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**APPLIED LINGUISTICS SCHOOL**

***THESIS REPORT***

***TEACHING ENGLISH VOCABULARY THROUGH MULTIMEDIA TO  
1<sup>st</sup> YEAR STUDENTS IN THE COMPUTER SCIENCE  
BACCALAUREATE PROGRAM AT THE INMACULADA HIGH  
SCHOOL IN ESMERALDAS CITY 2015***

***TESIS DE GRADO***

***ENSEÑANZA DE VOCABULARIO EN INGLÉS A LOS ESTUDIANTES  
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“LA INMACULADA” A TRAVÉS DE MULTIMEDIA EN LA CIUDAD  
DE ESMERALDAS 2015***

**PRIOR TO THE ACADEMIC DEGREE IN:  
APPLIED LINGUISTICS IN TEACHING ENGLISH**

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## **DEDICATION**

*To my mother, who worked hard so that I could study and accomplish my academic goals.*

*To my beloved daughter, for being my everything.*

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## **ABSTRACT**

This research follows the steps of the experimental method to evaluate the effect of teaching vocabulary in the English language using technology instead of traditional teaching of the same language. The research is directed towards the 1<sup>st</sup> year students in the Computer Science baccalaureate belonging to the "Immaculada" High School. The opinions of some students of the aforementioned career on teaching English vocabulary related to his/her profession was gathered through surveys and discussion. Most models surveyed students agreed that they would like to learn English by using computers and internet technology in order to increase their vocabulary. Based on the above results, the program was established through 12 hours of classes based on English vocabulary teaching using laboratories with computers, internet as and other technological elements. The content of the class was taught with the methodology based on learning exercises, which focuses on the meaning of words rather than the rules of the language. The results obtained after application of the classes showed that students had the opportunity to increase their knowledge of English vocabulary, since they expressed that all of their expectations concerning the content (vocabulary) and methodology were reached during the class periods. Finally, it can be said that the creation and implementation of the classes based on technological elements had a positive effect on the participants, who were able to learn the proposed vocabulary in a comfortable manner and related to their career.

## RESUMEN

Esta investigación sigue los pasos del método experimental para evaluar el efecto de la enseñanza de vocabulario en el idioma inglés mediante tecnología sobre la enseñanza tradicional de vocabulario del mismo idioma dirigido los estudiantes del 1er año de bachillerato en Informática pertenecientes al colegio “La Inmaculada”. Se consultó la opinión de algunos estudiantes de la carrera antes mencionada sobre la enseñanza del vocabulario en inglés relacionado a su profesión. La mayoría de los estudiantes encuestados coincidieron en que les gustaría aprender inglés mediante ordenadores usando tecnología e internet con la finalidad de incrementar su vocabulario. Fundamentado en los resultados anteriores, el programa constituido mediante 12 horas de clase basado en la enseñanza de vocabulario en inglés usando laboratorios con ordenadores, internet y entre otros elementos tecnológicos. El contenido de las clases fue impartido mediante la aplicación de la metodología de aprendizaje basada en ejercicios, el cual se enfoca en el significado de las palabras en lugar de las reglas del idioma. Los resultados obtenidos después de la aplicación de las clases mostraron que los estudiantes tuvieron la oportunidad de aumentar sus conocimientos de vocabulario en inglés, ya que supieron manifestar que lograron cubrir sus expectativas referentes al contenido de vocabulario y metodología durante los periodos de clases. Finalmente, se puede decir que la creación y aplicación de las clases basadas en elementos y equipos tecnológicos tuvo un efecto positivo en los participantes, quienes fueron capaces de aprender el vocabulario propuesto de una manera cómoda y relacionada a su carrera.

## 1. INTRODUCTION

Vocabulary has been overlooked as an important aspect of learning a new language for a long time. Over the decades, however, vocabulary has moved from the periphery into a central position. Even a quick look at the recent linguistic research reveals that more and more attention has been given to this disregarded “Cinderella of foreign language learning”

*Why Is Vocabulary Acquisition So Important in Second and Foreign Language Learning? | Dive into Language. (n.d.). Retrieved 14/07/2015.*

For a long time vocabulary has been seen as a complementary part of learning a new language. Nowadays, it is as important as any other part of language learning. Some investigations have also stated that a rich vocabulary makes the four skills of a language easier to perform.

This project is based on English teaching vocabulary through the application of multimedia lessons with computers and aimed to the students of the 1<sup>st</sup> year in the computer science baccalaureate program at “La Inmaculada” High School. The main purpose of these scheduled classes is to improve their English vocabulary in a new and interesting way according to their career. Through the application of these multimedia lessons, the already mentioned students will be able to learn the most general English vocabulary used as well as vocabulary related to their career. It is important to develop this project since the current necessity of students to learn the English language weighs heavily on the fact that it is considered a lingua franca. These students would be one of the first to learn using this methodology not only in Esmeraldas’ city, but also in Ecuador.

The following pages have clearly described the most important aspects of this research, such as the problem statement, bibliography, methodology, among others. In addition, the results obtained after applying the multimedia lessons and the discussion are included in this document.

## 1.2 PROBLEM STATEMENT

English language is taught around the world in different institutions such as; Universities, Institutes and High Schools in order to students to have global language communication skills in order to communicate with people around the world. In this case, “La Inmaculada” High School is contributing to that purpose of teaching English to its students. Students from different grades and specializations study English to complement their knowledge in their professional fields and to improve their way of communicating with others.

The deficiency of English knowledge among teenager students in their 1<sup>st</sup> year of their baccalaureate program has largely been occurred due to the technical vocabulary that is taught through books and printed material. It deficiency has been analyzed and finally detected through the results of a recent surveys has showed that it is not as fancy but as a fact. The results have also shown the most usually problems of the students at the moment of learning these kind of vocabulary such as; lack of interest from students to learn English vocabulary traditionally, lack of access to laboratories to learn English vocabulary, among others. It could be because students get easily bored when they have to learn vocabulary because of the method or the materials and the impediment of the institution to give the students a more frequent access to laboratories.

The primary purpose of this project is to answer the following question: how will the application of multimedia lessons through computers improve the knowledge of English vocabulary to the 1<sup>st</sup> year in computer science baccalaureate program students?

## **1.3 OBJECTIVES**

### **GENERAL OBJECTIVE**

- To use didactic materials online, for teaching English vocabulary in 1st year students in computer sciences at "La Inmaculada" High School in Esmeraldas City.

### **SPECIFIC OBJECTIVES**

- To diagnose students difficulties in learning English vocabulary at "La Inmaculada" High School in Esmeraldas city.
- To diagnose the English Language teaching Methodology for teaching English vocabulary in 1st year students at "La Inmaculada" High School in Esmeraldas city.
- To use a set of exercises online, for teaching English vocabulary "La Inmaculada" High School in Esmeralda's city.

## 2. THEORETICAL BACKGROUND

### 2.1 TEACHING ENGLISH TO TEENAGERS

Teaching English to teenagers is not considered easy, because being a teen is not easy. Difficulties can arise in the classroom because teenagers are involved in an evolution process. This process is related with changes in body and mind. (Anderson, 2014)

It is well known that trying with teenagers is not an easy situation. It is because teenagers are involved in a process of physical and emotional changes to discover their own personalities.

There are some important points that need to be considered by teachers when they have to teach English to young learners. According to Anderson, (2014) there are twelve things to keep in mind when teaching teenagers.

- 1) Teenagers are interested in popular songs and listen to music on a daily basis. The musical interests that heavily influence young learners can also be very useful for teachers. Teachers can take advantage of this because they can bring music into their classes and encourage their students to learn through dynamic activities, which are created from their interest in music.
- 2) The need that teenagers have to be seen as “cool teenagers” and to be kept up to date is inevitable. That is why teachers must bring current topics into classes. Topics such as sports, entertainment, media, etc. not only grab the attention of the students, but also allow them to relate to current issues that are considered “cool” and interesting.

- 3) Teachers should emphasize and utilize the interests that students have to work in groups. Activities that foster group work allows them to interact with their classmates and creates a good atmosphere in the classroom.
- 4) Teenagers often have such strong and outgoing personalities that sometimes it looks like they have multiple personalities. The use of role-play activities often helps them to express several feelings that they have and create a safe environment for them to show their personalities.
- 5) Teachers must be conscious about the importance of measuring the students' autonomy as a part of their growth and development. The use of encouraging individual choice can be a useful tool to help teenagers. This freedom lets students take ownership of their learning.
- 6) Many teenagers have extensive access to various resources and often self-educate themselves nowadays. There will be students who have an extensive amount of knowledge in a determined field. This point proposes that teachers let their students help enrich the classroom by bringing in their own interests and knowledge into classes.
- 7) Teachers must take into account the importance of using a variety of activities in their classes. Activities such as warm ups or starters usually motivate students at the beginning of the classes and set the tone for a great class.
- 8) Teenagers are involved in a discovering process when they are students. One major part of this discovery process involves getting to naturally know their bodies better. Since this is such an important part in learning, about who they are teachers should give their students the possibility to move around and use this movement as a learning method during classes.

- 9) Teachers have to teach to different classes with multi-leveled learners the majority of the time. This occurs because of the different levels of English knowledge that can be found in any given classroom. This is why effective management and organization is required in order to run a classroom.
  
- 10) It is important to not only stress the goal of creating an English-speaking environment but also have a good handle on avoiding the use of the mother tongue language during class. Using the mother tongue can provoke discipline problems and give students easy ways out of focusing on using the language that is being learned.
  
- 11) The use of games can create a big impact on students in the classroom because it supports and encourages interaction, competitiveness and fun. It is true that games can distract students from classes and cause discipline problems. This often depends on the rules that were previously created when the class began as well as how much control the teacher possesses through effective classroom management.
  
- 12) Teachers should use projects and assignments in order to give opportunities for individuals to students to show their own talent, and to create something meaningful with the language that they are learning.

This information is very useful in order to have a clear idea about how to teach the English language to teenagers nowadays. The points mentioned above take into account that this research is aimed at teaching English vocabulary to teenagers, who are students of the 1<sup>st</sup> year of the computer science baccalaureate at the Inmaculada High-school in Esmeralda's city.

## 2.2 TEACHING VOCABULARY

There are several ways of teaching and learning vocabulary, but among these various ways, the use of technology is the most important one. It is due to the fact that the use of the Internet and technological resources such as; computers and multimedia projectors are very important. We are living in a technologically advanced world. The resources mentioned above are useful instruments that are utilized by teachers to make the classes more attractive for the students and improve learning.

(Hassan, 2012)

## 2.3 MULTIMEDIA

In order to explain the aim of this research, it is necessary to describe what multimedia is. According to the Cambridge Advanced Learner's Dictionary (2014), the noun "multimedia" in computing has the following definition; "Using a combination of moving and still pictures, sound, music, and words, especially in computers or entertainment."

It is a combination of different visual or audio materials, also including text, created to facilitate the interaction between people and technological devices through technology. Multimedia is commonly used by professionals for developing digital applications with different electronic devices, such as: computers, televisions, mobile phones, etc. The main objective of multimedia is to improve the experience of users with the use of technology in their lives. Although the use of multimedia was developed with the purpose of entertainment, it can also be used for various other purposes. In this investigation, multimedia will be used as a tool that is applied in

class for teaching technical vocabulary to the students of the 1<sup>st</sup> year in computer science vocabulary at the Inmaculada High- School in Esmeraldas City. Multimedia technology is also flexible and can be used in numerous capacities in the field of education. The use of multimedia helps accomplish the educational purpose in this case.

Students can also have an extended vocabulary by working with many different and enriching websites. For example, websites such as; “ESOL Courses”(2014) and “Language guide”(2014) for computer science students or for students of mechanics presentations or web pages as “Eflnet”(2014) are about the tools that the students use, and other technical vocabulary that the students need. This investigation deals with a general kind of vocabulary that is emphasized as well as which methods and approaches can be used in order to create an effective teaching environment for learning English vocabulary.

## 2.4 VOCABULARY

There are a lot of concepts to define what vocabulary is, but, what is a general definition of vocabulary? In this case, I have decided to take a definition of vocabulary from a recognized Academic Dictionary. According to the Cambridge Advanced Learner’s Dictionary (2014) the noun “vocabulary” has two definitions; “All the words known and used by a particular person” and “All the words which exist in a particular language or subject”. This means that vocabulary is the sum of words that a person knows and uses so that he/she can express and communicate in a specific language or subject. Vocabulary is also a fundamental tool for acquiring language and communication.

Vocabulary can be categorized as expressive and receptive vocabulary. Expressive vocabulary are those vocabulary words which are used to express ourselves through writing and speaking skills, and receptive vocabulary words is vocabulary which is used to receive data through listening to speech and readings (Hassan, 2012). It means that expressive vocabulary is based on productive skills such as writing and speaking abilities that allow people to produce language. On the other hand, receptive vocabulary is based on receptive skills such as listening and reading abilities that allow people to receive language.

Vocabulary is language, and it is well known there are two ways to gain knowledge of a language. Those are learning and acquiring. According to Haynes (2005) in her web article “Language Acquisition vs. Language learning”, published in the web page “Everythingesl.net” (2014) she wrote; “Acquiring is a subconscious process whereas learning is conscious”. It means that acquiring information is based on communication and it is improved by a communicative process whereas learning is the knowledge that a person has of a language, but there is no communication at all. That is the reason why vocabulary is acquired more than learned.

A child does not have the possibility to have an extensive vocabulary when he/she is born. It is because we are born knowing nothing, the human mind is totally clear of words at the beginning of life. Children can develop their vocabulary through time, and depending also on the environment where they grow up. Thus, vocabulary is developed by the acquisition of words of a language through time during life.

*"The acquisition of the second language is considered a learning process of life"*  
(Escalante, 1997)

## 2.5 TYPES OF VOCABULARY

According to the web article: What are the different types of vocabulary? (Wollacott & Fritsky, 2014), published in the web page “Wisegeek” There are four main ways to acquire vocabulary when a person is acquiring a language, these are:

- Reading Vocabulary: It is when a person understands words when he/she is reading a piece of written text.
- Listening to Vocabulary: It is when a person is able to recognize words when he/she is listening to something,
- Writing Vocabulary: It is when a person demonstrates his or her knowledge of words in meaning, terms, spelling and use them correctly.
- Speaking Vocabulary: It is when a person demonstrates the knowledge of words with good usage and pronunciation.

The acquisition of language depends on how vocabulary each person acquires, depending of his/her abilities.

## 2.6 DIFFERENCES BETWEEN GENERAL ENGLISH VOCABULARY AND TECHNICAL VOCABULARY

According to Mukoroli (2011) “Technical vocabulary consists of words or phrases that are primarily used in a specific line of work or profession. For example, an electrician needs to know technical words such as capacitor and surge capacity, words that people outside that industry never use”. It means that technical vocabulary refers to a kind of adapted vocabulary for a specific field. On the other hand, it is important to emphasize the difference between daily vocabulary that is used by people to communicate with each other within the society, and technical vocabulary is used for specific situations in determined fields.

The difference between general English vocabulary and technical vocabulary is that vocabulary is a group of words that a person needs to know in order to communicate among people within a community, and technical vocabulary is a group of words or phrases that are primarily used in a specific line of work or profession. In this case, those words will be focused on the degree that each student of the 1<sup>st</sup> year of the Inmaculada high-School took at the beginning of baccalaureate (First year). For example, an electrician needs to know technical words such as capacitor, surge capacity, etc. On the other hand, a mechanic needs to know words such as hammer, wrench, blow torch, and so on. Meanwhile, computer science students will need computer vocabulary words such as screen, freeware, motherboard, involving hardware and software. These are examples of words that people outside of these fields or industries rarely use, because they use general language to communicate.

## 2.7 PROBLEMS THAT MIGHT ARISE WHEN TEACHING VOCABULARY TO TEENAGERS

Teenagers face many problems or difficulties when they are learning vocabulary in a second language. First of all, young learners have problems with skills, such as reading, writing, listening, and speaking including pronunciation. Apart from the skills, learners have difficulties in several aspects, the first is the phonological/orthographic area (sounds and sound-symbol relationships, letter combinations). The difficulties that learners have with this area result generally because they cannot distinguish between the consonant sounds and vowel sounds. This causes confusion and the misunderstanding of words, which includes the difficulties that learners have in pronouncing, reading and spelling words.

However, there are more common causes of these problems.

- ❖ The students' lack of interest.
- ❖ The complexity of vocabulary.
- ❖ The motivation of some students at the moment of practicing pronunciation.

Some strategies or methods exist that could possibly help to solve these difficulties; all of them are related to multimedia technology. These are based in a change from printed material to a digital version of it for using in classes. For example, the use of visual multimedia presentations or web pages with pictures and sounds, according to the kind of vocabulary that students need to be taught; in this case technical vocabulary of computers. This approach consists in the use of power point presentations using pictures with the pronunciation of sounds and the correct spelling of the words.

In this way students are being encouraged to get interested in classes. Firstly, the use of technological resources increases students' motivation in one form or another. It

could be because of the dynamic interaction that multimedia presentations can offer to students to learn, and also because of the simple fact that, teenagers enjoy the use of technology nowadays a lot. It also refers that some students prefer to learn by themselves by seeing and listening to a native speaker's voice directly, instead of their teachers' pronunciation.

About the complexity of some vocabulary, it will be easier to teach technical vocabulary in which more complex words can be found. It will be possible to accomplish because multimedia presentations are capable to provide images and pronunciation of the words that are being taught in that moment in real time. Another positive factor is, that exact pronunciation can be repeated as many times as the students require to listen to it and acquire it, avoiding in this way the possibility of teachers committing pronunciation errors while repeating words again and again.

The motivation of students for practicing pronunciation, is vital. It will assure the willingness of students to polish their pronunciation until getting perfection. There are students that get frustrated because they cannot achieve what they consider good pronunciation. However, there could be factors that do not depend on him. For example; teachers who do not have a good pronunciation, obviously cannot teach good pronunciation, or perhaps the variation of his accent is not being understood at all. Those are aspects that students cannot change. But, with the use of multimedia presentations, teachers can program clearly pronunciation and use a determined accent to avoid confusions.

“The traditional vocabulary instruction of copying definitions, drawing pictures and writing example sentences certainly has its place, but in these times where everything involves technology, it is time to start looking for updating, digital ways to increase students' lexicons as well as their excitement about expanding their vocabulary”

*Dalton, B. & Grisham, D. (2011)*

## 2.8 ENGLISH FOR SPECIFIC PURPOSES

“ESP is defined to meet specific needs of the learners, and it is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre” (Dudley-Evans, 1997).

English for specific purposes (ESP) is a teaching learning process in which people increase their knowledge to meet their needs in a determined area. In this case, if it is proposed to teach technical vocabulary to High-school students, using a specific vocabulary about computing for realizing this research, the teaching way must be adapted to ESP. It is because the use of technical vocabulary that is going to be taught to accomplish the proposed objectives is related to the computing field.

“There are some characteristics involved in ESP. Variable Characteristics are that: ESP may be related to or designed for specific disciplines, ESP may use, specific teaching situations, a different methodology from that of General English, ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at a secondary school level. ESP is generally designed for intermediate or advanced students” (Dudley-Evans, 1997)

ESP will be needed to develop classes aimed to teach technical vocabulary about computing, based on the students’ degree of 1<sup>st</sup> years of computer science baccalaureate at Inmaculada High-school in Esmeraldas’ city.

## 2.9 THE POSITIVE AND NEGATIVE FACTORS OF USING AUDIOVISUAL TECHNIQUES

### Positive Factors:

- Audio-visual techniques may well enhance presentations, but, conversely, have the potential to detract from it if not correctly used. In this research the method of teaching is through Power-point use, overheads and the like with the specific intention of increasing the impact of presentation, not just as a matter of course because that is how everybody else uses them. The following are correct uses of these techniques:
- To provide an outline of the presentation which assists the audience in following the logical flow of information.
- To display complex information, too complicated to comprehend if presented through spoken words rather than visually. Visual presentation here allows the audience to study the material for a period sufficient to allow comprehension. Obvious examples of this include the use of tables, graphs diagrams and pictures.
- To illustrate visual material: photographs, radiographs, video clips, etc.
- To enhance the aesthetic appeal of the presentation, but only if this does not distract from your primary aim of making information available to the audience as efficiently as possible.

## Negative Factors:

- People that are not associated with presentations may not be aware that audio-visual material has the capacity to reduce impact from presentations. Disadvantages associated with poor choice and preparation of material includes:
- The audience cannot read and listen simultaneously. If a presentation provides them with visual overload, they will not listen to it. Similarly, if a person distracts the audience by continuing to impart important information verbally, they will be unable to concentrate on an important table, graph or diagram. The verbal and visual presentations must complement each other, and not compete.
- Too much material is confusing; the audience fails to follow the plot and may lose interest.
- Distraction and irritation. Poor choice of colors, illegible text, incomprehensible diagrams and spelling mistakes both lose and annoy the audience. Some students spend more time thinking about the negative aspects of the visual presentation than they do concentrating on the subject itself.

## 2.10 IMPROVING LANGUAGE SKILLS THROUGH MULTIMEDIA

As it is well known, there are four language skills: reading, listening, writing and speaking. In this part of the research some points will explained how the use of multimedia can help to improve language skills.

**Reading:** The use of multimedia technology through digital presentations allows to display text in different ways. It can give the opportunity to the students to appreciate words clearly and without mistakes.

**Listening:** Through multimedia digital presentations, it is possible to provide a wide variety of sounds. It is possible to use pronunciation of words instead of sound effects. There's the possibility to record or download pronunciation of the words and program them to be reproduced in presentations. In this way students will improve pronunciation easier.

**Writing:** Students will see in a correct way the writing of the words displayed in text on digital presentations, it will facilitate them as they learn how to write words correctly. They will increase reading and writing skills at the same time.

**Speaking:** Students increase their speaking skill through repeating words that they hear during classes. It also depends on teachers because they have to emphasize and make students internalize pronunciation during classes, getting pronunciation from digital presentations.

### 3. METHODOLOGY

The methodology applied for this research is shown below.

- ❖ **Ask a question:** How will the application multimedia classes improve the knowledge of English vocabulary for the 1<sup>st</sup> year baccalaureate students in the Computer Science program?
  
- ❖ **State a hypothesis:** The application of multimedia classes will increase the English vocabulary knowledge of the 1<sup>st</sup> year baccalaureate students in the Computer Science program.
  
- ❖ **Conduct an experiment:** Application of the multimedia classes throughout a course.
  
- ❖ **Analyze the results:** Surveys will be done before and after the application of the classes. Students will also be tested on the material that was introduced in both their English vocabulary classes that were taught with technology as well as traditional methods.
  
- ❖ **Make conclusions:** Conclusions will be based on the results collected by the surveys as well as observations from the classes that were taught.

### 3.1 TECHNIQUES

- **OBSERVATION:** Before creating and applying multimedia lessons, the English lessons of the students under investigation were observed in order to get some information about the design of their lessons. The majority of the classes were given in classrooms and vocabulary words were taught by repetition from a list printed on paper.
- **SURVEY:** Two surveys were carried out. The first one was aimed at 61 students, the whole baccalaureate in Computer Science program involved in this project; it was done before the application of the multimedia classes.

The second survey was aimed at 40 students who attended the classes where multimedia lessons as well as the traditional methods of teaching were applied. The objective of these two surveys applied was to know gain a better understanding of how important it was for these students to not only participate in these multimedia lessons but to gain an understanding of how useful it is to use multimedia in the classes.

- **INTERVIEW:** I interviewed Mrs. Mélida Gámez the English Area Coordinator from the Inmaculada High School and Msc. Chiara Davis Fuller, the Coordinator of the Language Department at PUCESE. The interviews were aimed at the English Area Coordinator and to the Coordinator of the Language Department at PUCESE in order to listen their opinions about the need as well as the development of this project. Likewise, the interviews were performed in order to listen for suggestions about the vocabulary that should be taught through the class periods.

## 3.2 RESEARCH DESIGN

**Descriptive:** It allows to describe the characteristics of the population involved in the development of this research. The population for this research is detailed in a later section of this research.

**Proposal:** This research is based on a proposition, which consists of the application in multimedia classes in order to increase and improve the English vocabulary of 1<sup>st</sup> year students in Computer Science baccalaureate program. This research provides a detailed description of the methodology based on multimedia technology.

**Bibliographical:** This project gather information from published materials such as books, magazines, journals and several documents. In addition to the printed materials that were used, online information was also used.

## 3.3 POPULATION AND SAMPLES

### 3.3.1 POPULATION

- **First survey:** 60 students from the 1<sup>st</sup> years in Computer Science baccalaureate program at the Inmaculada high school were given surveys.
- **Second survey:** 40 students of 1<sup>st</sup> year in Computer Science baccalaureate program at the Inmaculada high school, who attended the 12 class periods where multimedia lessons were applied.
- **Interview:** Lic. Mélida Gámez, English Area Coordinator at Inmaculada high school and Msc. Chiara D. Fuller, Coordinator of the Language Department at PUCESE.

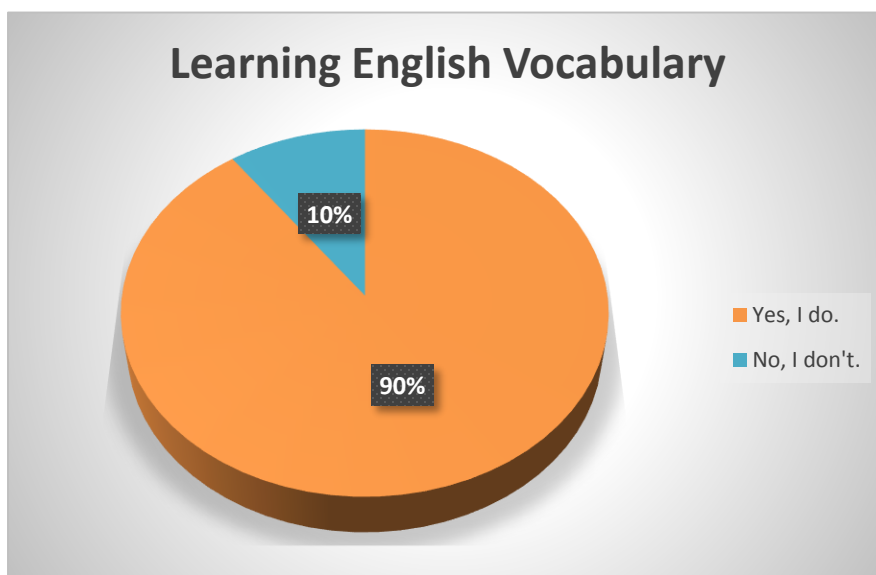
### 3.3.2 SAMPLE

- **First Survey:** 60 students form the 1<sup>st</sup> years in Computer Science baccalaureate program at Inmaculada high school.
- **Second survey:** 40 students of 1<sup>st</sup> year in Computer Science baccalaureate program at the Inmaculada high school, who attended the 12 class periods where multimedia lessons were applied.

## 4. RESULTS AND INTERPRETATION

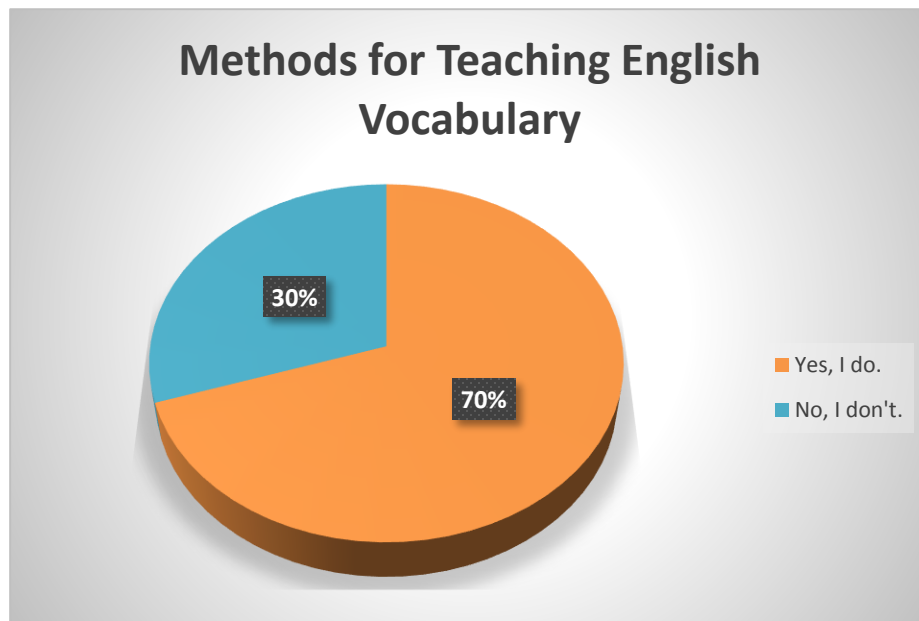
Refer to annex No.1 (First Survey) for the results below.

**Chart No.1:** Do you think that learning English vocabulary is easy?



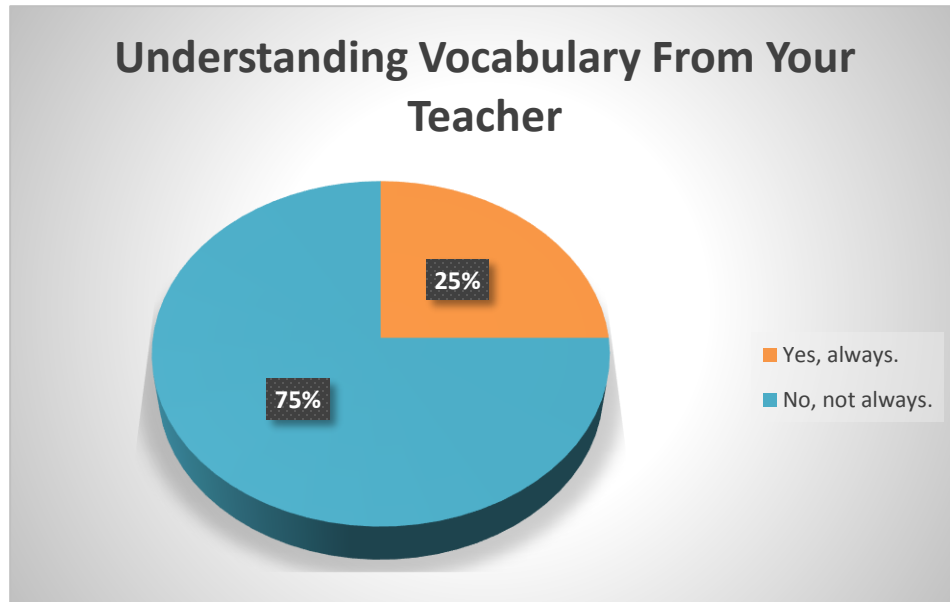
The results in chart No.1 shows that most of the students (90%) think that learning English vocabulary is easy. It means that the majority of the students are familiarized with the process of learning English vocabulary at High-School. However, (10%) of students think that it is not so easy to learn English vocabulary, or perhaps they have some difficulty to learn new words to extend their vocabulary.

**Chart No.2:** Do you consider that the method used by your teacher to teach vocabulary is appropriate for you?



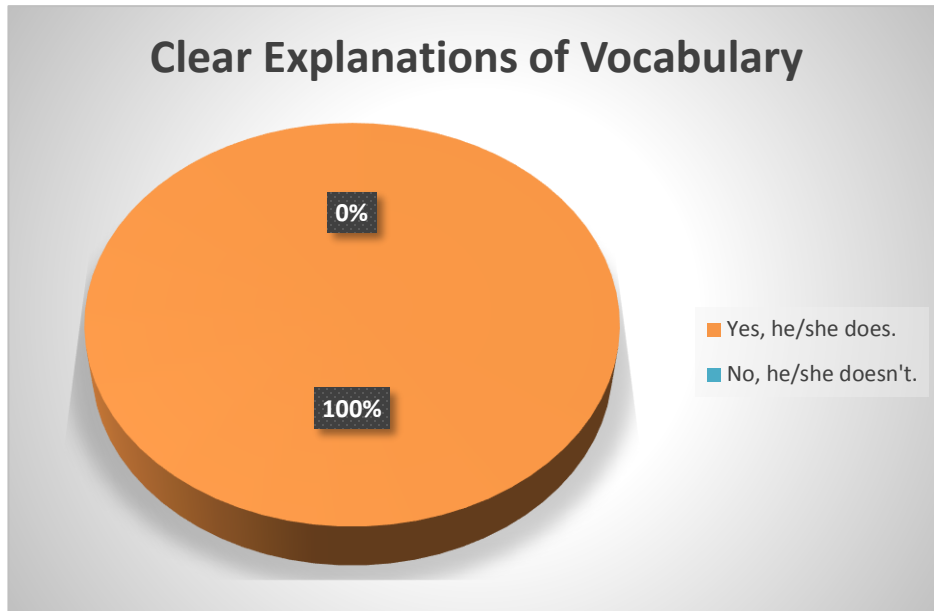
The chart above reveals that the (70%) of the population was comfortable with the current method of teaching English vocabulary that their teachers use their classrooms. On the other hand, (30%) of the students are not totally engaged with the current method of teaching English vocabulary. The results in this chart support the idea of this project in that it is important to create a method to improve the process of teaching English vocabulary in order to involve the whole class in the teaching–learning process.

**Chart No.3:** Do you understand all of the vocabulary that you teacher uses in the class?



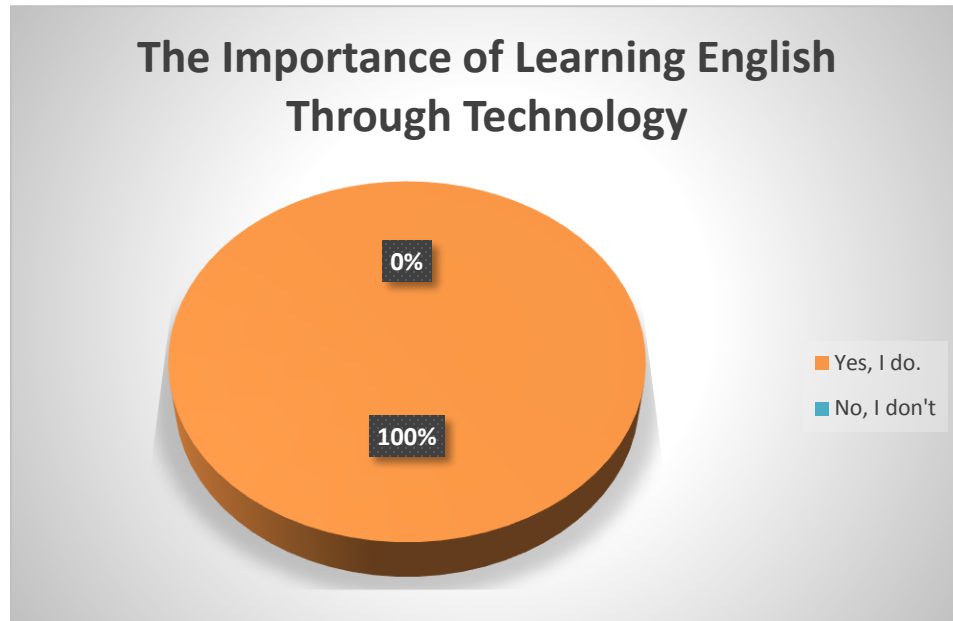
The results in chart No.3 show that (75%) of the students understand the English vocabulary that they listen to from the teacher in their classes. However, it also reveals that not everyone in the class (25%) understands all of the vocabulary that is been taught. The deficiency of the second group of students could be because some students can take more time to internalize new words. Another possibility could be a problem with the teachers' pronunciation or accent sometimes.

**Chart No.4:** Does your teacher clearly explain vocabulary that is used in the class?



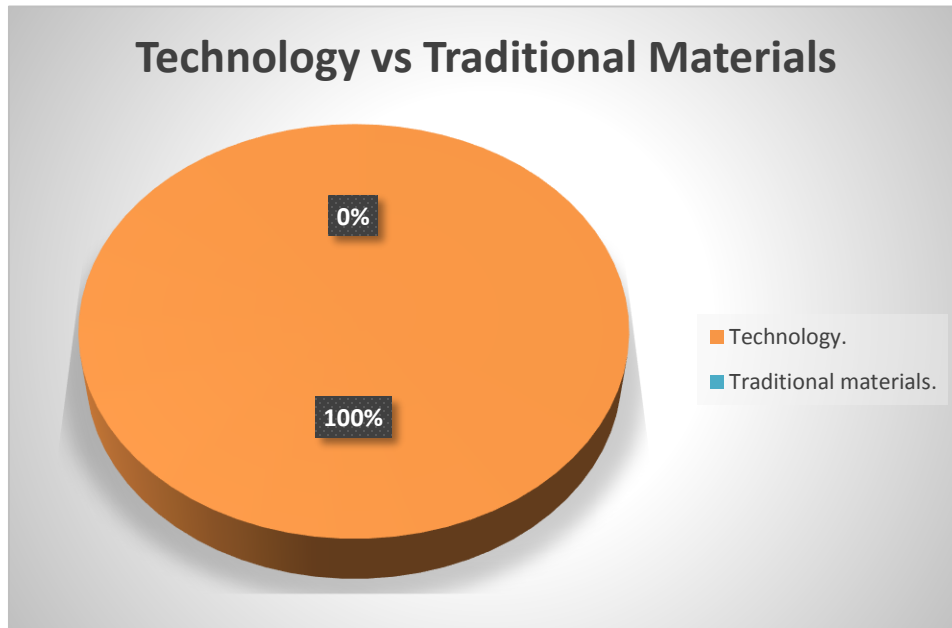
The chart above reveals that the teacher clearly explains vocabulary that is being used in class. However, according to the chart N.3, a brief oral explanation is not enough for some students who have difficulty with new vocabulary words. In spite of a good and clear explanation from the teacher to the students, listening problems might always be a reason for not completely understanding an explanation. Pronunciation must be loud and clear to the students in order for them practice repeating words, and sometimes the teacher can vary the pronunciation. In the case of using multimedia lessons, words can always be repeated in the same way.

**Chart No.5:** Do you think that technology is useful for learning English?



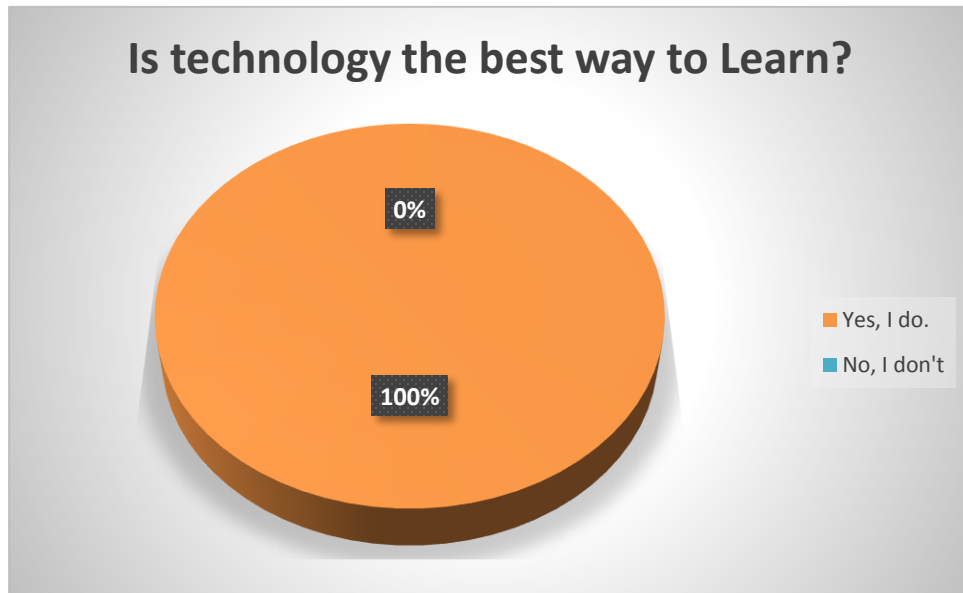
The results in chart No. 5 show that the entire population of students consider that technology is useful for learning English. This can be because students know that Internet technology is the biggest source of information for them nowadays. One of the most important advantages of learning by using Internet content is to learn in real time, using current vocabulary and expressions.

**Chart No. 6:** Would you prefer to learn English using technology instead of traditional materials? Technology (Computers, Internet, digital projectors and speakers) Traditional materials (Books, paper, worksheets and cds).



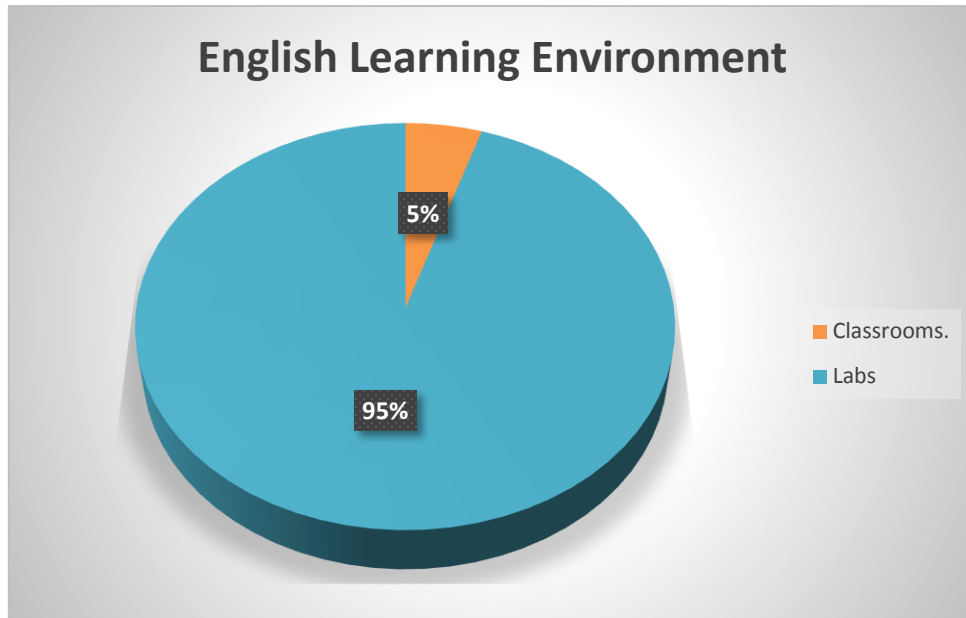
The results in this chart reveal that the whole class would prefer to learn English using technology through computers. Nowadays, students are very interested in being in contact with technology in order to feel updated. An important advantage of using Technology instead of traditional materials is that technology equipment can be edited now. For example: If the students were attending to some slides about any topic in the class, it would be possible to show a video of the same topic after the class to do a review.

**Chart No.7:** Do you consider that the use of technology would help you to learn English in a better way? Why?



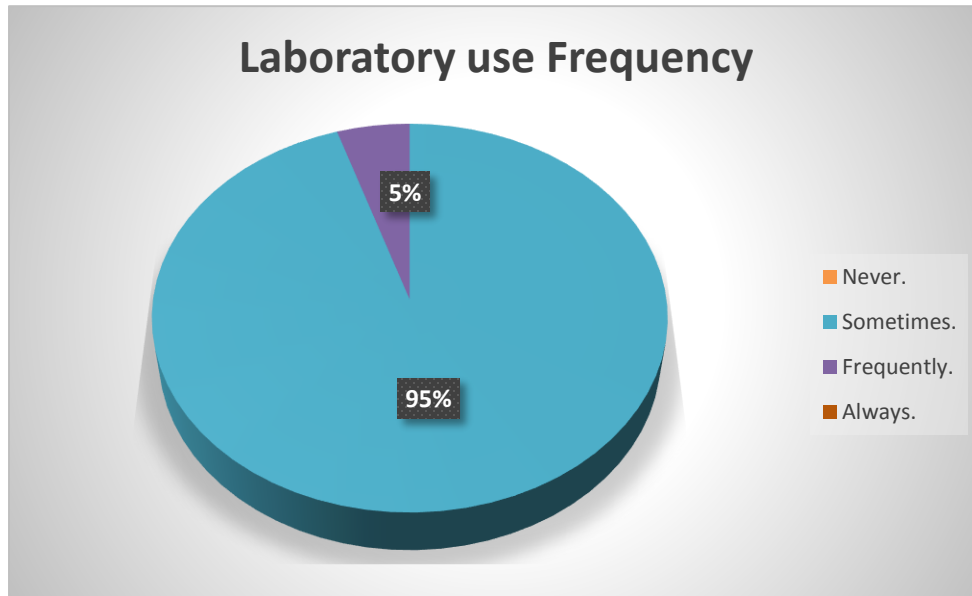
The chart above reveals that the whole class agrees that the use of technology would help them to learn more about English vocabulary. Students gave several different answers in order to explain their reasoning. Some of the answers included the following; because it is more didactic, because it is entertaining, because it is new and because it is easy and fun.

**Chart No.8:** Where would you prefer to take English classes?



The results in this chart show that (95%) of the students prefer to take English classes in laboratories rather than in classrooms. This does not prove that taking English classes in a classroom is bad or less important than labs, but it shows that students would feel more comfortable in laboratories instead of classrooms. It is a good factor to the development of the proposed multimedia lessons because those were designed to apply them in laboratories.

**Chart No. 9:** How often do you use the laboratory to learn English?



The results in chart No.9 reveal that (92%) of the students use laboratories “sometimes” to learn English. Therefore, the majority of their classes were in the classroom. This could mean that one of the most important reasons according to the results of this research about the lack of interest of some students now of learning English vocabulary happens in a traditional way or in classrooms.

## 5. DISCUSSION

In the first survey that was applied to students, the results showed three important aspects. First, not all the students can understand the vocabulary that their teacher uses in classes. Second, students consider technology as a useful tool to learn English and their agreement about using multimedia material through computers. Finally, the lack of students' satisfaction about the use of the lab one time (two hours) per week. When students were asked about using multimedia lessons to learn English vocabulary most of them reacted positively, they said that it would be interesting and entertaining to learn in that way because the use of computers is aimed at their branch of study.

Therefore, the results show that students think it is necessary to have scheduled periods of classes to learn English vocabulary. Thus, most of them agreed to take the classes twice per week with the respective authorization of the English Area Coordinator to include these periods into the schedule in order to increase their English vocabulary knowledge and motivation. It can be considered as the application of a new teaching method based on online tasks, which give the opportunity for teaching effectively and entertaining. Based on the answers of the previous mentioned survey, it was considered necessary to apply the multimedia classes during a 12-hour course from June 08 to June 30, 2015. After applying the already mentioned multimedia lessons, it was necessary to know the participants' reactions and viewpoints about the effectiveness of this project. Consequently, another survey was applied (Refer to the Annex No.6) to the 40 students of the course, the following analysis summarizes their opinions. Regarding the content, presentation and duration of the course, these students said they were able and proper to acquire the English vocabulary, and thus their expectations were all accomplished. It can be understood as the satisfaction of their goals learning through multimedia lessons reflected in the results.

These results reveal that project was successfully carried out. Therefore, their evaluation after the course was excellent and they agreed on suggesting this course to the authorities of the institution in order to help them to increase their English vocabulary knowledge. Based on the information above, it can be concluded that the collected data through both surveys were useful for the development and evaluation of this project. As it was previously mentioned, two interviews were performed; the first one was aimed towards the Language Department Coordinator at PUCESE, Msc. Chiara D. Fuller, in order to get information about the possibility of carrying out this project with the correspondent support. She allowed the development of this project because of she thinks it is important to promote English vocabulary teaching to young learners. The second interview was aimed at the English Area Coordinator at “La Inmaculada” high school, Lic. Mélida Gámez, in order to collect some information about the vocabulary that the students need to learn based on her experience. Likewise, she was interviewed in order to ask her support for the coordination of the course. During this interview, B. Ed. Mélida Gámez referred to the necessity of developing this project, since it would help some students from the high school to increase their English vocabulary knowledge and motivation, so they will improve their English and get involved into their career at the same time. The support of these two authorities was extremely important for carrying out this project and apply it during the certified 12-hour course.

In order to collect more information about designing English classes to the 1st year students in computer sciences at "La Inmaculada" High School in Esmeraldas City, it was also necessary to carry out an interview to the English teachers in the institution (Refer to the Annex No.6). The interview reveals that teachers enjoy giving their classes and that they try to teach vocabulary in their classes. However, they also agreed in the statement that; they have not a considerable time or a class designed for teaching vocabulary, and that students feel very comfortable learning in labs, but the scheduled time for using the lab in the institution is not enough. Therefore, they concluded by saying that maybe there are resources for teaching vocabulary through multimedia in the lab's institution, and that they also think that students would react positively learning vocabulary in this way. But, sadly the scheduled time by the institution to the students

for using the lab during the week is not enough for teachers, and they feel limited to the possibility of using new methodologies using technology.

## 6. CONCLUSIONS AND RECOMMENDATIONS

### 6.1 CONCLUSIONS

- The methods being used to teach vocabulary to the students in the 1<sup>st</sup> year of the Computer Science baccalaureate program at Inmaculada High School has not been satisfactory for them. The unsatisfactory feeling can be caused due to the fact they feel bored of taking classes in classrooms or learning vocabulary from books. According to the results in this project, it is necessary to apply multimedia lessons when teaching English vocabulary because students accept this method and work well with labs.
- The use of technology when teaching English vocabulary should be taken into account by the competent authorities because of the positive effects; one of which includes motivating students to learn.
- The application of multimedia lessons helped the students to increase their English vocabulary. This conclusion was made based on the very high grades that students received on their exams that were taken at the end of the course. These grades in turn reflect that multimedia lessons have been successful in the English classrooms.
- The application of multimedia lessons method was successful for teaching English vocabulary. Students could easily be engaged to the method; they were very enthusiastic, participated a lot in classes, and they learned English vocabulary in an enjoyable and interesting way.

## 6.2 RECOMMENDATIONS

- The current method should be modified and teaching English vocabulary through technology should be the primary method of learning in the institution.
- The implementation of multimedia lessons for teaching English vocabulary as a current and better way of teaching should be further analyzed.
- Promoting new methodology with multimedia in the teaching-learning process in High Schools, will allow students to learn the language in a comfortable and interesting way.

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## 7.2 ANNEXES

### 7.2.1 ANNEX No. 1: FIRST SURVEY

#### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

The present survey has been created in order to collect information concerning the 1<sup>st</sup> year students in the Computer Science Baccalaureate Program at the "Inmaculada" High School. The results of this survey will help to the development of a thesis project, so please reply sincerely and responsibly to the following multiple choice questions with an X. Thanks in advance for your help!

**Do you think that learning English vocabulary is easy?**

- Yes, I do.
- No, I don't.

**Do you consider that the method used by your teacher to teach vocabulary is appropriate for you?**

- Yes, I do.
- No, I don't.

**Do you understand all of the vocabulary that you teacher uses in the class?**

- Yes, always.
- No, not always.

**Does your teacher clearly explain vocabulary that is used in the class?**

- Yes, he/she does.
- No, he/she doesn't.

**Do you think that technology is useful for learning English?**

- Yes, I do.
- No, I don't.

**Would you prefer to learn English using technology instead of traditional materials?**

Technology (Computers, Internet, digital projectors and speakers) / Traditional materials (Books, paper, worksheets and cds)

- Technology
- Traditional materials

**Do you consider that the use of technology would help you to learn English in a better way? Why?**

- Yes, I do. Because...
- No, I don't. Because...

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**Where would you prefer to take English classes?**

- Classrooms
- Labs

**How often do you use the laboratory to learn English?**

- Never
- Sometimes
- Frequently
- Always

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## 7.2.2 ANNEX No.2: LESSON PLANS / TOPIC: COMMON OBJECTS.

<b>PRE – PLANNING</b>	<p><b>OBJECTIVES</b>            Students will be able to recognize common objects used by teenagers daily.            Students will be able to use online exercises with the purpose to learn how to write the different objects.</p>	
	<p><b>ASSESSMENT</b>            At the end of the class the students must recognize and indicate an object that the teacher asks them. The selected object by the teacher, will be displayed on the blackboard with different options to choose.</p>	
<b>LESSON CYCLE</b>	<p><b>OPENNING – 10 min</b>            The teacher explains and uses a warm up called “Hangman”.            The teacher introduces the topic asking for the names of some common objects.</p> <p><b>INTRODUCTION OF NEW MATERIAL – 10 min</b>            The teacher presents a video about the topic.            The teacher shows the students some objects through pictures and sounds.            The teacher explains how Internet will be used to learn the objects name.</p> <p><b>GUIDED PRACTICE – 10 min</b>            The teacher shows the students how to solve an online exercise.            The teacher must give a clear demonstration to the students about what they are going to do with the materials.            The teacher must explain the instructions clearly.</p> <p><b>INDEPENDENT PRACTICE – 20 min</b>            Students have to work on online exercises about the topic.            Students must be able to explain how they solved the previous tasks to the class.</p> <p><b>CLOSING - 10</b>            Students have to answer some questions about the lesson from the teacher as a review.            Students can give their opinions about the topic and the class.</p>	<p><b>MATERIALS</b></p> <p>Computer            Projector            USB disk            Markers            Blackboard            Internet</p>

## TOPIC: TECHNOLOGICAL DEVICES

<b>PRE - PLANNING</b>	<p><b>OBJECTIVE</b></p> <p>Students will be able to recognize technological devices. Students will be able to write the names of the devices.</p> <hr/> <p><b>ASSESSMENT</b></p> <p>At the end of the class the students must choose a tech device that the teacher had taught during the class. Afterwards he/she must describe it to their classmates in front of the class. The classmates must guess the correct device based on the description.</p>	
<b>LESSON CYCLE</b>	<p><b>OPENNING – 10 min</b> The teacher explains and uses a warm up called “Hangman”. The teacher introduces the topic by giving descriptions of some tech device.</p> <p><b>INTRODUCTION OF NEW MATERIAL – 10 min</b> The teacher presents the materials “Tech Devices’ worksheets”. The teacher explains how to describe and pronounce devices correctly. The teacher explains how they will use worksheets about tech devices.</p> <p><b>GUIDED PRACTICE – 10 min</b> The teacher must show and pronounce each device while the whole class repeats with the teacher. The teacher must give a clear demonstration to the students about what they are going to do with the materials. The teacher must explain the instructions clearly.</p> <p><b>INDEPENDENT PRACTICE – 20 min</b> Students have to work on a worksheet about tech devices. Students must be able to explain how they solved the previous worksheet to the class.</p> <p><b>CLOSING - 10</b> Students have to answer some questions about the lesson from the teacher as a review. Students can give their opinions about the topic and the class.</p>	<p><b>MATERIALS</b></p> <p>Worksheets Pens Markers Blackboard</p>

## 7.2.3 ANNEX No 3: REVIEW LESSON PLANS

### TOPIC: COMMON OBJECTS

<b>PRE - PLANNING</b>	<p><b>OBJECTIVE</b></p> <p>Students will be able to recognize common objects. Students will be able to write the different objects using online exercises to learn.</p>	
	<p><b>ASSESSMENT</b></p> <p>At the end of the class the students must recognize and indicate an object that the teacher asks them. The selected object by the teacher will be displayed on the blackboard with different options to choose.</p>	
<b>LESSON CYCLE</b>	<p><b>OPENNING – 5 min</b></p> <p>The teacher introduces the topic asking for the names of some common objects used daily.</p>	<p><b>MATERIALS</b></p> <p>Computer Projector USB disk Markers Blackboard Internet</p>
	<p><b>INTRODUCTION OF NEW MATERIAL – 10 min</b></p> <p>The teacher presents a video about the common objects that we see daily. The teacher shows to the students some common objects through pictures and sounds.</p> <p><b>GUIDED PRACTICE – 5 min</b></p> <p>The teacher shows the students how to solve an online exercise. The teacher must give a clear demonstration to the students about what they are going to do with the materials. The teacher must explain the instructions clearly.</p> <p><b>INDEPENDENT PRACTICE – 5 min</b></p> <p>Students have to work on online exercises about the common objects previously seen in the class.</p> <p><b>CLOSING – 5</b></p> <p>Students have to answer some questions about the lesson from the teacher as a review.</p>	

## TOPIC: TECHNOLOGICAL DEVICES

<b>PRE - PLANNING</b>	<p><b>OBJECTIVE</b></p> <p>Students will be able to recognize tech devices. Students will be able to write the names of the devices.</p> <hr/> <p><b>ASSESSMENT</b></p> <p>At the end of the class the students must choose a device that the teacher had taught during the class. Afterwards he/she must describe it to their classmates in front of the class. The classmates must guess the correct device based on the description.</p>	
<b>LESSON CYCLE</b>	<p><b>OPENNING – 5 min</b></p> <p>The teacher introduces the topic by giving descriptions of some device.</p> <p><b>INTRODUCTION OF NEW MATERIAL – 5 min</b></p> <p>The teacher presents the material “Tech Devices’ worksheet”. The teacher explains how they will use worksheets about the topic.</p> <p><b>GUIDED PRACTICE – 10 min</b></p> <p>The teacher must show and pronounce each device with the whole class repeating. The teacher must give a clear demonstration to the students about what they are going to do with the materials. The teacher must explain the instructions clearly.</p> <p><b>INDEPENDENT PRACTICE – 5 min</b></p> <p>Students have to work on a worksheet about tech devices.</p> <p><b>CLOSING – 5 min</b></p> <p>Students have to answer some questions about the lesson from the teacher as a review. Students can give their opinions about the topic and the class.</p>	<p><b>MATERIALS</b></p> <p>Worksheets Pens Markers Blackboard</p>

## 7.2.4 ANNEX No 4: EXAMS: Multimedia test.

Name: Fernanda Barbosa

Date: June 30<sup>th</sup> /2015

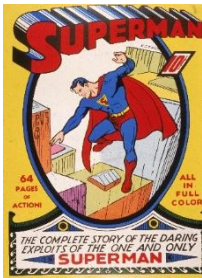
Class: 1<sup>st</sup> "A"

Teacher: Mr. Cristian Castellanos

<b>GRADE</b>
14
<hr/>
<b>14</b>

## COMMON OBJECTS TEST

1. Listen to the pronunciation and write the name of the following objects. (4 points)



**COMIC BOOK**



**MP3 PLAYER**



**GAME CONSOLE**



**ICE SKATES**



Written Test

Name: Fernanda Barbosa

Date: June 29<sup>th</sup> /2015

Class: 1<sup>st</sup> "A"

Teacher: Mr. Cristian Castellanos

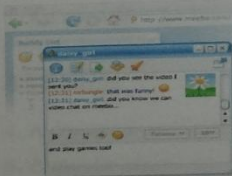
GRADE
10
14

TECHNOLOGICAL DEVICES TEST

3. Listen to the pronunciation and write the name of the following objects. (4 points) <sup>3/11.</sup>



Interactive whiteboard / Social Network ✓

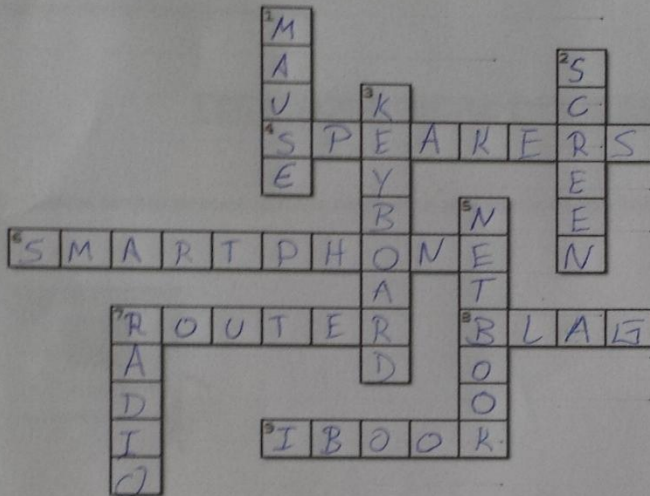


Instant Messaging / Broadband X

4. Complete the following crossword about the vocabulary seen in classes. (10 points)

## Technological Devices

Complete the crossword.



Created on [TheTeachersCorner.net](http://TheTeachersCorner.net) Crossword Maker

### DOWN:

1. A device that controls the movement of the cursor or pointer on a display screen. ✓
2. A blank surface on which a film or photographic image is projected. ✓
3. A set of keys that enables you to enter data into a computer and other devices. ✓
5. Portable and compact personal computer with the same capabilities as a desktop computer. ✓
7. An apparatus for receiving and decode audio signals. ✓

### ACROSS:

4. A common computer device that allows audio output. ✓
6. A mobile phone that performs many of the functions of a computer. ✓
7. A hardware device that routes data from a local area network (LAN) to another network connection. ✓
8. A single entry or post on such a website. ✗
9. An electronic version of a printed book which can be read on a computer or a specifically designed handheld device. ✗

**7.2.5 ANNEX No 5: PICTURES: Applying multimedia lessons in the lab.**



## Using traditional materials in the classrooms





## 7.2.6 ANNEX No 6: FINAL SURVEY

### PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR IN ESMERALDAS

The present survey has been created in order to collect information concerning the students of the 1<sup>st</sup> year in the Computer Science Baccalaureate Program at the "Inmaculada" High School. The results of this survey will help to the development of a thesis project, so please reply sincerely and responsibly to the following multiple choice questions with an X. Thanks in advance for your help!

**Do you think that the technological process that was used to teach you was effective?**

- Yes.
- A little.
- No.

**Do you think that the traditional process that was used to teach you was effective?**

- Yes.
- A little.
- No.

**Which methodology do you think is a better way to learn English vocabulary?**

- Learning English vocabulary through Technology.
- Learning English vocabulary through Traditional methods.
- Neither one was effective.

**Do you prefer to learn English vocabulary using technology or traditional methods?**

- I prefer to learn English vocabulary using technology.
- I prefer to learn English vocabulary using traditional methods.
- None of the above.

**Do you think that English teachers should use more technology to teach English vocabulary?**

- Yes, I strongly agree.
- No, I don't agree.

**OPINIONS:**

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