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**Tema:** "An evaluative report on the usage of multimedia software created for students of English at eighth level in the PUCESA by Cristina Paez Q.: A Case Study"

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**Linea de Investigación:**

Utilización de tecnología en el aula de clase haciendo uso de las herramientas que están a libre disposición de profesores y alumnos; radio, televisión, telefonía celular, software, Internet; aprovechando la coyuntura actual en cuanto a la importancia que esta representa para el desarrollo de los pueblos.

**Autor:** Diego F. Manzano A.

**Director:** Lcdo. Luis Toro

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Autor: Diego F. Manzano A.

Luis Toro Lcdo.  
DIRECTOR DE DISERTACION

f. 

Paola Ramos Lcda.  
CALIFICADOR

f. 

Silvia Rivera Lcda.  
CALIFICADOR

f. 

Mariela Perez Lcda.  
DIRECTORA de ESCUELA de  
LENGUAS y LINGÜÍSTICA

f. 

Hugo Altamirano Dr.  
SECRETARIO GENERAL PUCESA

f. 



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Diego Fernando Manzano Albán

CI. 180272693-3

## ABSTRACT

This dissertation shows the importance of evaluating the software created by Cristina Paez Q. , which was proposed to be used for eighth level students at the Language laboratory at the PUCESA. Such evaluation will help to understand the linguistic ground of teaching through multimedia and the linguistic content itself. Since there is not a previous language content study of this software, this search will establish experimental fields for further research. Obtained results after applying, using, testing the program and trying with students and teachers to delimit instruction of English language. Initial aftereffect turns to be the strongest reality of creating language software without asking advice of any Linguistic assessor. Software designers will gather to deliberate under a well-balanced harmony with linguistic experts to accumulate ideas through brainstorming and promulgating a common need for teaching English.

## RESUMEN

Esta disertación demuestra la importancia de evaluar el software creado por la Srta. Cristina Páez Q., el cual fue propuesto para ser utilizado por estudiantes del octavo nivel de inglés en el laboratorio de Lenguas de la PUCESA. Dicha evaluación ayudará a entender la base lingüística de enseñar a través de multimedia así como el contenido lingüístico, ya que no existe un estudio previo de los contenidos de lenguaje de este software. Esta búsqueda establecerá campos experimentales para mayor investigación. Los resultados obtenidos al aplicar, usar y evaluar el programa con estudiantes y maestros para delimitar la instrucción del idioma Inglés son el efecto inicial que resulta ser la realidad fehaciente de haber creado un software de lenguaje sin asesoría alguna de un experto en Lingüística; en el futuro, tanto diseñadores de software como expertos lingüistas, trabajaran bajo un gran nivel de armonía para así acumular y exponer ideas además de promulgar una necesidad común para la enseñanza de Inglés.

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## INTRODUCTION

Since English language teaching requires enormously the usage of many tools as didactic material, this study tends to make a complete analysis based on the use of multimedia software created for students of English at eighth level in the PUCESA. This multimedia program was built by a student in computing science at the PUCESA, and its purpose was to be used as a device for the language laboratory.

"We begin by asking three questions. *What* are we to evaluate? *How* do we set about it? *When* do we do it? What we are to evaluate-to judge the value or worth of- is an educational programme or project defined, with Astin and Panos, as any ongoing educational activity which is designed to produce specified changes in the behavior of the individuals exposed to it' " (Heaton 1982). Before using this didactic material, it is remarkable to have a report based on the usage and also an English linguistic frame among the students to whom the software was supposed to be built for.

The Multimedia Software Device, created by Cristina Paez Q. to obtain her University degree on Computing



Engineering at the PUCESA ,was built to give didactic support to teachers and students in the language learning-teaching process at the eighth level in the PUCESA; this dissertation is to establish whether or not the multimedia software program is appropriate for the suggested level, linguistic facts that may be appropriate to use with the multimedia software and to gather information during the teaching-learning process, otherwise it would be difficult to state What, Why and How students development is placed, in other words, if we want to establish valid statements about improvements with a new material, we must examine what actually happens in the process of learning and during the use of the new material (Rea-Dickins, 1992).

## CHAPTER I

### **CALL: a statement**

Computer Assisted Language Learning (CALL) is the way how teaching-learning approaches nowadays are connected to technology usage in the classroom. Teachers and students pretend to accelerate what is imposed by language learning objectives, and it appears to be that technology plus methodology play a very important role in what is expected in academy for foreign language acquisition.

CALL material should be analyzed, not only its physical aspect (program design evaluation) but also has to go through a pedagogic evaluation (Leech and Candlin, 1986)

"Man-machine Interfacing: This term is transferred from Software engineering and ergonomics, and represents the most pressing issue for interactive media. Interactivity is supposedly a strength of the medium but can, through bad design, actually cause the breakdown of interaction, because if the flow of information is halted, the effectiveness of the instruction is impaired. The center of the problem lies then in the switching of attention from the content, to the procedures and actions needed to keep the instruction developing." (Elaine England, 1984)

This means that no matter how outrageous a multimedia software system may look like on the surface, the design is relevant to give an extra effort to prepare an accurate income around the syllabus of the program.

### **1.1 CAI & CMC tools**

"CAI: Computer Assisted Instruction" (Mangal, 2009)

"Computer-assisted instruction is a method of instruction in which there is a purposeful interaction between a learner and the computer device (having useful instructional material as software) for helping the individual learner achieve the desired instructional objectives with his own pace and abilities at his command." (Mangal, 2009)

"Computer-mediated communication (CMC) is communication that takes place between human beings via the instrumentality of computers." (Herring, 1996)

For means of understanding, at the moment of designing a multimedia software such as the one in question here on this paper, it would have been richer to ally forces

among English linguistic experts and computing program manufacturers.

"However, the balance must be drawn between (A) simplicity because of a minimum of content which has little long term value for the student, and (B) a complex program which has a well structured body of content but over-complex interactional procedures." (Elaine England, 1984)

Appraising has become an issue that overwhelmed attempt along eons, probably due to the fact that the human being fears the unknown, these fears include the power involved for remaining safe, so, when technology gives an extra step in human growth, attachments regarding human-machine items do not let easily figure where to put them apart.

"The history of CAL evaluation is pervaded by a behaviouristic approach to instruction which demands pre-defined global outcomes and quantifiable results. The systems approach to course design also places emphasis on the results and not the interaction of the students. These forms of evaluation are appropriate when all students are moving towards the same ends, when the instructional content can be structured in such a way as

to be quantified, and when all students share the same approach to learning." (Elaine England, 1984)

Students who share a classroom would have to share the way they learn, so evaluation of a software program would be seen under a common perspective.

"It is very relevant to establish a frame around what is to be evaluated, when speaking about multimedia software guided to promote language learning, since teaching-learning outcomes with processes that deal with both, the potential power of a multimedia software to ignite language production and the effectiveness in relation to learning and teaching." (Fotos Sandra, 2004)

"The complexity of evaluation strategies has only been outlined. What has become apparent is that evaluative principles need to be thoroughly researched and established. All facets of design from layout, instructions and content structuring need to be considered. Materials need to be evaluated through observation and the observers need to be skilled. The user's previous computer experience is as important as his/her language experience." (Elaine England, 1984)

A great amount of discretion should be placed in meditation, since all the experts gathered in research may deal with their own background of knowledge, observers and stakeholders might face an interruption during their development through investigation.

"Chapelle's (2001) principles in evaluating CALL software appeal to me. She looked closely into the problems of SLA and focused her CALL evaluation not only on CALL software, but also on CALL activities and learners' performances. She stressed elements such as SLA theory, specific situation, and, the last but the most important, language learning potential. Her principles combined judgmental and empirical analysis.

According to Chapelle, CALL software should be evaluated judgmentally and empirically on the following six perspectives:

Qualities	What should be looked into:
Language learning potential	The degree of opportunity present for beneficial focus on form.
Learner fit	The amount of opportunity for engagement with language under appropriate conditions given learner characteristics.
Meaning focus	The extent to which learners' attention is directed toward the meaning of language.

Authenticity	The degree of correspondence between the CALL activity and target language activities of interest to learners out of the classroom.
Positive impact	The positive effects of the CALL activity on those who participate in it.
Practicality	The adequacy of resources to support the use of CALL activity.

**Chart 1:Chapelle's principles to evaluate software**

Note: from Chapelle, 2001, p. 55" (Yang Xue-qian, 2007)

Due to diversity around CALL, always changing, developing, updated, interactive, cooperative, meaning that can vary purposes from educational to just an item of support, more researchers have to be involved in finding even greater and deep studies, multimedia software and internet has put down roots to stay in and outside the classroom, stakeholders are needed to determine a path for searching.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Evaluation

In this chapter, several evaluating views of processing data are presented, giving a wide idea of what it is intended to explore with relevance among facts and necessities for researching a path of war between what to evaluate and how to do it.

Santos Guerra in Zambrano Gabina (2006) says that a product evaluation would give a proper service among users only if discussed with observers and stakeholders.

"Describing evaluation, Santos Guerra(1993)proposes an evaluative action as a result of dialogue, understanding and improving programs to the service of users, characterizing as:

- Independent: to be engaged to principles and values that allow trust in obtained results.
- Qualitative and quantitative: to fulfill evaluation of results with evaluation of processes, by integrating

them, a better understanding, deepened and complex study of the object is gotten.

- Practical: to guide to the improvement by understanding knowledge of nature, function and results of the subject of study.

-Democratic: to serve everybody

- Procedural: To let to know during the process what is happening and modify, to make better and to apply actions on time.

- Inclusive: to let participants express and empower the didactic action.

- College: assumed by a team, it reassures plural focus, straightness and diversification of access and performing.

- External-with internal initiative-: to give truthful information with help of external evaluators and if not, self-evaluation could facilitate a trustful evaluation"  
(Gabina Zambrano, 2006)

### **2.1.1 Traditional Evaluation**

Certain ideas around what is to evaluate, regarding learning acquisition, some searchers have followed the logic of their work in the basics through years in history.

But it is necessary to lead this search along the path which may find a standard view to focus the main purpose of this study:

"We begin by looking at what is meant by evaluation. If asked the following kind of questions: what is evaluation?, why do you want to evaluate something ?, or what do you want to evaluate ? There is a fairly strong chance that you will think in terms of schools, learners, and examinations. But this is not the only context in which we make judgments about whether something is good or bad, and acceptable or unacceptable, or whether something could be improved. Evaluation is not restricted to the context of education; it is a part of our everyday lives"(Rea-Dickins, 1992).

#### **2.1.1.1 Accountability**

Whenever the human being is enable to perform everyday activities is not aware of the background which takes place behind making decisions, while purchasing any clothing item, when and what television program to watch, whether or not to follow a substantial path while driving on uncertain roads or highways, when having the chance of looking for a way to link thoughts among friends without disturbing a probable mutability in their mood and avoid

blameworthiness while trying to give opinion; circumstances of daily occurrence may not be relevant to answerability around evaluation concepts.

Anthropologically, when human beings make mistakes, the answer lies in the conceptualization of instincts, nevertheless, when achieving a goal with appropriateness, it is due to the wisdom of the group or herd; this may mean then, that liability, responsibility, reliability, account-giving lie in experiments which have crossed eons since the earth started being inhabited by human beings.

Power leads to greed and may blind people from reality, ethics behind answers over past events may guide to governance, but at the end, power is what determines our will; this is accountability (Alkin.2004), a person in need of knowing previous aspects related to a subject before taking the risk of making a decision.

#### **2.1.1.2 Social Inquiry**

Every step towards development, society has taken rests on believes and facts which surround regulations raised through centuries in coalition among human beings, the system asks for causation statements that even considered

by many in inadvertence, apparently rule what is to be obtained and wanted.

Every group has its roots based on objectives; so that, every member of the group has to follow only one path, then, all efforts gathered in common, project to the accomplishment of the standard goal, in this way, constant agreement is vital so the group may not be tempted to dilacerations.

Many manifestations have surged around the topic of what is good or not for education, mainly those which feel absorbed by hunger to demonstrate power, power that sometimes is given by the same group or placed in space due to its feasibility to fit, society has the power to delimit their believes depending on preceding experiences guiding endeavor to an appropriate end.

#### **2.1.1.1.1 Methods**

Surveys: Since at any moment of evaluating it is necessary incomes from experts to tabulate a wider perspective around tangible results, professional background is demanded to increase a proper greed for

findings, in this way, previous plans which were already placed in action, formats applied in different stances will develop what ought to be for the dilemma in this paper.

Questionnaires: Students will play a remarkable role in evaluation, since they will show their outcomes regarding importance for our subject of study, apart from the design of the multimedia software there are other aspects to take from learners.

#### **2.1.1.1.2 Use**

A wide point of view which was considered the pioneer around the topic of evaluation as it is mentioned in Levy's work (2006), Richards & Rodgers established three main parts which constitute the basis for defining a framework to describe the levels of a multimedia project: approach, design and procedure.

"Approach is the more abstract level and represents a theoretical account, or assumptions, on the nature of the language and language learning; design represents the realization of the theory or the assumptions in terms of the syllabus or curricula goals, learning tasks, and

activities, and the roles of learner, teacher and materials; and procedure represents the implementation of those goals through specific techniques and practices in the classroom.”(Levy, 2006)

#### **2.1.1.1.3 Valuing**

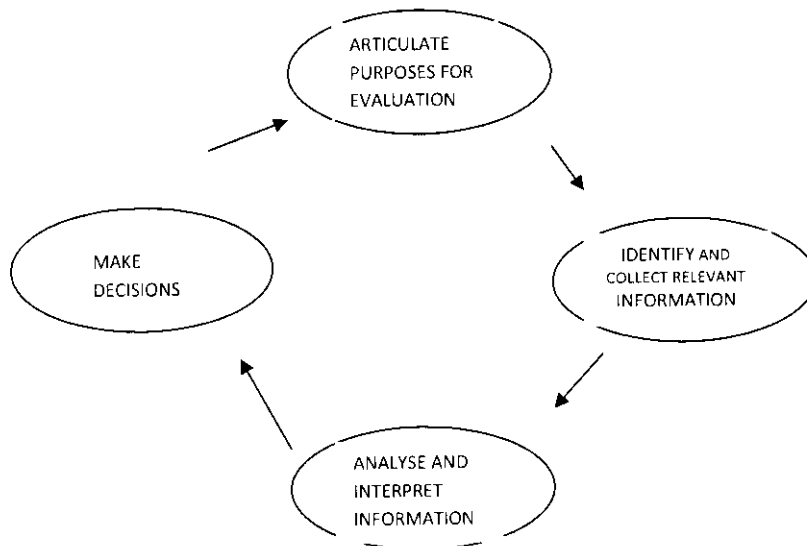
It is fundamental to establish a line of understanding a proper atmosphere through evaluation and gathering stakeholders around a certain study.

“Checklists or evaluation criteria have been developed by several writers, among them Williams (1983) and Cunningsworth (1984).

Cunningsworth like other writers acknowledges that checklist: Is not an automatic procedure... As there are too many variables involved.... Professional judgment, founded on understanding of the rationale of language teaching and learning and backed up by practical experience, lies at the base of the evaluation procedure.”(Jordan R.R, 1997)

### 2.1.1.3 Quantitative

"As a group, the studies represent large-scale and small-scale projects, quantitative and qualitative approaches (separately and combined), deductive and inductive methods, a range of modern data collection procedures, and most important a good slice of research conducted in different CALL contexts, including chat, e-mail, multimedia language-learning environments, plus tutorial programs and generic applications used for language learning." (Levy, 2006)



Graph 1:

Four basic components of Evaluation. (Carter, 2001)

#### **2.1.1.4 Qualitative**

"When using CMC tools for online learning, it is the nature and quality of the interaction that needs to be at the center of any evaluative assessment." (Levy, 2006)

"Evaluation of CMC tools was addressed in a paper by Benigno and Trentin (2000) on the evaluation of online courses. They argued for a customized approach given the special characteristics of such courses: Their quantitative/qualitative evaluation calls for the adoption of specific procedures to assess both the learning process and the participant performance". (Levy, 2006)

#### **2.1.2 New Trends in Evaluation**

Mediating previous search which clarified the beginning of a more complex stream for judging evaluation systems, a heritage is to be decoded for new generations to understand a serial analysis towards to come.

"This particular framework is a module of a comprehensive Methodological framework for CALL outlined in Hubbard (1988a and b), which also includes modules for courseware development and implementation. All three of the modules are guided by four basic principles, which help to

determine their form and content and integrate them into a coherent system.

Below, these four principles are presented with respect to the evaluation module:

Similar formulations exist for the courseware development and implementation modules.

- Principle 1: the evaluation framework should be linked to a general framework for language teaching methodology. That is, it should be built as much as possible on already established views of how to analyze the effectiveness of the language learning process.

- Principle 2: the evaluation framework should be designed to accommodate as wide a range as possible of methods, teachers, learners, and syllabus goals. It should be flexible and non-judgmental in its basic categories and not biased toward any particular view of the nature of language and learning.

- Principle 3: the evaluation framework should be linked in form and terminology to frameworks for courseware development and implementation. In other words, the evaluation process should not be isolated from the

process of developing and using courseware, but should instead comprise just one module of a comprehensive methodological framework for CALL.

- Principle 4: the evaluation framework should express the multiple dependencies among the various components of CALL. The framework should not be designed to support an evaluation process that operates exclusively in a linear manner because the components clearly interact in non-linear ways."(Hubbard Philip, 1988)

### **2.1.3 Resources**

Nowadays there is not an established format to evaluate a multimedia software performed to second language spirit, technology has acquired many components from conventional didactical materials; nevertheless, weakness could turn to strength in the present case, since many previous research cases have let legacy to be taken and used for future studies, and that is what this research will lay on.

Surveys and questionnaires will take preceding awareness which surrounds a frame based on what was to be found in multimedia use and what is to be important in the software created for eighth level English students at the PUCESA.

"A currently essential evaluation checklist: the Pedagogical tools may have changed, but only in so far as they have been compressed into one workspace and into 'one piece of hardware' a computer." (Chambers A, 2004)

The media will continue to develop and so must teachers when employing their professional judgment and experience in evaluating CALL software and WELL site materials and they must provide suitable answers to the following questions which are offered in no intended order of importance:

- Does the software provoke and maintain student interest to a satisfactory degree? (Which is related to how likely it is that the information will be retained)
- Does the software incorporate manageable and meaningful input?
- How is new language introduced? Is sufficient (optional) practice possible before learners produce language?
- Does the software make optimal use of the writing medium?

- How credible/authoritative is the information which the program imparts?(This is related to our earlier reference to the notion of 'attitude'.)
- Does the software attempt to create a target language context?
- Is there sufficient as aesthetic appeal?
- Does the software perpetuate culture stereotypes, i.e., how objective is the content?
- How authentic and accurate is the target language used?
- Does the software incorporate suitable language-learning activities and offer scope for additional activities away from the computer?
- How practical is integration of the software into the classroom context?
- How serious is your intention to integrate the software into the classroom context?
- How well does the software match pupils' expectations and the needs of the course?
- What form of (self-) assessment, learner feedback or profiling is provided?
- Is the multimedia dimension exploited with regard to grammar and language patterns?

- How are language items presented on screen to the learner and can the learner control the order of their presentation (this is also known as 'ease of comprehension of contents' which is also related to how likely it is that the information will be retained)?
- How clear are the instructions for users?
- Is the software aimed to autonomous learners, i.e., is there a self-directed learning potential?
- What support for teachers is provided?

(Chambers A, 2004)

## **2.2 Technology**

"Many studies over the past twenty years have attempted to measure the impact of the introduction of new information and communication technologies (ICT) on the second language performance of learners (see, among others, Higgins, 1983; Lonerman, 1984; Pennington, 1989; Cobb, 1997; Gonzalez-Bueno and Perez, 2000). Such studies have traditionally regarded ICT essentially within Crooks's framework of computer-as-tutor, computer-as-pupil and computer-as-tool, within each case, the computer and, more recently, broader interpretations of ICT, being placed at the disposal of the teacher and/or learner, to

be exploited as effectively as possible in pursuit of a clearly specified goal (Crooks, 1994).” (Chambers A, 2004)

“Initial emphasis lay on quantitative studies, which testified to potentially increased rates of vocabulary acquisition, improved grammatical accuracy (Cheung and Harrison, 1992) and higher language grades as a result of the careful introduction of ICT into the learning programme. From this developed more sophisticated qualitative research approaches which attempted to explore the interface between ICT for language learning and various aspects of learner motivation and participation (Skinner and Austin, 1999), learning strategies, and learner types (Ulitsky, 2000). Almost simultaneously, studies emerged which explored the potential of ICT in promoting preferred learning approaches such as project-based learning (Debski, 2000) and self-directed learning (Motteram, 1997).” (Chambers A, 2004)

“One example cited frequently today as proof of failure of technology in language learning is the language laboratory, which was introduced into many schools throughout the 1960s and 1970s.” (Chambers A, 2004)

### 2.2.1 Didactic Material

In order to state what lays around didactic material in this study, it is a privilege to understand a point of view which may lead us to condense interests to what was proposed in the objectives of this paper.

“Introducing the ITCs in the teaching-learning processes, including changes in teachers and students’ roles and even methodology, didactive material is always affected directly.

ITCs let a wide variety of students to face education aside from their heterogeneous background or working and educational objectives, so, didactic materials might fit the needs according to what the new user wants.

On the other hand, changes in a pedagogical model fix contents selection and educational strategies.

ITCs offer new possibilities for managing contents, the use of many text based items, a steady and movable image, sound, a combination to build multimedia material.”(Paez, 2008)

### **2.2.2 Software Multimedia**

Around language acquisition, technology has played a wide role in many years, so teachers and students who have been exposed to its usage had to develop a proper manner to take advantage from it and not the other way around.

"Maybe the best technological description is integrating two or more distinct media and the personal computer. For multimedia application to be considered as such, at least these facts should be integrated: Text, graphs, steady image, image in motion (videos) and audio (music, voice, sounds, etc) which could be played by computer or any other electronical device. It is a topic presented with many details. Soon, as playing with elements from multimedia-photographs and animation, mixing sound, videos, texts, could put a favorable impression on the auditorium; plus, it gives interactive control of the process."(Paez, 2008)

#### **2.2.2.1 Advantages of Using Software Multimedia**

Many authors state that multimedia systems offer positive and negative aspects which are better to be analyzed and then minimize and potentialize them. (Paez, 2008).

In order to understand what evaluation of CALL materials should be focused on, besides General material evaluation, it is to answer whether the project worked as a whole or in terms of its own design rather than facing a regretful truth searching for reasons which may explain details on students brains (Levy, 2006)

In conclusion, multimedia can be a very powerful tool for language instruction, designing a software for language teaching may help learners and teachers, language experts and software designers have to join forces to increase healthy produce.

## CHAPTER III

### RESEARCH METHODOLOGY

#### 3.1 Scientific Method

"Scientific methods consist of systematic observation, classification and interpretation of data. Now, obviously, this process is one in which nearly all people engage in their course of their daily lives. The main difference between our day-to-day generalizations and the conclusions usually recognized as scientific method lies in the degree of formality, rigorousness, verifiability and general validity of the latter (Lundberg, 1942)." (Kumar, 2005)

The researcher has thought that the major of this chapter is to explain the importance of using the scientific method as the main mean for investigating an evaluative perspective over applicability of a multimedia software created for didactic purposes.

It is necessary to remain under the idea that this research was prepared to be used only for eighth level at the PUCESA, since the author of the multimedia software exposes her desires to that direction, so it means that

the research should be focused especially under motives placed from eighth level of English students' view.

From the point of view of the author of the multimedia software in question, it implies the usage of the book which was used at the time when she was at the eight level at the PUCESA as a student of English language, so, she thought that it may be helpful to apply her knowledge around computing to fill the gap of didactic material for the English laboratory.

This research is also to find out whether the usage of this multimedia software is applicable to the level which it was built for, since there is not a single proof to clarify a proper verdict and then recommend it.

Teachers play a very important role in evaluating didactic materials, teachers should be aware of the complete usage of the material to be used in the classroom, this multimedia software created for eighth level students by Cristina Paez is not an exception; the eighth level teacher was responsible to fill the questionnaire (Appendix No.1) which was based in language scope, this means that, if the level of language projected in the software was parallel to the level of language the students had faced in eighth module at the PUCESA.

Since the multimedia software was built to be used with eighth level students at the PUCESA, and the purpose of this research paper is to evaluate its usage, the researcher has stated as one of the main points to deal the linguistic objective of the multimedia software, in this way, the parameters around English language presentation, and how English language items are presented to the users had to be determined and explored by the survey, a questionnaire and an observation sheet.

Certain language items to be considered as a basis before designing any didactic material, items that may tell the differences held for using or not a computer assisted program rather than a teacher itself, or, it may be helpful to understand if the use of the computer program could give support to the curricular program to be covered in the correspondent level.

According to the author of the software multimedia, the item in question for evaluation in this research paper, states that the program involves language to be understood and learned in eighth level at the PUCESA, the purpose of this investigation is to gather information of the level of language accuracy which was implied by the

author during the design of the software multimedia program.

Evaluative tools will gather information about the linguistic characteristics of the target language presented in the software multimedia and how it is managed as an output on the learner, linguistic items such as: vocabulary, grammar, communication skills: reading ,writing, listening, speaking, and Content-Based Language.

Questionnaires, surveys and observation sheets had been applied among learners and teacher of eighth level at the PUCESA, since the author of the software multimedia suggested that her creation was directed to that group, the researcher predetermined to collect data from the English language learners of that level.

### **3.2 Eight Level (English)**

#### **Objectives**

General:

At the end of eighth level, students will be able to formalize and develop foreign language in an advanced level.

Specific:

-Listening comprehension: clear understanding of long texts such as news, documentaries, interviews, dialogues or debates elaborated by foreign language native speakers.

-Reading: Be able to read extensive texts with complex grammar and vocabulary by the usage of a wide variety of reading techniques according to the purpose.

-Writing: Be able to write extensive texts essay type to manifest academic and current topics.

-Speaking: Communicate using a diverse and prolific language. To participate in interlocutions and debates about academic and current topics. (PUCESA, 2009)

## 3.2.2 Academic contents

Graph 2: Academic Contents

## Map of the book

STARTER UNIT				
Unit	Page	Reading topics	Reading and discourse focus	Vocabulary and collocation
1 Lost for words	14	Words	Scanning, skimming, reading for detail	Word idioms Conjunctions
2 Healthy mind, healthy body	24	Health and medicine	Skimming, distinguishing main point	Medical collocations
3 Getting away from it all	33	Holidays and travel	Scanning, reading for detail, multiple matching	Guessing meaning from context Travel
4 Crime never pays?	42	Law and order	Scanning, discourse awareness, gap-filling	Crime collocations Keyword grid: Law
5 You are what you eat	51	Food	Prediction Style, genre and interpretation	Food idioms Guessing meaning from context
6 Money makes the world go round	59	Money and morality	Skimming, inferring meaning, predicting Reference	
7 Back to nature	67	Nature and the environment	Prediction, scanning	Collocations
8 Shop till you drop	76	Shopping	Prediction, guessing vocabulary from textual links Coherence Text organisation	Shopping
9 Lessons in life	85	School and education	Skimming, scanning, matching, gap-filling, interpretation	School and education Keyword grid
10 Read all about it!	94	Two newspaper stories	Comparison of texts Lexical variation	Lexical variation
11 Living in the city	103	Cities	Skimming, scanning, style and genre	Comparison of adjectives Collocations
12 Art for art's sake?	114	Art and the arts	Ordering, gap-filling, scanning	Art
13 What a good idea!	123	Technology and inventions	Prediction, reading for detail	Guessing meaning from context Collocations Multi-word verbs
14 Working hard to live	131	Jobs	Reading for detail	Work collocations
15 It makes you laugh	141	The psychology of laughter	Prediction, skimming, reading for detail	Guess meaning from context Humour collocations
4	150	Tipscripts		

Grammar	Writing and discourse focus	Listening topics	Speaking and pronunciation	Learner training
Articles	Discourse markers Punctuation		Word stress	Storing vocabulary
Review of futures	Brainstorming for ideas	Food intolerance (Hearing perception)	Weak forms of auxiliary verbs	Storing vocabulary
Trials and characteristics	Formal letters	An unusual town (Hearing perception)	Elision Discussion: travel	Dictionary use
Reported speech and questions	Achieving formal style Correction	Rain-raid story (Hearing perception)	Sentence stress Discussion: police and the community	
Relative clauses			Contrastive stress	
ing forms	Giving examples	Financial facts and figures	Silent letters Discussion: money and morality	
Conditionals	Leaflets	Bush babies (Hearing perception)	Linking	
'Past' for distancing	Using examples to create coherence		Word-class pairs	
Any and some	Adding detail	Reflections on school		Keyword grid
Using participles	Choosing correct register	Telling a story (Hearing perception)		
Positions of adverbs	Problem solution evaluation	Urban problems		Using a grammar book
Future forms	Revising and editing	Michelangelo (Hearing perception)	Unstressed endings	
Multi-word verbs	Improving your style	Gadgets (Hearing perception)	Nouns from multi-word verbs	Finding sources of real English
Noun combinations	Ordering an argument	Correcting two charts	Compound words	
Fronting for dramatic effect	Achieving dramatic effect	The News Quiz		Storing vocabulary

Graph No.2

Taken from: Initiatives. Walton &amp; Bartram, 2000

## CHAPTER IV

### Questionnaires

For a sober research, it is wise to use as many tools to evaluate a project as possible. Questionnaires are important to stabilize and balance different points of view, since it may require qualitative and quantitative versions of the project itself.

A questionnaire could be directed to the teacher, since teachers may play a very important role and this research as stakeholders, also it may be remarkable to have another point of view aside from the students or the researcher.

The English course that the researcher has chosen to apply the questionnaire is the same that the multimedia software was directed to; the author of the multimedia software chose the eight level of English language course at the PUCESA.

"...from experience, questionnaires handed out to students as part of the internal monitoring system rarely seem to be effective and useful" (Levy, 2006)

The questionnaire itself will enlighten with evidence about aspects surrounding qualitative enquires determined by a teaching point of view, feasibility of usage of the software in question among eighth level of English students but from the teacher participation.

#### **4.1 Surveys**

It is important to know also written information which may cover inquiries that replace the effort for gathering the quantity of responses in a wide group of people.

Surveys are necessary to be applied in a context where information is needed to be gathered from a source that may not find an easy way to do it, this means that the researcher has to manage to find the way the students share motives and believes on a subject of study or evaluating item; since at the PUCESA, the students of the eight level of English language learning will be the proposed users of the multimedia software created by Cristina Paez, they must show their own believes over the item in question through many aspects around usage of the software itself.

A proper way to find many aspects of the usage among students is to ask the students themselves, using surveys.

The survey that was created to evaluate the use of the software multimedia brings into consideration four aspects to search:

- PROGRAM ELEMENTS

This searching section deals with items used in the software multimedia to ease learning, such as graphics, sound, humour or surprise.

- INSTRUCTIONAL QUALITY

This area deals with facts around the feasibility of the user of the software multimedia to arrange motivation and understanding through the learning progress while operating the program.

- CONTENT

There is room for searching the congruence among the language objectives stated by the software multimedia and compare them with those established by the PUCESA.

- LINGUISTIC ITEMS

The strength showed for using this software multimedia definitely should be projected in the English language special points which produce communication.

#### **4.2 Observation Sheets**

In order to follow what has been established in this search, and placing high respect in the scientific method procedure, observation sheets were considerably relevant to evaluate the atmosphere which was visible for the researcher, and the researcher did not participate directly while the multimedia software was being used, so a better testing could be performed.

Confidence is important, since students may not feel under pressure; on the other hand, they might experience positiveness while helping the researcher to state whether the subject of study works for their level of knowledge.

Students may feel responsible to give support to a scientific search foreseeing advantages over coming generations in English language learning at the PUCESA, so, they may perform with authenticity and avoiding adversities (See Appendix 1).

## CHAPTER V

### PRESENTATION OF EMPIRICAL DATA

#### 5.1 Questionnaires

In this research, it was necessary to evaluate Cristina Paez's software by the help of the main teacher of the level which the software was design for, Eighth level at the PUCESA.

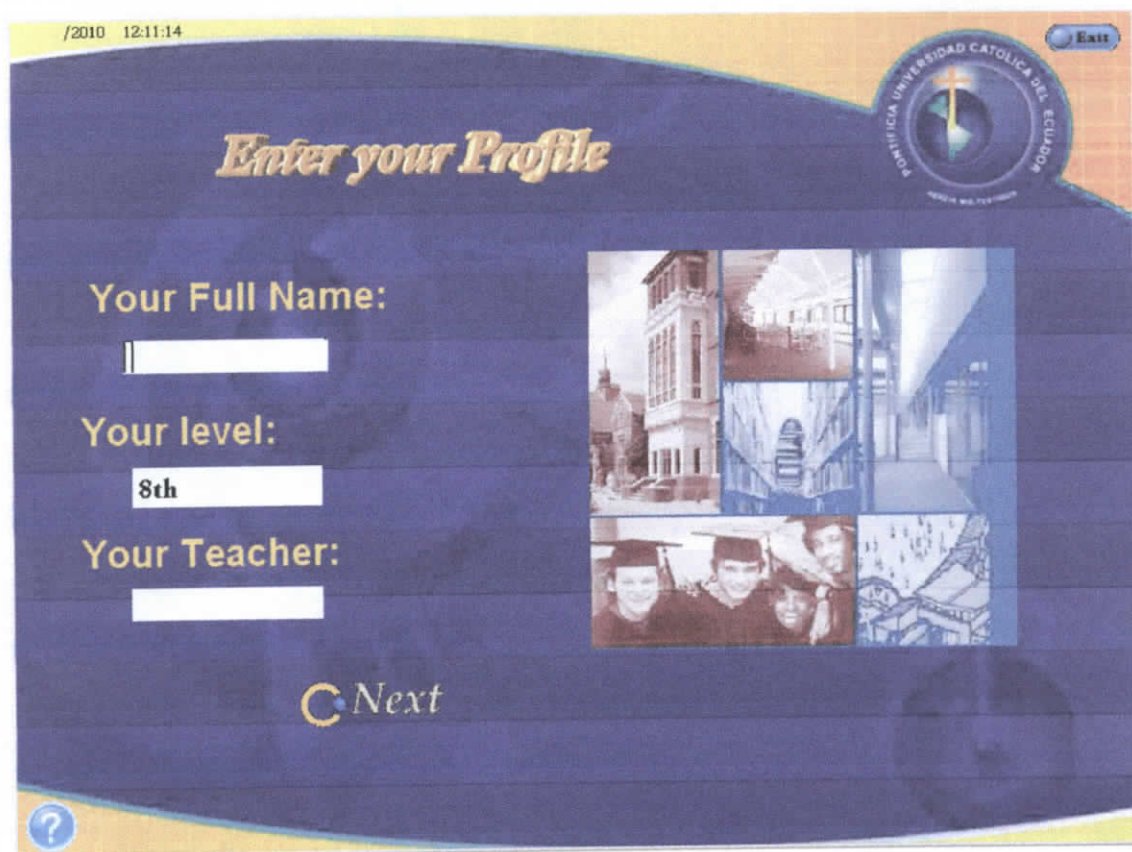
The teacher had to be familiar with the software at the same time as the students, but a questionnaire was designed only to be filled by the teacher, the questionnaire had terms which the teacher had knowledge of; the questionnaire gave a respectful distance from the software and the teacher, so the teacher would not feel affected by the results of the evaluation.

The place to apply the analysis was in the language laboratory at the PUCESA, there were necessary 10 computers with the program previously installed in each, and every student had to analyze individually the software, so results of the evaluation could be trustworthy.

The teacher was with the students in the same room, but the analyses of the software were individually, since each person performed as a unit to give its own point of

view by facing the program elements on the screen of their own computer.

Graph 3: Software main entrance screen



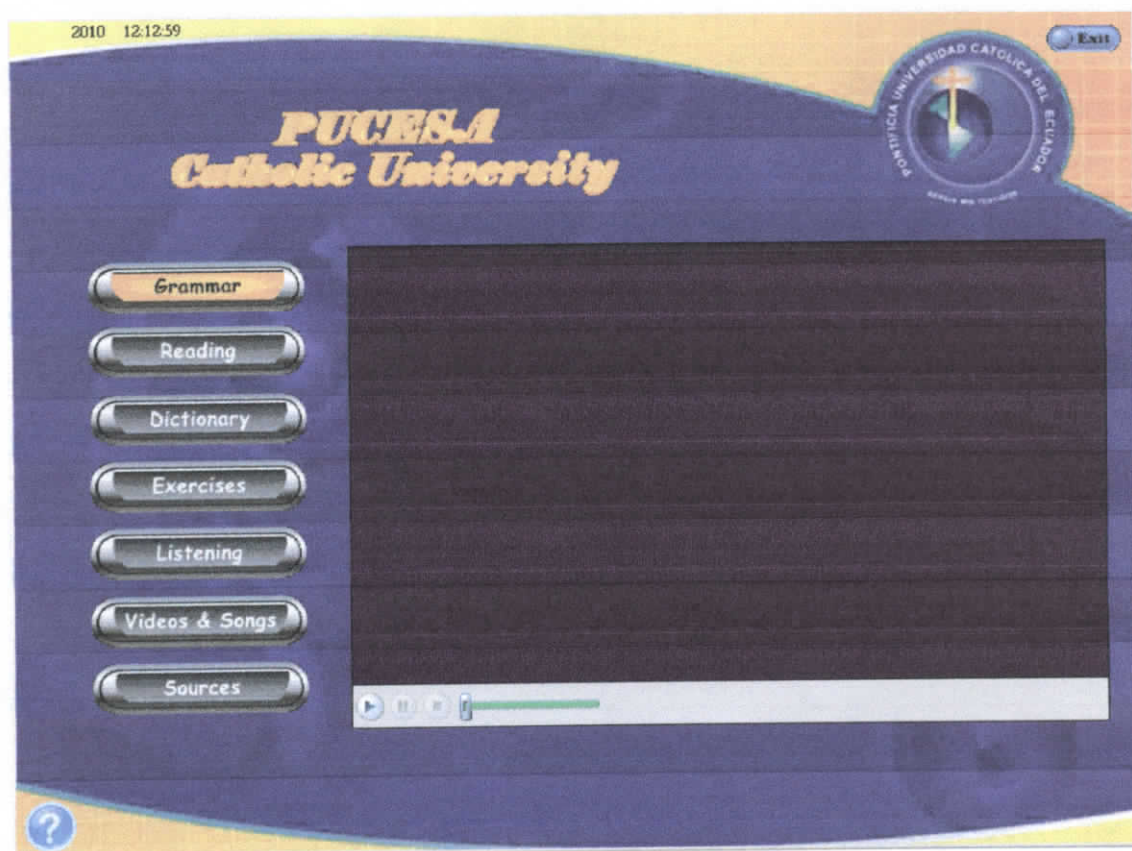
There were nine students in this classroom because they were registered for vacation course at eighth level, rather than a regular class; nevertheless, they were just enough to produce a proper evaluation data for this research paper.

After asking the students to take a seat, they led themselves to a computer randomly, then the teacher directed herself to a computer for her own use, separated

from the group of students, this was because it was necessary to avoid an inadequate result.

Students and teacher waited the instructions from the researcher, the first command was to click on the icon of the software which was on the screen, then the students and the teacher would have written their own names on the space where the first screen permitted them to do so.

Graph 4: Software main menu



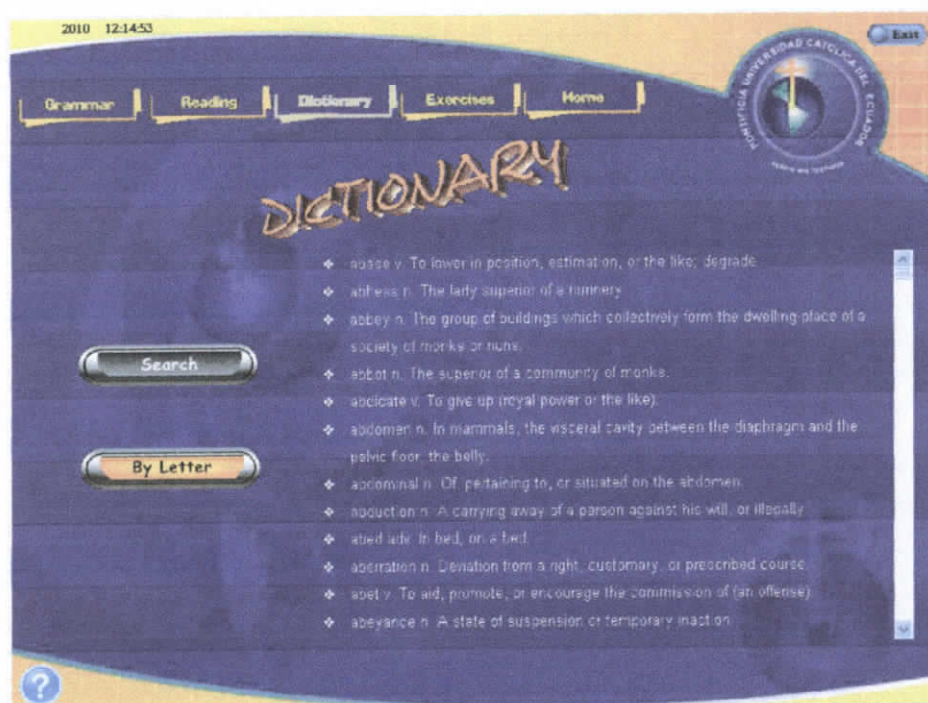
Then the idea was to follow the program screen by screen so the students will be familiar with it, they were

checking activities at their own pace, and also following instructions of the same software activities.

The teacher had to follow the same instructions as her students, also respecting her own pace, checking activities according to what her own priorities led her to.

Graph 5: Exercises Menu





**Graph 6: Dictionary Screen**

There were two sessions; the first session was guided in case some students needed to clarify aspects of the usage of the software or a probable misunderstanding of any instruction given by the author on the screen previous any exercise itself.

The second session did not present guidance unlike the first one, but only to make sure of concentration and motivation from the students participation, so, a type of directorship through each and every screen presented by the software was necessary but only to avoid blankness especially in aspects where the researcher included on the evaluation sheet.

It is important to mention the process to be followed by the students through the activities of the software, grammar activities for example; students first had to choose the grammar point where they consider a reinforcement to take place, so to read an explanation about it, and then fulfill a short quiz based on the grammar point.

Graph 7: Conditional Zero Screen

12/01/2011 0:56:00

Grammar Reading Dictionary Exercises Home

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## Conditional Zero

Structure of Conditional Sentences

The structure of most conditionals is very simple. There are two basic possibilities. Of course, we add many words and can use various tenses.

**Zero Conditional: certainty**

We use the so-called **zero conditional** when the result of the condition is always true, like a scientific fact.

Take some ice. Put it in a saucepan. Heat the saucepan. What happens? The ice melts (it becomes water). You would be surprised if it did not.

IF condition	Result
present simple	present simple
If you heat ice	it melts.

Notice that we are thinking about a result that is always true for this condition. The result of the condition is an absolute certainty. We can use this type of conditional in the same way as the next.

Next

Graph 8: Choice Exercises

12/01/2011 0:57:27

Grammar Reading Dictionary Exercises Home

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SEARCH AND TEACHING

Exit

## Exercises

Are these *real* or *unreal* conditional sentences?

- If we had traveled together we would have saved money.  
 real  unreal
- If you're scared of spiders, don't go into the garden.  
 real  unreal
- Where would you choose if you could live anywhere in the world?  
 real  unreal
- If the recognised me, he certainly didn't show any sign of it.  
 real  unreal
- She'll be furious if she finds out the truth.  
 real  unreal
- You would know the answer if you had read the book.  
 real  unreal

Next

There are exercises where the student has to fill gaps.

Graph 9: Filling gaps

12/01/2011 0:45:17

Grammar Reading Dictionary Exercises Home

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SEARCH AND TEACHING

Exit

## Write a or an in the spaces

- unreasonable decision.
- unit of work.
- honourable man.
- UFO.
- happy girl.
- elephant.
- BBC programme.
- universal problem.
- eucalyptus tree.
- X-ray.
- T-shirt.
- H-bomb.
- hospital.
- UNESCO worker.

Next

### **5.1.1 Questionnaire Tabulation**

Both teachers agree that the program can be used by eighth level students, in fact, dual similarity in most of the answers was found, but on some aspects such as being this program considered an overall eight level container the teachers disagreed.

Another question in which opinions were contrary was the one related to the linguistic view over items held on activities, those items which could not be for level eight but for a lower level.

## **5.2 Surveys**

In the first group, there were nine students in the laboratory of language checking Cristina Paez software, after getting familiarized and comfortable with the use and usage of the software itself, all students had the chance of writing what they thought about it.

The survey sheet was designed to clarify four aspects of the program: program elements, instructional quality, content and linguistic items.

Each part had a number of aspects to be checked by students while using the software, it was designed so the students would not feel a blemishful sense, so the

students were not required to write down their names on the survey sheet of paper.

There were two sessions, the first session was necessary to clarify certain aspects to the students, especially in the way how they should start checking the software before them, also to explain as many aspects as they were hesitating from the instructions of the author placed on-screen.

The survey instructions were to be fulfilled in the second session, so the students will be more familiar with the usage of the software itself, and finally concentrate on the survey sheet.

### **5.2.1 Survey Tabulation**

There were two groups at eight level to be evaluators of the software and then proceeded to fulfill the survey, therefore, results of tabulation will be taken by separated, Ms. Kimberly Paquette's group will be classed as FIRST Group and Ms. Syreeta Mitchell-Hamm's group as SECOND Group.

In this written tabulation analysis, we will see the highest and lowest points.

The areas of the survey which referred to program elements and instructional quality, both groups give similar acceptance; at the area of Content of language, students differ their view; also, at the Linguistic items whether students might give a wider idea of connotation at their level, was uneven.

## CONCLUSIONS AND RECOMMENDATIONS

### CONCLUSIONS

This dissertation has described its particular way of evaluating a software created for Eighth level English students at the PUCESA, linguistic points were the main items to evaluate, while the technical aspect dealing with designing parameters, logarithms, Graphical User Interface, has been left aside for other researchers to take part.

- After tabulating results from questionnaires, teachers coincide in the major points of analysis, the majority part follows what the author of the software wanted the teachers to understand from it, appears also to shorten hesitation instance surrounding teacher's usage of the software.

- Students results in both groups have similar perspective on the program elements which were part as a physical structure of the software, on-screen phantom to be presented before the students, courseware multimedia elements, and interactive aspect.

- Instructional quality presented in the software was evaluated by students too, the great majority of views

point to the same direction but there are differences over facts whether the usage of it ignites and stimulates motivation around learning, giving support to the answer from the teachers on their questionnaire where both agree on applying this software at a practice stage.

- Giving response about the content of the software, students agreed that it deals with what is seeing in their classroom at their level at the PUCESA and even agreed on the step where the software content follows an interactive sequence.

- Language skills development was analyzed, and basically a main goal along this research, including students point of view besides their teachers over this matter during software exposure.

- Language content was measured and compared to the one used between the software and the program of the class at eighth level at the PUCESA. Both teachers shared opinions in the results, the language content shown in the software is paralleled to the one used in the program of eighth level at the PUCESA.

- The software applies activities to practice grammar, these activities were under question as well, students estimate highly positively that tasks about grammar practice are plausible.

- Reading was another point to discuss on this software, extensive and intensive reading exercises were the items to test, and students gave a great inclination over extensive reading activities rather than intensive reading ones.

- Vocabulary took an important part in this software evaluation since both groups believed that there was an optimal use of vocabulary in activities, nevertheless it is important to mention that the only vocabulary used in the software was placed on reading exercises plus a dictionary.

- Speaking was taken into consideration due to its importance in being held in a software for a Language Laboratory, many students thought that this software has capacity to evaluate speaking, unfortunately it does not show a voice recognition device to record the students performance.

### **RECOMMENDATIONS**

- This research leaves wide doubts to encourage further researchers to follow investigation in depth around many aspects over the usage of Cristina Paez Software.

- Future researchers may determine mortality of this software and which phase undermines comparability on the experimental or the control groups. The Teachers of eighth level gave different perception over the criteria whether the software could help developing language productive skills in their questionnaire. Data has been collected and it shows the need of a further measuring performance while using this software.

- Another aspect to rearrange for future issues on evaluating this software is how effective it would be to use similar activities from books style on a multimedia courseware, motivation is one of the strongest facts for using a software during class. Can Software Designers develop proper linguistic items on their devices so users would increase their potential learning process ?

- Every didactic material has to fulfill a process through evaluation before placing it in the direction which it was designed or manufactured for. Teachers and students have state their points of view over this software, this research has shown verifiable data and results have been not completely in its favor.

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**APPENDIX No. 1**

## QUESTIONNAIRE

EIGHTH LEVEL TEACHER \_\_\_\_\_

Do you believe this program can be used by eight level students?

YES NO

Do you think language used in this program is graded to eight level objectives?

YES NO

Do you find any type of gradation among exercises in this program?

YES NO

Do you find this program helpful to develop receptive skills?

YES NO

Do you find this program helpful to develop productive skills?

YES NO

Do you find a sequence among activities shown in this program?

YES NO

Would you recommend to use this program without the presence of a teacher?

YES NO

Does the program respect students pace?

YES NO

Do you believe this program helps students to improve language learning?

YES NO

Would you consider this program as an overall eight level container?

YES NO

What language skill this program helps to improve the most?

READING WRITING LISTENING SPEAKING

What language skill this program helps to improve the least?

READING            WRITING            LISTENING            SPEAKING

Do you think activities in this program need to be improved?

YES                            NO

Do you think the items used in activities in this multimedia software are linguistic wasted?

YES                            NO

Do you think this multimedia software promotes communication?

YES                            NO

What classroom stage would you recommend this program to be used?

Initial                    Practice                    Final

Would you recommend this program to be used as a permanent reinforcement?

YES                            NO

## APPENDIX No.2

### SURVEY

Answer by marking an "X", 1=the lowest and 5=the highest

<b>PROGRAM ELEMENTS</b>	1	2	3	4	5
The size of the graphics is appropriate					
The graphics help to understand language					
The sound is provided with clarity					
Highlighted text facilitates the use of language					
Writing examples of sentences is clear					
Every screen catches your attention					
The Presentation is full screen					

<b>INSTRUCTIONAL QUALITY</b>	1	2	3	4	5
This program motivates and stimulates your learning interests					
This program integrates your life experiences					
The program is provided with a useful record of your learning					
Students have access to record keeping					
The teacher has access to record keeping					
The student assessment in the program is appropriate and useful					
Pacing and sequence is controlled by the user					

<b>CONTENT</b>	1	2	3	4	5
The content of this program is related to what you have in a normal class at eighth level					
Language used in this program is appropriate for students at eighth level at the PUCESA					
The language content shares similar aspects with the one used at your level					
The content is visually accurate					
The content follows an interactive sequence					
The content sequence ignites motivation					
The content promotes student self-assessment					

LINGUISTIC ITEMS	1	2	3	4	5
Grammar is presented in a comprehensible manner					
Grammar activities give an adequate practice					
Readings are graded to eighth level					
Reading activities give a wide range of knowledge from texts					
Extensive Writing is required					
Vocabulary is graded to eighth level					
Listening activities are adequate to eighth level					
Speaking can be evaluated by this program					
Extensive Reading is placed					

## APPENDIX No. 3

## QUESTIONNAIRE

EIGHTH LEVEL TEACHER \_\_\_\_\_ KIMBERLY PAQUETTE \_\_\_\_\_

Do you believe this program can be used by eight level students?

 YES NO

Do you think language used in this program is graded to eight level objectives?

 YES NO

Do you find any type of gradation among exercises in this program?

 YES NO

Do you find this program helpful to develop receptive skills?

 YES NO

Do you find this program helpful to develop productive skills?

 YES NO

Do you find a sequence among activities shown in this program?

YES                      NO

Would you recommend to use this program without the presence of a teacher?

YES                      NO

Does the program respect students pace?

YES                      NO

Do you believe this program helps students to improve language learning?

YES                      NO

Would you consider this program as an overall eight level container?

YES                      NO

What language skill this program helps to improve the most?

READING              WRITING              LISTENING              SPEAKING

What language skill this program helps to improve the least?

READING

WRITING

LISTENING

SPEAKING

Do you think activities in this program need to be improved?

YES

NO

Do you think the items used in activities in this multimedia software are linguistic wasted?

YES

NO

Do you think this multimedia software promotes communication?

YES

NO

What classroom stage would you recommend this program to be used?

Initial

Practice

Final

Would you recommend this program to be used as a permanent reinforcement?

YES

NO

## APPENDIX No.4

### SURVEY

Answer by marking an "X", 1=the lowest and 5=the highest

<b>PROGRAM ELEMENTS</b>	1	2	3	4	5
The size of the graphics is appropriate			2	6	1
The graphics help to understand language	1		1	5	2
The sound is provided with clarity			1	2	6
Highlighted text facilitates the use of language			3	4	2
Writing examples of sentences is clear			3	3	3
Every screen catches your attention		1	6	2	
The Presentation is full screen	1		2	4	2

<b>INSTRUCTIONAL QUALITY</b>	1	2	3	4	5
This program motivates and stimulates your learning interests			2	6	1
This program integrates your life experiences			3	5	1
The program is provided with a useful record of your learning			2	5	2
Students have access to record keeping		1	2	4	2
The teacher has access to record keeping		2	2	2	2
The student assessment in the program is appropriate and useful		1	2	5	1
Pacing and sequence is controlled by the user		2		4	3

<b>CONTENT</b>	1	2	3	4	5
The content of this program is related to what you have in a normal class at eighth level			4	3	2
Language used in this program is appropriate for students at eighth level at the PUCESA			1	2	6
The language content shares similar aspects with the one used at your level			1	4	4
The content is visually accurate	1	1	3	2	2
The content follows an interactive sequence		1	5	1	2
The content sequence ignites motivation			3	3	3
The content promotes student self-assessment			1	4	4

<b>LINGUISTIC ITEMS</b>	1	2	3	4	5
Grammar is presented in a comprehensible manner			3	3	3
Grammar activities give an adequate practice			2	6	1
Readings are graded to eighth level		1	2	3	3
Reading activities give a wide range of knowledge from texts			2	6	1

Extensive Writing is required	1	1	1	3	3
Vocabulary is graded to eighth level			2	3	4
Listening activities are adequate to eighth level		1	2	2	4
Speaking can be evaluated by this program	3	2	1	3	
Extensive Reading is placed	1		3	3	2

## APPENDIX No.5

## SURVEY

Answer by marking an "X", 1=the lowest and 5=the highest

PROGRAM ELEMENTS	1	2	3	4	5
The size of the graphics is appropriate			22%	66%	11%
The graphics help to understand language	11%		11%	55%	22%
The sound is provided with clarity			11%	22%	66%
Highlighted text facilitates the use of language			33%	44%	22%
Writing examples of sentences is clear			33%	33%	33%
Every screen catches your attention		11%	66%	22%	
The Presentation is full screen	11%		22%	44%	22%

INSTRUCTIONAL QUALITY	1	2	3	4	5
This program motivates and stimulates your learning interests			22%	66%	11%
This program integrates your life experiences			33%	55%	11%
The program is provided with a useful record of your learning			22%	55%	22%
Students have access to record keeping		11%	22%	44%	22%
The teacher has access to record keeping		22%	22%	22%	22%
The student assessment in the program is appropriate and useful		11%	22%	55%	11%
Pacing and sequence is controlled by the user		22%		44%	33%

CONTENT	1	2	3	4	5
The content of this program is related to what you have in a normal class at eighth level			44%	33%	22%
Language used in this program is appropriate for students at eighth level at the PUCESA			11%	22%	66%
The language content shares similar aspects with the one used at your level			11%	44%	44%
The content is visually accurate	11%	11%	33%	22%	22%
The content follows an interactive sequence		11%	55%	11%	22%
The content sequence ignites motivation			33%	33%	33%
The content promotes student self-assessment			11%	44%	44%

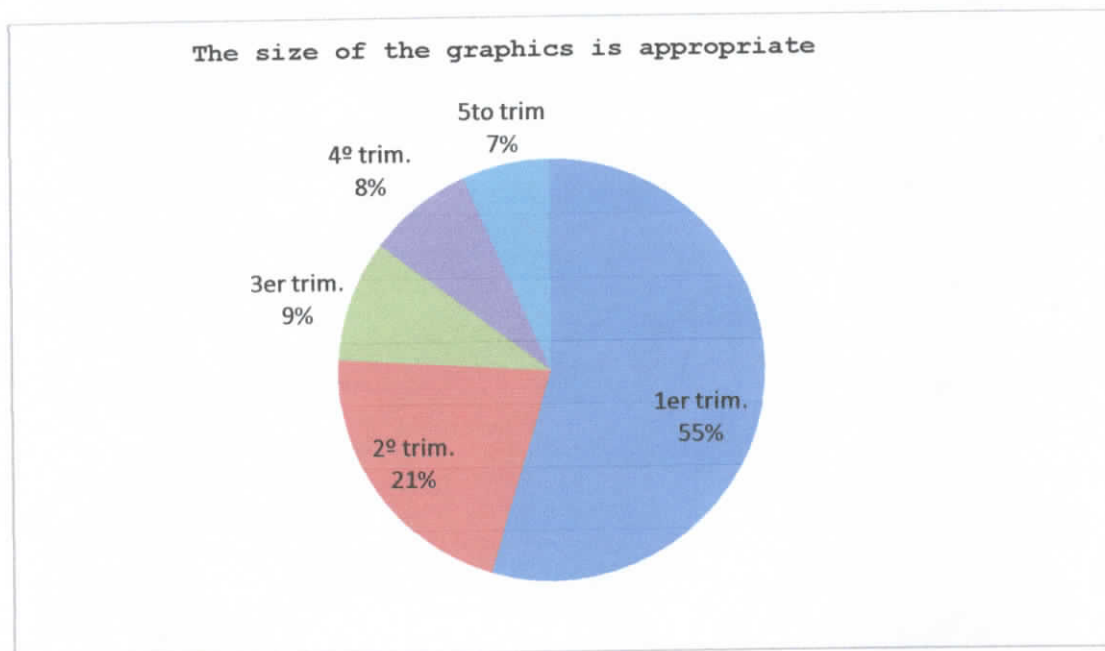
LINGUISTIC ITEMS	1	2	3	4	5
Grammar is presented in a comprehensible manner			33%	33%	33%
Grammar activities give an adequate practice			22%	66%	11%
Readings are graded to eighth level		11%	22%	33%	33%
Reading activities give a wide range of knowledge from texts			22%	66%	11%

Extensive Writing is required	11%	11%	11%	33%	33%
Vocabulary is graded to eighth level			22%	33%	44%
Listening activities are adequate to eighth level		11%	22%	22%	44%
Speaking can be evaluated by this program	33%	22%	11%	33%	
Extensive Reading is placed	11%		33%	33%	22%

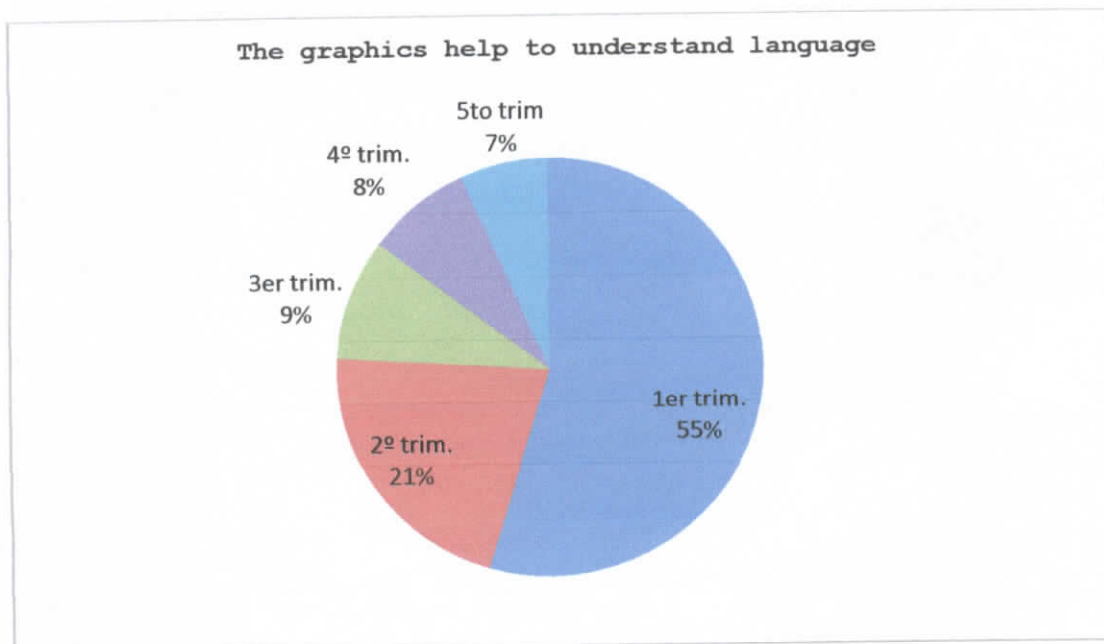
## APPENDIX No.6

## PROGRAM ELEMENTS

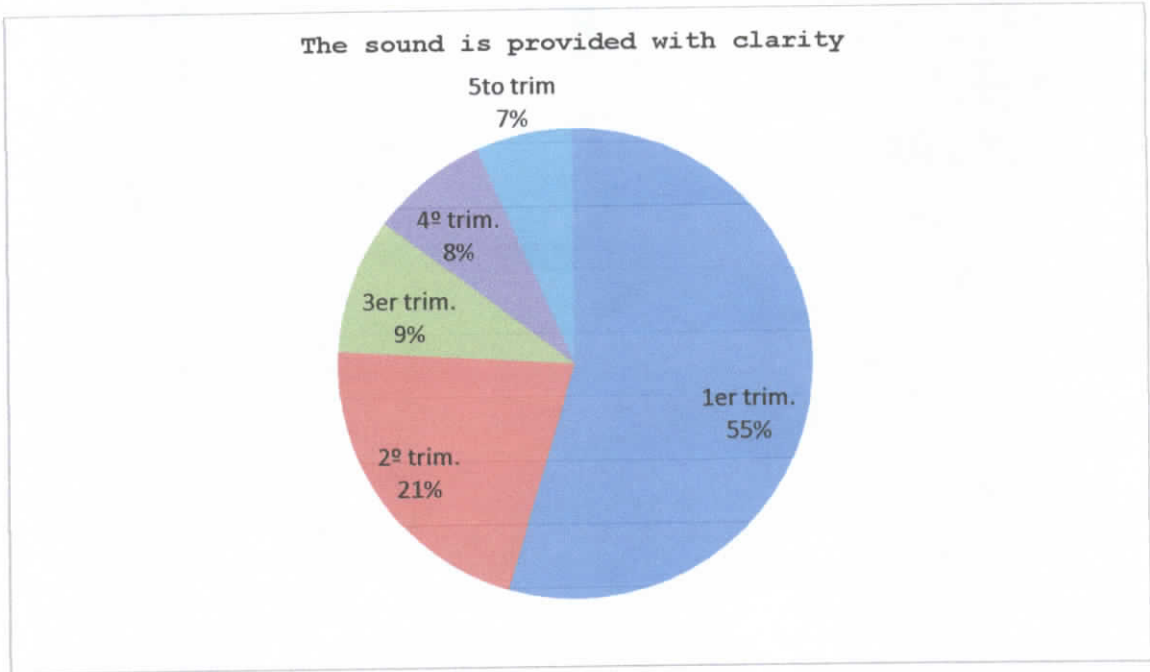
Graph 10: The size of the graphics is appropriate



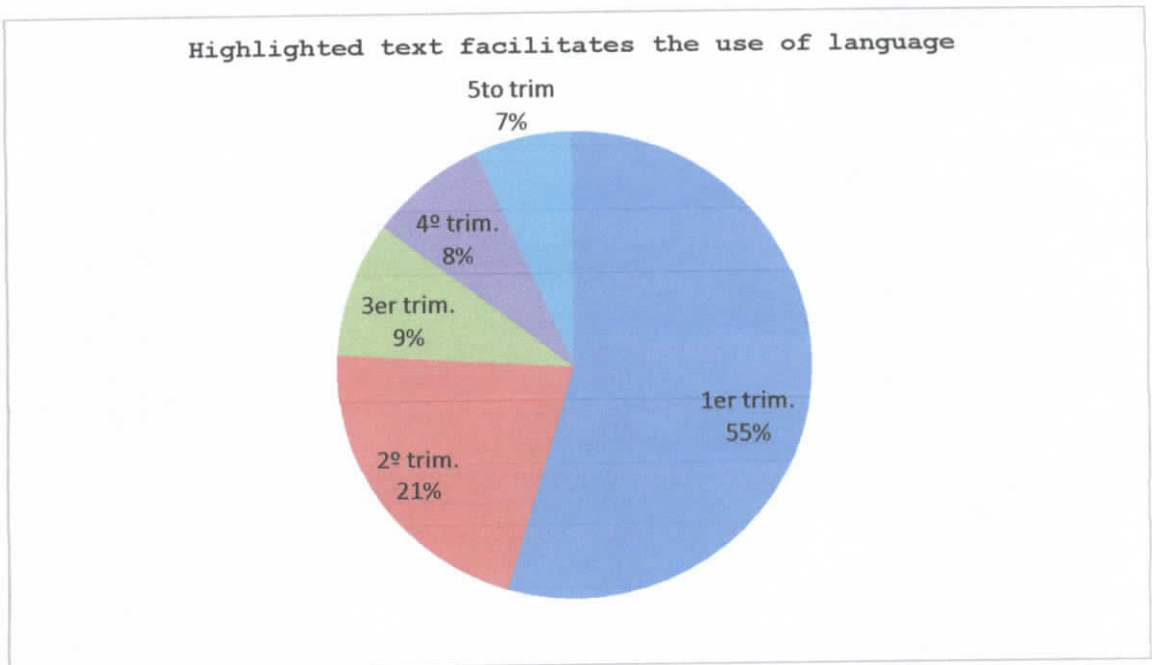
Graph 11: The graphics help to understand language



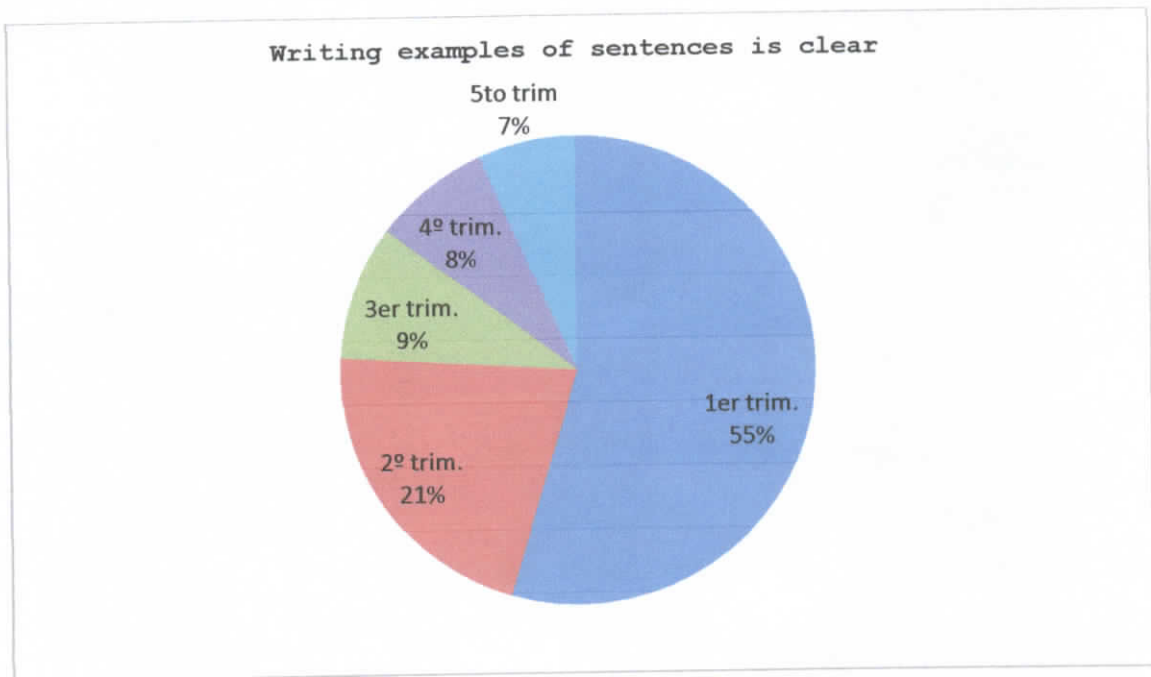
Graph 12: The sound is provided with clarity



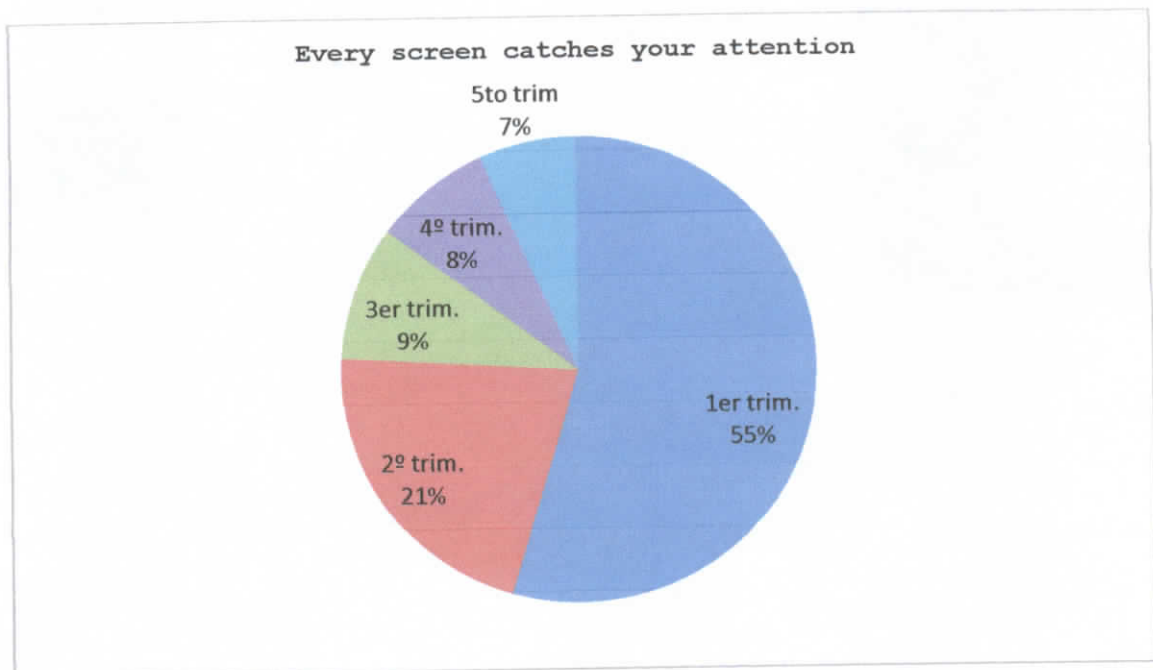
Graph 13: Highlighted text facilitates the use of language



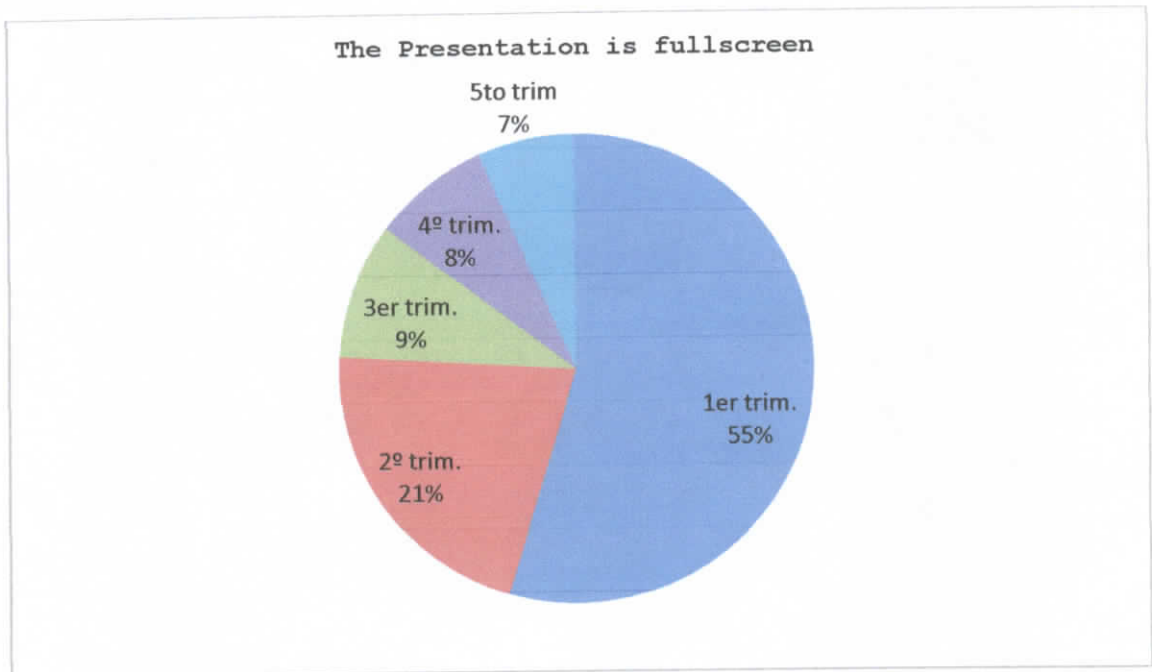
Graph 14: Writing examples of sentences is clear



Graph 15: Every screen catches your attention

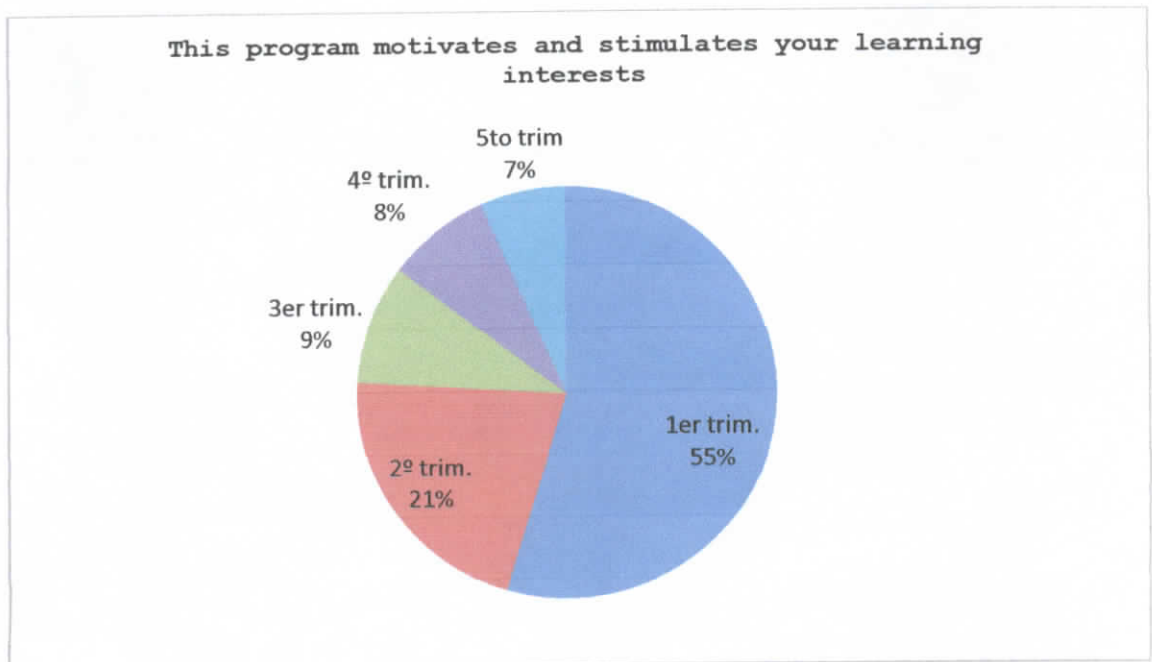


Graph 16: The Presentation is full screen

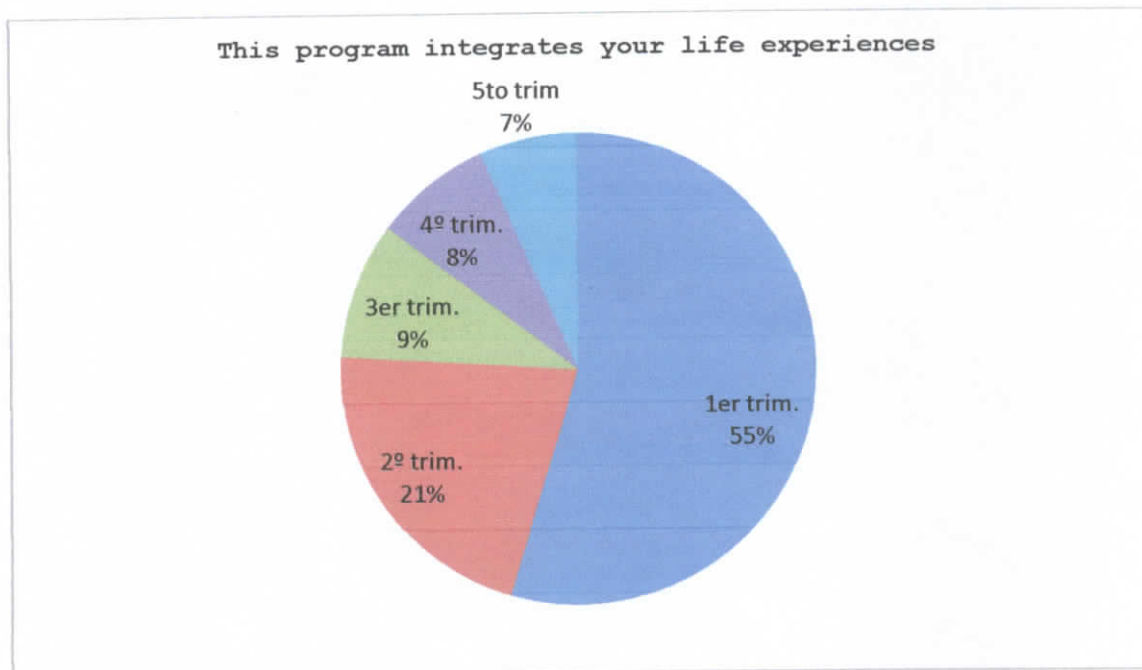


## INSTRUCTIONAL QUALITY

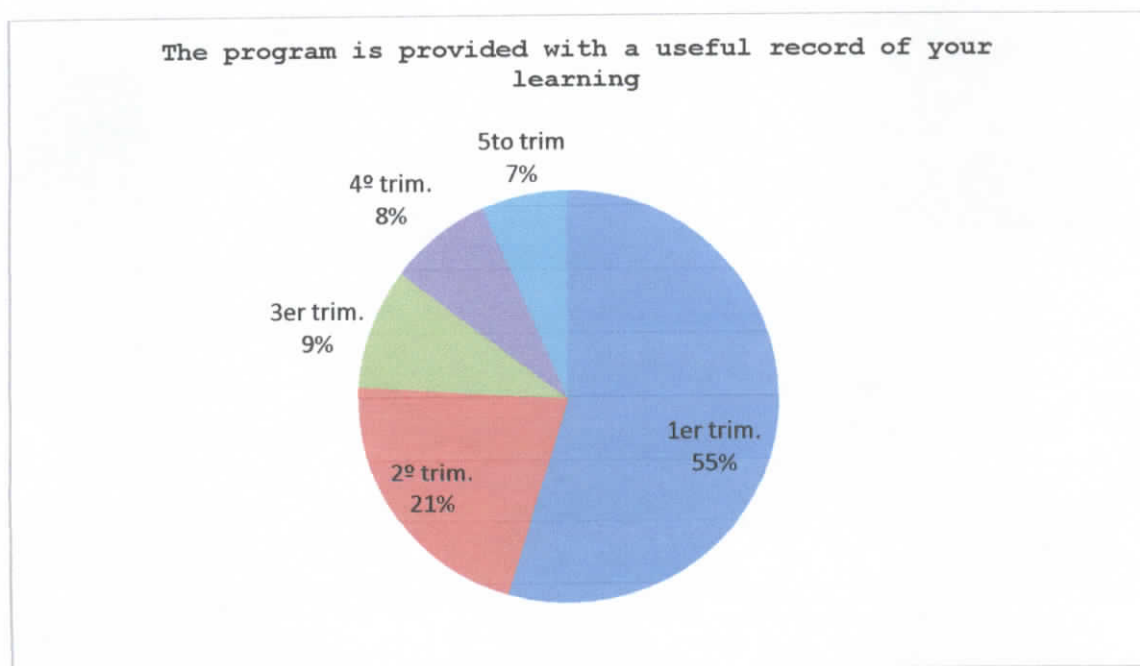
Graph 17: This program motivates and stimulates your learning interests



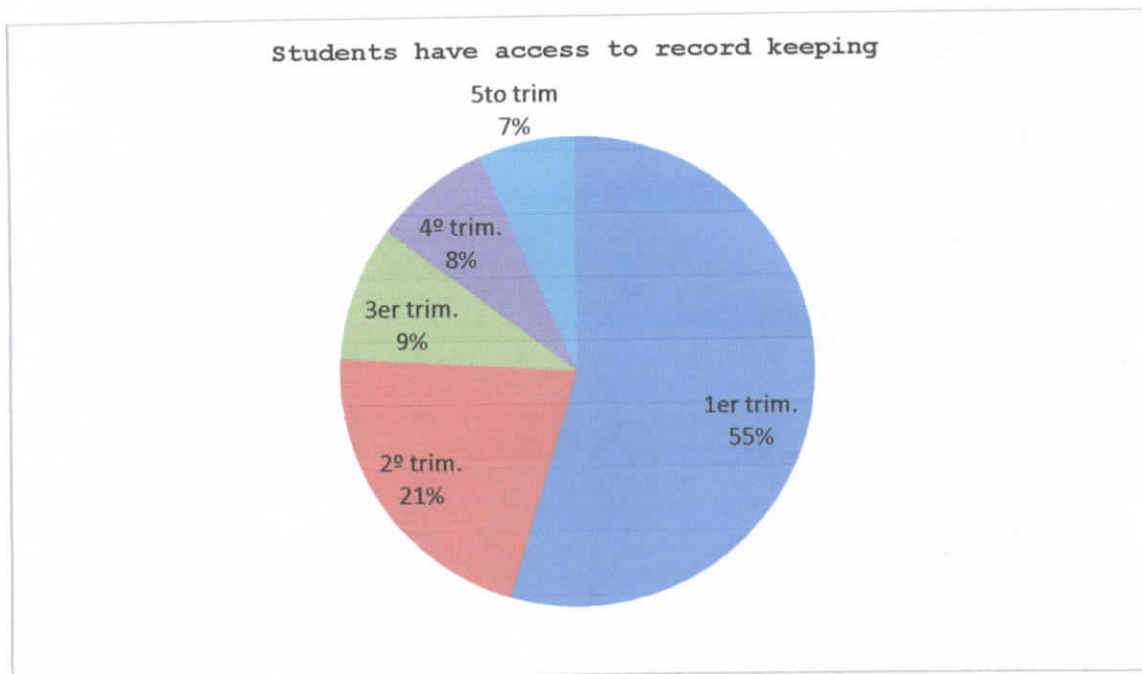
Graph 18: This program integrates your life experiences



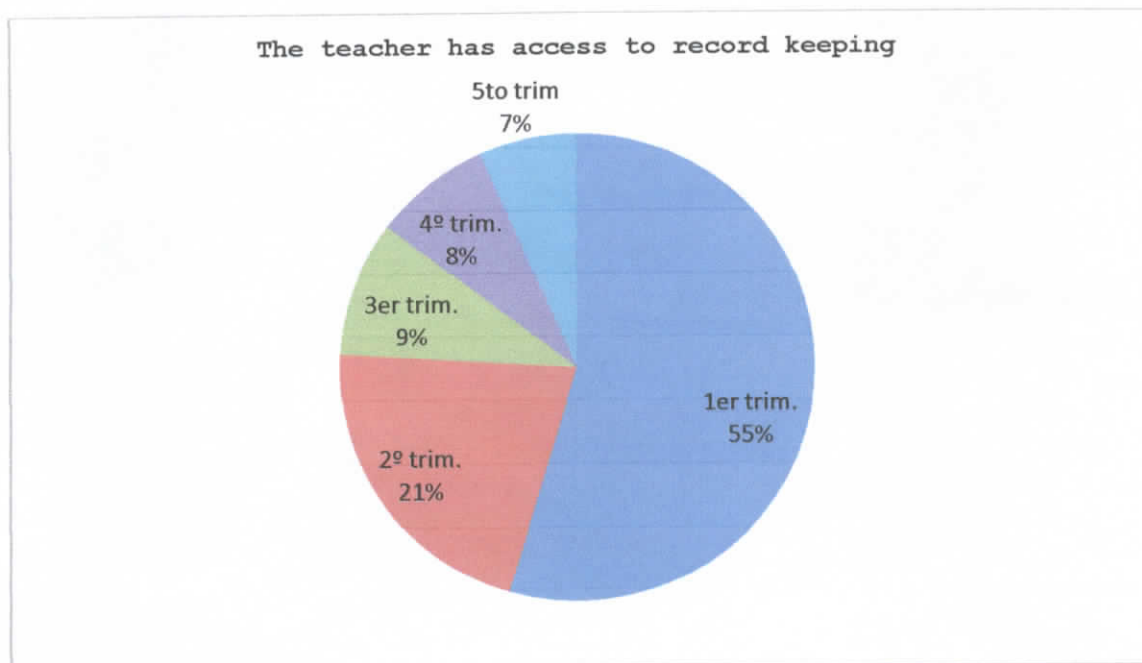
Graph 19: The program is provided with a useful record of your learning



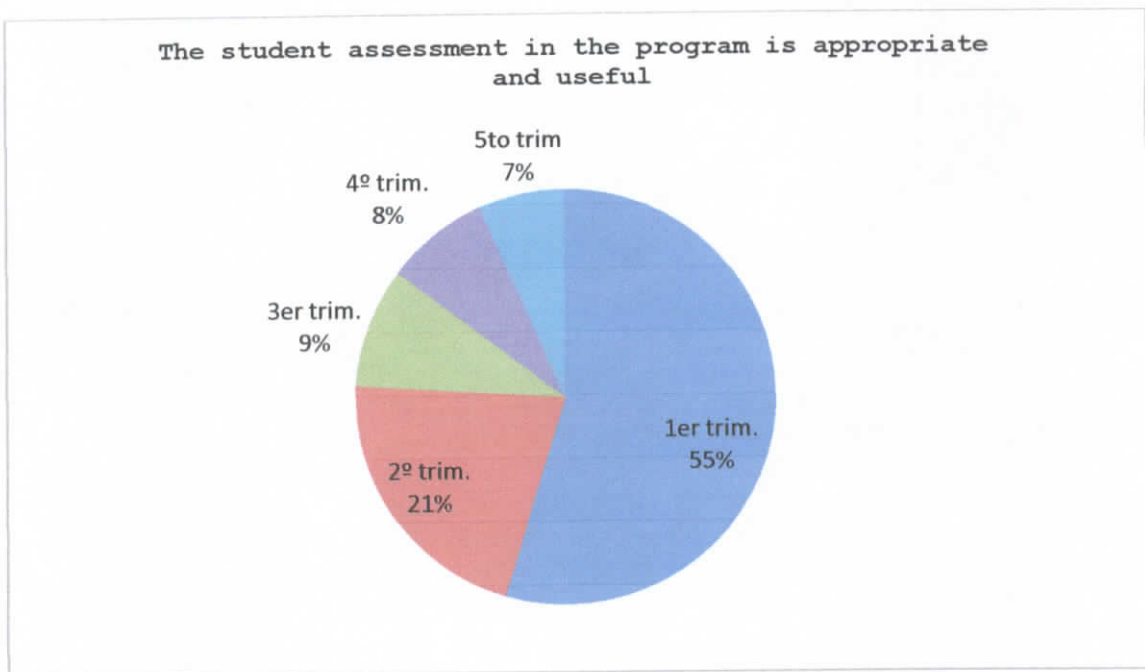
Graph 20: Students have access to record keeping



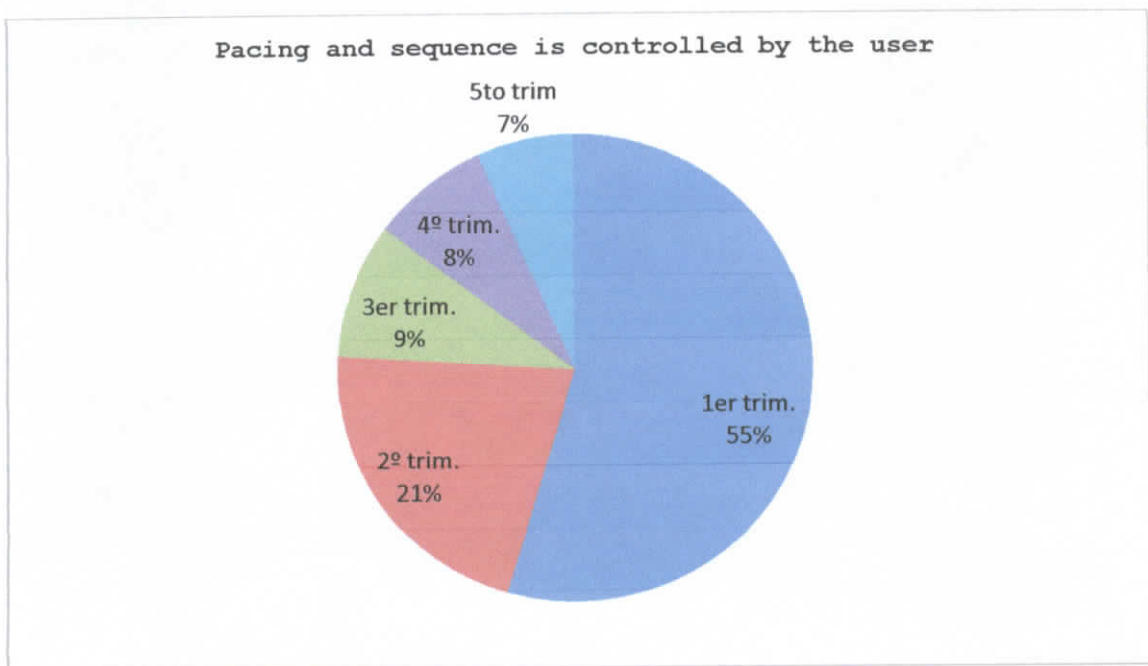
Graph 21: The teacher has access to record keeping



Graph 22: The student assessment in the program is appropriate and useful

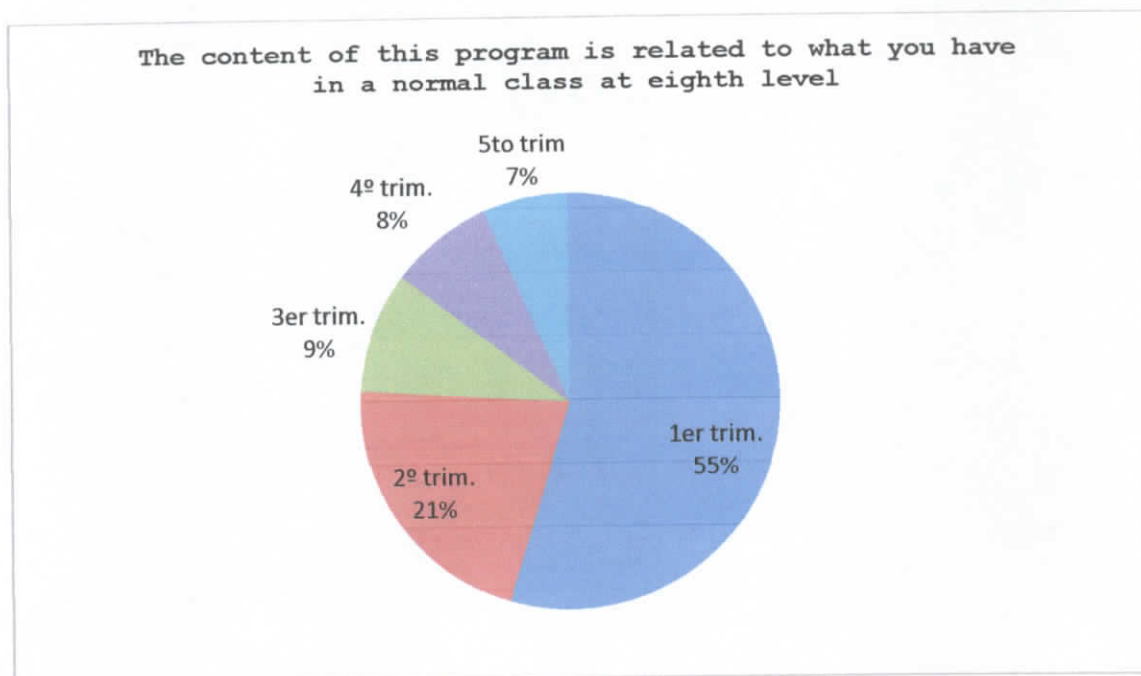


Graph 23: Pacing and sequence is controlled by the user

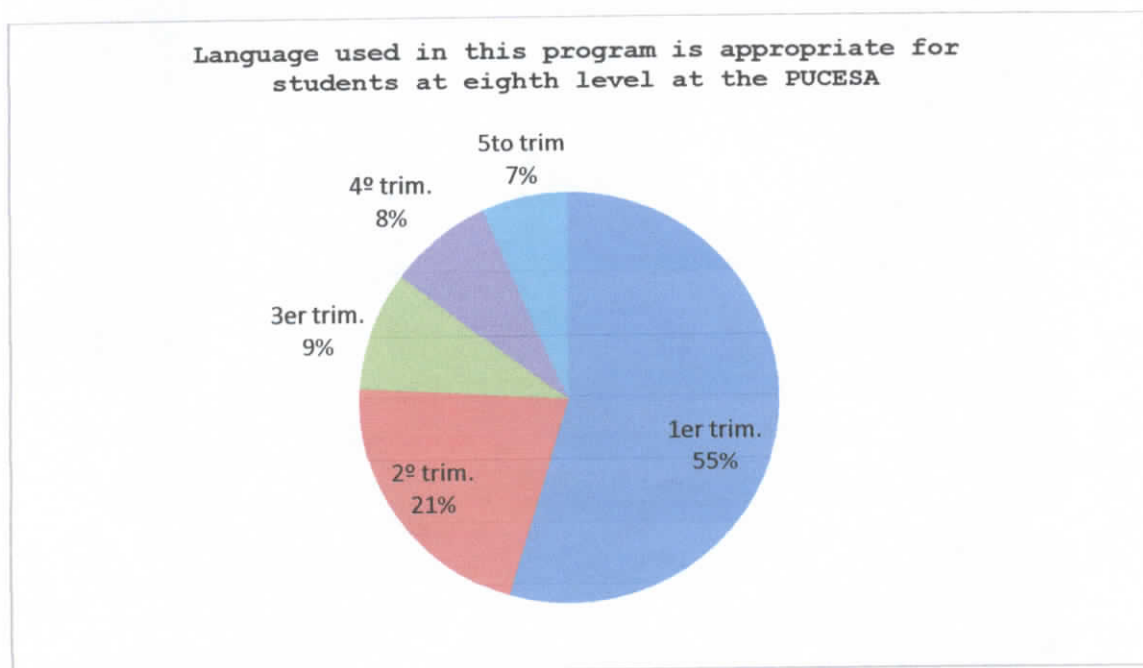


## CONTENT

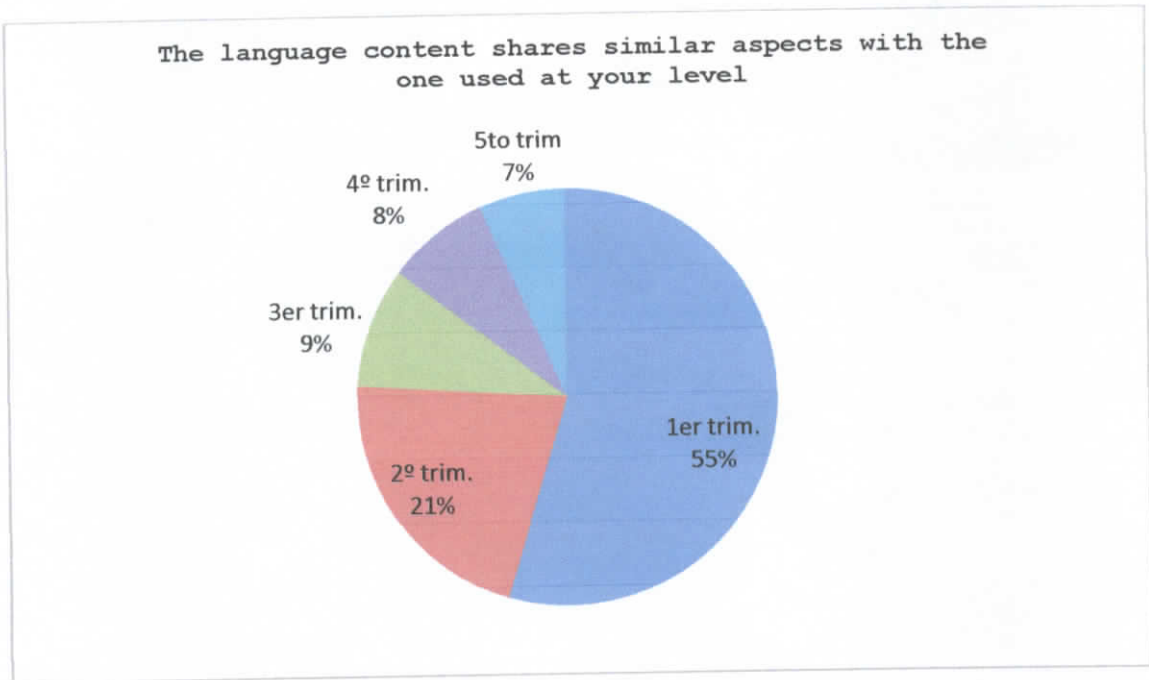
Graph 24: The content of this program is related to what you have in a normal class at eighth level



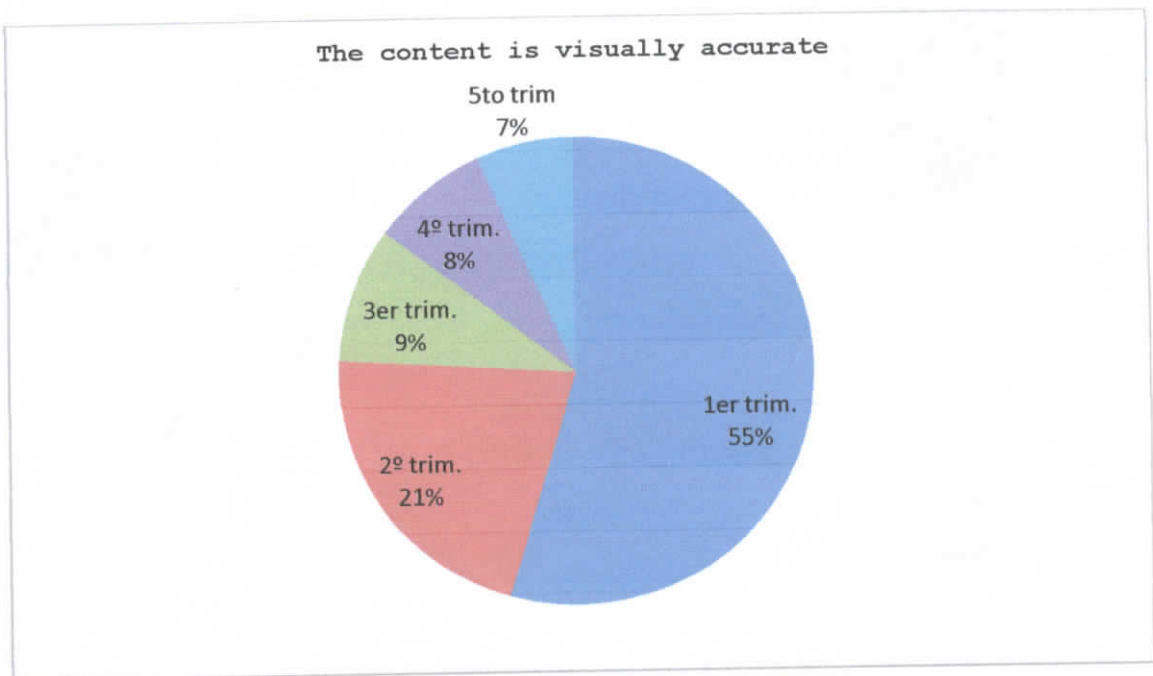
Graph 25: Language used in this program is appropriate for students at eighth level at the PUCESA



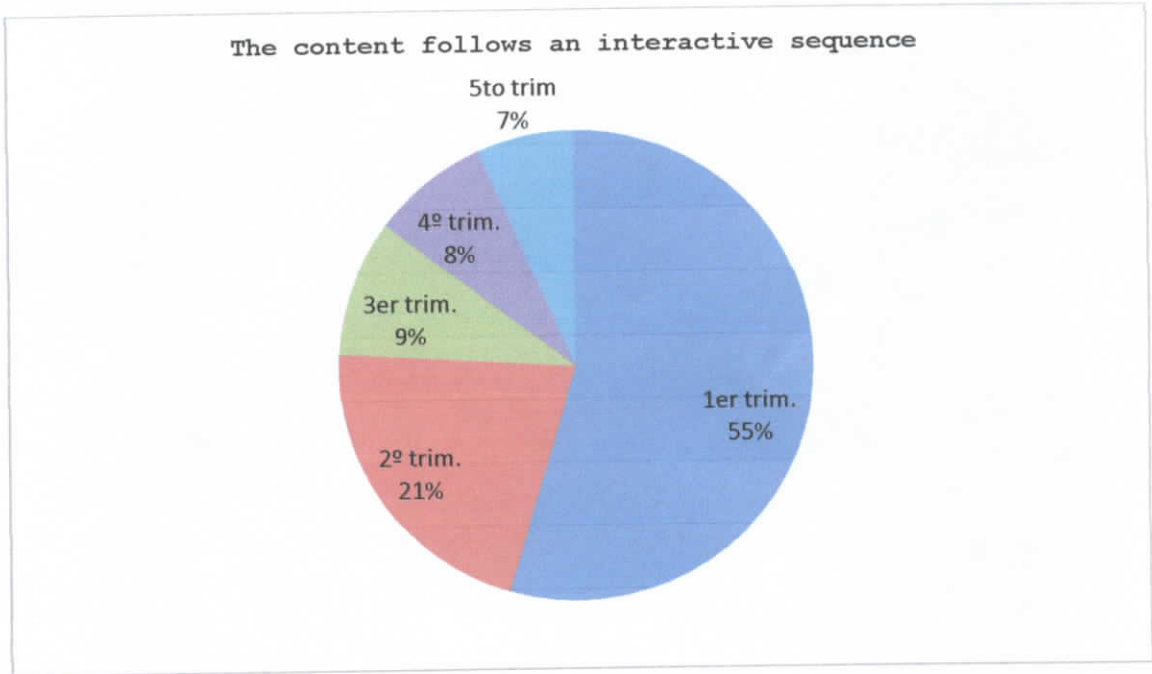
Graph 26: The language content shares similar aspects with the one used at your level



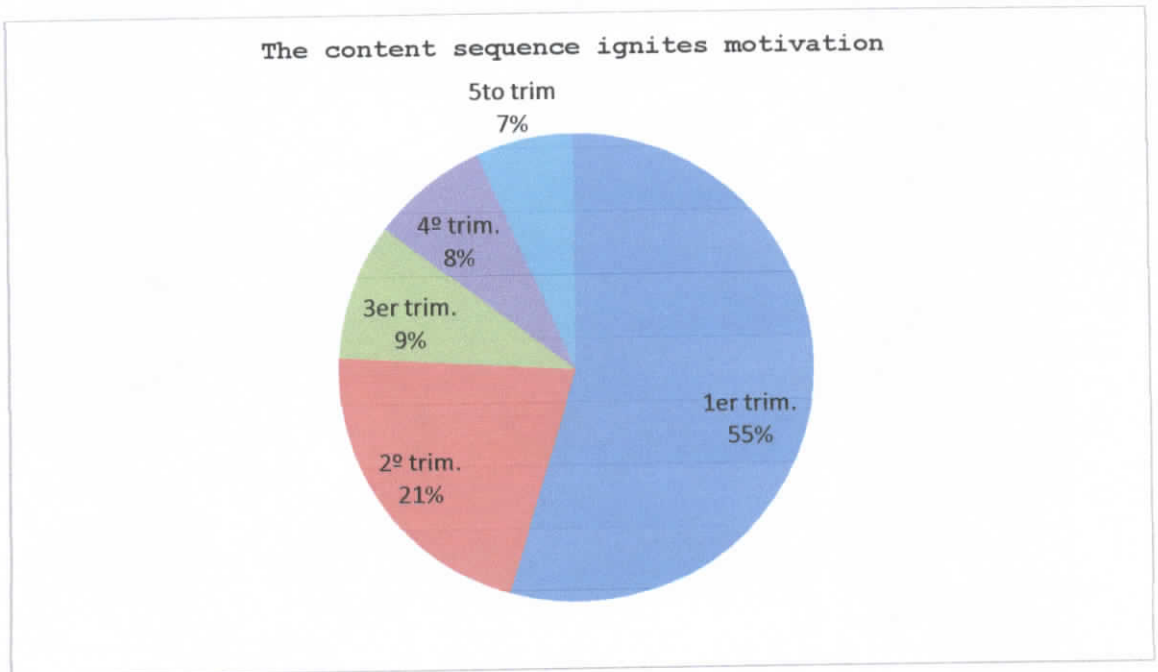
Graph 27: The content is visually accurate



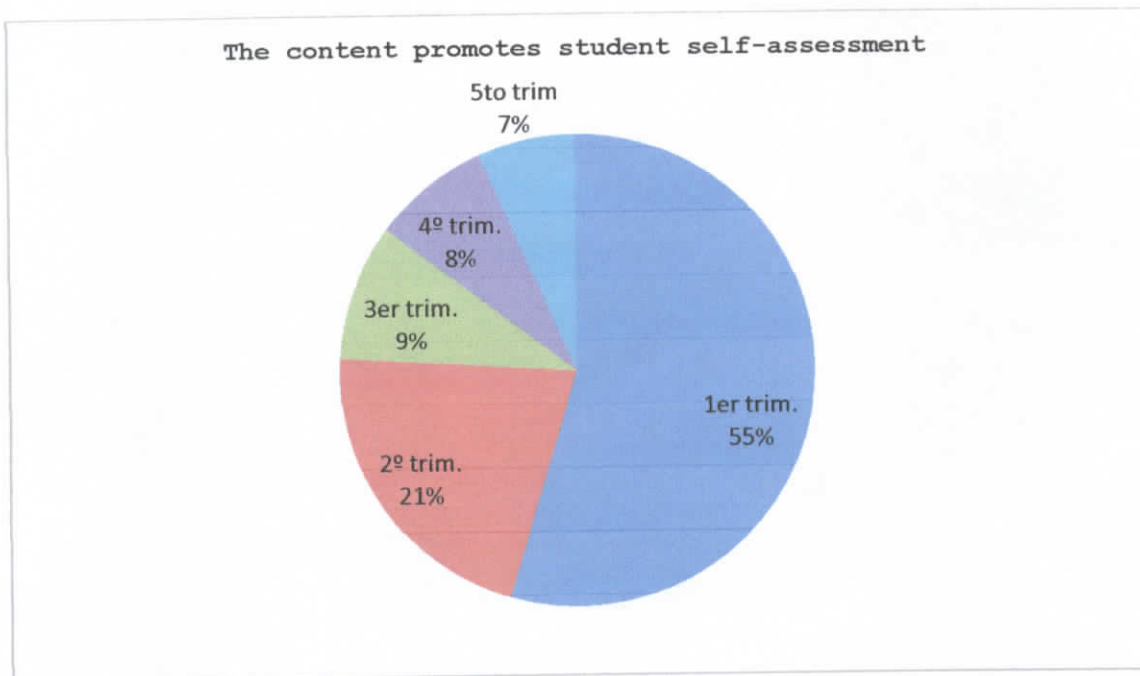
Graph 28: The content follows an interactive sequence



Graph 29: The content sequence ignites motivation

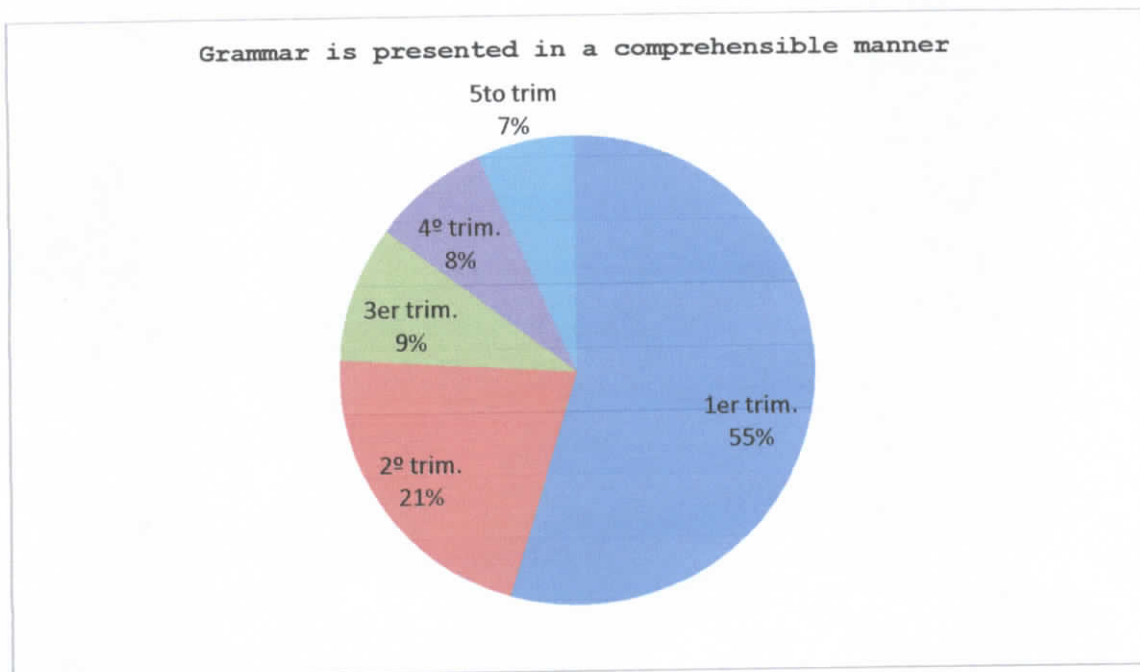


Graph 30: The content promotes student self-assessment

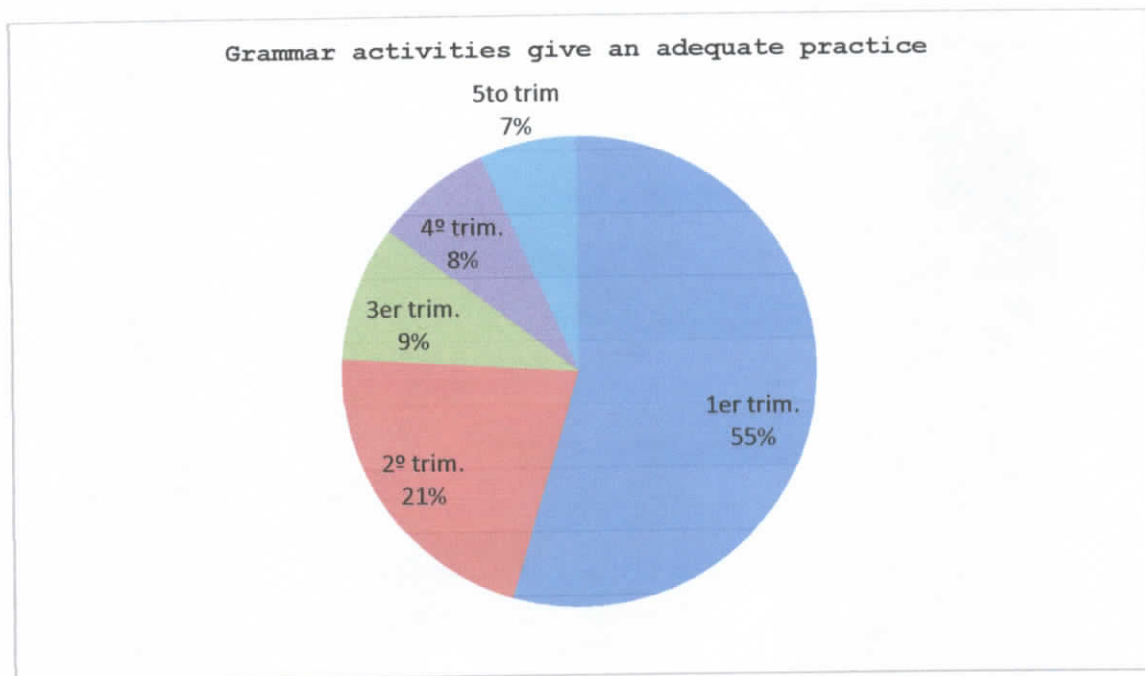


## LINGUISTIC ITEMS

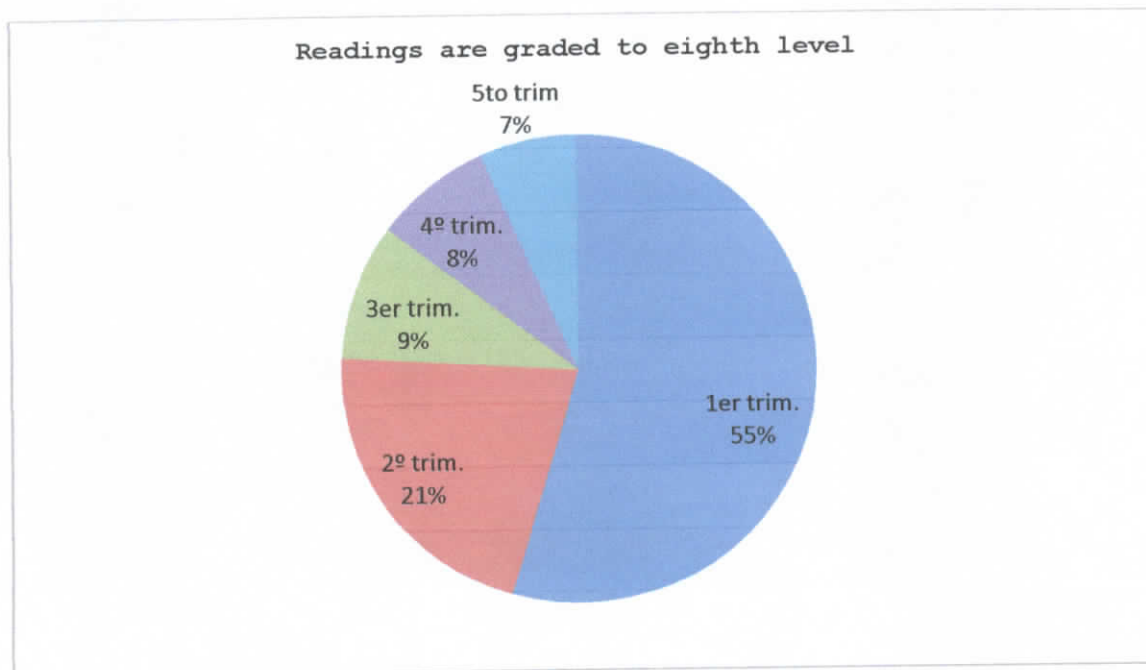
Graph 31: Grammar is presented in a comprehensible manner



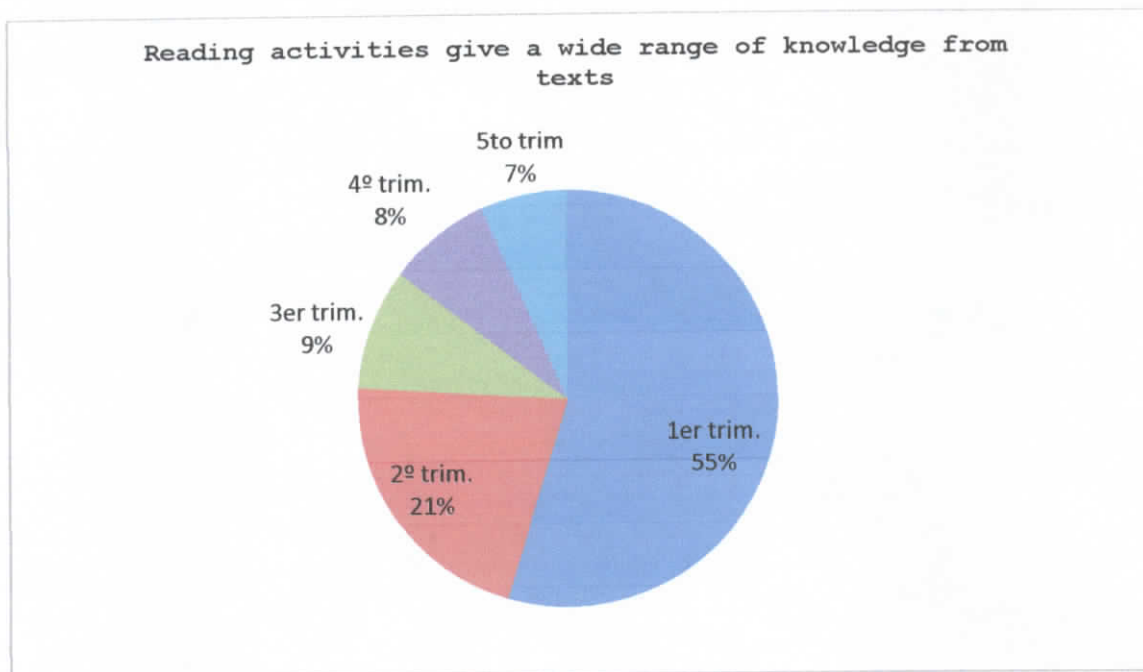
Graph 32: Grammar activities give an adequate practice



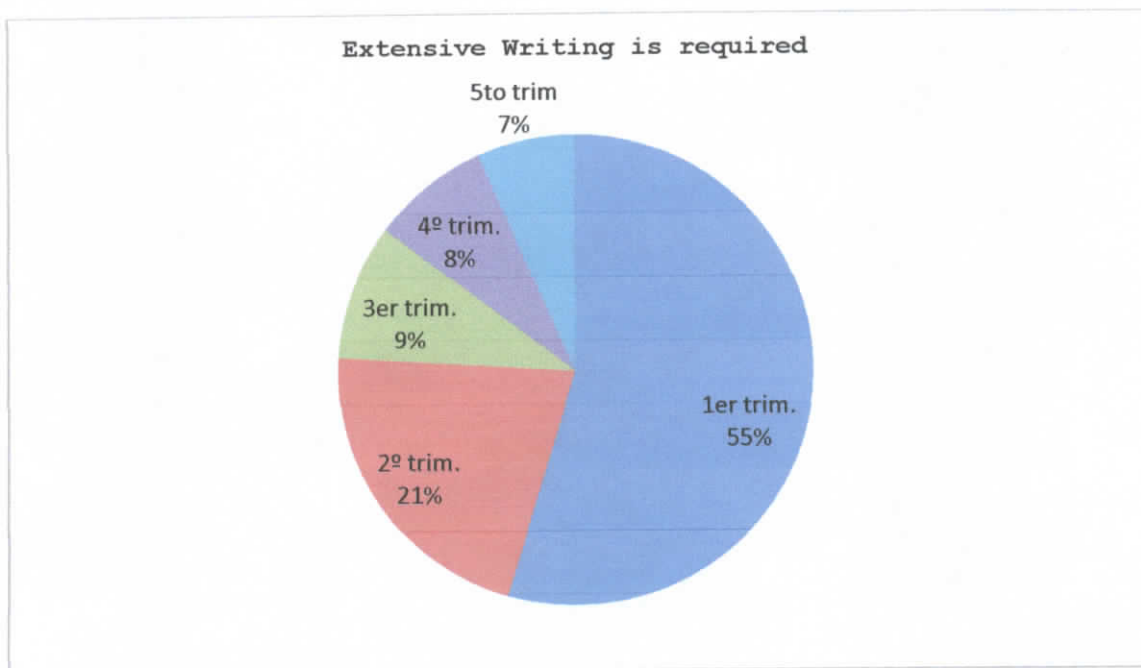
Graph 33: Readings are graded to eighth level



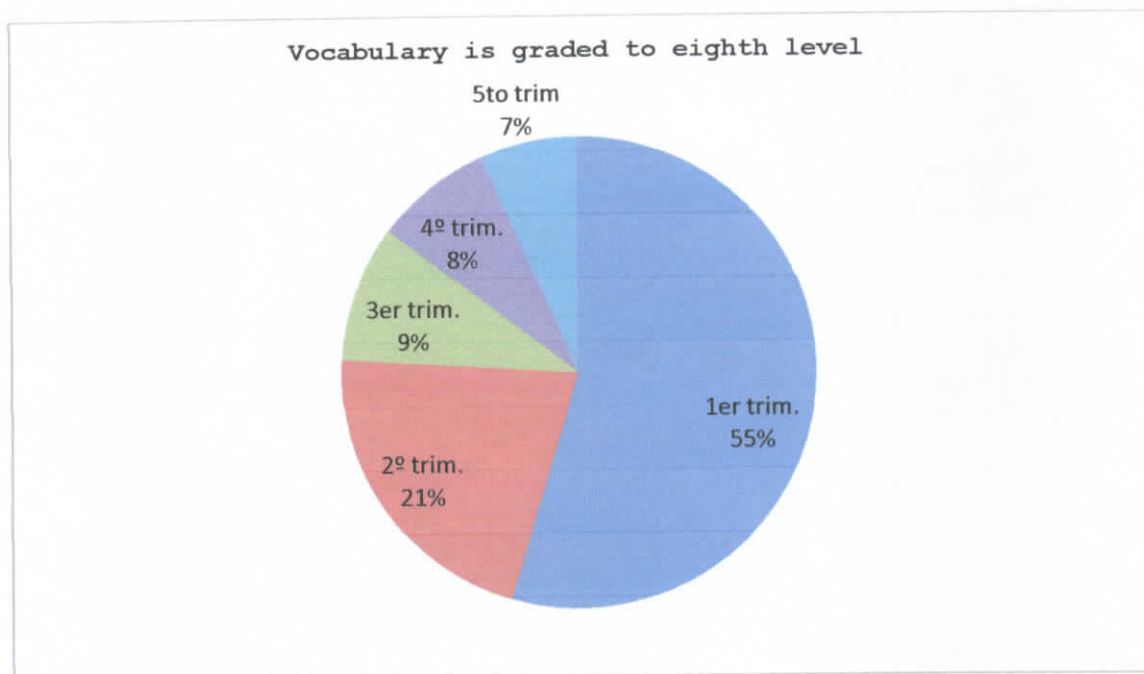
Graph 34: Reading activities give a wide range of knowledge from texts



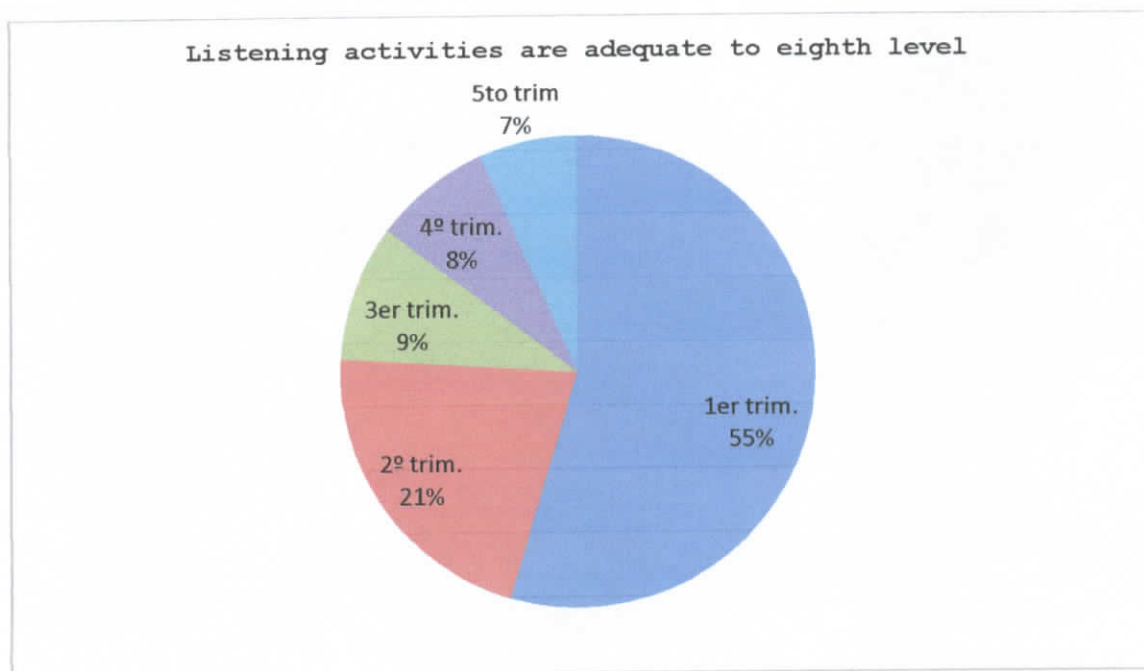
Graph 35: Extensive Writing is required



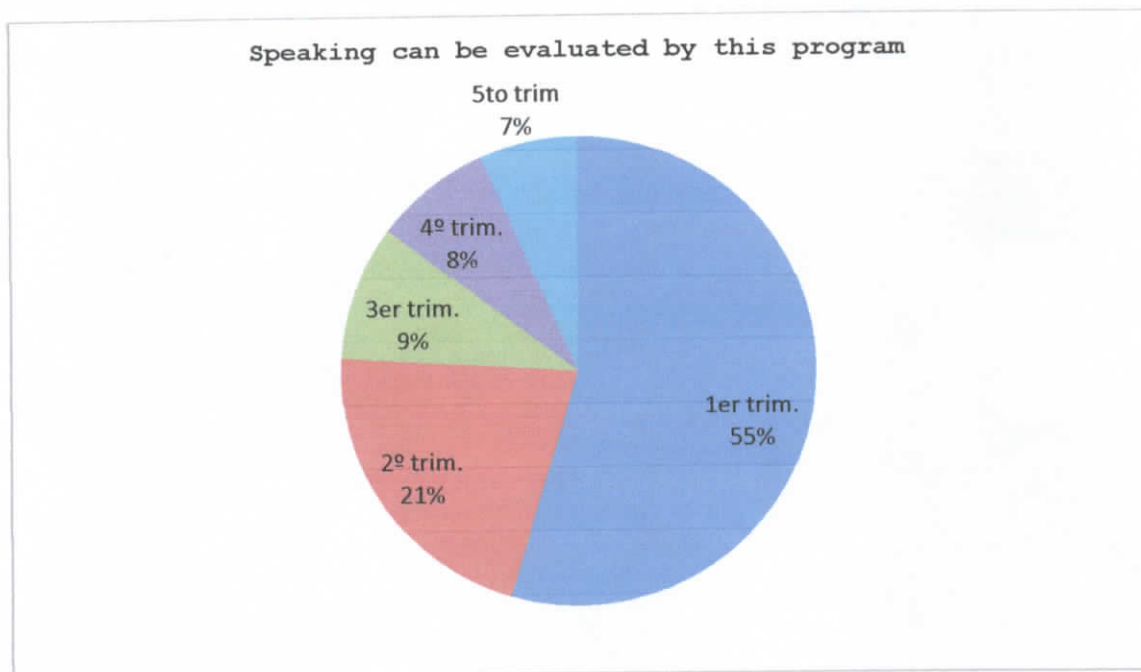
Graph 36: Vocabulary is graded to eighth level



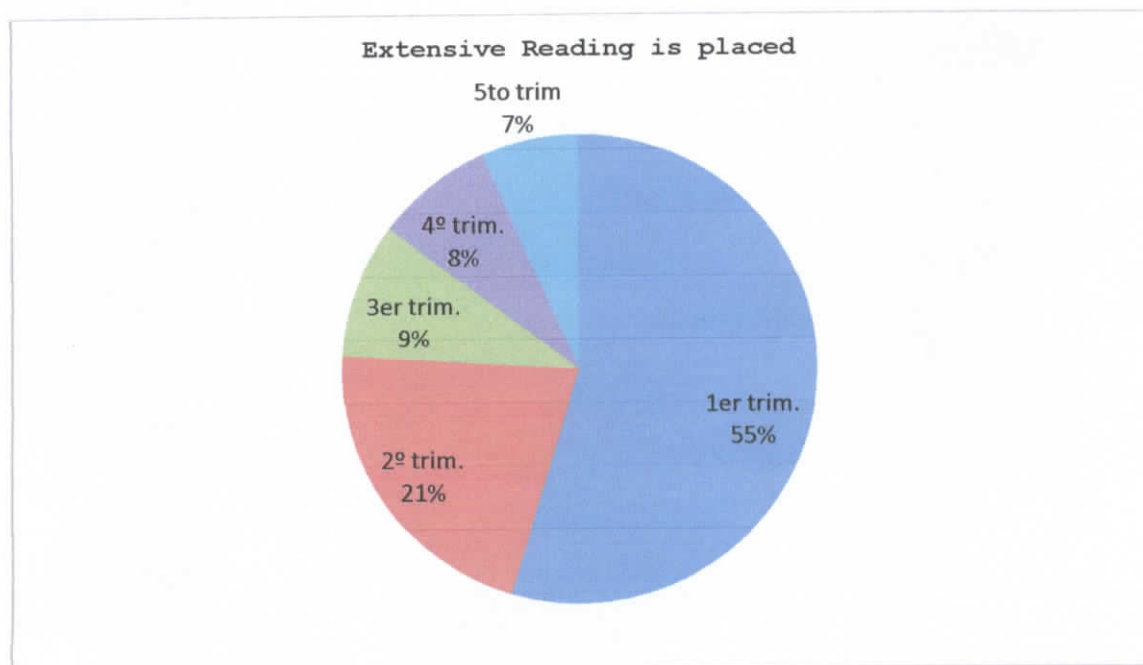
Graph 37: Listening activities are adequate to eighth level



Graph 38: Speaking can be evaluated by this program



Graph 39: Extensive Reading is placed



## APPENDIX No.7

## QUESTIONNAIRE

EIGHTH LEVEL TEACHER Syreeta Mitchell-Hamm

Do you believe this program can be used by eight level students?

 YES NO

Do you think language used in this program is graded to eight level objectives?

 YES NO

Do you find any type of gradation among exercises in this program?

 YES NO

Do you find this program helpful to develop receptive skills?

 YES NO

Do you find this program helpful to develop productive skills?

 YES NO

Do you find a sequence among activities shown in this program?

 YES

 NO

Would you recommend to use this program without the presence of a teacher?

 YES

 NO

Does the program respect students pace?

 YES

 NO

Do you believe this program helps students to improve language learning?

 YES

 NO

Would you consider this program as an overall eight level container?

 YES

 NO

What language skill this program helps to improve the most?

 READING

 WRITING

 LISTENING

 SPEAKING

What language skill this program helps to improve the least?

READING

WRITING

LISTENING

SPEAKING

Do you think activities in this program need to be improved?

YES

NO

Do you think the items used in activities in this multimedia software are linguistic wasted?

YES

NO

Do you think this multimedia software promotes communication?

YES

NO

What classroom stage would you recommend this program to be used?

Initial

Practice

Final

Would you recommend this program to be used as a permanent reinforcement?

YES

NO

## APPENDIX No. 8

## SURVEY

Answer by marking an "X", 1=the lowest and 5=the highest

PROGRAM ELEMENTS	1	2	3	4	5
The size of the graphics is appropriate			5	6	3
The graphics help to understand language		2	3	6	3
The sound is provided with clarity		2	2	2	7
Highlighted text facilitates the use of language			5	5	3
Writing examples of sentences is clear		2	1	6	4
Every screen catches your attention		1	5	3	4
The Presentation is full screen	2	3	4	2	2

INSTRUCTIONAL QUALITY	1	2	3	4	5
This program motivates and stimulates your learning interests		1	5	5	2
This program integrates your life experiences			8	5	
The program is provided with a useful record of your learning			3	9	1
Students have access to record keeping		3	1	4	5
The teacher has access to record keeping	1	1	3	4	4
The student assessment in the program is appropriate and useful		1	3	6	3
Pacing and sequence is controlled by the user		1	2	3	7

CONTENT	1	2	3	4	5
The content of this program is related to what you have in a normal class at eighth level			4	4	5
Language used in this program is appropriate for students at eighth level at the PUCESA			4	3	6
The language content shares similar aspects with the one used at your level		2	2	6	3
The content is visually accurate			5	6	2
The content follows an interactive sequence			3	5	5
The content sequence ignites motivation		1	5	5	2
The content promotes student self-assessment		1	6	3	3

LINGUISTIC ITEMS	1	2	3	4	5
Grammar is presented in a comprehensible manner		2		8	3
Grammar activities give an adequate practice	1	1	1	7	3
Readings are graded to eighth level			3	4	6
Reading activities give a wide range of knowledge from texts			2	8	3

Extensive Writing is required	1		7	2	4
Vocabulary is graded to eighth level		1	2	6	4
Listening activities are adequate to eighth level		1	3	5	4
Speaking can be evaluated by this program	3	1	5	2	1
Extensive Reading is placed	1	2	3	2	5

## APPENDIX No. 9

### SURVEY

Answer by marking an "X", 1=the lowest and 5=the highest

PROGRAM ELEMENTS	1	2	3	4	5
The size of the graphics is appropriate			38%	46%	23%
The graphics help to understand language		15%	23%	46%	23%
The sound is provided with clarity		15%	15%	15%	53%
Highlighted text facilitates the use of language			38%	38%	23%
Writing examples of sentences is clear		15%	7%	46%	40%
Every screen catches your attention		7%	38%	23%	30%
The Presentation is full screen	15%	23%	30%	15%	15%

INSTRUCTIONAL QUALITY	1	2	3	4	5
This program motivates and stimulates your learning interests		7%	38%	38%	15%
This program integrates your life experiences			61%	38%	
The program is provided with a useful record of your learning			23%	69%	7%
Students have access to record keeping		23%	7%	30%	38%
The teacher has access to record keeping	7%	7%	23%	30%	30%
The student assessment in the program is appropriate and useful		7%	23%	46%	23%
Pacing and sequence is controlled by the user		7%	15%	23%	53%

CONTENT	1	2	3	4	5
The content of this program is related to what you have in a normal class at eighth level			30%	30%	38%
Language used in this program is appropriate for students at eighth level at the PUCESA			30%	23%	46%
The language content shares similar aspects with the one used at your level		15%	15%	46%	23%
The content is visually accurate			38%	46%	15%
The content follows an interactive sequence			23%	38%	38%
The content sequence ignites motivation		7%	38%	38%	15%
The content promotes student self-assessment		7%	46%	23%	23%

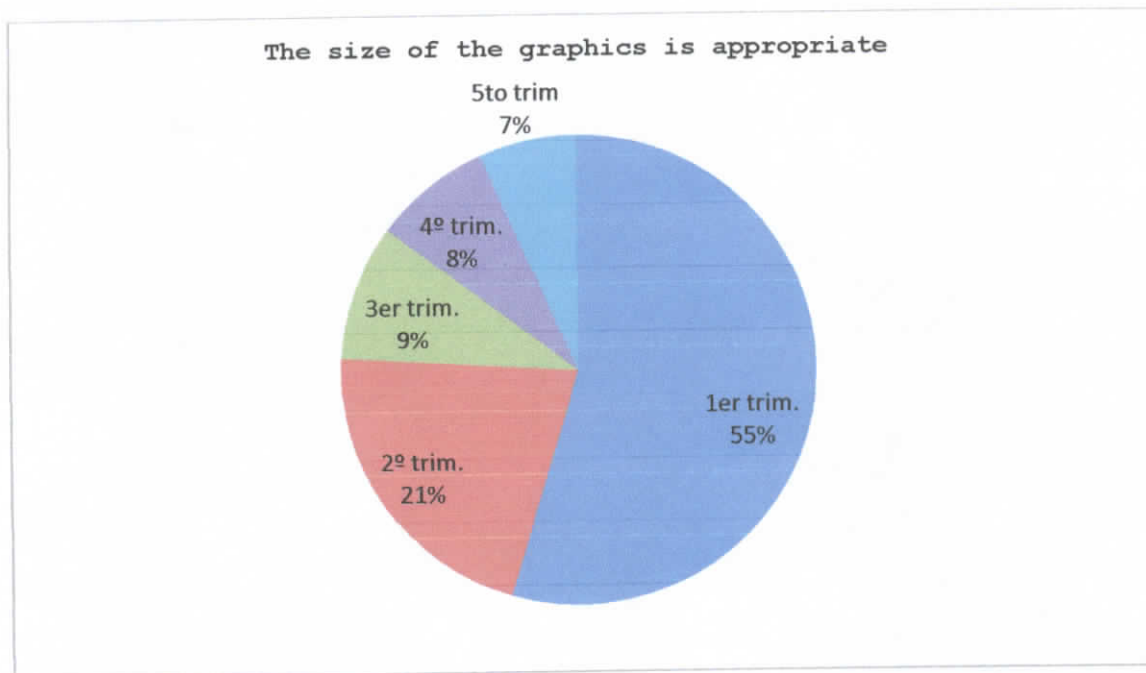
LINGUISTIC ITEMS	1	2	3	4	5
Grammar is presented in a comprehensible manner		15%		61%	23%

Grammar activities give an adequate practice	7%	7%	7%	53%	23%
Readings are graded to eighth level			23%	30%	46%
Reading activities give a wide range of knowledge from texts			15%	61%	23%
Extensive Writing is required	7%		53%	15%	30%
Vocabulary is graded to eighth level		7%	15%	46%	30%
Listening activities are adequate to eighth level		7%	23%	38%	30%
Speaking can be evaluated by this program	23%	7%	38%	15%	7%
Extensive Reading is placed	7%	15%	23%	15%	38%

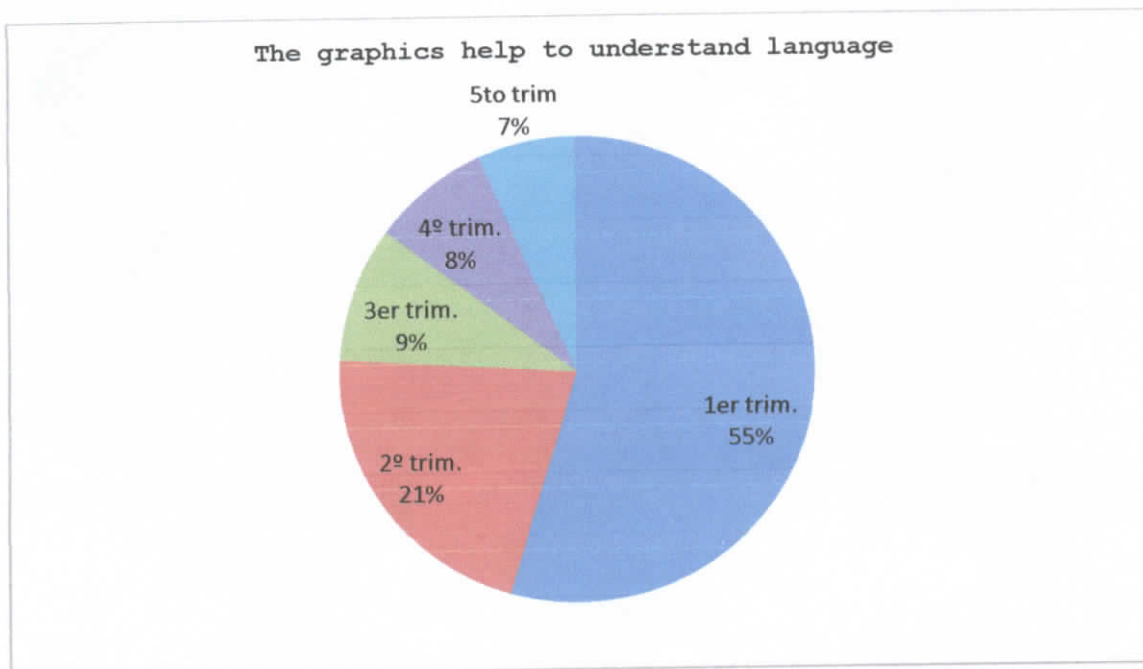
## APPENDIX No.10

## PROGRAM ELEMENTS

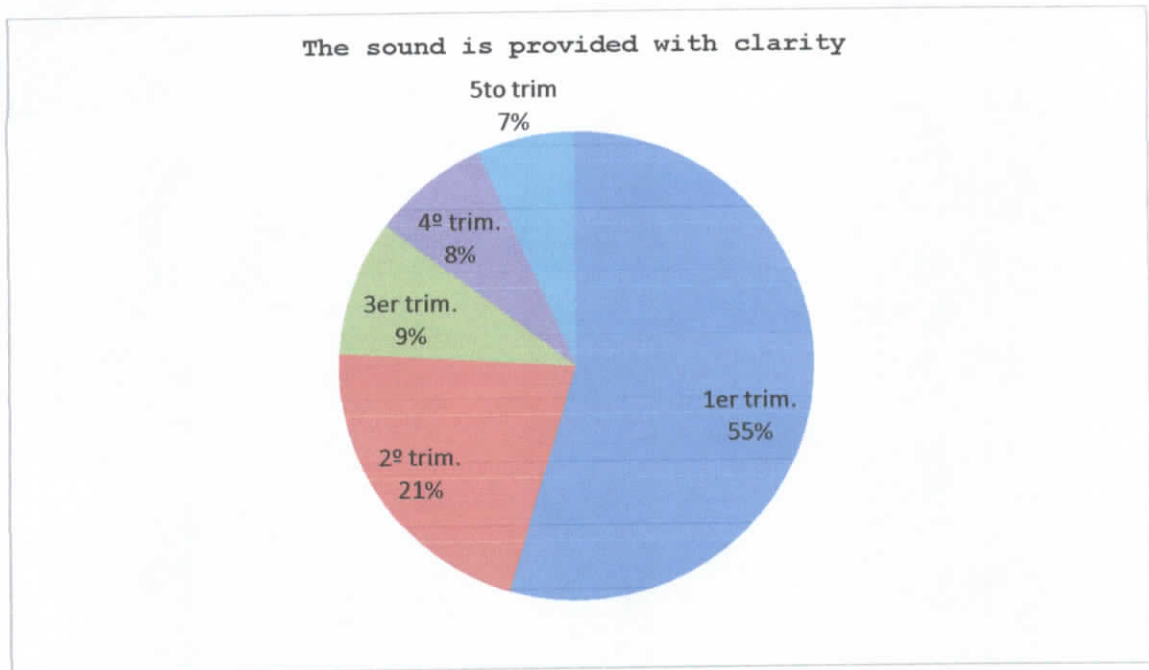
Graph 40: The size of the graphics is appropriate



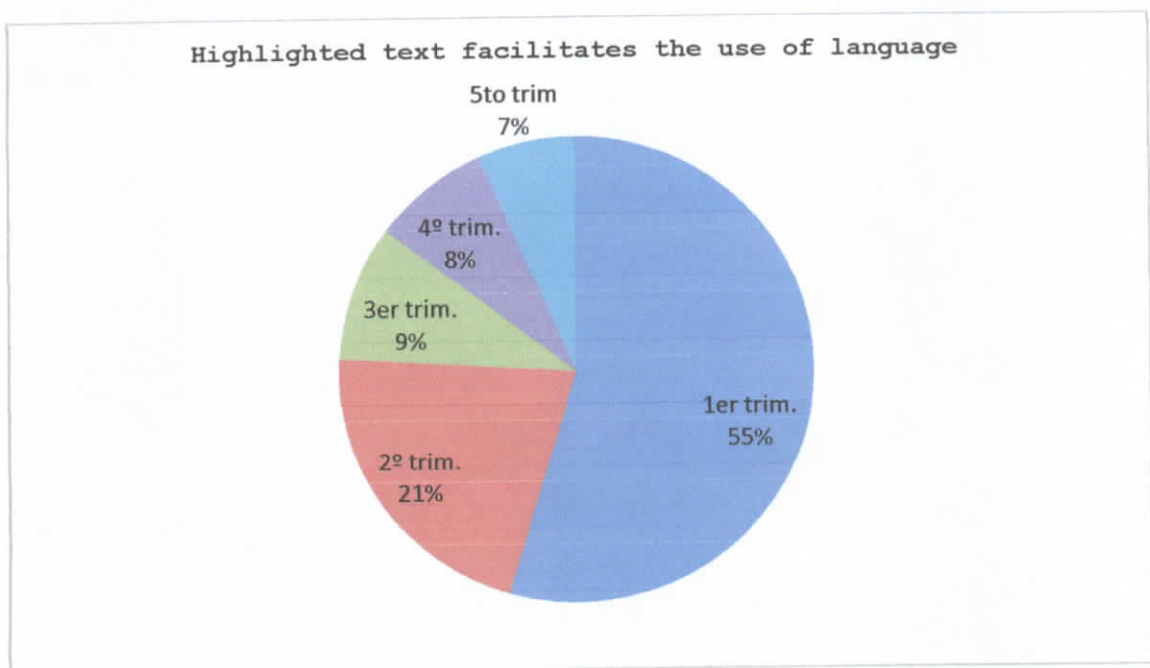
Graph 41: The graphics help to understand language



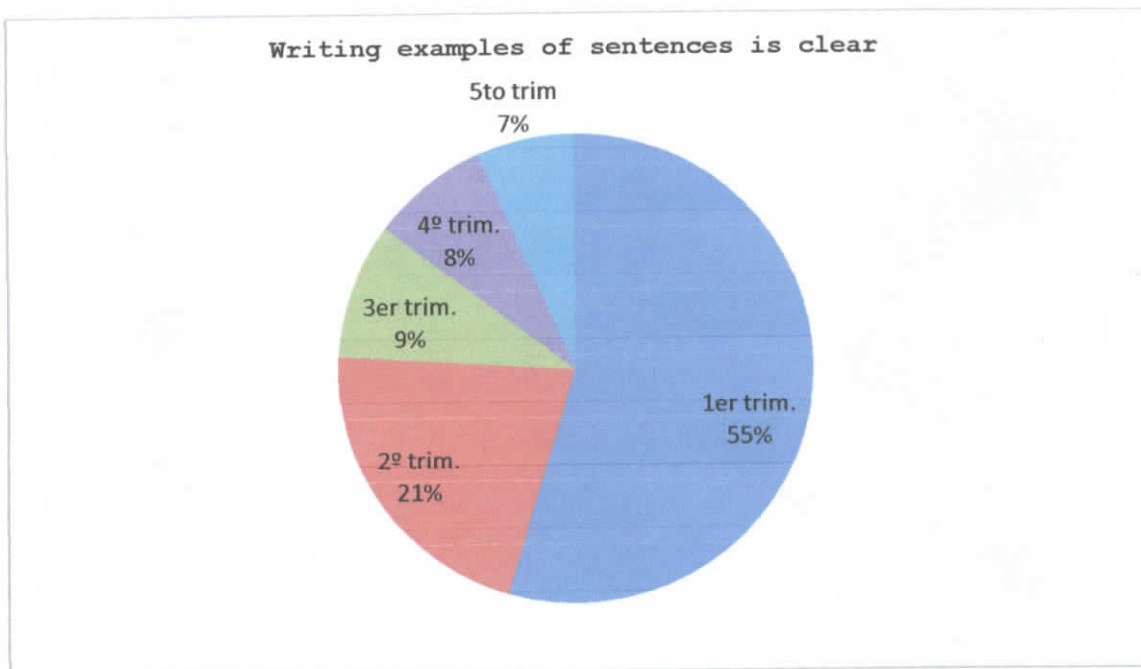
Graph 42: The sound is provided with clarity



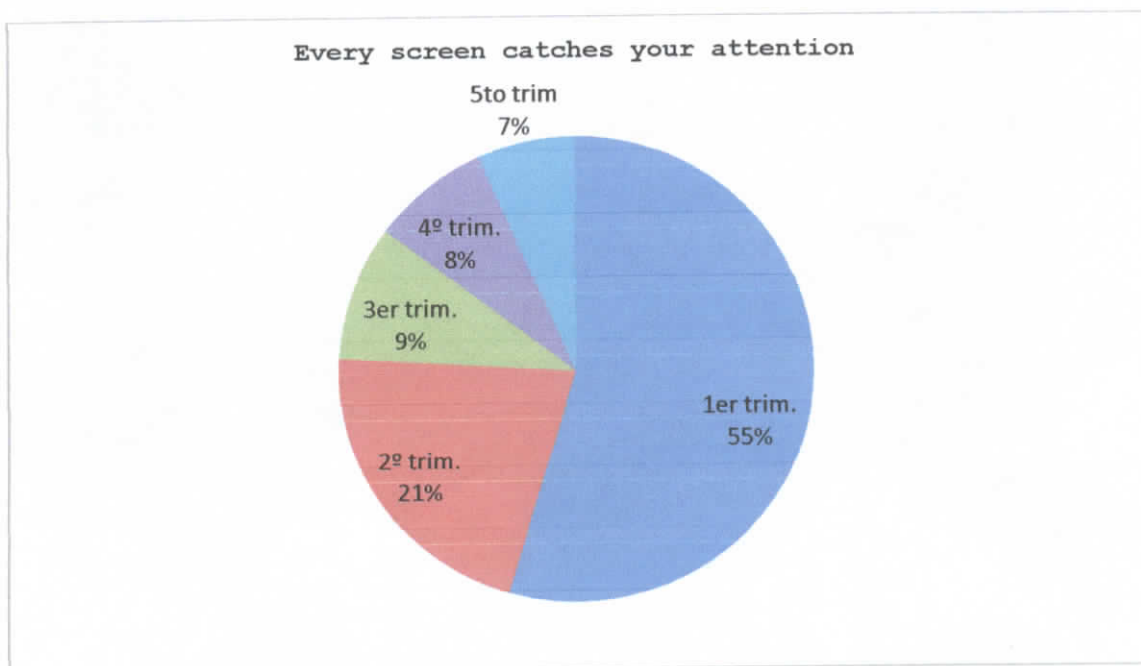
Graph 43: Highlighted text facilitates the use of language



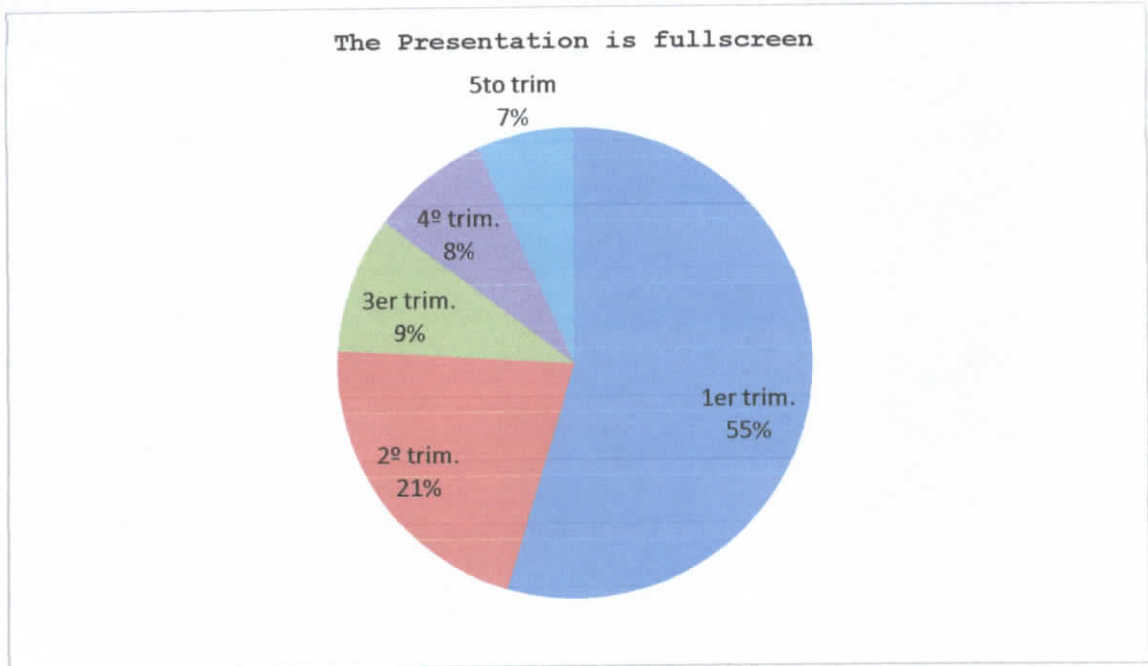
Graph 44: Writing examples of sentences is clear



Graph 45: Every screen catches your attention

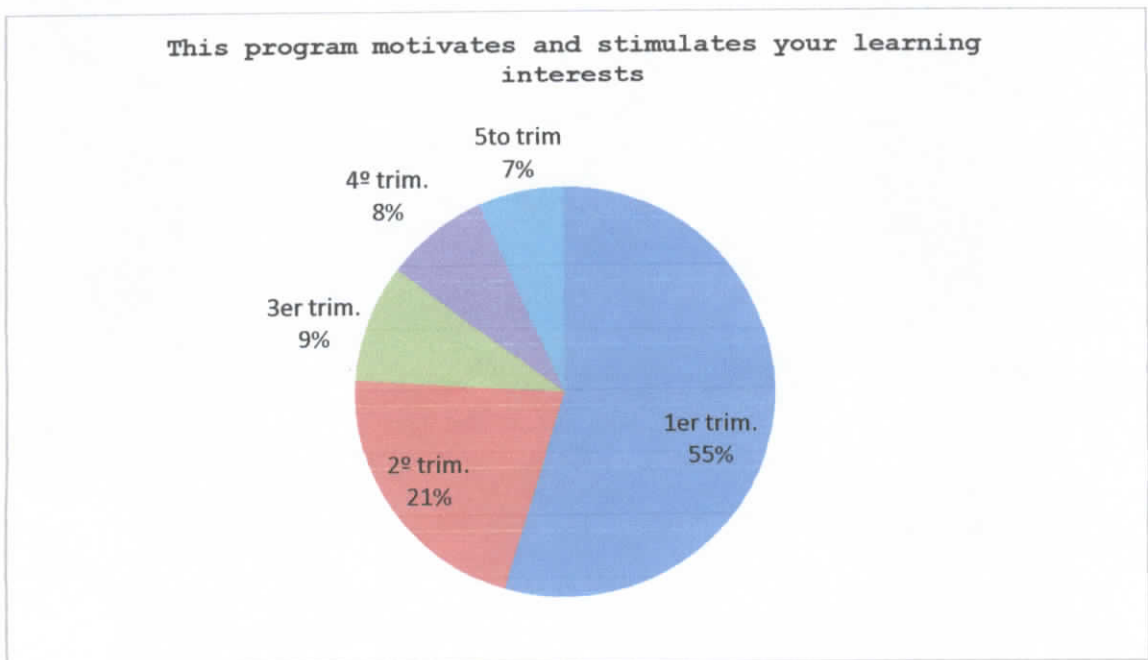


Graph 46: The Presentation is full screen

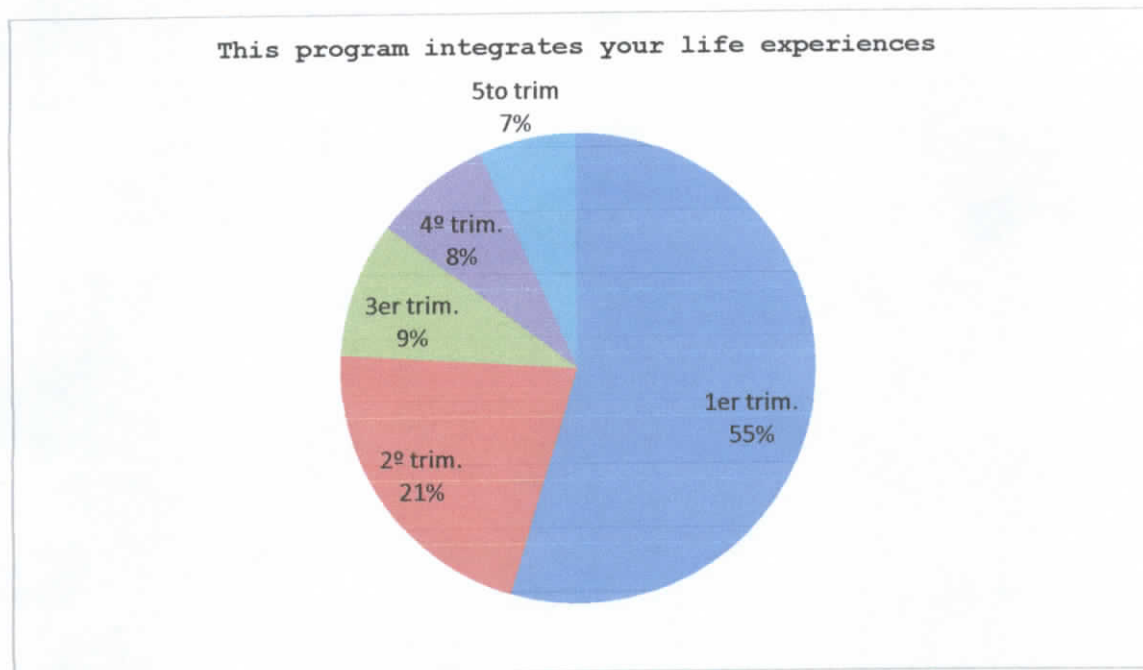


#### INSTRUCTIONAL QUALITY

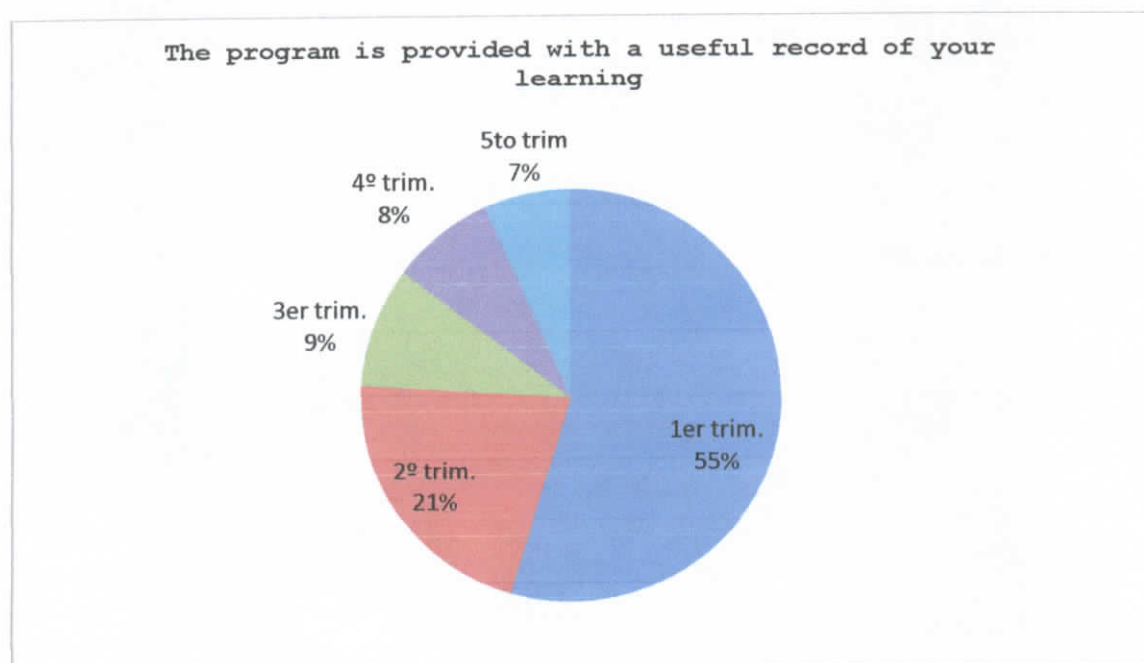
Graph 47: This program motivates and stimulates your learning interests



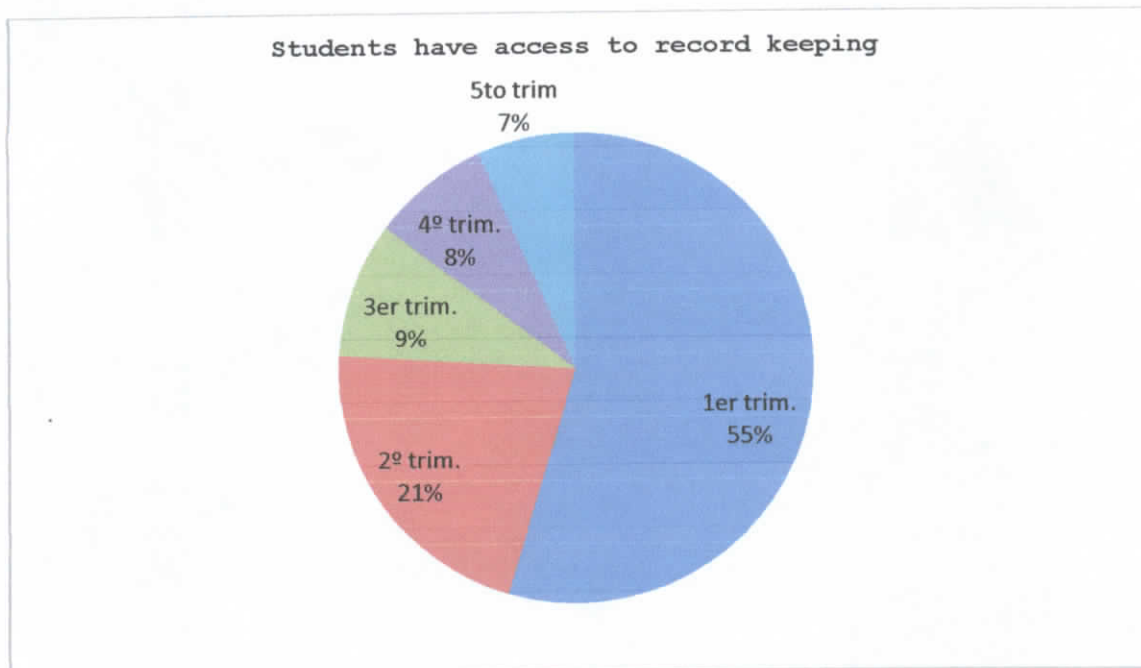
Graph 48: This program integrates your life experiences



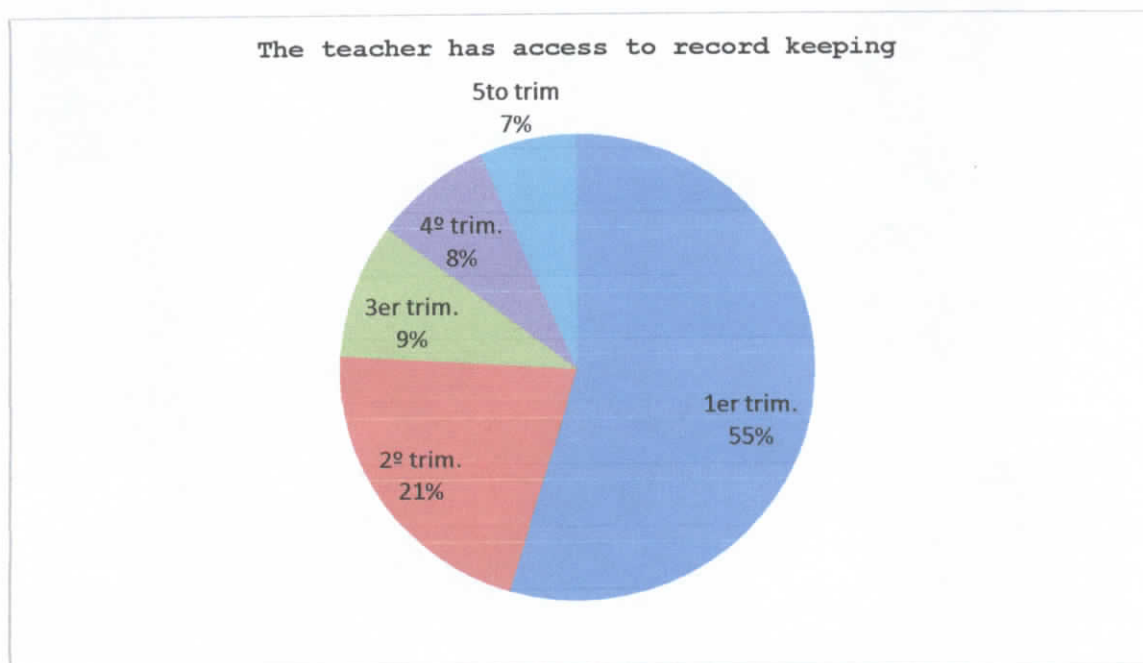
Graph 49: The program is provided with a useful record of your learning



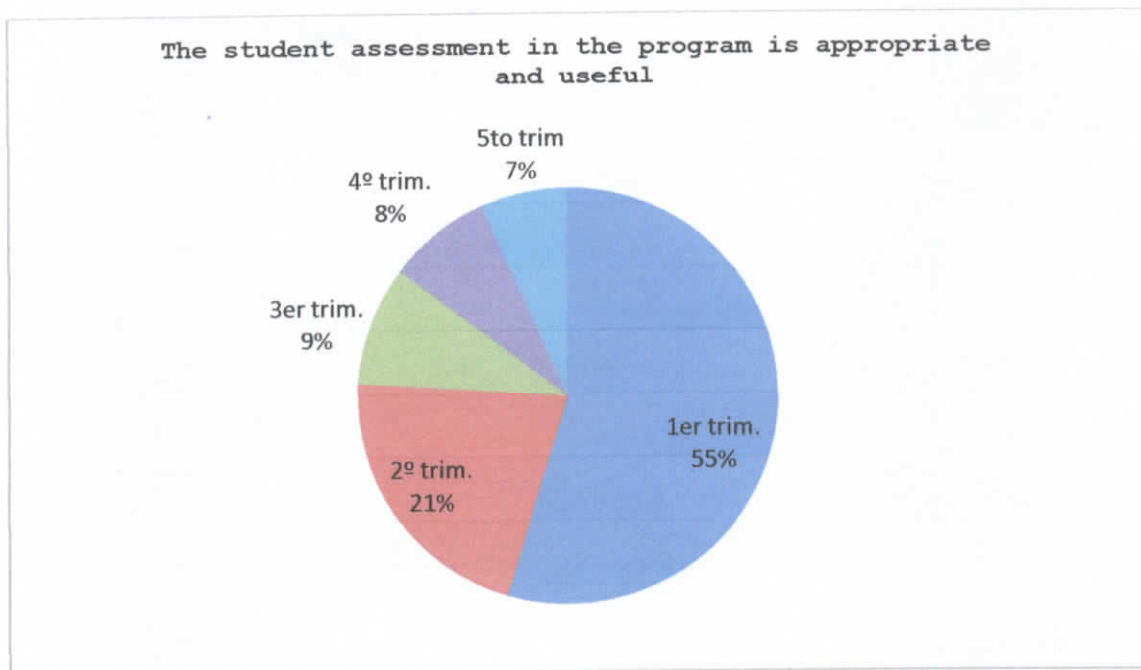
Graph 50: Students have access to record keeping



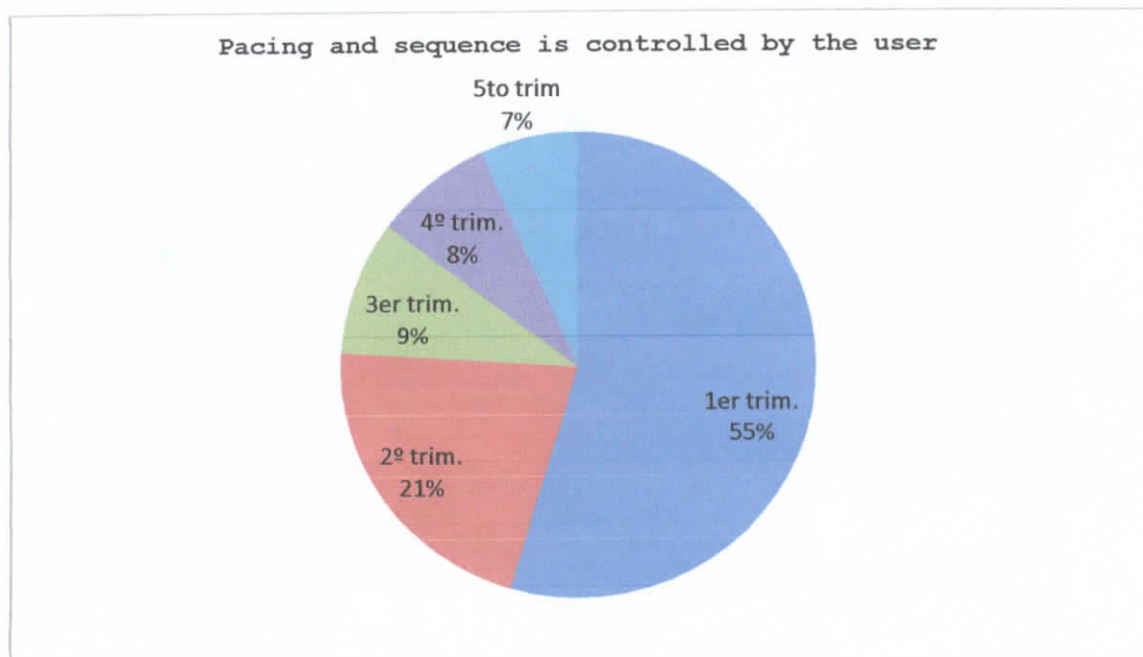
Graph 51: The teacher has access to record keeping



Graph 52: The student assessment in the program is appropriate and useful

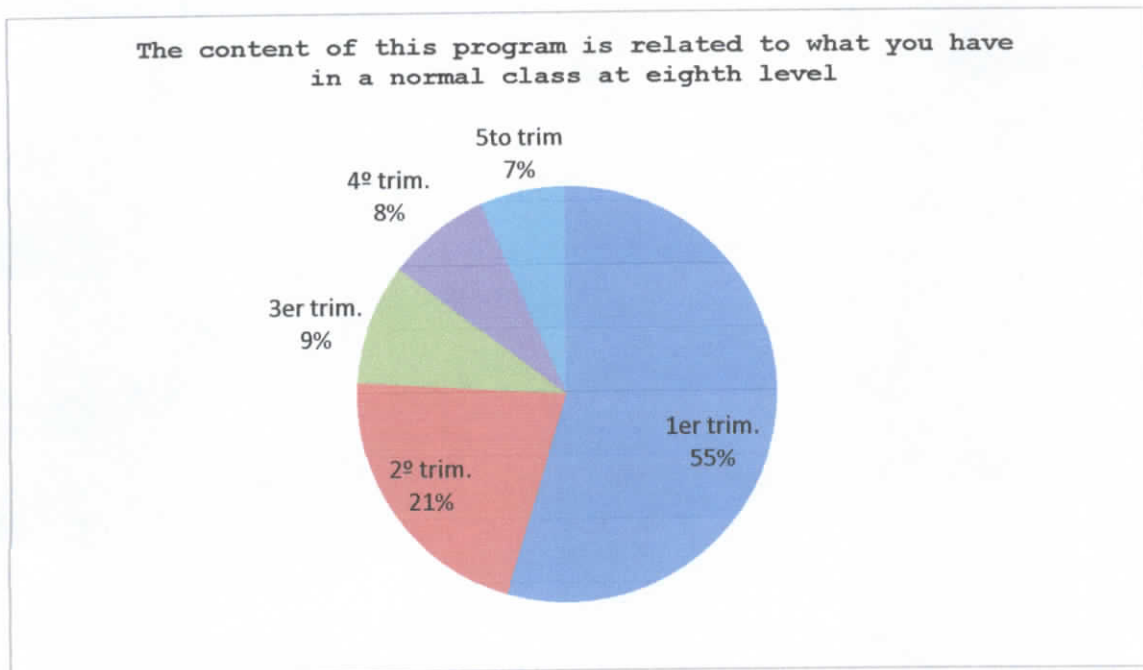


Graph 53: Pacing and sequence is controlled by the user

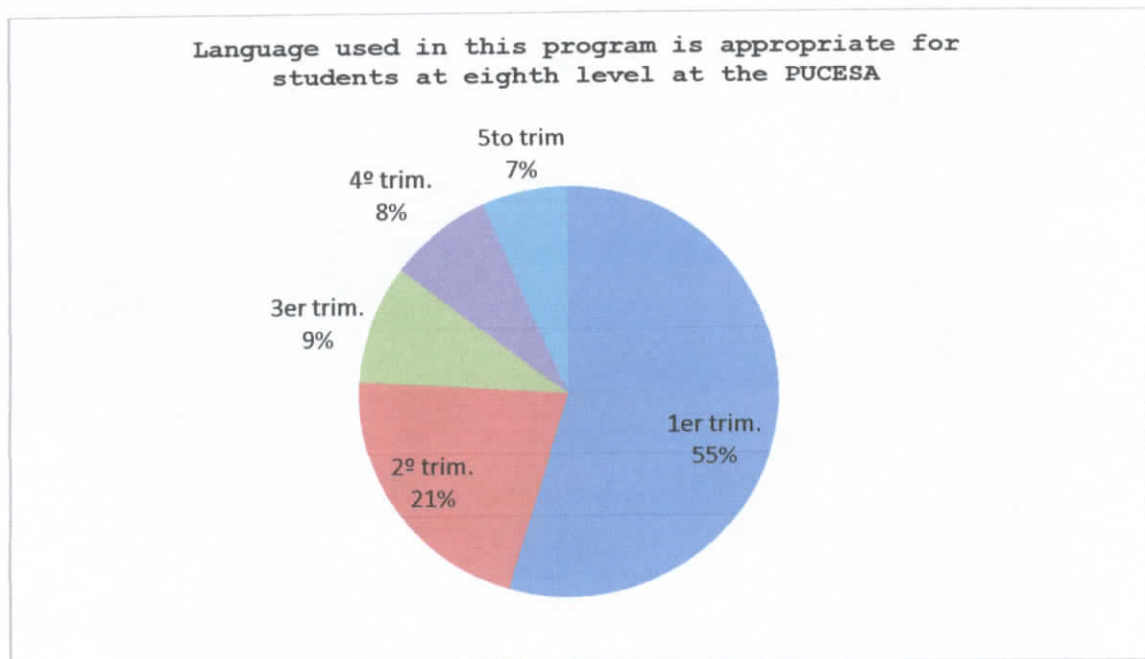


## CONTENT

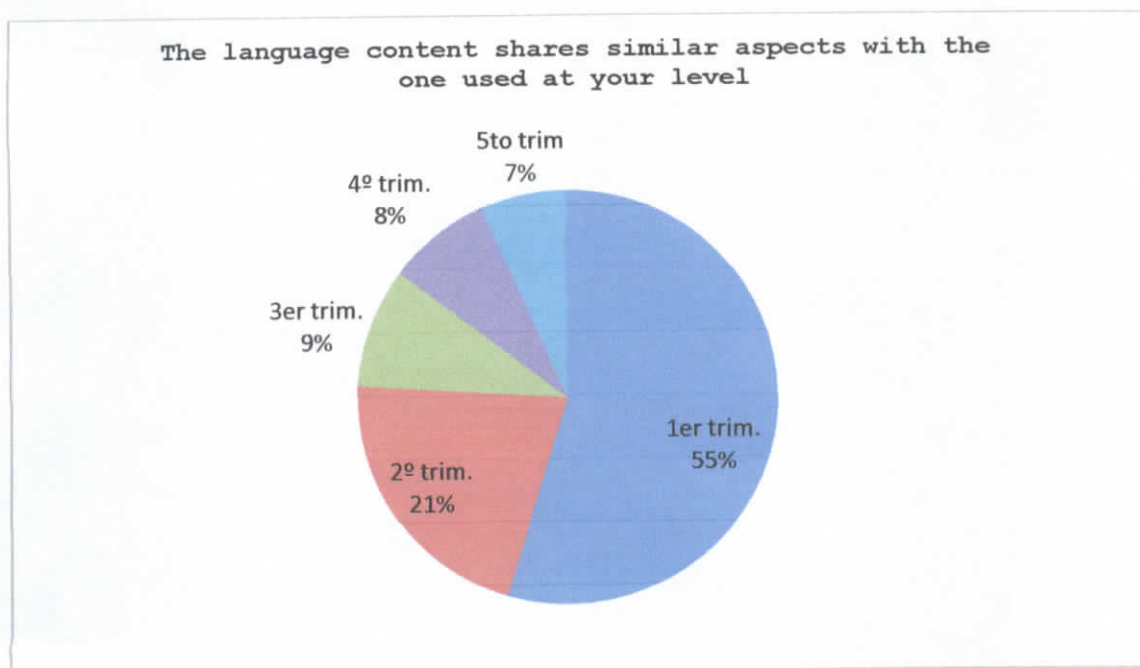
Graph 54: The content of this program is related to what you have in a normal class at eighth level



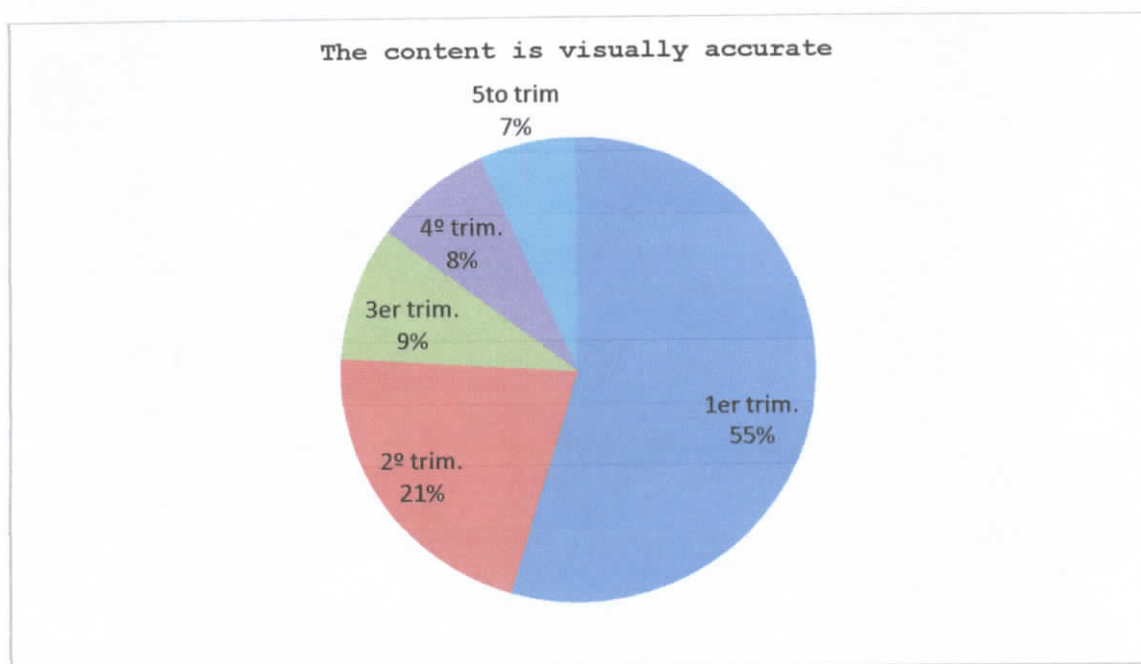
Graph 55: Language used in this program is appropriate for students at eighth level at the PUCESA



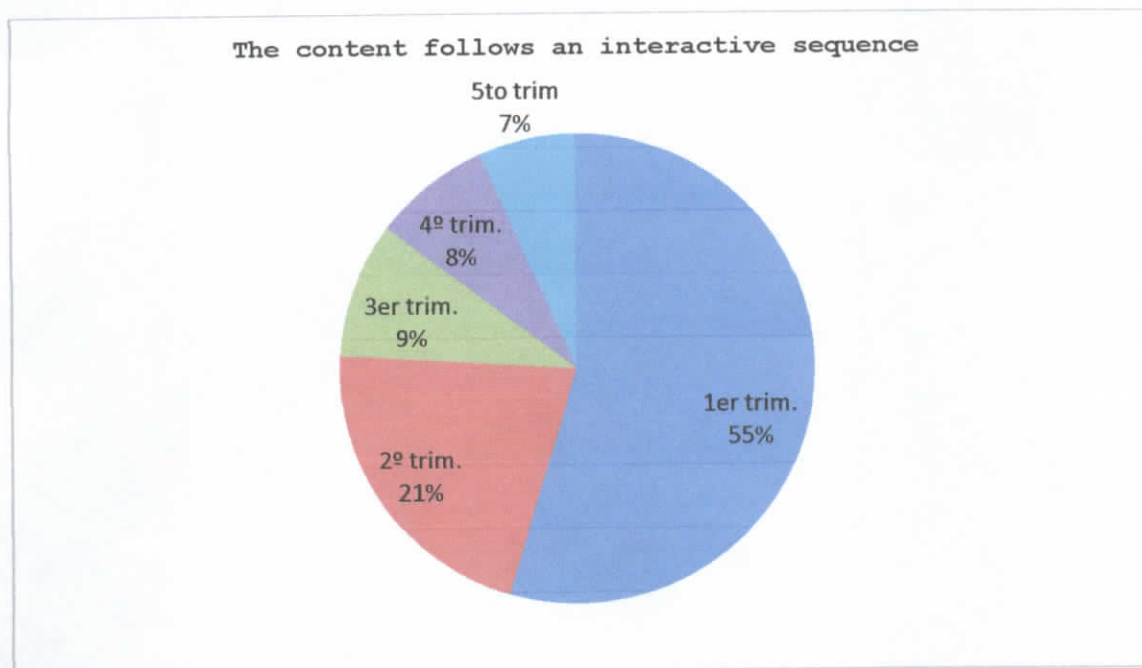
Graph 56: The language content shares similar aspects with the one used at your level



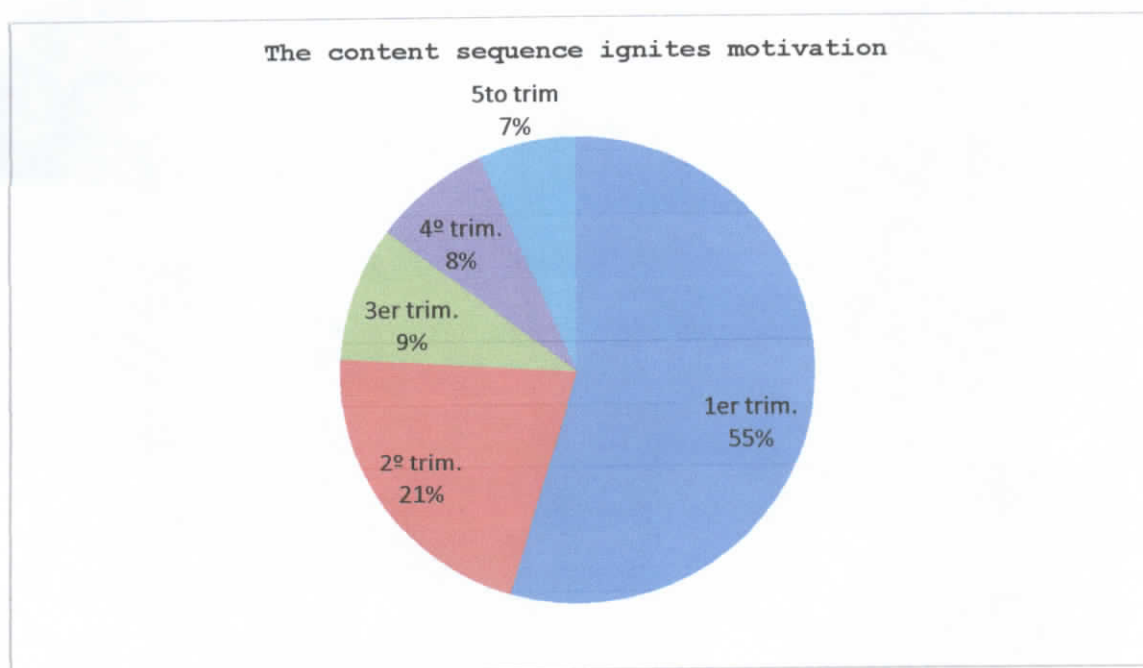
Graph 57: The content is visually accurate



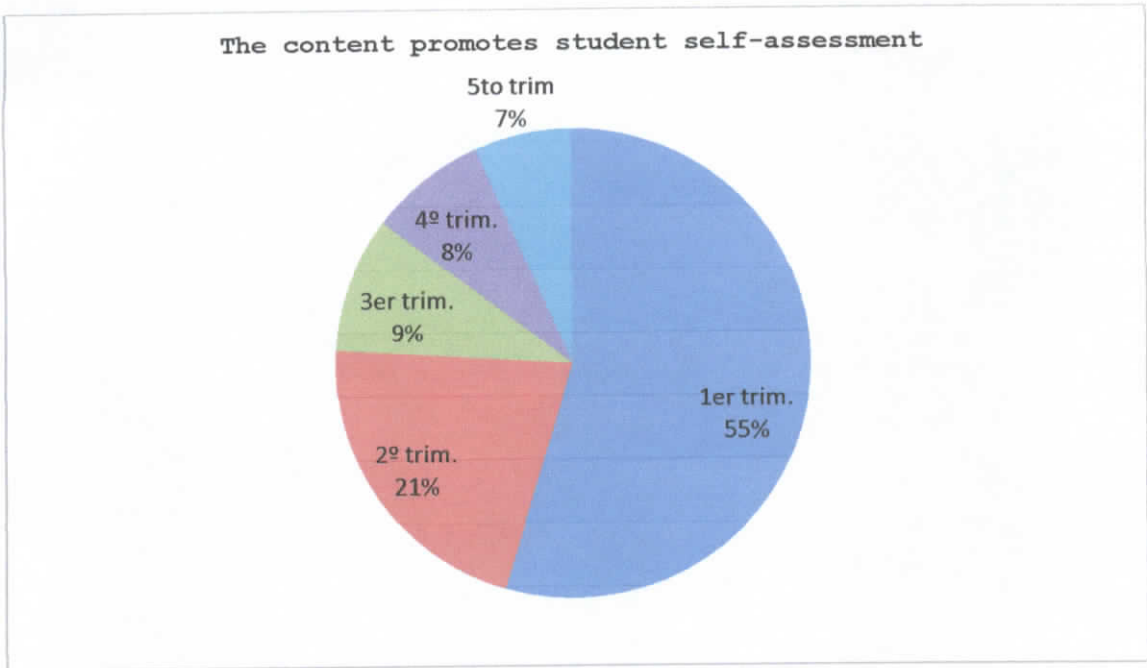
Graph 58: The content follows an interactive sequence



Graph 59: The content sequence ignites motivation

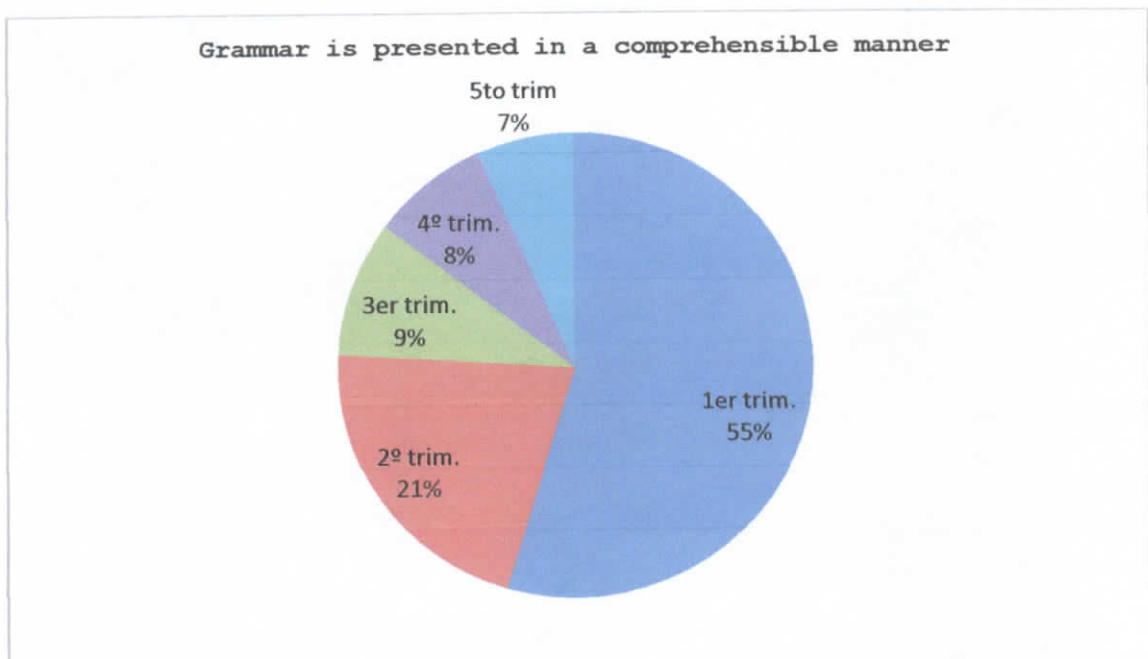


Graph 60: The content promotes student self-assessment

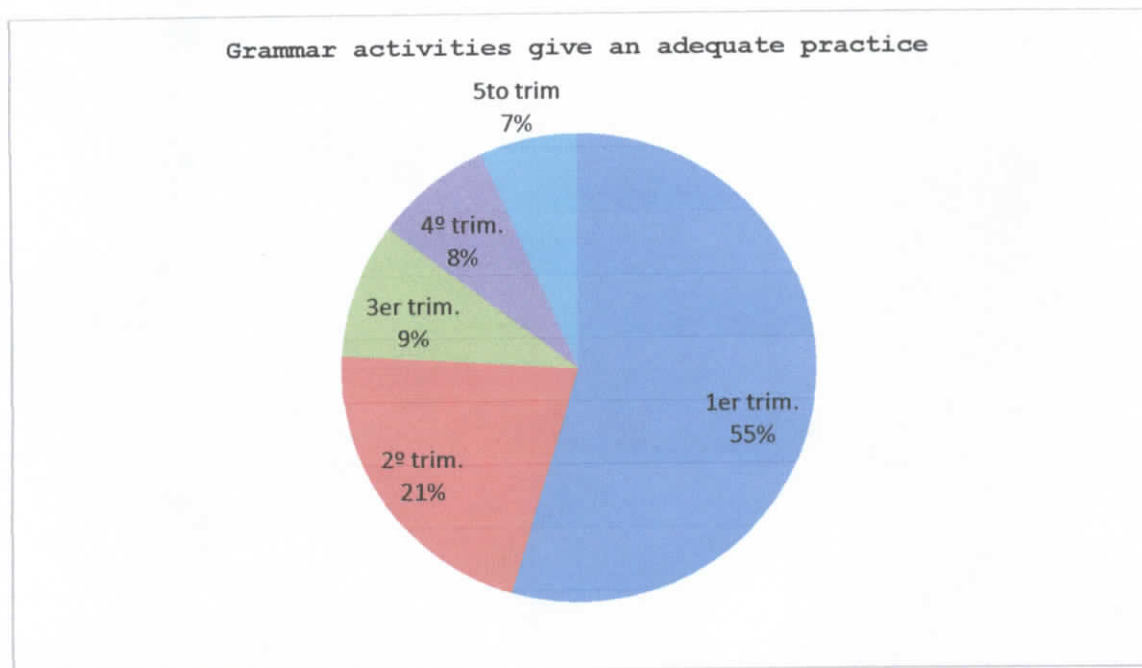


## LINGUISTIC ITEMS

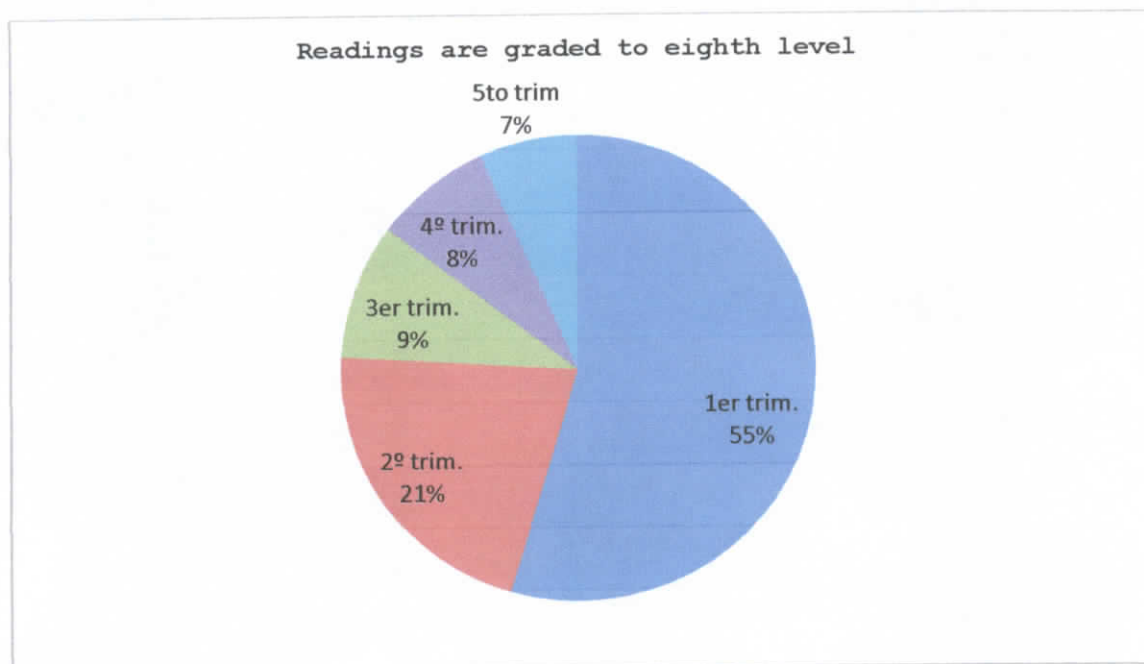
Graph 61: Grammar is presented in a comprehensible manner



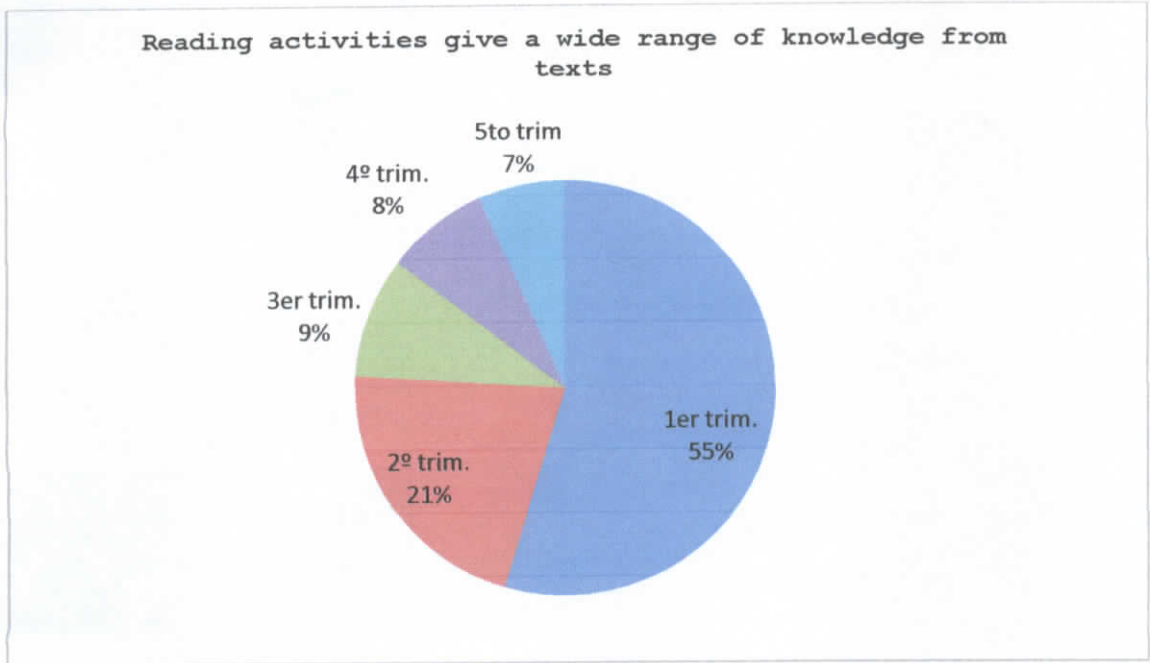
Graph 62: Grammar activities give an adequate practice



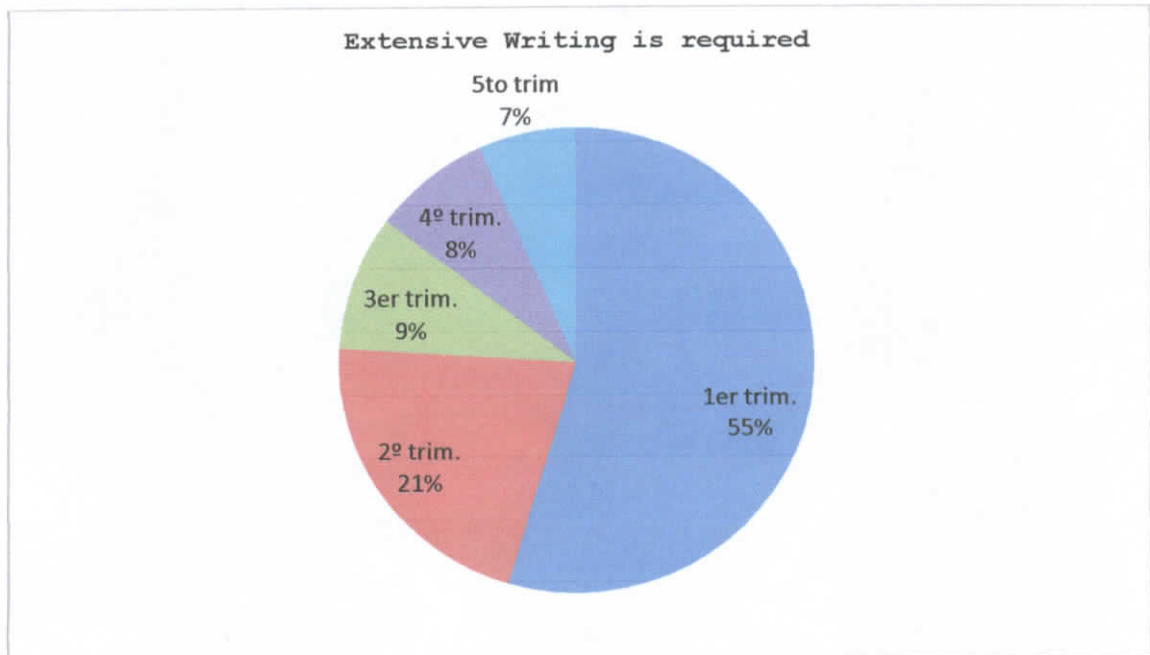
Graph 63: Readings are graded to eighth level



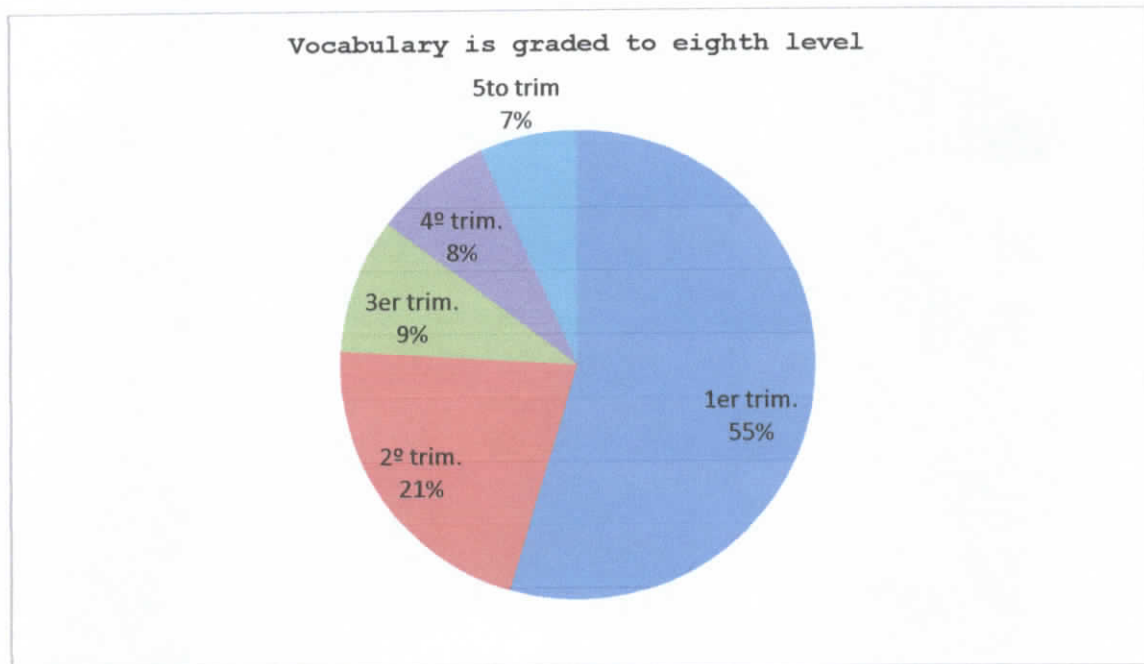
Graph 64: Reading activities give a wide range of knowledge from texts



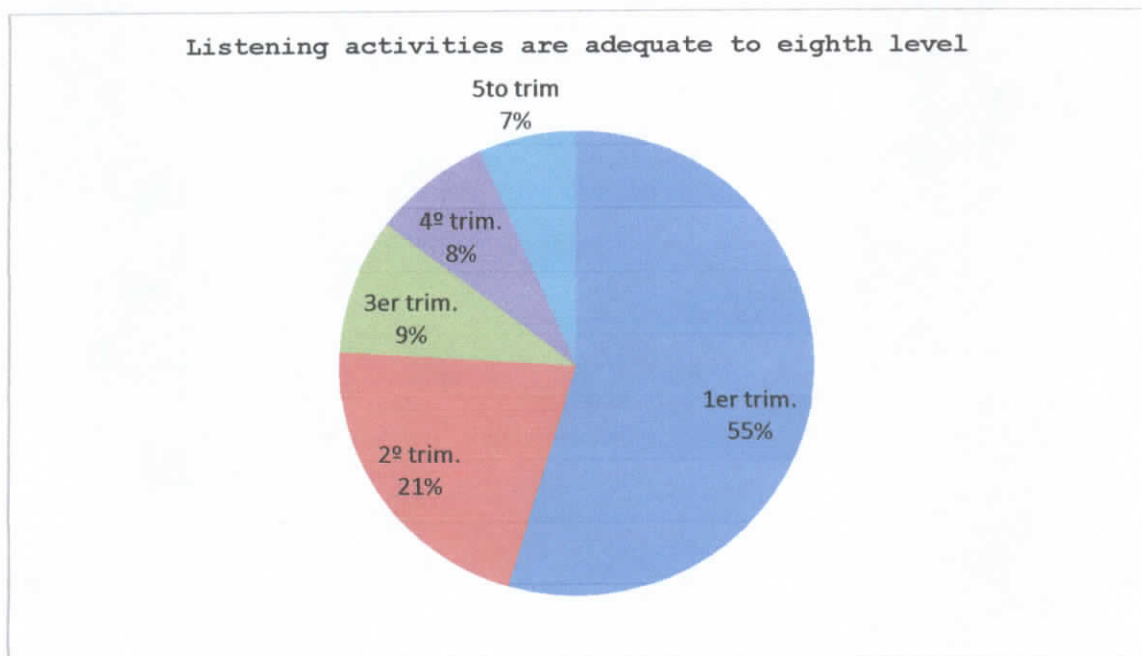
Graph 65: Extensive Writing is required



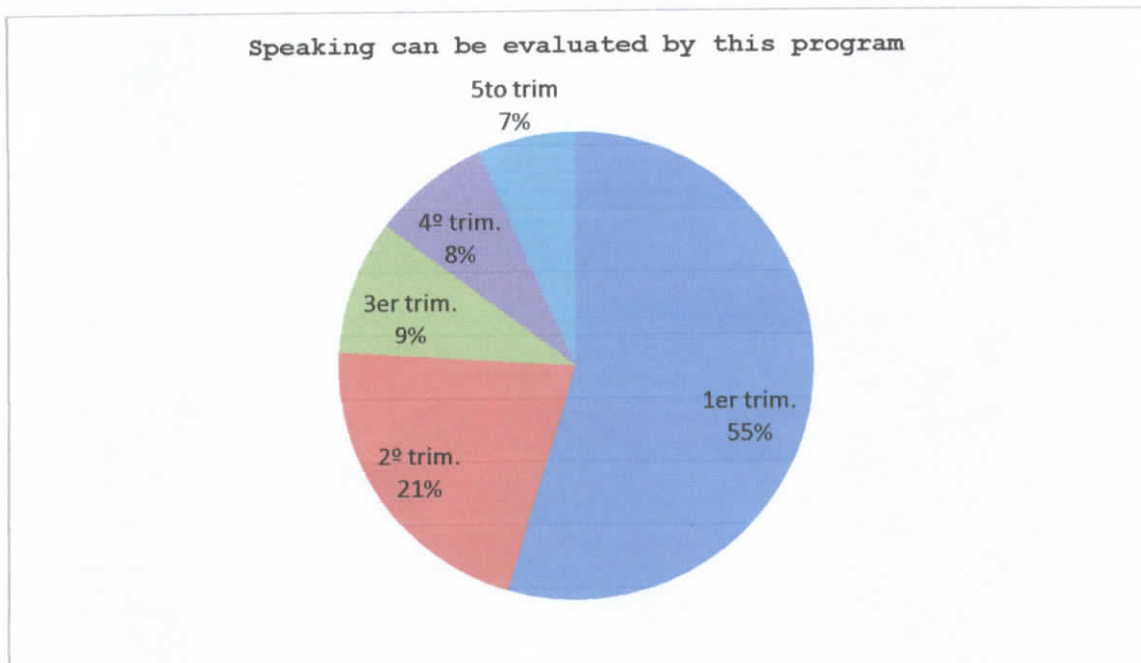
Graph 66: Vocabulary is graded to eighth level



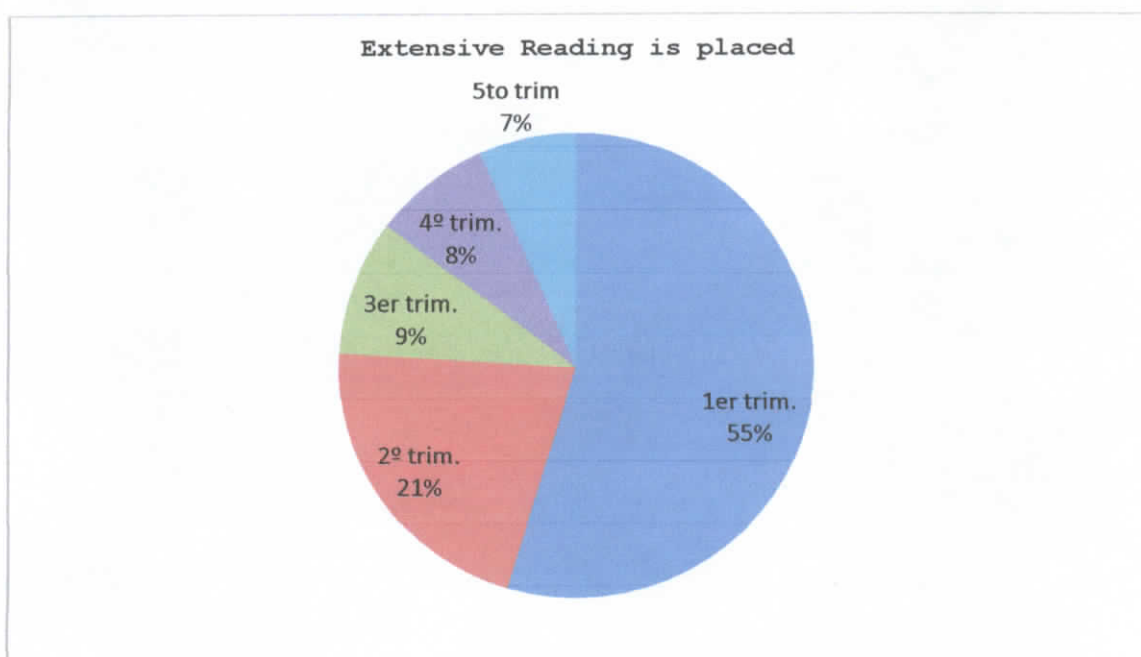
Graph 67: Listening activities are adequate to eighth level



Graph 68: Speaking can be evaluated by this program



Graph 69: Extensive Reading is placed



## APPENDIX No.11

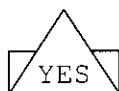
## QUESTIONNAIRE (TABULATION)

EIGHTH LEVEL

TEACHERS:

Kimberly Paquette = Syreeta Mitchell-Hamm = 

Do you believe this program can be used by eight level students?



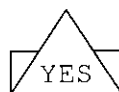
NO

Do you think language used in this program is graded to eight level objectives?



NO

Do you find any type of gradation among exercises in this program?



NO

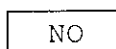
= "But it's not possible to see which ones are more difficult"

Do you find this program helpful to develop receptive skills?

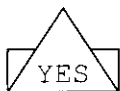


NO

Do you find this program helpful to develop productive skills?



Do you find a sequence among activities shown in this program?



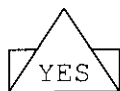
NO

Would you recommend to use this program without the presence of a teacher?



NO

Does the program respect students pace?



NO

Do you believe this program helps students to improve language learning?



NO

Would you consider this program as an overall eight level container?

YES

NO

What language skill this program helps to improve the most?

READING

WRITING

LISTENING

SPEAKING

What language skill this program helps to improve the least?

READING

WRITING

LISTENING

SPEAKING

Do you think activities in this program need to be improved?

YES

NO

Do you think the items used in activities in this multimedia software are linguistic wasted?

YES

NO

Do you think this multimedia software promotes communication?


 NO

What classroom stage would you recommend this program to be used?

 Initial

 Final

Would you recommend this program to be used as a permanent reinforcement?


 NO