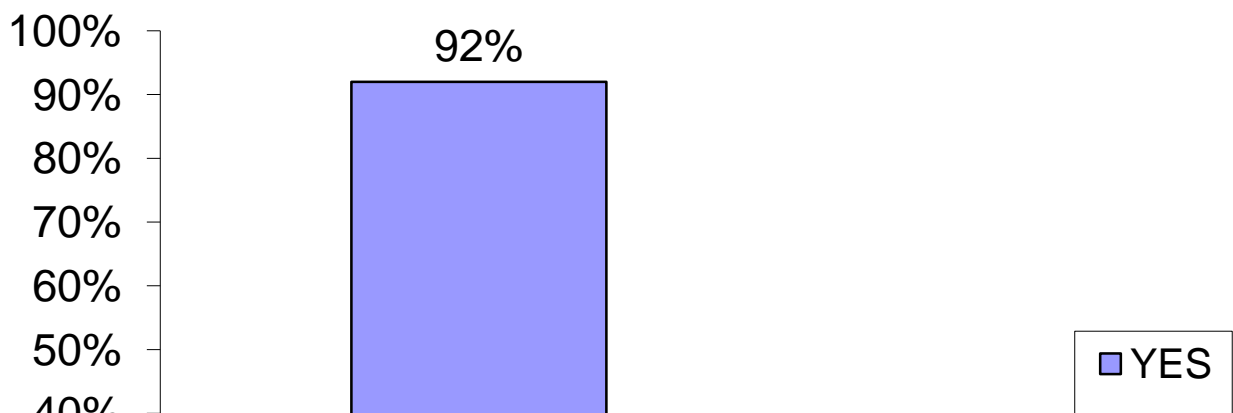
**1-Does the teacher promote active participation?**



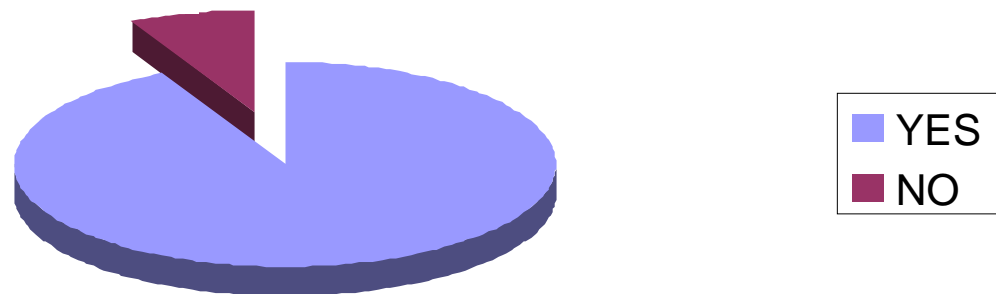
## 2-Do you understand the teacher explanation on speaking performance?



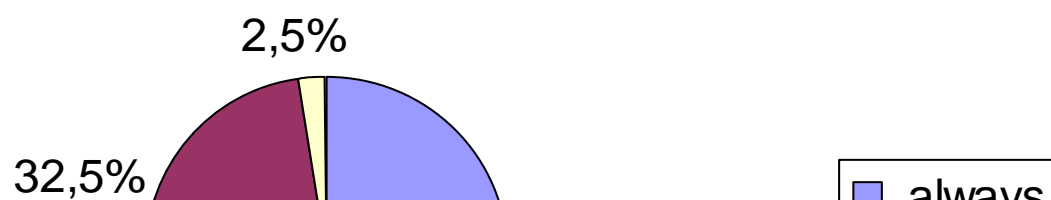
## 3-Do you like chorus work activities?



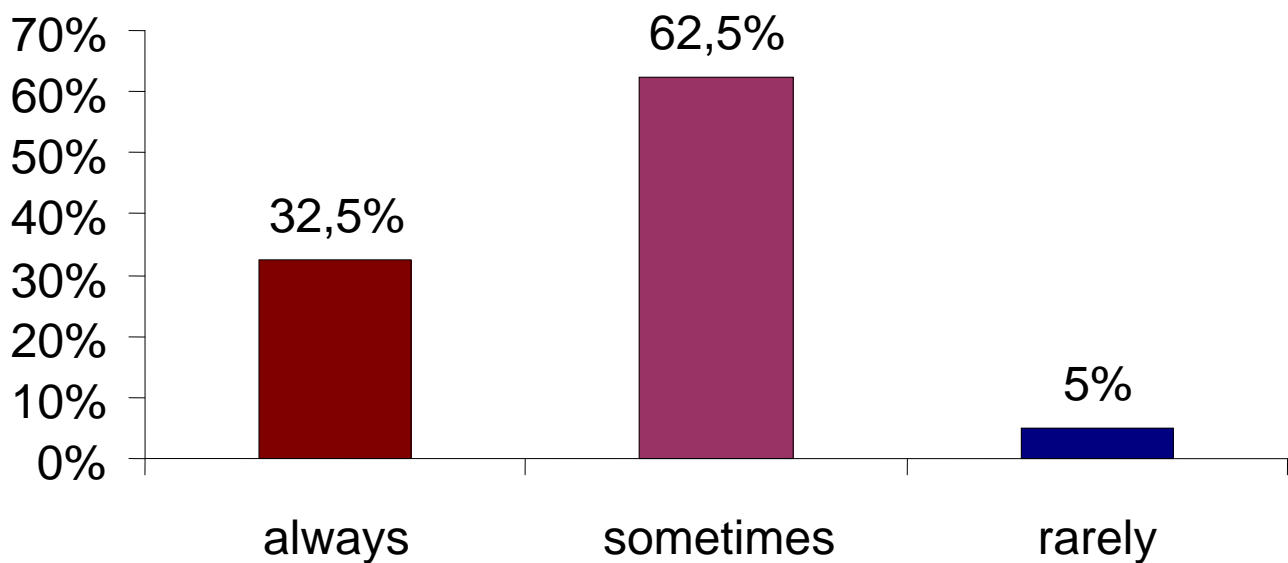
**4-Do you like speaking performance in chorus work?**



**5-Does the teacher promote speaking performance in chorus work?**



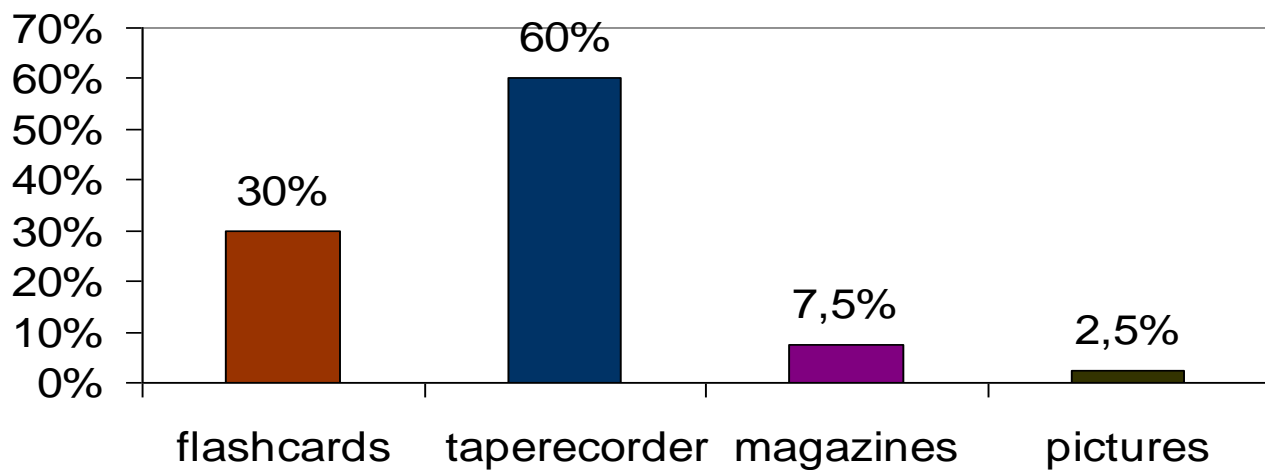
### 6-Does the teacher promote chorus work in large classes?



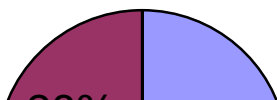
### 7-Does the teacher use material when applying chorus work activities?



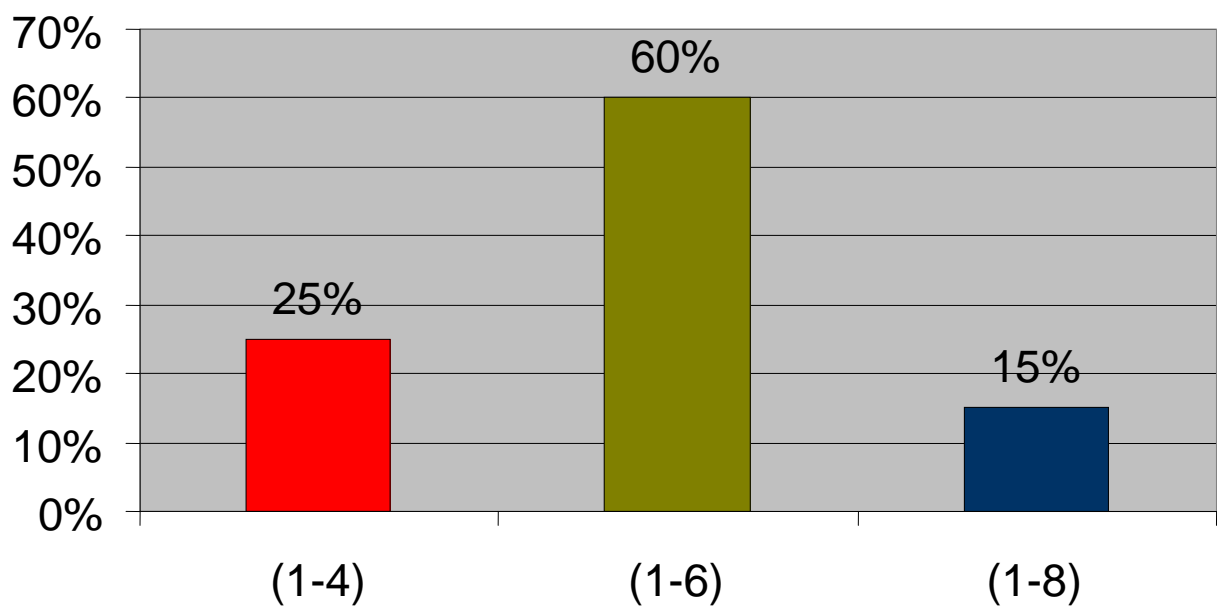
### 8-what material does the teacher use when teaching speaking performance in chorus work?



### 9-what are the most common chorus work activities that the teacher use in the class?



## 10 - How many students are involved in chorus work activities





# **NATIONAL AUTONOMOUS UNIVERSITY OF MATAGALPA**

## **FAREM - MATAGALPA**



### **GRADUATION SEMINAR**

#### **THEME:**

**METHODOLOGICAL STRATEGIES OF THE BASIC ENGLISH SKILL APPLIED IN THE NEW CURRICULAR TRANSFORMATION IN THE TEACHING LEARNING PROCESS IN MATAGALPA AND JINOTEGA DURING THE SECOND SEMESTER 2010**

#### **SUB-THEME:**

**THE EFFECTS OF CHORUS WORK ON SPEAKING PERFORMANCE IN LARGE CLASSES IN THE CURRICULAR TRANSFORMATION IN THE STUDENTS OF SEVENTH GRADE AT THE NATIONAL INSTITUTE DARIO OF DARIO CITY DURING THE SECOND SEMESTER 2010**

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Theme and Sub-theme.	i
Dedication.	ii
Acknowledgement.	.iii
Teacher's valuation.	iv
Summary.	v
Introduction	1
Justification	2
Objectives	3
Development	
4. The new curricular transformation	4
Chorus work	
6-Concept	6
Importance	6
Strategies and techniques applied in chorus work	8
Speaking skill	
14. Concept	14
Importance	14
Speaking performance in large classes	
16. Concept of large classes'	16
Strategies for improving speaking performance in large classes	19
21. Conclusions	21
22. Bibliography	22
23. Annexes	23

## **THEME**

Methodological strategies of the Basic English skill applied in the curricular transformation in the teaching learning process in Matagalpa and Jinotega, during the Second semester.

## **SUB THEME**

The effects of chorus work in speaking performance in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario of Dario city during the second semester 2010.

## **DEDICATION**

We dedicate this research with much love to our families who are worthy of our best effort, dedication and stimulus, because they are just the origin of our constant motivation for becoming professional.

Particularly to our parents, who gave us the satisfaction of life and led us through the right way.

To our teacher Ligia who was our guide and tutor during our work in the graduation seminar, and for helping us in this five years.

In a special way to our spiritual guide “God “who was supporting us always in our English career in order to achieve our dream.

## ACKNOWLEDMENT

In a special way we would give our thanks to all people in and out at the National Autonomous University of Nicaragua in Matagalpa (FAREM- Matagalpa), also they motivated us to finish this career, allowing us to develop our abilities in this research.

We give our thanks, especially, to the teacher Ligia Pineda Ruiz who always gave us her understanding and her availability to do this research. She was the fundamental element to develop and carry out our purpose.

In the same way, we give our thanks to English teachers, supervisors, sub-directors, directors and students from the National Institute Dario (IND), and the Ruben Dario school of Sébaco who contributed directly with us to do our research about the effects of chorus work in speaking performance in large classes in the new curricular transformation.

## SUMMARY

The effects of chorus work in speaking performance at large classes in the new curricular transformation in students of seventh grade at the National Institute Dario is our sub-theme, which pretend to get information about the effects of chorus work in large classes since the new educative political was oriented by the MINED in the new curricular transformation demands more education, better education in the Nicaraguan classroom. This is the reason we want to support teachers with some strategies and techniques presented in this material, so that help to improve some difficulties they face in the English teaching process which develop communicative competence.

It is considered necessary to apply some techniques, written in this work in order to provide students to get a meaningful learning practicing in this way active and participative classes where the teacher plays the role as facilitator and at the same time the students work in collaborative way who make them feel in a nice environment and will continue this model that becomes them innovate students.

It is necessary that teachers practice chorus work activities suggested in this material because these activities support teachers and students becoming in a nice atmosphere the English class. Moreover, the students will practice values oriented by the new curricular transformation changing from traditionalist class by an active and participative class.

## **I – INTRODUCTION**

This research is about methodological strategies of the basic English skills applied in the new curricular transformation in the teaching – learning process in Matagalpa and Jinotega, during the second semester 2010.

With this research it is pretended to assess the effects of chorus work in speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010.

This work is based on the effects of chorus work in speaking performance in large classes because we consider that speaking skill is focused on the new curricular transformation as a communicative competence where students solve real life problems and learn how to communicate with National and foreign people in the target language. However, it is hard for teachers around Nicaragua to teach in this way because of different reasons: Lack of didactic materials, bibliography, technological means, and large classes.

According to a survey applied students, they expressed that, they like chorus work activities, and also we applied an interview and an observation guide to teachers about the effects of chorus work in speaking performance where the teachers expressed these are more positive than negative, which allow the students to develop their skills in new communicative competence, where they interact each other involving them in an active class.

In this research we took a pool of 250 students of seventh grade at the National Institute Dario, and a sample of 40 students, and two teachers.

## **II.JUSTIFICATION**

This research is about the effects of chorus work in speaking performance in large classes in the students of seventh grade of the National Institute Dario; and at the same time suggests some strategies and techniques so that they can get a better knowledge of English as a foreign language.

This research pretends to help not only the English teachers that work in the Nicaraguan classroom who are facing most difficulties in the teaching process with the new educative political that demand the new curricular transformation, but it will also help the Nicaraguan students to involve in the teaching learning process which allow them to develop communicative competence.

On the other hand, this material contains a lot of suggestions which will help us to solve difficulties that they face in large classes when applying chorus work techniques in order to improve their speaking skill.



### **III. GENERAL OBJECTIVE**

To assess the effects of chorus work on speaking performance in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

### **SPECIFIC OBJECTIVES**

- To determine the effects of chorus work in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

- To describe chorus work techniques used in large classes in the curricular transformation in the students of seventh grade at the National Institute Dario during the second semester 2010.

- To propose methodological strategies to stimulate the speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010.

## IV- DEVELOPMENT

### 2- Curricular transformation

#### 1.2- What is a curriculum?

“A curriculum is considered as an educational project that implicates knowledge building process, development of speaking ability and acquisition of attitudes and values from the learners about the historical, economical, social and cultural context.” (Rivera R Norma, 2006, 12-13 p).

The curriculum is a project of information that needs to improve an educative system. This curriculum must be put into practice with elements, objectives, abilities and skills.

The new Nicaraguan curriculum is based in the reality of our country, with the economical, political and social characteristics.

“The curriculum is a micro system of the subsystem of the half and basic education.” (De castilla, 2008.pag.26)

The curriculum is divided according to the level of students (for grade); it is also divided according to the characteristics of different regions where different components support the curriculum.

The curriculum has a purpose to form students to improve their English skill as a foreign Language.

“A curriculum is one of the aspects of the educational system, which expresses values and the conception of the human being, so it tries to satisfy the individual and social demands in the subject of education”. (De Castilla, 2009, page 2).

The curriculum was made with different contributions of the community and special with the help of teachers, it was product of the “national consult”. The principal purpose is to develop students with values that the teacher teaches according to the necessities and characteristics of the society in which we live.

In our country the education is based in the training or integral formation of the learner or individual. It is based in values that permit students to develop English in the environment.

#### 1.2- Approach of the new curricular transformation in the foreign language

The education in high school as part of basic education moreover of continue improving the educative practices in the cultural and communicative area. So, it considers necessary to the students develop the Foreign language. (English).

The communication is a necessity inherent for human being”. (Curricular transformation paradigms and pedagogical approach, MINED-2009, page 54).

The approach in the new curricular transformation is a communicative approach in the English class.

When the students feel the necessity of communicating with others, they use the language as a means to express their feelings or emotions for example to receive or give information to express opinions and suggestions and so on. When students use the communicative attitude, they use the visual and gestural language.

## CHORUS WORK

According to some studies done by Gutierrez and Carrera ( 1999 ) , the chorus work depends on the teacher's role in and out the classroom, controlling the communicative interaction in the teaching and learning process , this is based on learning ,which contributes to the progressive decrease of the spontaneous participation of students in the educative context .

This research about chorus work in speaking performance in large classes in the students of seventh grade at the National Institute Dario, where we got information about the effects of chorus work class. Since the new curricular transformation has oriented activities such as: songs, dialogs, and short conversations between teachers and students in order to promote a nice atmosphere in the classroom.

Chorus work is a way of teaching where it is developed the English skills, on the other hand this considers as a good way in the teaching-learning process because it allows the students to learn successfully. Besides it gives students the opportunity to interact in the environment that they develop

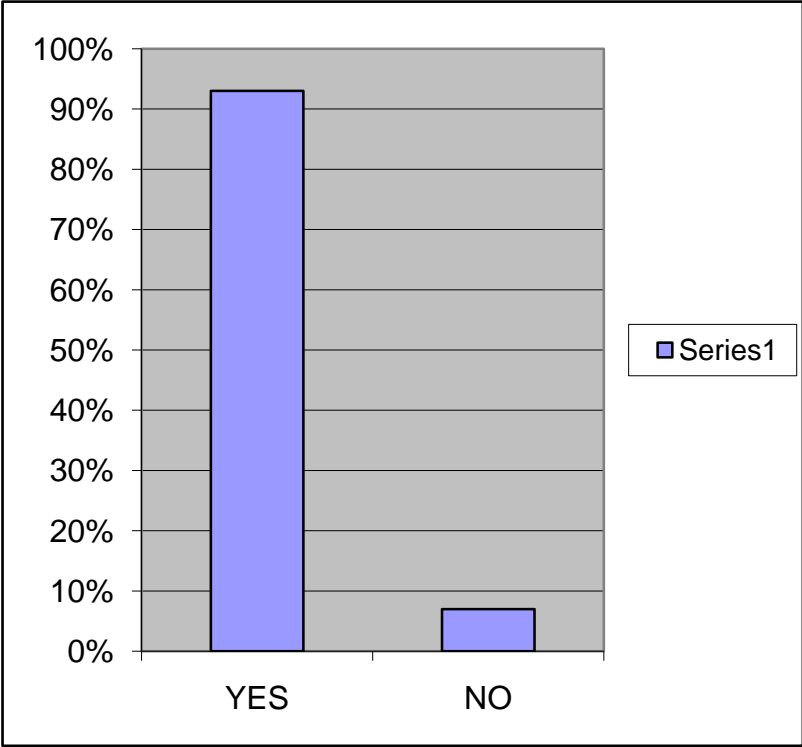
According to the interview applied the English teacher expressed that teachers in Nicaragua that work with the new curricular transformation use activities of chorus work such as;

- ❖ Reading of vocabulary focusing in pronunciation
- ❖ The students practice reading about topics of the program.
- ❖ Dialog analysis.
- ❖ Songs performance.
- ❖ Role plays

Therefore chorus work is considered as an effective way in the teaching and learning process. According to the survey applied students expressed that 93% of them like chorus work activities and the 7% said do not like it

**SAMPLE; 40**

Do you like chorus work activities?



## **STRATEGIES AND TECHNIQUES APPLIED IN CHORUS WORK BY HIGH SCHOOL TEACHERS.**

This material contains a series of teaching and learning strategies, which will be detailed in particular in its suggested form of use.

### **4- GOALS OR INTENTIONS**

“Any educational situation is characterized by a certain intention” (Call and Bole 1990). In this regard, a first consideration we should note is the need of reformulating student’s knowledge. The objective would be meaningless if they were not understood by learners, or if they did not feel alluded to in some way in enunciation.

### **5- ILLUSTRATIONS**

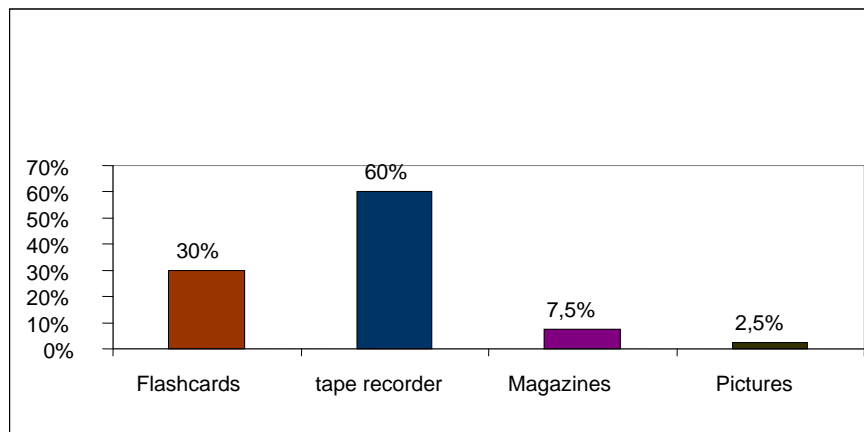
Illustrations are considered more suitable than words to communicate ideas for specific type or low level of abstraction, concept of visual and spatial events that occur simultaneously and also to illustrate procedures or procedural illustration strategy help to the teaching -learning process to:

- Manage and maintain student’s attention.
- Allow visual explanation in terms of what would be different to communicate in purely verbal.
- Encourage the retention of the information it has been shown that humans remember more images easily printed or verbal ideas.
- Allow integration as whole information that would otherwise be fragmented, clarify and organize information.

- Promote and enhance the interest and motivation.

It has been said that the illustrations represent the visual reality that surrounds us with varying degrees of fidelity .For example the most common materials in chorus work classes applied by the teacher are: flash cards, tape recorder, magazines, and pictures expressed the students through the survey.

**8 - What material does the teacher use when teaching speaking performance In chorus work?**



**3-ABTRACTS**

A widespread practice in all levels of education is the use of summaries of material will have to learn. Do not forget that , as a teaching strategy , the summary will be prepared by the teacher or designer of texts and then provides it to the student , then review the guidelines for the design and inclusion of the abstracts in any of the two situations

An abstract is a brief version of the content to be learned, which emphasize the point's outstanding information. A summary is a selection and condensation of the key content of the study material, which is trivial and omitted important secondary information.

Therefore, it is said that a summary is as “view content, since it provides an overview of the general structure of texts. A good summary should communicate the ideas in an expeditious and agile. It can be included before presentation of the text or a lesson, in which case it preinstruccional strategy, or may appear at the end of these elements, functioning as posinstruccional strategy.

The main functions of an abstract are:

- ✓ Place the students in the general structure of the material or configuration that will learn.
- ✓ Emphasize important information.
- ✓ Introduce students to new learning materials and familiarize you with your central argument.
- ✓ Organize, integrate and consolidate the information acquired by the students.

#### **4-ADVANCE ORGANIZER.**

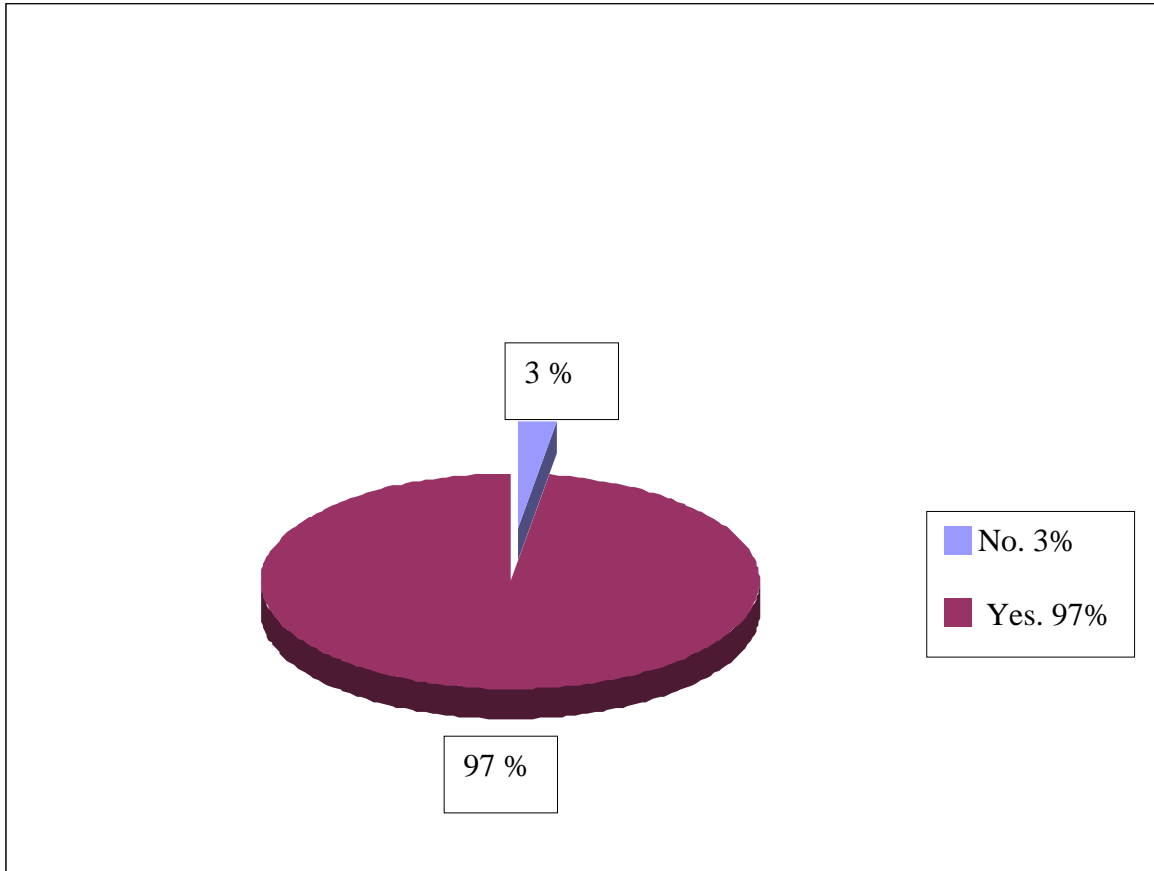
An advance organizer is an introductory material that consists of the set of concepts and proposals for higher level of inclusiveness and generality of the new information that students must learn.

An advance organizer should be made to teaching situation before in students have got information about the new topic, for example when the teacher explains some example to introduce the new topic and the students understand the teacher explanation.

According to the survey applied the students expressed that a 97% of them understand the teacher explanation and the 3% they do not understand.



**2-Do you understand the teacher explanation on speaking performance?**



The functions of advance organizers are:

- Provide students with a bridge between the information it already has with this information that will learn.
- Help students organize information, considering their levels of generality – specificity and class –inclusion relation.

Offer students the conceptual framework which places the information to be learned (ideas entraining), thus avoiding the memorization of isolated and disconnected information.

Advance organizers are prepared in the form of prose passages or texts , although there are other formats such as visual organizers in the form of maps , grasp , or networks of concepts , where these are diagrams to illustrate their essentials relationships.

## **6- INTERSPERSED QUESTIONS**

Interspersed questions are those asked by the student throughout the material or situation education and are intended to facilitate their learning. These are question that, like its name suggests, inserting leave substantial portions of text at a certain number of sections or paragraphs.

Usually assessed through questions interspersed the following:

- The acquisition of knowledge.
- Understanding.
- Even the application of the learning content.

It offers corrective feedback to the learner (you are informed if answer to the question is correct or and not and why) Interspersed questions help monitor gradual progress student, serving as formative assessment.

For the foregoing reason, the main functions of the interspersed questions are:

- ❖ Keep the focus and level of “activation “of the student through the study of a material.
- ❖ Direct their behaviour to study the most relevant information.
- ❖ Encourage the practice and reflection on the information learned.

## **SPEAKING SKILL**

### **CONCEPT**

“Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context”. (Chaney 1998, pp13)

Speaking is the crucial part of a second language learning and teaching.

Speaking is the ability that a student or a learner has to communicate his or her feeling or emotion using the oral expression. Speaking is the interaction, situations that include face to face conversation using the language or the new language to communicate.

### **IMPORTANCE**

Nowadays the speaking skill seems intuitively be most important of all of the four skills (listening, reading, writing, and speaking). It doesn't matter if it is for business or pleasure, a primary motivation, where the students can be able to converse with speakers the English language.

According to Regueira “Teaching is a process organized of the cognitive activity, planned and tending for the students and order the teacher directions” (Fernando Regueira, 1987, 1990).

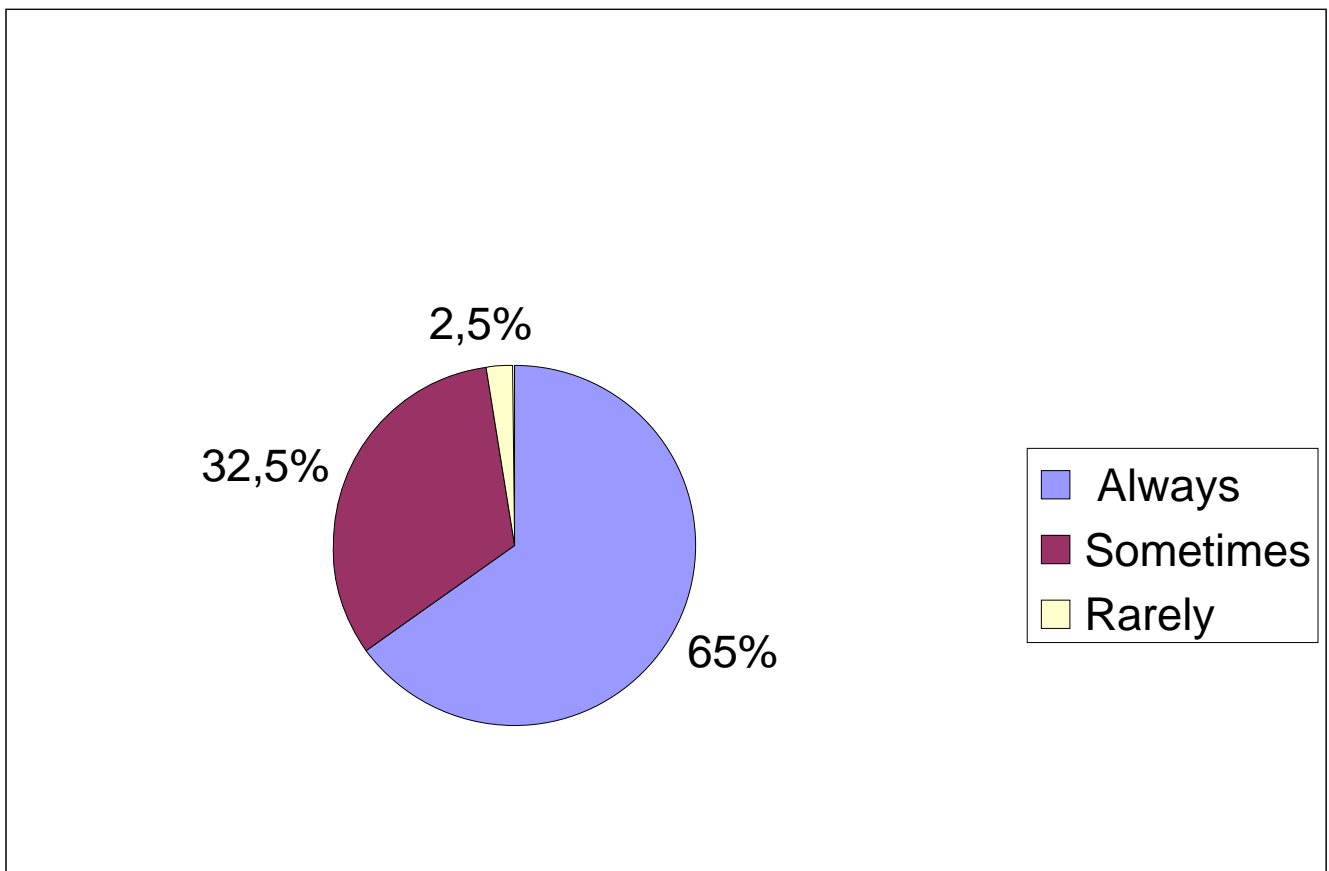
In process of teaching two elements interact teachers and students. The teacher is the facilitator and guide, the student is the receptor. This process is about to build knowledge through different activities.

This process is organized because it is divided in stages that let students improve to the level they already have.

The new curricular transformation of Nicaragua in the process of teaching has been focused in building knowledge in active and passive way. In the classroom. Students may construct their own knowledge this way they put in practice their abilities.

Just as the students answer in the survey applied about speaking in chorus work reflects effectiveness of the strategies in large classes, when the students stated that the teacher always use new strategies so that students acquire meaningful learning.

Does the teacher promote speaking performance in chorus work?



## **SPEAKING PERFORMANCE IN LARGE CLASSES**

### **CONCEPT OF LARGE CLASSES**

“Large classes are generally harder to teach effectively than small classes. The number that quantifies a class as large is not clearly defined, but most believe that a class of more than 100 students is considered as a large class and at the same time a big problem for the teachers that try to teach.”R.M Felder (1996).

It is important to mention that large classes have many advantages such as variety of human resources where the teachers are facilitators in the teaching and learning process and these students can be used as monitor students specially those that have a high level of English knowledge.

English language in Nicaragua is considered as important as our native language.

However it is important to control the class maintaining discipline in the classroom as a challenge for the teachers, so it is necessary to create a variety of techniques in order to make the students to participate in chorus work.

Also it is recommended to follow variety techniques to improve English in chorus work in the student’s performance in large classes.

- 6- Set classroom rules at the beginning of the year.
- 7- Plan a variety of activities that appeal the students with different learning styles and interests.
- 8- Set up signals that the students understand when the teacher talks.
- 9- Give the more advanced students responsibility for helping others as group leaders.
- 10- Teach the students to show their respect for others when they perform something.

Another challenge is how to correct large amount of written works when a group of students is too big, in this techniques are suggested in correcting written work.

- Have the students work in groups to produce one piece of writing for each group or to complete grammar exercises together. This encourages communication and also cuts down on the number of papers the teacher must correct.

- For all written work have each student to go through the process of self-editing and one or two rounds of peer editing before turning in the paper. The activity decreases the amount of written assessment that the teacher needs to provide so it is necessary for students be trained to do peer – ending in a collaborative uncritical way.

- Using pair or chorus work to encourage cooperative learning, it refers how the students work in the classroom in a way of improving a highly cooperative place, convincing the necessary of working cooperatively with their peers or classmates. So this category is supported with some techniques that help students to learn better and this includes:

1. It recommends that teachers should have some time. At the beginning of the school year talking about language learning and looking at the learning process itself. Convince students about the necessity of using the language to communicate in order to learn it well.

2. Limit the time it takes for students to get into groups. Have students work with those next to them.

3. Make a copy of hands outs per groups or pair of students, this offline students to share and to work together.

4. Teach students rules for polite communication and make it clear that this is what is expected when they are working together in groups, one member of the group can

be in charge of monitoring correct forms of address. Turn taking and so on. The students who do not follow the rules can be expelled from the group and make to stand at the back of the room.

5. Give students clearly instructions and carefully and check comprehensions before the chorus work. Write the instructions on the board so groups can refer to them as they progress.

### **TEACHING WITH LIMITED RESOURCES.**

This refers in how teachers teach classes within a lot of materials normally like in poor countries that teach a class with limited resources such as teacher's book, chalks, no access to photocopies, no electricity, English dictionaries and so on. But in this case there are some ideas to overcome the lack of resources:

Writing notes on the board for the students to copy, ask students to bring an item from home to use as a talking or writing point for the class.

Make two or three copies that can be posted on the side or back wall so everyone can see.

Use pictures of magazines or learn to draw to simple pictures to illustrate vocabulary or to generate interest in reading, speaking or writing activities or as a base for discussion.

- Show realia -real objects that language learners can see, hear and touch into the classroom.
- It is not motivate students in checking their ideas.
- It is necessary at the beginning of the year to include some information about the importance of English as a world language either as a listening or reading activities.
- Adopt material according to the language level and needs of them.
- Use higher level students as assistant teachers or monitor who can help support the lower level students.
- Prepare activities that allow students to show their different skills and feel interested.
- Establish personal relationships.

## **STRATEGIES FOR IMPROVING SPEAKING PERFORMANCE IN LARGE CLASSES**

It suggests some strategies as an effective way in the speaking performance such as:

-Extra tutoring sessions are a big plus for large classes. Is considered as a strategy that teachers offer as a practical class before the test assigned for the students see this as a more interest in their success as well just a nice thing for the teacher to do.

Study guides for tests should be prepared at least a week in advance. Learning is improved when students are guided in what is important to know. This is crucial in the entry level classes because as teachers may forget that students may not be able to decide what is important in how to learn this material.

Learn enough names or use their seating chart to address students in class, not to embarrass them. To include a student by name is both a surprise to students and a way to make the entire class feel more included.

-Give students 3 or 4 minutes at the end of class to respond to questions like .what did you understand of the topic? What else do you want to know? and other the class can be divided into groups with a team leader for the group to turn in comments that group.

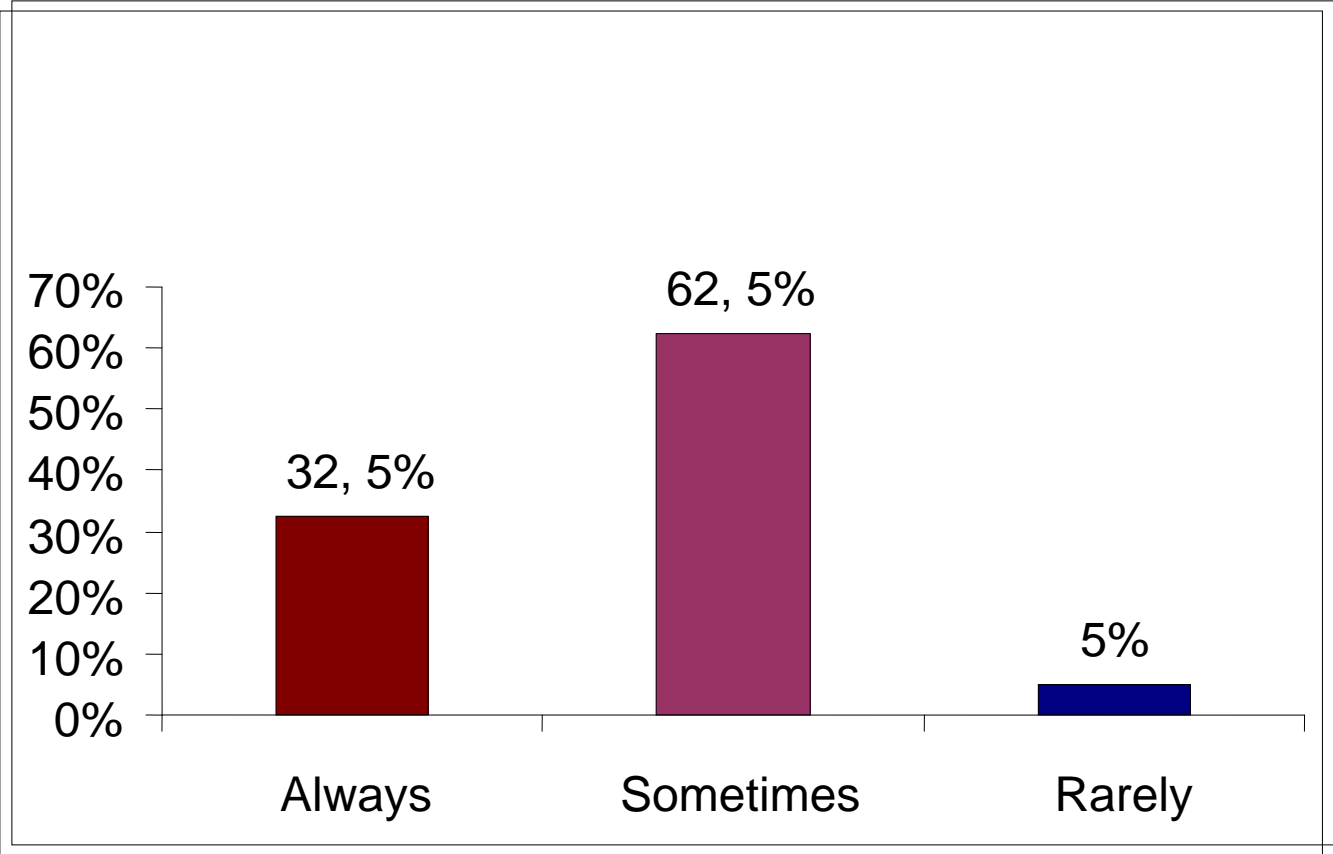
According to the interview applied the English teachers expressed that: the negative effects of chorus work are less than the positive ones, some of the negative effects are: Indiscipline, large classes, limited resources.



At the same time it applied the survey to students about the chorus work in large classes and where a 63% of them said the English teachers sometime promote chorus work in large classes, 33% of the students always promote them, and 4% of them rarely promote.

**6-Does the teacher promote chorus**

**Work in large classes?**



## V.CONCLUSIONS

According to data collected from students and an English teacher through surveys, interviews, and observation guides applied to know the effects of chorus work in speaking performance in large classes in the new curricular transformation in students of seventh grade at the National Institute Dario during the second semester 2010, the conclusions are the following:

The chorus work activities that applying in the new curricular transformation has positive effects such as:

- Excellent interaction.
- Active –participative classes.
- Meaningful leaning from material applied by teachers.
- Promotion of values oriented by the new curricular transformation as: Solidarity, responsibility, honesty, respect, and friendship.
- The development of the speaking skill.
- Preference for chorus work activities by students in speaking performance such as: Songs, reading of vocabulary focusing in pronunciation, role play and dialogs.
- Involving the students with low level of English knowledge.

Also can mention some negative effects of chorus work that affect in this way the teaching learning process in the new curricular transformation as the following:

- ❖ Indiscipline.
- ❖ Large classes.
- ❖ Limited recourses.

Most of the common techniques that teachers use in chorus work are: interactions, illustrations, dialogs, and songs.

This research suggests some strategies that can be useful for teachers and students to improve speaking performance in large classes in the new curricular transformation such as:

- ✓ Extra tutoring sessions.
- ✓ Study guides for tests.
- ✓ Learn enough names or use the seating chart to address students in class.
- ✓ Give students 3 or 4 minutes at the end of class to respond questions.
- ✓ Involve high level students as monitor.
- ✓ Adopt material according to the language level and needs of the students.
- ✓ The use of realia.
- ✓ Encourage students to check and share their ideas.
- ✓ Teach students to put into practice values when a group or someone perform in front of the classroom.
- ✓ Explain the students the English importance to weak up the interest for the class.

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# ANNEXES

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**  
**FAREM MATAGALPA**

**SURVEY**

Dear students we are doing a research on the effects of chorus work in speaking performance in large classes and we would like you help us answering this survey. We appreciate your support.

**GENERAL DATA**

INSTITUTE: \_\_\_\_\_

GRADE: \_\_\_\_\_

SECTION: \_\_\_\_\_

**QUESTIONS**

10. Does the teacher promote the active participation in the classroom?

Yes\_\_\_\_\_ No\_\_\_\_\_

11. Does the teacher promote speaking performance in chorus work?

Always\_\_\_\_\_ Sometimes\_\_\_\_\_ Rarely\_\_\_\_\_

12. What material does the teacher use when teaching speaking performance in chorus work?

Flashcards \_\_\_ Tape recorder \_\_\_\_\_ Magazine \_\_\_ Pictures \_\_\_\_\_

13. Do you understand the teacher explanation on speaking performance?

Yes \_\_\_\_\_ No \_\_\_\_\_

14. Do you like speaking performance in chorus work?

yes \_\_\_\_\_ No \_\_\_\_\_

15. Does the teacher promote chorus work in class?

Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_

16. Do you like chorus work activities?

Yes \_\_\_\_\_ No \_\_\_\_\_

17. What are the most common chorus work activities that the teachers use in the class?

Songs \_\_\_\_\_ Dialogues \_\_\_\_\_ Interactions \_\_\_\_\_

18. How many students are involved in chorus work activities?

1-4 \_\_\_\_\_ 1-6 \_\_\_\_\_ 1-8 \_\_\_\_\_ 1\_10 \_\_\_\_\_

10. Does the teacher use material when applying chorus work activities?

Always \_\_\_\_\_ Sometimes \_\_\_\_\_ Rarely \_\_\_\_\_ Never \_\_\_\_\_

**NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA**  
**FAREM- MATAGALPA**

INTERVIEW

Dear teacher this interview pretends to identify the effects of chorus work in speaking performance in large classes and we would like your help us by filling out we appreciate your support.

GENERAL DATA

INSTITUTE ´ \_\_\_\_\_

DATE \_\_\_\_\_

NAME \_\_\_\_\_

QUESTIONARE

12) What is chorus work for you?

13) What chorus work activities do you know?

14) What chorus work do you use in class?

15) How do you consider chorus work activities



16) What are the positive effects of chorus work?

17) What are the negative effects of chorus work?

18) What chorus work activities are applied in the new curricular transformation?

19) Is the new curricular transformation well organized?

20) What are the components in the curricular transformation?

21) What are the characteristics of the new curricular transformation?

22) Are you working with the new curricular transformation?

# NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

## FAREM - MATAGALPA

### OBSERVATION GUIDE

Dear teacher we are students of fifth level of English career and we are taking the graduation seminar and with this observation guide we pretend to get some information about our sub theme, and we would like you to help us by filling out this observation guide.

#### GENERAL DATA

**INSTITUTE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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

9- The students practice chorus work activities

Yes\_\_\_\_\_ No\_\_\_\_\_

10- The teacher applies chorus work activities in large classes

Always\_\_\_\_\_ Sometimes\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_

11- The chorus work is a positive way for the teacher

Yes\_\_\_\_\_ No\_\_\_\_\_

12- The teacher use the material when teaching chorus work activities in large classes

Always\_\_\_\_\_ Sometimes\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_

13- The teacher promotes speaking performance in chorus work

Yes\_\_\_\_\_ No\_\_\_\_\_

14- The teacher uses strategies to teacher chorus work

Always\_\_\_\_\_ Sometime\_\_\_\_\_ Rarely\_\_\_\_\_

15- The teacher uses techniques in large classes for improving speaking Performance

Yes\_\_\_\_\_ No\_\_\_\_\_

16- The student understand the teacher explanation when teach chorus work

Always\_\_\_\_\_ Sometime\_\_\_\_\_ Rarely\_\_\_\_\_ Never\_\_\_\_\_



## VARIABLE OPERACIONALIZATION

Variable	Subvariable	Definition	Indicator	Question	Scale	Whom	Instruments
Chorus work	<p>The positive effects of chorus work</p> <p>The negative effects of chorus work</p>	The chorus work is a way of teaching where the speaking skill is develops.	planning	<p>-What is chorus work for you?</p> <p>-What chorus work activities do you know?</p> <p>-What chorus work activities do you use in class?</p> <p>How do you consider chorus work activities?</p> <p>What are positive effects of chorus work?</p> <p>What are the negative effects of chorus work?</p>	<p>Optional</p> <p>Optional</p> <p>Optional</p> <p>Positive</p> <p>—</p> <p>Negative</p> <p>—</p> <p>Optional</p>	Teacher	Interview

				Why?	Optional		
				Does the teacher promote chorus work in class?	Always_	—	
				Does the teacher use material when teach chorus work?	Rarely	—	
				Do you like chorus work activities?	Always_	—	
				What are the most common chorus work activities does the teacher use in the class?	Sometim es _	—	
					Rarely	—	
					Never__	—	

				<p>How many students does the teacher use when teach chorus work activities?</p> <p>Songs _____</p> <p>Dialogs_ _____</p> <p>Interactions_____</p>		
				<p>The students' chorus works activities?</p> <p>1- _____</p> <p>4 _____</p>		
				<p>The teacher applies chorus activities in class in large classes?</p> <p>1- _____</p> <p>6 _____</p> <p>8 _____</p> <p>10 _____</p>	Teacher	Observations guide
				<p>Chorus work is a positive way for the teacher?</p> <p>Yes _____</p> <p>No _____</p> <p>_____</p>		

				<p>The teacher uses material when teaching chorus activities in large classes?</p> <p>The teacher promotes speaking performance in chorus work?</p> <p>The teacher uses strategies to teach chorus work?</p> <p>The teacher uses techniques in large classes for improve speaking performance?</p> <p>The students understand the teacher</p>	<p>Always_</p> <p>—</p> <p>Sometim</p> <p>es_____</p> <p>Rarely</p> <p>—</p> <p>Never__</p> <p>Yes</p> <p>_____</p> <p>No_____</p> <p>—</p> <p>Always-</p> <p>---</p> <p>Sometim</p> <p>es___</p> <p>Rarely_</p> <p>—</p> <p>Never__</p> <p>—</p>	Teacher	
--	--	--	--	---	---	---------	--

				<p>explanation when teach chorus work?</p> <p>Yes ___ — No ___ —</p> <p>Always_ — Sometim es___ Rarely_ — Never_ —</p> <p>Yes___ — No___ —</p> <p>Always_ — Sometim es___</p>		
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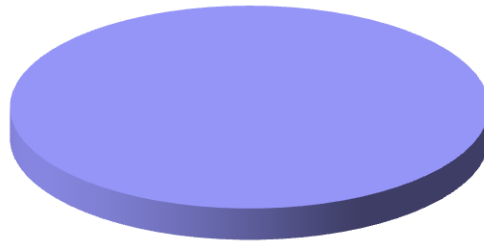


					Rarely ___Neve r___		
Speaking performan ce	Importance  Strategies for improving speaking	Speaking is a productive skill through an oral way	Planning	Does the teacher promote the active participation in the classroom?  Does the teacher promote speaking performance in chorus work?  What material does the teacher use when teach speaking performance in chorus work?  Do you	Yes ___  No____  Always_ ___ Sometim es ___ Rarely_ ___  Magazin es____ - Pictures ___ Flashcar d_ Tape	Students	Survey

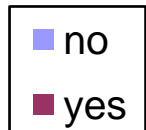
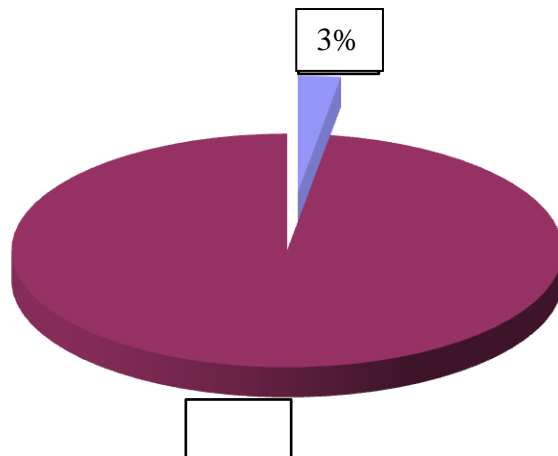
				<p>understand the teacher explanation?</p> <p>Do you like speaking performance in chorus work?</p>	<p>recorder —</p> <p>Yes____ —</p> <p>No____ —</p> <p>Yes____ —</p> <p>No____ —</p>		
The new curricular transformation	<p>Characteristics</p> <p>Components</p>	<p>Is a micro-system of the half of basic education which around of it plays others components that support it is development?</p>	<p>Planning</p>	<p>What is the new curricular transformation?</p> <p>Is the new curricular transformation well organized?</p>	<p>Optional</p> <p>Optional</p>	<p>Teacher</p>	<p>Interview</p>

				<p>What are the components of the new curricular transformation?</p>	Optional		
				<p>What are the characteristics of the new curricular transformation?</p>	Optional		
				<p>Are you working with the new curricular transformation? Justify it.</p>	Optional		

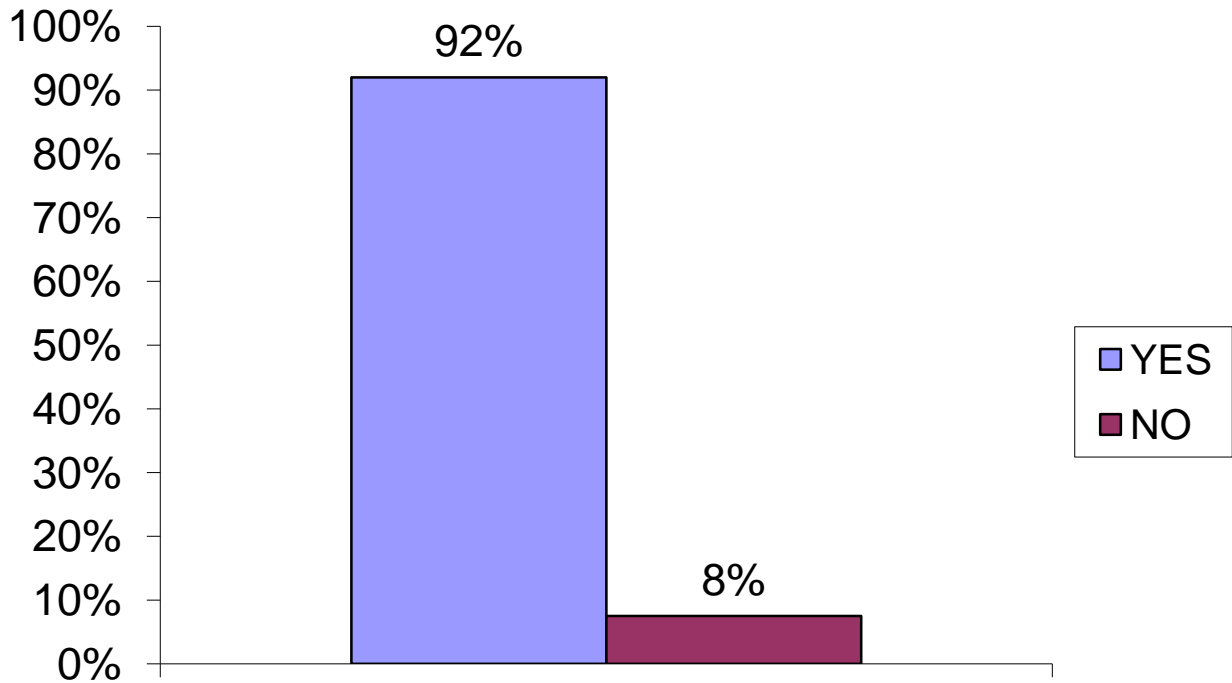
**1-Does the teacher promote active participation?**



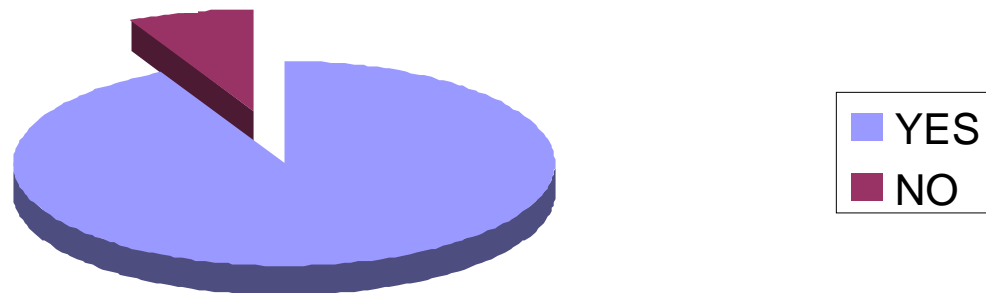
**2-Do you understand the teacher explanation on speaking performance?**



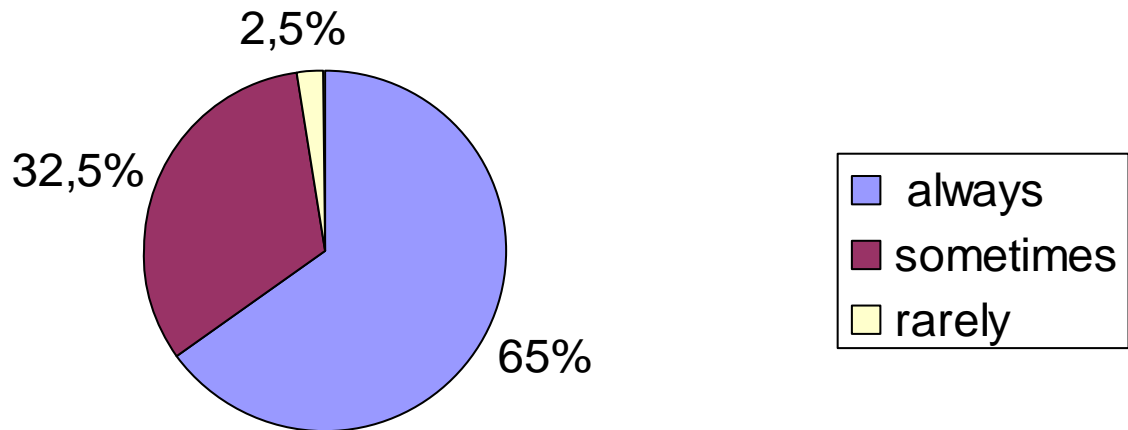
### 3-Do you like chorus work activities?



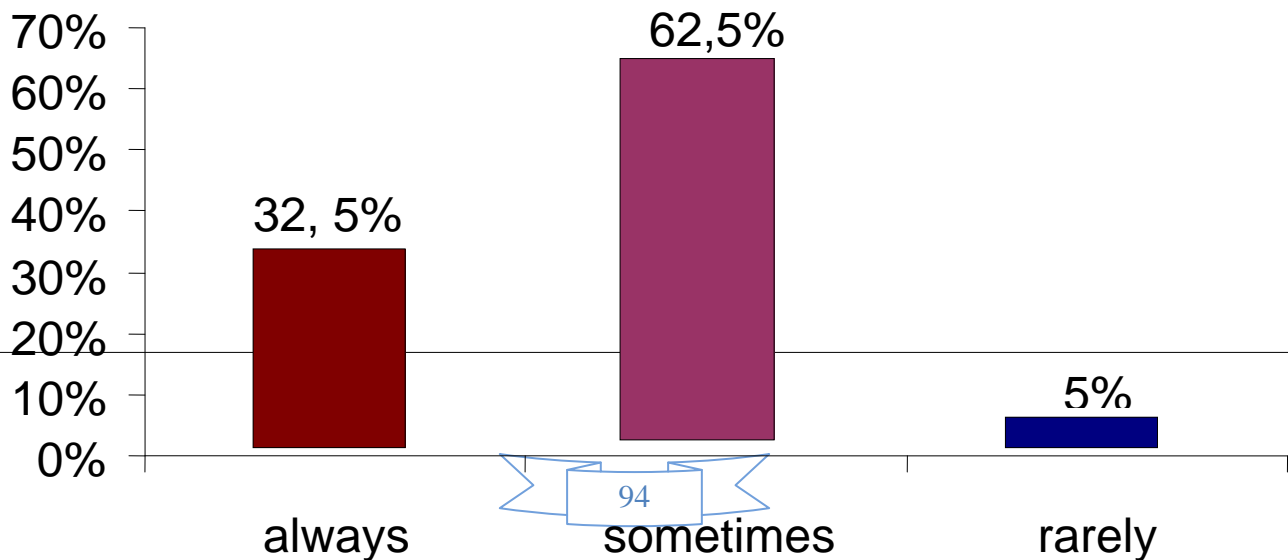
### 4-Do you like speaking performance in chorus work?



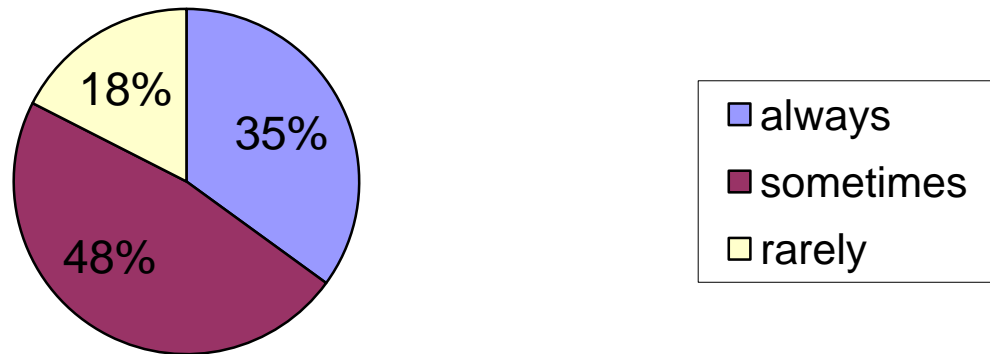
### 5-Does the teacher promote speaking performance in chorus work?



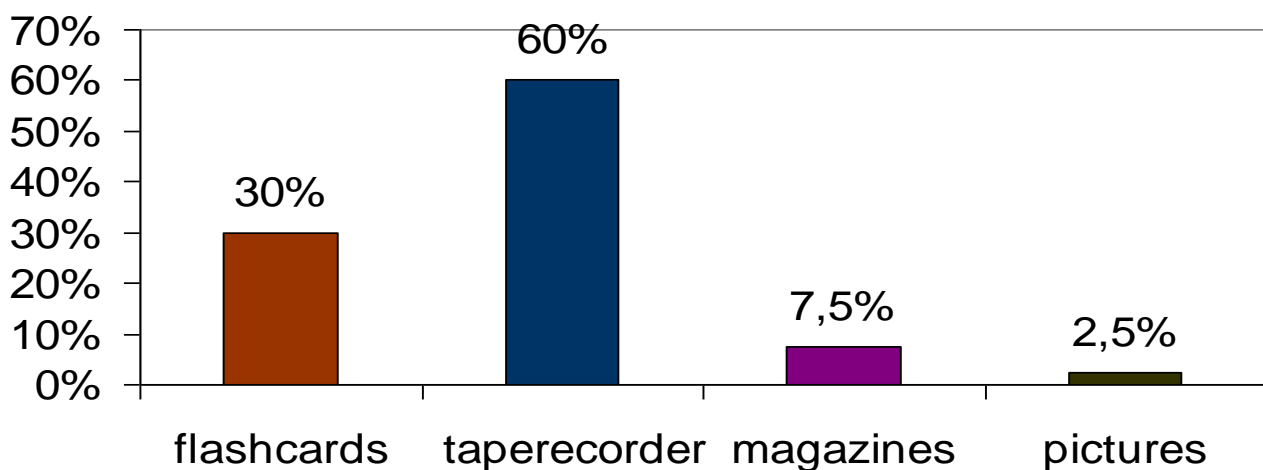
### 6-Does the teacher promote chorus work in large classes?



## 7-Does the teacher use material when applying chorus work activities?



## 8-what material does the teacher use when teaching speaking performance in chorus work?



### 9-What are the most common chorus work activities that the teacher use in the class?



### 10 - How many students are involved in chorus work activities

