

ABSTRACT

Throughout this thesis, I have tried to inform my audience of the many details involved in the use of Multimedia Systems in the teaching-learning process.

I have divided this thesis into four main chapters. The first chapter, “WHAT IS MULTIMEDIA”, where we talk about the multimedia systems importance in the teaching-learning process. Why should teachers use multimedia for teaching? Talking books where children can see the text and pictures. They can click on the loudspeaker icon to hear the texts spoken.

Second, “PRINCIPAL EQUIPMENT AND MULTIMEDIA SYSTEMS THAT AN EDUCATIONAL INSTITUTION SHOULD HAVE FOR TEACHING FOREIGN LANGUAGES” here we considered eleven

principal equipment and Multimedia systems that an educational institution should have for teaching foreign languages, such as: Personal and laptop computers, CD players, speakers, microphone-hearing aids, webcams, printers, scanners, television, projectors, DVDs, sound equipment and digital cameras.

Third, “PROS AND CONS OF USING MULTIMEDIA SYSTEMS IN THE LANGUAGE CLASSROOM”, here we consider why teachers need to use multimedia instruments in order to have better results in the teaching learning process. We involve the roles of Multiple Intelligences in the Creation of Multimedia projects; and the importance of the role of Information and Communication Technologies in education (ICT).

Fourth, “APPLICATION AND EXCERSICES”, Power Point is a tool used for presenting information in a dynamic slide. Teaching language classes using computer programs such as word and excel. Using the internet in order to prepare classes is another important thing that teachers need to know in order to be prepared into this Multimedia society. In this chapter we include games, activities and ideas about how to use multimedia systems in the language class.

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INTRODUCTION

This study seeks to contribute for English teachers, and of course, for students, too. Teachers will be really interested in how to use the equipment and Multimedia Systems in order to have a good class and get students' interest in the classroom. We aware are students and the most important part in the teaching-learning process.

Consequently, everything that would help them to learn and have fun in class will be also positive for us teachers.

We think that this thesis will be very useful for English Teachers, because they are the ones who have the responsibility for making language classes interesting. To learn how to use equipment and Multimedia Systems is not an easy task, but it has to be done.

Due to the impact and influence of Information Technology on society and education, computer-assisted language learning is becoming the trend in foreign language teaching.

The main objectives of this investigations are: to understand the importance of the use of equipment and Multimedia Systems in the classroom, to develop

strategies and methodologies that teachers could use in the language class. To develop ideas, so teachers could use the Internet in order to get material, songs, and idea, to improve teaching practice.

Furthermore, there is a great deal of interesting information of this thesis that will help teachers how to use Multimedia Systems correctly. Teachers and English Students will find good ideas and material in order to prepare their classes using this technology.

CHAPTER ONE

THE USE OF EQUIPMENT AND MULTIMEDIA SYSTEMS IN THE ENGLISH LANGUAGE TEACHING-

LEARNING PROCESS, IN PRIVATE PRIMARY SCHOOLS, IN CUENCA.

One of the most important uses of technology is that it makes it easy for teachers to incorporate multimedia into their teaching. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible.

There is a number of different models of learning styles. One of the most popular identifies visual, auditory, and kinesthetic as the three ways in which people take in information. We know from experience that students respond well to the use of images to stimulate their interest in a subject. For about 65% of the population, this is their preferred style. Photographs, maps, paintings,

graphs/charts, drawings are just a few of the types of visual that can be used to engage students who are more visual learners. Some ways you can incorporate sounds into your class include readings (poets reading their own works, reading important passages from a book, etc.), music, specific sounds (bird calls, ocean waves, etc.), and language tapes in foreign language classes. Finally, some population that prefers a kinesthetic approach would enjoy doing things as a way to learn information. This could include participating in labs, demonstrations, and various kinds of stimulations.

When we think about a typical school course, it is rare to find all three of these approaches to learning incorporated into a class. While it may seem impossible to do this, it can be done through thoughtful planning and

preparation. It does force us to conceptualize the class differently.

Inclusive Classroom Considerations.

When working with Multimedia it is important to take several things into consideration. While no one would consciously teach a manner that would exclude students, sometimes we do things unconsciously that make certain students or groups of students feel uncomfortable or not involved in the class. You know what you are trying to accomplish by using a particular image, sound file or movie clip, but the students will not. They will make assumptions and draw conclusions based on the material you use. Multimedia is powerful and we need to use it thoughtfully.

Here are some questions to ask when selecting media for use. When you take the time to consider these things and ask your students to do the same, you are modeling a powerful lesson for them.

- Who is included? Who is not included?
- How those who are included are represented?
Positively or negatively?
- Do they reinforce stereotypes in any way? (If they do, or might to some students, don't use them)
- What assumptions might students make from the media files you use?

In many schools the use of computers began with small groups of enthusiasts organizing special classes in which children would learn a new language using a computer and other multimedia equipment like TV or tape recorder. Computers attracted a lot of interests which become hard

to understand. This computer was to be seen as a tool for learning and, despite some very imaginative developments, much of the commercial software was used to support drill and practice routines.

This led to much criticism of the quality of the first teaching programs and the attitude of teachers to them. The idea of simple drill and practice routines in an individualized setting belonged to an earlier behaviorist view of learning and could quite clearly be seen as out of step with modern thinking.

1. WHAT IS MULTIMEDIA?

The term "multimedia" generally is associated with computers and videos, but it simply refers to a project created using more than one expressive form (or medium). A movie is multimedia because it has both pictures and sound.

Multimedia software is any software which uses more than one medium, that is: text, sound, pictures, video, and animation. There is a strong argument for the view that using multimedia software to communicate creates a whole new kind of literacy. The key to understand this new literacy is to become an active participant in using the software to create your own material, rather than be a passive consumer of commercially produced products. In the same way that writers learn about writing by doing it, we will learn more about multimedia by making our own multimedia texts, according to the necessities of our students. The same thing happens with pupils, we have seen pupils lifted and transformed by their own achievements, when with their own can display icons or buttons.

When the World Wide Web was developed in the mid-nineties it comprised hyper-linked documents containing

text and still images. It now includes sounds, animations, and videos. The web provides a resource-rich multimedia environment with which, in many ways, conventional publishing and information dissemination cannot compete. The technology is developing to such an extent that the way in which an increasing number of us access information is changing relatively rapidly. It may, for example, completely change the way we shop, communicate with each other, buy and listen to music, watch television, etc.

The web may also be set to change the way we educate our children. Much of our curriculum is still set in the nineteenth century. Multimedia however, is firmly set in the twenty-first century and its use is increasing exponentially to the extent that many children are learning much of what interests them from the web rather than from school.

Children learn by pursuing those things that interest them rather than by what is laid down in a curriculum.

The issues relating to the development of new or support of existing, pupil-learning opportunities include design, production, pedagogy, classroom use, and integration. The case studies also address the impact that the forms of multimedia may have on classroom base teaching and learning strategies.

With the introduction of the personal computer, the tools of multimedia have been put into many more people's hands. Many simple, intuitive and inexpensive software programs are now available that allow even children to combine words, pictures, sounds, animation and video into much more persuasive, powerful and empowering communications vehicles. With the Internet becoming so

pervasive, they can now publish and share their work with millions of people around the world.

The new technologies don't replace traditional media; however, they simply provide more options. As a teacher that will use this new technology, you'll want to teach as many of these important new skills as you can. But don't forget that you also have to teach that visual communication that is still a part of human traditional learning method. The first decision every teacher has to make is what medium is most appropriate to the message. Many times, it will not involve computers.

1.1 DEFINITION OF MULTIMEDIA.

The word "Multimedia" simply means being able to communicate in more than one way. This means that, whether you are aware of it or not, you already give

multimedia presentations. So multimedia is all about communicating in several ways.

In the twenty century have appeared two of the most potent tools of communication in the humanity history: **Television and Computer.**

Nowadays computers are capable of beeping when there is a problem. On a computer we can do many things like, reproduce sound, we can watch videos and movies; we can work with images and pictures, and of course modify them, etc.

Originally the term multimedia was used by institutions that run distance learning courses in which they deliver content via a combination of text, TV, telephone, audio cassette and the radio. So the idea of using

multimedia for education is not new. What is new is the way in which we now use computers to bring these things together. The advent of high resolution screens, sound and video playback facilities for computers has resulted in the increased use of multimedia applications for education.

Maybe the best technological description is the integration of two or more distinct equipments and the personal computer. In order that an application is considered *multimedia* must integrate at least three of these five types of datum. Texts, graphics, steady images, images in movement (video – animations) and audio (music, voice, sounds, etc), that could be transmitted by a computer or other electronic equipments. With Photographs and animation, mixing sounds, videos and informative texts, we can impress our students. Multimedia stimulates our eyes, ears, fingers tips, and the most important one, our head.

Multimedia is a technology that allows us to present text, sound, images, animation and film in an interactive way that has the potential to create a tremendous impact on all different aspects of our day-to-day activities. We are witnessing an explosive growth in the use of multimedia in varied applications such as entertainment, communication, collaborative work, electronic commerce and school courses. The application of multimedia has extended to home, libraries, magazines and newspapers, and classroom teachings, etc.

Throughout the history of digital technologies, multimedia has always existed in some form. In the initial days, multimedia was understood to be a combination of images with sounds. Users were presented with information to listen and to read as passive witnesses without any form of interaction except to push a start

button. Users had no choice of randomly accession specific sections of any presentation, or skipping some known or unwanted sections.

Multimedia improves significantly when it became a mix of elements of hyper-linked text, animation, graphics, video and audio in an interactive environment. Multimedia continued to improve as it was integrated into the communication environment. This combination has the potential to transform the 21th century audience from passive recipients of information to active participants in a media-rich learning process.

The field of education was one of the earliest and most active users of interactive multimedia. Computer-based training programs were developed to help teachers make lessons visual and more interesting to the students.

The relationship between cognition, learning and education were carefully analyzed to select multimedia blocks. Based on knowledge from the analysis, the educator could control the order of their presentations.

1.2 Why use Multimedia for teaching?

A multimedia program is designed to support the learning process. Multimedia offers the experience of listening, looking and doing in a computer-mediated setting. It can be interesting; motivating, exciting and help students achieve understanding in new ways.

Multimedia is very useful for teachers and a tool for us in order to keep our students interest, and have the idea of experiment a new experience, of course use multimedia in a classroom must be done with total responsibility because it is not a game, it is more than that, because we

can do many wonderful things that can help our students to understand and love the Language, and make them feel comfortable with the English Language. In other way, using multimedia will transport the students to the Foreign Language itself, and feel it, and in some way touch it.

The use of sound, photographs and video enables students to observe real world situations which are just not possible with the more conventional methods of instruction. There is also a high level of interaction. Most packages expect students to make choices about what they want to do next and the way in which they wish to work through the material. They are not passive but expect learners to actively participate.

Here we have some of the main elements of a Multimedia program which are use in the teaching Language Class.

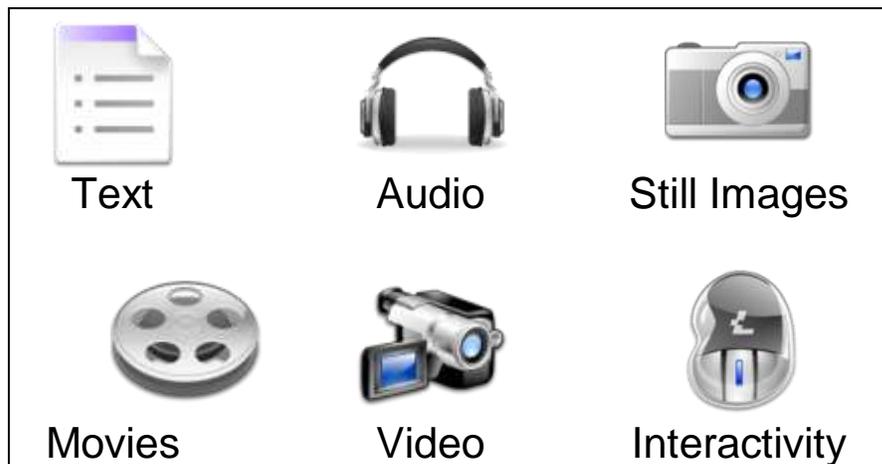
Text: This is the base to most applications, and the most common one. The use of different styles, fonts and colors can be used to emphasize specific points.

Images: This kind of elements are used commonly nowadays, in order to transmit reality to our students, because seeing a picture of an object has more impact than merely reading about it. Examples include conventional artwork, computer-generated artwork, photographs or captured video frames.

Movies: You can present information which is normally outside the scope of the ordinary classroom, such as

medical operations or archaeological excavations, instructive documental.

Sound: Sound can be used in many ways, in order to make students play, or just listen sounds of different animals, transportation, or simply hear music for sing a song.



1.3 MULTIMEDIA COMPONENTS:

“Multimedia system” term involves different elements:

- The information itself to be transmits.
- Hardware and software to work with and functioning.

The information itself to be transmits. - This aspect is really important because the content and the message which are going to be transmitted to our students are fundamental in the multimedia application because we need to know how to do it and how to use it correctly, in order to make our students learn and of course get our target as teachers.

The aspect of design and content of a message is fundamental in the multimedia applications, for example, it's important to have a pedagogy presence like an integrant of the development team.

1.3.1 HARDWARE

Hardware is the physical aspect of computers, what we can touch. Hardware includes not only the computer proper, but also the cables, connectors, power supply units and peripheral devices such as the keyboard, mouse, audio speakers and printers.

Most computers require of additional dispositive in order to operate with multimedia: audio and video, and video cards, are some examples.

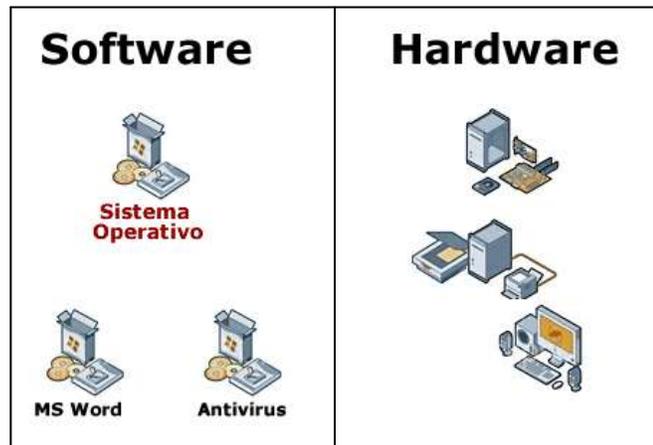


What is important is that we should only use multimedia applications where it is appropriate and not

replace methods which are equally as an effective, (or in some instances more effective!). In such cases a multimedia solution would have to offer something extra.

1.3.2 SOFTWARE

In a general term is the various kinds of programs used to operate computers and related devices. It can be thought of as the variable part of a computer. Software is often divided into application software (programs that do work users are directly interested in) and system software (which includes operating systems and any program that supports application software).



1.4 Information Technology in Schools

As IT becomes more pervasive in our society, unfamiliarity with IT will increasingly limit students' economic and educational opportunities. Data on student access to IT at home and at school provide indications of the degree to which our society become acquainted with IT and the Internet during their school years.

Schools have sought to take advantage of **IT** to improve education. Much remains to be learned about how this technology can be used to help students learn the English

language because students can practice the real language in everyday conversations.

Information Technology: Access at School

A vast majority of students now study in schools and classrooms with computers and at least some form of Internet access. Where differences in school access persist, they concern student-computer relation, teacher preparation for using **Information Technology**, and ways in which teachers use **IT**.

Access to computers and the Internet has increased rapidly during the past decade. Virtually all schools have Internet access in at least one location; in fact, most classrooms have access. In our case, we can take a real example, here in Cuenca, most of schools have internet access, but we have to consider that the majority of the

Fiscal Schools don't have this service yet; students don't have any idea of what internet is. But in Private Schools, this phenomenon doesn't occur, this is because most of them have a laboratory, where students can go and work there, and of course they have internet access.

Teacher Preparation and Training in Using Information Technology advocates for IT in schools stress those teachers need both targeted and meaningful professional development and timely, accessible, and ongoing technical support to help them use it effectively in their teaching.

1.5 Reading Using Multimedia.

It is a widely held belief that children need to read to take their place in society. Being reader involves so-called functional literacy which is the ability to read messages and decode instructions, labels and signs. However, it also

involves being able to reading and have access to knowledge contained in articles and textbooks and engaging with literature for pleasure, self-discovery and self-realization which most English teachers accept as an integral and central component in any conception of education. In our view, teachers should aim to help children become readers who see books as an important part of their lives and who will continue to enjoy literature as they grow up. This involves more than reading at a functional level. In addition to a mastery of the mechanics of reading, being a reader is also concerned with having a reading habit, of deriving pleasure from what is read while at the same time developing and applying a critical awareness, a willingness to probe further, to have an understanding which goes beyond the words on the page.

We consider the ways in which ***talking books*** can support the teaching of reading, or more precisely the way in which *talking books* can enable children to learn to read and become readers. This is not merely a question of semantics.

Children cannot be taught to read. A Teacher's responsibility is not to teach children to read but to make it possible for them to learn to read.

*(Smith
1978)*

This process involves providing children with appropriate decoding skills using phonic, whole word and context clues while, at the same time, encouraging them to enjoy stimulating text which allow them to behave like readers. Consequently, we are interested in how *talking books* reach children to mechanics of the reading process

while at the same time motivating children to want to read. *Talking books* seem to offer tremendous potential in the teaching of reading. First, because they can be used in much the same way as traditional print-based text programmers they can support a wide range of current approaches to reading. This means there is no difficulty in integrating them into existing reading programmers.

The real attraction of electronic books is that they can fit into the way teachers teach reading, rather than forcing teachers to change to accommodate the technology.

(Medwell 1995)

Second, they are easy and fun to use which motivates children to want to use them. Finally,

multimedia texts can be used to great effects to support both beginners and less able readers.

1.5.1 Talking Books.

Here we will focus on some of the CD-ROM titles which were recommended in the NCET (1994) reviews and are therefore widely used in schools. These include *the Paper Bag Princess*, *Heather Hits a Home Run*, *Moving Gives me a Stomach Ache*, *Just Grandma and Me*, *the Tortoise and the Hare*, and *sherton's Naughty Stories*. The first five titles were made in the USA and are read with recognizable North American accents. All these titles have long been available and popular as paper-based books.

With the *Kids Can Read* series children can see the text and pictures of the original story and they can click on

the loudspeaker icon to hear the texts spoken in English or Spanish. (These North American titles include the Spanish option for the large Hispanic-American community) By clicking on an individual word in the text the children can hear it spoken. This facility can be customized so as to give an explication of the meaning of the word, a grammatical description of the word and also its Spanish equivalent. Children can click on pictures in the story and a word materializes. For example click on a brick and the word brick appears; again this can be customized so that the word is spoken and sometimes a sound effect is produced. The size and font of the text can also be customized.

With Living books children can also view the text and pictures of the original story. Children can click on the appropriate icon to hear the whole text or they can click on

individual words to hear how they are pronounced. Opportunities to customize these discs are limited or non-existent. However, one of the key features of living books is the presence of “Hot spots” which, when clicked, produce animation. For example, on one page of *just Grandma and Me*, Grandma and the child are on the beach, click on a shell and a crab comes out and snaps at a child, click up the sun oil and a third hops up and down on the hot sand. Click on another shell and it starts dancing, click on the beach cabin and a voice from inside says “just a minute”, click on Grandma and she turns over the page of her book, etc.

Using these discs with primary school children convinced us that some multimedia texts were highly motivating and thus had an important role to play in allowing them to become readers. However, we became

increasingly aware that no material, not even the best software, can be used effectively without clear guidance from a teacher. In our experience children did not spontaneously talk to each other about the stories as they were reading them. It was only when they retold the story in front of an interested adult that the children spoke fluently about the stories and would spontaneously mime and act out parts of the stories. Similarly, without direct intervention from a teacher, children were unlikely to support their reading of the text by clicking on individual words that they did not know. This suggests that teachers and other adults have an important role to play in supporting children's use of talking books. As with traditional print-based materials, talking about the story is as important for young children as reading the words on the page. Our approach to the teaching of reading is based on the assumption that learning to read involves

similar processes as learning to speak. Adults enable children to learn to speak by talking to them.

The teacher's role is to read with the child, to help them observe what there is to be read, and to tell them what they need to know when they find it difficult. In our opinion, this kind of teacher support is as important with talking books as it is with other applications of multimedia in education and with more traditional print-based materials.



USING CD-ROM

CD-ROM can be used to play back vast amounts of data in the form of text, diagrams, photographs, video and sound. This could have major impact on the future curriculum by giving learners access to more information, and to more appealingly presented information. We can explore the use of encyclopedia discs in developing research strategies and data-handling skills.

Despite its proliferation in the media and home computing, multimedia has only been in common use in schools, in its most recent form, since the mid-nineties. The early forms of multimedia in the late seventies comprised training or learning materials based on computer controlled videotape and videodisc. It is perhaps indicative of the state of the use of CD Rooms, Art Gallery, published by Microsoft, based on the in-house multimedia guide to the National Gallery and produced in

the mid-nineties is at the time of writing still in use in many schools. The number of educational CD Rooms available has grown over the last few years, although the medium seems now to be the decline since the rapid development of the World Wide Web.

The main use of CD Room now seems to be for software delivery. Some good quality educational CD Rooms continue to be released but most are for the home entertainment market rather than for education. An increasingly common form of multimedia is that found on the internet in the form of web resources accessed through web browsers such as Internet Explorer, Netscape, or Navigator.

1.6 INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN EDUCATION.

Most analyses of ICT in the educational sector focus on the impact it has had on pupil teaching/learning. However, some direct changes in the way teaching and learning are organized should be only part of the effect ICT has in the organization of the education sector.

The role of ICT in education:

- Changes in the management of the educational sector associated with ICT.
- Changes in the work process in education associated with ICT.
- Changes in the training of educational personnel and of students associated with ICT.

ICT has contributed greatly to networking among schools and universities, and is now spreading to

developing countries. Nowadays our Government has seen the priority of connecting rural schools to the Internet and thereby integration them more tightly into the larger educational system, and hooking them to the outside world. Many schools and almost all universities now communicate internally and externally largely through e-mail.

However, this is where the similarity with business begins to fade. Schools hardly use ICT to manage the quality of output, or to raise teacher productivity, or to reduce costs through analyzing spending.

The single most prevalent form of centralized control is a standardized curriculum and a system of inspection. It assumes that if the technology is fixed, and teachers are applying the technology, students will learn at an expected

rate. In practice, supply based management leaves an enormous amount of control of the educational process in the hands of individual, unsupervised, un-evaluated teachers.

With computer capacity available to schools, it would not be difficult to assess students' results against components of the curriculum. In countries like Ecuador, students are tested in every grade, it would be possible to assess students' progress grade-by-grade in each school provided that students stayed in a school. Patterns of incorrect answers by students could even be matched to individual teachers, thus helping teachers improve their productivity, at last in terms of test items. So, teachers need support in order to improve and teach students about technology and how to use it. If schools help teachers to understand how it works, we are sure that our students will

love this new technology and the many new opportunities that they will have with the acquisition of this new technology. And more than that, teachers will be fascinated because it facilitates a lot of work and the many new ideas that we can get through internet and of course using this new technology.

One of the best ways of helping children understand scientific ideas is to encourage them to communicate their own ideas, because putting ideas into words or symbols forces learners to examine their own thinking and assumptions. Communication then enables individuals to compare ideas with others and in some cases change their minds. Communication is, of course and important part of the learning process.

Learning words, sounds and images of multimedia.

Here our attention shifts to more general considerations of teaching and learning with multimedia, illustrated within a variety of settings. The introduction of multimedia into schools is leading to a change of focus from content-free to content-rich or “content-heavy” programs. That change creates a challenge for researchers, teachers learn to examine the selection and presentation of text, sound and images and their contribution to learning.

Words, sounds and images presented to learners by multimedia, has a more exploratory feel than the others – reflection the newness of the field and the lack of an existing literature which draws together both pedagogical and cultural concerns in a context of multimedia. We realize that the study of images is not a new field. There is also a literature which looks at the use of images in textbooks. The challenge is to find a way of using these

concepts and applying them with a particular focus on the concerns of classroom teachers using multimedia software.

First, we distinguish two closely related themes or areas: the role and value of images in learning and representations made by the images used in multimedia. Then we move to specific examples of multimedia which use images (sounds, animations, photographs, and video) either to enhance learning, or to represent concepts, people or other cultures and countries. We discuss the idea of critical media literacy and suggest practical ideas and frameworks which can be used by teachers and students in looking critically at the words and images of multimedia products. Second, we look at the way that knowledge is increasingly being packaged and computerized into multimedia systems and the consequences this has for learning.

CHAPTER TWO

2. PRINCIPAL EQUIPMENT AND MULTIMEDIA SYSTEMS THAT AN EDUCATIONAL INSTITUTION SHOULD HAVE FOR TEACHING FOREIGN LANGUAGES.

2.1. Personal and lap top computers with multimedia elements. We consider this two equipments the principal multimedia elements in the teaching learning process, of course with all the other elements that this equipments should have, which basically are:

2.2.1. CD Player

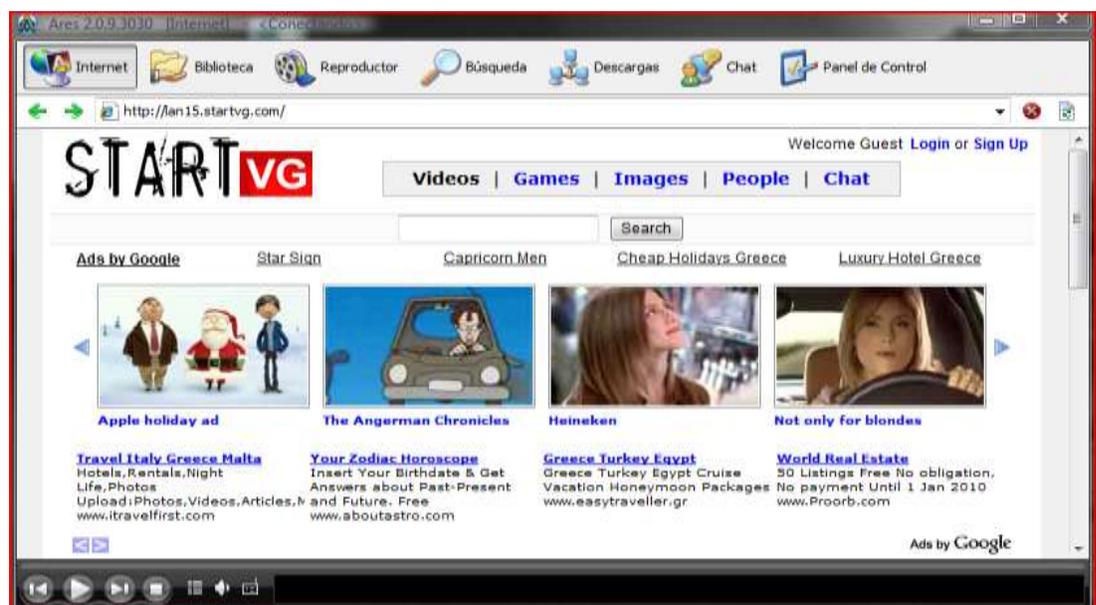
This is a dispositive that generally comes with the computer, where we can read all kind of CD, such us: music, videos, games, musical concerts, etc.



This equipment is very important for us because we can use it in many ways. Nowadays English books come with a CD in order to practice listening with our students, This instrument is necessary to complete the reading activity which is really important for our students. Listening is one of the four skills that we need to introduce in the English Classes and if we don't have this instrument, we can't teach appropriately, and of course our students can't practice this skill.

Now thanks to the Internet, we can find many ideas of how we can get some songs, which are good for our

students, because they like sing silly songs. And of course they like nowadays music, so we can make good use of this material that we have available in the market and of course they will love it. In order to get some music through internet, there are some programs like: ARES, P2P, EMULE, we can find the installers of these programs in the Internet. We just need to write the name of the program on Google and we can find it easily. When we get this music we need to record it in a CD and that it we have new music ready to work and have fun with our students.



FOR ADDITIONAL PICTURES SEE ANNEX N°4 AND N°5

Sound and Video Files.

Sound and video can play a powerful part in the learning experience; do not let media overwhelm the rest of the experience. Here are some ideas to keep in mind:

- These files can take up a lot of storage space. The higher quality the more space it will take to store the file. Larger files take longer to load and download.
- By default, PowerPoint automatically links to these files rather than embedding them in the presentation. When your presentation has linked files, you must copy the linked files as well as the presentation if you are going to be giving the presentation on another

computer. In addition, the files must be at the same level as they were on the original computer. This means that if in your computer, a folder is entitled “lecture one” and there you can find PowerPoint file and all the media files associated with it, then you will want to learn something about sound and video files before you dive in. The CET (<http://libweb.ouregon.edu/cet/>) is a great place to start.

- Consider your presentation environment when planning to incorporate sounds and video into your presentation. While your laptop speakers may pumpout some volume, it’s unlikely that they will be sufficient for students in the back of the classroom.

2.2.2. Speaker

With this instruments we can hear sounds, music, words, etc. which are in the hard disc of the computer. These things are included in the computer. With the speakers we can listen sounds and songs which are transmitted from a computer, this element is really helpful when we are working with our students in a computer because besides listening sounds we can talk with other people and have a conversation with them.



This is a very important instrument, because it is an essential part of a computer, and if it doesn't have the speaker it is impossible to work with sounds, music, talk with other people, etc. The speaker in a computer is

fundamentally important because, as we said before, we can hear music, sounds, words, etc. and if we are using a talking book, for example, we can't listen anything.

2.2.3. Microphone-hearing aids

A microphone allows the students and the teacher to listen their voices and of course to record them. With a microphone we can communicate with other people in other computers which are connected to internet all around the world. A hearing aid is small electronic apparatus that amplifies sound and is worn in or behind the ear in order to listen personally and let us know individually listening and understanding.



The microphone, as we know, is a part of a computer. This equipment of multimedia is an essential and important element that a computer should have, because through this element people can listen to us and of course we can record our voice, too. We can use our voice for many reasons, we can record dialogues, verbs, animal sounds, in order to teach and make it easier for our students to speak and listen to words, and of course learn new vocabulary.

By using a cheap microphone and simple sound handling software you and your pupils can enhance and transform your multimedia texts. Voice can be used to explain text, to read poems, to become part of a story, to give helpful instructions. Sound effects and music can be used in countless ways. Editing, sounds on screen is an

interesting exercise, and manipulating sounds to get special effects is great fun.

2.2.4. Webcams

A digital camera designed to take digital photographs and transmit them over the internet. We can have a visual contact with other person who is connected to internet and have a conversation.



This element is part of a computer, too. The webcam is important because we can have a visual contact with other people which are in other countries. And with the microphone we can have a conversation with that person

and students can talk and have visual contact with other students in the United States and around the whole world.

2.2.5. Printer

Through this equipment we can print texts or images that are in our computer or in the Internet webpage.



Printers are really important, because with this element we can create our own material in order to be used in the class with our students, and of course the material that we will create will be according to our student's necessities. We can print the tests for our students including images that will be helpful for them. At

this time, with the internet facilities, we can get new images and new ideas of taking a test, create new questions and include them in our tests. And of course the printer will help us a lot in order to create not only new material for our students but get new material for us, because we can have infinity of ideas in the internet. We can also create our lesson plan. Instead of a notebook we can create our own material in order to be more precise and have our lesson.

2.2.6. Scanner

With this equipment we can have all kind of images into our computer and modify them if we want.



As we know with the scanner we can get images into our computer from other source or book, this will be really helpful when we are going to prepare the test for our students, because we can scan images from the book that we are using, and students are more familiar with the images, making easy for them to recognize and work with that kind of images (Images that they have seen before). And of course this will be really helpful in order to create our own material too. For example, to create stories with images, we can scan images from different books and create our own story, and show the students different and new ideas, and of course according to our student's necessities.

2.2. Television

This is the second most important equipment, after the computer, because we can use it in many ways and for many reasons. The TV is indispensable in Teaching Language laboratory. There are several programs to be used in the teaching-learning process like music, educational movies, videos, etc.



This equipment is really important, because most books come with a video that helps teachers' work, and of course really images are projected in order to help and make easier the teacher task. We can watch movies with our students, movies are really important in education because in the market we can find a lot of interesting

movies for children and of course they help a lot for listening activities.

2.3. Projectors

This is a device that accepts output from a computer and projects it onto a hanging screen or wall, and may also project standard video from a DVD or cable box. As a result, many units can be used both for classroom and conference presentation as well as home theater.



The projector is really important if we are creative teachers, and when we create our own material, for example, we create our own story in our computer and then we project that story in order to work with our students with any single detail. We can project draw in its

real images; for example pictures of real situations, we can use pictures of the students themselves, real flash cards, and using these we can create a lot of games in order to have fun classes and students will be really happy because they enjoy using this kind of material that will be different and new for them.

2.4 DVDs

With This kind of equipment we can watch movies which are recorded in CDs or Laser Disc. We can watch the movie through a TV or through a projector.



DVD is one of the most important elements together with the TV, because they work as one, this element is essential for our students and for us teachers when we are

going to project a movie, or simply work with the material that comes with our English book.

2.5 Sound equipment

These are electronic equipments in which we can reproduce any kind of sounds that are recorded in cassettes or CDs. Likewise, we can listen to any kind of national and international radial programs. And if we connect a microphone they can be use as human voice amplifier, sounds of musical instruments, etc.



This instrument is one of the most important equipment that every teacher must have for an English class, because we can change a normal class into a series of various activities that can help our students to understand the language better, we can use songs, dialogues, sounds,

etc, in order to create a different English class, and of course our students will enjoy that. Farther on, we will talk about ideas and activities of how we can use this equipment later.

2.6 Digital Cameras

This multimedia equipment is really important because we it can help us a lot, for example, using the projector we can create real tales and project to our students or simply real pictures of things that we are studying in class. Or simply we can make our own flash cards and project to our students, and so we can play with this in many ways. We will see this later on chapter 4.



We might consider incorporating images into your course content:

- To make it easier for your students to follow and remember the content.
- To illustrate complex concepts.
- As part of the course content.
- As a way to engage students with different learning styles.
- To set the context of topic.
- To enrich the learning climate.

Accessibility:

Images increase download time, there's just no getting around that. So, before you run-off and flood your

Blackboard site and PowerPoint presentations with graphics, think about why you're using images.

The reason for the images may help you determine the way it is included (or not) for online delivery. Sometimes images used in lecture can be removed from PowerPoint presentations before posting it to the web making it easier for students to access the material. At times when the images are necessary, it may be important to warn students those particular files that may take a long time to download from a dial-up modem.

Inclusive classroom considerations.

When working with images, especially images of other human beings, it is important to take several things into consideration. While no one would consciously teach in a manner that would exclude students, sometimes we

do things unconsciously that make certain students or groups of students feel uncomfortable or not involved in the class. You know what you are trying to accomplish by using a particular image, but the students will not. They will make assumptions and draw conclusions based on the image or images you use. Images are powerful and we need to use them thoughtfully.

2.7 Microphone

A microphone is another important element because in a conversation we are listened of other people and of course we can record our voice in a computer and listen to it.



This kind of microphone is different from the one that we use in a computer, this microphone can be connected into a radio or tape recorder and so we can listen our voice as loud as we can. This element can be used in many ways in our English classes because we can sing and all our students can listen to it and sing with us, and of course students will be really interested in using one of this multimedia equipment, because they are always attracted by a microphone, they will sing and come one by one and say words, sentences or simply read their compositions in order to make all the classmates listen to it.

Other important material that can be used together with multimedia equipment.

Text

The most important features which you should teach your pupils to use are: spell checker, fronts, frames, scrolling text. Too much text on a screen is unattractive and difficult to read, so block of text should be kept small.

Colors

Pupils will be excited by the range of colors available to them as designers, but should remember to consider the needs and preferences of their target audience. Many different combinations of colors can be tried out very quickly.

You should be aware of the incidence of colors vision deficiency in the population. This is also known as color

blindness but the term does not really describe what is actually a range of deficiencies from total color blindness, to a lack of discrimination between two or more colors. It does not appear to be linked to intellectual capability, it does not often affect females, but up to 12 per cent of the males in a population may be affected. The most common colors affected are red and green. Some useful guidelines to remember are: use blue, yellow, with and black for significant features on screen, make sure text colors is a strong, bright contrast from the background and put text labels next to colors blocks on charts etc. rather than relying on the color as identifier.

Drawings and Paintings

Pencil or crayons drawings can be scanned to convert them into computer files, and they often look fabulous on screen. Paintings can also be scanned, or if

too large, photographed and then digitized. Computer-based art work is simpler to work with as it is already in digital form. Even very young pupils can use simple art programs and the results they produce can be wonderful. They can experiment with color, line and form, and are freed from the constraints of paint and paper supplies, and the frustration of not being able to correct mistakes on papers.

CHAPTER THREE

3. Pros and cons of using multimedia systems in the language classroom.

With the time, the manipulation of equipments and multimedia systems is becoming more and more simpler. The equipments are more sophisticated but at the same time are easier to use, although it requires that people have some basic knowledge about how to use this multimedia instruments, in order to have better results in the teaching and learning process.

3.1 Pros

Multimedia projects encourage students to work in groups, express their knowledge in multiple ways, solve problems, check their own work, and construct knowledge.

Students have the opportunity to learn and apply real-world skills. They learn the value of teamwork; the impact and importance of different media, including design issues, media appropriateness and validity; the challenges of communicating to different audiences; the importance of research, planning, and organization skills; the significance of presentation and speaking skills; and how to accept and provide constructive feedback.

Creating multimedia projects helps to reinforce students' technology skills and to prepare them for the demands of future careers.

Engaging students in multimedia projects makes effective the use of technology in the classroom.

Children will use technology to present and represent ideas. Developing media literacy skills involve critically analyzing the use of the technologies and the information derived from them.

Multimedia projects allow students to focus on course content; promote active and cooperative learning; engage students in higher-order thinking skills; present and represent ideas through a variety of media; manipulate various technology tools, on-screen objects, and information models; locate and determine the best tools and resources for gathering and producing information; as well as critically analyze, evaluate, and organize information.

One of the many benefits of developing multimedia projects is that it allows students to construct and

communicate knowledge in various ways. Multimedia projects also encourage group work and social interaction, but they do not require a uniform experience for all students, group work and social interaction are necessary for a multiple intelligences approach, but a uniform experience for all children is not.

When assigning multimedia design teams, students should be placed in groups that provide them with the opportunity to take advantage of their strengths, as well as nurture their weaknesses. For example, students who are identified as spatially intelligent might be responsible for the graphic content and layout of a multimedia project. Students who are identified as logical-mathematically intelligent might be responsible for designing the structure/flowchart of the project and the scripting or programming requirements. This example correlates each

intelligence with the observe student behaviors and recommended roles when developing a multimedia project.

3.1.1 Roles of Multiple Intelligence in the Creation of Multimedia Projects.

INTELLIGENCE	OBSERVED STUDENTS BEHAVIORS	LEADERSHIP ROLES IN MULTIMEDIA PROJECTS
LINGUISTIC	Loves to read books, write, and tell stores; good memory for names, dates, and trivia;	Gather and develop text for project; provide narrations; keep journal of group progress.

	communicate well.	
LOGICAL-MATHEMATICAL	Excels in math; has strong problem-solving skills; enjoys playing strategy games and working on logic puzzles.	Design flowchart; write scripting and programming code, develop navigation routes.
SPATIAL	Needs a mental or physical picture to best understand things; draws figures that are	Create graphics, animations, and other visual media for project; design layout.

	<p>advances for age; doodles a lot.</p>	
<p>BODY- KINESTHETIC</p>	<p>Excels in one or more sports; good fine-motor skills; tendency to move around, touch things, gesture.</p>	<p>Keyboard information; manipulate objects with mouse; operate multimedia equipment.</p>
<p>MUSICAL:</p>	<p>Remembers melodies; recognizes when music is off-key; has a good singing voice;</p>	<p>Identify works for content integration: create musical score for project; input</p>

	plays an instrument, hums a lot.	audio/sound effects.
INTERPERSONAL	Enjoys socializing with peers; has leadership skills; has good sense of empathy and concern for others.	Coordinate group efforts; help set group goals; help solve group disputes.
INTRAPERSONAL	Has strong sense of self; is confident; prefers working alone; has high self-	Conduct independent research to share with teammates; pilot-

	esteem; displays independence.	test multimedia projects; lead multimedia presentations.
NATURALLIST	Enjoys the outdoors, plants, and animals; easily recognizes and classifies things within his/her environment.	Collect or videotape outside elements for incorporation into projects; organize project work.

If we as teachers learn how to use the equipment and multimedia systems in order to use them correctly in the English classes, students will be more motivated, and of

course they will get the ideas that the teacher wants to transmit them better.

Teaching and learning process becomes more dynamic and less bore, because teacher can use still images, images in movement together with sounds, music, voices, and texts of any kind.

We are sure that most of our students are familiar with this kind of technology; it will be easier for them to work with multimedia and with any new equipment that the teacher should use in the English classes.

Here are some of the most important points that make the Use of Technology important for students.

Reduced learning time

According to some research, interactive multimedia/ videodisc training can reduce training time up to 60% over traditional classroom methods. This can be attributed to the immediate interaction and constant feedback which provides excellent reinforcement of concepts and content.

Reduced Cost

The cost of interactive multimedia lies in the design and production. When the same program is used by more students, the cost per student is reduced, unlike the traditional instructional system which needs to cater teacher's salaries and overheads regardless of the number of students.

Increased Retention

The interactive approach provides a strong learning reinforcement and therefore boosts content retention over time.

Increased Motivation

Immediate feedback and personal control over the content provided by an interactive multimedia system has proven to be highly motivating to learners.

More Interactive Learning

Interactive systems enable learners to have more responsibility and better control over their learning and this generates a greater interest to actively seek new knowledge rather than passively accept instruction.

Privacy/ accommodates Individual Learning Styles

This system allows for one to one learning and caters to the different learning styles of individuals. The freedom to ask questions repeatedly without embarrassment and the involvement of each individual learner motivates them and reduces the potential for distraction.

Flexibility

The flexibility comes from the ability to navigate, by using a keyboard, mouse or touch screen, through an interactive program and to choose what and how much information we want and when we want it.

Today, computers are everywhere in developed country schools and universities. This technology is rapidly spreading to develop the teaching-learning process. Schools are connected to the World Wide Web, and students even in remote areas can have access to increasing amounts of information previously available only

to populations living near large city and university libraries. Through the Web, teachers and students can access curricular, teacher training, and other learning materials, some provides by their own central or state government administration, and other through replace earlier correspondence school and educational television. The new distance education is usually Web-based.

3.1.2 Cooperative Group Settings and Responsibilities in Multimedia Projects.

Cooperative Group Method	Multimedia Project Example and Evaluation	Student Roles and Responsibilities in Multimedia Projects
Students Teams Achievement Divisions	Groups are provided with specific questions for research and	Students learn about the Westward Movement as a team, helping each other understand the

(STAD)	<p>content information on the westward Movement. They display their knowledge through group multimedia projects.</p> <p>Announced weekly quizzes check individual content learning. A rubric can be used to evaluate final projects for a group grade.</p>	<p>content. Groups may alternate projects responsibilities to ensure everyone has a chance to explore the content in different ways.</p>
Team Games	Similar to STAD, except weekly tournaments	

Tournament (TGT)	<p>replace weekly quizzes, and students complete against similar ability groups to earn points for their heterogeneous group.</p> <p>Responsibilities remain the same.</p>	
Team Assisted Individualization (TAI)	<p>Groups create projects on a select genre, such as mystery stories.</p> <p>Groups display information about several books. The project is evaluated based on each student's book report.</p>	<p>Each student is responsible for reading a select book or story (at the appropriate level) and reporting on it through multimedia. The team project introduces and links each report.</p>
Jigsaw	Groups create	Each member is

	<p>projects on the Civil War. Students are evaluated on their group's final project and their individual knowledge of all the content areas researched for the Civil War.</p>	<p>assigned a particular content area of the Civil War, such as famous men and women, battles, economic factors, issues of slavery, and so on. Members meet with other groups' members assigned to the same content area. For example, members researching famous battles meet together and help each other become an "expert" on</p>
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		<p>the topic. Members return to their group and share what they have learned. Students design their portion of the group's multimedia project. (this approaches may also be used to learn about different skills, such as creating animation, desktop videos, and so on.)</p>
<p>Group Investigation</p>	<p>Similar to the jigsaw method except students do not form expert groups. Students work in small groups toward an overall class project. Each has specific task on assignment.</p>	

<p>Learning Together</p>	<p>Groups decide on a multimedia project of interest (e.g. a project about volcanoes) and present their final project to the class. Each student receives the same final grade for the group product.</p>	<p>After deciding on the project, students determine each other's role and responsibilities based on their interests. Responsibilities and roles may change during the project. (Individual accountability may be weak)</p>
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Cooperative group multimedia projects support small group interactions, positive socialization, peer teaching and learning, and the development of original projects that reflect the groups' collaboration. In addition, cooperative groups can reduce the complexity and time commitment of

creating multimedia projects by assigning students to specific design roles and responsibilities. Each student contributes to the project as a whole and has the opportunity to share his or her expertise with, as well as learn from, others.

3.2 Cons.-

For most of us the problem arises from having too many students, too few resources and too little space. Laboratory work, field work and assignments are reduced owing to lack of resources or because the marking load is too heavy.

Most of the cases, schools don't have a computer per student, so this affect the students because the can practice everything just a part of the exercise, so students haven't acquire the total idea, and in some cases this students don't have any idea of what the teacher said.

(This happens when students go to the computer laboratory). A possible solution to this problem is if the teacher goes to the laboratory only with the half of his or her students, but the teacher needs to know what to do with the other half of students. This means a really serious problem for the teacher, so they finally decide not to go.

Recent changes in education have been coupled with the introduction of new technology, and this inevitably changes methods of teaching and learning shows some of the shifts away from traditional methods which are taking place.

Some students are not familiarized with this new technology, and so they feel afraid of participate and work with the teacher, they close their minds, or simply students feel ashamed of working with multimedia

3.2.1 INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

The role of information and communications technology in education raises some fundamental issues and questions whether ICT is suited to transmitting knowledge, particularly to students who are not already highly motivated to learn or well versed in the art of using and interpreting information. Little or not information is being used to improve students' performance, mainly because education managers are largely illiterate in information management tools. Likewise, despite schools having more and more access to ICT, new technologies are still scarcely used as part of the teaching methodology. Once again, it is the lack of training that creates difficulties: many teachers do not have the necessary IT skills and feel uncomfortable, nor do they have the specific training

needed to be able to use the new resources in the classroom.

For more than forty years, innovative educators have been optimistic about computer uses in schools. The exponential increase in computing power, and the development of the Internet, which has opened a host of new possibilities not conceived a decade ago. The main obstacles in education to incorporate ICT into the teaching-learning process are not obvious.

The final, and most recent, strand is Internet use for gathering information, and the role of information itself as a tool for cognitive development and improving problem-solving skill. The Internet can be used as a major medium for accessing learning software, and for networking with other learners and teachers.

With all this computer-based technology already in school systems and universities, shouldn't we be observing some major changes in the way education is managed, the way work is organized in the education industry, and the way young people learn. Most analysts agree that the changes are much smaller than expected, yet that the potential for change is great. We try to assess why the changes are so small, and whether, given this assessment, the potential for change is indeed as great as many analysts claim. In particular, I ask whether institutional barriers in education are responsible for impeding greater gains from ICT and what kind of public policies inside and outside of education, if any, would stimulate greater use of ICT in education.

3.2.2 BARRIERS TO IMPLEMENTATION.

A number of barriers stand in the way of moving from research to application in the classroom. Many educators fear that without major restructuring of schools, such as allowing teachers much more flexibility in controlling the curriculum, opening up the time-in-grade system to that of student movement based on individual progress in meeting instructional goals, and other improvement to the educational system no significant changes will or can be made, with or without technology.

Some barriers:

- The lack of consistent stable funding means that ideas rarely can be sustained through experimental and applied development with appropriate classroom testing and

evaluation. Prototype development is not enough to bring the results of basic research into classroom.

- The hardware necessary to conduct sophisticated artificial intelligence research is extremely, expensive. Small grants of contracts to researchers will not suffice.
- The installed base of technologies in the schools today is not powerful enough to run some of the more sophisticated software applications produced by advanced research. In order to experiment with advanced applications, research projects with schools and make the necessary advanced hardware systems available to them.
- There is need for long-term comprehensive evaluations of different approaches, including those utilizing technology. Schools are justifiably cautious about using real students

as “guinea pigs” for radical approaches without some track record of success.

Teacher’s Perceived Ease and Difficulties of Using IT in Education.

Perception of behavior control has a significant impact on a person’s motivation and behavior, one could interpret perceived control as a confidence construct aimed at specific behavior or activities. The potential of computer based technology in the will not be realized until strategies being demonstrated as effective, resources being accessible and reliable, and teachers having supportive scaffolding and being confident IT-users themselves.

While teachers in the study point out that they understood how IT works, they still had difficulties in using

IT in teaching and got no idea of applying IT. In preparing multi-media teaching materials, the teachers found that it was not so difficult to write up the text with the word processing component; their problems were usually related to the availability of video clips and pictures to enrich the content and the animation effects. Getting relevant videos have become a problem even though there is a video clips in various web sites and commercial computer software packages. Many of them, however, are not related to the local context and there is no concert of copyright. It is thus hoped that more multimedia teaching materials could be made available to teachers to liven the presentation they prepare for students. Fortunately, the low mean rating by teachers in the perceived ability in using IT did not seem to have great impact on teacher's behavior. Possibly, the reason that would help remedy teachers' low perceived

control of using IT in science teaching would be their high rating of its usefulness.

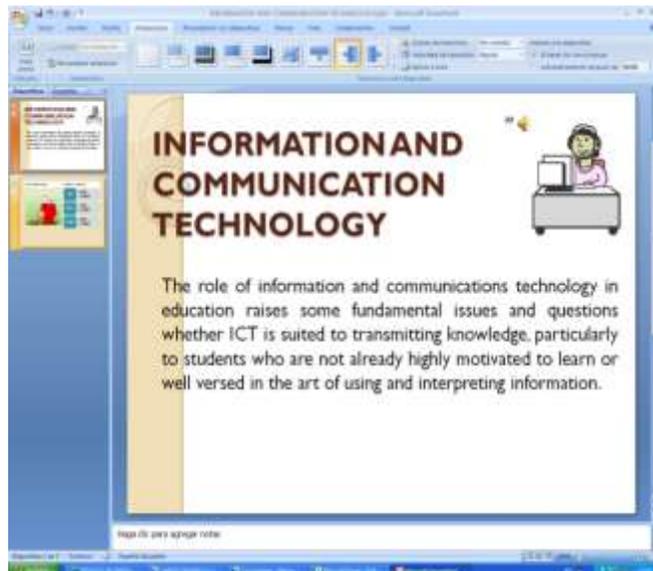
CHAPTER FOUR

4. Application and exercises.

4.1 Presentation using Power Point.

PowerPoint -- Creating Classroom Presentations.

This is not a course of how to use PowerPoint, we are going to center our attention in how to use it in order to teach our students through this program.



WHY POWERPOINT?

PowerPoint is a high-powered software tool used for presenting information in a dynamic slide show format. Text, charts, graphs, sound effects and video are just some of the elements PowerPoint can incorporate into your presentations. Whether it's a classroom lesson, a parents' group meeting, or a teachers' seminar - PowerPoint shows you how to make a powerful impression on your audience. It is probably the best-known presentation graphics program available. If your computer arrived pre-loaded with Microsoft Office, you must likely have PowerPoint too. Just click Start and select Programs to find it. Not all Microsoft Office packages include PowerPoint, however. If yours doesn't, visit Microsoft to find out how you can get it and how much it will cost.

PowerPoint's widespread availability isn't the only reason for its popularity, however. Teachers should use it because with PowerPoint you can animate words and graphics, add sound effects, and include a QuickTime movie -- it's just awesome! PowerPoint captures the students' attention and helps keep them interested! The kids like it, because it's so easy to use and because the ability to integrate graphics and text means there's always something new to learn and do."

IT'S NOT JUST FOR KIDS

PowerPoint works well in the classroom in a number of ways.

- Present information or instruction to an entire class.
- Create graphically enhanced information and instructions for the learning centers.

- Create tutorials, reviews, or quizzes for individual students.
- Display student work and curriculum materials or accompany teacher presentations at parent open houses or technology fairs. You can set PowerPoint presentations to run automatically during such events, providing a slide show of classroom activities and events as parents tour your classroom or school.

Although most of the applications we will cover in this series will be as new to me as they are to you, I did have some minimal (although not recent) experience with PowerPoint. Because I rarely find, however, that using software applications is as "unforgettable" as riding a bike, I was surprised at how quickly I learned enough to create a reasonably attractive, interactive presentation.

PowerPoint was both easy to learn (or relearn) and to use. The toolbar is easily accessible, clearly labeled, and relatively foolproof. Some of the shortcut icons seemed less intuitive than others -- I never would have "guessed," for example, that the star icon indicated the animation tool. The rollover labels for the icons cleared up any momentary confusion, though. Most important, no action is "undoable," so you can correct your mistakes easily -- even if you save them. (Do remember to save often!) In other words, you won't spend several hours creating the perfect presentation only to find you can't correct a typo, insert an additional slide, or add an animation.

4.1.1 Using PowerPoint for ESL Teaching

Although PowerPoint has been in existence for many years, it has just begun to spread to schools and ESL classrooms. The reason for this delay is that technology

requires hardware, which is relatively expensive. However, more and more classrooms and teachers have computers and the equipment to use PowerPoint. Not only are more teachers using these presentations, but more are producing their own. Some are even placing them on websites for others to download. PowerPoint is a useful tool that is now being used in many classrooms.

Before continuing, let us give a brief definition. PowerPoint is a type of presentation software that allows one to show colored text and images with simple animation and sound. PowerPoint is just one of many types of presentation software. Hyper-Studio is another.

PowerPoint is the most popular because it comes bundled with Microsoft packages. PowerPoint will run on either Macintosh or Windows PC's. The files are easy to create and can be e-mailed as attachments. They can be

posted on or downloaded from websites, and can be converted to html WebPages. Not only can PowerPoint presentations be traded and exchanged, they can also be modified to fit any individual classroom setting. Although other presentation software may have the same capabilities, PowerPoint is the most common, and it is user friendly.

Classroom Uses of PowerPoint

PowerPoint presentations can be used in many ways in the ESL classroom as well as in other classrooms. Presentations can be used for initial teaching, for practice and drilling, for games, for reviews, and for tests.

Initial Teaching

PowerPoint can be used to teach new ideas and concepts to students. In theory this sounds very good;

however, in practice this can be tricky. The teacher must anticipate areas of misunderstanding and difficulty. Once the teacher knows the troubles, which the students will face, he or she can create or adapt a presentation for the students. The presentation must be clear and uncluttered. It should address anticipated areas of student difficulty in an orderly manner. This type of presentation is difficult to prepare, but it can be done. Once an initial teaching presentation is prepared, it can be saved and used again and again, and it can be shared with others.

Practice & Drill

We will use PowerPoint presentations much more for practice and drills. To do this it is necessary to have the type of material, which can be repeated many times. A presentation of irregular verbs is one example of

something which can be repeated again and again. Presentations using the correct preposition, or the correct form of adjective, or countable and uncountable contrasts could be practiced and reviewed periodically.

Games are a good way to review and practice English. Teachers can use PowerPoint to create their own games to use in the classroom. Once a game has been created, it can be reused by the author or shared with other teachers.

Review

PowerPoint presentations are great for reviewing ideas which have already been taught. After the students have learned and practiced something, it is good to see a presentation. We do not show presentations every day. We like to save them for a special treat sometime during

the week. They provide a break in the routine and a way to see material differently. Not only do students find this interesting, but it is also a good way to check and see if they have mastered a concept. When I use a presentation created by another teacher, my students have a chance to see old ideas presented in different ways. PowerPoint presentations are also good ways to review before a test.

Tests

A teacher in a school that uses PowerPoint for his/her tests, can place pictures of items on slides to be shown at preset intervals. (The teacher sets his/her timer for a reasonable number of seconds for each slide.) The students then write down the name of each item. It's a great way to test vocabulary. Using the timer feature, a teacher could design a many types of tests or quizzes.

Create Your Own PowerPoint Presentations

Any teacher can create presentations if he or she has the PowerPoint software. There are many good tutorials on how to create presentations. Some of these can be found at the following links:

Get PowerPoint Presentations from Others

There are many great websites where a teacher can download PowerPoint presentations. We like to download presentations for elementary school children and then modify them for our ESL students who are older. As you become more familiar with PowerPoint, you may wish to do the same. You can find these by putting “English PowerPoint presentation” in a search engine. You might also try “ESL PowerPoint” and other such variations, or you might try several different search engines. Some sites

allow you to preview the presentations, but most simply list them. You can download them directly. Some are read only or protected. If you want to modify such a file, simply open a new presentation and copy the read only file into it. You can then modify the copy which you have made.

There are several problems which can arise with downloaded presentations. If the presentation was created on a different platform (Mac or PC) from yours you may have some font problems with specialized symbols. A second problem is the macros. You can pick up a virus attached to a macro. Be careful and download only from trustworthy sites.

Technical Considerations

There are some technical points that need to be considered when using PowerPoint or other presentation

software. First you must have a computer. Second, there are several ways to present to students.

Either an IBM compatible PC or an Apple Macintosh will run PowerPoint, so platform is not a problem. The software will run on both laptop and desktop computers. These characteristics make PowerPoint versatile.

There are three basic ways to display presentations.

- A regular computer monitor
- An ordinary television set
- A special projector

Computer Monitor

The regular computer monitor is good for individual work. Small groups of two to four can also view a presentation in this way, but individual viewing works very

well. One student can drill or review material at his or her own pace. He or she can also view a presentation. (Caution: naughty students can alter your PowerPoint if they are not supervised. Backs up copies are always good.) PowerPoint works well with individuals.

The negative side is that many computers are required if a large class wants to go through a presentation individually. Most schools do not have the computers available for this kind of practice and drill.

Television Set

PowerPoint presentations can be viewed on ordinary television sets. All one has to do is to plug the computer into the set. However, it's not always that easy. First, the computer must have the right type of output. Older

computers will need a special piece of equipment called a presenter. This takes the monitor output and makes it compatible with a TV. Presenters cost around US\$100 to US\$150. Newer computers may be equipped with presenter cards that work internally. Most new laptops are sold with presenters built in. Some contain s-video output for better pictures. Manufactures are starting to market outputs for high definition TV's. Teachers need to find how they can get the right type of output from their computer for a TV; you'll need to learn how to send the signal to the TV before you have students. Once you get through the problem of how to make your computer run the TV, the rest is great fun.

Projector

Increasingly business people and churches are using projectors for PowerPoint. Projectors give a much clearer and bigger picture than a TV. Instead of 20 or 30 watching,

200 or even 2.000 can view a single presentation. Projectors are very nice to use. The room may need some slight dimming, at least in the projection area. A screen is much better than a blank wall for projection. The projected image is much like one from an overhead projector in size and brightness. The difference is that PowerPoint images have motion and sound.

The biggest drawback is cost. Projectors range from US\$2000 to US\$5,000. Most teachers and schools cannot afford these items. The best ones will run on 50 or 60 hertz and automatically switch between 110 and 220 volts. Newer projectors are very small and light (under 5 lbs. or 2 kg.). Projectors are wonderful, but they are currently expensive.

Conclusion

PowerPoint presentations are easy to obtain, modify, and create. They are versatile and a great asset to any classroom. Good presentations may take time to produce or adapt, but they can be shared and used year after year. They can be used for whole class presentations and reviews, for drills, or for individual work. PowerPoint presentations run on both Macintosh and Windows platforms. Files are small unless many pictures and sounds are added. Small files are easily stored. These presentations can be viewed with a computer monitor, TV, or a projector. Because of all these advantages, we are going to see more and more PowerPoint presentations used in English language teaching.

4.2 Teaching language classes using computer programs.

4.2.1 Word and Excel

We are not going to teach you how to use Word or Excel as programs, but what we really want is to give you some ideas of how you can use this program in order to prepare your classes or more than that how you can use it in order to facilitate your work as a teacher. Word and excel are programs that helps teachers a lot, because with these instruments we can prepare our classes and of course we can elaborate our tests and introduce many pictures, draw lines, use colors, and images. Etc.

With these programs we can elaborate extra material like diagrams that will help us to control discipline, introduce images, etc.

For examples see annex N°6 and N°7.

4.3 Presentation of Educational videos and Movies in Language Classes.

The presentation of educational videos and movies to our students is very important for our children, because they enjoy it. Movies encourage students to listen to English as it is spoken in the United States and real. We know that teachers understand the importance of multimedia systems in their classes, but most teachers don't know how to use them. Many schools teachers have this material but they do not utilize this tool. Teachers must be prepared to use this technology, because many students have this technology at home, and if we use it correctly we can have great results.

In order to help teachers, we are going to give them a guide of what they can do in order to use this technology efficiently. First, we must select the movie or video to present to our students according to their age. We must be very careful in this step. The success of the class depends on our knowledge of the age group of our children, and their necessities. Next, we have to plan the activities carefully that we are going to present to our students. Prepare some activities during the movie or at the end and prepare some questions for the students to find out if they are following the movie. Movies must be shown in parts in order to understand the part that they saw. Students can also ask some questions and the teacher can introduce some new vocabulary, talk about the characters that were presented in the movie. This is the activity a teacher can use, because a movie is about two hours, and a class hour is about forty five minutes, so we would have to present

our student the movie in about three classes. This is advantageous, because we can work slowly and plan our class. The activities we do at the end of the movie are important. We must talk about the movie to make sure the students understand.

So as we can see presenting movies or videos to our students is not as simple as it can be, we have to plan carefully what we are going to do and of course we must be careful about what movie are we going to present to our students.

4.4 Using Internet in Order to Prepare Classes

Using internet in order to prepare classes is very important. Our student's lives are surrounded by technology. Many of our students will have cell phones,

their own computer, and their technology. This is unavoidable because technology is part of our society. Teachers must also be part of the technological generation. Using the internet is very important for teachers. We have to open our minds and not just follow the book. We need to change our strategies because students a better understanding of technology. They have curios and that we must explore their curiosities. They are curious and we must explore these curiosities. The big question is how we should use this students CURIOSITY. We have to explore the world of internet, more we explore more we learn.

The internet has everything, pictures, images, books, music, etc; the only thing that we have to do is explore this new world we have been given on our computers. Be excited to find a lot of things, that will change your

thoughts and this will help you and your children to enjoy new material that you find on the web.

In the internet we can find the unit that we are following in our books and get new material and new ideas, so students will love different activities that we can use in order to make our students enjoy the curriculum.

4.4 GAMES, ACTIVITIES, AND IDEAS ABOUT HOW TO USE MULTIMEDIA SYSTEMS IN THE LANGUAGE CLASS.

Personal and laptop computers.

A laptop is a great idea in order to use technology in our class, because we can transport our computer with us to the classroom. This is important, so students don't have to go outside of the class. If we as teachers have the

resources to do this that would be great because we can do a lot of great new things in order to have a more interesting class which our students will enjoy.

We can present drawing or pictures like flash cards on our personal computers. A great idea is to take pictures of the students during activities and present them on laptops. For example, Maria is swinging or Monica is eating an apple. This will be a great opportunity to use a digital camera, because we can see the pictures on the same day on our laptop. The students will really like it and they will be impressed. They will laugh and have fun.

Another way that we can work with computers is taking our student to the computer room, but this is more difficult because it's really hard to take control of the students. We can prepare materials that all our students can use beforehand or we can go to the computer room

and prepare something for everyone on all the computers. This will take a lot of time, but it could be necessary.

So, presenting pictures, songs and images, through our computer would be a great way to change the routine and have fun. This will also be a great opportunity to use POWER POINT to introduce our images and pictures, and use sounds to make it more interesting.

We can work together with the Projector; we can connect it to our laptop and show all our students the material that we have prepared. Using a projector we can show the students on a big screen and students of course will get a better view of the material and better understanding.

CD Players.

This is the more popular multimedia equipment used by teachers, because everyone has a CD player. We have the wrong idea that we can use a CD player only for improve the listening skills. This is what the multimedia instrument was made for, but use this instrument correctly will be more positive for our students. We have many ideas of how we can use a CD player. We just need to be creative. Students love music and of course love dancing, so we can use the CD Player do some exercises with our students, meanwhile they learn their own bodies. Another idea is that we can present them some written music and they have to listen and complete the song. We can have groups of students and we give our students a song but in parts (we must cut the lines of the song) so students must put it together while they are listening to the song, we can use the extra material that our English book has (the CD). In order to do all of the activities we have to take in mind

the group of students that we are working with and of course the age of our students. It is very important when we prepare extra material, because if they don't understand or it is very difficult for them they will get bored.

Scanners.

We can use the scanner in order to make or test, we can scan the drawings which are in the English Book that we are using. The students will be familiar with the images. This will be important for students to use images that they work with everyday when we take a test, because they will remember and have a better grade.

We can use scanning to get any kind of images, texts, pictures, in order to prepare extra material for our students.

Television.

The television is one of the most popular multimedia systems, because every school has one. We can use the TV in many ways. We can show our students movies, news or tales. We can present our students many things and plan different classes that they will like.

The TV helps us to improve listening skills and this is a great idea for students to practice listening. Then students can talk about the movie they watched.

APPLICATION AND EXERCISES.

Using multimedia Systems in the teaching and learning process is a complex thing, as we can see, but the good news is that this is changing in some schools and most teachers are changing their minds and trying to use

this important resource in order to improve their English classes.

We are going to introduce some tables in order to let you know what is going on in Cuenca, and of course we are going to see some important things. At the end of this we can notice and ask ourselves how we are using this material, and if we need to change in a positive way and get more information about this important theme.

The following pictures can show how teachers are working in Cuenca. You will see some pictures. Most schools don't let me take pictures of anything, or let us do anything. We can't even take pictures of the material that they are using. So, we don't have to many pictures, but we can show you some important material, and extra things through the pictures and extra material that we can present in this thesis.

In order to get this material we have interviewed 13 teachers from different schools here in Cuenca, Alborada, Latinoamericano, Los Andes, and Maria Auxiliadora.



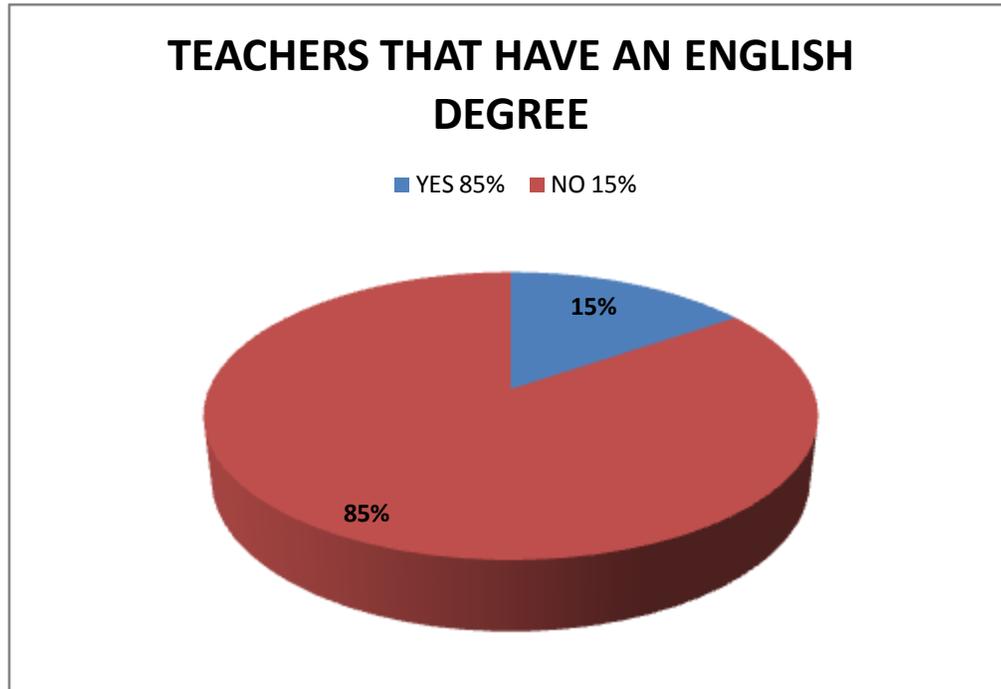
4.5.1 DATA ANALYSIS AND INTERPRETATION

In this part we are going to analyze the questions that were asked to thirteen teachers who work in the following schools: Alborada, Los Andes, Latinoamericano and María Auxiliadora.

STATISTICAL SCHEME N°1

Question: Do you have a degree on English Teaching?

NAME	VARIABLE
YES	2
NO	11
TOTAL	13

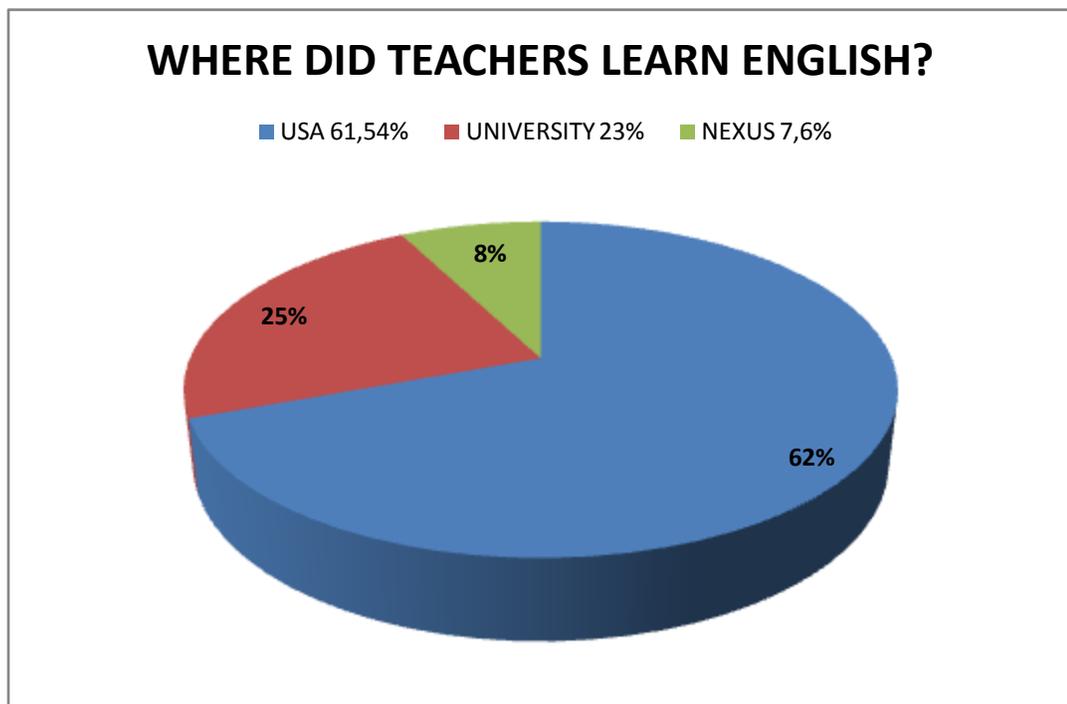


We can see clearly here why students have serious problems. It's because most teachers are not prepared for teaching English, but we are not here to discuss this subject. 85% of the teachers that were interviewed don't have an English degree in Teaching English versus only the 15% that are prepared to teach English so we can gather our own conclusions.

STATISTICAL SCHEME N°2

Question: Where and how did you learn English?

NAME	VARIABLE
USA	9
UNIVERSITY	3
NEXUS	1
TOTAL	13



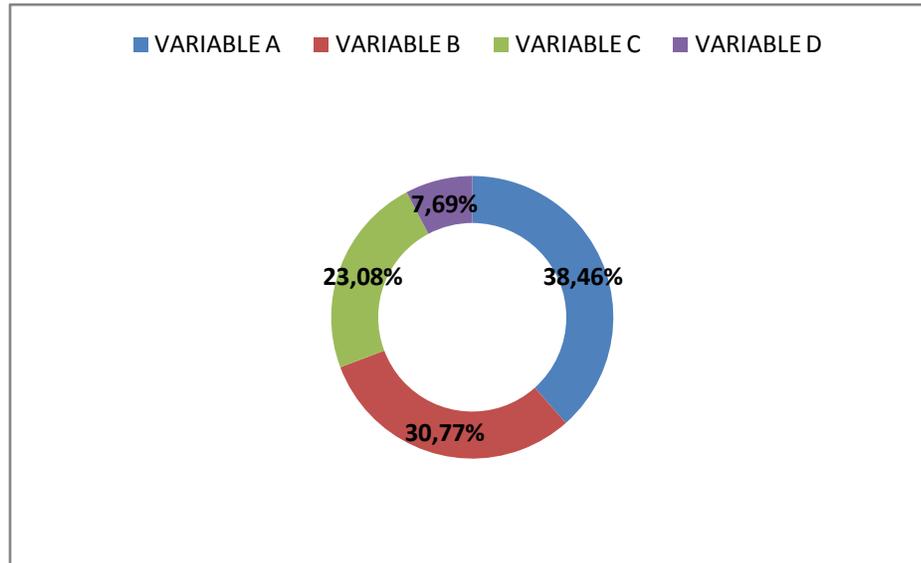
Research shows that most teachers have learned English in the USA. 9 out of 13 teachers have traveled to the United States. We don't know exactly the reason why

they traveled, but most teachers were there for more than one year.

STATISTICAL SCHEME N°3

Question: How many years have you been teaching English?

NAME	VARIABLE	QUANTITY
A	1 - 4	5
B	4 - 7	4
C	7 - 10	3
D	10 - 13	1
TOTAL		13



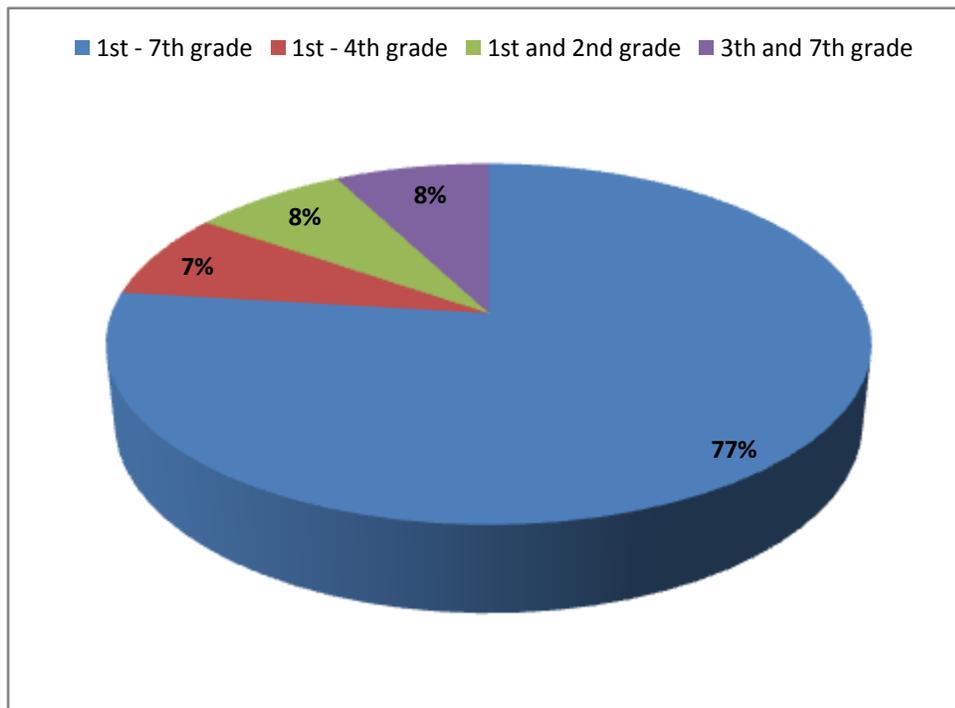
The research shows that the majority of the teachers have a lot good experience teaching English. About 38.46% have between 1 to 4 years of teaching English, 30.77% have between 4 to 7 years, 23.08% have between 7 to 10 years, but only one teacher has more than 10 years of teaching experience.

STATISTICAL SCHEME N^o4

Question: What level or levels do you teach?

VARIABLE	QUANTITY
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1ST – 7TH GRADE	10
1ST – 4TH GRADE	1
1ST – 2ND GRADE	1
3TH – 7TH GRADE	1
TOTAL	13

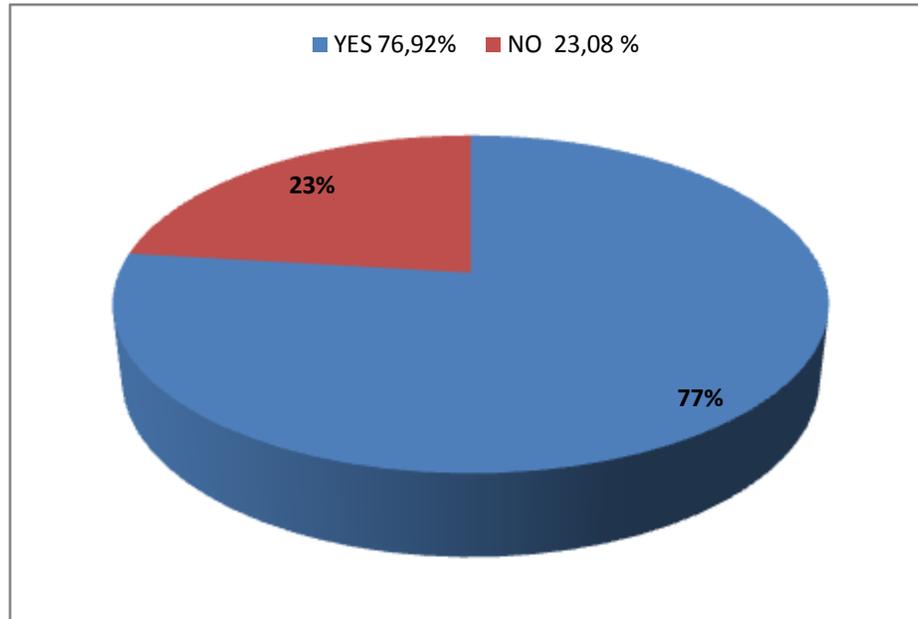


This statistical scheme shows us clearly that 76.92% of teachers work with all seven grades of primary school, and just few of them work with only part of the school. 23.08% of teachers work with part of the school grades.

STATISTICAL SCHEME N°5

Questions: Do you use any kind of Multimedia for teaching your English classes?

NAME	VARIABLE
YES	10
NO	3
TOTAL	13

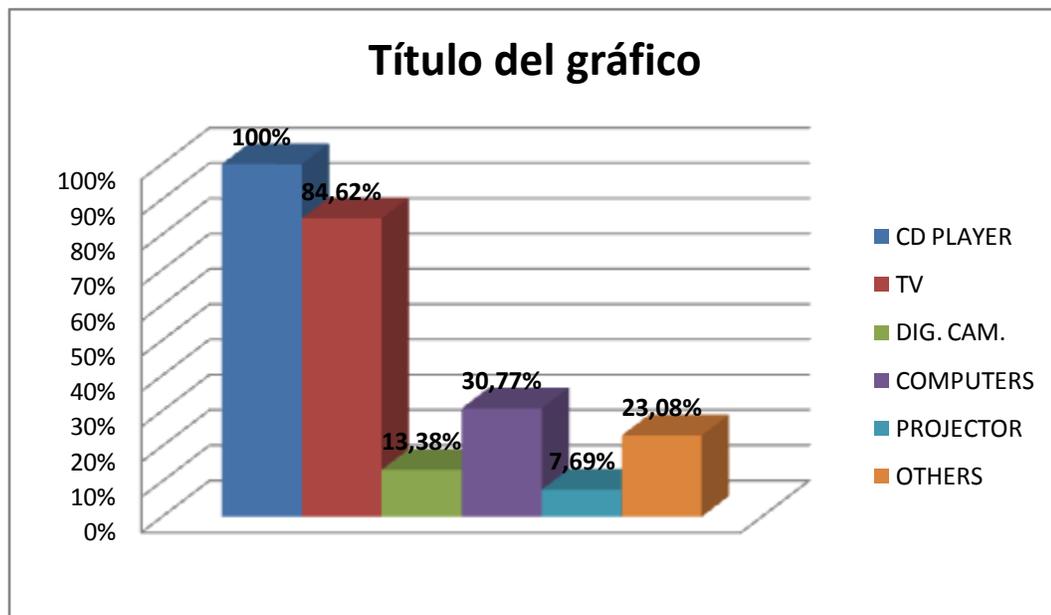


What we can see clearly is that most teachers use Multimedia tools for teaching English. Ten teachers out of thirteen answered that they use many kinds of Multimedia Tools in order to teach their English Classes. Only three teachers out of thirteen don't use Multimedia tools for teaching English classes.

STATISTICAL SCHEME N°6

Question: What kind of Multimedia do you use more frequently?

NAME	VARIABLE
CD PLAYER	13
TV	11
DIG. CAMERA	2
COMPUTER	4
PROJECTOR	1
OTHERS	3



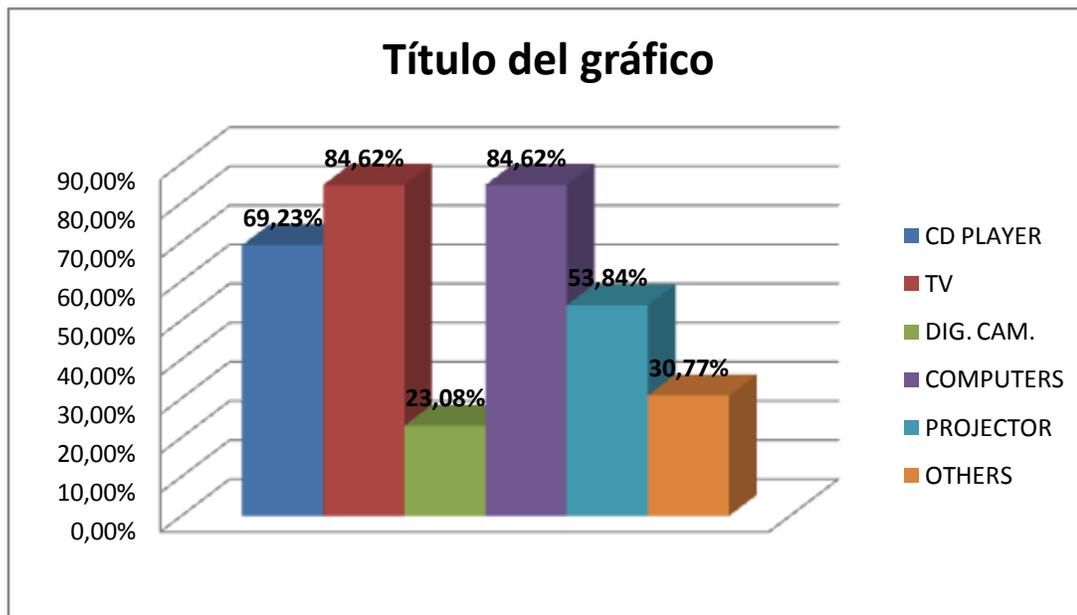
FOR EXPLANATION SEE STATISTICAL

SQUEME N°8

STATISTICAL SCHEME N°7

Question: What kind of Multimedia do you think that your students enjoy most?

NAME	VARIABLE
CD PLAYER	9
TV	11
DIG. CAMERA	3
COMPUTER	11
PROJECTOR	7
OTHERS	4



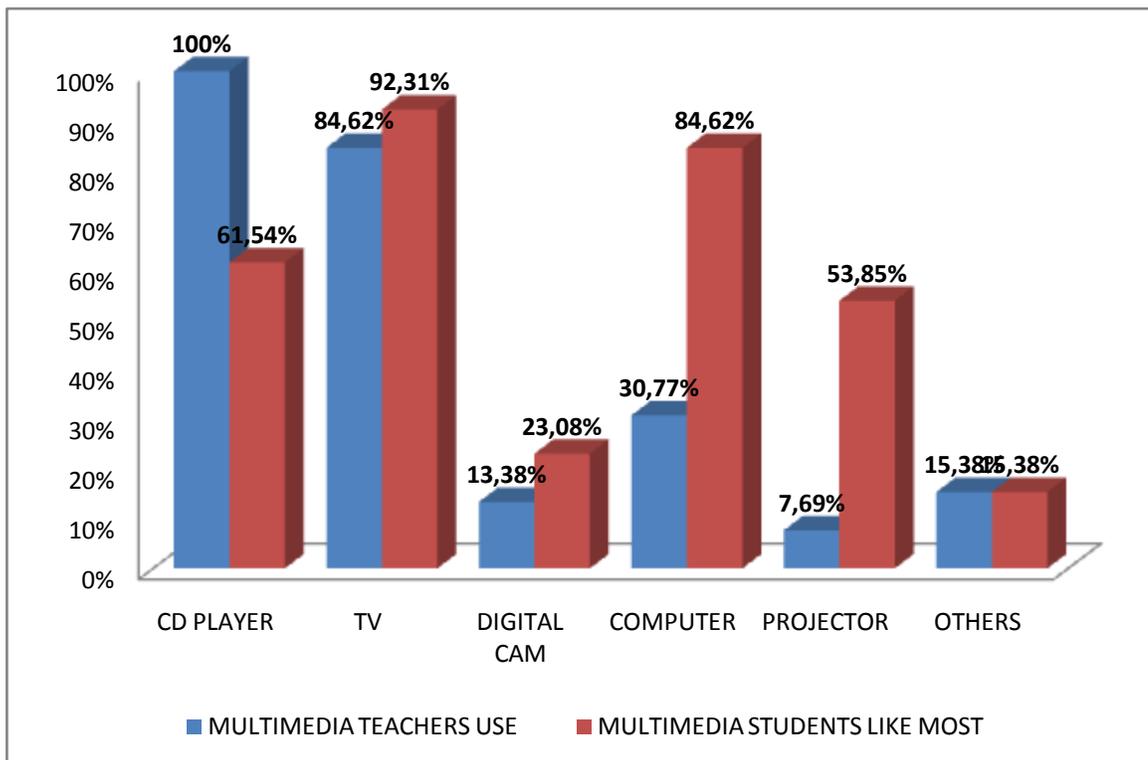
FOR EXPLANATION SEE STATISTICAL

SQUEME N°8

STATISTICAL SCHEME N°8

This statistical scheme is a comparison between what kind of Multimedia tools teachers use more frequently with their students (**Variable N°1**) and what kind of Multimedia Systems students enjoy the most (**Variable N°2**).

NAME	VARIABLE Nº1	VARIABLE Nº2
CD PLAYER	13	8
TV	11	12
DIG. CAMERA	2	3
COMPUTER	4	11
PROJECTOR	1	7
OTHERS	2	2



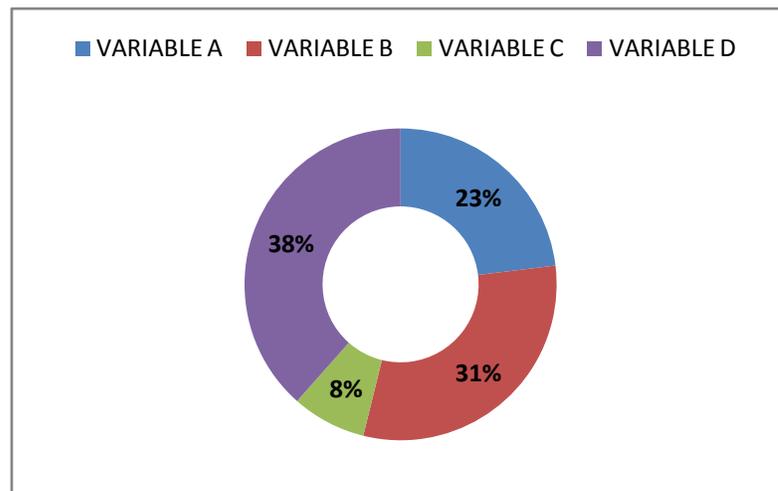
We can see clearly from the research that in most cases teachers are using the wrong multimedia Systems. Students like different types of Multimedia Systems. Our mistake is not realizing what the students want to work with. We can see that students don't like CD Players but teachers use it most frequently in their English Classes. Students love computers, but teachers don't use them. In

this picture we can notice what students really like and what we are using are not the same therefore, students are not really enjoying the learning process.

STATISTICAL SCHEME N°9

Question: How many times a week do you use Multimedia for teaching English classes?

NAME	VARIABLE	QUANTITY
A	1 - 2	3
B	2 - 3	4
C	3 - 4	1
D	4 - 5	5

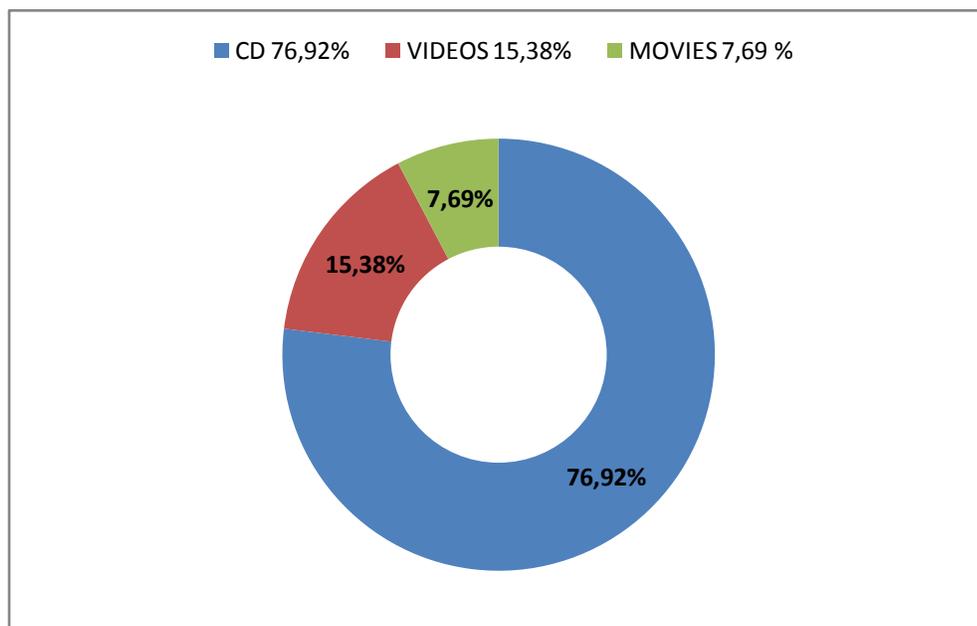


What we can see is that a considerable number of the teachers use multimedia systems in their everyday English classes. Multimedia tools is a very important thing in the teaching and learning process, and we must take in mind that teachers need to be more prepared in order to satisfy our students curiosity. Also, have better results with this important technology, which is increasing more and more into our society.

STATISTICAL SCHEME N°10

Question: Does your English Book have any kind of Multimedia support, what king?

NEME	VARIABLE
CD Player	10
VIDEOS	2
MOVIES	1
TOTAL	13



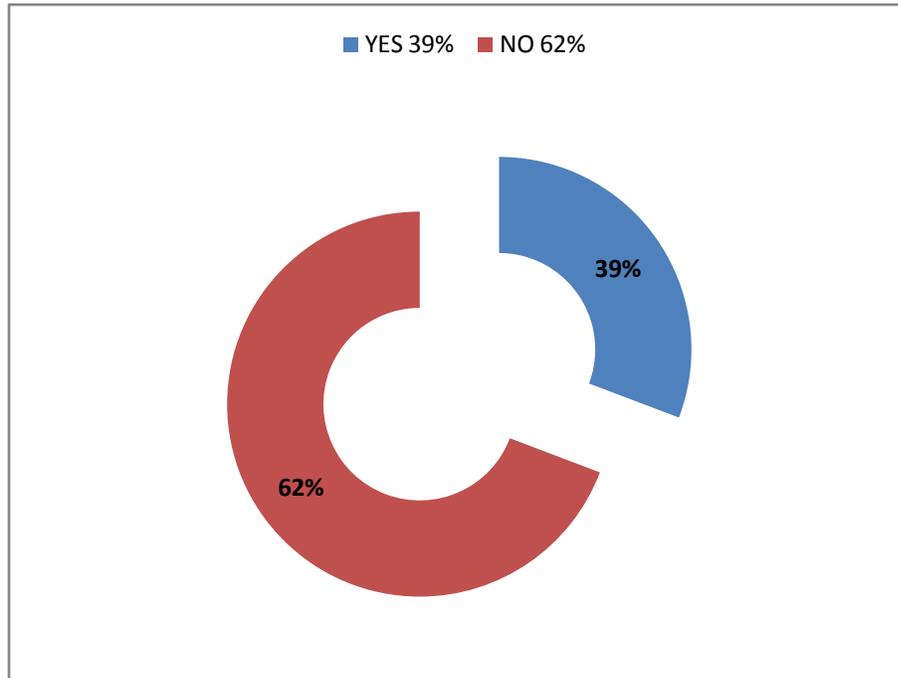
This statistical scheme shows again that multimedia is gaining momentum into the teaching and learning

process. Nowadays, we need to be prepared for working with our students using Multimedia Systems. The internet is one of the most important places where we can learn about this technology.

STATISTICAL SCHEME N°11

Question: Do you use any additional material when you are working with Multimedia with your students?

NAME	VARIABLE
YES	4
NO	9
TOTAL	13



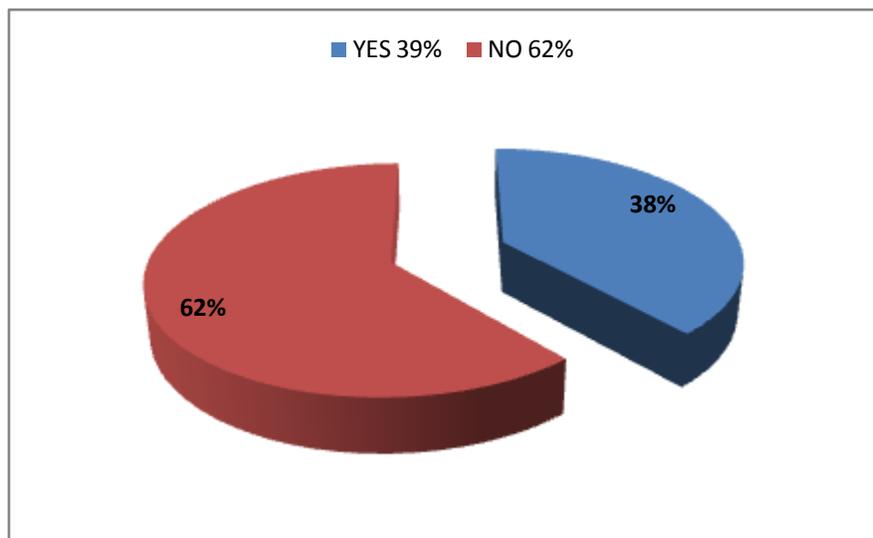
In this statistical table we can see that only 39% of the interviewed teachers use extra material in their English Classes. 62% just use the material from the English book.

STATISTICAL SCHEME N°12

Question: Have you taken an English Course on how to use Multimedia for teaching?

NAME	VARIABLE
------	----------

YES	5
NO	8
TOTAL	13



In this statistical scheme we can notice that most teachers haven't taken any course about how to use Multimedia Systems to help teach English classes. There is 62% who don't have any additional information about Multimedia Systems, and only 39% have taken a course about Multimedia learning.

Question: Do you think that Multimedia is important for teaching English? Why?

All of the thirteen teachers questioned in this thesis it is really important to use Multimedia Systems in English classes. So to make it real we need to realize that we, as teachers, need to improve our curriculum and try to self educate, if we don't have the opportunity to go to a Multimedia Course. On the internet we can find anything we want, and I am sure that using this way we will learn the basic things in order to improve our English classes. Don't be afraid and try to discover something different this will be very beneficial for our students, and they will really enjoy the little changes.

CHAPTER FIVE

5.1. Conclusions and recommendations.

Multimedia Systems seems to be a very useful instrument when used appropriately. By creating good new multimedia material, students are able to be taught in more than one way, and thus broaden their minds. This learning is based on constructivist teaching that allows students to construct their own understanding and knowledge.

Most teachers have good experience about teaching English, which is very important because to know something is very different when you apply that knowledge, and transmit it. Teachers should have the ability to transmit knowledge to their students. In order to be able to do that we need to work and have experience teaching. This is the only way teachers will understand the importance of seeing their students as individuals, and of course when we are talking about multiple intelligences.

Teacher must be prepared to work with different kinds of students, and only being in the classroom will we understand the importance of having contact with our students.

It is very important that we as teachers ask our students what kind of Multimedia Systems they like. For example, what kind of technology do they use at home. That will help us a lot, because teachers use technology that students do not. If we ask our students we will have the possibility to please our students, maybe once in a month, but our students will be really happy because we have given them some attention. It is very important for teachers to have a special communication with the students. Through questioning we will understand what likes and dislikes, not only about using Multimedia Systems but also in every topic. They will acquire a special

communication with the teacher and they will feel comfortable during English classes.

We must be very careful about choosing our coursebook. We need to visualize what kind of student group we are going to teach, know their abilities and their background. Students' age is important in considering our choice for a coursebook. We need to analyze the material attentively, and of course we need to analyze what kind of multimedia technology the book brings. We must be sure that we are going to have success during the year or years that we are going to use it.

Another point that we will have to consider is how many times a week we are going to use Multimedia tools in our classes. We need to be careful about this important point, because we don't want our students to get bored.

What we really want is that our students have fun. We are looking for some variety, be careful and don't fall into a routine, because students would not enjoy it. We think one of the reasons why teachers don't use Multimedia with the students is Control Discipline, because it is very difficult when we are watching a movie, for example. We don't know which student is paying attention and which is just sleeping or bored. So, we need to have very detailed specifications of what we are going to do in order to get our students attention. If we do that we will have a good class and our students will have a great time.

Using extra Multimedia material is one of the most difficult things to do. But nowadays it is really easy. We just need to go to an internet place and find everything we want. For example, song, videos, games, pictures, tests, grammar information, etc. If we can't do that we can just

prepare our own material working on Power Point and do our presentations for our students. This is easy because we know what our student group is, and we know their necessities. We can work on Word and Excel to give them some extra material in order to work in another topic that our students will be familiar with. Doing these things we will have a different class and our students will really love it.

From the beginning, of what is considered multimedia education, there have been different theories, what should be taught, and who should be taught. Education is constantly being shaped by the political philosophy of governments and the social and cultural traditions of the country.

One recommendation would be for the principals of particular primary schools to encourage teachers to use

Multimedia systems in teaching. If teachers feel secure, that if an administrator walked into their room they will not think their room is out of control, or noisy, while using Multimedia tools. Teachers will venture to use them. Another recommendation would be for administrators, who are familiar with Multimedia Systems, to prepare their teachers in order to have better results. One more recommendation would be for teachers to work together as a grade level, to create and construct new Multimedia extra material based on their own experience. When teaching using Multimedia tools, students enjoy learning. Students enjoy and perform at a higher level when challenged to create their own ideas. We will enjoy our jobs as teachers so much more, and it also enables parents to come in and work on some projects with students too. This brings the family into the classroom, and makes learning a community experience.

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www.actden.com

ANNEX N°1

UNIVERSIDAD DE CUENCA

These questions will be an important part of an investigation in order to get some information for the following thesis “The use of equipment and multimedia systems in English Language Teaching-Learning process, in private primary schools, in Cuenca”.

PLEASE ANSWER THE FOLLOWING QUESTIONS.

1. School Name.

.....

2. Do you have a degree on English Teaching? Yes

No

If not, where and how did you learn your English?

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.....
.....
.....

3. How many years have you been teaching English?

.....
.....

4. What level or levels do you teach?

.....
.....

5. Do you use any kind of multimedia for teaching your English class?

YES

NO

6. What kind of multimedia do you use more frequently?

CD PLAYER TV DIGITAL CAMERA
COMPUTER PROJECTOR OTHERS

7. Do you think that multimedia is important for teaching English? Why?

.....
.....
.....
.....

8. What kind of Multimedia Systems do you think that your students enjoy most?

CD PLAYER TV DIGITAL CAMERA COMPUTER
PROJECTOR OTHERS

9. How many times a week do you use multimedia for teaching English classes?

.....
.....

10. – What book are you using now to teach your English classes, does this material have any kind of Multimedia support, what kind?

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.....

11. Do you use any additional material when you are working with multimedia with your students? If so which?

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12. Have you taken an English Course on how to use multimedia for teaching English? If so where and how many hours?

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ANNEX N°2

LOS ANDES PRIMARY SCHOOL PICTUES

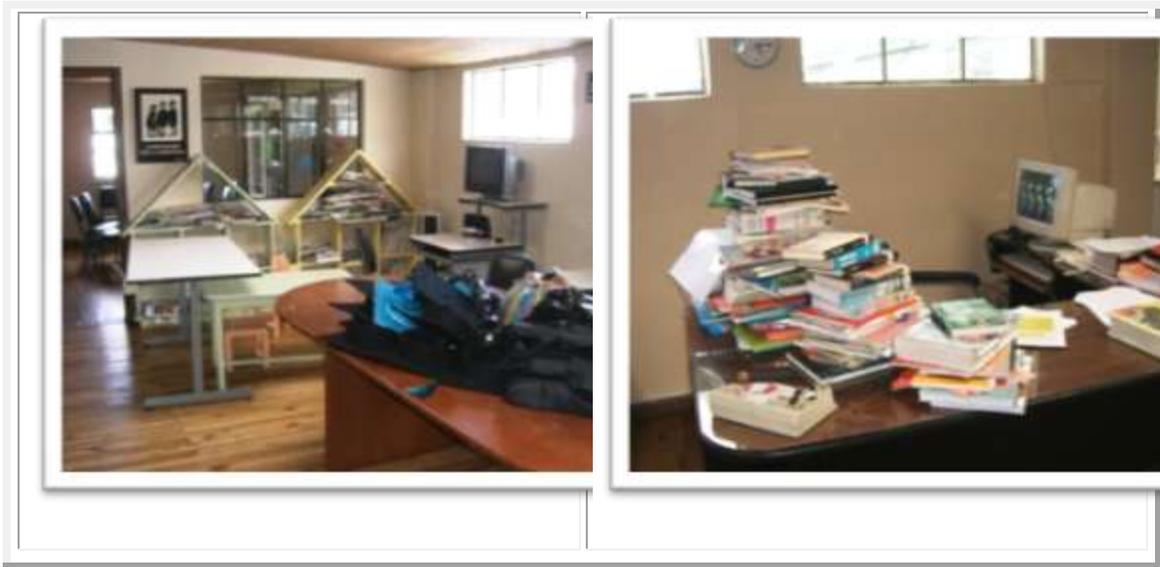
ENGLISH LABORATORY





ANNEX N°3

ENGLISH LIBRARY



ANNEX N°4

ARES SEARCHING PROGRAM

Ares 2.0.9.3030 [Búsqueda] - <Online 23:04>

Internet Biblioteca Reproductor Búsqueda Descargas Chat Panel de Control

Buscar archivos de audio Nueva búsqueda jona brothers (35)

jona brothers

Buscar ahora Detener

<< Atrás

▼ Búsqueda avanzada

Título	Artista	Álbum	Género	Calid...	Duración	Tamaño
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.540
Look Me In The Eyes	Jonas Brothers ...	Jonas Brothers		128	4:00	3.766
Girl Of My Dreams	Jonas Brothers			128	3:12	3.015
S.O.S. (Disney Chann...	Jonas Brothers	Jona bonus Time		96	2:31	1.770
Please be Mine	Jonas Brothers	Nicholas Jona	Pop	128	4:16	4.017
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.543
S.O.S.	Jonas Brothers	Jona bonus Time		96	2:31	1.774
Girl Of My Dreams	Jonas Brothers			128	3:12	3.011
WHEN YOU LOOK ME I...	JONA BROTHERS			98	4:09	3.004
Girl Of My Dreams	Jonas Brothers			128	3:12	3.015
S.O.S - Jona Brothers	The Jonas Brot...		rock	320	2:30	5.900
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.543
S.O.S. (Disney Chann...	Jonas Brothers	Jona bonus Time		96	2:31	1.774
Girl Of My Dreams	Jonas Brothers			128	3:12	3.015
Dream On With Jona	Chemical Brothers	Surrender 11		128	6:45	6.337
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.539
S.O.S.	Jonas Brothers	Jona bonus Time		96	2:31	1.774
WE ROCK	JONA BROTHERS	Abc	pop	320	2:16	5.333
A little bit longer	Jona Brothers			320	3:24	7.981
A Little Bit Longer	Jonas Brothers	Jonas Brothers...		64	2:49	1.348
Girl Of My Dreams	Jonas Brothers			128	3:12	3.015
I gotta find you	Jona brothers			320	4:01	9.416
Girl Of My Dreams	Jona Brothers			128	3:12	3.015
Please be Mine	Jonas Brothers	Nicholas Jona		128	4:16	4.021
Girl Of My Dreams	Jona Brothers			128	3:12	3.015
Girl Of My Dreams	Jona Brothers			128	3:12	3.015
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.543
S.O.S. (Disney Chann...	Jonas Brothers	Jona bonus Time		96	2:31	1.770
Hold On	Jona's Brothers	Jonas Brother		128	2:42	2.543
S.O.S.	Jonas Brothers	Jona bonus Time		96	2:31	1.772
S.O.S. (Disney Chann...	Jonas Brothers	Jona bonus Time		96	2:31	1.773
Girl Of My Dreams	Jona Brothers			128	3:12	3.011
Girl Of My Dreams	Jonas Brothers			128	3:12	3.013
S.O.S. (Disney Chann...	Jonas Brothers	Jona bonus Time		96	2:31	1.770
S.O.S.	Jonas Brothers	Jona bonus Time		96	2:31	1.774

5:03 35 (59) resultados para jona

Filtro

Reproductor de audio

ANNEX N°5

ARES SEARCHING PROGRAM

Ares 2.0.9.3030 [Descargas] - 3 DL 3,42kb/seg <Online 25:54>

Internet Biblioteca Reproductor Búsqueda Descargas Chat Panel de Control

Cancelar Abrir / Vista previa Abrir carpeta de descargas Limpiar erróneos y completos Mostrar cola

Descarga: 1.548KB recibidos

Archivo	Tipo	Usuario	Estado	Progreso	Velocidad	Tiempo restante
⊕ jona brothers - when you look me inthe eyes.mp3	Audio	3 Usuarios	Descargando	<div style="width: 100%;"></div>	1,30kb/seg	27:28
⊕ jona brothers-hold on.mp3	Audio	2 Usuarios	Conectando	<div style="width: 0%;"></div>		
⊕ s o s(2).mp3	Audio	10 Usuarios	Conectando	<div style="width: 0%;"></div>		
⊕ we rock.mp3	Audio	4 Usuarios	Descargando	<div style="width: 100%;"></div>	2,10kb/seg	38:27
⊕ jonas brothers - girl of my dreams(2)(3).mp3	Audio	1 Usuario	Descargando	<div style="width: 100%;"></div>	0,02kb/seg	40:06:45
⊕ please be mine(original version).mp3	Audio	3 Usuarios	Conectando	<div style="width: 0%;"></div>		

Envíos: 0KB enviados

Archivo	Tipo	Usuario	Estado	Progreso	Velocidad	Tiempo restante

⏪ ⏩ ⏮ ⏭ ⏯ ⏸ ⏹

ANNEX N°6 - WORD

CENTRO EDUCATIVO "LOS ANDES"
AÑO LECTIVO 2003 - 2004

Name: _____
Tercer año de Educación Básica.

1. - Read the sentences and write the correct verbs. Use the Word Bank. (3pts)

He has red and blue crayons. He is _____

Peter has a book. He is _____

Mary is using a pencil. She is _____

Word Bank

reading coloring

writing

2. - Answer the sentences correctly. (5pts)



1. It's next to the post office, but it's not the hospital. It's the _____

2. It's between the fire station and the toy shop. It's the _____

3. It's next to the school. It's the _____

4. It's between the bank and the restaurant. It's the _____

5. It's between the movie theater and the restaurant. It's the _____

3. - Match the correct words. (5pts)

bus driver	restaurant
waiter	school
doctor and nurse	bus
police officer	hospital
teacher	police car

4. - Write the correct numbers (5pts)

Eleven _____	eight _____	Thirty-seven _____
Twenty _____	Forty-four _____	twelve _____

5. - Write in Spanish the following words. (3pts)

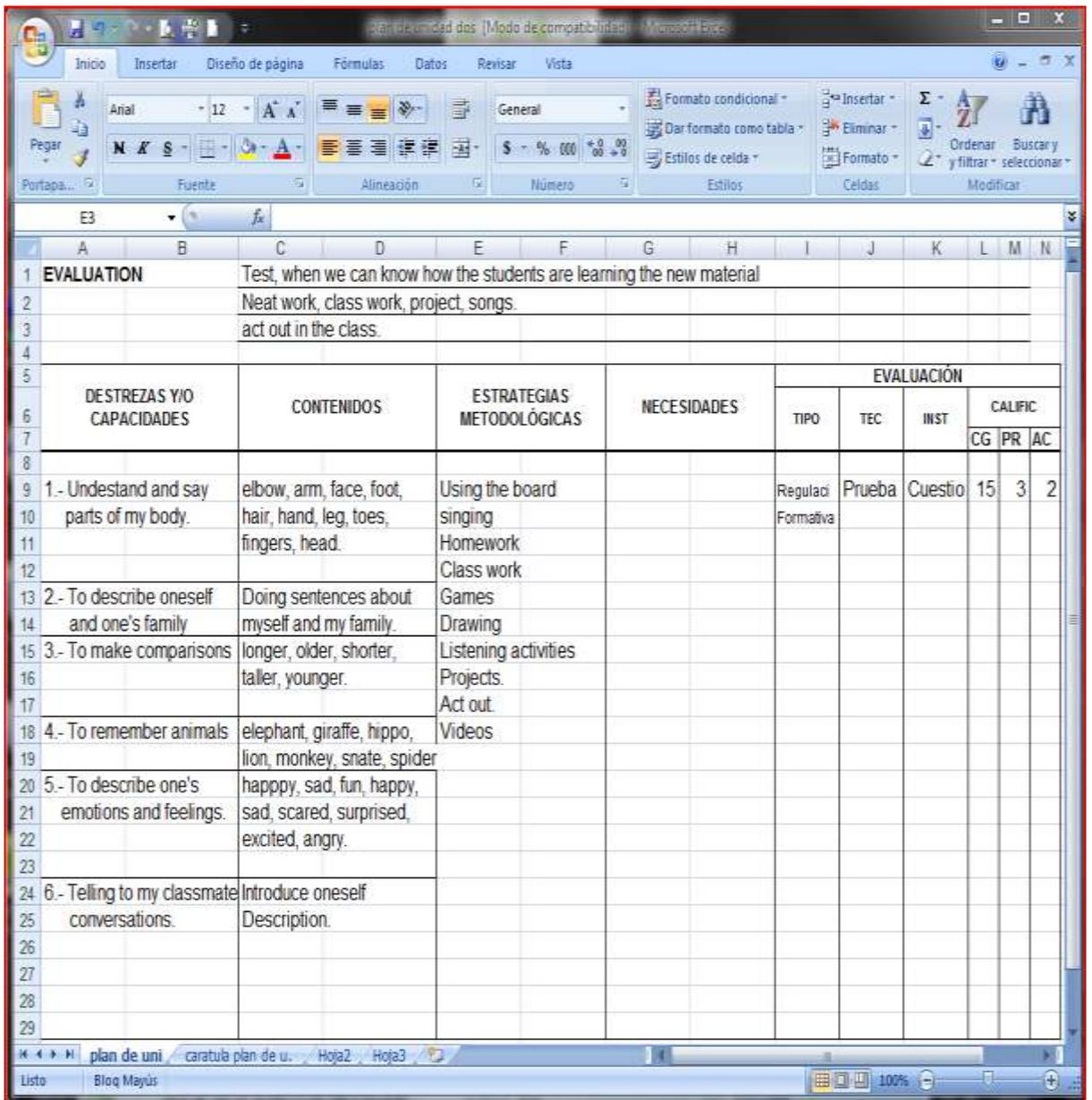
bed _____	living room _____	Bathroom _____
lamp _____	phone _____	clock _____

Total 20 pts.

Página: 1 de 6 Palabras: 485 75%

ANNEX N°7

EXCEL



	DESTREZAS Y/O CAPACIDADES	CONTENIDOS	ESTRATEGIAS METODOLÓGICAS	NECESIDADES	EVALUACIÓN					
					TIPO	TEC	INST	CALIFIC		
								CG	PR	AC
1	EVALUATION		Test, when we can know how the students are learning the new material							
2			Neat work, class work, project, songs.							
3			act out in the class.							
4										
5										
6										
7										
8										
9	1.- Understand and say parts of my body.	elbow, arm, face, foot, hair, hand, leg, toes, fingers, head.	Using the board singing Homework Class work		Regulaci Formativa	Prueba	Cuestio	15	3	2
10										
11										
12										
13	2.- To describe oneself and one's family	Doing sentences about myself and my family.	Games Drawing							
14										
15	3.- To make comparisons	longer, older, shorter, taller, younger.	Listening activities Projects. Act out.							
16										
17										
18	4.- To remember animals	elephant, giraffe, hippo, lion, monkey, snate, spider	Videos							
19										
20	5.- To describe one's emotions and feelings.	happpy, sad, fun, happy, sad, scared, surprised, excited, angry.								
21										
22										
23										
24	6.- Telling to my classmate conversations.	Introduce oneself Description.								
25										
26										
27										
28										
29										