



BENEMERITA UNIVERSIDAD AUTONOMA DE PUEBLA

Facultad de Lenguas

***The usefulness of the activities used in the multimedia resources center of the
"Emiliano Zapata" Preparatory School***

A thesis submitted to the Faculty of Languages for the Degree of Licenciatura en
Lenguas Modernas.

By:

Adriana Martínez Nieto

Thesis Director: Dr. Josué Cinto Morales



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Adriana Martínez Nieto

Dra. María Amelia Xique Suárez

Dra. Norma Flores González

Dr. Josué Cinto Morales
Thesis Director

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CHAPTER ONE:INTRODUCTION

1.1 Introduction to the Problem

English has been in widespread use around the world for well over a century, starting with the days of the British Empire, and continuing as the United States became a political and cultural superpower. With the recent increased velocity of globalization, and the resulting profound changes in the kinds of connections that exist between nations and people in different parts of the world, English has become even more of a world language. Most of the scientific, technological and academic information in the world is expressed in English and over 80% of all the information stored in electronic recovery systems is in English (Vialingua, 2012). Thus, English has become the main means of communication around the world, that is, a *Lingua Franca*.

Therefore, in Mexico, English as a foreign language has become an obligatory subject of the system of public education. There is a great social demand for children to learn a foreign language since the most basic levels, such as pre-school or primary school. As a consequence, since 2009, the Secretariat of Public Education (SPE) in Mexico created a program called *National English Program in Basic Education* (NEPBE), which states that:

...teaching this language is a long and slow process, which must be addressed seriously so that students can actually gain the basic elements to communicate and understand,...The fundamental purpose of teaching this language is to guarantee that students achieve mastery of the four skills that allows an understanding and appropriate expression through exercises in reading, writing, grammar, listening comprehension and oral expression. At the same time, it is intended that students are conscious of the importance of this language and have a general idea of the Anglo-Saxon culture

and its fundamental characteristics. In the field of studies, it is a key tool for academic success (SEP, 2011, p. 210)

Thus, in Puebla, English acquired by students in basic education, is expected to be the basis for their effective academic and professional development at university and work. Some institutions even have agreements with foreign universities that offer students the possibility of academic exchanges with Anglo-Saxon speaking countries, so in order for them to take advantage of the possibility to develop as professionals, and successfully complete their studies, they must speak English. Also, career ways that open after graduation and post-graduation are always conducted in English; it is the means of interaction and engagement with career counselors and guides for career guidance. However, we should not just focus our attention on the new programs, but it is also necessary to find new ways to improve those programs which have existed for a long time such as secondary and preparatory education so that those students can also have better professional opportunities.

On the other hand, even though only 10 per cent of the world population is online, digital literacy is increasingly becoming an essential tool for social, educational and occupational worlds. Then, English is being learned as a global language for wider communication closely connected to the new technologies. Initially, technology was just seen as materials and strategies used to solve practical problems, especially as a scientific method for business and industrial usages. Nowadays, technology is used in other fields like education, including powerful tools to help students develop computer skills since students are likely to take jobs that require familiarity with a variety of digital tools, as Murray & McPerson (2001) said, “Teachers and learners need to be able to approach teaching and learning with these new technologies in incremental stages” (Murray & McPerson, 2001, p.34).

Nowadays, in terms of language instruction, computer-based technology has more advantages than traditional teaching materials used in the classroom such as flashcards, books, CD's, dictionaries, audios and visuals. Technology offers the opportunity to increase a social, cultural and linguistic exploration through a variety of tools such as, self-access centers, laboratories, multimedia resources center and workshops that allow learners online international environments of communication, preparing them for cultural interactions, achieving their success in academic, vocational and personal life. For instance, the advantages of multimedia resources center could include exhaustive explanations, a great variety of examples, practical activities, and others. If students work on a multimedia resources center, for instance, and have problems, they always find more options and computer tools to solve their doubts, namely, online dictionaries, grammatical references, exercises on specific structures, illustrations, chat- consultants, tests, etc. For audios and visuals, they have one of the most popular and widely used web pages: YouTube, which allows learners to download and upload videos or audios to develop their speaking and writing skills.

Nevertheless, in preparatory schools, where English is a requirement and the multimedia resources center is supposed to facilitate language learning, the results show that the activities used in the center do not fulfill teenage learners' needs and interests, and a significant number of students do not take advantage of the resources and equipment. They do not improve their language skills, so the program does not succeed in attaining efficacy. It means that the objectives that justify the Multimedia Resource Center (MRC) are not achieved.

Despite all the advantages that the multimedia resources center could offer, it is still necessary to consider the relevance of the information they contain in regard of age, interests, likes and proficiency level of the students in order to assure the expected results. Students must take advantage of materials as an appropriate tool in their language learning. Multimedia resources

center and activities must fulfill students' needs, for instance, the desired situation is that students use them as an appropriate tool to accomplish the established English program objectives. Therefore, if the situation is not corrected, students will be demotivated to do activities in the multimedia resources center; they won't develop them successfully, and won't improve their language skills.

1.2 Purpose of the Study

This research is intended to evaluate the usefulness of the activities used in the multimedia resources center of the "Emiliano Zapata" Preparatory School in relation to the learners' needs and the objectives of the educational program. Thus, an evaluation will be performed and the results used to identify strengths and weaknesses in the design and selection of the materials will be useful to help students improve in the teaching language.

1.3 Research Questions

Taking into account the purpose of the study, the following questions have been designed to guide the study, the methodological procedures and the discussion of the findings:

- 1 Do the students know the purpose of the multimedia resources center? (objectives)
- 2 To what extent do prescribed activities fulfill learners' level? (Routes)
- 3 Do the activities fulfill students' learning needs?
- 4 Do the topics in the activities match learners' interests?
- 5 What kind of abilities do the students develop?
- 6 What kinds of activities are more attractive to learners?
- 7 Are activities designed to allow real autonomous learning?

- 8 Do the activities design help students achieve the program objectives?
- 9 How much do learners improve their English in the CEFR?

1.4 Hypothesis

Students in preparatory “Emiliano Zapata” are unwilling to work on established multimedia resources center activities given by their teachers because they do not match their needs, interests and levels. Also the activities are repetitive, visually unattractive and do not make sense for learners, causing lack of interest and boredom at the moment of dealing with the activities.

1.5 Significance of the Study

The contribution of this project will be the production of information that allows comprehension of the factors that affect language learners’ participation in the multimedia resources center in order to facilitate decision-making to make appropriate changes that improve the interest of the students. It is essential that the learners are in contact with both the language and technology as in an increasingly and actively digital world, the use of technology guarantees a variety of conditions and learning environments to meet personal, social and educational needs. In short, the project intends to diagnose the conditions that prevent the integration of both elements.

1.6 Assumptions and Limitations

Firstly, the World Wide Web offers a vast selection of resources from all over the world, providing students and teachers the tools for their social, cultural and linguistic exploration. Secondly, English learners have to be in contact with technology because it facilitates their English language learning when they are online (Murray & McPherson, 2002) providing them a world of concepts, genres,

tenses and also languages (Mansfield, 2002 p. 3). Thirdly, although this world of online communication is a vast new medium, comparable in some ways to books, print, or libraries, is still being a tool, not a teaching method (Warschauer & Meskill, 2000). Finally, the learners need the language and literacies that new technologies develop by making sense of varying combinations of text, signs, symbols, pictures and even sounds and moving pictures.

1.7 Research Content and Organization

In the first chapter of this thesis, the reader will find the introduction of the problem and the questions dealing with all this research. In chapter two, will be described the main theoretical elements of curriculum, curriculum evaluation and the multimedia resource center rationale. In the third chapter, the methodology, the instruments used and all the procedures followed to reach the data collection will be detailed. In chapter four, I will explain the results of the investigation carried out during this research. Finally, in the fifth chapter, I will present the conclusion of the research of this project.

1.8 Key terms

Multimedia resources center, technology, web-pages, curriculum

Multimedia resources center: Student's tool that helps them to transform previous knowledge from new information coming from the environment. (Caridad, 2008)

Technology: Technology is a tool that humans use to satisfy their needs and wants, applied in different fields such as medicine, science, arts, and education. In education area, technology is the tool that institutions have been adapted in their curriculums and syllabuses as a fundamental element. (Luppicini, 2005)

Curriculum: curriculum is the process that involves teachers and learners' interactions that helps them to think about their work before, during and after interventions; this constant evaluation allows educators to make judgments about the direction their work was taking and redirecting as an active process. (Tyler, 1957)

CHAPTER TWO: LITERATURE REVIEW

In this chapter, the theoretical foundations which support the curriculum construction and evaluation, and, more specifically, materials and activities evaluation performed are presented. All of these subjects will shed some light on the complexities of curriculum design and evaluation as educational programs and any other similar structures are only justified if they fulfill the social, academic and labor needs of the participants.

2.1 Learning

Soliño (2008) points out that the meaning of learning in the land of languages or even in other subjects, is the personal creative process and not the achievement of a product trained and programmed by the teacher. On the other hand, Hernández Jiménez (2010) describes the process of learning such as the active development in which changes are produced in the learners' brains, it means that knowledge is not just the simple transportation of ideas, is the manipulation of them in a way to be deep and meaningful. In addition to these definitions, learning is the acquisition of knowledge, skills, values and attitudes, developed through the study, teaching or experiences. So, human learning is defined as the changes causes by experiences and, also this process has some branches such as: receptive learning, discovery learning, and memory learning and, significant learning. At the same time, all of those branches have to follow a method that in this case will be the constructivism method. There are specific characteristics that describe how the knowledge must be, those characteristics are:

- It must be a process of a complex nature
- New knowledge, skill or capacity must be acquired

- It should be able to manifest in a future time
- Must contribute to the solution of a specific situation
- Being the product that proves concretely the process of learning
- Being the result of the social interaction

(Paez, 2008)

It is important to reiterate that the use of technology facilitates in particular this type of processes through individual exploration of language and a student learning materials more active it means so, meaningful and motivating learning helped by a well oriented use of authentic materials will prepare learners to the real world, causing an authentic communication (Soliño, 2010).

2.1.1 Learning Theories

2.1.1.1 Humanism

According to McLeod (2012), humanism is a psychological approach that emphasizes the study of the whole person, looking to human behavior not only through the eyes of the observer, but through the eyes of the person doing the behaving. It means that, individual's behavior is connected to their inner feelings and self-concept. This theory centers on human values, and the creative, active nature of them. The approach is optimistic and focuses on noble human capacity to succeed hardship, pain and hopelessness. A primary purpose of humanism could be described as the development of self-actualized, autonomous people. In humanism, learning is student centered and personalized, and the role of the educator is a facilitator. Emotional and cognitive needs are the main components,

and the goal is to develop self-actualized people in a cooperative, encouraging environment (knowledge base and webliography, 2013).

2.1.1.2 Behaviorism

Behaviorism focuses on the experimental method, studying human behavior; it says that behavior is acquired through learning. Learning is strongly influenced by stimuli from the individuals' environment, to which he reacts. It means that behavior is the reaction or response learned before a stimulus given by the environment of the individual (stimulus-response scheme) ("Behaviorism", 2009)

The goal of Behaviorism is the prediction and the control of human behavior, which is not different to the rest of the animals, according to this psychological tendency and, it just takes into account the behavior that currently people have.

A difference can be established between classical Behaviorism (Watson) and radical Behaviorism (Skinner), considering the latter as a radical position since it rejects the possibility of the theory, while the first only limits it to a theory of biological basis. Although Watson speaks of stimulus-response, Skinner focuses on the response in relation to the reinforcement of the same, working on a principle of stimulus-response. In short, all behavior is caused by external stimuli, without the need to consider internal mental states or consciousness; it means that everything that students learn depends on external factors making them obedient, disciplined and passive with habits that society says acceptable and the role of teacher is to provide the learning tools and motivation (Hernández Rojas, 2009).

2.1.1.3 Cognitivism

In 1978, Vygotsky as cited in Lutz & Huitt (2004), points out that the basis of all learning and development in cognitivism, is social interaction. This interaction comes from the relationship between biological human development and on cultural/ideal/material heritage which exists in the present to harmonize people with each other and the physical world.

As Vygotsky (1978) said, there are three main principles in his social development theory. First, social interaction plays a critical role in cognitive development in relation to what is learned and when and how learning occurs. The second principle associated with this theory is “the idea that the potential for cognitive development is limited to a certain time period. Finally, the only way to understand how humans come to know is to study learning in an environment where the process of learning rather than the product that is the result of learning, is studied. The impact of society and culture are central to social development theory.

2.1.1.4 Constructivism

According to Schunk (1997), constructivism is a psychological and philosophical posture in which individuals build and understand what they learn. In contrast to behaviorism, constructivism consists in the active participation of the individuals, in which they have to construct their knowledge using different manners as much as they need. The role of the teacher is not as the traditional method, they must use methods and interactive activities that allow students the participation, at the same time, the activities should be based on observation, collecting data, creating and solving hypothesis and, cooperative work. As a result, students must be independent in their own knowledge, establishing their goals, monitoring and evaluating their progress in order to overcome the single requirements.

He also mentions that constructivism is divided in three main points: exogenous, endogenous and, dialectic. They are explained below:

- Exogenous: the acquisition of knowledge consists in the reconstruction of the external world that is influenced by the perceptions through experiences, the exposure to models and teachings. Knowledge is as exact as the external reality reflects it.
- Endogenous: the knowledge comes from to the already acquired and not directly from the interactions with the environment. It is not a reflection of the outside world, but it develops through cognitive abstraction.
- Dialectic: it comes from the interaction of the individuals and their environment. They reflect the consequences of mental contradictions resulting from the interaction with the environment.

For instance, the role of students must be active in their learning and the role of teachers is making them think about their beliefs through experiences, they should be individually or in groups.

2.1.1.5 Socio-cultural Approach

Vygotsky considers that for learning, the most important part is the social environment rejecting the conductive theories. He was looking for a balance between behavior and consciousness that took into account the prior acts of the human being with the conscious of them. The social environment is crucial for human's learning and, it is influenced by their cultural variables, language and social institutions, enhancing the interaction between individuals and their environment. Vygotsky says that language is the main part of the psychological development is to

dominate language, numbers and writing, once those are dominated, humans could use them to regulate thoughts and behaviors (Shunk, 1996). He also mentions that the distance between the actual level of development determined by independent problem solution, and the level of development possible, pointed out by solving problems with the help of an adult or the collaboration of more skillful colleague.

According to Rotter (1972), individuals consider the likely consequences of their actions in a given situation and act based on their beliefs. The theory comprises four major variables:

- a) Behavior potential refers to the probability that an individual will act in relation to alternative behaviors.
- b) Expectancy is the individual's belief concerning the likelihood that a particular reinforcement will occur as a consequence of a specific behavior.
- c) Reinforcement value refers to how much the individual values a particular outcome relative to other potential outcomes.
- d) The psychological situation implies that the context of behavior is important. The way in which the individual views the situation can affect both reinforcement value and expectancy.

(Rotter, 1972)

Sociocultural approach points out the idea that human learning occurs in a social environment through observing others; in which people acquire knowledge of rules, skills, strategies, beliefs, and attitudes. They also learn about the usefulness and appropriateness of behaviors through

observing models and the consequences of modeled behaviors and, they behave in harmony with their beliefs in relation to the expected outcomes of actions (Bandura, 1997).

2.1.1.5.1 Zone of proximal development

Shunk (1996) defines zone of proximal development as the knowledge that students are able to acquire based on their appropriate educative conditions and, it could be seen as the measurement of the intelligence such as IQ in which students and teachers must work together or the most skillful share their knowledge and abilities with those who is more complex to learn because of the difficulty of the activities. It means that cognitive changes occur in the ZPD when teacher and student share cultural instruments, when the student internalized this relationship mediated by culture.

According to Chaiklin (2003), there are three main aspects in which ZPD focuses and, there are presented below:

1. The first aspect focuses on the idea that a person is able to perform a certain number of tasks alone, while in collaboration, it is possible to perform a greater number of tasks. At best, the number (or kinds) of tasks must be taken as indicators to be interpreted in relation to a level of development. It is often assumed that the ZPD is meant to be applied to any kind of learning task. ‘
2. The second aspect emphasizes how a more competent person should interact with the learner. Sometimes this aspect is presented as the defining characteristic. Perhaps, the notion of the zone of proximal development is little more meaningful than that of a learning

situation presented to a learner, where teachers or more advanced learners directly or indirectly have a positive influence on this learner.

3. The third aspect focuses on how learners are able to develop tasks, including notions of their potential and/or inclination to learn and, it should accelerate or facilitate learners' learning, if the zone can be identified properly. Sometimes this aspect is interpreted to mean that teaching in the zone of proximal development should result in the easiest or effortless form of learning for the learner.

In addition to this characteristics, it could be mention that this process has also an important academic application that consist on controlling the elements of the task that are away from the student's abilities, focus on those who can catch quickly, this process is called scaffolding.

2.1.1.5.2 Scaffolding

As it was mention before, scaffolding consists on students' abilities in which teachers work as a support, serve as tool, expand the capacity of the subject, allow doing tasks than in other words would be impossible and used selectively only when it is necessary. In learning, teacher functions as main part of learning in students, sharing the responsibilities at the beginning of learning, then, while learners are more capable to do activities by themselves, motivating them to develop their learning capacities into their ZPD (Chaiklin, 2003).

To Bruner (1978), scaffolding is where learning takes place; appropriate social interactional frameworks must be provided. In the case of the young child learning language, the instructional component consists of the caregiver providing a framework to allow the child to learn. To do this, the attendant should always be one step ahead of the child and by using contexts that are extremely

familiar and habitual; the caregiver can facilitate the child's learning. These very predictable routines, such as reading books together or conversations at bath time or meals, offer the person in charge and child a structure within which he/she can continually increase her expectations of the child's performance. For Bruner, this is specifically the child's linguistic performance, because it is within these formats that children learn how to use language (Foley, 2013).

Scaffolding is the metaphorical concept used to describe the interactive verbal support provided by adults to guide a child through the ZPD and allow them to develop a task that they would be not capable to do without help. This incapability is temporary because of scaffold implies, it means that the knowledge must be increasing according to how learners are developing and increasing their knowledge and skills to perform competently and independently (Read, 1978).

2.1.1.5.3 Mediation

What human learns depends on psychological tools that has, at the same time, these ones depend on the culture they live in, thus, thoughts, experiences, intentions and actions are culturally mediated. For Vygotsky (1978), learning is an adoption form of the accessible cultural heritage, not only is an individual process of assimilation. Social interaction is the origin and the creator of learning. On the other hand, Guerrero Nieto (cited in Lantolf, 2001) says that individuals do not have a direct relationship with the environment, but there are tools that mediate this relation, such as: the mechanical, physical, and chemical properties of objects to make them act as forces that affect other objects in order to fulfill his personal goals. Individuals, in association with others, use tools to control the world according to their needs and goals and in this sense, tools become mediators between the subject and the object. Kozulin (1998) states that Vygotsky identified three kinds of mediators: material tools, psychological tools and other human beings (Guerrero, 2007).

2.1.1.6 Meaningful Learning

Moreira (cited in Ausubel 1963, p. 58), says that significant learning is the process through new knowledge is related to the cognitive structure of the person learning, is the human mechanism to acquire and store of information represented in any field of knowledge and ideas. He also mentions that the most important feature of meaningful learning is the interaction that produces between the most relevant knowledge of cognitive structure and new information, causing the acquisition of an integrated meaning into the cognitive structure of logical and substantial manner, benefits the discrimination, evolution and permanence of the existing pre knowledge and consequently of all cognitive structure. At the same time, he says that significant learning is divided in three main points: learning of representations, learning concepts and, learning of propositions.

- Learning of representations: it depends on other kinds of learning and consists in the attribution of meaning to symbols, it happens when equal in meaning arbitrary symbols with its references (objects, events, concepts) and mean any meaning that its references suggest to the student (Ausubel, 1983) and, it is more common in children.
- Learning concepts: concepts refer to objects, facts or properties that describe a common criterion designed through any symbol. Those concepts are acquired by formation and assimilation. In the formation of concepts, the characteristics of the concept attributes are acquired through direct experience, in consecutive periods of formulation and testing of hypotheses (Ausubel 1983). So, learning concepts by assimilation occurs when the children increase their vocabulary, it could say that the concepts of criteria attributes through the use of combinations available in the cognitive structure.

- Learning of propositions: This kind of learning goes beyond simple assimilation of representing words, combined or remote, because it requires capturing the meaning of the ideas expressed in the form of propositions.

(Palomino Noa, 2007)

For Lev Vygotsky (1987, 1988), cognitive development is a mere relation among social context, historical and cultural in which happens. He also mentions that the higher mental processes such as: thinking language, voluntary behavior, has their origin in social processes; being the cognitive development the conversion of social relationships in mental functions. He says that this process starts in a social environment between people, causing them changes individually even if the information comes to the person through books or machines, so, through the social interaction individuals prove that the information was attained (Moreira, n.d). He considers five crucial elements in this theory: mental functions, psychological skills, zone of proximal development, psychological tools and mediation that are explained below:

Mental functions:

- Lower mental functions: are those with which we are born, are the natural functions and are genetically determined. Behavior derived from these functions is limited; it is conditioned by what we can do.
- The higher mental functions, to acquire and develop through social interaction. From the moment in which a person is in one specific society, these functions are determined by the way of being of that society, they are culturally mediated and, the behavior derived of the higher mental functions is open to greater possibilities; being knowledge the result of social

interaction; interaction with other allows individuals to make conscious about themselves, they learn symbols that permit them to increase thinking in a complex manner.

- Psychological skills: those are the link between the lower and higher mental functions and, social and personal abilities creating a balance among individuals' feelings, thoughts, behaviors and the capacity to develop them in which the most important role is given to the language. Indeed, language as a tool allows individuals to being conscious of them and their actions enriching self-control of the actions, performing that is able to behave by self-choice because at that time, language is related with thought that means a mental process.
- Zone of proximal development: it is the distance between the actual levels of development determined by independent problem solution and the level of development possible, pointed out by solving problems with the direction of an adult or the collaboration of other more skilled colleagues with the pertinent academic conditions. In other words, it means that learners must be able to scaffold the information, controlling the elements of the task that are away from their abilities, so they can focus on dominate what they can comprehend fast. At the same time it is composed by five essential functions: provide support, serve as tool, and expand the scale of the subject that if would not be impossible, and used selectively when it will be necessary.

2.1.1.7 Receptive Learning

According to Paez (2008), receptive learning is the process in which the learner just needs to comprehend information to reproduce it but, without discovering anything; the only requirement is the incorporation the new knowledge in a future and, this information is giving principally by a teacher, press material, audiovisuals or computers. For instance, it is important to consider that

although it is a phenomenological easier than discovery learning, because implies a higher level of cognitive maturity (Ausubel; 1983, 36).

2.1.1.8 Discovery Learning

In this kind of learning, students must discover the material by themselves before incorporating to their knowledge, in this case, it could be guided by a professor, they discover the concepts and their relationships and reorganize them to adapt them to its knowledge (Paez, 2008). On the other hand, Bruner (1915) says that discovery learning is based principally by investigation and constructivism in which learners relate past experiences and existing knowledge to discover new facts to be learned through the manipulation of objects, questioning or experimentation. At the same time, this method follows certain characteristics and has some advantages; in the case of characteristics will be mentioned then: guided discovery, problem-based learning, simulation-based learning, case-based learning, and incidental learning, among others. The advantages include: motivation, promotes autonomy, responsibility, independence the development of creativity and problem solving skills, a personalized learning experience. (Learning-Theories.com, 2013)

2.1.1.9 Memory Learning

Montoya (2008) defines memory learning as the common learning activity used in the traditionally school, as a consequence of this fact, the information given is easily forgotten after not being. Likewise, Leal (2008) defines this kind of learning as the most basic and rudimentary in which the only function is to catch information, storage and learned literally, it is not necessary to understand them. On the other hand, Paez (2008) points out that memory learning is when the students get contents without understanding them or relate them to their prior knowledge, not just meaning the contents, it means a saving of data without any relevance between them, occurs when the student

memorize contents without understanding them or relate them to their prior knowledge, not find meaning to content.

2.2 Curriculum

According to Barrón & Padrón (1997), it was until 1970 that the curriculum is seen as an essential part to carry out a well-designed educational program. In the same line, Valdés (1997) establishes that the origins of a curriculum design are the result of a civilized society, which is justified because of many reasons. One of them is the relationship between education and curriculum because it has to be necessary to select the content then, knowledge, attitudes, abilities, etc. also the methods and procedures to guide education.

Arredondo (1981) suggests that the curriculum is the result of a process: an analysis and reflection on the context characteristics, and learner resources, an analysis of learner's conditions and context, define the educational objectives and, the reasonable distribution of the human, material, informative, financial, temporary and organizational resources to succeed the goals. Additionally, Brown (1995) points out that a curriculum is a series of activities that contribute to the development of consensus between the staff, faculty, administration, and students providing teachers a framework to accomplish whatever combination of activities is most suitable in their professional judgment for a given situation, that is, framework that helps students to learn efficiently and effectively as possible in the given situation. This process results in a conceptual construction (Arnaz, 1981) destined to guide actions, but not actions themselves; they give evidences which allow the possibility to introduce adjustments or modifications to the program.

Pratt (1980) defines the curriculum as a systematically written document that contains planned goals, objectives, content, learning activities and, evaluation procedures. According to Braslavsky

(1999) the existence of this document entails the idea that the State and educational professionals have to work based on learner's experiences in their lives through specific oriented goals and objectives, that is, the curriculum consists of all planned learning results for which the school is responsible, and the term refers to the desired consequences of instruction (Popham & Baker, 1970). Moreover, Hass (1987) states that these experiences are organized around a structured theory and research or past and present professional practice. So, this document must include information about the reasons, contents, moments, places, procedures and people which interact and justify the relevance of an educational program.

Furthermore, according to Tyler (1973), the curriculum is the result of socio-political factors that are related between them in specific historical events, it has a social function that involves cultural elements as: knowledge, values, beliefs, customs, and behaviors that arrive in a pedagogical field, that at the same time has a wide variety of logical social components, technical elements, teachers, students and institutions and, is this dynamic of these relationships in which the curriculum is developed.

The traditional way of viewing the curriculum is the accomplishment of the objectives that are specified in a document but, the interaction among teachers, students and knowledge has changed the perspective, instead of being a document, curriculum is a complex and active process that includes what people do to prepare and evaluate knowledge.

He also mentions some characteristics that must be followed in a curriculum process. Those characteristics are mention next:

Teachers must promote situations in which learners must think critically in order to encourage them to go beyond a classroom, conversing between, and with, people in the situation out of which may think and act. And the constant evaluation process of outcomes.

Curriculum as a process needs to be reviewed, planned, developed, implemented and maintained. At the same time people in charge to develop the curriculum, must be compromised, committed, and emerged in the project following some orientations that at the same time must have an impact in learners, parents, development, implementation and evaluation (Eisner & Vallance, 1974; cited in Joseph, 2011). McKernan (2008) also defines curriculum as a process more than a product involving what is planned, implemented, taught, learned, evaluated and researched in schools and at all levels of education, claims Smith (2000).

In short, curriculum is the process that involves teachers and learners' interactions that helps them to think about their work before, during and after interventions; this constant evaluation allows educators to make judgments about the direction their work was taking and redirecting as an active process.

2.2.1 Curriculum Components

In terms of curriculum characteristics, Taba (1962) claims that every curriculum has certain components such as goals and specific objectives, content organization, learning and teaching patterns and, the evaluation of the results. Arnaz (1981) suggests four elements: curricular objectives, plan of studies, descriptive charts and evaluation system. On the other hand, Angulo & Blanco (1994) point out that the curriculum has to take into account some aspects such as: social and educational contexts that include teachers, students, and parents, that share a set in socio-educational practices, ideas, interpretations about knowledge, relationships and educational values

that form the curriculum. Johnson (2010) claims that the curriculum includes policy documents, syllabuses, teacher-training programs, teaching materials and resources, and teaching and learning acts.

On the other hand, Tyler et al. (1949) hold that although the elaboration of the objectives are the most important part in a curriculum, there is a didactic planning that has to follow certain methodological and technical instruments responding to the next questions:

- What are the main goals that a school wants to achieve?
- What educational references offer more possibilities to achieve the goals?
- How to organize efficiently these references?
- How can it prove that the proposed objectives have been fulfilled?

In sum, the curriculum structure is based on institutional policy documents, values, and socio-educational practices and the main components of the curriculum are: specific goals and objectives, content organization, learning and teaching patterns, teaching materials and resources, teaching and learning acts and evaluation.

2.3 Curriculum design

According to McTighe & G Wiggins (1999), curriculum design initiates from a necessity to organize the educational program process, and its organization has to follow specific steps to achieve it successfully, which are essentially related to the definition of goals and objectives, learners' needs (knowledge, lacks, attitudes, abilities), description of evaluation procedures, selection of methodology and materials. It also needs specific resources with the following

characteristics: time, the skill of the teachers, the curriculum designer's strengths and limitations, and principles of teaching and learning. All of these characteristics have to be coherent with the established content standards, it means: national, state, province and, district.

On the other hand, Petrina (2007) says that the curriculum is a pedagogical series of judgments that implies activities, environments, goals, knowledge, student and teacher interests, social conditions, technologies and, values. He emphasizes that as the students are the center of the curriculum, it has to be changing and improved to make a prolific knowledge then, the perspective of curriculum goes beyond scope and sequence. Therefore, has to be organized through designs such as: Disciplines (mathematics, engineering, humanities, sciences); Fields (art, civics, design, home economics, industrial arts, social studies); Units (bicycling; child labor; feminism, jazz; mass media; verbs; water colors); Organizing Centers (activities, modules, minicourses, problems, processes, projects, tasks and competencies); or Personal Pursuits (aerobics, autobiography, cooking, bird watching guitar playing).

Thereby, curriculum design is the necessity to organize the educational program process throughout pedagogical series of judgments that has to accomplish some characteristics such as: goals, objectives, learners' needs, evaluation procedures, selection of methodology and materials, taking into account some aspects of this kind: disciplines, fields, units, organizing centers and personal pursuits.

2.3.1 Needs Analysis

As Richards (2002) says, needs analysis is based on learner's needs and it is also necessary to collect information about them. This process of needs analysis was introduced in the 1960's as a part of system approach. Then, in North America, it was used to take a measure of the objectives.

Finally, in 1980, the use of “needs-based” philosophy was established in ESP and vocational oriented program.

According to Richards (p. 52) needs analysis must follow the characteristics below:

- Find out what language skills a learner needs in order to perform a particular role, such as sales manager, tour guide, or university students.
- Help determine if an existing course adequately addresses the needs of potential students.
- Determine which students from a group are most in need of training in particular language skills.
- Identify a change of direction that people in a reference group feel is important.
- Identify a gap between what students are able to do and they need to be able to do.
- Collect information about a particular problem learners are experiencing.

Moreover, Tomlinson (1988) states that there are other factors that have to be taken into account at the moment of making an analysis about students’ needs, teachers’ needs, and administrators’ needs. Those factors include:

Learners’ needs:	Personal needs: age, sex, and interests.	Learning needs: learning styles previous language learning	Future professional needs: knowledge of language, knowledge of language use, and L2 competence.
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		experiences, learning goals and expectations for a course.	
Teachers' needs:	Personal needs: age, sex, cultural background, interests, educational background, and teachers' language proficiency.	Professional needs: preferred teaching styles, teacher training experience, and teaching experience.	
Administrators' needs:	Institutional needs: sociopolitical needs, market forces, educational policy, and limitations such as: time, financial statement, resources.		

To conclude, it can be say that needs analysis is what students are able to do and what they should be able to do based on a previous experts research and the purpose of the language.

2.3.2 Students' Needs

According to Johnson (1989) students' needs are to be more important than of what the institution's needs, selecting normative areas in which there appear to be deficiencies and to match them up

with what educators can supply or provide. Where a deficiency can be remedied by the help of some educational process, and 'educational need' is established.

On the other hand, Macalister (2012) states that a needs analysis is a crucial part in curriculum design, and divided needs in three main points such as lacks, necessities, and wants. Lacks recognize what the learners can and cannot do. To mention the second one, necessities, it is necessary to create a link between lacks and necessities, taking into account the environmental restrictions of the course e.g. such as the length. The third point of the needs analysis: wants; tells us what the learners wish to learn.

Finally, Brown (1995) defines needs analysis such as identification of the language forms that students will likely need to use in the target language when they are required to actually understand and produce the language. For that reason, institutions are the ones that are involved in search for learners' information and their necessities to satisfy them in a language-learning field to get a starting point to design a curriculum.

2.3.3 Goals

The goals in a program are the expectations about students about what they know and what they are able to do as a result of the program. They are the results of the program and, they should describe what are the desired skills, knowledge, and dispositions that the program needs to the students have when they finish the program and outcomes that must be reached with every student.

General statements about desirable and possible program purposes and aims based on perceived language and situation needs. The process of defining goals makes the curriculum developers and participants consider the purposes of the program taking into account what students are able to do

after leaving the program. There are four characteristics of the goals that developers must have in mind:

- 1 Goals are general statements of the purposes of the program.
- 2 Goals have to be focused on the program needs and what students are able to do at the end of their applications.
- 3 Goals are the basis of objectives.
- 4 Goals should never be viewed as permanent.

2.3.4 Objectives

Brown (1995) said that the purpose of the objectives is to describe the particular knowledge, behaviors and skills that learners will be expect to know or perform at the end of the course; those are the relationship between teaching and learning. Based on this though, Rita Marina Alvarez (1997) said that objectives are the solution of a possible problem that students would have, it means that objectives are the transformation, qualitative changes that students project as a product of their activities. Nevertheless, McKimm (2003) defined the objectives as a systematic approach to course planning in which teachers should think about the programs and state needs through an outcome approach, educators are forced to give predominance to what learners will do and to organize their curricula accordingly. Therefore, objectives have to be evaluated at the end of the course.

2.3.5 Syllabus

Rabbini (2002) defines syllabus as an expression of opinion on the nature of language and learning; it acts as a guide for both teacher and learner by providing some goals to be attained. Hutchinson

& Waters (1987; cited in Rabbini, 2002) define syllabus as a statement of what is to be learn and how language and linguistic issues are performed.

A traditional manner to perceive syllabus is focusing on the outcomes instead of process. Nevertheless, a syllabus can also be seen as a "results of the content to which learners will be exposed" or even the approximation of what is expected to achieve which means that that it cannot accurately predict what will be learnt (Yalden, 1987; cited in Rabbini, 2002).

A syllabus is the guided process to follow by learners in order to achieve a significant learning. This process includes goals, objectives, content, mode of delivery, chronology and form, and the way that the assessment of the course or unit (Lee, 2014). He also, specifies what is expected of learners and how you are going to assess their efforts, including the strategies that teachers use in order to balance students' needs and the selected tasks and how teacher communicate those tasks with learners and besides:

- * Offer students a clear and brief statement of what the course is about.
- * Enlighten learners how educator will teach the material to them and why.
- * Provide all the logistical information students need to engage teacher and the course materials easily
- * Explain learners the requirements when and why; and
- * Describe students the key elements of the social contract that are entering into.

On the other hand, UNESCO (2003) defines syllabus as a teaching resource to enhancement an already existing course. In case of being institutions with established courses or modules in each subject, syllabus is seen as an extra resource. Opposite to this seen of curriculum, there are some

areas in which the function is to improvement to introduce or incorporate into existing programs new subject areas that could enrich the general knowledge and skills set of students

Therefore, syllabus is a guided process that specifies what learners must learn through the course. This process includes goals, objectives, content, mode of delivery, chronology and form, and assessment. It is also the interaction between teachers and students in order to accomplish the process of learning, it means that achieving the four skills (reading, writing, listening and speaking) that learners must be able to perform at the end of the course.

2.2.5.1 Four skills

Lotherington (2004) says that technology has increased, modified, and facilitated the use of the second language. Consequently, she says that it is important to focus the attention on the development of the four skills (speaking, listening, reading and writing). At the same time, and based on educational research and extensive experience with classroom practices, Wallace (2004) says that learners must develop speaking, listening, reading and writing as an essential position in the curriculum for all subject areas. Therefore, it is important to know more about the importance and development of those four skills in English classrooms.

2.2.5.1.1 Speaking

According to Vio (2010), speaking is the expression of thoughts throughout language, and must contain two main categories: accuracy and fluency. Accuracy involves the correct use of vocabulary, grammar and pronunciation; and fluency that is to speak spontaneously without having difficulties, both work for an effective communication. At the same time, points out that English as a Foreign Language are involved pedagogy characteristics to increase this skill. Those

characteristics are confidence, creativity of topics, and speaking competence. He also mentions that self-expression and achieves the desired clarity and fluency, articulation, pronunciation, voice quality, accent, and intonation need to be improved.

On the other hand, Richards (2002) points out that the purpose of learning a second language is basically to develop the ability to speak that includes different skills. At the same time, speaking is used to different purposes such as: casual conversations, to make social contact with people, to establish empathy, or to engage in the simple chitchat that people spend with friends, to engage in discussion with someone, or on the other hand, the purpose may be to seek or express opinions, to persuade someone about something, or to clarify information. Therefore, speaking involves certain kinds of rules and speakers background in which speech is developed to comprehend better the nature.

2.2.5.1.2 Reading

Reading is not a simple process in which learners decode the text words and automatically readers comprehend the meaning of the words, reading go beyond this simple perception, they say that texts must evoked voices, memories, knowledge, and experiences from other times and places. They also mention that, in case of being unfamiliar with the content of the texts, readers must work hardly to comprehend the main idea (Schoenback, Greenleaf, Cziko, & Hurwitz, 1999).

To succeed in academic and professional areas, reading is one of the most important language skills that is basically to extract information from diverse sources in a sequence; introductory idea of a text; a wide comprehension of the subject matter understand scientific ideas, theories, and principles; increase specific information, recognize new changes and developments in a particular field; catch the author's idea to go beyond and create owns point of view. To fulfill the process,

reading must follow four steps: decoding, comprehending, text analysis and response, says Bihari (2013).

On the other hand, Blyth (2010) focuses on reading in a second language learning, he says that learners must apply the reading strategies used in mother tongue to a second language. He also mentions that reading should not follow a sequence, the sequence depends on what the students want to find out on the texts.

Thus, reading is not just a process in which reader follow automatically a text. Learners of second language must apply their previous knowledge learning to a new one in new language following a process that implies comprehends the author's idea and create a new one.

2.2.5.1.3 Listening

Listening is the process in which learners must be able to differentiate between sounds, comprehension of grammar and vocabulary structures, interpretation of stress and intonation, join all of these concepts and interpret them immediately according to speech context. The consciousness and employment of effective listening strategies can help students to take advantage of the language input they are receiving and needs more analysis and support, says Vandergrift (1999). He also mentions that listening must be successful if it has a series of activities: pre-listening, during the listening and the evaluation. As the same time, Meskill (1996) defines listening as a complex interpretative process in which there are variables interacting with the unique purpose to decode meanings in a conversation.

On the contrary, Kurita (2012) defines listening as a difficult language skill to learn in second language acquisition. This skill involves processes for the acquisition and comprehension through

metacognitive knowledge, lexical knowledge including stress and intonation as well as reducing anxiety in the development listening comprehension.

In order to accomplish listening skills, Richards (2008) states that there are two main factors that help learners:

Cognitive strategies: Mental activities related to comprehending and gathering input in working memory or long-term memory for later applying.

- * Comprehension processes: Linked with the processing of linguistic and nonlinguistic input.
- * Gathering and memorization processes: Addition of linguistic and nonlinguistic input in working memory or long-term memory.
- * Using and recovery processes: Memory access, being ready for output.

Metacognitive strategies: Conscious or unconscious mental activities that perform an execute role in the management of cognitive strategies:

- * Assessing the situation: Taking into account the main conditions of a language task through own knowledge, internal and external available resources, and limitations before starting a task.
- * Monitoring: Determining the effectiveness of one's own or another's performance while engaged in a task.
- * Self-evaluating: Determining the effectiveness of one's own or another's performance after engaging in the activity.

- * Self-testing: Testing one to determine the effectiveness of one's own language use or the lack therefore.

Therefore, it can be say that listening is cognitive and metacognitive process in second language learning that involves a sequence of strategies to acquire in order to comprehend and interpret the meaning of a speech.

2.2.5.1.4 Writing

The skill of writing is one of the most difficult due to not only the creation and organization of ideas, also the translation of ideas in an understandable text which includes: level skills of spelling, punctuation, and word choice. Writing also involves the complex nature variables, transfer, psychological and sociological variables, and demographic variables in second language learners. Those diversities are reflected at the moment to develop a text, says Khoii (2011). On the other hand, Carroll (1990) points out that writing must be clear, coherent and focused.

At the same time, Kamehameha School (2007) defines writing as the power and opportunity to share and influence thoughts, ideas, and opinions with others, not only in everyday situations, but across time and space; is an individual responsibility and the same individual may use different methods to express themselves. For instance, the main purpose of writing is the quality production of texts.

In addition to the statement that writing is a process; the Capella University and the Kamehameha School (2007) describes the process below:

- * Prewriting: Analyzing the audience, determining the purpose in writing, limiting the scope of what writer will cover, and generating potential content.

- * Drafting: Making a case and structuring evidence for that case.
- * Sharing and responding: Sharing the work to obtain feedback or peer editing.
- * Revising: Putting oneself in the place of the reader, rethinking the approach, and making changes that will improve the case.
- * Polishing: Editing and proofreading to eliminate errors and improve the coherence and readability of your presentation.
- * Publishing: Showcase the finished product.

As a conclusion, it can be said that writing is a powerful skill that gives writers the opportunity to express correctly thoughts, ideas, and opinions with others respecting certain established variables in a sequence.

2.3.6 Methodology

According to García & Crespo (2008) the methodology is the organized procedures in steps or phases sequenced to accomplish the curriculum. Similarly, Meza (2012) mentions that after establishing the objectives, learning activities associated with the internal content and the academic objectives, in which the activities are the resource to achieve the academic purposes should be designed and, they have to follow a sequence to define what is going to be developed: knowledge, abilities or attitudes and, take into account other types of structures such as: units or blocks, lessons, themes, subthemes.

On the other hand, Addine (2000) describes methodology as the task that provides measures to guarantee the implementation of the curriculum project. A very important part of this project is the

learners' preparation that will develop the project. The pedagogical staff preparation is done individually and collectively and is very important the coordination of the people in charge of each discipline, year, grade, level, race, institutional, etc., to achieve levels of integration in relation to the achievement of the objectives. All this work is centered in the learners to focus principally on: development, progress, limitations, needs, interests, etc.

So, the methodology is an organized procedure to achieve the academic purposes, focuses on how the course is carrying out and the factors around it. Those factors must be based on learners and courses needs guided by sequence to define what is going to be developed during the courses.

2.3.7 Evaluation

As Addine (2000) says that, in each level and in component of the curriculum design, must be designed an evaluation that focuses on the objectives and establishes limitation and instruments that allows to give them a value through different ways, the effectiveness of the implementation of the curriculum of each of the levels project, components and factors.

On the other hand, Meza (2012) states that evaluation implies the processes value throughout the learners and the teaching practice, considering the students achievements in relation to the objectives, contents and knowledge. He also mentions that it focuses on the expected results by the student; it has been considered to be initial, called also diagnostic, which can be done at the beginning of a school year, a unit or a theme. Another type of evaluation is the permanent or continuous, that allows evaluating the educational process and includes self-assessment of the teacher. A third type of evaluation is the final or summative, that is which at the end allows the student to accredit their studies.

So, the evaluation is the measurements of how successful were the objectives during a course and, it could be achieved through three different kinds: diagnostic, permanent or continuous and final.

2.3.8 Materials

2.3.8.1 Teaching-Learning Materials

On the one hand, traditionally, it is the teachers who decide what materials are to be used and what the participants must do with them. Answers Corporation (2012) defines materials as anything that a trainer or a teacher uses to support in teaching; it can be a gadget, object, equipment, machine illustration, or other items that improve the teaching or learning process. Examples of teaching support are printed material, overhead projector, blackboard/whiteboard and chalk, pin board with programmed instructions book and computer, computer software or application like power point slides, video spot film, live demos, digital images, movies and records, object for demonstration etc. Therefore, a teaching material may be anything that a teacher considers helpful to develop their course and classes.

According to Tomlinson (1998), the term “language learning materials” refers to anything that teachers or learners use to facilitate the language learning, so it is not limited only to the course book, which means that materials go beyond to this typical support element.

Although not all teaching materials are necessarily learning materials, they can be anything which is purposely used to increase the learner’s knowledge and experience of the language different usages, applications or even for specific purposes. For that reasons, teaching support has to be used to improve learning skills in an organized manner and hold them in the mind of learners for longer time duration.

In addition, materials have to fulfill certain characteristics to catch learners' attention.

- 1 Offer students a specific idea of real situations that they have to face.
- 2 Motivation in class.
- 3 Make easier and concrete understanding concepts.
- 4 Reinforce learning.
- 5 Give the chance to show competences and the development of certain abilities.
- 6 Catch attention.
- 7 Increase learners' critical sense and
- 8 Motivate them to discriminate information that they do not need.
- 9 Make learning more active and close to reality.

(Palmade & Guy, 1972)

As a result of what was mentioned above, can be said that materials must be a powerful tool for learners rather than just teaching instruments. Thus, the learning purposes must be the top principles for teachers to create, develop, and use them in a language teaching classroom.

2.3.8.2 Variety of Learning Materials

There are other kinds of materials that are used nowadays and are useful for learning a second language, those are dictionaries, newspapers, and all the support are printed material but there are other kind of materials. For example, CD-Rooms, overhead projectors, computer softwares or applications like power point slides, video spot films, live demos, digital images, movies, and records that are considered multi-media material. For instance, teachers have to fulfill many aspects through the process of using materials in a classroom. Firstly, take advantage of them being creative and original to the moment to use these tools to increase their learner's motivation. Secondly,

making them able to develop their language learning skills and finally, the most important point to use materials in a classroom, fulfill the objectives established in the curriculum design.

Materials are divided in two main parts, didactic materials and authentic materials, that make easy the way to classify them and then use it in a properly way. So, their use could be useless, if they are not use appropriately.

2.3.8.3 Authentic Materials

Ianiro (2007) points out that authentic materials help students to connect the space between the classroom and the external world. It means that there are students that take extra classes to improve their knowledge and other ones who do it for personal goals, that involves to finish a career or own business. For that reason is important that teachers know their students' needs because based on this fact, the teacher could be close to their students' needs, enrich topics, and the students material selected adequately. Those authentic materials could be print, video, and audio materials students encounter in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos.

Because of the advantages to use authentic materials, there is a particular one, and is that learners do not have to use them only in the class; they could use them in any place at the time that they prefer. Consequently, there are two categories in which materials were classified:

Authentic auditory materials are phone messages, radio broadcasts, podcasts, e-books, movies, videos and DVDs, and television programs.

Authentic print materials include utility bills, packing slips, web sites, street signs, coupons, traffic tickets, greeting cards, calendars, report cards, TV guides, food labels, magazines, newspapers.

2.3.8.4 Didactic Materials

Didactic materials are those who help teachers to achieve successfully the objectives of the entire learning process. There are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials.

Learning materials are those properties or resources that support learners during the process of learning for example books, games, worksheets, etc.

On the other hand, teaching materials provide teachers with resources to guide and support the learning process of students.

To develop and chose correctly the materials, they have to follow certain rules for being developed. Those desirable rules of didactic materials could be summarizing them in the following structures: reusability embedded or associated semantic character, collaboration support, and quality and usability.

2.3.8.4.1 Reusability

Reusability is based on their capability to be used in different learning situations or in diverse knowledge areas. The usability has to take into account the context; it means that there are factors that sometimes do not allow teachers to use the same material. Those aspects are related with semantic information related to the use, format, learning objectives, teaching audience, knowledge field, among others within the design of such materials.

Reusability can be successful thanks to the use of common vocabularies that describe the learning materials, such as metadata and how does human being behave, tools to perform observations, and the technological infrastructure used to accumulate and rescue materials.

2.3.8.4.2 Embedded or associated semantic character

In embedded or associated character, the didactic material has to take into account not only the participation of a single teacher that creates the material. It has to include the participations of specialist such as content providers or authors, teachers, tutors, media, system and instructional designers, pedagogical advisors and even students have to be involved providing a diversity of ideas of the characteristics of material. For instance, different points of view of different experts in each discipline let a collaborative support needed for the development, which participants' ideas are exchanged, evaluated, negotiated and as result of such negotiation; didactic material is composed or created.

2.3.8.4.3 Collaboration support

Collaboration implies that all the participants have to be a part of elaboration. They have to share a common language and give it a semantic interpretation to create a proper communication. Finally, it is important to control and trace all the activities involved in the collaboration process.

2.3.8.4.4 Quality

In this case, quality means an amount of characteristics that materials have to fulfill learner's needs evaluated through the material as a product itself, and the development process. From the point of view of the product, to facilitate the measurement of user fulfillment, formal specifications of the user needs, the required attributes of the didactic material and some analytical tools must be

provided. From the point of view of the process, it is necessary to analyze the procedures that guide how didactic materials are built, and how these can improve efficiency and reduce costs.

2.3.8.4.5 Usability

On the other hand, the usability of didactic materials is an attribute closely related to quality. According to the definition of Rosson & Carroll (2002, cited in Padrón, 2005), the usability of the didactic material is based on its capability for easy use, it means that if there are different ways to exchange information with the target audience. Easy learn if it has a consistent and coherent design to ensure that new users can easily understand how to work with the material, and effective support for users' goals and tasks. Thus, usability evaluations are essential during the development of didactic materials, since they guarantee that didactic materials will effectively support the educational process and the achievement of its goals.

2.4 Technology

Technology is a tool that humans use to satisfy their needs, applied in different fields such as medicine, science, arts, and education. According to Luppicini (2005) technology deals with how natural world materials and substances are designed, transformed, and conserved to fulfill human needs and wants. So, technology, for example, must satisfy educational needs and wants by the design, transformation or conservation of linguistic features into learning materials.

Solomon (2000; cited in Luppicini, 2005) describes technology as the methodical use of structured knowledge from areas such as literature, science, arts, and others. Then, for example, in education, technology has been employed to upload E-books (books online) and online courses. Additionally, internet contains platforms and virtual environments to design and offer distance education

Moreover, students search for information for homework from different browsers, dictionaries, and programs that help them to increase the quality of their assignment. However, people can only take advantage of technology such as internet because the information based on systematic knowledge has been carefully structured in order to facilitate its application.

Thus, technology such as internet is used to satisfy teaching and learning needs by making structured information available to people who have limited time to study or inhabit in remote places. Educators and institutions have adapted internet applications to make learning materials available to all these people interested in improving their knowledge and skills, those applications include, videos, CD-Rooms, dictionaries, photographs, gadget, object, equipment, machine illustration, simulators that help learners to develop their learning levels and, for teachers who have to be careful to select materials for learning a language. To conclude, can be say that technology has been adapted for the institutions in their curriculums as a fundamental tool of them, so, day by day more institutions need it in their syllabuses.

2.5 Self-Access Center

Richards & Rodgers (2001) suggest that self-access centers emerged along with the audio-lingual method at the end of the 60's and the beginning of the 70's; being obsolete at the end of that decade, giving the chance to a new method, called Communicative approach in which, the students have to learn the language through its use, the objective of the activities has to be significant and authentic, fluency and the joint of the different language skills considering students' needs.

Sturtridge (1997; cited in Del Rocío, 2008) saying that there are six important points to take care in a SELF-ACCESS CENTER such as: innovation, adequate equipment, staff's and students'

development, reinforcement of cultural attitudes, appropriate materials and the learning autonomy related with the activities in the classroom.

McCall (1992) says that there are several factors that Self-access center makers have to take into account in order to make them useful.

2.5.1 Users

Ages, nationalities, mother tongues, levels of English, preferring learning styles, the requirements of their English studies and the way in which they will use the center.

2.5.2 Context

Makers should be careful if the self-access center is the only tool that students have or if there are other services or devices that help them to improve their second language. As an example, the TV can be mention, if they have access to a TV could be better invest money in CD's or books instead of buying a television.

2.5.3 Resources

- * The variety of materials should be balanced in order to cover each level of the language. It means that each level must encompass the same range of items.
- * Create a list specifying what kind of materials will be used such as: CD's, DVD's, magazines, authentic material, computer programs, games charts, etc.
- * Examine if the material is useful for English courses, if is adapted from commercial materials, made in home or authentic.

- * Provide many photocopies as much as it needs, creating also another photocopying service.
- * Supply extra material in which users can take notes during the practices.
- * Give users guides about what the self-access center works in each section.

2.5.4 Staffing

It could change from center to center depending on the level of budgets and on the level of training of the local people because it is necessary to have people after doing activities and during the activities or in the contrary, develop systems that help users to solve their doubts.

2.5.5 Timing and Stating

Although there are external factors that affect stating and timing, it is important to take into account the specific objectives and a link between various set of people; preparation and time scale will be crucial. After establishing needs and tasks, it is necessary to write out the objectives and the specific times to work with.

2.5.6 Design and Layout

The places in which the self-access center will be located must have the opportunity to change and being comfortable for the users and also have the possibility to make them alterations according to the needs' changes it means, to install certain kind of electric items for the audiovisual equipment.

2.5.7 General Principles

A well welcoming to the users will be a good beginning to them; it promotes more confidence to and creates a great atmosphere at working. Thus, it is important to respect certain attributes that are explained below:

- The material has to be ordered to facilitate users' findings.
- Create a catalogue or a guide of what kind of material is available.
- Multimedia resources, academic and serious, and other not so.
- Being careless about users' needs, respecting their own ways of learning.

2.5.8 Use of Space

First of all every decision has to look carefully on the needs' analysis and after that look and adapt the space to the materials. Before this, there are some factors that will help to develop better the arrangement of materials.

- Leave free space for growing the center.
- Fulfill the empty spaces with bulletin boards avoiding the aspect of disorder.
- If there is not much space for material, organize them in separately in containers and providing them a guide specifying the content of each container.
- If there are problems for the space, improvisation could be a possibility. May be a desk outside the classroom or adapt another classroom.

- Take the possibility to share spaces.
- Take care with the circulation spaces.
- Shelves for personal items.
- Distribute the shelves areas very well allowing the use of several participants.
- Decide what area is going to be for shelves and which one is for study.
- Assign areas for private self-access activities.
- Take advantage of natural light.
- For security, take care about the entrance and exits. The reception has to be near to the entrance.
- Check if there are other access resources such as library or language laboratories.
- Space facilities for the office.
- Well collocated equipment such as projectors or air-conditioners.
- Avoid disturbances among users at the moment to move the chairs, they have to have space for moving free from left to right and vice versa and leave them space to walk in.

2.5.9 Noise

Assign an area in which users do not have distractions for quiet activities and assign one for speaking or noisy activities. And, avoid building the reception near to the quiet area and reduce noise and distraction.

2.5.10 Power and Lighting

Consider the option to change the electrical installations through the pass of the time for possible future adaptations according to the center needs' equipment taking into account next important points: number of sockets, wiring, voltage, the location of the projector (s), right position of the connections (avoid putting the cables in the center of the room), avoid cable paths, sockets and cables at the level of the desks, adequate desk lighting and, before presenting floor plans, make sure that the wires is the desired one.

2.5.11 Decoration

Assign certain amount of money to specific decoration and, ask to a specialist to makes furniture that will be according with the institution thinking about, colors, what they reflect, etc. Finally, thing about the own identity to the center putting plants, paintings, posters related with Anglo-cultures.

2.5.12 Furniture and Equipment

There are three main characteristics that furniture ought to cover in order to accomplish the needs, and being sure about the durability and easiness to maintain the furniture in well conditions.

Secondly, take into account that the center could suffer some damages. And thirdly, check if the furniture is ease to rearrange.

2.5.13 Study Desks and Seating

An important point to take into account is the environment for users. The furniture must be arranged, adapt, and pleasant for learners. For that reason, it is important to take care about the next characteristics:

- Determine the exact seating requirements.
- Make sure to create tables in which users work without distraction and if the tables of work are too large, divide them.
- Free-standing desk and tables and make sure about durability and easy to clean surfaces.
- Specify the sizes of each space making them effectively for its needs.
- Evaluate your future needs such as obtaining supplies for a future center's growing.

2.5.14 Equipment

Equipment embraces a wide variety of characteristics such as: audio, computers, and video and television. These issues are described below and they also will give some criterion that you may consider at the moment of choosing materials and helping to prioritize expenditures in each area.

2.5.14.1 Audio

- Instead of buying material with high technology, think about durability and flexibility of them.

- Headphones for individual work or even for pairs.
- Machines will be more secure in worktops and being sure that you can move them just for maintenance.
- Create a list of use instructions in case of not being self-explanatory.

2.5.14.2 Computers

- Select between stand-alone or net-worked computers.
- Decide with the management or experts what you will need because technology advances grow rapidly.
- Check the prices of the licenses and equipment maintenance.
- Be sure that the disk memory will support the programs that you need.
- It has to be a trained person for maintenance and equipment administration.
- To qualify personal and making them familiar to the programs to guide users.
- Think about the possibility to create own material with the help of the programs.
- Provide them a guide in case of errors.

2.5.14.3 Video and television

- Those kinds of equipment are very popular for the students so, they will be durable and easy to maintain.

- They need a trained person to manage them.
- As the other areas, firstly, decide if it will be used by one person or in groups giving the appropriate space avoiding disturbances to the other areas.
- Put the monitor in according to the sits in which each user can watch it without difficulties and look carefully that reflects of the lights do not affect the seen.
- Look for equipment security installing alarms or padlocks.

Nowadays, the use of materials in language teaching has changed according to the learners requirements. Those materials had experienced not also modifications; most of them had been disappeared because of learners´ needs of being avant-garde in technology space. Consequently, the use of books, CD´s, libraries and magazines, had been carried out to the field of computers as a tool in each education land, especially in second language learning, making indispensable two important tools: the use of the ICT (Information and Communication Technology) and the learning resource center.

Although the use of electronic documents affects commercial editions making cheaper in an electronic way, they have more advantages to editors and users such as: fast and easier access to information, accessibility, creates freedom and independence, facilitates creativity and, the direct relation between creators and consumers. For instance, this technology is increasingly popular among students: they write in different blogs, uploaded pictures and videos, build personal profiles and interaction every day.

2.6 The Use of the ICT in Second Language Learning

According to UNESCO (2007), the term “information and communication technologies” (ICT) refers to forms of technology that are used to transmit, process, store, create, display, share or exchange information by electronic means. This broad definition of ICT includes such technologies as radio, television, video, DVD, telephone (both fixed line and mobile phones), satellite systems, and computer and network hardware and software, as well as the equipment and services associated with these technologies, such as videoconferencing, e-mail and blogs. UNESCO (2004) also mentions that using technology is a matter of quality nor quantity and is succeeded when :

- * there is a real reason for using
- * alternative activities are to hand, if problems arise
- * training and support is given to learners
- * the use of technology is integrated and ongoing
- * the activities engaged in are stimulating and worthwhile to the learners
- * communication is taking place between learners
- * learners are asked to use language in meaningful ways

On the other hand, United Nations Development Program (UNDP) states that ICTs are basically tools to manage information of a varied set of goods, applications and services that are used to produce, store, process, distribute and exchange information. It also mentions that although there are conventional technologies such as radio, television and telephone technology, transparencies and slides, tape and cassette recorders and radio; video cassettes and television; and film, are able to work together, and combine to form the ‘networked world’, a massive infrastructure of

interconnected telephone services, radio, television, standardized computing hardware and, the internet.

Consequently, as the use of ICT open a new age of teaching, it allows the beginning of the multimedia resources center to increase this important age in education.

According to UNESCO (2006) the ICT must follow certain characteristics to succeed the desired objectives. Those characteristics are:

- * Allow access to online resources that use a combination of video, text and graphics, prepared by specialists in centralized facilities and delivered to individuals or groups through an electronic device.
- * Give teachers the chance to teach a whole class, or part of it, with the help of technology.
- * Provide all students the possibility to learn in the same way or choose modes that suit their individual styles of learning, through the use of technology.
- * Allow, by means of technology, access to individualized curricula.
- * Allow, by means of technology, access to diagnostic tests and individualized progress assessment.
- * Allow students to move from an area of learning to another with total independence.
- * Make presentations on a large screen for video (projector).
- * Allow access to individualized resource networks, including wireless networks.
- * Ensure continuity of access to resources in network outside the institution.

2.7 Multimedia Resources Center

According to Caridad (2008) since the 20 century, the land of second language education has been modified because of the new technologies. She also mentioned the theory of Skinner, saying that in the first days of his 'teaching machines(1950s and early 1960s) pointed out that, students could learn equally in the same time and with the same effort as in a standard classroom with the help of teaching machines and programmed instruction. But it was until 1980 in UK late when a number of 'new' universities built remarkable new learning resource center to significantly improve the quality of their learning and teaching support services (Brewer, 1997). These 'premier' buildings were often the most distinguished on campus and some were designed by internationally prominent architects.

At the same time, Vela (2000) states that it must exist specific places in which learners use machines for pedagogical purposes. These classrooms are called multimedia resources center. Vela also defines multimedia resources center as the pedagogical character that contributes on a permanent basis to educational innovation. Brings together a wide range of information resources in various media (bibliographic, electronic, audio-visual, etc.) organizing them according to the requirements of the curriculum project of the campus by making them available to users through its various services. Also, it is to become a center of production of educational materials, encourages the teaching self-education and conducts promotion and cultural activities.

On the other hand, Yubero (2010) maintains that, through the old knowledge, the individual creates knowledge by integrating new concepts, ideas and information in the early knowledge. For instance, learning is conceived as changes in the mental structures, which belong to models that are created through individual experience and, based on previous knowledge. To conclude, Solino

(2008; cited in Yubero, 2010) claims that there are two conditions to make constructive learning: first learning has to be significant, making activities and language authentic providing a useful knowledge. And, second, individuals must be active.

Therefore, the main purpose of MRC must be to improve and increase student's autonomy and make them able to decide about what, how and when to learn. That means: "learn to learn" and provide appropriate learning material. Consequently, flexibility, self-learning, hypermedia and individualization are crucial factors that contribute to students to transform previous knowledge from new information coming from the environment.

2.7.1 Learning: Interaction and Interactivity

In second language learning, interaction is a key in which language acquisition is the result of learners' mental abilities and linguistic environment due to language learning is focused on the use of language for communicative purposes (Albakri & Bahasa Inggeris, 2005). On the other hand, Jung & Choi (2002) defines interaction as one of the most important components of learning experiences in typical education and distance education and also, it is related to the objectives of different types of education. Likewise, Bates (1995; cited in Jung & Choi, 2002) label interaction in order to the time and context for interaction: synchronous/asynchronous, and personal/social interaction arguing that different kinds of interactions depend on different educational objectives and needs. Jung & Choi (1997) also state that interaction is divided in three main types: academic, collaborative and social interaction:

- ❖ **Academic interaction** includes interaction between learners and online resources as well as task-oriented interaction between learners and instructor.

- ❖ **Collaborative interaction** among learners becomes possible when a group of learners work collaboratively on a specific topic or share ideas and materials to solve a given problem. As a result, learners express the highest level of satisfaction with their learning experience
- ❖ **Social interaction** between learners and instructors occurs when instructors adopt strategies to promote interpersonal encouragement or social integration.

Thus, web-based learning experiences bring helpful attitude changes with respect to the use of the Web in learning – in spite of the type of interaction.

As the same time, UNESCO (2005) says that although internet seems to disappear the interactivity in learning a second language, this tool fosters cooperative, collaborative procedures, that changes traditional teachers' roles and promotes and image of guides and mentors, exploring the new media by themselves as learners, promoting closer interaction between teachers and learners, and acting as role models for their learners.

Interactivity in second language learning means that teachers and learners have the opportunity to manipulate, control and contribute information according to their needs and also learners can select topics in which they prefer working with, take notes, answer questions, explore virtual setting, drawings or graphic representation data, create simulated experiments, make and manipulate images, make own multimedia presentations, communicate with others, and more (Aldrich, Rogers, & Scaife, 1998; cited Blurton, 1999).

At the same time, UNESCO (2013) points out that interactivity must promote in learners specific features such as: work independently and with an online facilitator to practice instruction that

promotes active hands-on learning and reflective tasks, learn to design and implement collaborative projects and small group discussions and finally, practice peer teaching and observation strategies.

Thus, interaction is related to learners' mental abilities and linguistic environment due to language learnings, is focused on the use of language for communicative purposes and it is related to the objectives of different types of education, academic interaction, collaborative interaction and social interaction. On the other hand, interactivity is a tool that encourages cooperative, collaborative procedures, that changes traditional teachers' roles and promotes an image of guides and mentors, exploring the new media by themselves as learners, promoting closer interaction between teachers and learners, and acting as role models for their learners.

2.7.2 Students' Role

UNESCO (2004) points out that teachers and learners must adapt to the learning process roles. The perception of learners as subjects has an impact in them, this view allows them being more responsible and autonomous that is the main point in language learning, consigning them new responsibilities and also, work without supervision, and this involves a greater obligation manifested in processes, such as the motivation and opportunity to take greater responsibility for own learning, reflection on and amplifying learning strategies, and making choices in relation to individual learning style preferences. As a result, reading, writing, and speaking tasks related to authentic communication with partners, become much more learner-centered instead of teachers' control. This autonomy gives learners different kinds of advantages such as: recreate the language for them through the use of manipulation of the materials, using their own organizing schemes, work group, and the exploration and curiosity of language further a classroom.

2.7.3 Teacher's Characteristics

UNESCO (2005) states that, in classrooms, the best way to work with technology is with two teachers inside them. One of them has to be capable to help in technical area (it means that it is not necessary that he or she being experts in pedagogy or degrees in education area), the other one has to be a teacher in a specific area that assists students. Those two people should be work in sync to learn from each other and, both can work together in classes where they apply the use of technology for specific tasks, promoting an environment of a real learning. It also says that to fulfill the purpose of multimedia resources center, people in chart should cover certain characteristics, Yubero (2010) suggests that the new role of the teachers have changed, they should be guides, it means that they are not the center of the information, this role belongs to the students, they are receiving information that makes them the main character of their own knowledge. In addition, Rubio (2012) points out that the teachers have to update them constantly to know the new resources and its functions, to know how to select the content properly, to know the new systems and, to be in contact with the internet services.

2.7.4 Evaluation

According to UNESCO (2004) selection of materials and resources to work with, are firstly, the first teacher's evaluation secondly, the process and finally, the product. This institution also mentions that evaluation must depends on the activity and they must be revised accordingly to each task. In target language, the most appropriate is recording progress to assess skills and language competences. Another way to evaluate is self-teacher evaluation and evaluation with the purpose to allow students to practice a significant self-evaluation and assessment using their own resources.

Conversely, Marzal (Prado & Vianello, 2008) point out that evaluation in MRC must follow three main principles: effectiveness, efficiency and satisfaction in order to be measured in a quantitative way. Those measurements are: parameters that affect the graphic appearance of the interface, the standard designate clarity, the capacity of discrimination, conciseness, consistency, readability and comprehensibility. On the other hand, there are some technological factors that could affect the learners learning such as: the appropriateness to the task, the self-description, controllability, conformity with the expectations of the user, the error tolerance, the possibility of customization and simplicity of learning. The chart below, shows how MRC must be evaluated according to Nokelainen (2006, cited in (Marzal García-Quismodo, Calzada Prado, & Vianello, 2008)

CRITERION	SUBDIMENSIONS
1. Learner control	Minimum memory load; meaningful encoding; Responsibility for learning; User control; Elaboration.
2. Learner activity	Reflective thinking; Problem-based learning; Use of primary data sources; Immersion; Ownership; Primary data source (for PBL) (for teacher); Facilitative teacher (for teacher); Didactic teacher (for teacher); Individual/distance learning (for teacher).
3. Cooperative/Collaborative learning	Support for conversation and dialogue; Group work; Asynchronous social navigation; Synchronous social navigation; Asynchronous social navigation monitoring (for teacher); Synchronous social navigation monitoring (for teacher); Tertiary courseware.
4. Goal orientation	Explicit goals; Usefulness of goals; Focus on results; Focused goals; Monitor one's own studies (pedagogic feedback); Set one's own goals (for teacher)

5. Applicability	Authentic material; Perceived usefulness; Learning by doing; Adequate material for the learners needs (human development); Pretesting and diagnostics; Prompting; Fading; Scaffolding; Meaningful encoding.
6. Added value	Overall added value for learning; Effectiveness for learning; Added value of pictures; Added value of sounds; Added value of animations.
7. Motivation	Intrinsic goal orientation; Extrinsic goal orientation; Meaningfulness of studies; Immersion.
8. Valuation of previous knowledge	Prerequisites; Elaboration; Examples.
9. Flexibility	Pretesting and diagnostics; Task decomposition; Repetitive tasks.
10. Feedback	Encouraging feedback; Accurate feedback; Errorless learning.

2.6.4.1 Criteria for evaluation of usability in educational resources Nokelainen (2006)

2.7.5 Motivation and Multimedia Technologies

For many people that use traditional methods in foreign language teaching, the main fact to use a computer, the internet or the language laboratory is satisfactory by itself. In fact, according to Roncel (2007), the motivation is fundamental in language teaching performance; the self-concept of the student, the specific anxiety and maybe their socio-cultural environment.

Yubero (2010) defines motivation as an incentive, needs or desire that students show at the moment to learn and succeed their target language. This concept has four main components: setting a goal, the desire to achieve it, positive attitudes toward a specific activity and, the effort. The point is to look carefully the psychosocial variables; motivation and attitude toward learning are determinant

than other factors such as intelligence, because the first two are more susceptible of modification (Luján, 1999). That is why; in this case while students are motivated they are increasing their self-esteem showing themselves that they are able to succeed specific tasks. Another way to motivate them is the use of authentic material: this can be accomplished carrying to schools the same tools that are used in the work world such as: internet, mail, databases, texts processors, chats, etc. In addition, it should mention that educational games are attractive and the software to learning languages must be basically motivating without asking for student's results.

2.7.6 Material Characteristics

Caridad (2008) states that the multimedia offers the possibility to integrate materials, text, graphics, sound or moving images. Nevertheless, many online activities are only based on text without incorporating images

However, materials for the learning of foreign languages have traditionally included these elements for educational purposes, and it has to do in the case of web materials, as the use of multimedia, such as sound or image components, is not a mere option, but an obvious necessity: on the one hand, with the integration of the sound is only possible the practice of the skill of comprehension of the language. She also mentions that although images and authentic material is useful in a web page, information is not always a guarantee that students will learn because there are factors that are an obstacle of the real purpose of the page, such as: poor quality of many pages, the possibility of an informative saturation and disorientation of the student, etc. Therefore, an authentic use of the network resources depends on a didactic proposal that is made on the use of such materials.

To Yubero (2010) there are several kinds of multimedia materials that are used to motivate students in language learning area, such as:

- Video: it has the opportunity to show students real language situations in order to learner's level and a well didactic orientation. Also, a very important point at the moment to choose a video is timing, it has to be appropriate to the time class or there are two possibilities to work with a video: one of them is to choose the parts that will be worked or, select short movies.
- Internet: this is a very motivating tool by itself, it could be used as an archive, searching tool, for teachers, prepare material and also to keep the class in contact through chats, video conferences, free access to the media, distance learning, blogs, information, platforms, etc.
- E-mail: it makes easier the pen-pals, giving the chance to upload documents from the internet or even from a cell phone
- Collaborative nets: documentary collection that certifies and contains the best results of the learners through the course, in which self-language learners could add their experiences about their process of learning a second language in that way, it also should have a self-evaluation.
- Wikis: they allow students to share their own knowledge and experiences to the group and teachers will monitor the individual contributions.
- Podcasts: subscription to audio files, similar to languages in audio lessons such as: YouTube or Flickr stores. The didactic application and the relevance of the use depend on the teacher's creativity and experience.
- Virtual learning platforms: a motivating environment that have files news and innovating information, communication tools, data management, evaluation, etc., they also facilitate the organization, planning and monitoring of the subjects, as well as a simple planning and evaluation by competences (Herradon, 2009), reinforcement of an active and autonomous

student paper through the combination of multimedia formats. They are flexible for any type of teaching style or educational modality.

Rubio (2012) mentions that internet page's evaluation must be carried by different resources and, the criteria for selecting them are quite different. On this occasion we need to assess aspects such as **content, design, and navigation**.

- Content: who wrote the page? Are they experts? What is the purpose of the page? Where does the content come from?
- Design: are there headings and useful subsections? Resources are organized in a logical way? Prevent it from the graphics correct loading the page?
- Navigation: do all the links work? It links back to the main page?
- Proposals activities, interactive and flexible, communication with other users, access and a wide variety of information, multimedia format, hyper textual connected information and, web resource with informative objectives.

Otherwise, he says that the proper selection of resources must follow certain criterion. This selection contains the characteristics below:

- The purpose: learners must use the critical thinking, rational thought, and skills to solve problems and they should have feedback as the same time as teachers.
- The design: presentation, colorful and, the use of animation. They also should be easy to carry out.
- The content: it must be appropriate, relevant to the learners' interests and students' level.

2.6.6.1 Advantages to use the web in a classroom

As it was mentioned before, Rubio (2012) says that nowadays internet has become in a very important tool in second language learning because of the facilities that it provides, that is why he mentions in detail the advantages of this crucial device.

- Increases creativity. Any student can write, record, and post a video or an audio. Nowadays' students use YouTube and Google on a daily basis.
- It is collaborative. Create social networks and communities of interest are easier. Wikipedia or Bing would constitute a good example.
- Promotes student-centered learning. It allows users to become knowledge producers. And it allows any people to share our work with others. A good example would be E-pals projects.
- Develops opportunities for the practice of the foreign language. Students can play with language and context and it is more informal.
- Engages students. In fact, the technology always attracts. When it is used in class, it does not seem to be a prerequisite for students; it also helps to motivate more timid students to participate more in our classes.
- It promotes freedom and independence in learning. The Internet is a resource that is available 24 hours a day, 7 days a week, and this encourages students to share information in a way that traditional classes cannot achieve.
- The audience is authentic and more real. When the students make some task in a classroom, teachers or even other students can see it, but when it is available online many people can

read, comment, or contribute. So, the greater audience is just possible with the facilities that internet provides.

CHAPTER THREE: METHODOLOGY

In this chapter, the methodology used for the development of the research related to the pertinence of the materials used in the English laboratory of the “Emiliano Zapata” Preparatory School in relation to the learners’ needs is presented. Thus, a complete description and justification of the method used is given. Additionally, the participants, the instruments, procedures and setting are carefully described. It is focused on a detailed description of the setting and the instruments that were necessary to finish this research.

3.1 Setting

Students attend to the MRC once a week an hour as a requirement of their English classes. They have assigned a chair and computer in which they must have to work the whole scholar year and also, take care of the equipment in case it can suffer some damages. Once they are in the classroom, they have five minutes of tolerance to come in. When students are inside, teachers in charge have already prepared three different activities for the three different levels in which students are; teachers give students directions to do the day activity from the basic level to the advanced one. After giving to learners directions, they have around forty or forty five minutes to conclude the activity. While students are doing the activity, teachers check the list and fulfill students’ control sheet and write there the description of the activity. Finally, teachers inform learners when the time is over to test the activity and give them a grade, when learners have their grades, they can leave the classroom.

3.2 Population

The population that participated in this project was made up of 90 students of preparatory “Emiliano Zapata”. 48 female students and 42 male learners whose ages ranged from 15 to 18 composed the sample. They had been given a test to determine their professional tendencies and they received English for Academic Purposes in their classroom. In the MRC, they were assigned different tasks based on the English levels in which they were formally registered. Students attended the MRC once a week as a requirement of the English subject in their specific areas.

3.3 Method

This project was developed on the grounds of quantitative research based on their advantages. Those advantages are explain next: it was possible to manipulate the information in consistent and reproducible ways, combining information, comparing data, examining scales allowing to use numerical parameters to facilitate and being precise at the moment to manage the information. This method helps to quantify data and generalize results from a sample to the population of interest through randomly selected respondents, the possibility to make widely generalizations, control the phenomena, the comparison among variables (Hernández Sampieri, Fernández Collado, & Baptista Lucio, 2006) . Also gives us a great chance of replica and a focus on such phenomena specific points, in addition to which facilitates the comparison between studies using structured techniques such as online questionnaires, tests, and on-street or telephone interviews. Results can be represented in the form of tables, graphs and charts, which can often communicate very efficiently with people that do not have too much time and information-overloaded. Statistical data is usually in the form of tabulations, says Babbie (2010). Findings are irrefutable and usually descriptive in nature.

3.4 Instrument

The survey is characterized by the compilation of data; it could be oral or written, stimulated and conducted to find out facts, opinions or attitudes. The survey of facts is used to find out what people know. The survey of attitudes serves to find out what they think or feel (Garza Mercado, 2009). In this investigation the survey of facts was used to facilitate the information gathered. In this research the information was collected in an organized and methodological manner in order to obtain analytical, abundant and deeper information into the phenomena to proof the hypothesis in a summarized form (Fellegi, 2003). A sample survey was used due to be easier to control and monitor.

The survey was created and divided in seven sections making a total of ninety-nine questions. First section contains personal interests and general information about the students and their parents and two-choice question and a checklist. Second part was made of a ranking questionnaire from 1 to 10 in order to know learners' likes and the existence of materials that exist in MRC. Third, fourth, fifth, sixth and seventh parts were made of rating questions with the Likert scale (interval scale).

3.5 Procedures

This investigation was made with the purpose of evaluating the usefulness of the activities used in the multimedia resources center of the "Emiliano Zapata" Preparatory School in relation to the learners' needs and the objectives of the educational program. However, before defining this objective, some steps were followed, which are described below.

Firstly, after an extended literature review of what the MRC is and what the purposes are, a problem was identified. Once the problem was identified, the purpose, the objectives and research questions

of this investigation were specified, and a more sophisticated, systematic and accurate literature review was made.

Then, the survey was designed and it was validated by expert criteria. Subsequently, the survey was piloted with a few students from the school. Thereafter, corrections were made to get the final instrument. Next, the instrument was applied. Finally, the gathered information was processed with two computer programs, PSPP (Program for Statistical Analysis of Sampled data) and EXCELL. The information was also analyzed and interpreted in order to answer the research questions.

CHAPTER FOUR: FINDINGS

This chapter shows the results of the evaluation the usefulness of the activities used in the multimedia resources center of the “Emiliano Zapata” Preparatory School in relation to the learners’ needs and the objectives of the educational program are presented, analyzed and discussed. Some of the charts were evaluated from different parts of the survey, some cases to contrasting and others to comparing.

4.1 Skills

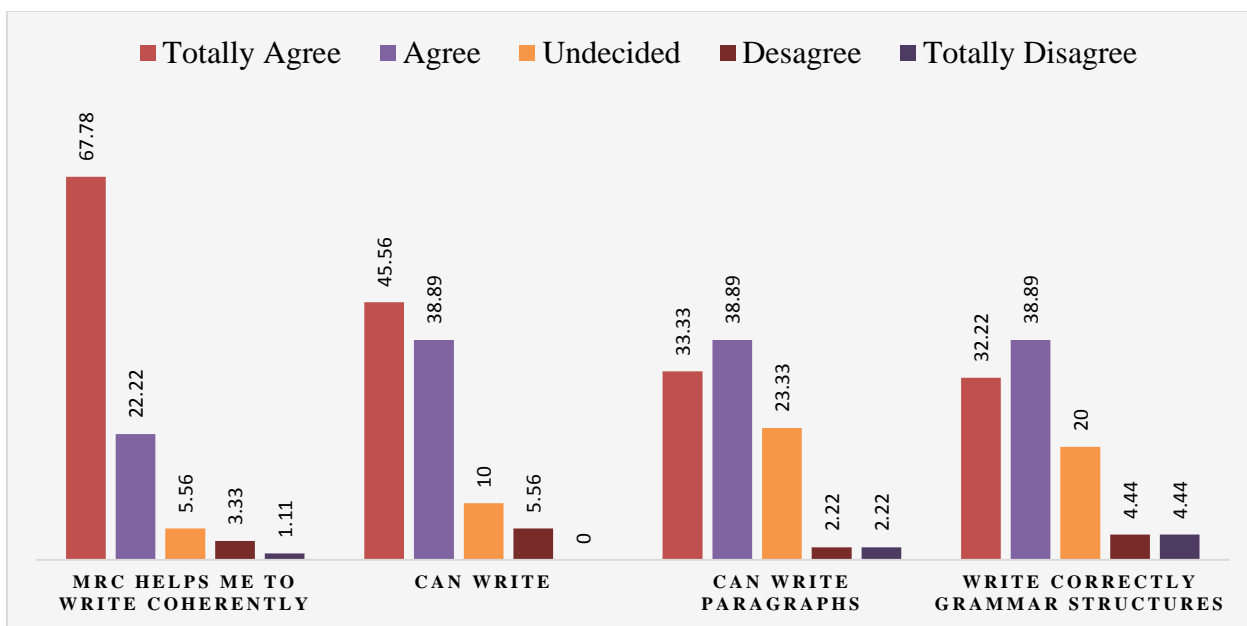
The Secretariat of Public Education (SPE) points out that the fundamental purpose of teaching English is to guarantee that students develop the four skills: reading, writing, listening comprehension and oral expression which allow an understanding and appropriate expression of ideas as well as an accurate use of grammar and vocabulary. At the same time, it is intended that students are conscious of the importance of learning this language and have a general idea of the Anglo-Saxon culture and its fundamental characteristics because, in the field of studies, it is a key tool for academic success (SEP, 2011).

4.1.1 Writing

Effective writing English skills are necessary to participate and communicate in the present and future global world. Therefore, the MRC must prepare students to be socially active by providing them high quality learning experiences which support them to develop essential writing skills and strategies. Writing is to be seen as a goal-oriented process which requires an intentional management of the writing environment, intentions, knowledge and topics. Thus, in the preparatory school English program, learners are expected to develop writing to participate and communicate

in the global world, so the writing process must receive enough attention. Writing in English is a very important component of an EFL program. Graph 4.1.1 shows the results of the development of writing and the assistance that the MRC provides to learners by comparing different levels of writing from sentence to paragraph levels as well as coherence development.

Graph 4.1.1 Writing Skill



Although 90 % of the learners express that the MRC helps them develop their writing skills, just 79% of them claim that they can actually write in English. Moreover, 75% of them point out that still they have coherence problems and organization of ideas. 71.11% states that they can write correctly grammar structures. Then, even though the MRC helps them, they still seem to need further exercises or practice with sections devoted to coherence and organization of ideas. It seems that writing has not received attention as a goal directed and self-sustained cognitive activity requiring the skillful management.

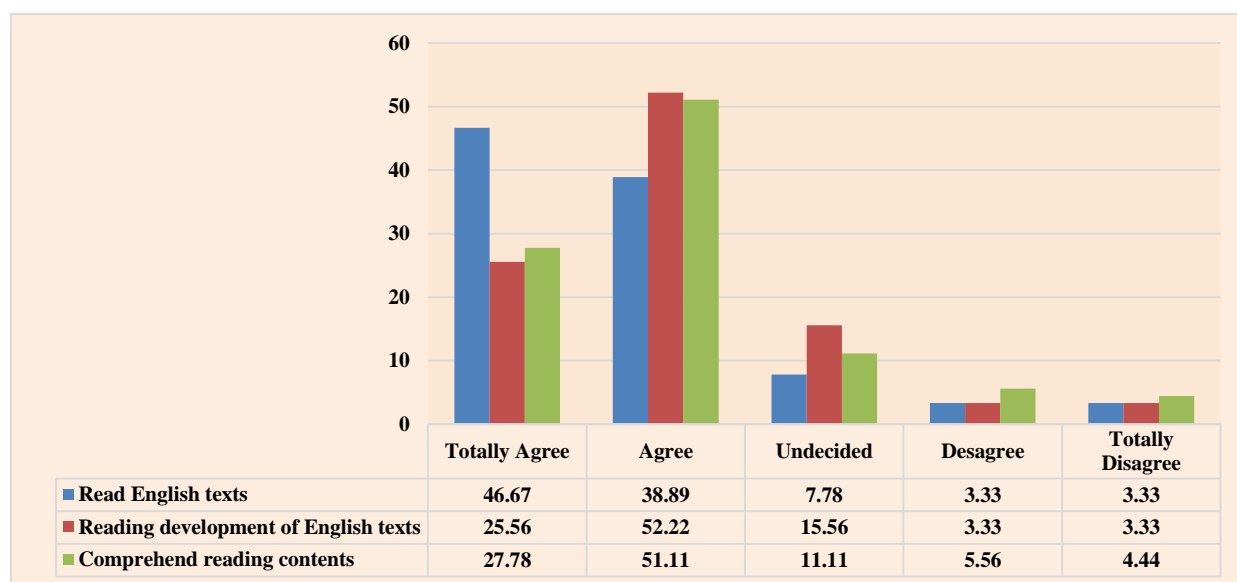
4.1.2 Reading

Reading is an active and complex process that involves: understanding written texts, developing and interpreting meaning, and using meaning as appropriate to type of text, purpose, and situation.

The increasing success in reading is the key to long-term accomplishment in school and in lifelong learning, thus, learners must be able to reflect on their own process of improving reading skills.

Reading has an important role in second language learning, thus, students must develop this skill in MRC. The chart below shows how reading skill is accomplished and the perception learners have at the levels of global comprehension, the development of the skill and the comprehension of specific contents.

Graph 4.1.2 Reading Skill



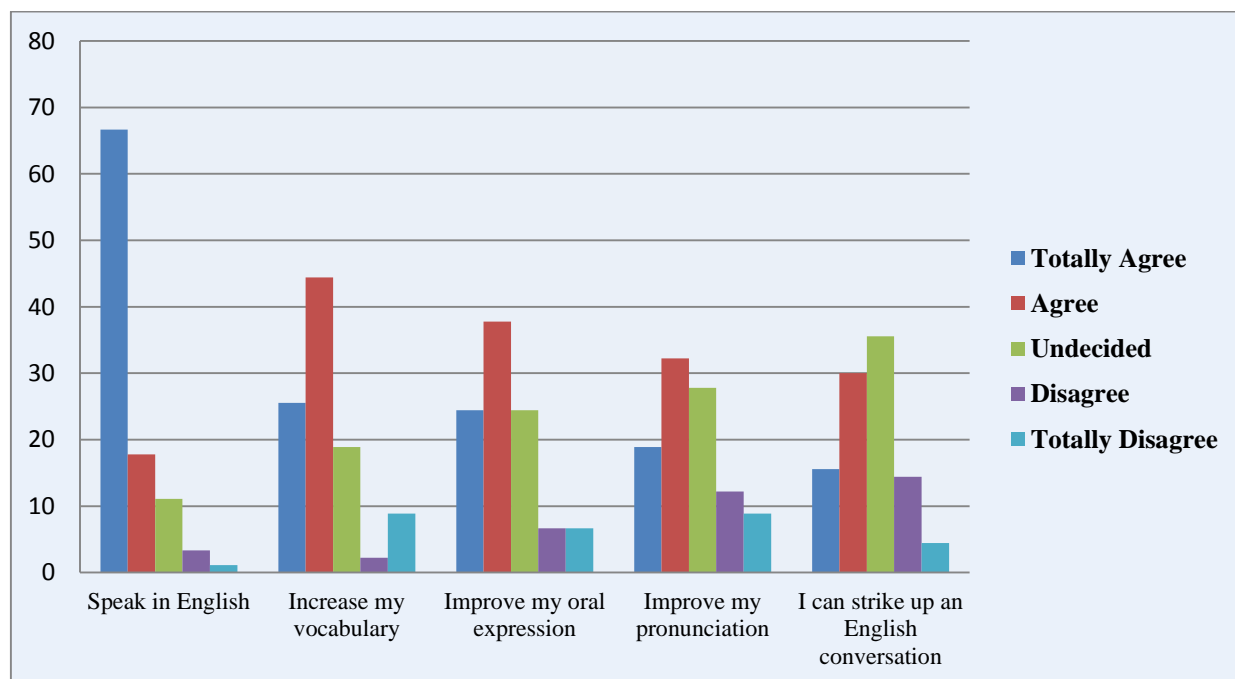
The results show that 85.56% of the participants accepted that the MRC provides them English texts. Just 77.78% can develop their reading ability and 78.89% are able to comprehend the contents. Hence, students said that MRC helps them to enrich their reading ability but the majority

seems to misunderstand the main purpose of reading comprehension, it may be to the lack of activities that really promote a valid concept of reading comprehension.

4.1.3 Speaking

In second language learning, speaking is considered an essential systematic verbal expression to transmit fluently meaning to others, accompanied with the ability to read, write, and comprehend oral language. It is also considered as crucial to include knowledge of grammar, vocabulary, pronunciation, intonation, etc. the skill to use this knowledge to communicate successfully is indispensable. Therefore, it is important that the MRC helps learners to develop this skill inside the classroom. Graph 4.1.3 shows the results of the development of speaking at the levels of vocabulary, pronunciation, expression of ideas, and the support that the MRC provides to learners.

Graph 4.1.3 Speaking Skill

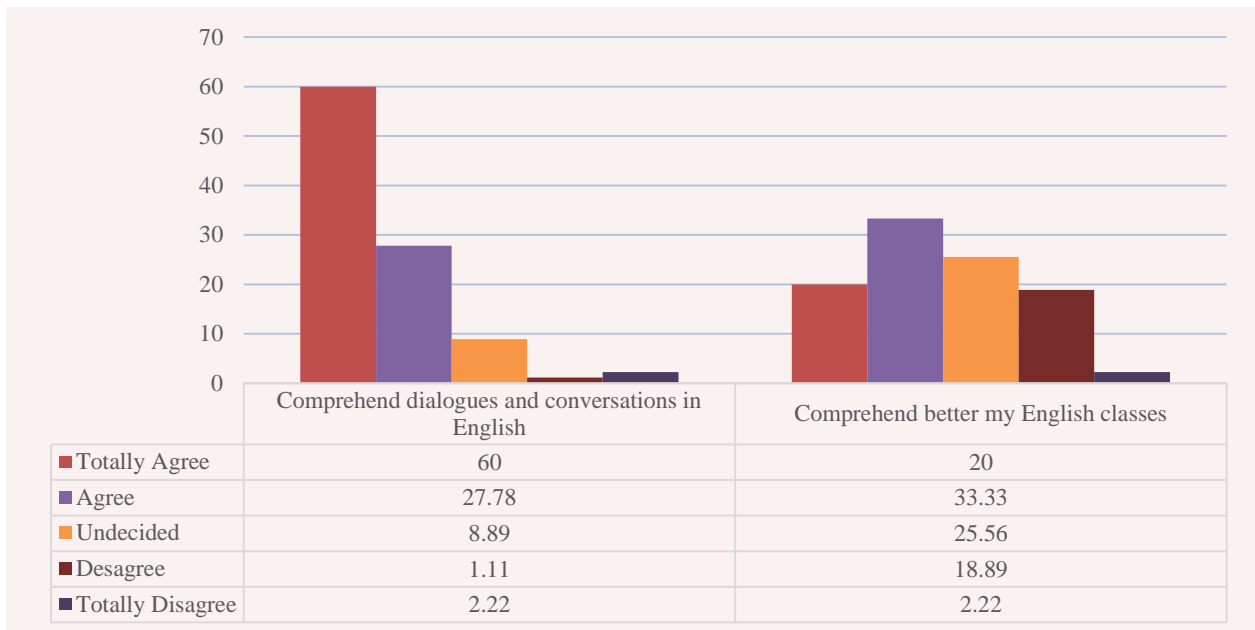


Even though 84.45% of the students say that MRC helps them to speak English, 48.89% are not improving their pronunciation level and 30% is not increasing their vocabulary. At the same time, 62.22% argues that they develop their oral expression but 54.44% of them state that are not able to start an English conversation which means that more than a half percent of students actually could not speak the language as it is desired. Thus, students say that MRC helps them to improve their speaking skill, most of them are not able to express ideas and speak the language fluently.

4.1.4 Listening

Listening is conceived as a process that learners must develop in second language learning, they must be able to differentiate between sounds, comprehension of grammar and vocabulary structures, interpretation of stress and intonation, interpreting them into desired context; those factors have also some variables that interact among them with the unique purpose to decode meanings in a conversation. Thus, MRC must offer students effective listening strategies to help them to take advantage of the language in order to comprehend, decode, and interpret ideas immediately according to speech context. Graph 4.1.4 shows how listening is useful in MRC and it is contrasted with its impact on classroom listening activities.

Graph 4.1.4 Listening Skill



Although 87.78% of learners pointed out that they comprehend dialogues and conversations in English developed in the MRC, 46.67% of the learners claim that they are not able to comprehending their English classes better. In consequence, it can be said that activities do not match the sort of activities faced in their English classes.

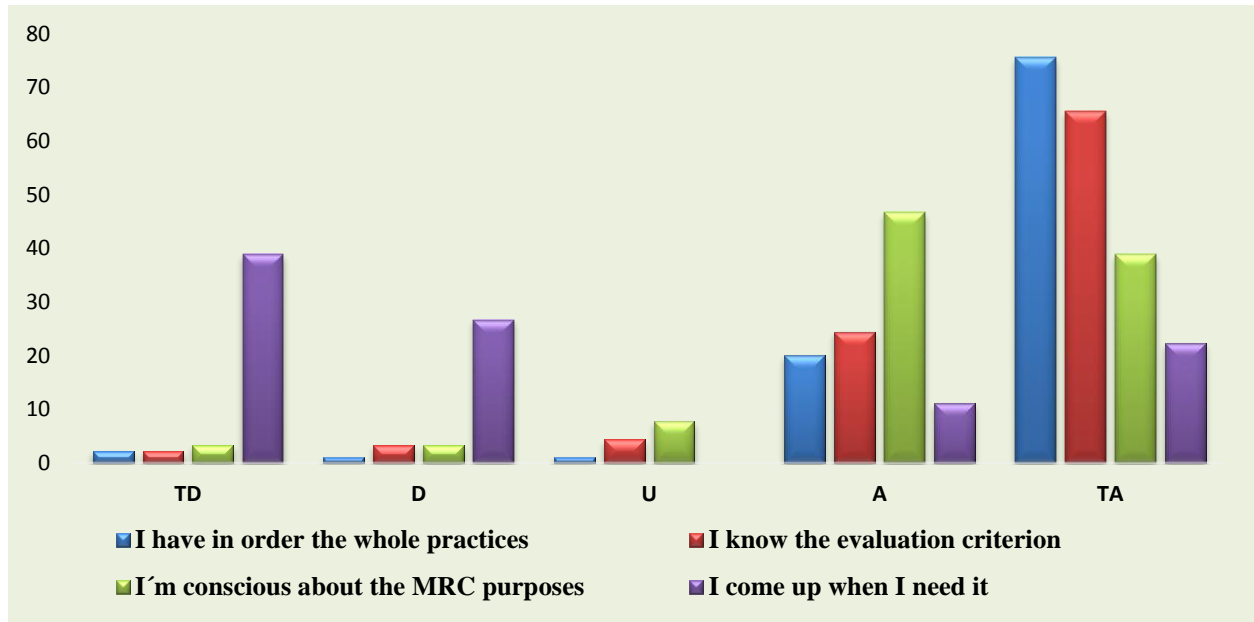
4.2 Students' Characteristics

The MRC is supposed to help students develop their autonomy, responsibility and consciousness about the purposes of the learning activities. Thus MRC must give learners a world view beyond the classroom, showing them the opportunity to realize, analyze and reflect about their own knowledge, skills to solve problems and they should have feedback as the same time as teachers.

Then, learners are expected to display study habits and behaviors which reflect the development of autonomy, that is, actions oriented by their willingness to consciously learn and responsibly take

and retake activities if necessary. Graph 4.2.1 shows what students know about the MRC and how students accomplish the requirements of the classroom.

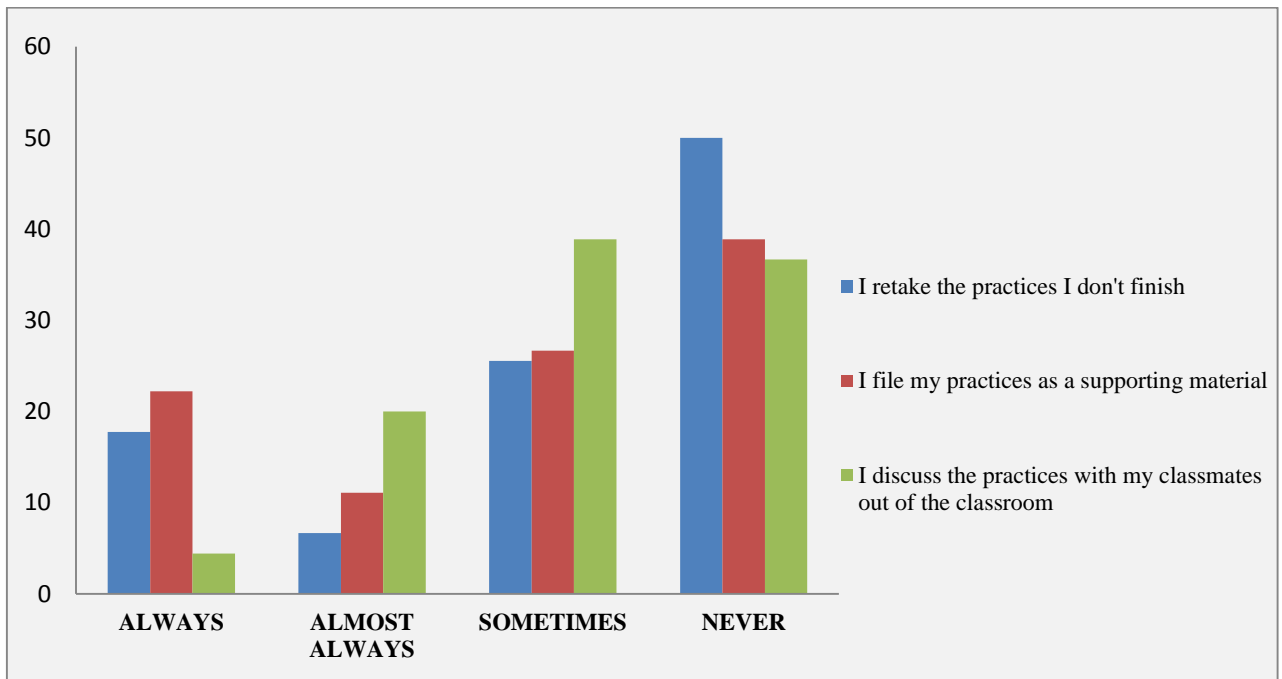
Graph 4.2.1 Students 'Characteristics



As can be seen, while 85.56% are conscious about the MRC purposes, 90% know the evaluation criterion, 65.56% of learners allow that they do not come up when they have the necessity and 95.56% pointed out that they have their practices as required. Although learners have their practices in order, know the purposes of the MRC and come up when they need it, they are not interested in achieving their practices for learning and the MRC is not encouraging autonomy in students.

The graph 4.2.2 below is related with the previous one and it shows how MRC must motivate learners to fulfill the activities.

Graph 4.2.2 Students 'Characteristics



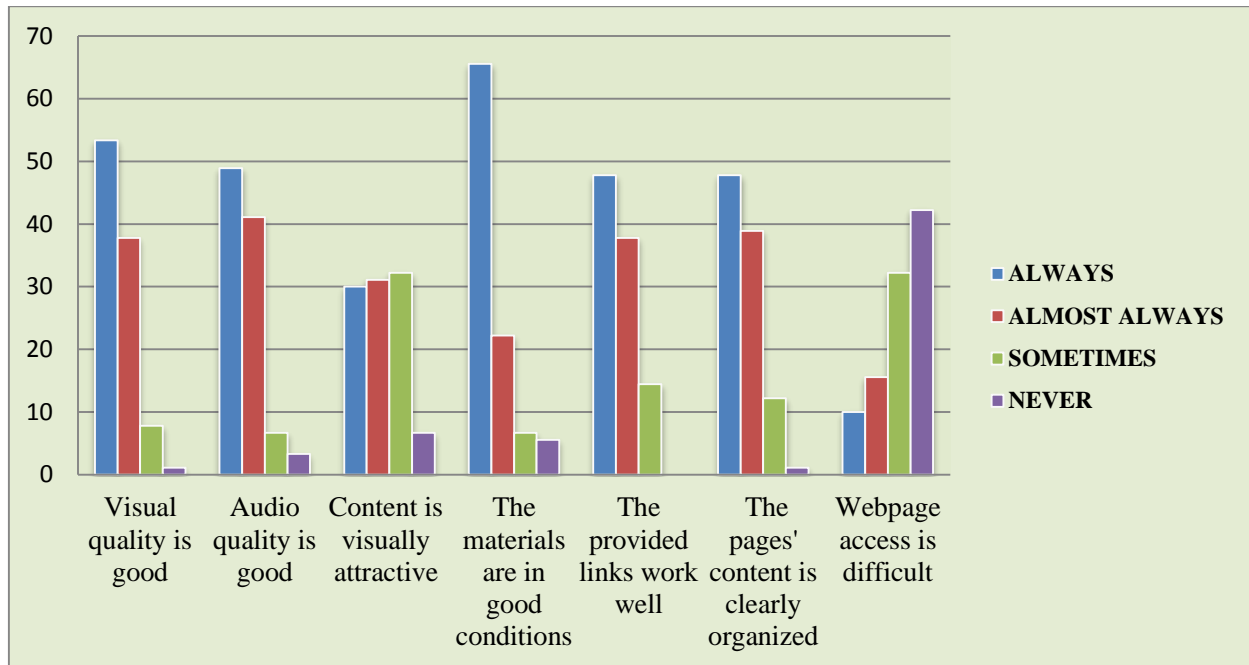
75.56% of learners do not retake the practices they do not finish, 65.56% never file their practices as a supporting material, and 75.56% do not discuss their practices with their classmates outside the classroom. Therefore, there is a lack of interest in students, it seems that MRC is not supporting learners to be responsible and conscious about their own learning and the purpose of coming up to MRC classroom, also they are not receiving the needed feedback to accomplish the activity.

4.3 Technology

Technology has an important role in second language learning in the preparatory firstly, to catch learners' attention and secondly to accomplish the curriculum objectives. For instance, materials in a MRC must include certain characteristics such as: innovation, adequate equipment, staff's and students' development, reinforcement of cultural attitudes, appropriate materials and the learning autonomy related with the activities in the classroom.

The graph 4.5 shows the main characteristics of the practices and materials.

Graph 4.5 Characteristics of the practices and materials



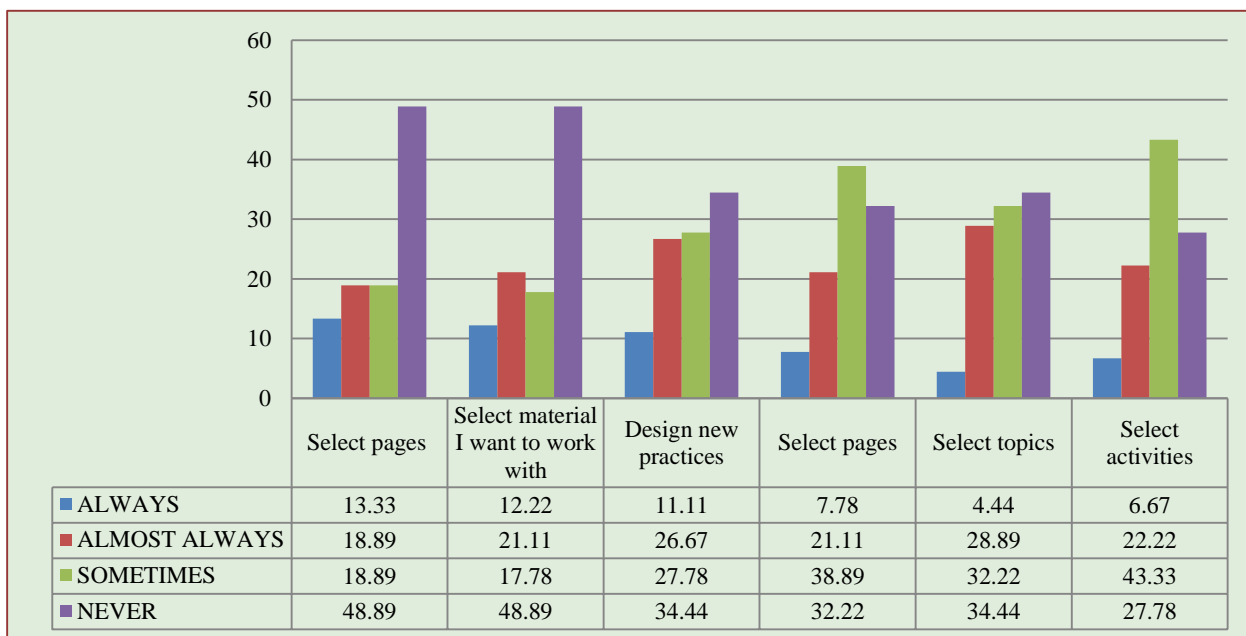
As can be seen, 91.11% of the learners convey that materials visual quality is good, 90% say the audio quality is good, 87.78% mention that material is in good conditions, 85.56% say the links work well, and 86.67% state that the content is well organized, 38.89% mention that content is not visually attractive for them and just 10% have difficulties to access webpages. Afterward, even though learners do not have problems at the moment to access webpages, the materials are attractive and in well conditions, for students are not attractive at all and are not rewarding the purposes.

4.4 Students Needs/Opinion

According to the curriculum design, materials are used to support teachers in class, selecting them according to students needs to aid their language learning. In the Multimedia Resources Center,

students' needs are fundamental too to accomplish the language learning goal successfully. The graphics 4.6 show how students' needs are taking into account in the MRC.

Graph 4.6 Students' opinion are considered to:



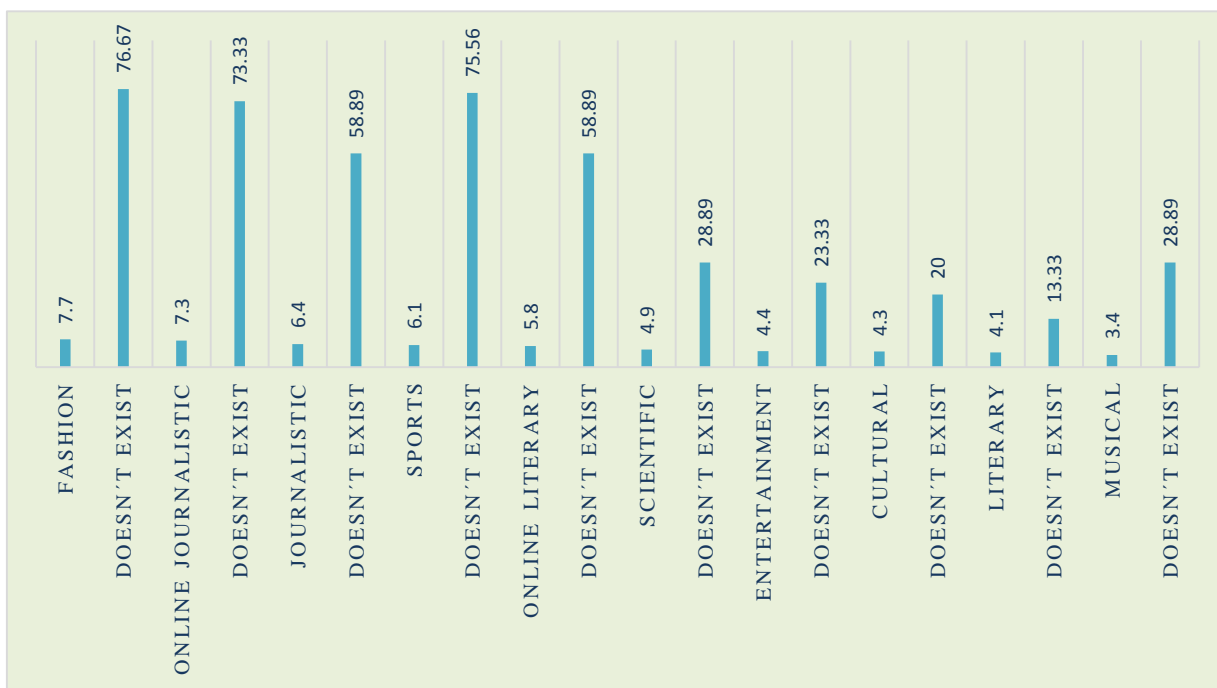
In this graph, 48.89% of learners say that their opinion is not taken into account to select pages, 48.89% says that they do not select the material in which they want to work with, 62.22% say that their opinion is not taken into account to design new practices, 66.67% points out that they do not select the pages, 66.66% do not select the topics in which they must work, and 71.11% state that activities are selected without their consideration. Thus, MRC select and design activities without students' opinion, overlooking what learners need and like.

4.5 Students' Likes and MRC's Existence

To select and apply activities in the MRC is crucial to take into account specific aspects in order to perform what students must learn during and at the end of the course in the classroom. For that

reason, one of those important aspects is to consider what students' likes are and being focus on their interests to include them in the MRC activities. Graph 4.5.1 shows what learners' likes and which ones exist in the classroom.

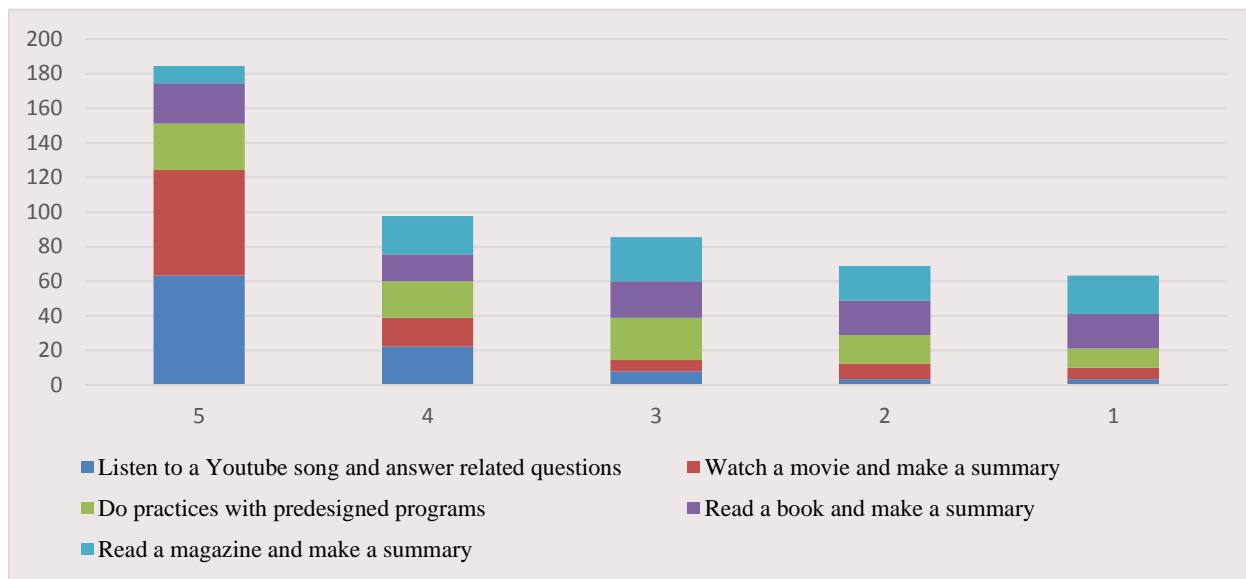
Graph 4.5.1 Student's likes and existence in MRC



According to learners' opinion, the kind of texts where there is a wide variety are: 71.11% musical, 71.11% scientific, 80% cultural, 76.67% entertainment, 86.67% literary. At the same time, 75.56% said that MRC does not have sport activities, 73.33% pointed out that online journalistic texts does not exist in the classroom and 76.67% claimed that activities with fashion content are not in existence in the MRC. Thus, it seems that MRC needs to include material that being attractive and interesting for learners.

As it can be mentioned before, what students like is important in order to succeed in students English learning. The graph below shows the activities that learners prefer doing in the classroom.

Graph 4.5.2 Students' preferences



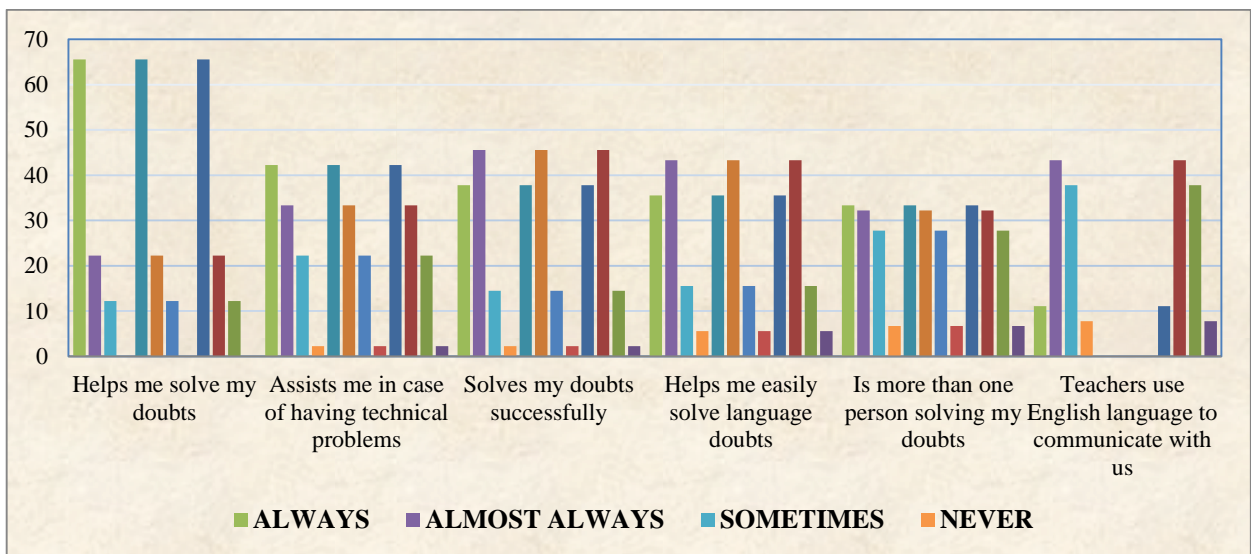
The graph above shows what learners preferring do in MRC. In number one, they prefer listening to a YouTube song and answering related questions. Number two, they like to watch movies and make a summary. Number three, do practices with predesigned programs. Number four, read a book and make a summary and finally, they like reading a magazine and make a summary. For that reason, people in charge of the MRC must take into account what learners prefer and the topics they have in existence in order to get better results.

4.6 Teachers' Characteristics

The best way to work with technology in a classrooms is with two teachers in them. One of them has to be capable to help in technical area, the other one has to be a teacher in a specific area that assists students. People in chart should be guides, it means that they are not the center of the information; this role belongs to the students, must update themselves constantly to know the new resources and its functions, to know how to select the content properly, to know the new systems and, being in contact with the internet services. It is necessary to have people after and during doing

activities or in the contrary, develop systems that help users to solve their doubts. Graph 4.6.1 shows how teachers help learners inside the classroom.

Graph 4.6.1 Teachers' characteristics



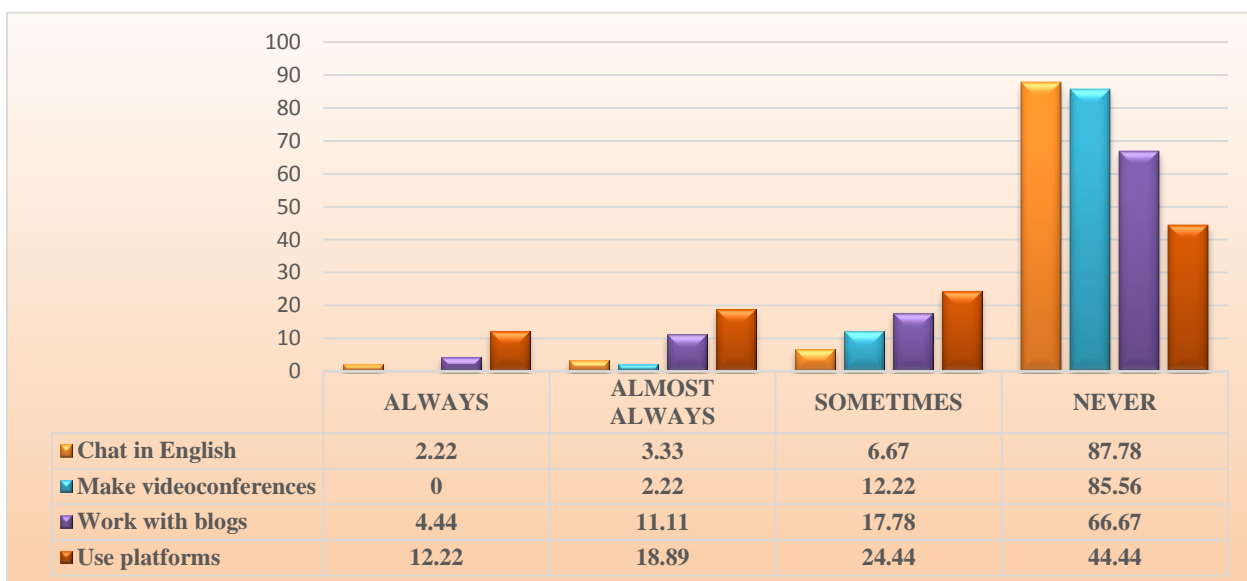
87.78% mention that the staff is able to help them to solve doubts, 75.55% are assisted with technical problems, 83.34% solve doubts successfully, 78.89% solve doubts easily, and 65.55% more than one person solving their doubts and 45.58% mentions that teachers do not use English language to communicate with them. Although the majority of students state that the teachers inside the classroom are able to help them, seems that is needed more people to help solve their needs and speak to them in English.

4.7 Multimedia Resources Center Advantages

As the second language education has been modified because of the new technologies, students might learn equally in the same time and with the same effort as in a standard classroom with the help of teaching machines and programmed instruction through a wide range of information

resources in various media (bibliographic, electronic, audio-visual, etc.), organizing them according to the requirements of the curriculum project making them available for users. Also, it is to become a center of production of educational materials, encourages the teaching self-education and conducts promotion and cultural activities. The graph 4.7.1 shows the activities that MRC allows students to practice.

Graph 4.7.1 What MRC allows learners



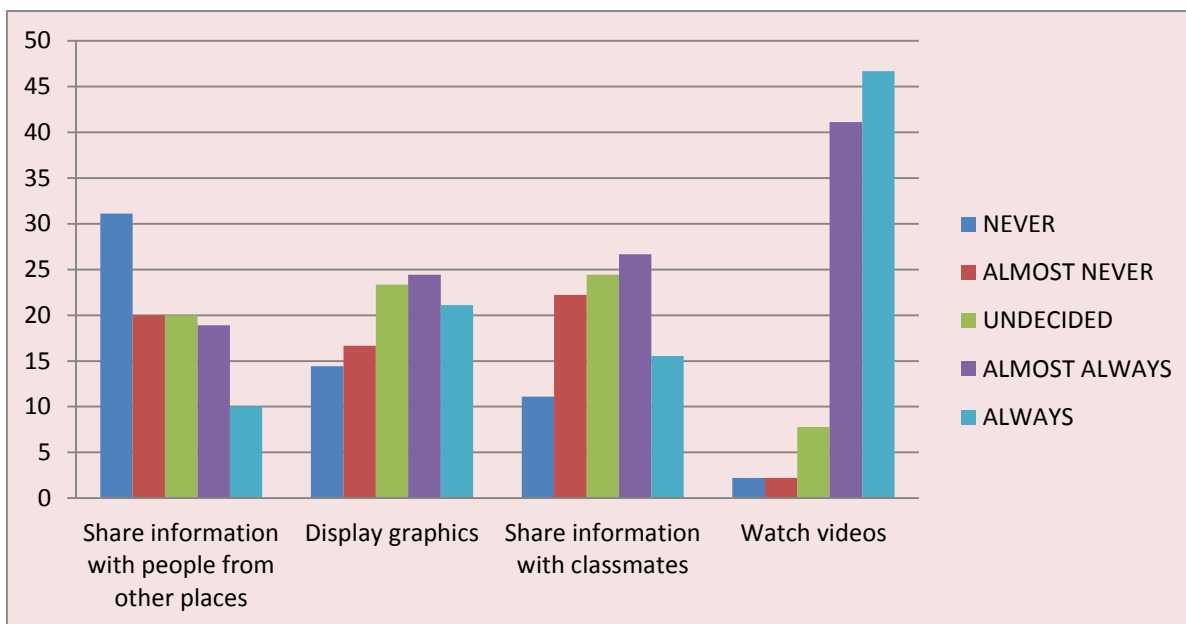
87.78% of learners said that MRC never allows them to chat in English, 85.56% never make a videoconference, 66.67 points out that never work with blogs and 44.44% states that never use platforms. Afterward, it could be said that MRC is not promoting learners to make technology an advantage to increase their levels of English and also their cultural levels.

4.8 Multimedia Resources Center Interaction

Interaction is a key in which language acquisition is the result of learners' mental abilities and linguistic environment due to language learnings are focused on the use of language for

communicative purposes. The graph below also shows how technology goes beyond the traditional teaching in language learning, explaining how helpful is MRC to empower students to take advantages of technology, use it for learning purposes and development of learners' skills to enhance a significant learning.

Graph 4.8.1 What MRC allows learners

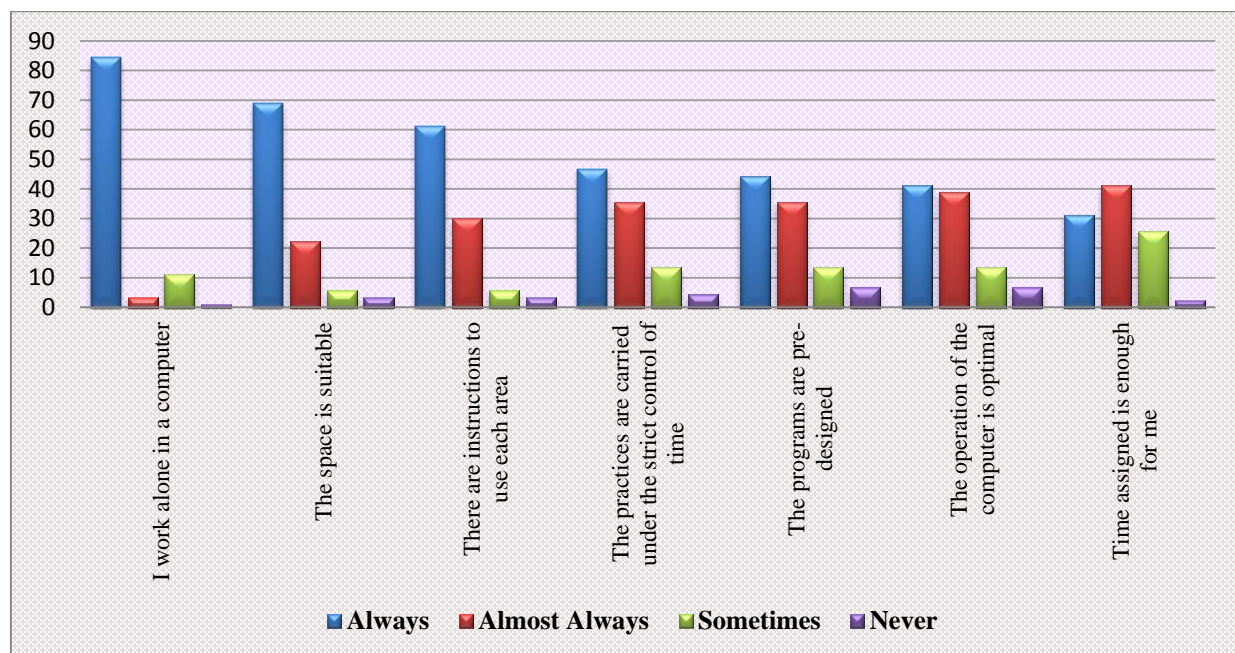


Although 87.78% says that MRC enables to watch videos, 54.44% do not display graphics, 57.77% do not share information with their classmates and 71% of students say that they do not share information with people from other places. Consequently, it must be say that the majority of students have access to watch videos but they do not have the opportunity to share information with their classmates and also with people from other places to interact with. At the same time, they do not display graphics to facilitate their learning.

4.9 MRC Affords

Inside the classrooms, there is a series of guidelines that should be followed in order to accomplish successfully the activities. Those guidelines are: materials should be balanced in order to cover each level of the language, it means that each level must include the same assortment of items, people in charge must create a list of the available materials, examine if the material is useful for English courses, after establishing needs and tasks, it is necessary to write out the objectives and the specific times to work with, comfort for the users in order to promote them a great atmosphere while working, the space in which learners work and also, the materials' place. Finally, there are two important points to take care in MRC, the well conditions' materials and the way to learners sit to work, the last one must be pleasant to obtain the desired results. Graph 4.9.1 shows how MRC is accomplishing the requirements.

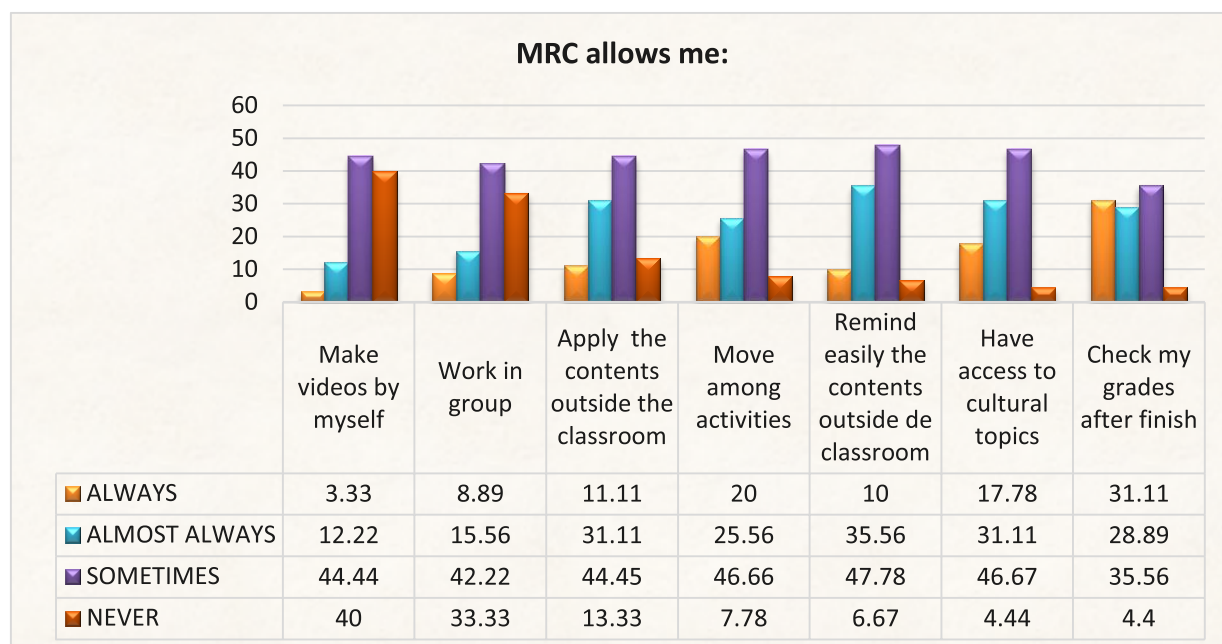
Graph 4.9.1 MRC affords



According to learners' opinion, 87.77% points out that they work alone in a computer, 91.11% admits that space is suitable, 91.11% states that there are instructions to use each area, 82.23% utters the practices are carried under the strict control of time, 80% admits that the programs are pre-designed, 80% indicates that computers work optimally, 72.22% reveals that time assigned is enough. Thus, it seems that MRC is almost accomplishing the requirements to offer learners major results and a good environment in which they feel comfortably to work in.

As the same time, MRC must promote learners to take meaningful advantages during and after getting into the classroom. Graph below will show the kind of activities that students are encouraging to develop while they are doing the practice and after leaving the classroom.

Graph 4.9.2 MRC allows learners



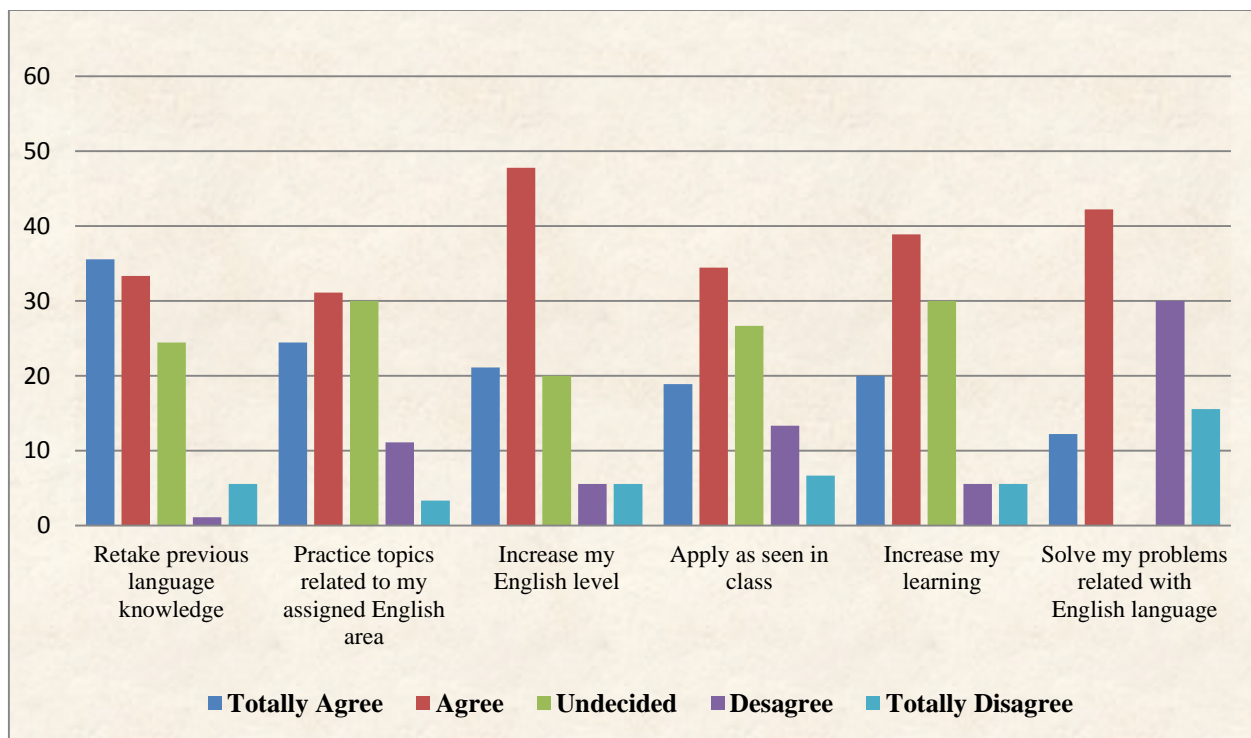
40% of learners pointed out that MRC never allows them to make videos, 33% never work in group, 13.33% never apply the contents outside the classroom, 7.78% can move among activities, 10% always remind easily the contents outside the classroom, 4.44 have access to cultural topics

and 31.11% check their grades after finish. Therefore, MRC is not enriching students' knowledge with the activities during the class and neither outside of it, inhibiting the learning process of the students even in their English classroom.

4.10 MRC and Classroom

According to the institution, learners must take advantage to the MRC as a complementary and reinforcing tool for their English classes with the purpose of succeed the institution objectives, accomplish the established objectives to succeed particular knowledge, behaviors and skills that learners will be expect to know or perform during and at the end of the course. Graph 4.10.1 shows how MRC helps learners to increase their English levels linked to students' classes.

Graph 4.10.1 MRC allow learners after leaving the classroom



The results show that 68.89% retake previous knowledge, 44.44% do not practice topics related to their assigned area, 68.89% increase their English levels and 46.67% do not apply what they saw in class. It seems that although they are increasing their English levels, half of them are not applying what they are learning in class and they have difficulties to understand topics that are seen in their classes.

CHAPTER FIVE: CONCLUSIONS

The main conclusions of this chapter are: the evaluation, analysis and the discussion of the usefulness of the activities used in the multimedia resources center of the “Emiliano Zapata” Preparatory School in relation to the learners’ needs and the objectives of the educational program.

5.1 Research Questions

The students know the purpose of the multimedia resources center

Although the students know the purpose of the multimedia resources center, they are not conscious about what they must do with the assigned activities inside the classroom and what they must perform during and at the end of their attendances to the MRC. At the same time, students are not interested to achieve their practices for learning and the MRC is not encouraging autonomy in them.

Prescribed activities fulfill learners’ level

As it was mention before, students in the school are divided in areas in which they will be learning topics related with that area and levels that correspond to each student. It seems that MRC is not supporting the levels of the learners; a majority of students assumed that they do not agree in the level they are and most of them said that MRC is not providing them the accurate activities.

The activities fulfill students’ learning needs

MRC must be able to help learners to reach their English levels. For instance, it must take into account the students’ needs at the moment to create, select and apply the activities in which they want to work with. At the same time, the quality of the materials should be in optimum conditions. These conditions must include visual quality, in well conditions, links work fine, and well

organized content. Thus, it seems that MRC is not attaining what students need and want, students mentioned that although the material is in well conditions, they are not attracted for the content of the activities.

The topics in the activities match learners' interests

According to learners' opinion, the kind of texts that exist in the MRC do not match with their interests. It seems that people in charge must take into account what learners want to work with and add attractive material and activities in order to catch learners' interest.

The kind of abilities the students develop

MRC should help learners to develop the four main language skills but results showed that learners are having difficulties to develop them. Even though MRC has the materials to work with each ability, the activities are not suitable. Students can read texts but they have problems at the moment to assimilate the main idea and evidently at the moment to write texts.

On the other hand a vast amount of learners accepted that their speaking abilities are good but they are not able to start a conversation properly and express their ideas fluently.

The activities which are more attractive to learners include

According to the results, the five kinds of texts that learners prefer are fashion, online journalistic, sports and online literature and the MRC does not have a wide variety of those materials. That means that learners are not working on the topics they are interested on causing negative results in learners knowledge.

The activities are designed to allow real autonomous learning

Students' autonomy must be encouraged inside the MRC. Thus, activities should be selected in order to learners being interested on them. Students accepted that activities are just a requirement for their classes accepting a lack of interest if they do not have time to finish, they do not make an effort to conclude them in case of not to finish on time. It seems that MRC is not supporting learners to be responsible and conscious about their own learning and the purpose of coming up to MRC classroom, also they are not receiving the needed feedback to accomplish the activity

The activities help students achieve the program objectives

People in charge of the MRC must take advantage of technology with the aim of accomplishing the program objectives but it seems that although learners said that they are able to develop language skills, they are not performing those skills, a vast population admitted that they are not able to develop those language requirements in context because activities are not related with their real English levels. At the same time, they have problems to comprehend dialogues and conversations affecting their learning in their English classes.

The learners improve their English in the CEFR

According to the CEFR, MRC must help learners to increase two main important points; one of them is their cultural levels of English and the other one is to increase their levels of the language. Thus, the results showed that although the materials are in well conditions, students are not achieving the goals due to wrong way in which activities and materials are being managed.

5.2 Implications

Although the results show that students accepted that the materials, the activities and the links were in optimal conditions, the topics in the MRC were not attractive and interesting for them. Moreover, they claim that the activities developed in the MRC help them to increase their English levels and develop their skills but they do not have the opportunity to perform inside the classroom.

Thus, if students' opinions are not taken into account, they will keep on being discouraged to come up to the MRC. They will not see it as a specific place in which they can use machines for pedagogical purposes and which encourages self-education and conducts promotion and cultural activities. Also, it seems necessary to create opportunities for learners to use the language so that they can apply what they learn in the MRC otherwise they will not find it relevant and the curriculum objectives will not be fulfilled.

5.4 Limitations

The information was gathered by means of a quantitative approach by using a survey as research method. However, it is advisable to research the problem using other methods in order to confirm or complement the findings.

5.5 Directions for further research

Qualitative methods could be used if any further research is to be developed. For instance, interviews and observations would be advisable methods.

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APPENDIXES

BENEMERITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

USEFULNESS OF MRC ACTIVITIES

Instrucciones: La información que proporcionas tiene propósitos de investigación y evaluación del funcionamiento del Centro de Recursos Multimedia (CRM). Por tanto, se agradecerá la honestidad y precisión de tus respuestas y se garantiza que la información será manejada con total discreción.

Rellena los recuadros correspondientes a cada respuesta y completa los datos con la información solicitada.

Datos del estudiante

Edad: _____ Sexo: Hombre Mujer

Tienes internet en casa Sí No

¿Navegas en internet? Sí No

¿Con qué frecuencia? 1 vez por semana 2 veces por semana 3 o más veces por semana

¿Cuánto tiempo navegas? 1-2 horas 3-4 horas Más de cuatro horas

¿Tienes cuenta en alguna red social? Sí No ¿Cual? _____

Datos de la madre o tutora

Edad: _____ Ocupación: _____

¿Habla otro idioma? No Si ¿Cuál(es)? _____

Datos del padre o tutor



Edad: _____ Ocupación:
























































¿Habla otro idioma? No Si ¿Cuál(es)? _____

La siguiente tabla muestra diferentes tipos de textos. En la columna que dice “ME GUSTA” ordena del 1 al 10 de acuerdo a tu preferencia, siendo 1 la de mayor valor y 10 la de menor. Además, marca con una “X” los tipos de texto que existen en el CRM (CENTRO DE RECURSOS MULTIMEDIA).

TIPOS DE TEXTOS	ME GUSTAN	EXISTEN EN EL CRM
1. Musicales		
2. Deportivos		
3. Científicos		
4. Culturales		
5. Entretenimiento		
6. Periodísticos		
7. Periodísticos en línea		
8. Literarios		
9. Literarios en línea		
10. Modas		

Marca con una “✓” la opción que consideres más apropiada tomando en cuenta gráficos y sus definiciones.

<i>Parámetros</i>	TOTALMENTE EN DESACUERDO	EN DESACUERDO	INDECISO	DE ACUERDO	TOTALMENTE DE ACUERDO
Estoy consciente de los propósitos del centro de recursos multimedia de inglés					
Conozco los criterios de evaluación					
Puedo escribir párrafos en inglés					
El contenido de mis escritos tiene coherencia					
Puedo entablar una conversación en inglés					
Llevo al corriente todas mis prácticas					
EN MI CLASE DE INGLÉS NECESITO:					
Leer textos en inglés					
Comprender diálogos y conversaciones en inglés					
Escribir en inglés					
Hablar en inglés					
LAS ACTIVIDADES DEL CRM ME AYUDAN A:					

Desarrollar la lectura de textos en inglés					
Incrementar mi nivel de inglés					
Aplicar lo visto en clases					
Incrementar mi vocabulario					
Mejorar mi expresión oral					
Mejorar mi pronunciación					
Desarrollar textos de forma coherente					
Utilizar correctamente estructuras gramaticales					
Comprender el contenido de lecturas					
Comprender mejor mis clases de inglés					
Retomar los conocimientos previos del idioma					

LAS PÁGINAS WEB QUE VISITO Y LAS ACTIVIDADES ME PERMITEN:

Tener acceso a ellas fuera del aula	1	2	3	4	5
Practicar temas relacionados con mi área de inglés asignada	①	②	③	④	⑤
Ver videos	1	2	3	4	5

Leer textos	①	②	③	④	⑤
Visualizar gráficos	❶	❷	❸	❹	❺
Trabajar en equipo	①	②	③	④	⑤
Ver mis calificaciones al finalizarlas	❶	❷	❸	❹	❺
Moverme de una actividad a otra	①	②	③	④	⑤
Tener acceso a temas culturales	❶	❷	❸	❹	❺
Recordar con facilidad su contenido fuera del aula	①	②	③	④	⑤
Compartir información con compañeros	❶	❷	❸	❹	❺
Compartir información con gente de otros lugares (ciudades o países)	①	②	③	④	⑤
Utilizar los contenidos de las prácticas fuera del aula	❶	❷	❸	❹	❺
Hacer videos por mí mismo(a)	①	②	③	④	⑤
Incrementar mi aprendizaje	❶	❷	❸	❹	❺
Elegir el material con el cual quiero trabajar	①	②	③	④	⑤
Elegir las páginas en las cuales quiero trabajar	❶	❷	❸	❹	❺

Marca con una “X” la respuesta que consideres apropiada de acuerdo a tu experiencia.

En el CRM	Siempre	Casi siempre	A veces	Nunca
El personal utiliza el idioma inglés para comunicarse con nosotros	★★★★	★★★★	★★	★
El nivel de dificultad que se me asigna, está relacionado con mi nivel de inglés real	★★★★	★★★★	★★	★
Comento las prácticas del centro de recursos multimedia con mis compañeros fuera de él	★★★★	★★★★	★★	★
Se me dificulta responder correctamente las prácticas	★★★★	★★★★	★★	★
Retomo las prácticas que no termino	★★★★	★★★★	★★	★
Archivo mis prácticas como material de apoyo	★★★★	★★★★	★★	★
Acudo cuando lo considero necesario	★★★★	★★★★	★★	★
Las prácticas me solucionan problemas relacionados con el idioma inglés	★★★★	★★★★	★★	★
Hay más de una persona que pueda asesorarme en caso de surgir dudas	★★★★	★★★★	★★	★
Existe disposición del personal para apoyarme con mis dudas	★★★★	★★★★	★★	★

El personal resuelve satisfactoriamente mis dudas	★★★★	★★★★	★★	★
Una de las personas me asesora cuando surgen problemas con el equipo	★★★★	★★★★	★★	★
Cuando me surgen dudas en cuanto al idioma el/la profesor(a) las resuelve con facilidad	★★★★	★★★★	★★	★
La calidad visual de las prácticas es buena	★★★★	★★★★	★★	★
La calidad auditiva de las prácticas es buena	★★★★	★★★★	★★	★
Las actividades tienen vocabulario nuevo	★★★★	★★★★	★★	★
El contenido de las prácticas es visualmente atractivo	★★★★	★★★★	★★	★
El tiempo designado a la actividad me es suficiente	★★★★	★★★★	★★	★
Las prácticas son llevadas a cabo bajo estricto control de tiempo	★★★★	★★★★	★★	★
El espacio del centro de recursos multimedia es adecuado	★★★★	★★★★	★★	★
El funcionamiento de las computadoras es optimo	★★★★	★★★★	★★	★
Los programas que se utilizan en el centro de recursos multimedia son prediseñados	★★★★	★★★★	★★	★
Hay instrucciones para hacer uso de cada área del centro de recursos multimedia	★★★★	★★★★	★★	★
Trabajo sólo en una computadora	★★★★	★★★★	★★	★

El material está en buenas condiciones	★★★★★	★★★★	★★	★
Mi opinión e intereses son considerados para el diseño de nuevas prácticas	★★★★★	★★★★	★★	★
Mi opinión e intereses son considerados para la selección de páginas	★★★★★	★★★★	★★	★
Mi opinión e intereses son considerados para la selección de temas	★★★★★	★★★★	★★	★
Mi opinión e intereses son considerados para la selección de actividades	★★★★★	★★★★	★★	★
Los links que me proporcionan funcionan bien	★★★★★	★★★★	★★	★
El contenido de las páginas está claramente organizado	★★★★★	★★★★	★★	★
Me cuesta trabajo acceder a las páginas	★★★★★	★★★★	★★	★
LAS ACTIVIDADES DEL CRM ME PIDEN:				
Hacer video conferencias	★★★★★	★★★★	★★	★
Chatear en inglés	★★★★★	★★★★	★★	★
Acceder a plataformas	★★★★★	★★★★	★★	★
Trabajar con blogs	★★★★★	★★★★	★★	★

Marca con una “X” la actividad de tu preferencia tomando en cuenta que 1 es el más bajo y 5 el más alto.

EN EL CENTRO DE RECURSOS MULTIMEDIA PREFIERO...					
1. Leer un libro y hacer un resumen.	1	2	3	4	5
2. Hacer prácticas con programas prediseñados.	1	2	3	4	5
3. Leer una revista y hacer resumen.	1	2	3	4	5
4. Escuchar una canción en Youtube y responder preguntas relacionadas.	1	2	3	4	5
5. Ver películas y hacer un resumen.	1	2	3	4	5