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CREATION OF A COMPUTER BASIC TRAINING PROGRAM FOR THE
LANGUAGE CENTER OF THE UNIVERSITY OF NARIÑO

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Submitted to the faculty of Human Sciences
In partial fulfillment of the requirements for
The degree of B.A. in the department of
Linguistics and Languages
Spanish and English program
University of Nariño
MAY, 2008

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CHAPTER 1: INTRODUCTION TO THE STUDY

Introduction to the problem

Informatics tools have turned in a great support for the humankind. At the moment computers are in everyplace becoming an important part of the process of teaching to supply better results for both, teachers and students. The new Technologies of informatics and communication (TIC) are acting as a mediator in our society. They are encouraging, accelerating processes of change regarding socio-cultural as well as political and economical structures.

This study will be based on combining a program designed specifically for the age, needs and cultural background of teenagers and young adults with the latest trends in grammar teaching (focus on form) and applying this innovative tool to foreign language classes in Pasto in order to identify the results of this treatment and to make suggestions regarding the use of technology in EFL courses.

Problem Description

Despite the fact that In the Resource Center at the University of Nariño there is a great amount of material that is used to teach English as a foreign language, learners might not always profit from them because sometimes the contents found in textbooks are not meaningful for students because of the lack of contextualized topics. In order to find out about students' perceptions of contextualized materials, an interview was carried out in November, 2006 to thirty students from the first level of the Language Center. Students were asked if they would like to study English with a contextualized material such a Computer Basic Training program as a support of the text they are using currently. They replied that it would be appropriate and they agreed with this idea. In order to develop this idea the use of technology will be combined with a theoretical background.

Specifically, this paper is based on the concept of "focus on form" (Long, 1998). This concept will be the basis to create a syllabus for organizing the contents and activities. Such a syllabus would combine task based activities with instruction on grammar forms in context.

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Therefore it is hoped that this would enable learners to recognize the properties of target structures in context, and develop accuracy in their use.

Research Question

What will be the effect of using contextualized multimedia tools for providing grammar and vocabulary instruction at a first level course in the Language Center of the University of Nariño?

Justification

The World is changing through the new Technologies since people have more opportunities to access knowledge. The University of Nariño, as the biggest educational institution in the South part of Colombia has tried to keep up with technological advances. The Language Center at the Linguistics and Languages Department has always been open to changes in order to offer a better education to the community. This is the reason why it has been decided to design a Computer Basic Training program as a support tool considering the latest trends in grammar teaching. Instruction will be implicit since it will combine tasks with instruction on grammar forms in context. This topic is not new in other countries. However, the creation of a specific program has never been attempted in the

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Department. Also, the relevance of this project lies in the fact that in an EFL context such as Pasto, explicit grammar instruction seems to be prevalent despite the research that recommends using an indirect, context-based presentation of grammar forms, rather than overt, teacher-led instruction. (Long, 1991). Thus, it would be interesting to see the effect of implementing this approach to foreign language teaching.

Through the Computer Basic Training program the researchers intend to enhance the conditions for developing the students' cognitive, metacognitive and social-affective dimensions due to the fact that learners need all these elements to carry out the task at hand.

The grammar tasks will be presented as games and exercises taking into account the practical application of human values such as respect, honesty, responsibility, solidarity, environmental awareness so that students become both good users of the language and good citizens.

This paper will be carried out in order to support grammar and vocabulary learning from a different perspective: a combination of implicit grammar instruction and the use of a Computer Basic Training program.

Additionally, it can be said that the use of technology brings advantages and also gives comfort to the learner.

Krashen, quoted by Richards and Rodgers (2001) discusses the affective filter hypothesis which is a mental block caused by affective factors such as motivation, self-confidence, and anxiety. All of these factors affect language acquisition, in effect raising or lowering the "stickiness" or "penetration" of any comprehensible input that is received. When a student is working by him or herself in front of the computer, anxiety might be decreased because of the comfortable environment and he or she might feel confident.

Objectives

General objective

The general objective of this project is:
To create a contextualized Computer Basic Training program for teaching vocabulary and grammar of English for the first adults' level at the Language Center at the University of Nariño.

Specific objectives

The following specific objectives are intended to be achieved:

To apply a survey to one group of the first adults' level of English for the Language Center at the University of Nariño as the basis for the creation of the program.

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To analyze the content of the course taught at the moment in order to design the program in an adequate way.

To design contextualized material in order to contribute to enhance foreign language instruction in the areas of grammar and vocabulary.

To develop the Computer Basic Training program for the first adults' level of English for the Language Center at the University of Nariño

CHAPTER 2: LITERATURE REVIEW

This chapter presents some of the theoretical background that has been used as the basis for this research project.

Brief Historical Review of Grammar and Vocabulary

Teaching grammar and vocabulary have been some of the main worries for researchers along history. The classical period was represented by Grammar Translation Method (GTM) that appeared in 1840s as a tool to teach the classical Languages like Latin. The major focus of GTM was to emphasize on learning to read and write. In order to develop these skills the teacher gave a vocabulary selection based on the reading text used which the students had to memorize as well as bilingual word lists. Besides, grammar rules were presented to teach structures. Grammar was taught deductively and in a systematic way. The medium for instruction was the students' native language. Therefore, students did not have enough exposure to the L2, so listening and speaking skills were not developed properly. (Richards & Rodgers, 2001).

At the moment and based on the observation of reality in Pasto, many contemporary texts are used at high school level reflecting GTM principles. As Celce-Murcia (2001) states, teachers seem not to be interested in updating

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their knowledge about Foreign Language Teaching (FLT) and foreign language learning may become a tedious experience for students.

When the World War II broke out, new approaches in order to supply an efficient way to teach foreign languages appeared. The main necessity was to develop listening and speaking skills. The U.S.A. military required people who could communicate fluently. Then, the Audio-lingual Approach in The U.S.A. and the Oral or Situational Approach in Britain was developed.

After the World War II, several "alternative methods" appeared, such as, Total Physical Response (1970s), Suggestopedia (1970s), Communicative Language Teaching (1970s), Natural Approach (1980s), competency-based Language Teaching, Task-based Language Teaching, focus on forms among many others. (Celce -Murcia, 2001). Focus on forms is the latest trend in grammar teaching. Focus on forms refers to how attentional resources are allocated, and involves briefly drawing students' attention to linguistic elements (words, collocations, grammatical structures, pragmatic patterns, and so on), in context, as they arise incidentally in lessons whose overriding focus is on meaning, or communication, the temporary shifts in focal attention being triggered by students' comprehension

or production problems. The purpose is to induce what Schmidt (1993, and elsewhere), calls noticing, i.e., registering forms in the input so as to store them in memory (not necessarily understanding their meaning or function, which is a question of how new items are organized into a linguistic system, and which may not occur until much later, and certainly not necessarily with metalinguistic awareness). In other words, to deal with the limitations of a pure focus on meaning.

The need for methods to guide teaching

Despite Postmodernist ideas have attacked methods, it is relevant to adapt a method to a class depending on the needs; this means that teachers will not use a method in its purest form, they must be flexible. Also, the teacher might be able to realize that methods and post-methods are not incompatible by the recognition of the different ethnics, languages and the need to creat an open atmosphere, where the pedagogy is based on a true understanding of local linguistic, socio-cultural, and political particularities. The most important issue is how much students learn, rather than how much teachers teach. If the latest trends in teaching are considered, then it can be said that regardless of the options chosen by teachers, in English classes there should be more

opportunities for interaction, autonomous learning, discovery of grammar patterns, use of authentic materials and not too much time devoted to lecturing (Richards and Rodgers, 2001).

At this point in time, teachers should select the most useful techniques, so they will be able to design a lesson plan according to the different contexts. (Bell, Method and Post-method, 2003).

Despite the fact that all skills are important and all of them should be developed in English classes, this project will be focused on grammar and vocabulary.

The Importance of Vocabulary Teaching

The need for vocabulary is one issue upon which teachers and students agree. For many years, programs that prepared language teachers gave little attention to techniques in order to help students learn vocabulary. Teachers were sometimes told that they should not teach many words before their students had mastered the grammar and the sound system of the language. During almost all the twentieth century vocabulary had been neglected in programs for teachers. Some of the reasons were because of the emphasis during the last years with the GTM. Specialists in methodology believed that the meanings of words could not be adequately taught, so it was better not to try to teach

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them. A word can have different meanings, so the complexities were too great to be dealt with in class. In 1950's, people noticed vocabulary learning is not a simple matter and preparation in grammar programs was the concern at that moment. Students should learn grammar along with vocabulary in order to use the language for communication. Many of the meanings of a word do not correspond to the meanings of its so-called equivalent in another language. A word often requires knowing how native speakers feel about what the word represents. For this, it is quite important to understand the costumes and attitudes of the other culture.

When teaching vocabulary, it is relevant to create a sense of need for a word, this means that it is important to develop techniques to create conditions for helping students in the process of learning vocabulary, for instance, to adapt into classroom certain facts about vocabulary learning outside of class. Vocabulary lists should be used while practicing activities. Try to provide experience with an object as long as possible. (Allen, 1983)

Besides, teachers have to take into account the fact of how students will remember vocabulary. Repeating a new word again and again and being able to hold it in our short

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term memory is a difficult task, and keeping information in our long term memory is much more difficult.

Despite the fact that there seems to be a lot of information that can be stored there, getting things into our long term memory and back again can be a difficult process. Some reasons why we are able to remember some words better than others are: the nature of the words themselves, under what circumstances they are learnt, the method of teaching. Therefore, it is relevant to realize how important it is to find strategies in order to help students learn vocabulary in an appropriate and meaningful way.

To give students the tools to improve their retrieval ability is very important. We also need to think of ways of making the experience of learning vocabulary more memorable and of recycling the information that we teach. There are many things teachers can do, like using pictures, interesting contexts and stories that can support memory and giving students the opportunity to practice the new vocabulary in personalized and meaningful tasks. In this way students will be able to analyse and react personally to new information. It will help retain the new words in their long term memory. According to Ur, (1996) some aspects to be considered can enhance the results in

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vocabulary instruction, for example: The words you teach have clear, easily comprehensible meanings, items can be linked with each other, or with ones already known, through meaning or sound association and, it is better to teach vocabulary in separated, spaced sessions than to teach it all at once.

The Importance of Grammar Teaching

The idea of how to teach English grammar for adults, teenagers and children, also to give adequate opportunities for both target language comprehension and production has been treated in several research studies. Taking into account the fact that grammar teaching has never left the classroom and often the teachers are not native speakers of English, it is important to provide an acceptable approach in order to develop formal knowledge of English grammar structures and rules used in meaningful contexts that promote the development of communicative ability.

According to Long (1998), it is possible to teach grammar incidentally through "Focus on form" instruction which draws attention to the forms and structures of the language with the context of communicative interaction. Through exposing students to oral and written discourse including real-life, such as doing job interviews, writing letters to friends, and engaging in classroom debates,

teachers are able to observe what problems students have with grammatical forms. Teachers have to supply students with the right explanations and models of grammatical structures by using elements which are made salient, some examples are: underlying, circling, colouring, etc.

Practices related to the above mentioned activities include inducing rules, discovering patterns and conclusions by the teacher, as well as group work and flood of input. A good way to provide flood of input and to focus learners on some language patterns is through the use of what Ur (1996) calls game-like activities. Given that multimedia is a frequent source of entertainment for adults and children nowadays, it was decided to include some of these activities in the program that we designed.

Using Games

There are many advantages of using games. "Games can lower anxiety, thus making the acquisition of input more likely" to occur (Richard-Amato 1988:147). They are highly motivating and entertaining, and they can give shy students more opportunity to do the activities with less pressure. Therefore, this CBT is designed thinking about a conscious learning and at the same time considering that the students are evaluated without any pressure. Students are not going to realize they are being evaluated.

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According to Krashen's Affective Filter Hypothesis, proposes that a mental block caused by affective or emotional factors can prevent input from reaching the student's language acquisition device. The affective filter hypothesis says that affective variables like self-confidence and anxiety play a role in language acquisition. When the filter is up - that is, when negative emotional factors are in play - language acquisition suffers. When the filter is down, it benefits. They also enable learners to acquire new experiences within a foreign language which are not always possible during a typical lesson.

Furthermore, to quote Richard-Amato, they, "add diversion to the regular classroom activities," In the easy, relaxed atmosphere which is created by using games, students remember things faster and better (Wierus and Wierus 1994:218). S. M. Silvers says many teachers are enthusiastic about using games as "a teaching device," yet they often perceive games as mere time-fillers, "a break from the monotony of drilling" or frivolous activities. He also claims that many teachers often overlook the fact that in a relaxed atmosphere, real learning takes place, and students use the language they have been exposed to and have practiced earlier (1982:29). Further support comes from Zdybiewska, who believes games to be a good way of

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practicing language, for they provide a model of what learners will use the language for in real life in the future (1994:6).

Computer Assisted Language Learning (CALL).

Until quite recently, computer-assisted language learning (CALL) was a topic of relevance mostly to those with a special interest in that area. Recently, though, computers have become so widespread in schools and homes and their uses have expanded so dramatically that the majority of language teachers must now begin to think about the implications of computers for language learning. Computers have been used and are being used for language teaching. It focuses not on a technical description of hardware and software, but rather on the pedagogical questions that teachers have considered in using computers in the classroom.

Though CALL has developed gradually over the last 30 years, this development can be categorized in terms of three somewhat distinct phases which will be referred to as *behavioristic CALL*, *communicative CALL*, and *integrative CALL* (Barson & Debski 1996). As we will see, the introduction of a new phase does not necessarily entail rejecting the programs and methods of a previous phase; rather the old is subsumed within the new. In addition, the

phases do not gain prominence as one fell swoop, but, as all innovations, gain acceptance slowly and unevenly.

Integrative CALL: Multimedia

Integrative approaches to CALL are based on two important technological developments of the last decade multimedia computers and the Internet. Multimedia technology exemplified today by the CD ROM allows a variety of media (text, graphics, sound and animation) to be accessed on a single machine. What makes multimedia even more powerful is that it also entails *hypermedia*. That means that the multimedia resources are all linked together and that learners can navigate their own path simply by pointing and clicking a mouse. Hypermedia provides a number of advantages for language learning. First of all, a more authentic learning environment is created, since listening is combined with seeing, just like in the real world.

Secondly, skills are easily integrated, since the variety of media make it natural to combine reading, writing, speaking and listening in a single activity.

Third, students have great control over their learning, since they can not only go at their own pace but even on their own individual path, going forward and backwards to different parts of the program, honing on particular aspects and skipping other aspects altogether.

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Finally, a major advantage of hypermedia is that it facilitates a principle focus on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to grammatical explanations or exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

Multimedia technology as it currently exists thus only partially contributes to integrative CALL. Using multimedia may involve an integration of skills (e.g. listening with reading), but it too seldom involves a more important type of integration integrating meaningful and authentic communication into all aspects of the language learning curriculum. Fortunately, though, another technological breakthrough is helping make that possible electronic communication and the Internet, as well as the tutoring received from language learning centers.

Some design features and evaluation criteria for multimedia CALL might be developed on the basis of hypotheses about ideal conditions for second language acquisition (SLA). This idea outlines a relevant theory of SLA and enumerates the hypotheses it implies for ideal

conditions such as input saliency, opportunities for interaction, and learner focus on communication.

The history of CALL suggests that the computer can serve a variety of uses for language teaching. It can be a tutor which offers language drills or skill practice; a stimulus for discussion and interaction; or a tool for writing and research (Warschauer,1996).

CHAPTER 3: METODOLOGY

Design of the study

The design was a descriptive one because we analyzed the experience of designing a multimedia in a foreign language class through applying a survey to a group of students.

Procedure

After having applied the interviews which showed that learners were interested in working with a different type of material in English classes we decided to design a computer training program. This CBT will be applied in order to reinforce the students' previous knowledge. This program contains the basic topics studied at this level (e.g., present simple) and will be a support of the textbook they are studying.

Subjects

This research was carried out at the Language Center of the Linguistics and Languages Department in Pasto, with 30 students who are sixteen or older, belong to a first level English course and could be said to belong to a medium socio-economic status.

Materials

The main material to work on our research was a Computer Basic Training program which has been designed

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especially for Colombian students. This software provided contextualized activities. This means that learners might be able to understand topics more effectively when they are presented, since the information included will be relevant to their daily life. Also this material will hopefully enable students to use grammar in communicative situations, not as an isolated component taught explicitly.

Instruments

In order to gather data related to this research, the following instruments will be used: First, a personal interview to the group was already carried out with the first level students of the Language Center at the University of Nariño. Therefore, it was possible to see if the project would be accepted by learners.

Research Type

The research is a descriptive one because it illustrates in a careful and organized way the process of the design of the program to a beginner's adult course of English at the Language Center at the Linguistics and Languages Department at the University of Nariño. Also the research is propositive because it puts forward a Computer Basic Training program, a tool that the Language Center had not applied before and that can greatly contribute to

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supporting the learning of first level students of English
at the Language Center.

CHAPTER 4: ANALYSIS

According to Richards and Rogers (2001). "Significant" learning is experiential, involving the application of knowledge which addresses the needs and wants of the learner. In order to create a program that would be meaningful, significant and motivating for learners we decided to create a computer program where the student's roll is active.

Taking into account the students exposure to learn and experience new things provided by computers at this time, we thought that it would be good to design a material that supports foreign language learning in the areas of vocabulary and grammar, and also it would be presented in a format that is familiar to many students' lives. The steps taken in the development of this program are described as follows.

The first thing that had to be done was knowing if students were interested in foreign language learning and in informatics tools. This step is described next:

Interview

On November 8, 2006, an interview was conducted. The audience for this interview was a group of 30 adults who were studying a beginner's course (first level) at the

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Language Center of the Linguistics and Languages Department at the University of Nariño.

This interview had the objective of knowing the students opinion about the book they were using at that moment and about the tools used in the course for developing reading and writing skills.

The interview took place in an informal speech in order to make students feel more confident while creating a warm environment. During the chat, the students were asked about the book they were using. We asked them about the book content. They said they liked the book and that the teacher followed the book, adding that sometimes the teacher used additional material in order to support the teaching process. It was also established that the text presented the topics based on examples about similarities and differences among foreign countries and sometimes the text turned unclear because students were not familiar with the topics studied.

After that, students were asked if they would like to work with an extra material which would contain information about places, people and customs known by them, they replied they would really prefer it because it would facilitate understanding some situations since the places or the topics would be more familiar. Students said they

would like to begin learning English talking about their own culture.

Based on these interview we started to discuss the idea that students feel more engaged when the purpose of their tasks simulate real-world tasks. The exploration for any available multimedia resources should also have a purpose and be associated with a meaningful task. For example, instead of having students provide general descriptions of images or photos, it should be more appropriate to ask them to identify specific cultural aspects and compare them to their own cultural background. It makes a task more purposeful and focused, and thus enhances their awareness and understanding of cultural differences.

We asked the students which places they would like to see in their books, and they answer that they would prefer places of Nariño and Colombia. Therefore, they might compare them with unknown places from all around the world. The relevance of learning from pictures lays on how visual information serves as an aid for text comprehension and functions as supplemental information that is added to the mental model of the text. The visual material can support vocabulary acquisition as well as text comprehension (Schnotz, 1993; Chun, 1997). The learners get to explore

authentic reading materials, so they will catch students' attention, capitalize on natural curiosity and encourage student prediction by asking how the illustrations might relate to the text" (Barnett, 1989, p. 117). Furthermore, the use of visual imagery aids allows for providing concrete images of unfamiliar words. Such instructional practices not only support the learning process of new vocabulary (Kellogg & Howe, 1971), but also enhance incidental learning of vocabulary (Chun & Plass, 1996). Authenticity should be addressed taking into account the learner's needs. Hence, it is advisable to create texts according to their necessities. We should be willing to welcome into the classroom any tool which serves the primary purpose of helping the learners develop authentic interpretations of their environment and reality.

After this interview it was concluded that it would be better to use contextualized material in the program that was going to be designed in order to provide the students a more comprehensible input and to add inexistent information to the book which would really complement the topics of elementary English classes. The information would include places and elements from their own culture because the students would feel more comfortable working with these in foreign language classes. As it was mentioned in the review

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of literature, games were considered as a good option since they help lower anxiety levels in students and they are good tools for illustrating structures or patterns, and for keeping learners focused on a certain aspect of language.

After the topics and the nature of the program were designed thanks to the information given by students in the interview, the design of the program began.

Design

In order to teach English there are many different types of materials but no one of them are designed specifically to feature Colombian culture or to appeal Colombian students. This was the reason why we wanted to contribute to making learning more meaningful and contextualized by providing a computer basic training program for teaching English vocabulary and grammar for a beginner's course at the Language Center at the University of Nariño. This program works with the topics taken from the book, but the background and the environment have typical and important characteristics about the region of Nariño.

This program has eleven units which were designed with different games. In this way students will be able to review and reinforce their knowledge acquired previously during the class.

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There is a common perception that all learning should be serious and solemn in nature and that if one is having fun and there is hilarity and laughter, then it is not really learning. This is a misconception. It is possible to learn a language as well as enjoy oneself at the same time. One of the best ways of doing this is through games (Wright, Betteridge and Buck, 1984).

Given the fact that the instruction carried out in the classroom is most of the time formal, it was decided that the program to support these classes at the Language Center should include activities which are not commonly carried out by the teacher and that could offer some fun and individual involvement to students. That is why games were chosen as the best format to create the activities. Also, children, teenagers and adults are familiar with playing with a computer and using games might facilitate the interaction of the students with the computer and with the program. Some advantages of using games in the classroom are that games are motivating and challenging. Also, learning a language requires a great deal of effort. Games help students make and sustain the effort of learning. besides, CBT Games provide language practice in writing, listening and reading skills. In addition, they create a meaningful context for language use.

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The topics selected for the games had to be connected with the textbook and the syllabus for the course. The description of every unit is next so that it is easier to visualize which topics and which contents are featured in the computer program.

MAIN TOPIC: YOU

In this unit you are going to study:

Grammar: Possessive adjectives; be.

Vocabulary: Telephone numbers

Pronunciation: Sounds of the alphabet and numbers

Games: Recognizing word sounds through alphabet games and number games.

Skills developed: listening, spelling and reading.

MAIN TOPIC: PEOPLE

In this unit you are going to study:

Vocabulary: Nationalities

Games: Nationalities: Drag the correct word.

Skills developed: reading and writing

MAIN TOPIC: DAYS

In this unit you are going to study:

Grammar: present simple, prepositions

Vocabulary: daily activities, professions

Games: daily activities. Choose the correct verb

Skills developed: reading and writing

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MAIN TOPIC: LIVING

In this unit you are going to study:

Grammar: there is, there are, some, any.

Vocabulary: Furniture

Games: Pictures

Skills developed: reading

MAIN TOPIC FOOD

In this unit you are going to study:

Grammar: countable and uncountable nouns, quantity: how much, how many.

Vocabulary: Food and drink.

Games: multiple choice.

Skills developed: reading

MAIN TOPIC WORK

In this unit you are going to study:

Grammar: adjectives

Vocabulary: describing characters.

Games: matching

Skills developed: reading

MAIN TOPIC OCEAN

In this unit you are going to study:

Grammar: simple past. Regular and irregular verbs

Vocabulary: outdoor activities and sports.

Games: Fill in the gaps

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Skills developed: reading and writing

MAIN TOPIC SOLO

In this unit you are going to study:

Grammar: simple past. Regular and irregular verbs

Vocabulary: Feelings

Games: hangman

Skills developed: reading and writing

MAIN TOPIC: LOOKS

In this unit you are going to study:

Vocabulary: clothes and colors

Games: drag the clothes according to the instructions

Skills developed: reading

MAIN TOPIC: REALITY

In this unit you are going to study

Grammar: future forms: going to, would like to, hope to,
and want to

Vocabulary: numbers, days of the week, months, year

Games: fill in the gaps

Skills developed: reading and writing

MAIN TOPIC: THINGS

In this unit you are going to study

Grammar: comparative and superlative adjectives

Vocabulary: places

Games: choose the correct answer and fill in the gaps.

Skills developed: reading and writing

The analysis part in this paper was different from that of a normal research paper or report because the most important part of this monograph was not the document itself but the program that resulted from mixing the students' preferences and suggestions with the topics taken from the textbook and with the support taken from current literature on the topics of foreign language teaching methodology and Computer Assisted Language Learning. Despite the fact that this document is not the result of a regular study, some conclusions can be drawn from this experience. These conclusions are explained in the next chapter.

CHAPTER 5: CONCLUSIONS

It can be said that the Computer Basic Training program provides a number of advantages and offers language drills or skill practice as well as a tool for language learning.

A more authentic learning environment can be created in EFL classrooms with the support of technology, since listening is combined with seeing, just like in the real world. Then, skills are easily integrated, since the variety of media makes it natural to combine reading, writing and listening in a single activity. For this reason, students are provided of an accurate information about grammar and vocabulary. Through the games and exercises given in the media program, students practice and reinforce grammar structures and vocabulary studied during the class.

The CBT provides an environment which best promotes the natural language learning process by engaging students in meaningful activities, such as problem-solving where the learner's interlanguage system is stretched and encouraged to develop. This means that current methodologies that encourage the use of problem solving activities (e.g., task-based language teaching, cooperative learning) can be

put into practice even despite the learning conditions in Colombia where access to technological tools is limited.

Making use of a CBT facilitates focusing on the content, without sacrificing a secondary focus on language form or learning strategies. For example, while the main lesson is in the foreground, students can have access to a variety of background links which will allow them rapid access to exercises, vocabulary glosses, pronunciation information, or questions or prompts which encourage them to adopt an appropriate learning strategy.

The teacher is considered as a participant and an observer who describes step by step the students' behavior in the learning process. Despite computerized classrooms are becoming normal in Colombian schools. Working with CALL has some difficulties because of the absence of current knowledge about effective use of technology and empirical knowledge about the best way to interact with multimedia. Besides, teachers are not properly trained in order to handle CALL. On the other hand, it is necessary to take into account the lack of resources in some schools; therefore, there is not enough equipment to teach an integrative class with call, but the use of a ready-made program might facilitate the integration of technology in EFL classes.

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There is abundant material for teaching English as a foreign language, but some difficulties were found when we were searching for contextualized material. That is, material that portrays our culture and costumes using typical words and showing known places. Creating contextualized material is not an easy task and it should be acknowledged. It was difficult to explain or find a close meaning for some typical words, like melcochas, helados de paila, champus, buñuelos, empanadas and aplanchados, but the idea of keeping some cultural aspects of our life alive was worthwhile.

Our monograph was interdisciplinary since we worked with a person who was responsible for the design of the CBT at the same time we provided the content needed to do it.

The most important advantage of this work was to interact with technology and to have the opportunity to be actualized in CALL. It is clear that nowadays technology is in everyplace the computer takes an important place in teaching and learning a foreign language and the idea that only the foreign language teacher should be involved in instruction has to change since we can receive valuable help from people in other fields of knowledge.

After planning and working in order to achieve the initial objective it can be concluded that it is possible

to create a CBT through an interdisciplinary project where the engagement and discipline of the researchers involved in this activity took an important part in achieving the expected results.

If a teacher is going to use the program created, some general recommendations must be made in order to adequately benefit from this tool and to guide students to benefit from the experience of interacting with this tool.

Recommendations for students

First, it is important to be aware of the directions and read them carefully before starting the work with the CBT. This will save time and students will not fall behind the others.

In case of misunderstanding and not following the commands, students are going to have a second opportunity to ask the questions. This will lower anxiety and allow students to explore the program comfortably.

Take into account that students cannot continue until they finish every game, therefore students should take care of the time they are spending. The score depends on the time.

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Recommendations for teachers

First of all, teachers should activate the unit to be worked on. Then they should Read the instructions carefully and follow the Webmaster's recommendations in order to avoid technical problems. The CBT is a tool in order to facilitate learning, but it is important to underline that it is not going to take the place of the teacher. Rather, it will support the teachers' instruction and it is a flexible tool since the CBT has the option of changing or increasing the data base according to the needs of both teachers and students.

For New Teachers

When teachers are going to use the CBT, they should choose in an adequate way the topics to be studied. Also teachers should review if the CBT is an appropriate tool in order to improve the English level through the computer according to the topics seen in class. Although this is a flexible and adaptable tool, technology should not be used just because it is available. As with any material, it should be a support for a certain specific vocabulary set of grammar pattern, otherwise it will lose its value and it will be perceived by students as a waste of time since it will not be directly connected to the instruction process being carried out by the teacher.

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Teachers should take into account the economical and cultural level of students, so if the student is not able to use a computer they should ask for assistance to the systems engineer teacher who is in charge of the equipment. Teachers and learners need patience when approaching a tool like this for the first time and teachers must make sure that all students are comfortable with the task and with handling the equipment in order to keep motivation and avoid frustration in students.

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APENDIX A: Survey

UNIVERSIDAD DE NARIÑO
PROGRAMA DE LICENCIATURA EN EDUCACION BASICA CON ENFASIS EN INGLES LENGUA
CASTELLANA Y HUMANIDADES
CENTRO DE IDIOMAS

de encuesta: _____

ENCUESTA PARA ESTUDIANTES DEL CENTRO DE IDIOMAS DE LA UNIVERSIDAD DE NARIÑO

La presente entrevista tiene como objetivo evaluar el software realizado para el Centro de Idiomas para los estudiantes de nivel I.

1. Que es lo que más le agrada del software estudiado?

(Escoja más de una opción)

Diseño

Contenido

Interactividad

Evaluación

2. Como considera esta multimedia?

Buena

Regular

Mala

3. Usted cree que este SOFTWARE con respecto a la temática del libro es pertinente?

Siempre

Algunas Veces

Nunca

4. Según usted en que debería mejorar este SOFTWARE?

5. ¿Cuáles son los recursos que mas se utilizan dentro del Software?

(De un orden de prioridad (1 a 5) a las opciones)

Videos

Imágenes

Juegos

Sonidos

Texto

6. Como considera estos recursos?

Bueno

Regular

Malo