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**Multimedia Material Proposal to practice Present Simple and Present
Continuous**

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**“Multimedia Material Proposal to practice Present Simple and Present
Continuous”**

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DEDICATORY

“Never give up on a dream just because of the time it will take to accomplish it. The time will pass anyway”

By Earl Nightingale

This research is dedicated to my beloved parents who have always been a source of inspiration, encouragement and stamina to undertake my higher studies. They still teach me how to face problems in life through their enthusiasm and faith in God.

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Chapter I

Introduction

1.0 Introduction

Along the last years, English has become a universal language, where people need to communicate to solve problems in life, to get a job, but at the same time to obtain a degree (The English Language Center, 2013). In this case, the youngsters stay in contact to learn English, and the teachers are still looking for new strategies to create and innovate materials students will feel interest, transmit security and motivation in English classes. For this reason, the use of songs in TFL helps teachers to create material where students are involved with technology and they can practice grammar in an entertaining and relaxing way.

This chapter is giving a brief introduction of the rationale for the topic selection and the significance of the study. It is followed by the context of the research, the aim of the study and explains the subdivisions of the aims. Finally, it presents the research questions.

1.1 Rationale for the topic selection

Currently, students need good tools to acquire a new language. For this reason, technology plays a significant role as support to teach English language with innovative activities. According to Shyamlee and Phil (2012) "multimedia technology plays a positive role in promoting activities and initiatives of student and teaching effect in English classes" (p. 151). In other words, the innovation of multimedia

technology in language teaching is very important because you can practice a new language and also brings out the material that we can use at the same time.

Furthermore, Shyamlee and Phil (2012) claimed that:

the emerging and developing of multimedia technology and its application to teaching, featuring audio, visual, animation effects comes into full play in English class teaching and sets a favorable platform for reform and exploration on English teaching model in the new era (p.151)

The author above mentioned that the multimedia resources in English classes are useful to explore the effects in students like a new model to acquire English language. In fact, this study is proposing a multimedia material to practice the difference between present simple and present continuous. This is an important research to develop since it is proposing the use of a multimedia material designed by the researcher of this study.

I.2. Significance of the study

The importance of the study is based on the fact that some other material proposals are needed to teach present and present continuous differences through the use of multimedia activities. This study is promoting the use of the proposed multimedia material in order to practice the previously mentioned grammar point in an English language laboratory.

This study, that is proposing a multimedia activity, will be helpful for students who are learning English language in The Pinar del Carmen High School in Tepeaca, Puebla. Additionally, it is important to mention that this material proposal will help some students who have problems with present tense grammar point.

1.3 Context of the research

The study was conducted at The Pinar del Carmen a Private bilingual High School incorporated to BUAP University. The school has good conditions; the infrastructure is excellent with chemistry and computers laboratories. Also, it has a playground and a cafeteria. The school is divided into 3 main sections: Elementary school with 12 classrooms, a library and psychological department. The Junior High School that has 6 classrooms, a library and a psychological department. And the High School that has 6 classrooms and a computer lab.

The English language teachers, who are also known as the English academy, have different material like Student's Books and Workbooks published by Pearson, flashcards, CD's, projectors in each classroom, tape recorders. It is also important to mention that the principal office pays for some of the extra material, for example, worksheets, copies and exams.

The main English program's goal is to implement the natural method of learning (listening-speaking, reading-writing) in the students. Thus, the main objective is to develop the skill of communication (speaking) in every social context.

The students in High School take six hours per week of English. Depending on the schedule, they take 45-minute lessons or 90-minute lessons. The subjects in English are Grammar, Spelling and Science.

1.4 Aim of the Study

The purpose of this research is threefold: first, to know the participants' opinions about using the multimedia material proposal to contribute to practice their knowledge of present simple and present continuous tenses in the English lab at High School level. Second, to compare students' performance in the present simple and present continuous by using the multimedia proposal through applying a pretest and post test. Finally, to know the participants' suggestions to improve the multimedia material proposal.

1.5 Research Questions

1. What are students' opinions about using the multimedia material proposal?
2. Based on the pretest and post test's results applied to participants, does the multimedia material proposal improve students' knowledge about present simple and present continuous? If so, how?
3. What are some of the participants' suggestions to improve the multimedia material proposal?

1.6 Conclusion

As noted above, this chapter explained the significance of the study that is promoting the use of the proposed multimedia material in order to practice Present Simple and Present Continuous. In addition, it included the aims of the study, research questions, and information about the participants to contextualize the research site at The Pinar del Carmen High School.

Chapter II

Literature Review

2.0 Introduction

In this chapter, the theoretical framework that supports this study is presented. Firstly, the topic of Second Language Acquisition is stated; it is related to language learning in the classroom. Secondly, Multimedia Language Learning mentions the function of technology in the classroom. Thirdly, the Method of Multimedia System mentions the importance of multimedia activities to practice English Language. After, the Importance of the Listening skill is explained and it is about how to practice this skill in class. In addition, the topic of Using Visual Aids as Authentic Material in ESL Classroom is presented as well as the Audio-Lingual Method where some songs are used in the English Language Classroom.

2.1 Second Language Acquisition

According to VanPatten and Benati (2015, p.1), "Second Language Acquisition (SLA) is a research field that focuses on learners and learning rather than teachers and teaching. It was focused on ways of providing opportunities for meaningful interaction in language classrooms". In addition to SLA definition as a research field, the authors above mentioned the relation between teachers and students and the opportunities they bring to the classroom to carry out significant communication. This research is interested in analyzing how the English-lab material proposal generates good conditions to practice the language as well as to acquire the grammar topics

(present simple and present continuous) students learn in the classroom. That is to say, this activity is focused on students' learning rather than on teachers' teaching.

Similarly, Garibaldi Stefánsson (2013) mentions that "there are different ways to acquire a second or a foreign language. It can be in a formal way as in a classroom environment or informal way such as when the learner picks up the language by being culturally active participant of the society" (p. 5). In other words, acquiring another language can be done in the classroom or in real life situations, thus the contexts can change. Specifically in this research, the process of acquiring a second language will be developed in the laboratory; consequently, the researcher of this study believes that it would be more significant since students will use different tools and technology to learn a second language.

2.2 Multimedia language learning

"Computer technology has become a part of every-day activities in such an amount that present generations must be computer literate no matter what his/her expert of scientific field might be" (Dovedan, Seljan, and Vučković, n.d., p. 1). The authors above mentioned the technology is an important tool for the students to learn a new language. For this reason, the multimedia activities are a good option to practice and understand grammar rules in the lab.

In the same manner to Dovedan, Seljan, and Vučković, (n.d.), Ramaiah (as cited in Sardana, 2002) mention that "multimedia can be defined as a process that can handle text, still images, video, sound and animated graphics" (p. 617). The citation

above mentioned that multimedia activities can be audios, or videos. For this reason, *Listen to your heart* song is used like a video in this research.

USF (n.d.), says that “multimedia is used for reference or instruction, or activities that directly engage the students in using multimedia to construct and convey knowledge” (para. 2). Thus, the use of multimedia when teaching English as a FL or as SL would enhance knowledge acquisition. Likewise, Joshi (2012) mentions that:

Traditionally classroom situation is teachers stand in front of the students, giving explanations, informing, and instructing. They usually use chalk to write something on the blackboard. These technique needs slightly to be modified regarding with the development of the technology (p. 34).

In this citation, Joshi mentioned that a traditional teaching method that teachers apply is not always the best thing to do when teaching. In fact, he highlighted that technology is important to be used in the classroom. For this reason, it is important to apply new strategies to evaluate students by using technology.

2.2.1 Method of Multimedia Systems

According to Dovedan, Seljan, and Vuéković. (n.d.) the multimedia system “has been proved that students generally enjoy working with computers, and this fact should be used to motivate them during their learning process”. (p. 2).

In this case, the technology is essential to describe the learning process where students use computers in their classroom. After that, it is important to understand the use of multimedia resources where students and teachers can find a more accessible way to practice English language.

Dovedan, Seljan, and Vuéković (n.d.) mentions that “the new technology has to be seen as a possibility of a new kind of communication and as a help to a teacher whose role is irreplaceable” (p. 1). The authors above mentioned the multimedia on computers are the combination of text, images, sound, animation and videos. For this reason, this research is focusing on a specific designed material where students can practice the grammar structures inside the lab by using some technology like computers and multimedia software.

Similarly, Gale (2007) supports that technology “also can be found across industries such as accounting, banking, communications, education, entertainment, insurance, manufacturing, medical, retailing, and real estate. Anywhere there is a need for combining text, pictures, sounds, and animation, multimedia systems are found” (para. 2). This means that technology not only helps education but also other industries where it is needed. In the case of this research, multimedia material and a technology laboratory were used to practice English language.

2.3 Importance of Language Listening Skill

According to Yıldırım & Yıldırım (2016), listening skill “is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values” (p. 2097). The citation above implies an evident connection between the listening skill and education by using authentic material. In this case, the song, the material proposed as a multimedia activity to work the grammar points, present simple and present continuous, looks to encourage language learning through listening skill.

Supporting the previous statement, the British Council (n.d.) mentions that “there are recordings of different situations and interactive exercises that practise the listening skills you need to do well in your studies, to get ahead at work and to communicate in English in your free time” (para. 2). This means that there exists different types of material to practice the listening skill; moreover, they mentioned that recordings and different activities that involve multimedia system are usually the ones used to practice the listening skill of any language. Particularly, this experimental research trains this skill by using *Listening to your heart* song to involve students in the listening practice.

2.4 Authentic Materials

Laniro (2007) mentioned that “authentic materials are not created specifically to be used in the classroom, but they make excellent learning tools for students precisely because they are authentic” (p. 2). The author above mentioned the use of authentic materials in the class but in other places, because these are new tools where students can learn with them. For this reason, the students at the research place work in the laboratory using authentic and multimedia material. Therefore, this investigation is focused on the impact of multimedia material.

Additionally, the British Council (n.d.) mentions that whenever teachers design materials, they should consider the *usual* factors:

- topic
- target language area
- skills

- students' needs and interests (para. 4)

Particularly, in this research, the proposed multimedia material works with Present Simple and Present Continuous as the grammar point to work in class. Moreover, English is the target language, and the listening skill is the one that will be worked during this experimental research.

2.4.1 Sources of Authentic Materials

Berardo (as cited in Akbari and Razavi, 2016) mentioned that “the most common sources are newspapers, magazines, TV, video, radio, literature, and the Internet” (p.109). The citation above mentions different materials to practice in the class. In the context of this research, the material proposed is a video song where students can practice the listening competence.

According to Gebhard (as cited in Qamariah, 2016) authentic materials are classified as enlisted below:

1. Authentic Listening-Viewing Materials: TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches.
2. Authentic Visual Materials: Slides, photographs, paintings, children' artwork, stick-figure drawings, wordless street signs, silhouettes, pictures from a magazine, ink blots, postcard pictures, wordless picture books, stamps, and X-rays.
3. Authentic Printed Materials: Newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules (p. 3).

According to this author, authentic materials are divided in 3 different types: listening-viewing, visual and printed authentic materials. For instance, in this experimental research, it is applied an example of Listening-Viewing authentic material which is the song named *Listen to your heart*. Additionally, it was used a worksheet as well thus it means that it is used also the Printed authentic material.

There, students have the lyrics of the song and some exercises to practice Present Simple and Present Continuous tense.

2.4.2 Using Visual Aids as Authentic Material in ESL Classrooms

New generations of learners use visual learning with multimedia technology.

According to Macwan (2015) “the use of visual aids such as pictures, posters, postcards, word calendars, charts, graphic organizers, picture books, television, videos, clips, short films, documentaries and computers can help learners easily understand and realize the main points that they have learned in the classroom” (p. 2). In other words, the use of authentic visual allows learners to understand better what they learn in the classroom. For this reason, in this research the proposed video, “Listen to your heart” by Roxette, is considered a visual aid which is used in the laboratory. So, one of the objectives mentioned above is to know how this kind of material contributes to students’ understanding of grammar.

Similarly, Canning-Wilson (as cited in Ramírez, 2012) indicates that the teacher and students can use visual material to support the purpose of any language learning activity. In this case, the purpose to see the video *Listen to your heart* song is to keep

students' attention and focus to answer the proposed activity related to the Present Simple and Present Continuous tenses.

2.5 Language Centers/Laboratories

Konar (2011) says that language laboratories have an important role during the class, where students can practice the language using innovating activities in a visual form. Furthermore, Konar (2011) claimed that:

Language laboratories are designed to teach you, the student, through innovative methods of learning. The laboratory focuses on student-centred learning. It is you the student and not the teacher, who is the centre of learning in the language classroom. The teacher's role is like a facilitator of learning. Your teacher has to be creative, innovative, and design the activities in the laboratory. So, language learning is practiced through interactive sessions, and stress is given to pair work and group work (p. 28).

The author above mentioned that the practice of English class will be innovative if students practice what they learn in the classroom since this perspective is focused on the student learning. In the context of this research, students do activities at the laboratory where teachers only monitor their performance, and students can work with innovative activities in the laboratory.

Education, Language Labs. (2019) mentions that “the language lab is a very useful tool that facilitates classroom engagement and interaction via computer based exercises and activities to maximize language immersion”. (para.1). That is to say, students can use the interactive activities during the class to be involved in the target

language context. In addition, English lab is a good tool to involve the previous knowledge in the classes.

2.6 Audio-Lingual Method

According to Nassaji and Fotos (2011), “the Audio-Lingual Method did not present grammatical rules in the same way as the Grammar Translation Method did.” (p.3) The author above mentioned that the Audio-Lingual Method did not have rules to explain activities focusing on grammar aspects just like students, participants in this study, are provided the activities in the laboratory.

Similarly to Nassaji and Fotos (2011), Rhalmi (2009) states that the audio lingual method “is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns” (para. 5). That means to acquire pronunciation and grammar aspects without rules. In this study the multimedia material proposal was to leave out an explicit grammar explanation of tenses used in the activity. Additionally, Taylor (2003) mentioned that the Audio Lingual method should have the following characteristics:

- Drills are used to teach structural patterns
- Set phrases are memorised with a focus on intonation
- Grammatical explanations are kept to a minimum
- Vocabulary is taught in context ● Audio-visual aids are used
- Focus is on pronunciation
- Correct responses are positively reinforced immediately (para. 6) Within

this study, the explanation about present simple and present continuous

tenses was minimum, and only audio-visual aids were used; for instance, *Listen to your heart* song. As a matter of fact, this research was considering many of this audio lingual methodology characteristics.

2.7 Songs in the English Language Classroom

Using songs is a well-known activity in ELT contexts to practice not only listening, but also pronunciation, vocabulary, grammar, and other competences. According to Simpson (2015) “the language level of your class will determine not only which songs you can use, but also what other activities” (para. 5). The citation above mentioned that the students can use songs depending on the English level. For this reason, the students will listen to a song according to the basic level and easy to understand the lyrics.

In contrast to Simpson, Villalobos (2008) implements the use of songs to teach pronunciation. The author mentions that:

“there are many different advantages of using songs: establishing a positive learning state, energizing learning activities, increasing attention, improving memory, releasing tension, enhancing imagination, developing inspiration and motivation, and adding an element of fun (p. 95).

Even though the objective of this research is to help students improve and better understand the present simple and present continuous grammar rules, the reason to use a song is to motivate students to learn in a relaxing way. Moreover, Hornby (as cited in Reina, 2013) mentions that a “song is also a great language package that bundles culture, vocabulary, listening, grammar and a host of other language

skills in just a few rhymes” (p. 124). Thus, *Listen to your heart* song is a material that has the purpose to teach grammar skill.

2.8 Conclusion

In this literature review chapter some of the most important theoretical concepts related to the study were explained. In short, the authors above mentioned in this chapter support the ideas and the development of this research. In the following chapter, the research methodology of this study is stated.

CHAPTER III

Research Methodology

3.0 Introduction

This chapter explains the methodology of this study. First, the methodological paradigm is stated. Second, the description of the geographical context is explained, where the instrument was applied to collect the data. Third, participant information is presented. Next, a description of the research instrument is given in order to contextualize the readers about this investigation.

3.1 Methodology

According to Kothari (2004), “quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity.” (p. 3). In other words, the quantitative research will identify more easily the problem in a graphic, we can collect information in numerical form to explain a specific problem. This method is useful because you can ask some questions to quite large amounts of participants. Finally you will obtain information using statistics or numerical information by identifying the participants, the percentages or comparing the results in the research.

Moreover, Kothari (2004) claimed that:

“Qualitative research is a type of research aims at discovering the underlying motives and desires, using in depth interviews for the purpose. Other techniques of such research are word association tests, sentence completion tests, story completion tests and similar other projective techniques" (p.3).

He mentions that qualitative research expresses arguments or explanations about the problem or explore what is happening in the situation. This method is fundamental to make social interpretations of a phenomenon based on data collected from human social groups.

In this research, the paradigm that was used is a mixed method, qualitative and quantitative since the interpretation of the phenomenon is based on data collected through a survey and tests with percentages and scores to explain the results.

3.2 Context

The research is applied in a BUAP incorporated high school named Pinar del Carmen which is a Private School in Tepeaca, Puebla. According to Colegio El Pinar del Carmen (n.d.), the institution was founded in September 5th in 1992 with kindergarten and elementary sections only with 47 students registered with the official ID 21PPR0724R. After that, the junior high school section was founded on September, 5th 1994 with 32 students with the federal registration number 21PESO401C. Finally, it was founded the High School section in August 22nd in 2010 incorporated at the BUAP with the key 82-48 with 53 students.

The main goal of the English Academy is to implement the natural method of learning (listening-speaking, reading-writing) with the students. The main objective is to develop the skill of communication (speaking) in every social context. The sections of Elementary, Junior High School and High School level work with only 3 subjects

which are given in English language: Grammar, Spelling and Science, each one lasts two hours. This means that students have 6 hours of English language per week.

The function of these subjects are the following:

- **Grammar:** Students need to learn how to construct questions and answers using grammar rules according to the context of each unit of their book. In addition, each class is planned according to the level, using readings, and audiotapes to increase grammar knowledge.
- **Spelling:** Students need to identify vocabulary according to the context of each Unit of their book. They can use flashcards and audiovisual material for a better pronunciation of each one. In each lesson, students are practicing with dictation of words, according to the vocabulary of each Unit of the book.
- **Science:** In this subject the teacher focuses on the use of vocabulary for a better comprehension of texts and videos to present examples in real life and elaborate simple experiments at home according to the contents of the book.

3.3 Participants

This study was carried out in a classroom of 12 students between 15 and 17 years old. They are in the Basic II level of English. This level is A2; according to the school's categorization based on the CEFR.

The participants are 8 boys and 4 girls and all of them live close to Tepeaca (See Table 3.1), which is at the center of Puebla State.

Participants	Age	Level
2 boys	15	A2
4 girls	16	A2
4 boys	16	A2

2 boys	17	A2
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Table 3.1 Participants information

3.4 Description of the overall research design

After the school and the English coordination authorized to carry out this research, explaining to them the objectives of the research, the instruments were applied. In this study, a survey was applied to collect information about the use of Multimedia Material Proposal.

First of all, the participants were applied a pre-test on May 28th, 2019 related to the use of *present simple* and *present continuous* to know the pre-knowledge of these grammar tenses. Secondly, the participants answered the multimedia material proposal in the laboratory of the school, on May 29th, 2019. At the beginning of the activity, the teacher gave the instructions and checked that the material was correct to be able to answer the activity. After that, students had 45 minutes to answer this. The teacher asked students what was the meaning of the title “Listen to your heart” song. The students were mentioned some examples about the situation of the song. After that, students looked at the video “Listen to your heart” song by Roxette in the computer, and at the same time they used the multimedia material proposal to identify the verbs that were in gaps to complete in *present simple* and *present continuous* tenses. The song was repeated many times so they could identify the answers. At the end of the activity, students answered a final question to identify the main idea of the song.

Thirdly, the students were applied a post-test to evaluate their knowledge with the Multimedia Material Proposal. At the beginning, the teacher gave the instructions to

answer the test. After that, students checked the exercises related with *present simple* and *present continuous*. The teacher monitored the evaluation during the 45 minutes of the Grammar class.

Fourthly, the students answered a 5-question survey on June 9th, 2019. They wrote some suggestions according to the application of the multimedia material proposal in the lab.

Dimitrov and Rumrill (2003) mentioned that pre-tests and pots-tests “widely used in behavioral research, primarily for the purpose of comparing groups and/or measuring change resulting from experimental treatments” (p.159). That is to say, comparing and measuring data in research is fundamental to know the changes before and after the application of certain teaching-learning instruments or methods. In this case, the purpose of this study is to compare the evaluations of the tests before and after working on the material proposal to know the increase of knowledge about grammar aspects of present simple and present continuous.

3.5 Instruments

In this study, three different kinds of instruments were utilized to obtain relevant data. Likewise, the results can be evaluated and they help to compare the data analysis of this research. First, a pre-test was applied. After that, students worked on the material proposal. Then, they answered a survey and finally a post-test was applied to collect data regarding the effect of using the material proposal. In the next section, details about the instruments are given.

3.5.1 Survey

Kothari (2004) states that “surveys are concerned with describing, recording, analysing and interpreting conditions that either exist -or existed” (p.120). The author above mentioned the importance to describe, analyze and interpret the data collection in research.

According with Burns (2010, p.82) “likert scales (named after their inventor) are the most common and ask people to give the degree to which they agree with something usually by circling or ticking the responses”. The author above implies the option that the participants can circle or tick the options to obtain the information. In this case, the survey has 5 closed-ended questions where the participants can tick to obtain the responses.

The “open-ended questions are questions that can be answered in depth and allow for original, unique responses, without being limited by multiple choice or a ‘yes’ or ‘no’ option” (Dossetto, 2019, para. 5). In this citation, it is mentioned the type of questions used in a survey. It is important to mention that the survey in this research has 5 yes-no multiple choice questions and 1 open-ended to collect suggestions of the participants.

3.5.2 Pre-Test and Post-Test

Bonate (2000) argues that “there are two general types of pretest-posttest designs. The first type is when a single subject is measured on two separate occasions and the researcher wishes to determine if there is a difference between the first and

second measurements” (p.1). The author above implies that a pretest and posttest are a measure of a subject to evaluate before and after the aspects to compare results.

In this research, the participants need to take a pretest before using the multimedia material proposal (where they practice present simple and present continuous). After that, the teacher evaluates again applying a Post-test.

3.6 Data analysis

Participant	¿Te gusto el material multimedia?	¿El material fue entendible?	¿Con este material practicaste y/ o reforzaste los puntos gramaticales en el laboratorio?	¿Te gustaría que se aplicaran materiales así en el laboratorio frecuentemente?	¿En el laboratorio contaste con lo necesario para trabajar este material?	¿Qué sugerencias harías para la mejora de este material?
P1	bueno	adecuado	bueno	excelente	adecuado	Hacer constantemente las actividades
P2	bueno	excelente	bueno	excelente	excelente	Ponerlo en practica y seguir mejorando.

Table 3.2 Participants' answers to the survey

The data collection was collected through the application of an activity by using multimedia activity (a song), a survey about the use of the multimedia activity, and the application of a pretest and a posttest; before and after the multimedia activity. First of all, as it can be seen in table 3.2, after the application of the multimedia activity, the information was organized as shown in the following chart. It is important to mention that the instrument was applied in Spanish because the students' English level is A2.

In the first column, the number of participants is given. The questions were answered by using a scale from “necesita mejorar” (improvement needed) to “excelente” (excellent). Students chose the word they considered the best.

In the first 5 questions the students used the scale mentioned above. The first question refers to how much they liked the material proposal. The second asks if it was easy to understand. The third one deals with the practice that students carried out by using the proposal material to improve the present simple and present continuous. The question number 4 is focused on the students’ opinions to know if they would like to frequently use this kind of activities in the laboratory. The fifth question asks if students considered they had the required resources to work on the activity. In the question number 6 students found an open question; they wrote what they thought could improve the material proposal.

PRE-TEST Scores		POST-TEST Scores	
Participant	Score	Participant	Score
1	0.4	1	9.5
2	0.3	2	8

Table 3.3 Collection of participants scores before and after using the Multimedia Material Proposal

Second of all, after the application of the pretest (APPENDIX C) and posttest (APPENDIX D), the data was organized as it can be seen in table 3.3. The scores measured from 0 to 10. Zero is the lowest mark and ten the highest. Through this chart, it can be seen the impact of practicing with the multimedia material proposal.

Multimedia Material Scores

Participant	Score
1	9.5
2	9.5
3	9.8
4	9.3

Table 3.4 Results of the Multimedia Material Proposal per student

Finally, the scores collected through the application of multimedia material proposal activity were collected and organized as shown in table 3.4. The activity was graded similarly to the tests; from 0 to 10. It is essential to mention that the lowest score obtained by students was 9.3 and the highest was 10. It might show that the activity was clear and understandable for students to practice the grammar point studied in this research.

3.7 Conclusion

In this chapter the data collection procedure was described. The way the information was collected and organized, regarding the application of the pretest and posttest, the multimedia material proposal and the survey, could be seen in the charts above. In the following chapter the results are presented.

CHAPTER IV

Results

4.0 Introduction

This chapter aims to explain the results of this study by answering its research questions. After that, the description of the multimedia material proposal and how we use it is stated in the case that someone else is interested in trying it with their own teaching groups.

4.1 Research Questions' Answers

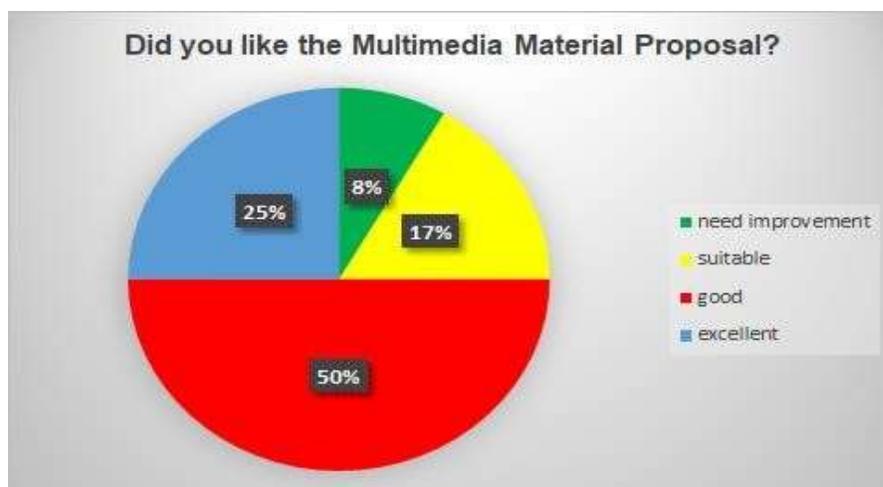
In this section of the thesis, the obtained findings are focused to answer the following research questions that were stated since Chapter I:

- *What are students' opinions about using the multimedia material proposal?*
- *Based on the pretest and post test's results applied to participants, does the multimedia material proposal improve students' knowledge about present simple and present continuous? If so, how?*
- *What are some of the participants' suggestions to improve this multimedia material proposal?*

4.1.1 Answer to RQ1: What are students' opinions about using the multimedia material proposal?

The principal objective of this research question is to know participants' opinions about using the multimedia material proposal which may contribute to help them to

practice their knowledge about Present Simple and Present Continuous tenses in the English laboratory.

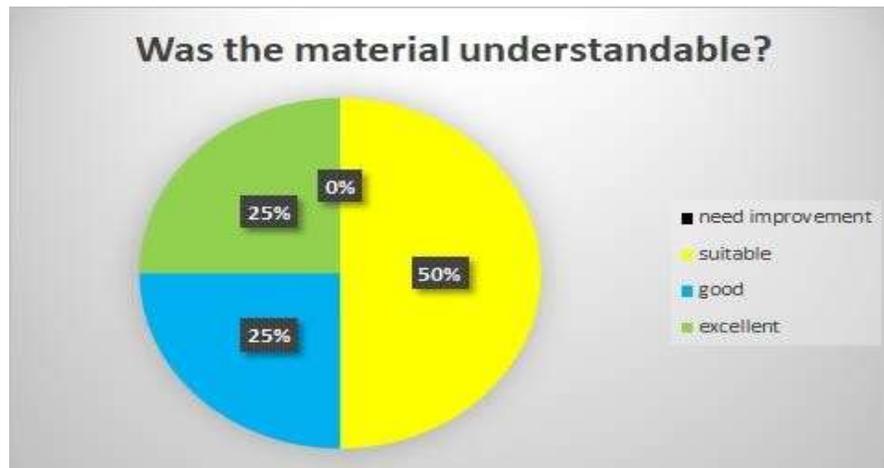


Graph 4.1 Participants' opinion about material, like or dislike

As it can be seen, Graph 4.1 presents the percentages that were obtained from the first question in the survey: *Did you like the Multimedia Material Proposal?* The lowest percentage, in color green, shows that only 8% of the participants mention that the material needed improvement. Results, in yellow color, shows that 17% of the participants mentioned that the material was suitable. The third result, in color blue, demonstrates that 25% of the participants believed that this material proposal is excellent. Finally, the highest percentage obtained from this question states that 50% of the participants think that the material is good.

As it can be seen, 75 % of the students showed a positive attitude regarding the *multimedia material* used in the lab (good and excellent thoughts). This answer is supported by Dovedan, Selijan, and Vučković. (n.d.) who claim that it "has been proved that students generally enjoy working with computers, and this fact should be

used to motivate them during their learning process” (p. 21). As a matter of fact, the use of technology, when applying this multimedia material proposal, is attractive and enjoyable for the majority of participants rather than using traditional materials.



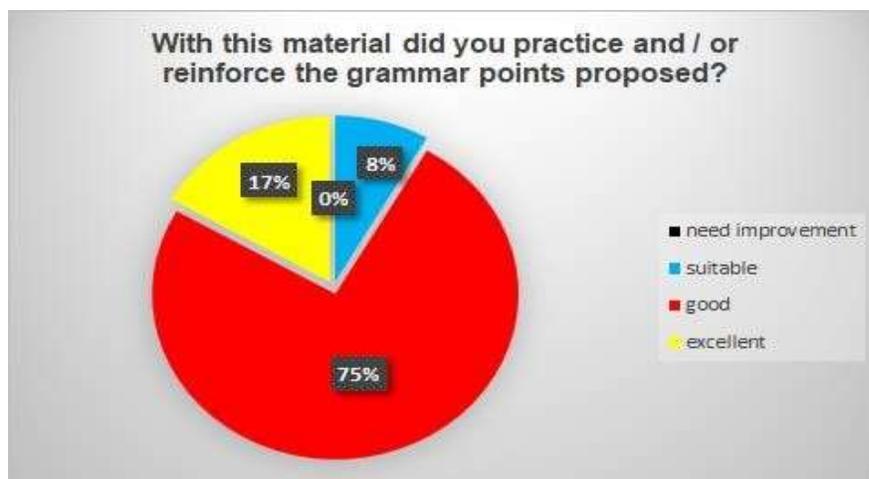
Graph 4.2 Participants' opinion about material, understandability

Graph 4.2 presents information related to this multimedia material proposal's understandability: *Was the material understandable?* The first result is that 0% of the participants said that, related to understandability, this material proposal needed no further improvement. The second result, in yellow color, demonstrates that 50% of the participants believe that the material is suitable in understandability. Finally, the third result, in blue, shows that 25% of the participants believe that the material's understandability is good as well as another 25% of participants that believe that material is excellent in understandability (green color).

According to Dovedan, Seljan and Vučković, (n.d.), "computer technology has become a part of every-day activities in such an amount that present generations must be computer literate no matter what his/her expert of scientific field might be"

(p. 1). This fact, seems to suggest that these participants find understandable this multimedia material proposal since 100% of them said it is understandable (25% excellent, 25% good and 50% suitable).

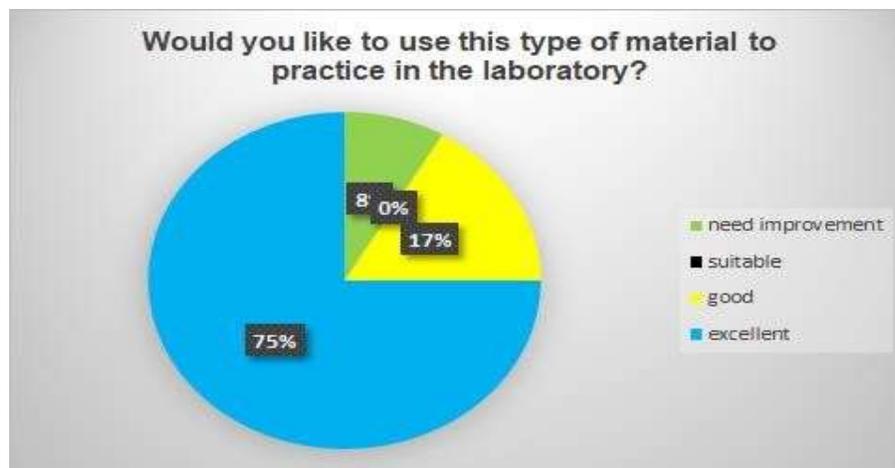
Graph 4.3 presents the percentages about what participants believe about the reinforcement that this material proposal can bring to them. The question was: *With this material did you practice and/or reinforce the proposed grammar points?*



Graph 4.3 Participants' opinion about material, reinforcement of knowledge

The first result shows that nobody believes that this material needs to be improved. The second percentage, in blue color, demonstrates that 8% of the participants claimed that this material reinforces the proposed grammar points suitably. The third result, in red, demonstrates that 75% of the participants believe that this is a good material to reinforce present simple and present continuous tenses; meanwhile, 17% of the participants mentioned that this material is excellent to reinforce their learning of the previously mentioned grammar points.

Regarding Shyamlee and Phil's research (2012), multimedia activities "play a positive role in promoting activities and initiatives of student and teaching effect in English classes" (p. 151). In other words, this effect talks about the obtained students' reinforcement through the use of this multimedia material since 92% of the participants stated that this material proposal *helped them to reinforce what they learned about Present Simple and Past Simple* (more than only suitable material: 75 % good + 17% excellent).



Graph 4.4 Participants' opinion about material, usage

Graph 4.4 presents the results that were obtained from the question related to usage in the survey: *Would you like to use this type of material to practice in the laboratory?* 75 % would like to use this kind of material in the English laboratory as opposed to 8 % who stated that the material needs improvement. 17 % mentioned this material is a good option to use in the laboratory. With this respect, Konar (2011) claimed that:

Language laboratories are designed to teach you, the student, through innovative methods of learning. The laboratory focuses

on student-centred learning. It is you the student and not the teacher, who is the centre of learning in the language classroom. The teacher's role is like a facilitator of learning. Your teacher has to be creative, innovative, and design the activities in the laboratory. So, language learning is practiced through interactive sessions, and stress is given to pair work and group work (p. 28).

That is to say, if students like this kind of material, teachers might want to innovate activities for students to practice the foreign language, since the majority of the participants would like to use visual activities (innovative) in the language laboratories.



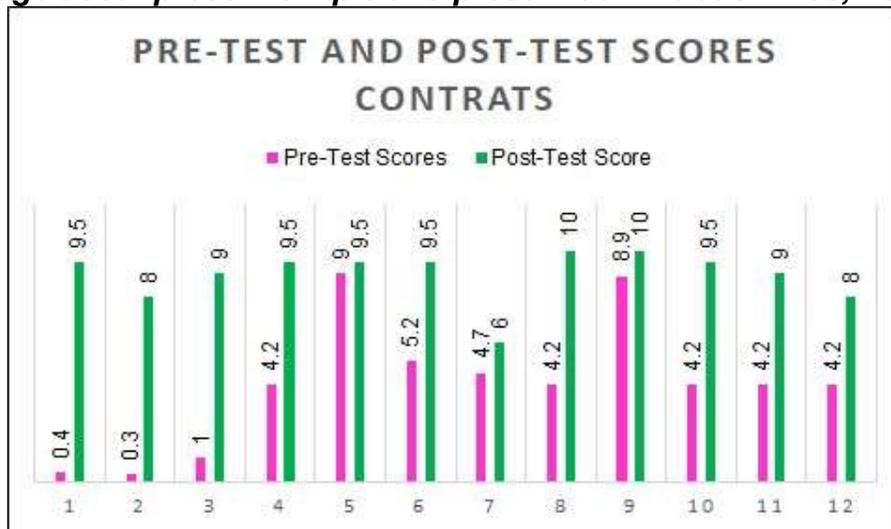
Graph 4. 5 Participants' opinion about material's sufficiency and appropriateness

The Graph 4.5 presents the percentages that were obtained from the fifth question in the survey; was the material in the laboratory sufficient and appropriate to work on the grammar point practice? The yellow segment shows that 42 % of the participants positively stated the academic and resourcing conditions in the laboratory were excellent. In contrast, a small minority expressed the conditions in the lab were

suitable. For 25 % of the students the laboratory is good to work on the material proposal while the other 25 % stated it need improvement.

This question is supported by Education, Language Labs. (2019) where it mentions that “the language lab is a very useful tool that facilitates classroom engagement and interaction via computer based exercises and activities to maximize language immersion”. (para.1). It means that 75% of the participants used the interactive activities in excellent laboratory conditions.

4.2.2 Answer to RQ2: *Based on the pre tests and post tests’ results applied to participants, does the multimedia material proposal improved students’ knowledge about present simple and present continuous? If so, how?*

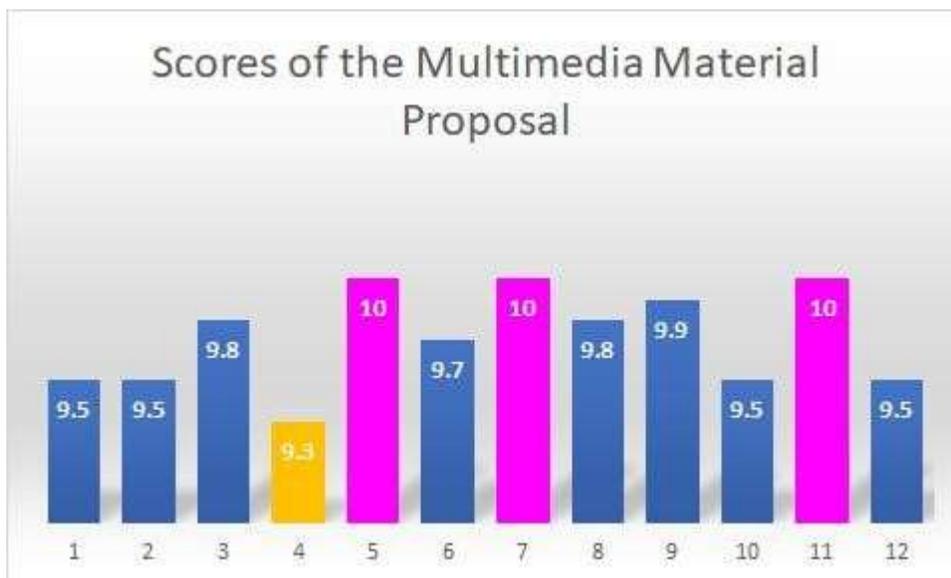


Graph 4.6 PRE-TEST AND POST-TEST scores contrast

As it can be seen, Graph 4.6 presents the results of the pre-test (pink color) vs posttest (green color). Mainly, the pink columns show the lowest scores from each participant’s test and they belong to the pre-test. The highest score in the pre tests is 9 and the lowest is 0.3; this means that most of the participants did not have

knowledge of how to use those grammar points (Present Simple and Present Continuous).

Conversely, the green columns display where all participants obtained higher scores than the pre test results. In the post tests, the highest score is 10 and the lowest is 6. All of these scores are obtained after the application of the multimedia material proposal. This means that based on the pre tests and post tests' results, it can be said that this material proposal helped participants to improve their knowledge about present simple and present continuous.



Graph 4.7 Scores of the Multimedia Material Proposal

In the Graphic 4.7, the scores students obtained from the multimedia material proposal can be seen (see APPENDIX B). It is important to mention that the grammar points studied in this research were practiced through this activity. The highest scores are in pink, which is 10. The lowest score is 9.3 that is in yellow. It might be said that the rest of the participants obtained good results; as the blue bars show.

The information above seems to suggest that the Multimedia Material Proposal was a good tool to teach the grammar points (Present Simple and Present Continuous). Thus, the participants better understood and consolidated the knowledge regarding these tenses.

4.2.3 Answer to RQ3: *What are some of the participants' suggestions to improve the multimedia material proposal?*

<i>P</i>	<i>¿Qué sugerencias harías para la mejora de este material?</i>
<i>1</i>	<i>Hacer constantemente las actividades</i>
<i>2</i>	<i>Ponerlo en práctica y seguir mejorando.</i>
<i>3</i>	<i>Mejorar el audio del multimedia, y tener todo a la mano.</i>
<i>4</i>	<i>Ninguna, considero que el material fue el adecuado.</i>
<i>5</i>	<i>Que estas actividades se realicen más o sean más constantes.</i>
<i>6</i>	<i>Mejorar el material de trabajo.</i>
<i>7</i>	<i>Mejorar la calidad del sonido, y resolución 8k.</i>
<i>8</i>	<i>Practicar más con estas actividades.</i>
<i>9</i>	<i>Que haya buen audio y canciones.</i>
<i>10</i>	<i>Practicar canciones diferentes y continuas.</i>
<i>11</i>	<i>Canciones conocidas, que practiquemos más porque son buenas actividades</i>
<i>12</i>	<i>Realizar más prácticas como esta, ya que nos ayudan a practicar vocabulario y verbos.</i>

Table 4.8 RQ3's answers

The chart above shows the participants' suggestions (see APPENDIX A) related to the multimedia material proposal.

Positive suggestions came of the survey; 6 participants out of 12 mention that they want to practice with different songs; even though, this is not a suggestion to improve the material. Besides, 4 of the participants suggest that the material could be better if the sound and resolution are improved. In addition, and equally important as the previous ones, the rest of the participants gave different suggestions. One of these is to utilize more popular songs. Another suggestion is to add more vocabulary and verbs which would improve the material in terms of amount of vocabulary

As noted above, the suggestions are connected with the grammar practice and the participants' motivation. Thus, it might be concluded that the multimedia material proposal is a good tool to contribute to practice their knowledge of present simple and present continuous tenses in the English lab at High School level. The material proposed and used in this research, a video song, helped students not only to practice the listening competence, but also to better understand the grammar (see APPENDIX B).

4.4 Conclusion

In this chapter the analysis of the research was presented. The analysis of each research question was described. To sum up, the analysis presented the way students improved their performance in the present simple and present continuous through the implementation of the multimedia material proposal. In the next chapter, the conclusion of the results and the whole thesis are shown.

CHAPTER V

Conclusion

5.0 Introduction

In this chapter of this thesis, there are explained the research contributions, limitations of the study and some suggestions for further research that can help some future researchers to improve this study. Finally there is presented a brief reflection about this study's development.

5.1 Research Contributions

This study is promoting the use of a multimedia material proposal in order to practice Present Simple and Present Continuous grammar points in an English language laboratory. At the same time, this study is not only proposing a multimedia activity for this specific context but to any other that can be helped by using it. However, so far this multimedia material proposal has been helpful for students who are learning

English language in The Pinar del Carmen High School in Tepeaca, Puebla. Additionally, the researcher of this study believes that this material can be improved as stated in the following section named: suggestions for further research.

5.2 Limitations of the study

Although this research was carefully prepared and it reached the aims, there were a couple of limitations when developing this study. First of all, this research was interrupted by different causes such as national celebrations and school activities. And second, the English language laboratory is not available for everyone all the time. The coordinator gave permission to this researcher to use the laboratory; however, it was hard to schedule this practice because some other teachers wanted to use this laboratory as well. In easy words, the biggest limitation is the lack of technological support that this school can give to all English language teachers in order to use multimedia material.

5.3 Suggestions for further research

Even when this research has contributed and proposed multimedia material to practice the listening skill and specific grammar tenses in the language laboratory, it is important to carry out further research throughout different perspectives or problems to work with students.

The first suggestion for researchers is to work with a different multimedia material based on different songs and different rhythms. Moreover, the adaptation of new vocabulary in the activities would depend on the topic of the new songs. Additionally,

the practice of different grammar points is suggested, not necessarily songs with Present Simple or Continuous tenses should be proposed.

The second suggestion is based on the age of the participants. According to the adaptation of new songs, the future multimedia material proposal can be applied to kids or adults. Furthermore, this multimedia material can have pictures related to the proposed songs. Also, the level of participants can help to determine the difficulty or speed of songs.

Finally, this material proposal was applied in a public school. If the context of the application of this material changes, probably the result would be different.

5.4 Reflection

Personally, the development of this research meant a beautiful experience. Having the opportunity to use a material that I created in my Social Service meant a lot to me. Also, I need to accept that I felt nervous when applying the material to the students; and mainly, I felt nervous during the majority of time when developing this thesis and research. It is a big step to take.

Professionally, the relation teacher-student was much better at school. Specifically, the relationship that I had with my students improved a lot. My students felt happier for working in the laboratory and they always had a positive attitude. I felt really supported when they participated on their own when using this material proposal.

Finally, I won a lot of confidence personally and professionally. I learned a lot.

5.5 Conclusion

As previously mentioned, this thesis presents a material proposal to help students to practice the use of Present Simple and Present Continuous through the listening skill; additionally, this particular chapter presented specific information which might improve the use or the design of materials similar to this one.

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Appendix A

Research Instrument: Survey

Fecha: _____

Edad: _____

Género: Femenino / Masculino

INDICACIONES:

Esta encuesta contiene preguntas relacionadas con la actividad multimedia que realizaste dentro del laboratorio. Marca con una X la opción que corresponde con tu criterio y escribe las sugerencias que creas necesarias.

Preguntas	Necesita mejorar 1	Adecuado 2	Bueno 3	Excelente 4
1. ¿Te gustó el material multimedia?				
2. ¿El material fue entendible?				
3. ¿Con este material practicaste y/o reforzaste los puntos gramaticales propuestos?				
4. ¿Te gustaría que se aplicarán materiales así en el laboratorio frecuentemente?				
5. ¿En el laboratorio contaste con lo necesario para trabajar este material?				
6. ¿Qué sugerencias harías para la mejora de este material?				

Appendix B

Multimedia Material Proposal



**LISTEN TO YOUR HEART
BY
ROXETTE**



1. WHAT DOES THE TITLE OF THE SONG "LISTEN TO YOUR HEART" TALK ABOUT?

2. LISTEN TO THE SONG AND COMPLETE THE SPACES.

turns / going / listen / know / want / calling / tell / find / are / get / falls don't(2)

(Present Simple and Present Continuous)

I _____ (1) there's something in the wake of your smile.

I _____ (2) a notion from the look in your eyes, yea.

You've built a love but that love _____ (3) apart.

Your little piece of heaven _____ (4) too dark.

CHORUS

_____ (5) to your heart when

he's _____ (6) for you.

Listen to your heart there's

nothing else you can do.

I _____ (7) know where you're _____ (8)

and I _____ (9) know why, but listen to your

heart before you _____ (10) him goodbye

Sometimes you wonder if this fight is worthwhile.

The precious moments _____ (11) all lost in the tide, yea.
They're swept away and nothing is what it seems, the feeling
of belonging to your dreams.

CHORUS x2

And there are voices that _____ (12) to
be heard. So much to mention but you
can't _____ (13) the words. The
scent of magic, the beauty that's been
when love was wilder than the wind.

CHORUS x3

3. ANSWER THE FOLLOWING QUESTIONS USING SIMPLE VOCABULARY.

a) WHAT DOES THE SONG MEAN FOR YOU?

b) DO YOU IDENTIFY WITH THE SONG, WHY?

PRACTICE TAKEN FROM: <http://www.azlyrics.com/lyrics/roxette/listentoyourheart.html> BY: ANA KAREN CENTENO HERNÁNDEZ FROM SOCIAL SERVICE AT ALFONSO CALDERON MORENO PREPARATORY SCHOOL

Appendix C

Research Instrument: PRE-TEST

I READ THE FOLLOWING SENTENCES AND CHOOSE OR WRITE THE CORRECT OPTION

1. My friend George **is / are** from Spain. He _____ **(not)** German
2. You **is / are** a very good soccer player.
3. They **is / are** my friends of the school.

4. John **isn't / aren't** in the house. He _____ in a party.
5. 1) Thomas **is/are** _____ my little brother.

II. COMPLETE THE SENTENCES WITH THE PRESENT CONTINUOUS FORM OF THE VERBS IN BRACKETS.

1. Jake _____ (**sing**)
2. Karo and David _____ (**take**) a photo
3. I _____ (**play**) the guitar
4. The teacher _____ (**write**) on the board
5. They _____ (**watch**) the tv in their room.
6. The dog _____ (**jump**) in the garden
7. My mom _____ (**sleep**) she is tired
8. My family and I _____ (**go**) to the beach.

III. USE THE CUES TO MAKE SENTENCES IN THE PRESENT SIMPLE.

1. My friends / not speak Spanish My friends don't speak Spanish.
2. We / not go out at weekends

3. My sister / not do housework.

4. I / not live in a big city.

5. My dog / not like cats

Appendix D

Research Instrument: POST-TEST

I. FILL IN THE SPACES WITH THE CORRECT FORM OF THE VERB "TO BE" IN SIMPLE PRESENT TENSE.

1. He **is/are** _____ nine years old.
2. Dixie **is/are** _____ my favorite aunt. She always cooks me chicken and dumplings.
3. She **is/are** _____ coming to visit soon.
4. I **is/am** _____ sleepy. I think I will go to bed soon.

5. I **are/am** _____ lonely. Marcos **is/are** _____ lonely too. I think we should become friends!

II. PUT IN THE VERBS IN BRACKETS INTO THE GAPS USING SIMPLE PRESENT.

1. They _____ hockey at school. (**play**)
2. She _____ e-mails. (**not/ write**)
3. _____ you _____ English? (speak)
4. My parents _____ fish. (**not/ like**)
5. Andy's brother _____ in an office. (**work**)
6. Yvonne's mother _____ a motorbike. (**not/ride**)

III. COMPLETE THE SENTENCES USING IS/ ISN'T OR ARE/AREN'T AND THE PRESENT CONTINUOUS FROM THE VERBS.

1. He _____ dinner (**have**).
2. He _____ (**sit**)
3. You _____ (**read**)
4. They _____ (**run**)
5. He _____ his homework. (**do**)