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## **ABSTRACT**

Nowadays, there are different methods that students can use to learn English as a foreign language. One of them is through using multimedia at The University of Cuenca on the newly implemented multimedia course. However, a lack of information to demonstrate whether these courses are effective or not led to the development of this study, which consists of a comparative analysis between a regular course and a multimedia course, both developed at the University of Cuenca.

Twenty students on the intensive course and ten students on the multimedia course were chosen as subjects for this research. Three data-collection instruments were used: listening and speaking pretests, classroom observations, and listening and speaking posttests.

A bibliographic method was used in this research in order to develop the theoretical background, and qualitative and quantitative methods were used for data collection and analysis by means of observations of intensive and multimedia classes during a one-level period, and the application of a pretest and posttests focused on two skills: listening and speaking.

The findings show that, although both groups improved their grades on both the listening and speaking posttest compared to the pretests, students of the multimedia course demonstrated slightly better performance than students of the intensive course in both skills analyzed. The main reason why students improved their performance on the posttest could be linked to the activities and resources used for each course, suggesting that a multimedia course can be as effective as any regular EFL course if not more so.

### **KEY WORDS:**

Learning, multimedia, technology, methods, comparative, study, foreign, language virtual



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If you *go* away on the summer day, Then you *may* as well take the sun away; All the birds that flew in the summer sky, While our love was new and our hearts were high; *Which* the day was young and the night was long, And the moon stood still for the night bird’s song.

If you go away, if you go away, if you go away. if you go away. But if you stay, I’ll make you a day Like no day has been, or *won’t* be again; We’ll sail the sun, we’d ride on the rain, We’ll talk to the trees, worship the wind. Then if you *went*, I’ll understand, Leave me just enough love to fill up my hand, If you go away, if you go away, if you go away, if you go away. If you go away, as I know you *might*, There’ll be nothing left in the world to trust, Just an empty room, full of empty space, Like the empty look I see on your face. I’d have been the shadow of your dog If I *think* it *will* have kept me by your side. If you go away, if you go away, if you go away, please, don’t go away ..... 117



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*Al presentar esta tesis como uno de los requisitos previos para la obtención del título de Magíster en Lengua Inglesa y Lingüística Aplicada, por la Universidad de Cuenca, autorizo al Centro de Información Juan Bautista Vásquez para que haga de esta tesis un documento disponible para su lectura, según las normas de la universidad.*

*Sandra Cabrera A.*

Septiembre, 2011





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### **AUTHORSHIP**

The ideas, opinions, and comments specified in this document are the sole responsibility of its author, Sandra Cabrera.

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### **DEDICATION**

To Amelie. Since you were born, my life has changed in so many ways. You are my happiness and everything I am and do is because of you. I hope you can always be proud of mom. I love you so much.

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### INTRODUCTION

When a person wishes to learn a foreign language, the options are varied; traditionally, the way to learn a language was developed in a classroom in which the teacher is the instructor and students follow instructions. The materials generally used in these types of classes include a board, the textbook, and a CD player for the audio material that comes with the textbook. When an institution can afford it, an audio visual room, or a computer lab can be used to reinforce what has been learned in the classroom.

However, nowadays, because of the needs of students who cannot attend a regular class from Monday through Friday, a new way of learning a foreign language has appeared. This method uses multimedia material.

The University of Cuenca implemented a multimedia course in which students can manage their time and learn at their own pace. Nevertheless, there has been no evaluation to this method in order to determine its effectiveness.

In other countries, there have been several studies related to the use of multimedia material in EFL classes; for example, Mizuno, Jánica, Rey, and Rosado demonstrated that the use of Internet, chats, emails, and video conferences, facilitated the students to exchange their personal experiences in the target language (12-13).

Furthermore, Abraham Lee applied the use of multimedia material to reinforce reading comprehension and vocabulary learning. The results revealed that students who used multimedia performed significantly better than other groups who did not use such material (98-109).

As this research was mainly focused on listening and speaking skills, it is worth mentioning that other authors have also researched the effectiveness of multimedia to reinforce these two skills. For instance, Galloway argues that multimedia is useful to reinforce speaking skills providing that multimedia supports communication between peers by using videoconferences which include authentic and meaningful language (6). Likewise, Dominguez and Romero in a study called "Computers: an aid to learn a language" determined that multimedia students can improve several skills; mainly listening comprehension and pronunciation.



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As observed, the authors aforementioned considered the analysis of how multimedia can be useful to learn a foreign language important. Therefore, I considered the fact that there were no previous studies on this topic at the University of Cuenca, and thought it prudent to develop this research.

### **General objective**

To evaluate the effectiveness of the multimedia courses in the Language Department at University of Cuenca for teaching English as a foreign language through a comparative analysis with regular courses.

### **Specific objectives**

- To describe the process of learning English as a foreign language using multimedia material in the Language Department of the University of Cuenca.
- To evaluate listening and speaking skills of the students of both the multimedia courses and regular courses.
- To compare the learning of English as a Foreign Language through regular courses and multimedia courses in the Language Department.
- To identify both the advantages and disadvantages of learning a foreign language using multimedia material.

### **Significance of the study**

The beneficiaries of this study are the authorities, professors, tutors, and students of the University of Cuenca because this research showed that the multimedia program that is currently being used resulted effective for students who wanted to learn English as a foreign language. Besides, this research could be of interest to people who may be eager to study on a multimedia course due to difficulties for them to attend a regular class at University of Cuenca. Also, this study will help other researchers who are interested in the use of multimedia material in different areas, especially the educational field.



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### **Scope**

This research took place in the city of Cuenca. The participants were student of the University of Cuenca who are learning English as a foreign language on two different types of courses: a regular course and a multimedia course.

All in all, the findings obtained from observation of classes and the listening and speaking pretests and posttests demonstrated that students from the multimedia course performed better in both of the evaluated skills.



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## CHAPTER 1

### PROBLEM AND RESEARCH QUESTIONS

Nowadays, English is an international language that does not belong exclusively to native English speaking countries. This phenomenon has caused many people to try to find ways of learning English even though some of them do not have the opportunity to attend a regular foreign language class. In order to help these people eager to learn English but in a different environment, institutions around the world have created multimedia courses, allowing students to manage their own time and learning according to their needs.

Evidently, Ecuador is one of the countries in which learning a foreign language with multimedia material is occurring. In cities like Cuenca, there are some institutions like Wall Street Institute that are promoting these kinds of courses whose characteristics are free from a fixed schedule and time pressure.

Consequently, in May 2008, the University of Cuenca also offered a new opportunity for students who do not have enough time to attend regular courses to learn English as a foreign language. This new course was called “Cursos de Inglés Multimedia”, (Multimedia English Courses), which included a program provided by Pearson Education, books and multimedia resources such as computers, speakers and microphones.

However, there has not been a study at the University of Cuenca that demonstrates how effective learning a second language with multimedia learning has been so far. Therefore, the aim of this research was to answer the following questions:

- Is learning English in multimedia courses as effective as on regular courses?
- Can multimedia material fully replace the function of a teacher?



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- Is multimedia material enough to learn a foreign language?

To answer these questions, it was necessary to make a comparative analysis that could compare and contrast the performance of students who were attending the regular intensive courses at University of Cuenca to the performance of students who opted to learn with the multimedia courses at this same university by evaluating two skills for learning a foreign language: listening and speaking.



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## CHAPTER 2

### THEORETICAL BACKGROUND

The following theoretical background includes relevant information about second language acquisition and the different ways to learn a second language, focusing on learning English as a second language by using multimedia resources. The first topic to be analyzed is the difference between second language acquisition and second language learning.

#### **2.1 SECOND LANGUAGE ACQUISITION VS. SECOND LANGUAGE LEARNING**

Second language acquisition refers to the natural process in acquiring a language different from the mother tongue - requiring meaningful interaction and natural communication (Krashen 5). On the other hand, conscious second language learning involves error correction and the presentation of explicit rules (Krashen and Seliger 173).

Lightbown and Spada agree that second language acquisition is developed in natural acquisition contexts; that is, where the learner is exposed to the language as social interaction. An example of this situation occurs when a child is at a school where the target language is mostly spoken and where the instruction is directed towards native speakers. Conversely, language learning occurs in traditional instructional environments, using a specific method; for instance, grammar translation, in order to learn the target language specifically (91).

As the proposed research consists of a comparative analysis between regular courses and multimedia courses, it is important to note the difference between the methods used in each course. Therefore, when we speak of second language teaching and learning, it can be said that there are various methods or approaches to teaching the target language. The following are some of the most common approaches to teaching a second language.

#### **2.2 APPROACHES TO SECOND LANGUAGE LEARNING**

First of all, it is important to define what approach and method mean. An approach "...describes how people acquire their knowledge of the language and





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makes statements about the conditions which will promote successful language learning” (Harmer 78). Harmer goes on to define method as “...the practical realization of an approach” (78).

Among the most popular methods that have appeared, Richard and Rodgers mention the Grammar Translation method, whose focus was on the analysis of grammar rules (5). Then the direct method appeared, in which the use of the target language is emphasized (12).

It should also be known that some other popular methods were the Audio-lingual Method, the TPR (Total Physical Response), the Silent Way, and Suggestopedia. Each method was popular in its time. However nowadays, different methods of teaching a foreign language are used, and the following are the ones which are currently being used in EFL, (English as a foreign language) classrooms.

### **2.2.1 Competency-Based Language Teaching**

Richards and Rodgers point out that the main focus of CBL (competency-based language teaching) is on the output rather than on the input (141).

Schenck, on the other hand says, “... competencies differ from other student goals and objectives in that they describe the student’s ability to apply basic and other skills in situations that are commonly encountered in everyday life” (vi).

### **2.2.2 Communicative Language Teaching**

The main goal of this approach is to develop “communicative competence”, a term coined by Hymes in 1972. According to Hymes, a person is communicatively competent when he/she acquires both knowledge and ability to use the language in different situations and contexts (281).

For Richards and Rodgers, the main role of the student is to be a negotiator. Classroom activities are designed to achieve this goal (165).

### **2.2.3 Content-Based Instruction**

Krahnke defines this approach as follows: “it is the teaching of content or information in the language being learned with little or no direct or explicit effort to



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teach the language itself separately from the content being taught” (65). Richards and Rodgers, on the other hand, state that CBI follows two principles: The first is that second language learning is more successful when language is used to acquire information, and the second one is that CBI is useful for students of a second language for particular needs (207).

### **2.2.4 Task-Based Language Teaching**

Richard and Rodgers state that the purpose of this approach is to accomplish second language learning through the use of tasks. These tasks must be meaningful to the learner including real life language use (223-224). Generally, a lesson plan applying this method will include pre-task and post-task activities; both of them will reinforce the main task included in the plan.

The above methods have been the most popular in the last century and are still popular now. All these methods were and are still applied to a course, which is generally characterized by the presence of a professor and students who attend a class regularly.

In spite of all these methods, new methods and approaches to learning a second language have appeared. Because of globalization and the appearance of the Internet, many people have the opportunity of finding new trends in learning English.

### **2.3 SECOND LANGUAGE LEARNING WITH THE USE OF TECHNOLOGY**

Chapelle says that there are many ways in which people can practice a second language outside the classroom. In her experience, most of her international students who were learning English had spent their free time in public computer laboratories (10).

Chapelle also states that this practice helped students to learn the second language since most of the web pages are in English. However, she states that the English these students used was shaped by the technology (11).

Zhao, in an article called “Technology and Second Language Learning: promises and problems”, states that for an effective learning environment through technology, professors should avoid supporting only one aspect of language



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learning, for example grammar or vocabulary, or using only one type of technology. Instead, the author argues that at least four conditions should be met for effective language learning through the use of technology. “1) High quality input; 2) ample opportunities for practice; 3) high quality feedback; and 4) individualized content” (5).

“Technologies which support a cognitive approach to language learning are those which allow learners maximum opportunity to interact within meaning-rich contexts through which they construct and acquire competence in the language” (Warschauer and Meskill 4). These authors also give examples of the technologies used in second language learning which are; 1) text-reconstruction software, that is a software where students can work with texts to rearrange them or complete missing words. 2) Concordancing software, whose function is similar to a dictionary; that is, it is used to look for actual meanings of words for instance, and also for collocations. 3) Multimedia simulation software that allows learners to meet computerized microworlds, which can simulate several environments. With them students can learn the target language and also some cultural topics (5).

In reference to the latter type of technology used to learn a second language, multimedia simulation software, nowadays multimedia courses are available, and more and more students are attracted to them because of their allowing people to learn without restricting time schedules among other advantages. First of all, it is important to define the term “Multimedia”.

### **2.4 DEFINITION OF MULTIMEDIA**

Encarta Dictionary defines Multimedia as “programs, software, and hardware capable of using a wide variety of media such as films, video, and music as well as texts and numbers”. Another definition given by the same dictionary says that Multimedia is “the use of media in teaching: the use of film, video, and music in addition to more traditional teaching materials and methods”.

Mayer refers to multimedia in several ways. First, he refers to multimedia as sitting in a room in which people are watching a screen and/or listening to music using speakers; he describes this as “live” performance. Furthermore, he states



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that multimedia can be referred as sitting on a chair in front of a computer with graphics and speakers, as well; this can be considered as an “online lesson”. So, multimedia can be used in reference to watching a video on a TV screen, listening to music, or even watching a Power Point presentation (1).

### **2.5 INTRODUCTION TO MULTIMEDIA**

According to The Education Center Online, the word Multimedia was first introduced in 1965. It was first used to describe a performance including music, lights, cinema, and art. However, nowadays, multimedia can be used to describe something that contains two or more media; an example of this is a multimedia webpage which can include graphics, text, as well as sound files (par. 1).

There are five guidelines for educators to develop multimedia technologies effectively:

The first one is that the goal of teaching with multimedia materials should be to exploit its attributes; in other words, if multimedia material is used, it has to transform the traditional teacher-centered model, making it more meaningful learner-centered instead.

The second guideline has to do with knowing how to integrate the multimedia technologies into the learning environment; the use of multimedia should be linked to the subject and achieve its goals.

The next guideline refers to the connection that must exist between multimedia and the knowledge that educators must have. Multimedia becomes useless when its materials are used inefficiently.

The fourth one relates to the fact that educators who are knowledgeable about multimedia artifacts should not use them in isolation, but in context with the total curriculum.

The last guideline states that the use of multimedia should be always evolving in two aspects: Thought and practice. Working collaboratively and sharing experiences and ideas can be beneficial in the teaching-learning process (Mishra and Sharma 34).



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### **2.6 MULTIMEDIA TO LEARN A SECOND OR FOREIGN LANGUAGE**

Learning a second language has become important, not only as a requirement in high schools or universities. Its importance can be related to job and travel opportunities as well. Recently, besides the regular courses offered by several institutions that include classes with many students learning at the same pace, a revolutionary course with the help of multimedia materials has been created.

According to Cited Research Center, in a study called “Learning a Second Language with Multimedia Material”, the number of students who study at home in the U.S. has increased over the last 20 years. This study affirms that students who do not have the opportunity to attend classes have been studying at home (par. 1).

Consequently, people who want to learn a second language can use multimedia at home or also they can attend institutions where these devices are used, providing the same resources and instruction in speaking, reading, writing, and listening. In any case, one thing is true, “Technology is here to stay and it is up to us to deal with it, even occasionally on its terms rather than ours, ultimately making it our own” (Stroud par. 18).

It is almost certainly true that there are not a lot of teachers who currently use technology in their second language classes despite the fact that it is readily available. Material such as city maps, poems, recipes, on-line magazines and book reviews, for example, can be easily obtained from the Internet; “this shows that the new technology is not only a technical helping tool, but an educationally rich source for the teachers and their students”. When using multimedia to practice skills and students can look for things that interest them, learning turns out to be more fun (Dovedan, Seljan, and Vuckovic 3-4).

Some specific uses of multimedia include practice to master basic skills such as reading and writing, problem solving, manipulation of data, improvement of computational skills, access for teachers and students in remote locations, and individual and cooperative learning (The Commonwealth Educational Media Centre for Asia 9).



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According to The Cambridge Handbook of Multimedia Learning, the use of multimedia to learn a foreign language can be defined in the context of any of the approaches to language learning. Thus, the use of words and pictures can be used as input, facilitating meaningful interaction with the target language as well as eliciting meaningful output (469). The following graphic illustrates how a second language can be learned using multimedia material:

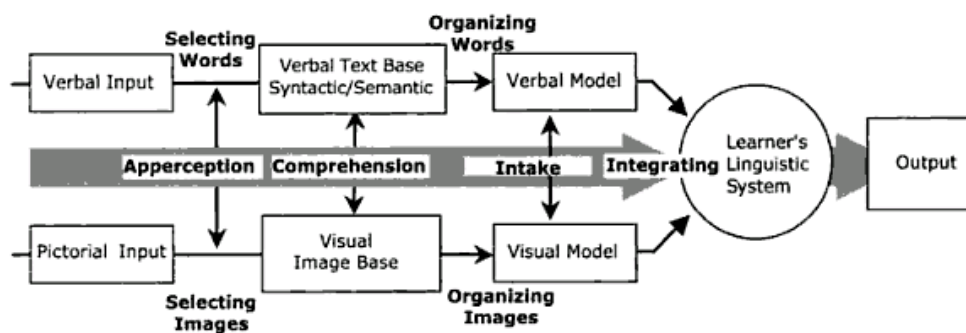


Figure 1. Integrated Model of second-language acquisition with multimedia

**Source:** Plass and Jones; 471.

For Plass and Jones, the cognitive approach for learning a foreign language with multimedia material can be divided in three stages: a) comprehensible input, b) interaction, and c) comprehensible output (471).

### 2.6.1 Input

Plass and Jones explain that students need accessible material to learn. Therefore, the multimedia material learners use should be a guide so they are able to notice what a word, sentence, passage, or image represents. However, Plass and Jones suggest that besides the multimedia input, immediate and focused teacher feedback is also important (472).

### 2.6.2 Interaction

The cognitive approach includes “information links that provide simplification, elaboration, clarification, definitional support or redundancy” (472).



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At this point, teachers should also scaffold students' comprehension, so they will be able to connect previous knowledge to new learning. Besides, with multimedia material, students can interact in different ways. For instance, some learners prefer just hearing a text whereas others might, besides listening, like to read it on their own.

### **2.6.3 Output**

Finally, Plass and Jones define output as “the need for use of language in meaningful contexts to develop the learners' communicative competency” (472).

One way to support students during this stage, output, is self-correction. Nikolova states that students who actively use second language vocabulary were more engaged in the process and retained more information than students who passively received information because, in a digital environment, they can relate a word with images or contexts that can be used over and over until the new vocabulary is learned (100).

Considering the use of Internet to learn a second language, there are some advantages proposed by Dovedan, Seljan, and Vuckovic. First of all, they say that Internet is available 24 hours a day, so it is easy for students to access. Furthermore, information can be exchanged with different users. Moreover, the authors think that by using the Internet, learning becomes more entertaining, and facilitates memorization of new information; one of the main advantages is that learning is not only developed in one place, such as in a classroom, but it can be done anywhere (4).

Lynch considers there are some good points to learning a foreign language using multimedia. The first one refers to the cost; it is less expensive to acquire and use multimedia than other methods of learning a foreign language. The second point the author makes is that there is a wide range of tools to learn a foreign language, such as, recordings, podcasts and graphics. Thirdly, Lynch thinks technology is easier to use in class because students only need a computer with audio, video, and different pieces of hardware to execute as many functions as possible. The fourth advantage of multimedia is that with multimedia, students



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can reinforce what they have learn using online material. Lastly, multimedia facilitates learning with the use of music videos, movies, or documentaries which students may consider interesting and motivating (pars. 1-4).

Among the disadvantages, Dovedan, Seljan, and Vuckovic state that sometimes information on the Internet is not effective and cannot be controlled; additionally, virus threat is a problem, and finally, that without any other source or help, the student has no option but to trust the information presented (4).

Likewise, using multimedia requires a high knowledge of computers and all their components: sound, images, animation, text, and video. Another disadvantage is that this method cannot be used in places wherethe technology has not become available yet, or people cannot afford or do not have access to a computer. Finally, the process of developing effective multimedia skills in educators who are not familiar with a multimedia program can be costly (Usha and Mishra 10-11).

There had been several studies done by authors who agree how helpful multimedia can be to learn a second language. The following are some authors who have researched this topic.

Mizuno, Jánica, Rey, and Rosado analyzed twenty students, half male and half female, from different majors at Universidad del Norte (Barranquilla, Colombia). The students were given a survey in which they were evaluated according to their positive and negative attitude towards other cultures. One of the findings pointed out that the use of multimedia material, such as the use of Internet, chats, emails and videoconferencing, facilitated the exchange of the students' personal experiences and cultural knowledge with their classmates and foreign students in the target language (12-23).

Chapelle, in a study called "Multimedia CALL: Lessons to be learned from research on instructed SLA", suggests that CALL (Computer Assisted Language Learning) "might be developed on the basis of hypotheses about ideal conditions for second language acquisition" (1). This paper attempted to "identify some specific implications of research findings for CALL design and evaluation that can





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provide a starting point for development of a complementary relationship between SLA research and CALL practice” (13).

Multimedia has also been used in second language reading comprehension and vocabulary learning. In a study made by Abraham Lee, the effects of pictorial (video, images) and verbal (Spanish definitions, English translations) glosses were examined. Participants of this study were randomly assigned to one of the following groups: 1) control (without access to glosses), 2) choice-lookup (access to verbal and pictorial glosses), 3) forced-lookup (required to consult all available verbal and pictorial glosses). The results revealed that choice and forced-lookup groups performed significantly better on the vocabulary test and summary than the control group (98-109).

### **2.7 MULTIMEDIA TO IMPROVE LISTENING AND SPEAKING SKILLS**

As the aim of this research is to determine if listening and speaking skills can be improved by using multimedia material, there are some articles and studies that find this to be true.

For instance, Galloway, wrote an article called “Designing Multimedia to Improve the Speaking Skills of Second Language Learners”, whose main objective was to demonstrate the potential multimedia has in order to improve the speaking skills in learners of a second language by identifying the requirements for effective multimedia and providing solutions with the help of theoretical bases. These requirements are activities that encourage interaction between learner and software. Besides, the activities employed should be addressed to reach communication goal. As a conclusion, the author argues that multimedia can be used to reinforce speaking skills providing that multimedia supports communication among peers by using videoconferences in order to encourage activities of authentic and meaningful language like real time conversations and body language use between the instructor and learners (1, 6).

Multimedia has been also useful to reinforce listening skills. The aim of a study called “Computers, an aid to learn a language: a case study” was to identify how computers are supporting students’ learning and reinforcing skills such as



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vocabulary, pronunciation, and listening comprehension through a procedure that consisted on analyzing students attending self-access centers in the Language School of the Universidad Autónoma de Baja California. At the centers, students could access different technologies like video players, tape-recorders, and computers. The findings demonstrated that students using multimedia to learn a second language improved several skills, mainly listening comprehension, and pronunciation. Students also pointed out that interactivity is a good feature of computer exercises (Dominguez and Romero 1, 8).

Similarly, in the study “A Principal-based Approach to Teach Listening in a CALL-integrated classroom”, the authors, Tsai and Xu, proposed to understand students’ preferred learning styles in the listening class, and also to learn their opinions about a multimedia program for reinforcing listening skills. For this, the researchers created a program whose tasks were focused on being used in a listening class to learn Chinese as a foreign language. These tasks included selective listening, which was used to catch relevant information and ignore unrelated information. Other tasks used were solving problems through listening, and noting cultural differences through listening. The findings showed that the opinions of the students about the multimedia program were positive. In fact, they perceived they developed good listening behaviors, enhanced listening comprehension ability and broadened language and cultural knowledge through the tasks applied on this study (4).

Tschirner developed a study named “Language Acquisition in the Classroom: The Role of Digital Video” and focused on the acquisition of listening and speaking proficiency. From his point of view, “foreign language classrooms need to be equipped with multimedia computers and projectors so that digital videos may be used for presentation and practice as well as the acquisition of listening and speaking proficiency.” The author also points out that through using digital video as well as other digital media, conditions in foreign language classrooms may be similar to living in the target culture since multimedia applications help learners to gain oral communication both visually and aurally. Besides, the use of authentic target language video provides them rich input



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environments. That is why the Tschirner argues that digital classrooms should be considered as an important step for language acquisition (2, 14).

“A context-aware ubiquitous learning environment for language listening and speaking” is a study in which context-aware ubiquitous pedagogic strategies were adopted. To develop this study, the researcher divided learners into two groups. The first one was the experimental one, which used ubiquitous computing and information technologies, and the second one was a control group which used a traditional method for learning a second language. There were four tests taken during the development of the course: a pretest, two tests during class, and a posttest. The results showed that the context-aware ubiquitous activities could improve the students’ English listening and speaking skills. Also, a questionnaire was given to the students to evaluate the process. The findings suggested that the students’ experience with using technology will definitely support their learning in the future (Liu 1).

White, Easton, and Anderson developed a study called “Students’ Perceived Value of Video in a Multimedia Language Course”. The participants were tertiary learners of Spanish enrolled in a distance learning program. The study consisted of a comparative analysis between learning with video against printed sources. It is important to mention that the video in this course, unlike in many regular language courses, is not an auxiliary visual aid, but an integral part of the program and “...is primarily used to orient students to new materials, and to gain background, into which subsequent material can be integrated.” Students have to develop activities in their own, in the time they need since this is a distance course. Results demonstrated that video helped the acquisition of listening and speaking skills, and pronunciation by means of the visual settings and contextual features (1).



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### CHAPTER 3

#### METHODOLOGY

In order to carry out this project, the following methods were applied.

- Bibliographic method in order to collect scientific-theoretical information related to previous research in the use of multimedia material for learning languages to support the findings of this research
- Qualitative and quantitative methods used for data collection and analysis.

#### **Participants**

For this research, two groups of students – the first one attending a regular course of the Language Department, in which 20 students participated, and the second one, a group of 10 students attending the multimedia course. Both students belonged to a second-level (low-intermediate) English course. The students of both groups were young adults, between 21 and 35 years old. The students of the intensive class were mostly undergraduates, while the students of the multimedia course were mostly postgraduate students.

#### **Human Resources:**

- Researcher: EFL professor of intensive and multimedia courses at the University of Cuenca.
- Director of the Language Department: who authorized the development of this research.
- Students of the University of Cuenca: students from multimedia and intensive courses who were chosen as the sample for this thesis.

#### **Materials**

##### **For collecting data:**

- Written Pretests and Posttests (*see annex 3*): these tests were created in order to test listening; a questionnaire was created with the following tasks included: listening for specific information, completing a paragraph,



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answering true or false, finding the general idea, and writing a summary from a listening. These exercises were developed taking into consideration the contents they were supposed to develop during the level they were going to take. The same tests were used at the beginning of the level and at the end. Table 1 describes the types of tasks of listening pretests and posttests.



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**Table 1 Description of task design of the listening pretests and posttests**

<b>Type</b>	<b>Task</b>	<b>Description</b>
Listening for specific information	While listening to the audio track, students had circle the correct option from three different items.	Listening to a person describing a past experience  Selecting the correct information from a number of options
Completing a paragraph	While listening to the audio track, students had to complete a description with words or phrases missing.	Listening to a description of activities Writing the correct word or phrase from listening.
Answering true or false	While listening to the audio track, students concentrated on specific information to answer if the statement given was true or false in order to choose the correct option.	Listening to a person describing “online shopping”  Circling the correct option: true or false
Finding the general idea	While listening to the audio track, students had to focus on a question given on the text to find out the general idea of the story fragment.	Listening to story fragments Writing the general idea from the story
Summarizing from listening	While listening to the teacher talking about a description of a friend, students had to provide a summary in no more than three lines.	Listening to the teacher Summarizing the narrative



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- The questionnaire: including the questions for the interviews that were used as oral pretests and posttests. The speaking tests were evaluated through an interview in which students had to answer the following topics: 1) Talking about your daily routine. 2) Talking about their plans for the future. 3) Telling the teacher about a place they visited and they liked a lot and why they liked it. 4) Imagining that the teacher is a famous person; then what questions they would ask her. The students' answers were recorded and then transcribed to better score them. Table 2 shows the rubrics, the description of scoring and the topics involved in the speaking test. Such rubrics were chosen since the Pearson Education is the publisher of the intensive textbook series, Cutting Edge, and the multimedia textbook series, English Interactive, material used at the English Department, whose rubrics are considered for evaluation purposes.



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**Table 2 Description of Task design of the speaking pretests and posttests**

*Rubrics from The Speaking Rubric for Fluency Activities by Pearson Education.*

Rubrics	Grades	Description	Topics
COMMUNICATION	2	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction	The students had to answer the following questions
	1.5	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction	- Describe your daily activities
	1	Tries to communicate, but sometimes does not respond appropriately or clearly	- What are your future plans?
	0.5	Purpose isn't clear; needs a lot of help communicating; usually does not respond appropriately or clearly	
	0	Doesn't answer	
GRAMMAR	2	Uses a variety of structures with only occasional grammatical errors	- Describe a place you visited and you liked a lot
	1.5	Uses a variety of grammar structures, but makes some errors	
	1	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors	- What questions would you
	0.5	Uses basic structures, makes frequent errors	





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Rubrics	Grades	Description	Topics
	0	Doesn't answer	ask a famous person?
VOCABULARY	2	Uses a variety of vocabulary and expressions	
	1.5	Uses a variety of vocabulary and expressions, but makes some errors in word choice	
	1	Uses limited vocabulary and expressions	
	0.5	Uses only basic vocabulary and expressions	
PRONUNCIATION	2	Pronunciation and intonation are almost always very clear/accurate	
	1.5	Pronunciation and intonation are usually clear/accurate with a few problem areas	
	1	Pronunciation and intonation errors sometimes make it difficult to understand the student	
	0.5	Frequent problems with pronunciation and intonation	
	0	Doesn't answer	
FLUENCY	2	Speaks smoothly, with little hesitation that does not interfere with communication	
	1.5	Speaks with some hesitation, but it does not usually interfere with communication	
	1	Speaks with some hesitation, which	



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Rubrics	Grades	Description	Topics
		often interferes with communication	
	0.5	Hesitates too often when speaking, which often interferes with communication	
	0	Doesn't answer	

- Tape recorder: this material was necessary to record the interviews the researcher gave to the students of the intensive and multimedia classes.
- Observation matrices (*see annex 5*): they were helpful to keep a record of the listening and speaking activities developed in the classes of both types of students. With these, the researcher could have an idea of what activities were carried out and the frequency of their use. For this, the researcher kept an observation matrix in which were written down what activities had been applied in that specific class. Then with all the information obtained, a final table was created with information of the frequency of listening and speaking activities carried out during the whole course.

**General material for intensive level:**

- Syllabus for the third-level intensive course provided by the University of Cuenca (*see annex 1*).
- Textbook Cutting Edge level 3 (Units 7-11) by Longman:  
This is the textbook used in the intensive course.
- CD player: The listening activities from the book are developed using a CD player provided by the university.
- Audio CDs: These CDs have the listening material (*see annex 6*) from the textbook used for this level.
- Computer lab: This can be used as an aid to search for many different types of exercises from the web.



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- Audio-visual room: This room was used to present the movies students watched.

### **For improving listening skills in the intensive level:**

- Movies (*see annex 6*): during the course, students were given the opportunity to watch two movies. After each, the teacher worked on follow-up activities: summarizing the movie and giving specific details about the movies.
- Dialogues (*see annex 6*): every day, the teacher did pair work or group work in order for students to practice activities related to what was planned for that day.
- Songs (*see annex 6*): students listened to two songs during the course. The activities included filling in the gaps, correcting words, and rearranging sentences.
- Stories (*see annex 6*): there were listening activities in which students listened to stories or descriptions and they had to do activities related to them. These activities included underlining specific information, answering questions related to the story and choosing the correct answer.

### **For improving speaking skills in the intensive level:**

- Dialogues (*see annex 8*): they helped students interact with each other and also with the teacher every day during the course.
- Real-life stories: students shared their real experiences outside of the classroom.
- Role-plays (*see annex 8*): once in a while students had to recreate a scene using realia and real information for role-plays.
- Debates (*see annex 8*): in this activity students had to debate about the types of places for going shopping they prefer and why.



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- Interviews (*see annex 8*): in this activity, students had to take a specific role as an interviewer or interviewee and interact asking and answering questions.
- Presentations (*see annex 8*): students had to give a talking front of the teacher and their partners who acted as their audience.

### **General Material for multimedia level**

- Syllabus for the third-level multimedia course provided by the University of Cuenca (*see annex 2*).
- Textbook English Interactive 2 (for third level, Modules 1-3) by Longman.
- CD ROM Longman English Interactive (2)
- Multimedia lab: which includes speakers and microphones to interact with the program: Longman English Interactive (2).

### **For improving listening skills in the multimedia level:**

- Listening material from CD-ROM (*see annex 7*): students listened to dialogues, grammar explanations, and new vocabulary developed in context.
- Tutoring classes (*see annex 7*): students had the opportunity to take tutorials with their tutor-professor at least three times each module (at least 9 tutorials).

### **For improving speaking skills in the multimedia level:**

- Role-Plays (*see annex 9*): the multimedia program has an option in which they listen to a dialogue and then they can interact with the computer creating a role-play based on the previous dialogue.
- Speaking corner (*see annex 9*): students can take speaking classes with a native speaker twice a week. The tutor develops not only topics related to the content of their program but general topics as well.



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### **Procedure**

The process of this study started in March, 2010. The first step was to collect bibliographic information in order to elaborate the theoretical background, which is the scientific basis of this research.

The next step was to collect the data. The field research started in September 2010 when the new courses at the University of Cuenca started. It is important to point out, however, that the period of data collection was not the same for the two courses because an intensive course at the University of Cuenca lasts eight weeks, while the multimedia courses can last for up to six months which is why the field research took more time for the second course.

In spite of this, the same process was applied for each course: evaluation for students before and after the development of their courses, and observation of the two groups of students.

For the evaluation of intensive courses, two types of tests were created: listening and speaking pretests and posttests. The listening pretests were taken on September 21, 2010, on the second day of the course. The speaking tests were taken on September 22, 2010. After eight weeks, on November 11<sup>th</sup>, the listening posttests were taken, and the teacher developed the speaking posttest on November 12<sup>th</sup>, the last day of class.

The process of giving the pretests and posttests to the students from the multimedia level was necessarily different from the intensive course; this occurred because students in the multimedia course are able to register and begin their course at any time and are able to take up to six months to finish the level.

When the researcher started the collection of data in September, there were seven students who registered for the second level; another three registered in October. All these students took the listening and speaking pretests as soon as they started the course although they finished the level at different times. Four students finished in January, two in February and four in March; in fact, the last student took their listening and speaking posttest on March 29.



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During the observation of the classes, it was noticed that both listening and speaking activities in the intensive course are developed differently than in the multimedia course.

In the intensive course these activities are performed through interaction with the teacher, by talking about personal experiences or real life stories.

Interaction with the teacher generally occurred as warm-up activities in which students were asked to give opinions or talk about experiences with the teacher when a new topic was to be introduced.

Interaction with classmates, in the case of dialogues, role-plays, debates or interviews took place when they were asked to work in pairs or groups assigned by the teacher randomly. Such activities usually occurred within units focusing on the topic and content being studied at that particular moment. Therefore, they were given roles to develop such activities in front of the teacher and the rest of the students. For example, students had a unit which referred to famous people, so students prepared a role-play, and students were asked to work in pairs and act out an interview: one was an interviewer, and the other one was a famous person. On another day, students had to prepare a dialogue in which they had to talk about myths. –Then they started talking about this topic, giving reasons why or why not they believed in myths.

Finally, students could interact with the whole class in the case of presentations, in which their partners are the audience. A clear example of this was when students had to use PowerPoint for presentations in which, a group of students developed a topic related to the contents being studied at that moment. For instance, in unit 8, students had to work in groups of three and prepare a PowerPoint including information and illustrations about a country designated by the teacher. They presented information about the country's geographical features, currency, main cities and traditional food. After the presentations, their partners had to ask questions related to this.

In spite of this, it is difficult to work with students one on one because of the large number of students (20), which makes it difficult to work with them

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individually. The role of the teacher in this course is as a facilitator and a guide since she was the one who gave instructions when a task had to be developed; explained new vocabulary and structures to the class, prepared extra material for students, and gave oral and written tests to evaluate students' performance and controlled the time of the activities. Besides, the professor helped students improve their listening skill since all the classes were developed in the target language; in that way, students had the opportunity to listen to the target language all the time.

Students in the multimedia course, on the other hand, had the opportunity to develop their listening and speaking skills when they had a tutoring session with the teacher. The tutoring sessions were 45-minute encounters between the teacher and a student that were developed when students finished a unit on the CD-ROM and completed their resource book of the same unit. During each session, the tutor has the opportunity to answer any question a student has about their textbook or the activities on the CD-ROM. Besides this, the teacher has an informal conversation with the student and helps him or her with any pronunciation, vocabulary, or accuracy problems, providing feedback at the end of the class. However, in some sessions more than one student can attend, so they can also interact between each other as well as with the teacher.

Also, they have the opportunity to attend "speaking corners" in which they could interact with an English native speaker to practice their listening and speaking skills during an hour. Students could attend speaking corners twice a week since speaking corners were held on Tuesdays and Thursdays at a specific hour, and they only had to book this the day before the class. Students could attend as many hours as they desired since there was no participation limit. To develop this optional activity, the tutor prepared general topics, which were not related to any specific unit nor the practice of structures in order to keep a conversation with the student or students who attended: for example, the tutor asked questions about the most important news that appeared in the newspaper the day on which the speaking corner took place; or, the tutor asked about some important cultural expressions from Ecuador and compared them with ones from



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the US. And a last example of speaking corners topic was holidays and the activities developed on students' favorite holidays. The main function of speaking corners was to develop fluency; in other words, the ability to express ideas readily and effortlessly in students; in such encounters correction was not executed, letting students speak naturally.

The other activities were done by interacting with the computer; there were activities in which students could take a role and be part of a conversation with a character from the multimedia program. This activity was usually developed after the presentation of a new unit in which a dialogue was introduced. After listening to the dialogue and making follow-up exercises related to this, students could choose one of the characters of that dialogue shown in the software by saying the corresponding lines the chosen character was supposed to say, while the other characters of the computer interacted with the student. As this activity was developed on the computer, the tutor did not take part in this practice, but she had to control the development of software activities using the teachers' tool, which is an application provided also by the multimedia program used to monitor which activities have been developed by the students, and which ones still have to be done (*see annex 10*). There was also a profile sheet in which the tutor wrote the activities developed by students as well as their weaknesses in order to reinforce them in future sessions (*see annex 11*).

The tutor generally did not interfere in the activities developed by the students because students are told at the beginning of the class the time limit to finish a course, which is six months. However, when the tutor noticed that a student, for example, had been attending the multimedia course for three months and had not even finished one of the three modules of the program, the student was sent an email to remind him/her the time remaining to finish the course; in that way students could manage their time in a better way.

The role of the teacher in the multimedia course is different from the one of the intensive course. In this, the teacher is only a facilitator, providing feedback to students in the tutoring sessions when they need it. Students are told at the beginning of the course that the tutoring sessions are the occasion for them to ask

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anything related to new vocabulary, structures, and pronunciation or intonation problems. As students booked in advanced, the tutor knew a day before the tutoring session the name of the student, his/her level, and the unit he/she asked a tutoring session for, so she could be prepared for any questions that might come up from the student. When the tutor finished answering questions from the students, she provided speaking practice to reinforce this skill, but she was not the one who gave instructions or set the activities to be developed on the computer.

When students worked on the software, they were the ones who set their own time to develop the activities proposed by the program in the multimedia lab. For example, some students were able to attend classes only in the afternoon for one hour every day while other students came twice a week for two or three hours. There was also a student that had to work for one week out of town, and then for one week she was free; she used her time free to attend the multimedia course.

Every time that a listening or a speaking activity was developed by the group in the case of the intensive course, and individually in the case of multimedia students, the observation matrix was used to tick the specific activity of that day



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## **CHAPTER 4**

### **RESULTS**

This section will include the results obtained from the field research developed at University of Cuenca. The following charts contain qualitative and quantitative information from the two courses that were the sample of this research: a third level EFL multimedia course and a third level EFL intensive course. The qualitative information was obtained from observations during the whole courses, taking into account the listening and speaking activities developed in each of them. The data shown in the quantitative charts, on the other hand, were obtained from the pretests and posttest given to the two courses to test the two skills proposed on this research: listening and speaking.

As it will be observed, the number of students is not the same in each course. Thus, 20 students were evaluated in the intensive course and 10 students in the multimedia course. The reason this occurred is the length of each course. The intensive courses have a length of seven weeks, but multimedia courses can be developed over up to six months.

#### **QUALITATIVE RESULTS**

The first objective of this research was to describe the process of learning English as a foreign language that in the Language Department of the University of Cuenca. Another objective was to compare the learning on the regular courses to the multimedia courses in the Language Department of the University of Cuenca. As the researcher was also the teacher of both classes, it was relatively easy to develop the observations in the courses.

Since the focus of this research was placed on listening and speaking, the observations helped the researcher to keep a record of the activities developed during the course and determine how they might affected the students' listening and speaking performance at the end of the course.

The tables below show the different listening and speaking activities developed in both courses: intensive and multimedia. The information was



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obtained through observations throughout the courses with the help of observations matrixes in which the teacher collected the information.

The frequency considered in the tables follow the next pattern:

*Always:* meaning 4 to 5 times a week.

*Often:* meaning 2 to 3 times a week.

*Sometimes:* meaning from once a week to once every two weeks.

*Rarely:* meaning 1 to 4 times in the whole course.

*Never:* an activity that has never been carried out.

Observing and keeping a record of the intensive and multimedia class was useful to determine if the activities presented in both courses were indeed effective enough for students to improve their listening and speaking skills.



**OBSERVATIONS OF INTENSIVE AND MULTIMEDIA CLASSES**

**Table 3. Types and Frequency of Listening Activities developed in the third-level intensive course**

Variable	Always	Often	Sometimes	Rarely	Never
Songs				√	
Dialogues	√				
Audio dialogues		√			
Video dialogues					√
Stories/descriptions			√		
Videos					√
Movies				√	
Pronunciation activities		√			

Source: Observations of third-level intensive course during the cycle September-November 2010.

**Table 4. Frequency of Listening Activities developed in the third-level multimedia course**

Variable	Always	Often	Sometimes	Rarely	Never
Songs					√
Dialogues		√			
Audio dialogues			√		
Video Dialogues	√				
Stories/descriptions					√
Videos					√
Movies					√
Pronunciation activities		√			

Source: Observations of third-level multimedia course during the cycle September 2010-March 2010.

The tables above show the frequency of the listening activities carried out in the intensive course and the multimedia course. In order to obtain the information, the researcher, who was the teacher of the class, used an observation matrix and checked the activities developed each day, during the two months the course lasted in the case of the intensive courses, and up to six months in the case of the



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multimedia course. It is observed that the most frequent activity to reinforce listening in the intensive course were dialogues, audio dialogues, and pronunciation activities; on the other hand, in the multimedia course, the most frequent activities were dialogues, video dialogues, and pronunciation activities.

**Table 5. Frequency of Speaking Activities developed in the third-level intensive course**

Variable	Always	Often	Sometimes	Rarely	Never
Dialogues		√			
Role-plays			√		
Debates				√	
Tutorials					√
Interviews				√	
Real-life stories	√				
Presentations				√	

Source: Observations of third-level intensive course during the cycle September-November 2010.

**Table 6. Frequency of Speaking Activities developed in the third-level multimedia course.**

Variable	Always	Often	Sometimes	Rarely	Never
Dialogues		√			
Role-plays				√	
Debates					√
Tutorials		√			
Interviews			√		
Real-life stories		√			
Presentations					√

Source: Observations of third-level multimedia course during the cycle September-November 2010.



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In the case of speaking activities, the researcher and teacher of the classes also used a matrix to record the activities developed during the development of the two courses. It is observed the most frequent activities used in the intensive course were real-life stories and dialogues. On the other hand, in the multimedia course, the most frequent speaking activities were dialogues, tutorials and real-life stories.

### **QUANTITATIVE RESULTS**

The following tables and figures are divided in two sections. The first section presents the summary of results, in which is explained the quantity and percentage of students who had better scores, same scores, and worse scores in the posttest compared to the pretests. The second section, on the other hand, shows the general results obtained from the average of both tests, making a comparison between the intensive and multimedia course.



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SUMMARY OF RESULTS

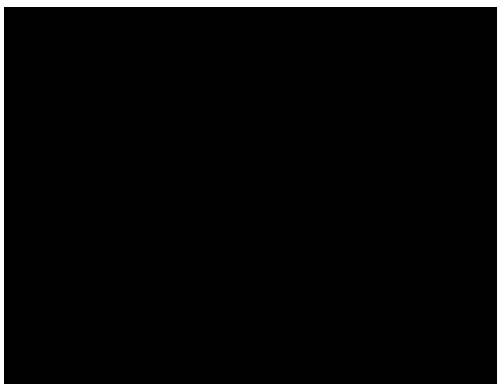
Listening Pretest and posttest results

Table 7. Summary of results - Listening for specific information.

Listening for specific information	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	8	40	5	50
Ss. remained the same in posttest	7	35	2	20
Ss. worsened in posttest	5	25	3	30
TOTAL	20	100	10	100

F= Number of students

%= percentage of students



The table and graphs above show the results of the performance of students of both courses, intensive and multimedia, according to the first activity of the listening test: listening for specific information.

It can be seen that in the intensive course 40% of students obtained higher grades on the second test than on the first one compared to the 50% of multimedia students who improved their grade on the second test

On the other hand, 7 students of the intensive course, representing the 35% had the same marks in both tests. Conversely, 2 students, who represent 20% of multimedia students, had the same score on the pretest and posttest.

Finally, students who did not have better grades on the posttest represented 20% of the total students of the intensive course and 25% of multimedia students.



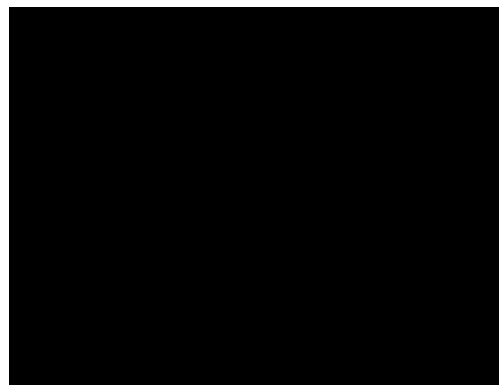
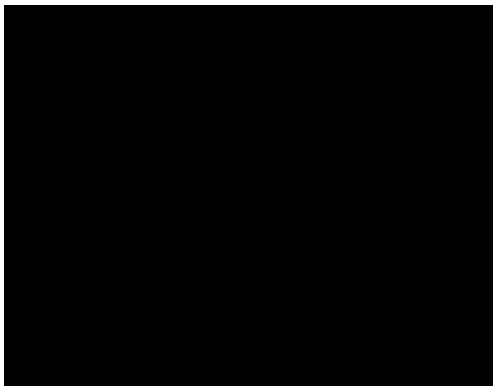
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**Table 8. Summary of results - Completing a paragraph.**

Completing a paragraph	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	15	75	7	70
Ss. remained the same in posttest	4	20	1	10
Ss. worsened in posttest	1	5	2	20
TOTAL	20	100	10	100

F= Number of students

%= percentage of students



This time, the results shown above present the results obtained from the pretests and posttests of both courses: intensive and multimedia. The activity evaluated was completing a paragraph.

Students improved their performance on this activity in both courses: Intensive and multimedia. 75% of students had better grades on the posttest on the intensive course, compared to the 70% who had better score in the multimedia course.

20% of intensive students and 10% of multimedia students had the same grade in both pretest and posttests.

To end with this activity, only one student in the intensive course got a lower grade on the posttest compared to the pretest. This represents the 5% of the total





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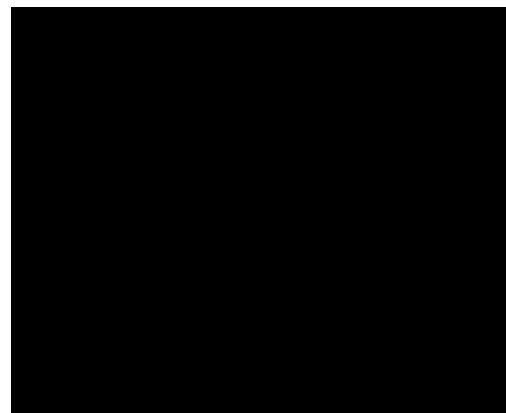
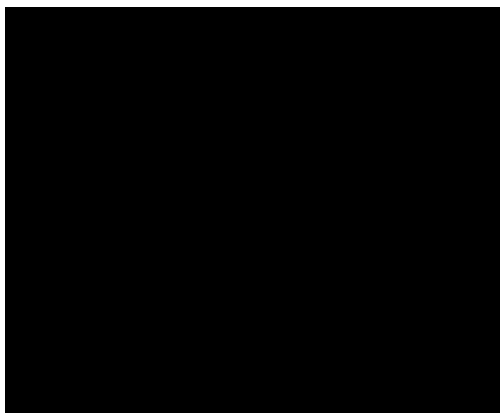
course. On the other hand, two students of the multimedia course, which represents 20% of the total, did worse on the posttest than the pretest.

Table 9. Summary of results – Answering true or false.

Answering true or false	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	6	30	6	60
Ss. remained the same in posttest	9	45	3	30
Ss. worsened in posttest	5	25	1	10
TOTAL	20	100	10	100

F=Number of students

%= percentage of students



For the third activity of the pretest and posttest of the listening skill, answering true or false, the table and graphs shown above present the following information:

In the intensive course, 30% of students improved their grade in the posttest. Conversely, in the multimedia course, 60% of students had better scores in the posttest.

Students' grades which remained the same in the intensive course are different compared to the results of the multimedia course. 45% and 30% of students did neither improve nor worsen their grades, respectively.

Finally, 25% of students in the intensive course, and 10% in the multimedia course had lower grades in the posttest than on the pretest in this activity.



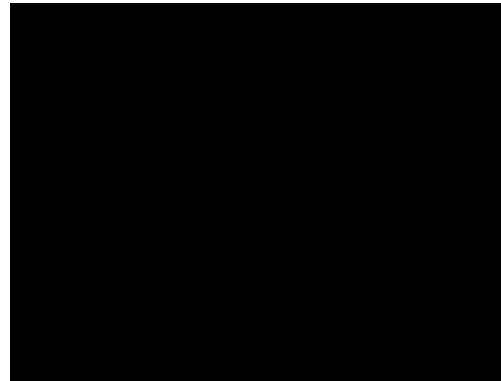
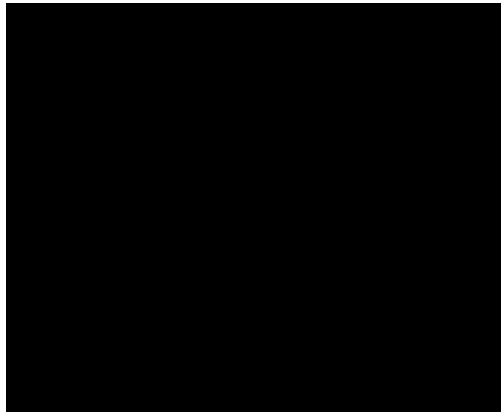
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**Table 10. Summary of results. Finding the general idea.**

Finding the general idea	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	12	60	10	100
Ss. remained the same in posttest	5	25	0	0
Ss. worsened in posttest	3	15	0	0
TOTAL	20	100	10	100

F= Number of students

%= percentage of students



The results obtained from the listening test on the activity finding the general idea present great differences between the two courses. This is the first time in which we can see that although in the intensive course the students who obtained better results in the posttests than in the pretest are in total 12, which represents the 60% of the group; in the multimedia course all the students improved their grades on the posttest, representing 100%.

The rest of the students of the intensive course were divided into 25%, who obtained the same results on the posttest, and the 15% who had lower grades on the posttest.



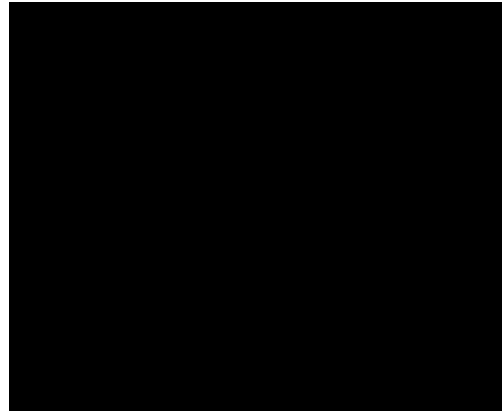
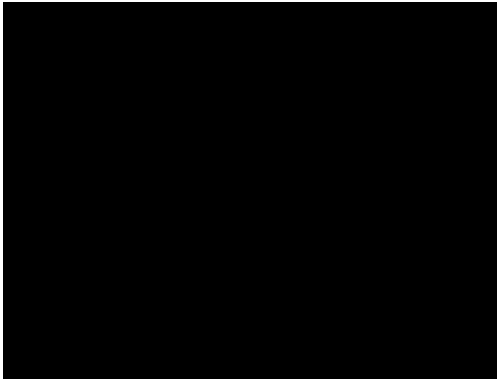
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**Table 11. Summary of results. Summarizing from listening.**

Summarizing from listening	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	8	40	6	60
Ss. remained the same in posttest	9	45	3	30
Ss. worsened in posttest	3	15	1	10
TOTAL	20	100	10	100

F= Number of students

%= percentage of students



The last activity of the listening test was summarizing from listening, and the following are the results exposed in the table and graphs above shown.

First, the number of students who improved their grades on the posttest in the intensive course was 8 out of 20, which represents 40%. On the other hand, 6 out of 10 students, representing 60% of the total number of students, obtained better grades on the posttest.

The 45% of students in the intensive course had the same grade in both pre and posttest, while in the multimedia course, this percentage is 30.

15% of the intensive course and 10% of the multimedia course actually got worse results on the posttest compared to the pretest.



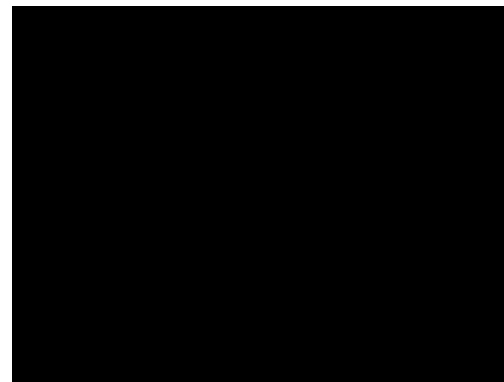
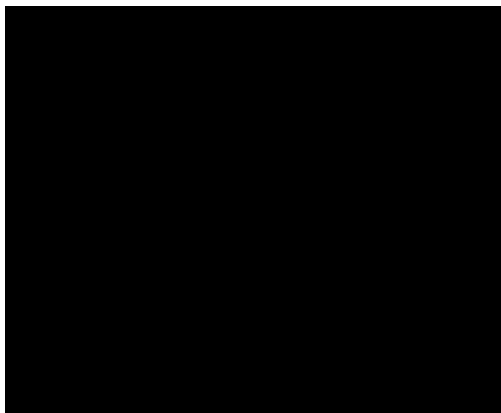
**Speaking pretests and posttests results**

**Table 12. Summary of results. Describing daily activities.**

Describing daily activities	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	14	70	5	50
Ss. remained the same in posttest	3	15	2	20
Ss. worsened in posttest	3	15	3	30
TOTAL	20	100	10	100

F= Number of students

%= percentage of students



The first activity included on the speaking pretest and posttest in both intensive and multimedia tests was describing daily activities.

The table and graphs above show that 70% of students in the intensive course improved their grades when they took the posttest. On this same activity, half of the students improved their grades on the posttest in the multimedia group.

On the other hand, students who obtained the same grades in both pretest and posttests in the intensive course resulted to be 15% of the total of the students, and in the multimedia course, 20% of students had the same grades in both tests.



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The remaining 15% of students lowered their grades on the posttests in the intensive course; however, a higher percentage of students, 30% of multimedia students, did better on the pretest than on the posttest.

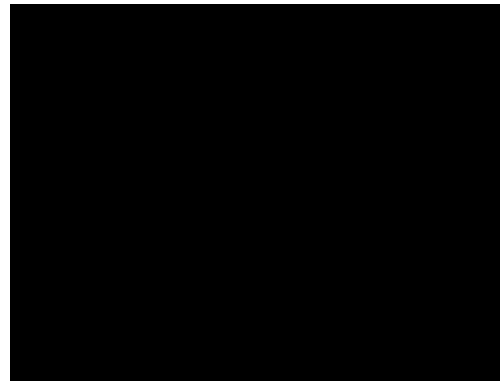
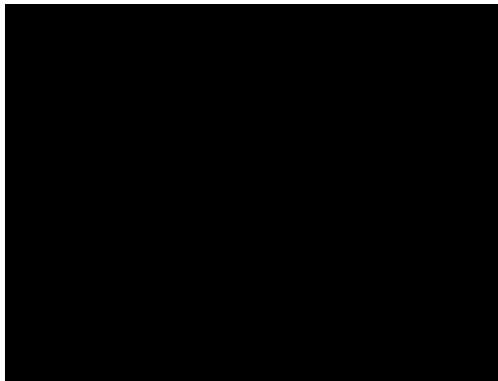


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Table 13. Summary of results. Talking about future plans.

Talking about future plans	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	15	75	8	80
Ss. remained the same in posttest	1	5	0	0
Ss. worsened in posttest	4	20	2	20
TOTAL	20	100	10	100

F= Number of students      %= percentage of students



The second activity included on the speaking pretest and posttest was related to students talking about future plans.

As it is observed, the percentage of both courses who obtained better results on the posttest compared to the pretest is very high; 75% in the intensive course, and 80% in the multimedia course.

On the other hand, the percentage of students who obtained the same grades on both tests is very low; in the intensive course, only one student had the same grade on the pretest and the posttest, and there were no students in the multimedia course who achieved the same scores in both tests.

To end with the activity talking about future plans, in both courses, intensive and multimedia, 20% of students had lower grades on the posttests than on the pretests.

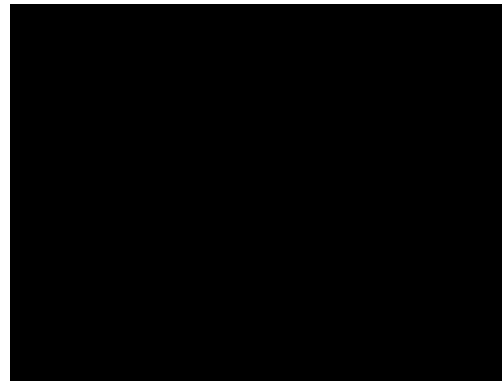
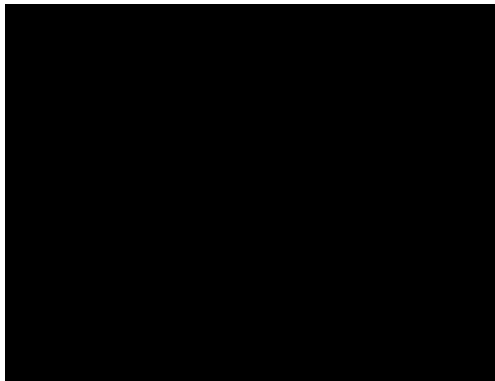


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**Table 14. Summary of results. Talking about a place visited in the past.**

Talking about a place visited in the past	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	17	85	9	90
Ss. remained the same in posttest	2	10	0	0
Ss. worsened in posttest	1	5	1	10
TOTAL	20	100	10	100

F= Number of students      %= percentage of students



The third activity included on the speaking tests was talking about a place visited in the past. The results obtained were similar to the ones observed on the previous activity which was talking about future plans.

Thus, 85% and 90% of intensive and multimedia students, respectively, improved their grades on the posttests.

10% of students in the intensive level maintained their grades in both the pretest and the posttest, while in the multimedia course there were no students who remained with the same grade in both courses.

To end with the activity talking about a place visited in the past, only a very low number of students reduced their grades on the posttests. In fact, 5% of the students on the intensive course and 10% of the multimedia course did not improve their grades on the posttests, which is only two students in total.

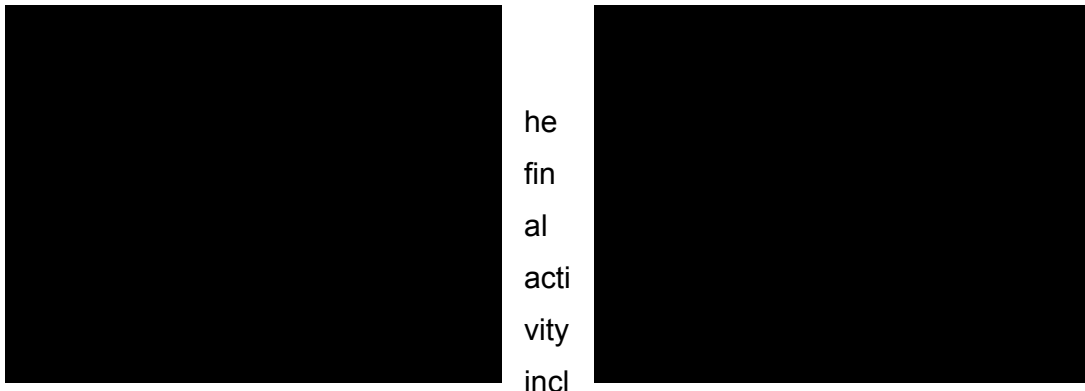


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Table 15. Summary of results. Asking questions to a famous person.

Asking questions to a famous person	Intensive		Multimedia	
	F	%	F	%
Ss. improved in posttest	13	65	10	100
Ss. remained the same in posttest	4	20	0	0
Ss. worsened in posttest	3	15	0	0
TOTAL	20	100	10	100

F= Number of students      %= percentage of students



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uded on the speaking pretests and posttests was asking questions to a famous person. There were significant differences between the multimedia and the intensive course, as can be observed.

While in the intensive course 65% of students improved on the posttests, in the multimedia course, 100% of the students improved on this activity.

The other results presented in the above table and graph show that 20% of students of the intensive course obtained the same results in both the pretest and posttest and 15% of the students on the intensive course actually had worse scores on the posttest compared to the pretest.





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COMPARATIVE RESULTS

Listening pretest and posttest results

Activity: Listening for specific information

Intensive Course	
Pretest	Posttest
3.7	3.75

Multimedia Course	
Pretest	Posttest
3.2	3.7

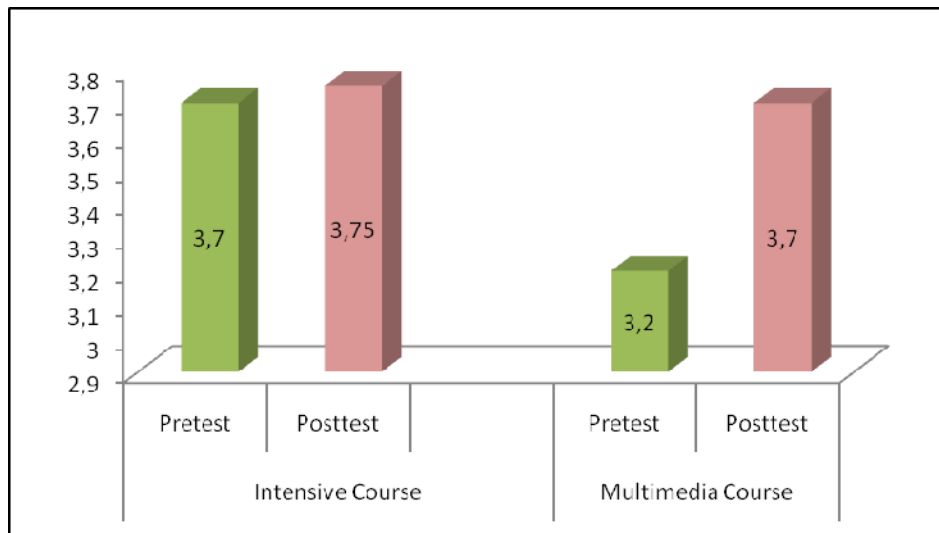


Figure 2 Comparison of listening pretests and posttest results of the activity Listening for Specific Information obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 6

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Completing a paragraph**

Intensive Course	
Pretest	Posttest
3.2	5.3

Multimedia Course	
Pretest	Posttest
3.8	5.2

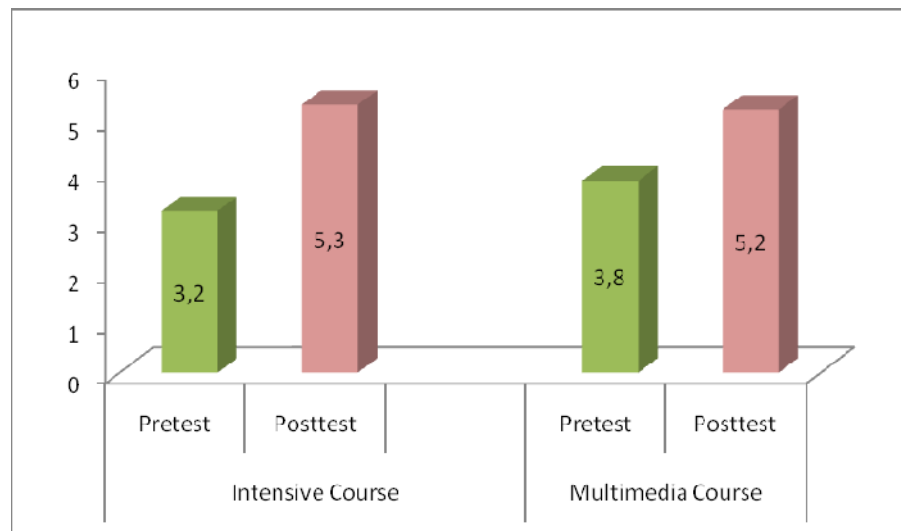


Figure 3 Comparison of listening pretests and posttest results of the activity Completing a Paragraph obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 10

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Answering true or false**

Intensive Course	
Pretest	Posttest
5.15	5.3

Multimedia Course	
Pretest	Posttest
4.1	4.9



Figure 4 Comparison of listening pretests and posttest results of the activity Answering True or False obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 7

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Finding the general idea**

IntensiveCourse		Multimedia Course	
Pretest	Posttest	Pretest	Posttest
1,5	2,2	1,4	3,1

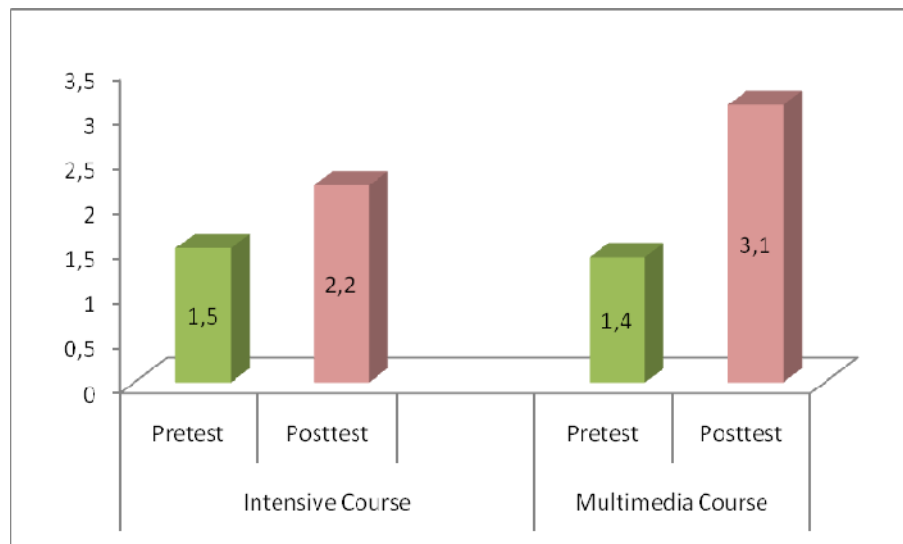


Figure 5 Comparison of listening pretests and posttest results of the activity Finding the General Idea obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 4

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Summarizing from Listening**

Intensive Course	
Pretest	Posttest
1.85	2.15

Multimedia Course	
Pretest	Posttest
1.8	2.7

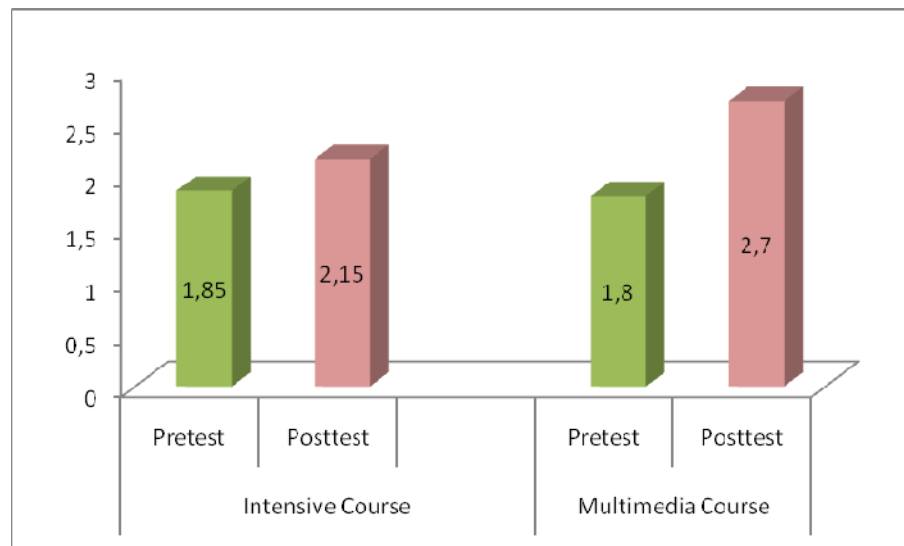


Figure 6 Comparison of listening pretests and posttest results of the activity Summarizing from Listening obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 5

**Source:** Test applied to students at the beginning and end of the course.



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**Speaking pretest and posttest results**

**Activity : Talking about daily activities**

Intensive Course	
Pretest	Posttest
5.6	6.8

Multimedia Course	
Pretest	Posttest
6.9	7.5

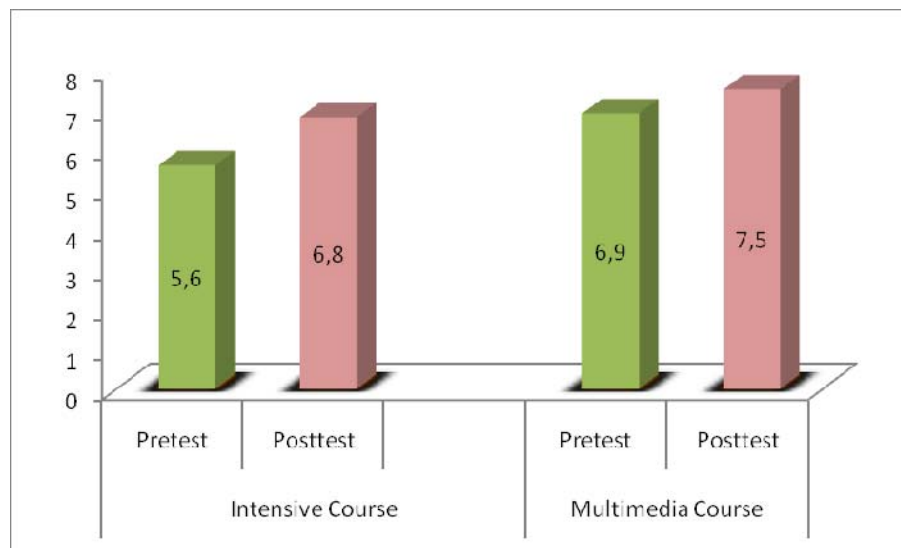


Figure 7 Comparison of speaking pretests and posttest results of the activity Talking about Daily Activities obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 10

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Talking about future plans**

Intensive Course	
Pretest	Posttest
6.1	6.9

Multimedia Course	
Pretest	Posttest
5.8	6.3

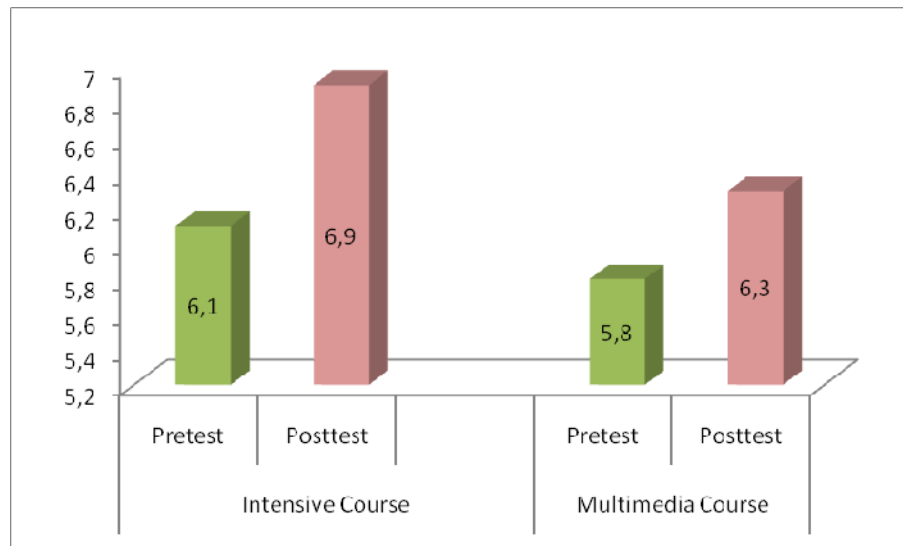


Figure 8 Comparison speaking pretests and posttest results of the activity Talking about Future Plans obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 10

**Source:** Test applied to students at the beginning and end of the course.



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**Activity: Talking about a place visited**

Intensive Course	
Pretest	Posttest
2.5	5.85

Multimedia Course	
Pretest	Posttest
4.7	5.85

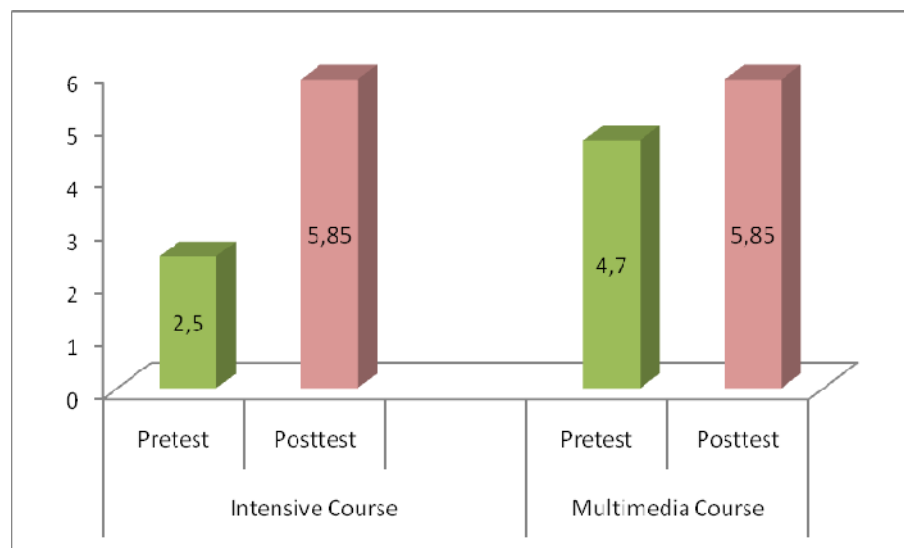


Figure 9 Comparison speaking pretests and posttest results of the activity Talking about a Place Visited obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 10

**Source:** Test applied to students at the beginning and end of the course.





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**Activity: Asking questions to a famous person**

Intensive Course	
Pretest	Posttest
3.69	4.75

Multimedia Course	
Pretest	Posttest
3.85	5.9

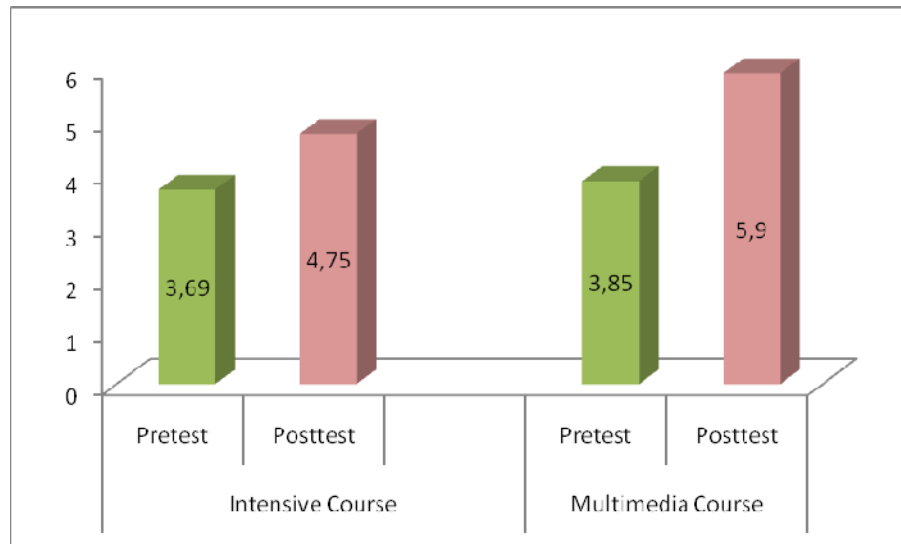


Figure 10 Comparison speaking pretests and posttest results of the activity Asking Questions to a Famous Person obtained from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top score: 10

**Source:** Test applied to students at the beginning and end of the course.



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### LISTENING PRETEST AND POSTTEST TOTAL RESULTS

Intensive Course	
Pretest	Posttest
15.4	18.7

Multimedia Course	
Pretest	Posttest
14.3	19.6

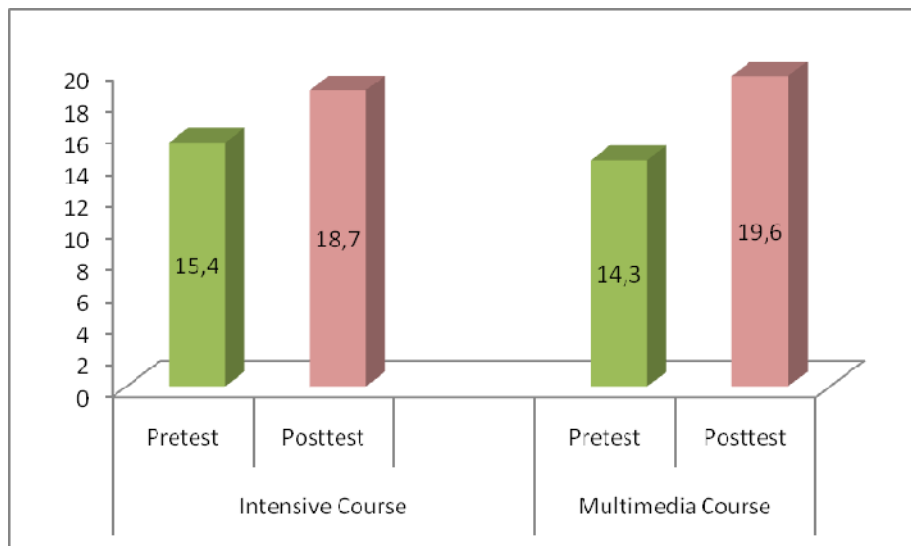


Figure 11. Comparison of the total results of the listening pretests and posttest from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top Score: 32

**Source:** Test applied to students at the beginning and end of the course.



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### SPEAKING PRETEST AND POSTTEST TOTAL RESULTS

Intensive Course	
Pretest	Posttest
17.89	24.3

Multimedia Course	
Pretest	Posttest
21.25	25.55

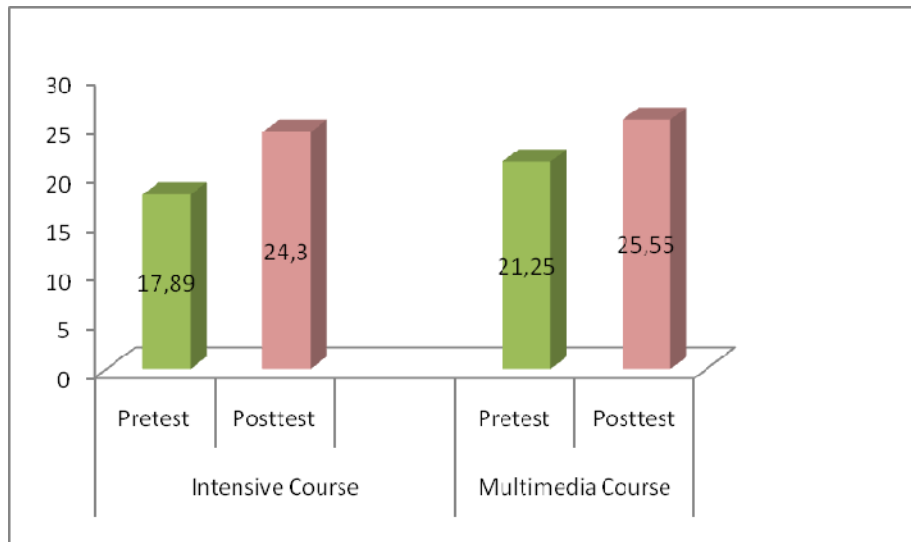


Figure 12. Comparison of the total results of the speaking pretests and posttest from the second level of the intensive course and multimedia course at the Languages Department, University of Cuenca. Top Score: 40

**Source:** Test applied to students at the beginning and end of the course.



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CHAPTER 5

ANALYSIS AND INTERPRETATION OF RESULTS

After the presentation and description of results, it is time now to interpret and discuss each one of the three research questions proposed for this thesis.

Research question 1: Is learning English in multimedia courses as effective as on regular courses?

To answer this question let us focus on the results obtained from the pretests and posttests showed that on the evaluation of both skills, multimedia students obtained better results in the final score of the posttest, and also on the activities developed that were recording during the observation of both courses.

Analysis of pretests results

To start with, it is important to point out the level in which students started. Thus, the intensive course on the listening test obtained in average 15,4 points out of 32 possible on the pretest, and students in the multimedia course, on the other hand obtained 14.3 points on the same pretests. The table below shows the results of the listening pretests in both courses: intensive and multimedia.

Table 16. Results obtained on listening pretests in the intensive and multimedia course.

LISTENING TEST ACTIVITIES	PRETEST RESULTS	
	Intensive	Multimedia
Listening for specific information	3.7/6	3.2/6
Completing a paragraph	3.2/10	3.8/10
Answering true or false	5.15/7	4.1/7
Finding the general idea	1.5/5	1.4/5
Summarizing from listening	1.85/5	1.8/5

As it can be observed, most of the grades are similar in both courses when students took the pretest. The differences seem not to be very noteworthy which means that students were almost in the same level when starting the new course



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Now, referring to the speaking activities, the total average of the intensive course on the pretest was 17.89 out of 40, and in the multimedia course, the average of the speaking test was 21.25.

The next table shows the performance of both courses on the speaking pretest.

**Table 17. Results obtained on speaking pretests in the intensive and multimedia course.**

SPEAKING TEST ACTIVITIES	PRETEST RESULTS	
	Intensive	Multimedia
Talking about daily activities	5.6/10	6.9/10
Talking about future plans	6.1/10	5.8/10
Talking about a place visited	2.5/10	4.7/10
Asking questions to a famous person	3.69/10	3.85/10

As it can be seen in table 17, the results of the speaking pretests are different from the listening pretests since this time, multimedia students had better grades than intensive students. Besides, it is possible to observe in the table above that students had a better performance when they talked about their daily activities, and when they talked about their future plans. On the contrary, the two activities with the lowest grades are the ones related to talking about past activities and asking questions.

This is an example of the transcriptions of one of the students' speaking pretest in the intensive level. :

Researcher: Talk about your daily activities

Student: "I begin my day, I stand up very ... I come class at 7 a.m. and I walk. I am here all day. I return my house approximately 8 p.m. The Monday I have to work at the construction the building".

Researcher: "What are your future plans?"

Student: "I like to do all I like to travel the other country. I like to study mastery."



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- Researcher: "Talk about a place you visited, and you liked a lot.  
Why did you like it?"
- Student: "I like visit Armania, Japon, because they are countries"
- Researcher: "Imagine I am a famous person. What questions would you ask me?"
- Student: "How did you begin in your activity?"

It is seen that the student could expressed his ideas in a better way when he talked about daily activities and his plans for the future. However, he did not do so when he talked about past experiences and asked questions since the student was not able to use the verbs in past tenses, and could only make only one question.

The following step of this research is the analysis of the development of the listening and speaking activities in each course in order to figure out how these activities may have influence on the grade obtained in each course.

**Analysis of listening posttest results**

Table 18 shows the comparison between the listening pretest and posttest according to each activity evaluated. The first column shows the pretest result, the second one the posttest result and the third one is the difference between the posttest and pretest result.

**Table 18. Comparison of listening pretest and posttest results in intensive and multimedia course.**

LISTENING TEST ACTIVITIES	Intensive			Multimedia			Top score
	Pre-Test	Post-test	Dif.	Pre - test	Post-test	Dif.	
Listening for specific information	3.7	3.75	+0.05	3.2	3.7	+0.5	<b>6</b>
Completing a paragraph	3.2	5.3	+ 2.1	3.8	5.2	+1.4	<b>10</b>
Answering true or false	5.15	5.3	+0.15	4.1	4.9	+0.8	<b>7</b>
Fading the general idea	1.5	2.2	+0.7	1.4	3.1	+1.7	<b>4</b>
Summarizing from listening	1.85	2.15	+0.3	1.8	2.7	+0.9	<b>5</b>



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As it is seen, the results show that in all the activities taken by the students in both courses: intensive and multimedia, students improved their grade. Although both courses had better scores on the posttests, it can be noticed in the table above that that multimedia students' scores improvement was higher than intensive students. This for example occurred on the activity *listening for specific information*, in which in the intensive course, the difference between the pretest and posttest result was 0.05; on the other hand this difference was 0.5 in the multimedia course. Besides, in the activity *finding the main idea*, intensive students improved by 0.7 on the posttest compared to the pretest; conversely, in the multimedia course, the difference was 3.1 points.

Concerning the possible reasons why students improved their grades on the posttest, it is worth saying that as the researcher was the teacher of both courses, she used the same material that was used in previous courses where she was the teacher. In other words, she did not apply any different activity for a specific course. However, when there was a chance, extra materials for the intensive course such as movies and songs were used to reinforce listening skills (*see annex 6*).

Therefore, analyzing the observations (*see annex 5*), it was noticed that although the activities were not the same and did not have the same frequency in both courses, they were able to practice and reinforce the speaking and listening skills.

As it can be observed in table 18, one of the activities practiced more in the intensive course was audio dialogues. All these activities may have been beneficial since students received input of the target language as Plass and Jones suggest (472).

For example, some of the activities found in audio dialogues in the intensive course aimed to look for specific information or choose the correct option from two items. The following are two examples found on page 65 and 68 respectively on the textbook used by the students which is American Cutting Edge.



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*Listening Exercise: choose the correct option from two items*

**Language focus 1**

Using articles

**1** Discuss with other students. Which of the ideas in the text are true? Which are just myths?

**2** [8.1] Listen to some people from these countries giving their opinion. Do they agree or not?

**Just a myth?**

English businessmen carry umbrellas and wear bowler hats.  
Italian families eat pasta every day.  
Japanese tourists take photos all the time.  
French women are very well dressed.  
It's often foggy in London.  
People in Brazil love dancing.  
Scottish men normally wear kilts.  
New York is a dangerous city.  
People in Japan eat rice for breakfast.  
English people drink tea every day at five o'clock.  
It never rains in Egypt.  
People in Australia have a lot of barbecues.

Figure 13. Listening exercise sample 1

**Source:** Cunningham and Moor 65

Figure 13 describes an activity in which students had to choose two options: if people agree or disagree on myths. This exercise was similar to the one they had on the tests in which they had to circle if the sentence was true or false (see annex 3).

*Listening exercise: Looking for specific information*





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**1** Look at the map. Which country does it show? Can you answer the questions?

**How much do you know about New Zealand?**

- New Zealand is:  
a in the southwest of Australia.  
b in the South Pacific.  
c in the Indian Ocean.
- It is about the same size as:  
a Great Britain. b Spain. c Jamaica.
- The climate in the north of New Zealand is:  
a cold. b warm. c hot.
- The population of New Zealand is:  
a 1 million. b 5 million. c 3.5 million.
- The official language is:  
a Maori. b English.  
c both Maori and English.
- Which of these can you find in New Zealand?  
a mountains b farmland c volcanos  
d fjords e glaciers f beaches
- New Zealand is most famous for:  
a its lamb. b its scenery. c its wool.

**2** [8.4] Jenny, a tour guide from New Zealand, is telling a group of tourists about the country. Listen and check your answers.

Figure 14. Listening exercise sample 2

**Source:** Cunningham and Moor 65

Figure 14, on the other hand, shows an example of the activity *listening for specific information*, activity also developed on the listening tests (see annex 3).


Such activities in the book may have improved the ability to develop the two first exercises on the tests as it can be seen on the listening tests results (see figures 2 and 3).


On the other hand, multimedia students practiced listening techniques such as *looking for specific information* and *answering true or false* with the help of video dialogues and audio dialogues, as well.

*Listening exercise: Looking for specific information*



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Read the text below the video. Then click on  to watch the video.  
Read each question and click on the answer.



1. What's wrong with Emi?

- a. She's too cold.
- b. She has too much work.
- c. She's sick.

2. The doctor says, "You don't look so good today." What does she mean?

- a. You can't see well today.
- b. You're getting better.
- c. You seem sick today.

3. The doctor says, "Gesundheit!" What does she mean?

- a. Stop sneezing.
- b. Good health.
- c. That's terrible.



  
 TRANSCRIPT

Figure 15. Listening exercise sample 3

**Source:** Longman English Interactive. CD-ROM


The video dialogue shown above is part of the software of the multimedia program. As it is seen, students had to watch and listen to the video and choose one of the three answers shown. Therefore, in figure 15 it can be seen that with a computer, students besides reinforcing their listening skills, could also see the people through the screen of the computer, which is beneficial since they could notice an important communicative aspect: body language, as Galloway suggested (6). Tschirner also states that with the use of this resource as well as other digital media, FL classrooms may be similar to conditions when living in the target culture since multimedia applications help learners to gain oral communication both visually and aurally. Besides, the use of authentic target language video provides them rich input environments (2, 14), as it can be seen in figure 15 in which students could see how the interaction between a doctor and a patient was performed.



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Besides the multimedia program students used, they had a workbook in which they had activities related to grammar, vocabulary and listening comprehension. At the beginning of each unit, the students had to listen to a dialogue or a narration and develop the required activity; for example, *answering true or false*, or *looking for specific information* (see figures 16 and 17). Thus, students could practice the listening skill anywhere they are, since the only materials they needed was a CD and a device to play it.

### *Listening exercise: looking for specific information*

 **A. Listen to Track 3.** Laura is introducing Susan to Luis. Find 10 differences in the script below. Circle the differences. Write the correction. The first one is done for you.

Laura: Hi.  
Luis: Hi.  
Laura: Are you busy?  
Luis: No, what's up?  
Laura: I'd like you to meet someone. Luis, this is Susan Wu. She's our new project director manager for the Star One program. She's from Hong Kong, Singapore  
Luis: The new project director? Glad to meet you.  
Susan: Nice to meet you, too.  
Laura: Luis is very talented creative. He's an interesting guy to work with.  
Luis: Thanks, Laura.  
Laura: Susan has a lot of experience with the company. I'm sure you'll enjoy working with her.  
Luis: Yes, I'm looking forward to working for you. her  
Susan: Same here, Luis.  
Luis: Which room will you be in? office  
Laura: She'll be in the office across the hall. coney  
Luis: The main office?  
Laura: Right.




Figure 16. Listening exercise sample 4

**Source:** Rost 8.

In the following exercise also found in the workbook page 15, students had to listen and then choose one of the two options presented.

### *Listening exercise: choosing from two options*




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## A.3 A Quick Lunch

**Listening**

**A. Listen to Track 5.** Emi is ordering lunch at the Rock Café. Check (✓) the phrases that you hear.



- the tuna fish sandwich  
 a tuna fish sandwich
- what kind of bread  
 what kind of a bread
- slice of tomato  
 a slice of tomato
- no tomato  
 no tomatoes
- mustard or mayo  
 the mustard or the mayo
- one tuna fish sandwich  
 some tuna fish sandwiches
- an iced tea  
 some iced tea
- large, medium, or small  
 supersize or large
- regular or decaf  
 regular or with milk
- with sugar or sweetener  
 with some sugar or some sweetener
- Why are there so many choices?  
 Why are there so many things?

Figure 17. Listening exercise sample 5

Source: Rost 15

As Zhao says, one condition for effective learning through the use of technology is to have ample opportunities for practice (5). As students received practice with the activities shown above, students could have obtained better grades on these two exercises on the listening posttest with the help of this technological material: videos and audio dialogues.

Completing a paragraph is the activity in which students improved the most in both courses as it can be observed in table 18. This time, there were also resources that may have helped to improve this technique as will be described.

In the case of the intensive course, songs (see annex 6) and audio dialogues were used to practice *completing information*. Figure 18 and 19 are samples of these exercises using audio dialogues

*Listening exercise: completing information*



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- cashier
- clothes department
- anywhere in the store

a Can I help you?  
Yes, I need some shoes

b Excuse me, do you sell plants?  
No

c Can I pay by credit card?  
Yes, we accept Visa

d Excuse me, do you have this T-shirt in white?  
Yes, I'm afraid not

e Where are the changing rooms, please?  
Next to the station

f Can I bring it back if it's the wrong color?  
That's OK

g Do you have these pants in a size 40?  
Yes, here you are

h Here's your receipt and your change.  
Thank you

i Is there a bathroom in here?  
Yes, near the picnic

2 [9.6] Listen and write in the replies. Practice the conversations, in pairs.

Figure 18. Listening exercise sample 6  
Source: Cunningham and Moor 80

*Listening exercise: Completing information*

4 [9.5] Listen to four people talking about how they would improve their school or office. Complete the table below.

	School or office?	Improvements?	Why?
a			
b			
c			
d			

Figure 19. Listening exercise sample 7  
Source: Cunningham and Moor 78

On the other hand, in multimedia course, audio dialogues were used for completing texts or dialogues; these are two examples taken from the resource book. Figure 21 shows an example developed by a student.



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**A. Listen to Track 17.** Paul and Frankie are coming back from the supermarket. Fill in the missing words in the dialog.

**Laura:** Hi, guys. Oh good, you got the (1)\_\_\_\_\_.

**Frankie:** Yeah! We got a lot of good (2)\_\_\_\_\_.

**Laura:** Mmm . . . did you pick up some (3)\_\_\_\_\_?

**Paul:** Oh, lettuce. Darn! I forgot to get that.

**Laura:** Oh. Did you remember to buy some (4)\_\_\_\_\_?

**Paul:** Tomatoes? Shoot! I didn't know we needed (5)\_\_\_\_\_.

**Frankie:** But look, Mom, we got a big (6)\_\_\_\_\_ of Crunch-O's (7)\_\_\_\_\_, a (8)\_\_\_\_\_ of Orange Plus, 3 (9)\_\_\_\_\_ of chips, and 2 (10)\_\_\_\_\_ of ice cream.

**Maggie:** Hey, Chocolate Crunch . . . excellent choice!

**Laura:** Good work, guys.




Figure 20. Listening exercise sample 8

Source: Rost 60

*Listening exercise: completing information*



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**A. Listen to Track 19.** Maggie is inviting Brian to a dance. Fill in the missing phrases in the dialog.

**Maggie:** Hi, it's Maggie. Maggie Arnello. From  
third-period math.

**Brian:** Hey, what's up?

**Maggie:** Um . . . I was wondering . . . if you . . .  
had a date for the (1) DANCE  
on (2) FRIDAY?

**Brian:** No.

**Maggie:** Well, I was wondering if you . . . do you want  
(3) TO GO to the dance with me? We could  
just go as friends, we could . . .

**Brian:** You (4) WANT go to the dance with me?

**Maggie:** Yeah . . .

**Brian:** Cool. But do we (5) HAVE TO DANCE?

**Maggie:** Well, no . . . but it is a dance . . .

**Brian:** Oh . . . but I (6) DON'T HAVE dress up, do I?

**Maggie:** No, you don't have to dress up. Well, maybe  
(7) YOU CAN pick me up or something?

**Brian:** Sure. What time?




Figure 21. Listening exercise sample 9

**Source:** Rost 67

As it is seen in figures 20 and 21, the students of both courses received listening input and could develop follow-up exercises (see annex 7) from listening as Plass and Jones suggested since they argued that the multimedia material should be a guide so students are able to notice a word, sentence, passage or image they represent (472). The authors' ideas can be reflected by the results that students obtained in the posttests on the activity *completing a paragraph* (see figure 3).

For the two final exercises applied on the test: finding the main idea and summarizing from listening, the use of movies in the intensive course, and video dialogues and audio dialogues were useful for practicing finding the main idea (see annex 6).




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Movies are a good source not only to reinforce listening skills, but also to broaden language and cultural knowledge (Tsai and Xu 4). When movies were used as a resource in the intensive course, students were asked to summarize the movie and answer questions about them (see annex 6).

On the other hand, in the multimedia course, audio dialogues were used to answer questions about what they heard in advance in order to find the main idea. Figure 22 and 23 show how the activity finding the main idea was developed. The first figure shows the exercise already developed

### *Listening exercise: finding the main idea*

 **B. Listen to Track 10.** A customer is calling Eversoft Help Center. Answer the questions.

1. What's the customer's problem?	ADD A LIST OF NUMBERS
2. How does the customer feel at the beginning?	HE IS CONFUSED
3. How does she feel at the end?	SHE FEELS HAPPY
4. Is the customer agent calm?	YES
5. Is he helpful?	YES
6. Does the customer thank the agent at the end?	THANKS

**Figure 22.** Listening exercise sample 10

**Source:**Rost 30





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**B. Listen to Track 24.** Kate hears some information about apartments for rent. Fill in the chart with information about the 4 rentals.

Address	Monthly rent	Type of property (studio apartment, 1-bedroom apartment, 2-bedroom house)	Furnished or unfurnished?	Special features (views / garden / transportation / type of neighborhood)
400 Lake St.				
2020 University Ave.				
505 Clement St.				
101 Spear St.				

Figure 23. Listening exercise sample 11  
Source: Rost 24

The only activity which was not developed during the multimedia course was summarizing from listening since it was not included in the software. However, students learned how to summarize since they had tasks in which they had to search for specific information online and then make summaries as writing exercises. This can be seen in the following example.

*Writing exercise: summarizing information*

**C3. Web Research: Cross-cultural Communication**  
**Imagine that you are going to negotiate with someone from a different culture. Visit some websites and read about the culture of another country (not your own). Write down three interesting and/or surprising customs or habits from this culture.**

**Go to these Internet websites to do your research:**  
[www.executiveplanet.com/business-culture-in/132435205097.html](http://www.executiveplanet.com/business-culture-in/132435205097.html)  
[www.executiveplanet.com/article/displayArticle.jsp?item=142018667328](http://www.executiveplanet.com/article/displayArticle.jsp?item=142018667328)

**Writing Assignment: Cross-cultural Communication**  
**Use your notes from the Web Research. Write a summary about three surprising customs from the culture of the country you researched. Describe a few things you will do when you negotiate with someone from the culture you researched.**

Figure 24. Writing activity with cultural reference  
Source: Longman English Interactive CD-ROM  
AUTORA: SANDRA CABRERA



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This is an example already developed by a student.

### **C1 Web Research Assignment: Salary Comparison Calculators**

**You are going to do research on the web.  
You will find answers on a website.**

#### **A. Read the questions.**

Salary Comparison Calculators

1. What is the name of the website?

2. In the "Job Category" box, select *Accounting*. In the "State/Metro Area". In the "City-State Category", select *District of Columbia - Washington or Washington, DC*. Click on "Search."

In the "Job Title" box, select *Accountant I*. Click on "Create Basic Salary Report." What is the median base salary?

3. Click on "New Search." Choose a different state/metro area. Which area did you choose?

4. What is the base median salary in this area?

5. Click on "New Search." Choose a different job category. What job category did you choose? What is the median base salary?

#### **B. Go to these Internet websites to do your research:**

<http://content.salary.monster.com/>

[www.movingvan.com/tools/CareerTool.cfm](http://www.movingvan.com/tools/CareerTool.cfm)

**C. Answer the questions in Part A. Write your answers in complete sentences on the lines below.**

#### Your Answers

1. The name of the website is [monster.salary.com/salarywizard](http://monster.salary.com/salarywizard).

2. An Accountant I in Washington DC has a salary from \$ 39,421 to \$ 57,162 with an average of \$48,124

3. I chose Pennsylvania-Philadelphia.

4. An Accountant I in Pennsylvania-Philadelphia has a



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salary of \$38,228 to \$55,432 with an average of \$46,667

5. A Physician-Emergency Room in Illinois-Chicago has a salary from \$195,706 to \$334,106 with an average of \$263,781

**Source:** student's work online

To finish the analysis of the listening results, the difference between the general results obtained from the listening pretest and the posttest results in both intensive and multimedia courses is looked at the following table.

**Table 19 Listening test results**

LISTENING TEST GENERAL RESULTS				TOP SCORE
Intensive		Multimedia		
Pretest	Posttest	Pretest	Posttest	
15.4	18.7	14.3	19.6	32

The table above shows that both intensive and multimedia courses obtained better results on the listening posttests compared to the pretests. In the intensive course, the result shows an increase of 3.3 points and in the multimedia course this difference is of 5.3 points

Thus, it might be said that the resources and the activities used in the multimedia course were useful in order to improve their listening skills.

**Analysis of speaking posttest results**

This table shows the comparison between the speaking pretest and posttest according to each activity evaluated. The first column shows the pretest result, the second one the posttest result and the third one is the difference between the posttest and pretest result.

**Table 20. Comparison of speaking pretest and posttest results**

SPEAKING TEST ACTIVITIES	Intensive			Multimedia			Top score
	Pre-test	Post-Test	Dif.	Pre-test	Post-test	Dif.	



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Talking about daily activities	5.6	6.8	+1.2	6.9	7.5	+0.6	<b>10</b>
Talking about future plans	6.1	6.9	+ 0.8	5.8	6.3	+0.5	<b>10</b>
Talking about a place visited	2.5	5.85	+3.3 5	4.7	5.85	+1.1 5	<b>10</b>
Asking questions to a famous person	3.69	4.75	+1.0 6	3.85	5.9	+2.0 5	<b>10</b>

Now, it is observed that the average of the posttest results improved in both courses and on every activity evaluated. However, unlike the listening results, in most of the activities, students of the intensive course had better scores than multimedia students on the posttests. Thus, the following might be the possible reasons for students' improvement in both courses.

First of all, it is important to mention that the activities chosen for students speaking evaluation were related to the contents included in the program in each course, trying to ask as general questions as possible. It is possible to see in the syllabus of both courses (*see annexes 1 and 2*).

Concerning speaking posttests results by analyzing the activities developed in each course and identify if their use was the possible reason for their improvement.

The rubrics used for evaluation of speaking in both courses were obtained from The Speaking Rubric for Fluency Activities by Pearson Education, and these were Communication, which considered the ability of communicating effectively; grammar, which evaluated the use of structures; vocabulary, concerning the use of vocabulary and expressions; pronunciation, including intonation, as well; and finally fluency.

Thus, in the intensive course, students developed speaking activities in order to improve speaking aspects such as the ones previously mentioned. During the observation classes it was noticed that dialogues were developed among the students, and were not graded. However, on other days, dialogues were done in front of teacher and the rest of the class. Such activities were good for students



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since they could listen to each other and check for incorrect pronunciation, incorrect use of grammar structures or vocabulary. Rodgers and Richards support the use of dialogues since students can develop the communicative competence when students take certain roles in the conversation (165).

Besides, it was seen that students of the intensive course could use their own experience to talk in the target language, and when they did so, they looked more comfortable and motivated. Although they knew they were making mistakes, when they spoke with their partner or in groups, they did not seem worried about making mistakes. That is why this activity was applied almost every day in class since it was a good resource for practicing their speaking skills, especially fluency because they seemed to enjoy speaking naturally about their personal experiences. This is corroborated by Schenck, who explains that to be communicatively competent, a student has to be able to develop their speaking skills in situations that are commonly encountered in everyday life (vi). That is what was intended to happen in the intensive course; that students could talk naturally about their personal experiences.

Now referring to the multimedia course, the software used by the student did not offer students an important amount of speaking practice since the only chance for them to speak is when they interact in the role-play situations included in the program.






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*Speaking activity: role-play part 1*

**B.4** Speaking  
**1: Role Play**

Do you want to be Paul?  
Click on Paul.  
Do you want to be Frankie?  
Click on Frankie.



Paul                  Frankie

Figure 25. Role-play activity part 1

**Source:** Longman English Interactive. CD-ROM


Then when they chose the role, they started to interact with the other character which was not chosen. The next illustration shows how this interaction takes place.



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### *Speaking activity: role-play part 2*

Click on the play button to begin.  
When you see each speech bubble, say Paul's lines.  
You are recording.



Oh . . . hey . . . Chocolate  
Crunch . . . excellent choice!

Figure 26. Role-play activity part 2

**Source:** Longman English Interactive. CD-ROM

Role-plays were the only way for students to practice speaking. Therefore, for extra speaking practice, students had to attend tutoring sessions in which students could talk to their professor, and in some cases, there were also other partners who can take those tutorials and chat among each other. However, these kinds of meetings do not occur every day, but only when students require help or when they have already finished a unit (*see annex 11*). Consequently, they could practice with their partners and professor the topics and contents they have already studied in the multimedia program. As a result, students reinforced their listening comprehension skill, as well as fluency, and accuracy since when students made continuous mistakes, the tutor helped them overcome this, since it was one of the aims of tutorials: providing feedback when students need (*see annex 11*). In this respect, Krahnke suggests that the language being taught should not be separated from the content being taught (65), and that is what the tutoring sessions were for.

Students could also attend “speaking corners”, which were optional for students who wanted to reinforce fluency mainly. In speaking corners, students



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could talk to a native English speaker and with other partners about general topics, which were not related to the contents of their program. Besides, speaking corners were important since they are one of the stages that Plass and Jones propose to learn a foreign language with multimedia material, which is interaction. At this point, the authors suggest teachers scaffold students' comprehension, so they will be able to connect previous knowledge to new learning (472). As an observer of speaking corners, it was possible to see that the tutor and students interacted in speaking corners, in that way, they were reinforcing their speaking skills.

Pronunciation activities in the intensive course were directly related to new vocabulary and new phrases involved in every unit. Besides pronunciation, intonation is also reinforced with the help of the audio material. These are two examples taken from pronunciation activities of the textbook American Cutting Edge used in the intensive course.

### *Samples of pronunciation exercises in the intensive course*

**Pronunciation**

1 [9.2] Listen to these three phrases. Does *won't* rhyme with *want* or *don't*?  
*You won't believe me.*  
*You want to believe me.*  
*You don't believe me.*

2 [9.3] Listen to some predictions and repeat.

- a I probably won't live to be a hundred.
- b I definitely won't become a millionaire.
- c I probably won't live here all my life.
- d I'll definitely have gray hair when I'm older.
- e I'll probably have more than two children.

**Pronunciation**

[8.3] How do you pronounce the sounds underlined?  
Listen and check. Practice saying the words.

forest climate volcano  
island outside ocean  
beach oast anal  
desert

Figure 27. Pronunciation exercises samples 1-2

**Source:** Cunningham and Moor 75,66

In the multimedia course, on the other hand, pronunciation was reinforced using the software. There were exercises in which they could listen to the pronunciation of a word or a phrase, and students could record their speaking and









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notice the difference between what they heard and what they said. Also, there were activities in which students have to identify words that rhyme, or recognize stress in words, phrases, and sentences. Here there are two examples.

### *Sample 1 of pronunciation activities in the multimedia course*

Click on  below to listen to the model.  
Click on  below to record your voice. Click again to stop the recording.  
Click on  below to listen to your recording.  
Click on  below to listen to the model again.









	Play the Model	Record/Play Your Recording
1.	 A: Did you go shopping, Shelly?	
2.	 B: Yes, and I bought fish for Chuck's party.	
3.	 A: What kind of ice cream do you like, Sheila?	
4.	 B: I like chocolate crunch.	


Figure 28. Pronunciation exercise sample 3


**Source:** Longman English Interactive. CD-ROM




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Sample 2 of pronunciation activities in the multimedia course

Click on each  below. Listen to and read the text.

 Sometimes people don't understand us. We use stress to help them understand.

 A: Joe, where are you GOING?  
B: I'm going to the state UNIVERSITY.

A: NO, NO I mean where are you going TONIGHT?  
B: Oh, TONIGHT I'm going to a MOVIE.


 A: Terry, where are you FROM?  
B: CALIFORNIA. YOU know that!  
A: NO, NO. I mean, where is your FAMILY from?

Figure 29. Pronunciation exercise sample 4

Source: Longman English Interactive. CD-ROM

To finish the analysis of the speaking results, these are the difference of the general results obtained from the speaking pretest and the posttest results in both intensive and multimedia courses.

Table 21. Speaking test results

SPEAKING TEST GENERAL RESULTS				TOP SCORE
Intensive		Multimedia		
Pretest	Posttest	Pretest	Posttest	
17.89	24.3	21.25	25.55	40

The table above shows that both intensive and multimedia courses obtained better results on the speaking posttests compared to the pretests. In the intensive course, the result shows an increase of 6.41 points and in the multimedia course this difference is 4 points.

This time, the activities and resources appeared to be more effective in the intensive course, although both courses improved their grades.



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*Research question 2: Can multimedia material fully replace the function of the teacher?*

The results obtained from our research coincide with what Tsai and Xu proved on their study that students developed good listening behaviors, enhanced listening comprehension ability and broadened language and cultural knowledge (see annex 7) with the use of multimedia (4). In this study, students improved their grades in all of the listening tasks they had to develop on the listening posttests. Therefore, the activities developed in the program may be a reason for the results obtained on the posttests (see figure 11).

Being the teacher and the observer of both classes, it could be seen that when students use headphones to listen to video dialogues, they were listening to several people with several accents, so they got used to listening to different ways of speaking the target language (see annex 7). This is an advantage of a multimedia course over a regular one since in the regular course they only listen to the teacher and on a few occasions, the characters in audio dialogues. The teacher in the multimedia class is only a facilitator, but not the main source of students' listening.

However, this does not occur when students have to develop speaking skills in the multimedia course. It was noticed that the only opportunity for students to practice speaking was a role-play activity in which students had to interact with the computer on a few opportunities. In this respect, Plass and Jones explain that besides the multimedia input, immediate and focused teacher feedback is also important (472). That is why, in the multimedia course, students were made to develop speaking practice with the help of tutors, because the input received from the computer would not have been enough for them to improve their speaking skills (see annex 9).

Therefore, with the evidence from previous studies and the experience in the multimedia course at University in Cuenca, in which, in order to reinforce speaking skills tutors are needed, it may be said that a teacher is an important agent yet not the main one for students' learning.



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*Research Question 3: Is multimedia material enough to learn a foreign language?*

In general terms, learning a foreign language with multimedia material at University of Cuenca is possible as long as tutors can accompany students' learning. That is, tutors are facilitators who provide feedback to students to develop their listening and speaking skills in tutorials. Also, tutors keep a record of students' improvement in order to determine whether he/she needs more speaking or listening practice and advising students to do so when necessary (*see annex 10 and 11*). Nevertheless, students work most of the time on their own, being able to develop listening and speaking exercises by themselves on the computer. As a consequence, although the multimedia material, and the activities that the Longman software provided to reinforce listening and speaking skills may have been one of the key reasons for students to improve their listening and speaking results (*see figures 11 and 12*), tutors also supported students' learning.



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### CONCLUSIONS

- From the quantitative and qualitative information analyzed, it could be seen that the listening and speaking resources and activities utilized in the multimedia course were as effective as the ones used on the regular course to reinforce both listening and speaking skills since students generally demonstrated a better performance at the end of the courses compared to the level from which they started.
- At the University of Cuenca, it was demonstrated that multimedia material cannot replace the function of teachers because students need tutors to reinforce skills, especially speaking skills, since the multimedia software only provides one activity to develop this skill: role-plays. However, the teachers' role is different from regular courses. In the regular course, the teacher is the guide; that is, the person who helps students with their learning, by giving instructions, providing material, and evaluating. On the other hand, in multimedia courses, the teacher is only a facilitator, providing feedback after students have already developed the learning process.
- One of the advantages of the multimedia courses is that students can practice the use of language by themselves and manage their time according to their needs. Another advantage of multimedia is that students can receive input more often than regular courses. That is, students can use their headphones and go through a listening exercise again and again until they feel they are ready to go to the next activity. Besides, students receive personalized help when they take tutoring sessions. Students can talk to the tutor whenever they need any kind of support related to their learning. Finally, the main advantage of the listening activities is that students can hear different people from different countries for instance, Australia, India, Mexico, The United States and England. This helps students be more aware of the different accents in the target language they are learning.



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- On the other hand, talking about the disadvantages of the multimedia course, an important one is the fact that the multimedia program that students at University of Cuenca use does not provide enough opportunities for students to develop their speaking skills. The multimedia program just provides one activity for students to interact with the computer. Furthermore, the fact that in most tutoring sessions the interaction is teacher-student, one to one, makes some students sometimes feel uncomfortable, because they are generally overly concerned about not making mistakes in front of the teacher causing students to fail in fluency development. Finally, as the speaking activities are generally personalized, it is difficult for students to work with peers because they do not have a fixed schedule for meetings or to develop activities in group or pairs like acting in role-plays or debating, which are some of the resources that are used in regular courses.



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### **LIMITATIONS**

After finishing this study, it is important to mention some limitations found during the development of the research.

- It was difficult to work with students individually and focus on specific problems of each student in the intensive courses because of the large number of students (20-25) and the short time available to work with them, which is eight weeks to develop five units.
- The intensive courses last for two months. This time is sufficient to complete the five units required in the syllabus, but it is too short to use extra material.



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### RECOMMENDATIONS

- Since there are not enough opportunities for students to develop their speaking skills in the multimedia course with peers, it is advisable that the Department of Language create resources like speaking clubs, in which students can share their learning experience and practice their speaking skills.
- Regular courses should have a more manageable number of students, (10-15). In that way it would be easier for teachers to accomplish the program and even apply extra material when it is required.
- The University of Cuenca does not have software in which videoconferences can be developed. It would be a great idea for students to interact with other partners and with the tutors via this resource and develop both listening and speaking skills.
- As it was suggested that multimedia material is effective to reinforce listening, teachers, not only of multimedia courses but also of regular courses, should think about using this tool in their EFL classes to strengthen listening skills like listening for specific information or understanding the main idea.

### Further Studies

Researchers who are interested in the use of multimedia material to learn a foreign language may be interested in developing studies about the effectiveness of such material focused on reading and writing. Another aspect that could be studied is how effective this material is in teaching structure and vocabulary.





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# ANNEXES



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**ANNEX 1**  
**SYLLABUS THIRD-LEVEL**  
**INTENSIVE COURSE**

**UNIVERSITY OF CUENCA**  
**SCHOOL OF PHILOSOPHY**  
**LANGUAGE DEPARTMENT**

**ENGLISH SYLLABUS**

**Level: 3 Intensive**

**Period: September-November 2010**

**Number of hours: 70**

**Lessons: 7- 11**

**Objectives:**

**At the end of the course the student will be able to:**

- identify the main ideas expressed in topics related to work, studies and leisure.
- talk about issues that occur in the past, present, and future.
- describe people, places and important events.
- ask and give advice, suggestions, opinions and comments.
- produce simple connected text on topics which are familiar and of personal interests.
- describe experiences and events, dreams, hopes, and ambitions.

**Module 7: FAME AND FORTUNE**

**Function:** Dealing with ambitious and dreams. Talking about famous people. Preparing interviews to famous people.

**Structure:** Present Perfect. Present perfect and past simple with **for** and other time words.

**Vocabulary:** Ambitions and dreams

**Extra activities:** Movie: The Pursuit of Happiness

**Module 8: COUNTRIES AND CULTURES**

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**Function:** Discussing about geographical features. Describing places. Comparing formal and informal writing.

**Structure:** Using articles. Phrases with and without “the”.

**Vocabulary:** Geographical features

**Extra activities:** PPT presentation: geographical features in a country

### Module 9: OLD AND NEW

**Function:** Comparing and contrasting old and modern aspects of the world.

Analyzing other’s opinions. Dealing with competitions and reality shows.

**Structure:** Modals. Present tense after if, when, before, and other time words.

**Extra activities:** Song: If you go away (Frank Sinatra)

### Module 10: TAKE CARE

**Function:** Dealing with health. Narrating stories. Telling experiences that happened in the past.

**Structure:** Used to. Past continuous

**Vocabulary:** Accidents

**Extra activities:** Movie: Ladder 49

### Module 11: THE BEST THINGS IN LIFE

**Function:** Talking about likes, preferences and interests. Inferring for specific information. Describing feelings.

**Structure:** Gerunds and infinitives. Verbs of liking and disliking. –ed and -ing adjectives. So and neither.

**Vocabulary:** Hobbies.

**Extra Activities:** Song: You are beautiful (Cristina Aguilera)

### Evaluation policy:

Class participation, homework, oral and written presentations, quizzes 50

Tests 20

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Final Exam	30
TOTAL	100

**Bibliography**

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**ANNEX 2**  
**SYLLABUS THIRD-LEVEL**  
**MULTIMEDIA COURSE**

**UNIVERSITY OF CUENCA**  
**SCHOOL OF PHILOSOPHY**  
**LANGUAGE DEPARTMENT**  
**ENGLISH SYLLABUS**

**Level:3<sup>rd</sup> Multimedia**

**Modules: 1- 15**

**Objectives:**

**At the end of the course the student will be able to:**

- talk about job and other routines.
- give advice and recommendations.
- order food , read instructions, talk about quantities.
- talk about trips and cultures.
- talk about personal experiences, health, and lifestyles.
- describe plans.

**MODULE A**

**Unit A1: DO I KNOW YOU?**

**Function:**Introducing yourself, talking about yourself

**Structure:** Statements and yes-no questions with *be*. Simple Present Tense: statements and questions. Short answers to *Yes/No* questions

**Vocabulary:** Introductions

**Unit A2: SOMEBODY NEW**

**Function:**Introducing people, describing picture

**Structure:** Describing people with *be* vs. *have*. Information questions

**Vocabulary:** Adjectives

**A3: QUICK LUNCH**

**Function:**Ordering food, talking about quantities

**Structure:** Count/Non-count nouns with *how much* and *how many*

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**Vocabulary:** food

### **A4: What a weekend!**

**Function:** Asking/talking about personal activities, making small talk

**Structure:** Simple past tense of *be*. Simple past: regular verbs

**Vocabulary:** Activities, entertainment

### **A5: Working smart**

**Function:** Giving instructions, asking for instructions

**Structure:** Modals. Giving instructions. Adverbs of manner

**Vocabulary:** Technology/computers

## **MODULE B**

### **Unit B1: Feeling down**

**Function:** Sympathizing: talk about health

**Structure:** Simple present and present continuous. Stative verbs. Asking for clarifications

**Vocabulary:** health

### **Unit B2: Transportation**

**Function:** Giving directions, asking for directions

**Structure:** Prepositions of location. Directions and locations. Expressing emotions

**Vocabulary:** Adjectives

### **B3: Quick lunch**

**Function:** Asking about/confirming plans, suggestions

**Structure:** Future: *will* and *be going to*. Future: modals of possibility. Expressions for special events

**Vocabulary:** invitations



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### **B4: Excellent Choice!**

**Function:**Talking about activities and events

**Structure:** Expressions with *make* and *do*. Expressions with *get*. Phrasal verbs

**Vocabulary:** Responsibilities

### **B5: Sound advice**

**Function:**Asking for, giving advice

**Structure:** Gerunds and infinitives. Giving advice.*too* and *enough*

**Vocabulary:** Relationships, friends, dating

## **MODULE C**

### **Unit C1: Welcome back**

**Function:**Reporting, responding/sympathizing, talking about past events

**Structure:** Review of simple past tense. Past tense sequence. Review of adjectives

**Vocabulary:** Travel/travel problems

### **Unit C2: A better place**

**Function:**showing, responding, comparing

**Structure:** Comparatives with *than*. Comparatives with *as*. Comparative words

**Vocabulary:** Housing

### **C3: Somewhere around here**

**Function:**Describing places/comparing places

**Structure:** Superlatives. Definite and indefinite articles. Comparatives and superlatives

**Vocabulary:** Geographical features

### **C4: It's spicy!**

**Function:**Asking about/explaining cultural items.



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**Structure:** Review of questions. Relative pronouns and relative clauses. Tag questions

**Vocabulary:** Culture, new things

### **C5: You gotta do it!**

**Function:** Talking about news, talking about experiences

**Structure:** Present perfect. Present perfect and past tense. Review of tenses

**Vocabulary:** news

### **Evaluation policy:**

Computer assisted evaluation	70
Oral tests	10
Written online activities	20
TOTAL	100

### **Bibliography**

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ANNEX 3

STUDENTS' LISTENING PRETEST  
& POSTTESTS

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LISTENING TEST

(PRETEST AND POSTTEST FOR THE THESIS PROJECT DEVELOPED BY  
SANDRA CABRERA)

Name \_\_\_\_\_ Level \_\_\_\_\_ Date \_\_\_\_\_

Dear student,  
Please, develop the following activities.

LISTENING FOR SPECIFIC INFORMATION

Circle the correct information

ELIZA

- |  |           |         |           |
|--|-----------|---------|-----------|
| 1. How many husbands has Eliza had?            | 3         | 4       | 5         |
| 2. How long has she lived in Los Angeles?      | 4         | 14      | 40        |
| 3. What doesn't she mention about Los Angeles? | weather   | traffic | people    |
| 4. What is her occupation?                     | secretary | actress | housewife |
| 5. What country does she want to visit?        | Australia | USA     | England   |

COMPLETING A PARAGRAPH

Fill in the blanks

PHILIP

I used to be the director of a large finance company. I had a really good 1) \_\_\_\_\_, nice house, big car, all those things, but I was just working all the time, and I never 2) \_\_\_\_\_ my wife, or had any time for my great passion – 3) \_\_\_\_\_. So, I decided, and one day – about three years ago – I 4) \_\_\_\_\_ left my job, and we moved to a smaller house, got a smaller car, you know, and my wife and I opened a small restaurant. I did all the



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cooking 5) \_\_\_\_\_, and it was very hard work – I thought, “6) \_\_\_\_\_ a mistake,” but then we started to make some money, and we got a chef, and it was 7) \_\_\_\_\_. Nowadays, I decide the menus, and I go to the market every day, to get 8) \_\_\_\_\_, fish, and I do some cooking. We’re certainly not 9) \_\_\_\_\_ we were, and we work long hours, but I think we’re much happier. Maybe next year 10) \_\_\_\_\_ a vacation – our first one in three years.

ANSWER TRUE OR FALSE

Circle if the sentence is true or false

CARLA

- 1. Carla loves going shopping T F
- 2. Carla generally buys clothes over the Internet T F
- 3. Things on the web are cheaper T F
- 4. Carla founded a company five years ago T F
- 5. The company costs one million dollars T F
- 6. Carla does not plan to have children T F
- 7. She wants to have a house in a big city. T F

FINDING THE GENERAL IDEA

Listen to the following conversation and answer the question.

What was the problem this person had?

\_\_\_\_\_

What are these two people looking at?

\_\_\_\_\_

What is the person describing?

\_\_\_\_\_



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Why did Ana Pedroso call?

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**LISTEN TO THE STORY, AND WRITE A SHORT SUMMARY IN NO MORE THAN THREE LINES**

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#### **ANNEX 4**

#### **TOPICS FOR THE ORAL TEST EVALUATION**

##### **TOPICS FOR THE ORAL PRE AND POSTTEST.**

1. Describe your daily activities.
2. What are your future plans? Would you like to study, will you travel, etc.?
3. Talk about a place you visited and you liked a lot. Why did you like it? What was special about it?
4. Imagine I am a famous person. What questions would you ask me?



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**ANNEX 5**

**OBSERVATION MATRICES**

**MATRICES FOR OBSERVATION**

**Observation matrix for listening activities**

COURSE: \_\_\_\_\_  
LEVEL: \_\_\_\_\_  
TEACHER: \_\_\_\_\_  
DATE: \_\_\_\_\_

ACTIVITY	
Songs	
Dialogues	
Audio dialogues	
Video dialogues	
Stories	
Videos	
Movies	
Pronunciation activities	

**Observation matrix for speaking activities**

COURSE: \_\_\_\_\_  
LEVEL: \_\_\_\_\_  
TEACHER: \_\_\_\_\_  
DATE: \_\_\_\_\_

Variable	
Dialogues	
Role-plays	
Debates	





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Tutorials	
Interviews	
Real-life stories	
Presentations	

**ANNEX 6**

**LISTENING ACTIVITIES DEVELOPED IN THE  
INTENSIVE COURSE**

**1. SAMPLE TOPICS FOR DIALOGUES**

- a. Discuss in pairs: What were your ambitions when you were younger?
- b. Work in pairs: Ask and answer questions that start with the following phrase: in the last five years... what have you done?
- c. Conversation between teacher and students: What do you know about these countries? Italy? New Zealand? France?
- d. Discuss in group: How do you prefer to shop? Which method of shopping don't you like?
- e. Discuss in group: What changes do you expect to see in the future?



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2. SAMPLE TOPICS FOR AUDIO DIALOGUES

**Real life**

Checking that you understand

**1** [7.2] Complete the conversations below with the phrases in the box. Listen and check your answers.

Could you say that again, please?	Sorry, what was that?
What exactly is a "warranty agreement"?	I'm sorry, I don't understand.
What do you mean exactly?	How do you spell it?
Can you explain what "beyin tavasi" is?	What does "ordövr" mean?

a

SALESMAN: ... so if you take out a warranty agreement ...


CUSTOMER: .....

SALESMAN: Yes, if you take out a warranty agreement ...

CUSTOMER: .....

SALESMAN: It's ... um ... an agreement, where you pay some money and if the machine breaks down, the repairs are free.

CUSTOMER: I see. Thank you.



Source:Cunningham and Moor 63.

**Language focus 1**

*May, might, will, definitely, etc.*

**1** What changes do you expect to see in the future? Discuss these three questions in groups.

- a Will supermarkets replace small local stores?
- b Will people do all their shopping over the Internet?
- c Will the Internet replace libraries and newspapers?

**2 a)** [9.1] You will hear Lucy, Mary, and Stefan talking about the questions above. Which question is each person answering?

Source:Cunningham and Moor 74



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### 3. SAMPLE TOPICS FOR STORIES/DESCRIPTIONS (AUDIOSCRIPTS)

## Module 9

### Recording 1 *(missing words / phrases only)*

- (1) definitely won't do    (2) probably buy    (3) might stop  
(4) definitely be    (5) may not disappear  
(6) probably won't replace    (7) will probably use

### Recording 4 *(missing words / phrases only)*

- a ... this program finishes  
b ... the weather's not too bad  
c ... I get dressed  
d ... I can find something else  
e ... I get back  
f ... we have enough money

### Recording 5

a Our office is just uncomfortable in every way. For one thing it's terribly hot in summer, and terribly noisy in the street outside, so the first thing I'd like to do is put in airconditioning so that we don't have to open all the windows in summer, and have that awful noise. The office chairs are also really uncomfortable, so the next thing I'd like to do is get some really good quality, comfortable chairs. Oh, and the worst thing is that we're on the fifth and sixth floors of our building, so I'd love to put in some elevators. Just one little elevator would make our lives so much easier!

**Source:**Cunningham and Moor 73



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### Module 10

#### Recording 1

OK, well **if you burn your hand**, you should put it under the cold water faucet, for at least twenty minutes. I know it sounds like a long time, but for it to work, that's what you need to do. It's not a good idea to put a Band-Aid on it, because you could damage the skin when you take it off, you know ...

For **a temperature**, well I know people often think they should keep warm, but actually you need to let your body get cool, so really the best thing is to open the windows, or even get in a bath of, well, warm water to start with, then add cold water to it, to make the water cooler and to bring the temperature down. You can take something like aspirin, too. That will help.

Now, if you have **a bad cold**, you certainly shouldn't go to the doctor. There's really nothing we can do for you. No, all you can do is go to bed, have lots of hot drinks, and just allow it to get better by itself. That's all you can do!

OK, now, **to lose weight** people often think that you shouldn't eat potatoes, bread, pasta, things like that, but it depends how much of them you eat and how you cook them. I mean, you certainly shouldn't have fried potatoes, but that's because of the fat. It's really fat and sugar that you should eat less of and then you should combine this with more exercise. And make sure you have regular exercise.

Source: Cunningham and Moor 81

## 4. SAMPLE OF PRONUNCIATION ACTIVITIES

### Pronunciation

#### Pronunciation

- 1 Notice how *to* is pronounced:
- in the **middle** of a sentence or clause.

*Are you going to /tə/*


*Caroline's party?*

- at the **end**.

*I don't really want to /tu:/.*

- 2 Listen again and practice the conversations with a partner.

#### Pronunciation

- 1  [6.1] Write the number of words you hear. Contractions (for example, *I'm*) = 2 words.

- 2 Notice that the vowel sound in *to* is pronounced /s/. Practice saying the following phrases.

*I'm planning > I'm planning to have*

*I'm going > I'm going to see*

*I'd like > I'd like to go*

*I'd prefer > I'd prefer to travel*

- 3 Practice saying the complete sentences from Exercise 1.

Source: Cunningham and Moor 48, 93



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**EXTRA LISTENING MATERIAL FOR THE LISTENING COURSE**

**SONG: IF YOU GO AWAY**

**MODULE: 9**

**TITLE: Old and New**

**OBJECTIVE: To practice the use of the first conditional with *if*, *when*. To practice the use of modal auxiliaries**

**ACTIVITY: Listen to the song. There are ten incorrect words. Correct them.**

**IF YOU GO AWAY**

**FRANK SINATRA**

If you go away on the summer day,  
Then you may as well  
take the sun away;  
All the birds that flew  
in the summer sky,  
While our love was new  
and our hearts were high;  
Which the day was young  
and the night was long,  
And the moon stood still  
for the night bird's song.  
If you go away, if you go away,  
if you go away. if you go away.  
But if you stay, I'll make you a day  
Like no day has been, or won't be again;  
We'll sail the sun, we'd ride on the rain,  
We'll talk to the trees, worship the wind.  
Then if you went, I'll understand,  
Leave me just enough love  
to fill up my hand,  
If you go away, if you go away,  
if you go away, if you go away.

If you go away,  
as I know you might,



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There'll be nothing left  
in the world to trust,  
Just an empty room,  
full of empty space,  
Like the empty look  
I see on your face.  
I'd have been the shadow of your dog  
If I think it will have kept me by your side.  
If you go away, if you go away,  
if you go away, please, don't go away

**SONG: I AM BEAUTIFUL**

**MODULE: 11**

**TITLE: The best things in life**

**OBJECTIVE: To describe feelings**

**ACTIVITY: Listen to the song and complete it with the adjectives  
you hear**

### I AM BEAUTIFUL

**Christina Aguilera**

Every day is so \_\_\_\_\_  
And suddenly, I saw debris  
Now and then, I get \_\_\_\_\_  
From all the pain, I'm so \_\_\_\_\_

I am \_\_\_\_\_ no matter what they say  
Words can't bring me down  
I am \_\_\_\_\_ in every single way  
Yes, words can't bring me down  
So don't you bring me down today

To all your friends, you're \_\_\_\_\_  
So \_\_\_\_\_ in all your doom  
AUTORA: SANDRA CABRERA



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Trying hard to fill the emptiness

The piece is gone left the puzzle \_\_\_\_\_

That's the way it is

You are \_\_\_\_\_ no matter what they say

Words can't bring you down

You are \_\_\_\_\_ in every single way

Yes, words can't bring you down

Don't you bring me down today...

**MOVIE: THE PURSUIT OF HAPPINESS**

**MODULE: 7**

**TITLE: Fame and Fortune**

**Subtopic: (ambitions)**

**OBJECTIVE: To listen for specific information**

**ACTIVITY: Watch the movie and answer the following questions**

What was the main character's occupation at the beginning

What was the main character's ambition?

Why was it difficult for him to reach his dreams?

Why did his wife leave him?

At the end, what did he do to reach his dreams?

Give your personal opinion about the movie.



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**MOVIE: LADDER 49**

**MODULE: 10**

**TITLE: The best things in life**

**Subtopic: (Heroines and heroes)**

**OBJECTIVE: To summarize from listening**

**ACTIVITY: Watch the movie and write a summary in no more than 10 lines**

**You may use the following vocabulary**

<b>Hero</b>	<b>accident</b>	<b>firefighter</b>
<b>rescue</b>	<b>prize</b>	<b>brave</b>

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**ANNEX 7**

**LISTENING ACTIVITIES DEVELOPED IN  
THE MULTIMEDIA COURSE**

**1. SAMPLE TOPICS FOR DIALOGUES-TUTORIALS**

- a. Talk about your friend's personality. Also describe him/her physically.
- b. Talk about your favorite food. What do you usually have for breakfast? For lunch? For dinner? What do you like to cook?
- c. What did you do last weekend? How much money did you spend?
- d. What are you going to do tonight? This weekend? During the next vacation?
- e. Talk about shopping. Where do you shop for food, clothes?



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## 2. SAMPLE TOPICS FOR AUDIO DIALOGUES

**A. Listen to Track 9.** Frankie is asking his mom for help. Match each expression in the left column with a similar expression in the right column.



- |                            |   |                             |   |
|----------------------------|---|-----------------------------|---|
| <input type="checkbox"/> h | 1. Can you show me how to use this math program?      | <input type="checkbox"/> a. | You have to type the numbers in column 1.         |
| <input type="checkbox"/>   | 2. Just type the numbers in column 1.                 | <input type="checkbox"/> b. | Is that the right answer?                         |
| <input type="checkbox"/>   | 3. Do I have to hit "return"?                         | <input type="checkbox"/> c. | That's an important question.                     |
| <input type="checkbox"/>   | 4. And that's the answer?                             | <input type="checkbox"/> d. | You need to learn to add numbers in your head.    |
| <input type="checkbox"/>   | 5. You don't have to think!                           | <input type="checkbox"/> e. | You can do it without thinking!                   |
| <input type="checkbox"/>   | 6. You have to learn how to add numbers the real way. | <input type="checkbox"/> f. | Sometimes you'll need to work without a computer. |
| <input type="checkbox"/>   | 7. The real way? This is the real way!                | <input type="checkbox"/> g. | That doesn't make sense to me!                    |
| <input type="checkbox"/>   | 8. That's a good question.                            | <input type="checkbox"/> h. | How do I use this math program?                   |
| <input type="checkbox"/>   | 9. You won't always have a computer.                  | <input type="checkbox"/> i. | Do I need to hit "return"?                        |
| <input type="checkbox"/>   | 10. Why not?  | <input type="checkbox"/> j. | What do you mean by "the real way"?               |

**Source:** Rost 30

**B. Listen to Track 18.** Dave is placing an order online for supplies for his café. Check (✓) the items that Dave orders.

- |                                    |                                       |  |                                       |
|------------------------------------|---------------------------------------|--|---------------------------------------|
| <input type="checkbox"/> coffee    | <input type="checkbox"/> French bread | <input type="checkbox"/> whole wheat bread | <input type="checkbox"/> lettuce      |
| <input type="checkbox"/> tuna fish | <input type="checkbox"/> chicken      | <input type="checkbox"/> eggs              | <input type="checkbox"/> onions       |
| <input type="checkbox"/> ketchup   | <input type="checkbox"/> mayonnaise   | <input type="checkbox"/> oranges           | <input type="checkbox"/> orange juice |
| <input type="checkbox"/> tomatoes  |                                       |  |                                       |

When will the items arrive? \_\_\_\_\_


What is the total charge? \_\_\_\_\_


**Source:** Rost 60



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### 3. SAMPLE OF VIDEO DIALOGUES

Read the text below the video. Then click on  to watch the video.  
Read each question and click on the answer.

 TRANSCRIPT

Laura comes to Luis's office. She introduces Susan Wu.

Listen. Who is Susan?

- Laura's boss.
- An intern at Globe Technologies.
- A new project director.


1. Susan Wu is \_\_\_\_\_.
  - a. Laura's friend
  - b. a new co-worker
  - c. Laura's sister
2. Susan is the director of \_\_\_\_\_.
  - a. the Singapore program
  - b. the Star One program
  - c. the New Directions program
3. Laura says that Luis is \_\_\_\_\_.
  - a. very talented
  - b. very busy
  - c. very careful
4. Susan says, "Same here." She means \_\_\_\_\_.
  - a. *I have a lot of experience*
  - b. *I will be the new project director*
  - c. *I look forward to working with you, too*


[Check Answers](#)


**Source:** Longman English Interactive CD-ROM




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Read the text below the video. Then click on  to watch the video.  
Read each question and click on the answer.





















 TRANSCRIPT

1. Where is Chris going?
  - a. To I-Travel
  - b. To his office
  - c. To 989 Union Street
  
2. Chris says, "You look familiar, too." What does he mean?
  - a. I think I remember you.
  - b. You look like my brother.
  - c. I don't know you.
  
3. Chris says, "Wow, two jobs. Sounds busy." What does he mean?
  - a. The traffic is very bad today.
  - b. I-Travel has a lot of customers.
  - c. Sam works a lot every day.

Source: Longman English Interactive CD-ROM

### 4. SAMPLE OF PRONUNCIATION ACTIVITIES





Click on  below to listen to the model.  
Click on  below to record your voice. Click again to stop the recording.  
Click on  below to listen to your recording.  
Click on  below to listen to the model again.













Play the Model	Record/Play Your Recording
1.  across	
2.  busy	
3.  corner	
4.  enjoy	
5.  working	
6.  forward	





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**Source:** Longman English Interactive CD-ROM

Click on  below to listen to the model.  
Click on  below to record your voice. Click again to stop the recording.  
Click on  below to listen to your recording.  
Click on  below to listen to the model again.

	Play the Model	Record/Play Your Recording
1.	 A: Did you go shopping, Shelly?	 
2.	 B: Yes, and I bought fish for Chuck's party.	 
3.	 A: What kind of ice cream do you like, Sheila?	 
4.	 B: I like chocolate crunch.	 

**Source:** Longman English Interactive CD-ROM



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**ANNEX 8**

**SPEAKING ACTIVITIES IN  
THE  
INTENSIVE COURSE**

**1. SAMPLE TOPICS FOR ROLE PLAYS**

1. Work in pairs: role play. Imagine that one of you is sick and goes to hospital. Create the conversation between you and the doctor.
2. Work in groups of three. Role-play the story about Kathy Reynolds who became a hero for preventing a robbery.

**2. TOPIC FOR DEBATE**

Whole class: Students were part of one of three sides.

They had to choose which the best way of shopping was:

Hypermarket, small local store, internet.

They pointed out the advantages of their option, and the disadvantages of the options they did not choose.

**3. SAMPLE TOPIC FOR INTERVIEW**

Work in pairs. Imagine that your partner is a famous person. Create a show in which you are the interviewer and he is the interview.

**4. TOPIC FOR PRESENTATION**

Groups of three. Create a presentation about a country assigned by your teacher. Include the following information: important cities, important geographical features, currency typical food, and customs.

**5. SAMPLE TOPICS FOR REAL-LIFE STORIES**

1. Have you ever been sick? Talk to your partner and tell him/her what happened.
2. What are your main ambitions? Would you like to travel? Would you like to have a big family?
3. Do you believe in myths? Tell your teacher about one you have heard.
4. Do you think that technology will replace the traditional ways of learning?
5. Where do you usually go shopping? Why do you shop there?



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**ANNEX 9**

**SPEAKING ACTIVITIES IN THE MULTIMEDIA COURSE**

**1. DIALOGUES, REAL-LIFE STORY TOPICS (developed in tutoring classes)**

1. What did you do last weekend? Where did you go? What was the best part?
2. What are your favorite places in the city? Describe the location of each place.
3. What are you going to do tonight? During the next vacation?
4. Describe a trip you went on. Where did you go? Who did you go with? What was the worst thing about the trip?
5. What's your place like? How many rooms does it have? What do you like about it?

**2. INTERVIEWS SAMPLE TOPICS (when two or more people attended tutoring classes)**

1. Interview your partner. Ask about his or her job, family and hobbies.
2. Interview your partner about his healthy habits. Ask him/her about health practices. For example diets, exercises.
3. Talk to your classmate. Tell about a problem you have, such as with friends, with your family, with money and so on. Ask for advice



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### 3. ROLE-PLAY SAMPLE ACTIVITY (software)

**Speaking**


- Choose one role. Click on the picture of the person.

**MODULE**  
**A.1** Speaking  
1: Role Play


Do you want to be Dave?  
Click on Dave.  
Do you want to be Ana?  
Click on Ana.





Dave



Ana

- Select "Show example" or "Show example with blanks."
- Click on  to start the role play. Each time you see a speech bubble, record your voice. Speak loudly and clearly.

Click on the play button to begin.  
When you see each speech bubble, say Dave's lines.  
You are recording.



Source: Longman English Interactive CD-ROM





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**ANNEX 10**

**SOFTWARE APPLICATION TO CONTROL  
MULTIMEDIA STUDENTS' ACTIVITIES**

**MULTIMEDIA STUDENTS' REPORTS**

Classname: Plataforma Student[s]: 84

February 15, 12:33

Student Name	Module A		Module B		Module C		Level 2 Test
	Quizzes	Test	Quizzes	Test	Quizzes	Test	
Abad Quevedo, Karina Paola		Overall 100 %		Overall 91 %		Overall 96 %	Overall 95 %
	A 1 91 %	Listening 100 %	B 1 98 %	Listening 100 %	C 1 92 %	Listening 100 %	
	A 2 %	Vocabulary 100 %	B 2 92 %	Vocabulary 93 %	C 2 92 %	Vocabulary 100 %	Module A 98 %
	A 3 92 %	Grammar 100 %	B 3 96 %	Grammar 84 %	C 3 98 %	Grammar 100 %	Module B 98 %
	A 4 %	Pronunciation 100 %	B 4 88 %	Pronunciation 100 %	C 4 98 %	Pronunciation 100 %	Module C 89 %
	A 5 87 %	Reading 100 %	B 5 88 %	Reading 80 %	C 5 96 %	Reading 95 %	
Abril Ulloa, Sandra Victoria		Overall 96 %		Overall 95 %		Overall 90 %	Overall 93 %
	A 1 98 %	Listening 100 %	B 1 90 %	Listening 100 %	C 1 92 %	Listening 100 %	
	A 2 96 %	Vocabulary 100 %	B 2 %	Vocabulary 100 %	C 2 %	Vocabulary 100 %	Module A 95 %
	A 3 %	Grammar 98 %	B 3 %	Grammar 98 %	C 3 96 %	Grammar 82 %	Module B 94 %
	A 4 98 %	Pronunciation 100 %	B 4 94 %	Pronunciation 75 %	C 4 94 %	Pronunciation 83 %	Module C 93 %
	A 5 87 %	Reading 85 %	B 5 86 %	Reading 80 %	C 5 96 %	Reading 85 %	
Alvarado Martinez, Manuel Esteban		Overall 93 %		Overall 90 %		Overall 87 %	Overall 91 %
	A 1 94 %	Listening 100 %	B 1 98 %	Listening 96 %	C 1 85 %	Listening 91 %	
	A 2 %	Vocabulary 87 %	B 2 85 %	Vocabulary 87 %	C 2 94 %	Vocabulary 80 %	Module A 95 %
	A 3 92 %	Grammar 100 %	B 3 94 %	Grammar 82 %	C 3 96 %	Grammar 82 %	Module B 92 %
	A 4 92 %	Pronunciation 100 %	B 4 94 %	Pronunciation 100 %	C 4 90 %	Pronunciation 83 %	Module C 84 %

**Source:** Longman English Interactive: reports



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ANNEX 11

PROFILES OF MULTIMEDIA STUDENTS

**FICHA DEL ESTUDIANTE**

**INFORMACIÓN GENERAL**

Nombre del estudiante \_\_\_\_\_ Email \_\_\_\_\_

Nivel \_\_\_\_\_ Tutor Principal \_\_\_\_\_

Fecha de Inicio \_\_\_\_\_ Fecha de conclusión \_\_\_\_\_

Examen de ubicación: sí \_\_\_ no \_\_\_ Nivel de ubicación \_\_\_\_\_

Orientación: Tutor \_\_\_\_\_ Fecha \_\_\_\_\_

**APROVECHAMIENTO GLOBAL:**

**Evaluación del Módulo A:**

Unit Computer Assisted Test: \_\_\_\_\_ /100\*

Unit Assignments: \_\_\_\_\_ /20

- Resources book presentation: \_\_\_\_\_

Comments: \_\_\_\_\_

**Evaluación del Módulo B:**

Unit Computer Assisted Test: \_\_\_\_\_ /100\*

Unit Assignments: \_\_\_\_\_ /20

- Resources book presentation: \_\_\_\_\_

Comments: \_\_\_\_\_

**Evaluación del Módulo C:**

Unit Computer Assisted Test: \_\_\_\_\_ /100\*

Unit Assignments: \_\_\_\_\_ /20

- Resources book presentation: \_\_\_\_\_

Comments: \_\_\_\_\_

*\*The system will transform /100 into /30, plus /20 will sum up /50*

**Module Computer Assisted Tests:\*\* A \_\_\_\_\_ /100 B \_\_\_\_\_ /100 C \_\_\_\_\_ /100 TOTAL \_\_\_\_\_**

**Evaluation tutorials: A \_\_\_\_\_ /10 B \_\_\_\_\_ /10 C \_\_\_\_\_ /10 TOTAL \_\_\_\_\_**

*\*\*The system will transform these grades into /20 (mid-term exam)*

**Final exam: Oral \_\_\_\_\_ /10 Computer Assisted Test \_\_\_\_\_ /20 TOTAL \_\_\_\_\_**

**FINAL GRADE:** \_\_\_\_\_

Fecha conclusión \_\_\_\_\_ Firma Tutor \_\_\_\_\_



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SEGUIMIENTO: MÓDULO A

Tutorías de refuerzo

<u>Fecha</u>	<u>Observaciones</u>	<u>Tutor</u>

Trabajos escritos:

<u>Unidad</u>	<u>Tipo de trabajo</u>	<u>Observaciones</u>	<u>/20</u>

SEGUIMIENTO: MÓDULO B

Tutorías de refuerzo

<u>Fecha</u>	<u>Observaciones</u>	<u>Tutor</u>

Trabajos escritos:

<u>Unidad</u>	<u>Tipo de trabajo</u>	<u>Observaciones</u>	<u>/20</u>

SEGUIMIENTO: MÓDULO C

Tutorías de refuerzo

<u>Fecha</u>	<u>Observaciones</u>	<u>Tutor</u>

Trabajos escritos:

<u>Unidad</u>	<u>Tipo de trabajo</u>	<u>Observaciones</u>	<u>/20</u>

ANNEX 12

INDIVIDUAL PRETEST AND POSTTEST RESULTS



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**LISTENING AND SPEAKING PRETEST AND POSTTEST INDIVIDUAL RESULTS  
INTENSIVE COURSE**

**Student 1**

**Table 1. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	4	6
Completing a paragraph	3.5	4	10
Answering true or false	4	5	7
Finding the general idea	2	3	4
Summarizing from listening	3	3	5
<b>TOTAL</b>	<b>15.5</b>	<b>19</b>	<b>32</b>

**Table 2. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1.5	1	1	1.5	1	1.5	1.5	1	1	1	<b>10</b>	<b>6</b>	<b>6</b>
Talk about your future plans	1	1	1	1	0.5	1	1.5	1.5	1	1	<b>10</b>	<b>5</b>	<b>5.5</b>
Talk about a place you visited in the past and you liked	0.5	1	0.5	1	0.5	1.5	1.5	0.5	0.5	0.5	<b>10</b>	<b>3.5</b>	<b>4.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1	0.5	1.5	0.5	1	1	1	0.5	0.5	<b>10</b>	<b>3</b>	<b>5</b>
											<b>40</b>	<b>17.5</b>	<b>21</b>

**Source:** Listening and speaking test applied to the student at the beginning and end of the course.



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**Student 2**

**Table 3. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	4	6
Completing a paragraph	1.5	1.5	10
Answering true or false	7	4	7
Finding the general idea	0	1	4
Summarizing from listening	0	2	5
<b>TOTAL</b>	<b>11.5</b>	<b>12.5</b>	<b>32</b>

**Table 4. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	0.5	1	0.5	0.5	1	0.5	1	1	1	0.5	<b>10</b>	<b>4</b>	<b>3.5</b>
Talk about your future plans	0.5	1	0.5	1	0.5	1.5	1	1.5	0.5	1	<b>10</b>	<b>3</b>	<b>6</b>



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Talk about a place you visited in the past and you liked	1	0.5	0.5	0.5	0.5	1	0.5	1	0.5	0.5	<b>10</b>	<b>3</b>	<b>3.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1	0.5	1	0.5	0.5	0.5	1	0.5	1	<b>10</b>	<b>3</b>	<b>4.5</b>
											<b>40</b>	<b>13</b>	<b>17.5</b>

**Source:**Listening and speaking test applied to student at the beginning and end of the course.

**Student 3**

**Table 5. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	3	6
Completing a paragraph	2.5	6	10
Answering true or false	5	4	7
Finding the general idea	2	3	4
Summarizing from listening	3	2	5
<b>TOTAL</b>	<b>16.5</b>	<b>18</b>	<b>32</b>



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**Table 6. Speaking pretest and posttest results. Intensive course**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	1.5	2	1.5	1.5	2	2	2	2	2	1.5	<b>10</b>	<b>9</b>	<b>9</b>
Talk about your future plans	1.5	2	2	2	2	2	2	2	1.5	1.5	<b>10</b>	<b>9</b>	<b>9.5</b>
Talk about a place you visited in the past and you liked	2	2	1.5	1.5	1.5	2	2	2	1.5	1	<b>10</b>	<b>8.5</b>	<b>8.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1.5	1	1.5	1	1	1.5	2	1	1	<b>10</b>	<b>5.5</b>	<b>7</b>
											<b>40</b>	<b>32</b>	<b>34</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 4**

**Table 7. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	5	5	10
Answering true or false	5	6	7
Finding the general idea	2	3	4
Summarizing from listening	2	3	5
<b>TOTAL</b>	<b>18</b>	<b>21</b>	<b>32</b>

**Table 8. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	2	2	1.5	2	2	2	2	2	2	2	<b>10</b>	<b>9.5</b>	<b>10</b>
Talk about your future plans	2	2	1.5	1.5	1.5	2	2	2	2	2	<b>10</b>	<b>9</b>	<b>9.5</b>
Talk about a place	0	1.5	0	1.5	0	2	0	2	0	2	<b>10</b>	<b>0</b>	<b>9</b>





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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	1.5	1.5	1.5	1.5	1	2	2	2	1.5	2	<b>10</b>	<b>7.5</b>	<b>9</b>
											<b>40</b>	<b>26</b>	<b>37.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 5**

**Table 9. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	2.5	3.5	10
Answering true or false	3	4	7
Finding the general idea	0	1	4
Summarizing from listening	1	1	5
<b>TOTAL</b>	<b>10.5</b>	<b>13.5</b>	<b>32</b>



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**Table 10. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	1	1	0.5	0.5	1	0.5	1	1	0.5	0.5	<b>10</b>	<b>4</b>	<b>4.5</b>
Talk about your future plans	1	1	1	1	1	1	1.5	0.5	0.5	1	<b>10</b>	<b>5</b>	<b>4.5</b>
Talk about a place you visited in the past and you liked	0	0.5	0	0.5	0	0.5	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>3</b>
If your teacher were a famous artist, what would you ask him/her?	0	0.5	0	0.5	0	0.5	0	0.5	0	0.5	<b>10</b>	<b>0</b>	<b>2.5</b>
											<b>40</b>	<b>9</b>	<b>14.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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Student 6

**Table 11. Listening pretest and posttest results. Intensive course.**

ACTIVITY	PRETEST SCORE	POSTTEST SCORE	TOP SCORE
Listening for specific information	4	5	6
Completing a paragraph	2.5	5	10
Answering true or false	5	5	7
Finding the general idea	2	3	4
Summarizing from listening	1	3	5
<b>TOTAL</b>	<b>14.5</b>	<b>21</b>	<b>32</b>

**Table 12. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT



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Describe your daily activities	1	1.5	1	1	1	1.5	1.5	1	1	1	<b>10</b>	<b>5.5</b>	<b>6</b>
Talk about your future plans	1	1	1.5	1	1	1.5	1.5	1	1	1	<b>10</b>	<b>6</b>	<b>5.5</b>
Talk about a place you visited in the past and you liked	0	1	0	0.5	0	0.5	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>3.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1	0.5	1	0.5	0.5	1	1	0.5	0.5	<b>10</b>	<b>3</b>	<b>4</b>
											<b>40</b>	<b>14.5</b>	<b>19</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 7**

**Table 13. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	2	4	6
Completing a paragraph	4	10	10



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Answering true or false	4	6	7
Finding the general idea	0	0	4
Summarizing from listening	0	1	5
<b>TOTAL</b>	<b>10</b>	<b>21</b>	<b>32</b>

**Table 14. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	0	1	0	1	0	1	0	1	0	1	<b>10</b>	<b>0</b>	<b>5</b>
Talk about your future plans	0.5	1	0.5	0.5	0.5	1	1	1	0.5	0.5	<b>10</b>	<b>3</b>	<b>4</b>
Talk about a place you visited in the past and you liked	0.5	1	0.5	1.5	0.5	1.5	0.5	1	0.5	1	<b>10</b>	<b>2.5</b>	<b>6</b>
If your teacher were a famous artist, what would you ask him/her?	1	1.5	1	1	1	1.5	1	1	1	1	<b>10</b>	<b>5</b>	<b>6</b>
											<b>40</b>	<b>10.5</b>	<b>21</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 8**

**Table 15. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	2	6
Completing a paragraph	1	4	10
Answering true or false	6	6	7
Finding the general idea	2	2	4
Summarizing from listening	2	3	5
<b>TOTAL</b>	<b>15</b>	<b>17</b>	<b>32</b>

**Table 16. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	0	1	0	1	0	0.5	0	1	0	1	<b>10</b>	<b>0</b>	<b>4.5</b>
Talk about your future plans	1	1.5	1	1	1.5	1.5	1.5	1	1.5	1	<b>10</b>	<b>6.5</b>	<b>6</b>
Talk about a place	0	0.5	0	0.5	0	1	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>3.5</b>



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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	0	1	0	1	0	1	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>4.5</b>
											<b>40</b>	<b>6.5</b>	<b>18.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 9**

**Table 17. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	4	6
Completing a paragraph	2	10	10
Answering true or false	6	6	7
Finding the general idea	1	0	4
Summarizing from listening	0	1	5
<b>TOTAL</b>	<b>12</b>	<b>21</b>	<b>32</b>



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**Table 18. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	0	1	0	1	0	0.5	0	0.5	0	0.5	<b>10</b>	<b>0</b>	<b>3.5</b>
Talk about your future plans	1	1.5	0.5	1	0.5	1	1	1	0.5	0.5	<b>10</b>	<b>3.5</b>	<b>5</b>
Talk about a place you visited in the past and you liked	0	1.5	0	1.5	0	1	0	1	0	1	<b>10</b>	<b>0</b>	<b>6</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	0.5	1	0.5	1	0.5	1	0.5	0.5	0.5	<b>10</b>	<b>4</b>	<b>2.5</b>
											<b>40</b>	<b>8.5</b>	<b>17</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 10**

**Table 19. Listening pretest and posttest results. Intensive course.**





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ACTIVITY	PRETEST SCORE	POSTTEST SCORE	TOP SCORE
Listening for specific information	5	2	6
Completing a paragraph	2	5	10
Answering true or false	4	4	7
Finding the general idea	0	4	4
Summarizing from listening	3	3	5
<b>TOTAL</b>	<b>14</b>	<b>18</b>	<b>32</b>

**Table 20. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	1.5	1.5	1.5	1.5	1	1	2	2	1.5	1.5	10	7.5	7.5
Talk about your future plans	1.5	1.5	1.5	2	2	2	2	1.5	1	1	10	8	8
Talk about a place you visited in the past and you liked	0	1	0	1	0	1.5	0	1	0	1	10	0	5.5
If your teacher were a famous artist, what would you ask him/her?	0	0	0	0	0	0	0	0	0	0	10	0	0
											<b>40</b>	<b>15.5</b>	<b>21</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

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**Student 11**

**Table 21. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	7	7	10
Answering true or false	6	6	7
Finding the general idea	4	4	4
Summarizing from listening	5	5	5
<b>TOTAL</b>	<b>26</b>	<b>26</b>	<b>32</b>

**Table 22. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1	1	1	1	1	1.5	1.5	2	1	1	<b>10</b>	<b>5.5</b>	<b>6.5</b>
Talk about your future plans	1.5	1	1.5	1.5	2	1	2	2	1.5	1	<b>10</b>	<b>8.5</b>	<b>6.5</b>
Talk about a place you visited in the past and you liked	1	1.5	1.5	1.5	1.5	2	1.5	2	1.5	1.5	<b>10</b>	<b>7</b>	<b>8.5</b>

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If your teacher were a famous artist, what would you ask him/her?	0.5	1	1	1	1	1	1.5	2	1	1.5	<b>10</b>	<b>5</b>	<b>6.5</b>
											<b>40</b>	<b>26</b>	<b>26</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 12**

**Table 23. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	5	6
Completing a paragraph	2	4	10
Answering true or false	6	5	7
Finding the general idea	3	3	4
Summarizing from listening	4	4	5
<b>TOTAL</b>	<b>19</b>	<b>21</b>	<b>32</b>

**Table 24. Speaking pretest and posttest results. Intensive course.**



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ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	2	2	1.5	1.5	2	2	1.5	2	1	1.5	<b>10</b>	<b>8</b>	<b>9</b>
Talk about your future plans	1.5	1.5	1	1.5	1	1	1.5	1.5	1	1.5	<b>10</b>	<b>6</b>	<b>7</b>
Talk about a place you visited in the past and you liked	1	1	1	1.5	1	1.5	1.5	1.5	0.5	1	<b>10</b>	<b>5</b>	<b>6.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1	1	1	1	1	1.5	1.5	1	1	<b>10</b>	<b>5.5</b>	<b>5.5</b>
											<b>40</b>	<b>24.5</b>	<b>28</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 13**

**Table 25. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	2	6
Completing a paragraph	4	5	10
Answering true or false	5	5	7
Finding the general idea	0	2	4
Summarizing from listening	0	0	5
<b>TOTAL</b>	<b>13</b>	<b>14</b>	<b>32</b>

**Table 26. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1	1.5	1	1	1.5	1.5	1.5	1.5	0.5	1	<b>10</b>	<b>5.5</b>	<b>6.5</b>
Talk about your future plans	1	1.5	0.5	1	0.50	1	1	1.5	0.5	1	<b>10</b>	<b>3.5</b>	<b>6</b>



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Talk about a place you visited in the past and you liked	0	1	0	1	0	0.5	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>4</b>
If your teacher were a famous artist, what would you ask him/her?	0	1	0	0.5	0	1	0	1	0	1	<b>10</b>	<b>0</b>	<b>4.5</b>
											<b>40</b>	<b>9</b>	<b>21</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 14**

**Table 27. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	5	6
Completing a paragraph	6	6.5	10
Answering true or false	6	6	7
Finding the general idea	3	4	4
Summarizing from listening	5	3	5
<b>TOTAL</b>	<b>24</b>	<b>24.5</b>	<b>32</b>



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**Table 28. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	2	2	1.5	2	2	2	2	2	2	2	<b>10</b>	<b>9.5</b>	<b>10</b>
Talk about your future plans	2	2	1.5	2	1.5	2	2	2	1.5	1.5	<b>10</b>	<b>8.5</b>	<b>9.5</b>
Talk about a place you visited in the past and you liked	2	2	2	2	2	2	2	2	2	1.5	<b>10</b>	<b>10</b>	<b>9.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1	1.5	1.5	1	1	2	2	1	1	<b>10</b>	<b>6.5</b>	<b>6.5</b>
											<b>40</b>	<b>34.5</b>	<b>35.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 15**

**Table 29. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	4	4	10
Answering true or false	6	5	7
Finding the general idea	1	2	4
Summarizing from listening	2	0	5
<b>TOTAL</b>	<b>17</b>	<b>15</b>	<b>32</b>

**Table 30. Speaking pretest and posttest results. Intensive course**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1.5	1.5	1.5	1.5	2	2	2	2	1.5	2	<b>10</b>	<b>8.5</b>	<b>9</b>
Talk about your future plans	1.5	2	1.5	1.5	1.5	2	1.5	2	2	2	<b>10</b>	<b>8</b>	<b>9.5</b>
Talk about a place	1	2	1	1.5	1	1.5	1.5	2	1	2	<b>10</b>	<b>5.5</b>	<b>9</b>





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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	2	1	2	1	1	1.5	1.5	2	2	2	<b>10</b>	<b>8.5</b>	<b>7.5</b>
											<b>40</b>	<b>30.5</b>	<b>35</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 16**

**Table 31. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	2	4	6
Completing a paragraph	2	3	10
Answering true or false	3	5	7
Finding the general idea	2	0	4
Summarizing from listening	0	0	5
<b>TOTAL</b>	<b>9</b>	<b>12</b>	<b>32</b>



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**Table 32. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	1	1	1	0.5	0.5	0.5	1	0.5	0.5	0.5	<b>10</b>	<b>4</b>	<b>3</b>
Talk about your future plans	0.5	1	0.5	1	1	1	1	0.5	0.5	1	<b>10</b>	<b>3.5</b>	<b>4.5</b>
Talk about a place you visited in the past and you liked	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.5	<b>10</b>	<b>2.5</b>	<b>2.5</b>
If your teacher were a famous artist, what would you ask him/her?	0	0	0	0	0	0	0	0	0	0	<b>10</b>	<b>0</b>	<b>0</b>
											<b>40</b>	<b>10</b>	<b>10</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 17**

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**Table 33. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	4.5	7.5	10
Answering true or false	6	6	7
Finding the general idea	1	4	4
Summarizing from listening	3	4	5
<b>TOTAL</b>	<b>18</b>	<b>25</b>	<b>32</b>

**Table 34. Speaking pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1	2	1	1.5	0.5	2	1.5	2	1	2	<b>10</b>	<b>5</b>	<b>9.5</b>
Talk about your future plans	1.5	1.5	1	1.5	1	2	1.5	2	1	1.5	<b>10</b>	<b>6</b>	<b>8.5</b>
Talk about a place	0	2	0	1.5	0	1.5	0	1.5	0	1	<b>10</b>	<b>0</b>	<b>7.5</b>



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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	1	1.5	0.5	1.5	0.5	1	1	2	0.5	1	<b>10</b>	<b>3.5</b>	<b>7</b>
											<b>40</b>	<b>14.5</b>	<b>32.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 18**

**Table 35. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	4	7	10
Answering true or false	6	5	7
Finding the general idea	3	4	4
Summarizing from listening	3	3	5
<b>TOTAL</b>	<b>20</b>	<b>23</b>	<b>32</b>



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**Table 36. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	2	2	1.5	1.5	1.5	2	1.5	2	1	1.5	<b>10</b>	<b>7.5</b>	<b>9</b>
Talk about your future plans	1.5	2	1.5	2	1	2	1.5	2	1.5	1	<b>10</b>	<b>7</b>	<b>9</b>
Talk about a place you visited in the past and you liked	1	1.5	1	1.5	1	2	1.5	2	1	1	<b>10</b>	<b>5.5</b>	<b>8</b>
If your teacher were a famous artist, what would you ask him/her?	1	1	0.5	1	1	1	1.5	2	0.5	0.5	<b>10</b>	<b>4.5</b>	<b>5.5</b>
											<b>40</b>	<b>24.5</b>	<b>31.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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Student 19

**Table 37. Listening pretest and posttest results. Intensive course.**

ACTIVITY	PRETEST SCORE	POSTTEST SCORE	TOP SCORE
Listening for specific information	4	4	6
Completing a paragraph	1	7	10
Answering true or false	6	6	7
Finding the general idea	1	0	4
Summarizing from listening	0	0	5
<b>TOTAL</b>	<b>12</b>	<b>17</b>	<b>32</b>

**Table 38. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	1	1.5	1.5	1.5	1	1.5	1	1	1	1.5	<b>10</b>	<b>5.5</b>	<b>7</b>
Talk about your future plans	1	1.5	1.5	1	1	1.5	1	1	0.5	1	<b>10</b>	<b>5</b>	<b>6</b>
Talk about a place	0	1	0	0.5	0	1	0	1	0	0.5	<b>10</b>	<b>0</b>	<b>4</b>



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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	0.5	0	0.5	0	0.5	0	1	0	0.5	0	<b>10</b>	<b>3</b>	<b>0</b>
											<b>40</b>	<b>13.5</b>	<b>17</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 20**

**Table 39. Listening pretest and posttest results. Intensive course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	3	6
Completing a paragraph	3.5	2.5	10
Answering true or false	4	5	7
Finding the general idea	1	1	4
Summarizing from listening	0	2	5
<b>TOTAL</b>	<b>12.5</b>	<b>13.5</b>	<b>32</b>



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**Table 40. Speaking pretest and posttest results. Intensive course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	1.5	1	1.5	1	1	1	1.5	1.5	1	1.5	<b>10</b>	<b>6.5</b>	<b>6</b>
Talk about your future plans	1.5	1.5	1	1.5	1.5	2	1.5	2	1.5	1.5	<b>10</b>	<b>7</b>	<b>8.5</b>
Talk about a place you visited in the past and you liked	0	1	0	1	0	0.5	0	1	0	1	<b>10</b>	<b>0</b>	<b>4.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1	1.5	1.5	1	1.5	1.5	2	1	1	<b>10</b>	<b>6</b>	<b>7</b>
											<b>40</b>	<b>19.5</b>	<b>26</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.





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**MULTIMEDIA COURSE**

**Student 1**

**Table 41. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	2	6
Completing a paragraph	4	4	10
Answering true or false	2	5	7
Finding the general idea	0	3	4
Summarizing from listening	2	2	5
<b>TOTAL</b>	<b>12</b>	<b>16</b>	<b>32</b>

**Table 42. Speaking pretest and posttest results. Multimedia course**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	0.5	0.5	1	1	1	0.5	1	1	0.5	0.5	<b>10</b>	<b>4</b>	<b>3.5</b>
Talk about your future plans	0.5	0	0.5	0	0.5	0	0.5	0	0.5	0	<b>10</b>	<b>2.5</b>	<b>0</b>



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Talk about a place you visited in the past and you liked	0	0.5	0	1	0	0.5	0	0.5	0	0.5	<b>10</b>	<b>0</b>	<b>3</b>
If your teacher were a famous artist, what would you ask him/her?	0	0.5	0	1	0	0.5	0	0.5	0	0.5	<b>10</b>	<b>0</b>	<b>3</b>
											<b>40</b>	<b>6.5</b>	<b>9.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 2**

**Table 43. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	5	6
Completing a paragraph	7.5	6.5	10
Answering true or false	6	6	7
Finding the general idea	2	3	4
Summarizing from listening	4	3	5
<b>TOTAL</b>	<b>22.5</b>	<b>23.5</b>	<b>32</b>



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**Table 44. Speaking pretest and posttest results. Multimedia course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	2	2	1.5	1.5	2	1.5	1.5	2	2	1.5	<b>10</b>	<b>9</b>	<b>8.5</b>
Talk about your future plans	2	1.5	2	1.5	2	2	2	2	1.5	1.5	<b>10</b>	<b>9.5</b>	<b>8.5</b>
Talk about a place you visited in the past and you liked	1.5	1	1	1.5	1.5	1.5	2	1.5	1.5	1.5	<b>10</b>	<b>7.5</b>	<b>7</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1.5	1	1	1	1	1.5	1.5	0.5	1	<b>10</b>	<b>5</b>	<b>6</b>
											<b>40</b>	<b>31</b>	<b>30</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 3**

**Table 45. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	5	6
Completing a paragraph	7.5	10	10
Answering true or false	5	7	7
Finding the general idea	3	4	4
Summarizing from listening	0	2	5
<b>TOTAL</b>	<b>18.5</b>	<b>28</b>	<b>32</b>

**Table 46. Speaking pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	2	2	2	1.5	2	2	2	2	1.5	2	<b>10</b>	<b>9.5</b>	<b>9.5</b>
Talk about your future plans	1.5	2	1.5	2	2	2	2	2	1.5	2	<b>10</b>	<b>8.5</b>	<b>10</b>



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Talk about a place you visited in the past and you liked	2	1.5	1.5	1.5	2	2	2	2	1.5	1.5	<b>10</b>	<b>9</b>	<b>8.5</b>
If your teacher were a famous artist, what would you ask him/her?	1	1.5	1	1.5	1.5	2	2	2	1	2	<b>10</b>	<b>6.5</b>	<b>9</b>
											<b>40</b>	<b>33.5</b>	<b>37</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 4**

**Table 47. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	3	6
Completing a paragraph	3	6	10
Answering true or false	5	6	7
Finding the general idea	1	4	4
Summarizing from listening	2	3	5
<b>TOTAL</b>	<b>14</b>	<b>19</b>	<b>32</b>



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**Table 48. Speaking pretest and posttest results. Multimedia course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	1.5	1.5	1	2	1.5	1.5	1.5	1.5	1.5	1.5	<b>10</b>	<b>7</b>	<b>8</b>
Talk about your future plans	1	1	1	1.5	1	1	1.5	1.5	1.5	1.5	<b>10</b>	<b>6</b>	<b>6.5</b>
Talk about a place you visited in the past and you liked	1	1.5	1	1.5	1	1.5	1	1.5	1.5	1	<b>10</b>	<b>5.5</b>	<b>7</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1	0.5	1	1	1	1	1.5	0.5	1	<b>10</b>	<b>3.5</b>	<b>5.5</b>
											<b>40</b>	<b>22</b>	<b>27</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 5**

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**Table 49. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	2	4	6
Completing a paragraph	4	3.5	10
Answering true or false	4	4	7
Finding the general idea	2	4	4
Summarizing from listening	4	5	5
<b>TOTAL</b>	<b>16</b>	<b>20.5</b>	<b>32</b>

**Table 50. Speaking pretest and posttest results. Multimedia course**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>		
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>	
Describe your daily activities	1.5	1.5	1.5	1.5	1.5	1	1	1	1	1	1	<b>10</b>	<b>6.5</b>	<b>6</b>
Talk about your future plans	1	1.5	1	1.5	1.5	1.5	1.5	1.5	1.5	1	1	<b>10</b>	<b>6.5</b>	<b>7</b>
Talk about a place	0.5	1	0.5	1	1	1	1	1	1	1	1	<b>10</b>	<b>4</b>	<b>5</b>



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you visited in the past and you liked													
If your teacher were a famous artist, what would you ask him/her?	0.5	1	0.5	1.5	1	1	1	1	0.5	0.5	<b>10</b>	<b>3.5</b>	<b>5</b>
											<b>40</b>	<b>20.5</b>	<b>23</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 6**

**Table 51. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	3	5	6
Completing a paragraph	1.5	3.5	10
Answering true or false	3	4	7
Finding the general idea	0	2	4
Summarizing from listening	2	3	5
<b>TOTAL</b>	<b>9.5</b>	<b>17.5</b>	<b>32</b>





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**Table 52. Speaking pretest and posttest results. Multimedia course**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	1.5	2	1.5	1.5	2	2	1.5	2	1.5	2	<b>10</b>	<b>8</b>	<b>9.5</b>
Talk about your future plans	1	1	1	1	1	1.5	1	1.5	1	1.5	<b>10</b>	<b>5</b>	<b>6.5</b>
Talk about a place you visited in the past and you liked	0.5	1	0.5	1	0.5	1	1	1.5	0.5	1	<b>10</b>	<b>5</b>	<b>5.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1.5	1	2	0.5	1.5	1	2	0.5	1	<b>10</b>	<b>3.5</b>	<b>8</b>
											<b>40</b>	<b>21.5</b>	<b>29.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 7**

**Table 53. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	3	6
Completing a paragraph	2.5	4	10
Answering true or false	6	5	7
Finding the general idea	1	2	4
Summarizing from listening	0	3	5
<b>TOTAL</b>	<b>13.5</b>	<b>17.5</b>	<b>32</b>

**Table 54. Speaking pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1	2	1	1.5	1	1.5	1	1	1	1	<b>10</b>	<b>5</b>	<b>7</b>
Talk about your future plans	1	1	1	1	0.5	1	1	1	0.5	1	<b>10</b>	<b>4</b>	<b>5</b>

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Talk about a place you visited in the past and you liked	0.5	0.5	0.5	1	1	1	0.5	0.5	0.5	0.5	<b>10</b>	<b>3</b>	<b>3.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1	0.5	1.5	1	1	1	1	0.5	0.5	<b>10</b>	<b>3.5</b>	<b>5</b>
											<b>40</b>	<b>15.5</b>	<b>20.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 8**

**Table 55. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	2	3	6
Completing a paragraph	2.5	4.5	10
Answering true or false	3	4	7
Finding the general idea	3	4	4
Summarizing from listening	0	2	5
<b>TOTAL</b>	<b>10.5</b>	<b>17.5</b>	<b>32</b>



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**Table 56. Speaking pretest and posttest results. Multimedia course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	SCORE	PRET	POSTT
Describe your daily activities	1	1.5	1	1.5	1.5	2	1.5	1.5	1	1.5	<b>10</b>	<b>6</b>	<b>8</b>
Talk about your future plans	1	1	1	1	1	1	1	1.5	1	1.5	<b>10</b>	<b>5</b>	<b>6</b>
Talk about a place you visited in the past and you liked	1	2	1	1.5	0.5	1	1.5	1.5	1	1.5	<b>10</b>	<b>5</b>	<b>7.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1.5	0.5	1.5	0.5	1	1	1.5	0.5	1	<b>10</b>	<b>3</b>	<b>6.5</b>
											<b>40</b>	<b>19</b>	<b>28</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.



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**Student 9**

**Table 57. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	3	6
Completing a paragraph	2.5	3	10
Answering true or false	2	3	7
Finding the general idea	1	2	4
Summarizing from listening	1	1	5
<b>TOTAL</b>	<b>10.5</b>	<b>12</b>	<b>32</b>

**Table 58. Speaking pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>COMMUNICATION</b>		<b>GRAMMAR</b>		<b>VOCABULARY</b>		<b>PRONUNCIATION</b>		<b>FLUENCY</b>		<b>TOP SCORE</b>	<b>TOTAL</b>	
	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>	<b>PRET</b>	<b>POSTT</b>		<b>PRET</b>	<b>POSTT</b>
Describe your daily activities	1	1.5	1	1.5	0.5	1	1	0.5	1	1	<b>10</b>	<b>4.5</b>	<b>5.5</b>
Talk about your	0.5	1	1	1	0.5	1	1	1	0.5	1	<b>10</b>	<b>3.5</b>	<b>5</b>

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future plans													
Talk about a place you visited in the past and you liked	0.5	0.5	0.5	1	1	1	0.5	0.5	0.5	0.5	<b>10</b>	<b>3</b>	<b>3.5</b>
If your teacher were a famous artist, what would you ask him/her?	0.5	1	1	1	1	0.5	1	1	0.5	1	<b>10</b>	<b>4</b>	<b>4.5</b>
											<b>40</b>	<b>15</b>	<b>18.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.

**Student 10**

**Table 59. Listening pretest and posttest results. Multimedia course.**

<b>ACTIVITY</b>	<b>PRETEST SCORE</b>	<b>POSTTEST SCORE</b>	<b>TOP SCORE</b>
Listening for specific information	4	4	6
Completing a paragraph	3.5	8	10
Answering true or false	5	5	7
Finding the general idea	1	3	4



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Summarizing from listening	3	3	5
<b>TOTAL</b>	<b>16.5</b>	<b>23</b>	<b>32</b>

**Table 60. Speaking pretest and posttest results. Multimedia course.**

ACTIVITY	COMMUNICATION		GRAMMAR		VOCABULARY		PRONUNCIATION		FLUENCY		TOP SCORE	TOTAL	
	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT	PRET	POSTT		PRET	POSTT
Describe your daily activities	2	2	2	2	2	2	1.5	1.5	2	2	10	9.5	9.5
Talk about your future plans	1.5	2	1.5	1.5	2	1.5	1.5	2	1.5	1.5	10	8	8.5
Talk about a place you visited in the past and you liked	1.5	2	1.5	2	1.5	2	1	1.5	1.5	1.5	10	7	9
If your teacher were a famous artist, what would you ask him/her?	1	1.5	1	1.5	1.5	1	1.5	1.5	1	1	10	6	6.5
											<b>40</b>	<b>30.5</b>	<b>33.5</b>

**Source:** Listening and speaking test applied to student at the beginning and end of the course.