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## Carrera de:

Pedagogía de los Idiomas Nacionales y Extranjeros

**Developing English oral accuracy through the implementation of a Multimedia Language Project.**

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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**ABSTRACT**

This quantitative research investigates the impact of the Multimedia Language Project on enhancing English oral accuracy among seventh graders at a public elementary school in Azogues, Ecuador. The study addressed gaps in oral accuracy related to grammar, vocabulary, and pronunciation that were overlooked by conventional teaching methods. A quasi-experimental design with pre- and post-tests, using a rubric adapted from the Cambridge A1 Movers speaking test, was employed to collect data. The number of participants was 64 students, and they were divided into an experimental group, which participated in the Multimedia Language Project, and a control group, which followed traditional methods. Initial tests showed no significant proficiency in either group. Data analysis was conducted using IBM SPSS Statistics 26, with descriptive statistics providing an overview of measures of central tendency, and inferential statistics through a Paired-T-Test analysis to determine if there was a statistically significant difference between the groups. Post-intervention results demonstrated significant improvement in the experimental group's grammar, vocabulary, and pronunciation. These findings affirm the effectiveness of the Multimedia Language Project in improving English oral accuracy and advocate for its broader application in educational settings.

- **Keywords:** English oral accuracy, grammar, Multimedia Language Project, pronunciation, vocabulary.

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**RESUMEN**

Esta investigación cuantitativa estudia el impacto del Proyecto Lingüístico Multimedia en la mejora de la precisión oral en inglés de los alumnos de séptimo curso de una escuela primaria pública de Azogues (Ecuador). El estudio abordó las lagunas en la precisión oral relacionadas con la gramática, el vocabulario y la pronunciación que los métodos de enseñanza convencionales pasaban por alto. Para la recogida de datos se empleó un diseño cuasi-experimental con pruebas previas y posteriores, utilizando una rúbrica adaptada de la prueba de expresión oral Cambridge A1 Movers. El número de participantes fue de 64 alumnos, que se dividieron en un grupo experimental, que participó en el Proyecto Lingüístico Multimedia, y un grupo de control, que siguió los métodos tradicionales. Las pruebas iniciales no mostraron un dominio significativo en ninguno de los dos grupos. El análisis de los datos se llevó a cabo mediante IBM SPSS Statistics 26, con estadísticas descriptivas que proporcionaban una visión general de las medidas de tendencia central, y estadísticas inferenciales mediante un análisis de prueba T pareada para determinar si existía una diferencia estadísticamente significativa entre los grupos. Los resultados posteriores a la intervención demostraron una mejora significativa en la gramática, el vocabulario y la pronunciación del grupo experimental. Estos resultados confirman la eficacia del Proyecto Lingüístico Multimedia para mejorar la precisión oral en inglés y abogan por su aplicación más amplia en entornos educativos.

- **Palabras clave:** Precisión oral en inglés, gramática, Proyecto Lingüístico Multimedia, pronunciación, vocabulario.

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**CHAPTER I**

1. **Introduction**

 1.2. **Context**

This study was conducted in a public institution in downtown Azogues, Ecuador. The school has different education levels: preschool I and II, kindergarten, elementary, and high school. Regarding the high school level, the institution offers baccalaureate in Science and Technology. Additionally, this institution works three shifts: mornings, afternoons, and nights. The total number of students held by the institution is 1132. The institution's infrastructure is extensive, spanning an entire block. It includes three floors, two playgrounds (one for elementary students and the other for high school students) a swimming pool, a theater, a stadium, a library, two snack bars, three labs: a computer lab, a physics and chemistry lab, and a biology lab, as well as a museum and green spaces. There are plenty of classrooms, though some have limited facilities; however, certain classrooms, regardless of education level, are equipped with projectors and internet access. Even so, all classrooms are well equipped with chairs, tables, whiteboards, lights, and desks.

Nonetheless, owing to the internships in this institution, the researchers could identify several factors in the classrooms in which the researchers were assigned to work. The researchers' education level was elementary school, specifically seventh-grade students from parallels A and B. Parallel A consisted of forty-one students and parallel B gave eighty-two students. Students' ages were between ten and eleven years old, of whom thirty-eight were male and forty-four were female. Further, they identified themselves as a mixed-race group belonging to the middle class. Even though the classrooms were roomy, the class size

in both classrooms needed to be more significant for the students' amount. Further to this, seventh-grade A had the facility of having a projector and internet access, while seventh-grade B did not.

Moreover, the hours allocated for English class were three hours per week, which means that one day, they covered two hours and another day, the remaining hour. The schedule for parallel A was one hour on Thursdays and two on Mondays. Likewise, the parallel B schedule was two hours on Thursdays and one on Mondays. According to the Ecuadorian National Curriculum set by the Ministry of Education, seventh-grade students are expected to reach an A2.2 English level according to the CEFR. However, the seventh-grade English teacher reported that the students demonstrated only an A1 level.

### 1.3. Diagnosis of the situation

Based on the researchers' experiences in internships carried out throughout the long run, a typical pattern regarding English learning was identified among students. Many of them struggled with productive skills (speaking and writing), primarily with speaking. Researchers observed that seventh-grade students struggled when performing speaking tasks. They struggled severely. Certain factors evidenced this typical pattern that those students shared.

First, students showed limited speaking production since the teacher used to base her classes on a textbook. For this reason, there was a need for more opportunities to practice speaking production. The only oral production they had was repetition rather than production. For instance, the teacher read a sentence first to show students how they must pronounce it; then, the teacher asked them to repeat it. Thereby, students evidenced a need for oral

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accuracy in terms of grammar, vocabulary, and pronunciation when the teacher took the oral test at the end of the units.

The Ecuadorian National Curriculum states that seventh-grade students should reach an A2.2 English level according to the CEFR; nonetheless, seventh graders evidenced a level below the established one. Researchers could find this typical pattern among the participants thanks to their grades and performance during the speaking unit tests the teacher applied for. Researchers could observe that seventh graders shared standard grammar, vocabulary, pronunciation, and interaction errors. For instance, participants' grammar errors were in the verb tenses (present, past, and continuous) and sentence structure, whereas their vocabulary was limited; actually, students tended to answer either "yes" or "no" or use Spanish. Regarding pronunciation, seventh graders tended to mispronounce words, and their responses did not answer the teacher's prompts. This significant problem was caused by the need for more space to practice speaking skills.

The teacher mainly based her classes on the textbook, meaning her students spent the class time doing activities from it. For this reason, taking speaking tests without providing them with space and preparation was unfair. Due to this problem, researchers decided to conduct research in which a multimedia language project was implemented to help seventh-grade students develop their oral accuracy in terms of vocabulary, grammar, and pronunciation.

### 1.4. Importance of the study

English has evolved as a global language, significantly impacting various aspects of life, such as culture, society, politics, and ethics. Furthermore, its impact has reached far beyond this; English has become a vital tool in education, business, and legal domains (Dutta,

2019). Knowing the most significant impact English has on the present-day globe, it is crucial to emphasize the importance of teaching English effectively in different learning environments. Providing students with a high-quality education will lead to their success in the long run.

However, given the dominance of English in our society, an increasing demand for efficient language usage arises. Because of this, English language users must be aware of the importance of using the language accurately to enable effective communication. Yuan and Elis (as cited in Hashanah, 2021 claim that speaking accuracy refers to the degree to which the language used aligns with the proper use of grammar, vocabulary, and pronunciation. Therefore, being able to communicate effectively using English in our demanding world is a necessity. Owing to that, teachers must ensure students' oral development is accurate.

Nevertheless, developing students' oral accuracy is challenging for teachers who opt for a conventional teaching approach, such as textbook-based, which places students as passive learners, meaning that teachers prioritize a teacher-centered approach. Oradee (2012) mentions that to engage students in a speaking lesson, the teacher must develop a diversity of speaking tasks to catch their attention, in which the teacher must act as a guide for students, ensuring a student-centered learning environment. Therefore, implementing a project language multimedia in English Language Teaching (ELT) is a pioneering idea to enhance the teaching and learning process, especially in oral accuracy speaking skills.

According to Zhang (2016), multimedia in English Language Teaching can have a wide range of advantages; one is that it builds up students' communication abilities. Usually, textbooks are useless for students since they do not give students real-life situations.

Nonetheless, applying multimedia in the classroom can provide them with real-life situations in which they can develop their communicative skills. Rahmi (2014) states that English teaching and learning are accomplished through several factors, including multimedia. Moreover, addressing multimedia in ELT is crucial due to its usefulness in helping students grasp new knowledge and fostering language skills and competencies.

According to Mahdi (2022), implementing a multimedia environment positively impacted learning and speaking skills. The findings also demonstrated a noticeable improvement in English speaking proficiency among students engaged with interactive multimedia-based programs.

The up-to-date educational system seeks continuous improvement in the teaching and learning environment by ways and means to enhance a significant educational outcome. In this manner, it assures a meaningful use of innovative teaching methodologies to foster deeper learning. By conducting this study, the researchers seek to provide prominent information that can be useful for teachers in the long run. Even so, the obtained results can either have a positive or negative impact on developing students' oral accuracy speaking skills; teachers will have the opportunity to use this information as a guide to address any gap they might encounter to develop their English oral accuracy. This research will make a significant contribution to our country's education. On one hand, it provides teachers with an innovative approach to teaching English through multimedia projects. On the other hand, it offers learners the opportunity to enhance their oral accuracy in grammar, vocabulary, and pronunciation, thereby improving their overall English proficiency.

## 2. Research Questions

### 2.1. Main research question

To what extent does the implementation of a Multimedia Language Project build up seventh-grade students' English oral accuracy?

### 2.1. Sub research questions

- What is the initial level of seventh-grade students' English oral accuracy prior to the implementation of the Multimedia Language Project?

- To what extent does the implementation of the Multimedia Language Project influence seventh-grade students' English oral accuracy?

## 3. Objectives

### 3.1. General objective

- To determine to what extent the implementation of the Multimedia Language Project builds up seventh-grade students' English oral accuracy.

### 3.2. Specific objectives

- To analyze seventh-grade students' English oral accuracy level before the implementation of the Multimedia Language Project.

- To measure to what extent the implementation of the Multimedia Language Project influences seventh-grade students' English oral accuracy.

## CHAPTER II

## 4. LITERATURE REVIEW

### 4.1. Previous Studies

Multimedia has played an important role in language learning so far and can be effective in improving oral accuracy. Scholars have demonstrated the benefits and challenges of using multimedia in language education, such as interactive video material, digital stories, and language learning apps. These tools offer an immersive, communicative, and lifelike environment that fosters the development of both receptive and productive language skills, primarily speaking. They provide instant feedback, require immediate response or quite possibly real-time interaction, and offer learning paths that adjust to the learners, which helps facilitate self-directed learning.

The diverse input provides students with opportunities to produce grammar, vocabulary, and pronunciation in contextually appropriate situations (Mahdi, 2022). This interactive routine not only breeds a greater ability to speak the language, but especially improves oral communication skills accurately. Therefore, the infusion of multimedia into language learning challenges traditional vocabulary-driven approaches and processes by making more demands for English oral accuracy.

Current research on the positive impact of multimedia-rich environments (Syifa, 2023) suggests that learners studying in a new media environment show better improvement than those taught English with the traditional method. Specifically, studies have shown that self-video recordings (SVR) enhance the teaching and learning process in speaking production, thereby enhancing the oral proficiency of non-native speakers. Experiments conducted before and after the technique as a means of developing speaking skills through self-video recording showed that this method can significantly affect students' ability to be more accurate in speaking.

The research findings indicate that SVR is an efficient multimedia technique for improving second language instruction. To enhance oral accuracy, learners must adopt a reflective attitude in which they analyze their speech and propose solutions for identified problems. However, this research has confirmed a transition from conventional teaching approaches to technology-driven teaching methods. The study's main objective is to identify innovative training methods that can enhance speaking skills. Syifa (2023) demonstrated that learners can incorporate multimedia at any stage of learning to enhance their language proficiency more efficiently. Syifa's investigation demonstrates the efficacy of multimedia tools in language learning and instruction.

Lisnawati demonstrates that multimedia-integrated 3-phase speaking skill development, pre-speaking, speaking, and post-speaking approaches have resulted in better output. Before the speech, start to search the topic and prepare some multimedia resources such as videos, e-books, online journals, articles, and emails. The speaking stage primarily concentrated on speech articulation, but the post-speech stage placed significant emphasis on introspection and performance enhancement. This study emphasized that the use of multimedia technologies at each stage significantly enhanced students' academic achievement. Within the framework of this research, it is concluded systematic multimedia approach has the potential to enhance the process of knowledge acquisition. The objective of this study is to examine the impact of multimedia on the enhancement of oral vocabulary, grammar, and pronunciation correctness in seventh-grade students.

The results and conclusions of Lisnawati's study provide valuable insights into the practical application of multimedia in language learning. By organizing learning in different

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stages and using various multimedia resources, learners can engage more deeply with the content, improving their oral skills. This method reflects the specific objectives of the present research: to determine the learners' levels of oral accuracy before and after the implementation of the multimedia project and to evaluate its influence on their speaking skills.

In this context, the potential of multimedia in L2 learning and teaching has emerged as a disruptive innovation. Lisnawati's research results are consistent with the belief that using multimedia can improve oral accuracy, presumably reinforcing this study. Multimedia technologies' inherent reflective properties lend themselves to providing opportunities for learners to not only keep their own accounts safe, but also effectively involve self-assessment and reflected enhancement, greatly facilitating oral proficiency.

The alignment illustrates the kinds of changes multimedia can make in transforming language learning environments toward more participatory and practical forms. The aim is to offer learners a dynamic and exciting rehearsal experience, aiming to enhance their language abilities, a goal supported by the findings of Lisnawati's study mentioned earlier. In conclusion, the findings of Lisnawati (2021) prove that integrating multimedia into learning will be useful to reinforce speaking skills and reach the same objective as this bachelor thesis. This agreement confirms the method chosen, and the outcome obviously highlights multimedia in relation to fostering better speaking skills among students.

Mahdi's (2022) study supports the increasing amount of evidence indicating that incorporating multimedia into language teaching can result in significant enhancements in English ability. Mahdi adopted a mixed-method approach, including pre-tests, post-tests, and

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questionnaires to collect both quantitative and qualitative data. The results emphasized that students participating in multimedia-enhanced learning programs outperformed those in traditional settings, notably in the development of cognitive and language abilities. This supports the idea that interactive education, powered by multimedia, provides a more efficient option for language learning, particularly in today's technology-driven society. For English as a Foreign Language (EFL) students, the mastery of language skills such as grammar, pronunciation, and vocabulary are of utmost importance. In this context, multimedia is seen as an essential tool.

Upon considering Mahdi (2022) findings within the framework of this study, the significance of incorporating multimedia becomes even more evident. This study examines the precise ways in which multimedia can improve the spoken accuracy of seventh graders in vocabulary, grammar, and pronunciation. The objectives encompass evaluating the speech accuracy of students both before and after the implementation of multimedia technologies, following Mahdi's approach of utilizing pre-test and post-test methodologies to measure effectiveness. This study aims to promote speaking proficiency by establishing an interactive and engaging learning environment that provides targeted practice.

Mahdi (2022) focuses on the superior results of multimedia-enhanced education and is especially pertinent to the development of specific language elements such as grammar, vocabulary, and pronunciation precision. His research demonstrates that multimedia not only enhances general language competency but also plays a crucial role in enhancing the minute aspects of oral accuracy, which are vital for precise communication. This evidence supports the notion that using multimedia during crucial stages of the learning process might result in

more dynamic and captivating chances for students to enhance their skills, particularly in enhancing their speaking abilities in English as a Foreign Language (EFL) settings.

Encalada and Sarmiento (2019) conducted a study in two Ecuadorian universities, one public and one private, to investigate the significant challenges that make proficient spoken English difficult for non-native speakers. Self-Recording Videos facilitated the inclusion of student perspectives and enhanced both vocabulary and oral communication proficiency. The research showed that consistent use of SRVs under teacher guidance can enhance pronunciation accuracy. Participants also noted that they could strategize better using self-recordings, particularly when managing spontaneous sections of their presentations.

This research and the findings from Encalada and Sarmiento's studies closely align with this present study because both addresses how using multimedia resources can enhance the oral accuracy of seventh-grade students in grammar, vocabulary, and pronunciation. The results showed that students who practiced with SRVs in class achieved greater accuracy and confidence in their speaking, highlighting the importance of multimedia as a valuable tool to develop English oral accuracy skills.

Additionally, Encalada and Sarmiento, (2019) emphasize that while multimedia technologies can aid vocabulary and grammar development, teacher guidance is essential for achieving optimal pronunciation results. These voice-related findings are relevant to this study, which aims to assess oral accuracy, including pronunciation, in a multimedia-integrated context. The objective is to determine whether multimedia use, both inside and outside the classroom, leads to better student outcomes compared to traditional methods without digital tools.

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Overall, research consistently shows that multimedia significantly aids language learning, especially in enhancing speaking accuracy. The goal of this project is to develop an integrated multimedia environment for seventh-grade classrooms that targets improvements in grammar, vocabulary, and pronunciation.

## 5. THEORETICAL FRAMEWORK

The theoretical framework presents that cognitive and connectivism theories are important for understanding how multimedia technologies can help English learners get better at speaking and understanding grammar, vocabulary, and pronunciation. The debate emphasizes the application of these theories to the field of Teaching English as a Foreign Language (TEFL), with a specific focus on the significance of productive skills, particularly speaking. Additionally, it emphasizes the integration of technology and multimedia in language teaching to promote active learning through real conversational prompts, cross-curricular knowledge and well-structured feedback. It also links theoretical ideas with the practical use of tools such as VoiceThread and Story Jumper. How great the system wonders take advantage of multimedia principles for further improving student oral communication approaches. Until now, this method has provided a solid theoretical basis for learning process-based multimedia integration and promises to improve EFL learners' accurate utterance production.

### 5.1. The Cognitivist Learning Theory

Cognitivism, generally attributed to Jean Piaget, asserts that learning is an active and constructive process. According to Piaget (1952), learners construct new information by building upon their prior learning. This approach highlights the significance of meaningful

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activities that encourage active participation and problem-solving, which is in line with the interactive nature of multimedia technologies in language acquisition. By incorporating Piaget's cognitivist theory as a theoretical framework, this study establishes a foundation for supporting the development of speech correctness through the use of multimedia devices. Some key concepts of Piaget's theory assert that learning is most efficient when it is imbued with significance, takes the shape of a game, and is an interactive process that allows the student to construct knowledge. This arises from the practical utilization of multimedia tools, distinguished by student engagement in problem-solving. Applying concepts of cognitive psychology to the organization of the learning process, specifically by using multimedia aids, enhances the vibrancy and engagement of the learning experience.

Syifa (2023) argues that language educators should employ multimedia technology to maintain their students' proficiency in communication. Additionally, multimedia technology has the potential to greatly enhance students' critical thinking skills and practical language abilities. According to Syifa (2023), multimedia serves as a means of educating language. The notion that multimedia might enhance learners' critical thinking and practical language skills, hence boosting their communicative competence, is consistent with the research findings. The aim of this project is to enhance the learners' spoken language skills, namely in vocabulary, grammar, and pronunciation, by incorporating multimedia technology. Syifa (2023) perspective also supports the concept that multimedia improves communicative skills, making it valuable for language teachers.

Furthermore, by providing resources and resolving issues, interactive tools can enhance active engagement, which is crucial for promoting oral student progress.

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Furthermore, the sensory interaction components included in multimedia can stimulate a wider range of cognitive abilities, hence enhancing the retention and understanding of information. By integrating multimedia tools, one can create a dynamic and effective learning environment.

This approach is founded on learners' developmental preparedness. According to psychologist Piaget, a child can receive education when they are developmentally ready to learn. He acquires knowledge effortlessly. This concept serves as the initial foundation of the cognitivist theory. The psychologist underscores the significance of three factors:

1. Definition

2. Acquiring knowledge

3. Comprehension

Patel and Jain (2008) define learning as a significant process of "establishing connections between new events or items and preexisting cognitive concepts"( p. 40). It encompasses internal cognitive representations that direct and influence performance. For language acquisition, the language system provides these representations. This entails protocols for choosing appropriate vocabulary, adhering to grammatical regulations, and following pragmatic norms that govern language usage. Simply put, cognitivists assert that automatic language acquisition is possible. Cognitivists propose that there is an intermediary factor that influences the relationship between the stimulus, the reaction, and cognitive function. A learner does not exhibit automatic or robotic behavior. He also employs his intellect. The individual comprehends the entire event and acquires a deep understanding that enables them to resolve a problem Connectivism Learning Theory.

Connectivism, a theory proposed by Siemens (2005), defines learning as the process of establishing links and networks. In the digital age, knowledge is disseminated over diverse networks, and the process of learning entails the exploration and expansion of these relationships. Siemens (2005) states that learning, which refers to practical knowledge, can exist outside of individuals, such as within organizations or databases. He highlights the need to link specialized information sets and establish connections, which are more valuable than our existing knowledge. Theory advocates for the integration of multimedia into language instruction, enabling learners to interact with a wide range of technological materials and communities, so enhancing their learning experiences.

To comprehend the learning process, it is necessary to focus on the concepts of connectivism. Siemens (2005) explains that connectivism principles provide a clear understanding of how learning takes place in the digital era. Siemens argues that a variety of viewpoints are essential for the development of understanding and expertise, which involves establishing connections between specialized nodes or sources of information. Furthermore, information acquisition can extend beyond human beings to include non-human devices, and the ability to enhance knowledge is more important than the knowledge already possessed. Siemens also highlights the importance of fostering and preserving links as a crucial aspect of ongoing learning, while acknowledging that spotting connections between different domains, thoughts, and ideas is a vital ability. Siemens emphasizes that the goal of connectivism learning is to maintain knowledge up to date. Decision- making is also seen as a learning process that is influenced by a changing reality. What is considered accurate today may become incorrect tomorrow owing to changes in information environments.

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These principles emphasize the significance of actively involving various viewpoints and specialized expertise, underscoring the worth of multimedia in promoting connectedness within educational systems. Therefore, engaging in ongoing learning and regularly exploring relationships between different domains, ideas, and concepts improves a student's capacity to discover connections, which is a crucial talent in contemporary education. This study expands upon the existing theoretical framework to investigate the influence of multimedia on the precision of oral presentations among students, incorporating contemporary methodologies for language acquisition. Handabura (2020) emphasizes the significance of connectivism in establishing modern educational paradigms that prioritize learner-centered methods rather than teacher-focused ones. The fundamental concepts of connectivism aid in the development of crucial skills and tasks for learners. These concepts contribute to the understanding and acquisition of essential elements in the field of education.

The debate establishes a connection between these ideas and foreign language teaching, demonstrating the significance of connectivism philosophy. According to Wiley (as mentioned in Handabura, 2020), learning and knowledge are influenced by many viewpoints, which means that words and phrases can vary depending on the context and language used. According to Wiley, learning requires making connections between specific nodes or sources of information, highlighting the significance of including diverse resources in language teaching.

Moreover, the utilization of e-learning platforms without human involvement is consistent with the notion that learning can take place through non-human mechanisms. The approach also emphasizes the importance of continuously accumulating knowledge,

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presenting language acquisition as a lifelong endeavor. Continuously establishing and broadening links is crucial for continuous learning, whereas discerning the connections between concepts is a vital skill for language acquisition. Furthermore, it is crucial to continuously update one's expertise as language undergoes changes due to technological progress. Decision-making is crucial in language learning as it empowers learners to select languages and areas of expertise according to their objectives (Handabura, 2020)

By implementing these concepts in foreign language instruction, it is possible to cultivate modern strategies that facilitate self-directed learning. This study introduces connectivism as a student-focused theory that emphasizes independence above teacher-led techniques. The incorporation of multimedia is in accordance with connectivism ideals as it promotes a wide range of learning experiences, facilitates access to multiple sources of information, and facilitates lifelong learning. Handabura's (2020) interpretation of connectivism provides a solid theoretical basis, showing how multimedia can create enriched language learning environments that better serve learners.

### 5.2. Teaching English as a Foreign Language

Teaching English as a Foreign Language (TEFL) involves instructing students through engaging activities that foster the development of fundamental information, skills, values, and attitudes. Conventional approaches emphasize the transmission of knowledge through spoken and written communication. Experts teach learners through methods such as listening to teachers, reading textbooks, and participating in debates. With the advancement of technology, educators have incorporated new resources, such as the internet and video techniques, into their teaching methods. Various methodologies and strategies have also been

found effective in the field of English instruction (Mena, 2015).

The objective of TEFL is to provide learners with functional language abilities that can be applied in authentic communication situations. It is essential to utilize diverse teaching techniques to cater to varied learning styles and demands to enhance oral correctness, which is a fundamental component of communicative competence (Brindley, 2020). This study examines a multimedia language project designed to improve English spoken accuracy in grammar, vocabulary, and pronunciation.

English is essential for acquiring knowledge in various contemporary fields, including arts, sciences, technology, and humanities. This is particularly accurate for professionals such as legislators, scientists, doctors, engineers, educators, and business executives who frequently make progress in their respective industries by utilizing information that are only accessible in the English language. Many prominent politicians, scientists, and intellectuals have received their education in English from a young age (Patel & Jain, 2008).

Enhancing English oral accuracy in this situation involves utilizing multimedia technologies that assist with grammar, vocabulary, and pronunciation. Learners can enhance their recall for real- world interactions by practicing language aspects in diverse and context-rich situations using videos, interactive exercises, and digital resources. This multimedia language project adheres to contemporary TEFL approaches by providing a wide range of captivating and genuine learning opportunities that aid students in enhancing their communicative proficiency.

### 5.3. Language Skills

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Language skills are often divided into two categories: receptive skills, which include listening and reading, and productive skills, which include speaking and writing. Both categories, namely effective communication and simultaneous development, are interdependent and require each other for optimal results (Aprianto & Zaini, 2019).

These abilities enable individuals to articulate their ideas logically and participate in significant discourse. These talents provide organization and importance to communicated information. The four essential components of basic language ability are reading, writing, listening, and speaking. During face-to-face interactions, individuals frequently employ a blend of these abilities concurrently. The selection of skills to employ depends on variables such as the immediacy of the communication, the intended recipients, and the situation's formality or informality.

Most interactions include the integration of linguistic abilities, and the effectiveness of their use relies on their interrelated nature. Listening functions as an input for receiving knowledge, whilst speaking acts as the corresponding output, enabling the audience to inquire, offer comments, or contribute further insights. Writing is frequently the result of reading, understanding, and interpreting, as it necessitates proficient reading abilities (Indeed, 2024).

### 5.4. Productive Skills

Speaking and writing, which are both productive skills, necessitate learners to generate language independently. Although necessary, productive skills are sometimes more challenging to teach and acquire compared to receptive skills. According to Kirchhoff (2018),

both written and spoken language skills, especially at intermediate levels, demonstrate learners' advancement in acquiring a new language.

It is crucial to prioritize the instruction of productive skills, specifically writing and speaking, as these are indispensable for using a language in practical situations. In non-academic settings, individuals must effectively communicate information, influence others, or exchange ideas, all of which require proficient communication skills (Li-Nin, 2001). Engaging in oral activities, such as topic discussions, boosts speaking skills and creative thinking, which improves writing ability. These integrated practices promote comprehensive language competency, resulting in well- rounded growth (Li-Nin, 2001).

In addition, proficient abilities are essential for routine activities such as jotting down information, completing documents, and crafting electronic messages, correspondences, or written analyses. They are useful in both professional and personal circumstances. Highlighting the importance of practical abilities is in line with the overall objective of equipping learners for the practical use of language in real-world situations. These skills not only assess linguistic advancement but also enable significant and pragmatic communication (Balegh, 2023).

### 5.5. Speaking

The communicative language education paradigm has recently emphasized oral skills and authentic, real-life communication in instructional materials (Marlina, 2018). Speaking skills include pragmatic, sociolinguistic, and linguistic competence. Children must practice speaking because "without talking, they cannot become good at talking" (Teaching English,

2024, p. 8). To communicate effectively, learners must focus on perfect pronunciation, appropriate vocabulary, grammatical precision, and natural interaction in varied circumstances.

Strategies like the Mini-Viva Assessment have improved students' pronunciation, grammar, and vocabulary correctness by 46.15% and fluency by 36.23% (Paturusi, 2014). In many foreign language schools, speaking is still poor. Speaking is a dynamic skill that involves cognitive, bodily, and socio-cultural processes, making it difficult. Knowledge and skills must be activated quickly in real time. Language education must include explicit speaking teaching (Oktavia et al., 2022).

Burns (2012) describes several steps for teaching language classroom speaking:

1. Focus on Speaking: This stage helps students arrange their speaking assignments. They should know the task goals, expected results, and techniques.

2. Input and Planning: Brainstorming activates learners' language knowledge throughout this preparatory step. New language is introduced and encouraged to be used in future jobs.

3. Conduct Speaking Tasks: This stage emphasizes fluency over accuracy to improve communication skills.

4. Improve Language Features: After communication competency, focus on speaking correctly.

5. Repeat Speaking Tasks: Learners repeat the preceding task with accurate experience, merging fluency and correctness.

6. Reflection on Learning: Learners individually or cooperatively assess their performance, finding strengths, weaknesses, and ways to improve.

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7. Facilitate Feedback: The final stage involves the teacher giving students feedback on their performance, addressing difficulties including insufficient vocabulary, poor grammar, pronunciation, and mother tongue interference that can lead to awkward spoken English.

These phases develop English oral correctness by systematically addressing learners' speaking issues. Feedback and support from teachers are essential for overcoming typical barriers and improving language performance, especially when using multimedia and real-life settings. The instructional framework supports the study's goal of using multimedia projects to improve English language learners' grammar, vocabulary, and pronunciation by emphasizing on accuracy and correctness (Burns, 2012).

**5.6. Oral Accuracy**

Oral accuracy refers to the appropriate use of grammar, vocabulary, and pronunciation, along with interaction skills in real communication scenarios. It greatly aids in smooth and practical communication by reducing misunderstandings and enriching essential language skills (British Council, 2023).

Grade University (2024) states, "accuracy is crucial, as being accurate basically means the ability to correctly and appropriately recreate words and phrases, vocabulary, and grammar structures" (para. 2). The aim is to proficiency isn't just about fluency; a person may speak fluently but still make many mistakes, leading to confusion. Teachers often emphasize accuracy, striving to equip their students with accurate English skills.

This section highlights that while fluency is important, it is only one part of proficiency. A speaker may speak fluently but make frequent errors that can cause miscommunication. This is particularly crucial in academic or professional settings where

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clarity is key and avoiding misunderstandings is essential. Therefore, it is the responsibility of teachers to ensure students are not only fluent but also highly accurate in their language use, since both are essential for effective communication.

Teachers can improve learners' oral accuracy by integrating grammar correction, vocabulary building, and pronunciation practice into classroom activities. As a result, students develop the ability not only to speak clearly but also to convey ideas precisely and unambiguously, reducing confusion and enhancing overall communication effectiveness.

### 5.7. Components of Oral Accuracy

Oral accuracy in language learning involves the precise use of grammar, vocabulary, and pronunciation, which are crucial for effective communication. Mastery of these components enables learners to express ideas clearly and be easily understood in conversations. Each element plays a significant role in developing oral proficiency and ensuring spoken language is accurate and meaningful (Syifa, 2023).

1. Grammar is a set of rules describing language use. The aim of grammar is also to learn the correct way to gain expertise in the language in oral and written forms.

2. Vocabulary is another essential part, indeed, with sufficient vocabulary, one can communicate effectively and express one's ideas orally and in writing.

3. Pronunciation is how students produce more precise language when they speak. A speaker who constantly mispronounces a range of phonemes can be challenging for a speaker from another language community to understand.

### 5.8. Corrective Feedback

Corrective feedback plays a vital role in language learning, especially in enhancing speaking accuracy. It allows learners to identify and address errors, thereby improving their language proficiency. The effectiveness of this feedback varies depending on the learner's level and the context in which the error occurs. When delivered strategically and at the right time, corrective feedback not only helps correct errors but also builds learner confidence and linguistic competence. (Anggoro, 2013). Corrective feedback directly supports learners in refining their oral accuracy. By incorporating multimedia tools, learners can engage in interactive exercises and receive timely feedback on their speaking performance, helping them address specific errors and progressively improve their speaking skills. This feedback, in combination with multimedia resources, enhances the overall learning experience and accelerates oral proficiency development.

### 5.8.1. Types of Corrective Feedback:

Feedback is most effective when it is strategically timed, considering the learner's proficiency and the significance of the error. Immediate feedback is often necessary for fundamental mistakes that could hinder communication, while more advanced learners may benefit from delayed feedback to avoid disrupting the conversation flow. Constructive feedback should focus on encouraging improvement while maintaining motivation and confidence (Oktavia et al., 2022).

In various approaches to language correction, teachers use different methods to address errors. Explicit correction involves directly pointing out and correcting mistakes, particularly benefiting beginners who need clear guidance. In contrast, recasts subtly correct errors by restating them correctly, allowing advanced learners to infer the correction without

interrupting the flow of conversation. Clarification requests prompt learners to self-correct by signaling that the message is unclear, while metalinguistic clues involve providing hints or questions related to linguistic rules, encouraging learners to apply their understanding. Elicitation engages learners in active recall by asking guiding questions or pausing to let them provide the correct form, fostering autonomous learning. Repetition is used to emphasize errors by repeating them with adjusted intonation, helping learners recognize and correct mistakes (Tedick, n.d.).

In summary, corrective feedback is essential in guiding learners toward language accuracy. By employing various feedback methods tailored to the learner's needs, teachers can effectively address errors while creating a positive and supportive learning environment.

### 5.9. Technology in the EFL Classroom

Integrating technology into the EFL classroom can enhance learning by providing interactive and engaging resources. Technology can offer diverse and authentic language exposure that traditional methods may lack.

Computer technology is identified as having the power to generate practical learning activities in a second or a foreign language. The development of computer networking results in an expansion of the range of computer-mediated communication to help students participate in the negotiation of meanings (Kern et al., 2008).

### 5.10. Use of Multimedia resources to develop Oral Accuracy

The integration of technology into English language learning has sparked significant interest among students who are increasingly disengaged with traditional teaching methods.

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Zhang (2016) highlights that many students are tired of conventional English classes and express a desire for a more innovative learning approach. They have a positive attitude toward using computer technology in the classroom, with multimedia teaching proving to be more effective due to its many advantages over traditional methods.

Multimedia, which includes text, sound, graphics, video, and interactive elements, offers a diverse and engaging learning experience. It caters to various learning styles and has the potential to make language acquisition more dynamic and effective (Pea, 2007). In the context of our study, the most relevant multimedia components are videos, graphics, and sounds, which align with the positive impact observed in multimedia-enhanced teaching. The combination of these elements can provide a richer learning environment that appeals to students seeking a more engaging and effective development of English oral accuracy.

## 5.11. Multimedia Components

Media elements such as sound, animation, video, and recording enable computers to replicate skills that can assist students and teachers in assessing such skills, as Zhang (2016) proposed in his work regarding multimedia-enhanced learning. Applying these multimedia features to computers helps the computer become a tool for modeling and evaluating language skills.

### 5.11.1. Videos

Videos provide visual and auditory stimuli, offering examples of contextual and situational language use. They can teach vocabulary, grammar, pronunciation, and cultural nuances. "A video is a tool that displays a visual image of a still or moving object. Videos

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can provide more precise information than animations, but using videos takes up more storage space" (Lisnawati, 2021, p. 4). The use of videos as an input can be most effective as a tool for promoting pronunciation, introducing, and practicing new lexical items and general language development through meaningful, context-based input that would make the influence upon oral accuracy highly beneficial in terms of an entertaining language and communicative learning process.

### 5.11.2. Graphic Media

For instance, pictures and infographics can be used while teaching to enhance understanding and memorization of new terms and concepts. Graphic media refers to images and photos, movement neither in the photographs nor the content, and the use of animations leads to multiple benefits when combined into a single system or medium. Graphic media is the most effective learning medium because it is concrete and tangible; it is used together with verbal media to explain content. As a matter of fact, graphics play an important role (Lisnawati, 2021).

### 5.11.3. Sounds

The use of sound resources in multimedia language learning has proven to be particularly effective in enhancing students' listening skills and pronunciation. Lisnawati (2021) emphasizes that incorporating diverse audio elements, such as podcasts and songs, into English instruction provides learners with exposure to various accents and speaking styles, thereby improving their english oral accuracy. The richness of sound in multimedia settings allows teachers to utilize more engaging and authentic audio content—ranging from speech to music—that can be customized to meet learners' needs. Additionally, Lisnawati notes that

storing sound digitally offers significant advantages over traditional methods like tape recorders. The flexibility of digital audio allows for easy playback, repetition, and integration into diverse learning scenarios, enabling teachers to create a more immersive and interactive language-learning experience (Lisnawati, 2021).

## 5.12. Multimedia Tools

"Multimedia tools are Applications. A Multimedia application uses multiple media sources, e.g., text, graphics, images, sound/audio, animation, and video. The Multimedia conference covers the tools applied in multimedia systems, key multimedia applications, and some software" (Reeta, 2020, p. 1). The following are two main multimedia tools such as, voice thread and story jumper since those are freely accessible and effective in enhancing students' language learning experiences, especially as they are tasked with creating a product using these applications.

### 5.12.1. VoiceThread

VoiceThread is an interactive multimedia tool that allows users to create and share dynamic presentations. It fosters collaborative learning and improves oral communication skills through interactive voice comments (Utami & Santosa, 2023). Erickson (2020) explains that students have the option to use an audio or video recorder to capture their oral presentations, with viewers offering feedback by adding images and voice comments directly on VoiceThread. In my classes, VoiceThread was used to enhance pronunciation and vocabulary, with a focus on oral accuracy. By recording and reviewing their speech, students were able to fine-tune their pronunciation and apply appropriate vocabulary, benefiting from targeted feedback that facilitated improvement over time.

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### *5.12.2. StoryJumper*

StoryJumper is an online tool for quickly creating and sharing digital books. It develops writing and speaking skills, as students are required to write essays or short stories, often incorporating creative prompts such as Pokémon themes. Ultimately, students can create animated stories with moving pictures and background music (Laiqoh & Hertiki, 2022). In our language learning context, StoryJumper was employed to enhance both writing accuracy and oral proficiency. Students composed stories in English, focusing on correct grammar and vocabulary usage. Additionally, they practiced their speaking skills by presenting their stories aloud, helping them improve pronunciation and build confidence in their language abilities.

These multimedia tools were strategically chosen not only for their accessibility but also for their ability to integrate multiple language skills, foster oral accuracy, and support learners in refining their pronunciation and speaking abilities. By providing interactive learning experiences and personalized feedback, these tools help learners develop greater confidence and precision in their development of oral accuracy communication skills.

## CHAPTER III

## 6. METHODOLOGY

### 6.1. Type of Research

According to Watson (2015), quantitative research deals with numerical data derived from the measurement of the phenomena being studied, having as an exceptional feature its capability to rigorously examine theories through hypothesis

formulation and the employment of statical analysis. Nevertheless, Andrew and Halcomb (as cited in Watson, 2015) state that quantitative research adopts a deductive approach in which measurements are conducted, analysis is applied, and conclusions are subsequently drawn.

Moreover, Ahmad et al. (2019) mention that quantitative research seeks to identify the cause-and-effect between two variables using different techniques, such as mathematical, computational, and statistical methods. Quantitative data, graphs, and tables can be created based on the gathered raw data, thus making it easier for researchers to analyze the collected data later. In this manner, researchers decided to conduct quantitative research since this type of research provides precise and quantifiable data, which can serve to identify correlations when testing the established hypothesis.

Quantitative research is crucial for systematically testing hypotheses. Furthermore, researchers can precisely identify correlations between these variables by defining dependent and independent variables, such as developing seventh-grade students' oral accuracy and implementing a multimedia language project. This type of research facilitates the identification of relationships and enhances the reliability of the findings by collecting raw, numerical data. Therefore, using quantitative data ensures that the analysis and conclusions are based on solid evidence, thus making the researchers' findings more reliable.

### 6.2. Research Design

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The current study employs a quasi-experimental research design since there is a need to find the correlation between the use of The Multimedia Language Project and the development of seventh-grade students' English oral accuracy. To start with, Swanson and Holton (2005) mention that quasi-experimental design is suitable when random assignment to treatment and control group is not feasible, a typical case in researchers conducted within organizational settings. Therefore, this study utilizes a quasi-experimental research design since participants in both groups were selected without random assignment.

LoBiondo and Haber (2013) claim that quasi-experimental research design aims to test cause-and-effect relationships. The quasi-experimental design is a robust approach since it allows researchers to gather pre-test data, thus enabling comparisons of the two groups (experimental and control) equivalence on crucial antecedent variables before introducing the independent. Owing to this, researchers applied a pre-test to both groups before and a post-test after the implementation to gather the required data to be analyzed.

Thus, quasi-experimental design helps researchers analyze whether the independent variable (multimedia language project) influences the dependent variable (seventh-grade students' English oral accuracy). To do so, researchers will analyze the results gathered from both groups (control and experimental) to discuss and reach conclusions. Even though only the experimental group was exposed to the treatment, it is essential to clarify that both groups took the pre-test and post-test.

### 6.3. Variables

A variable is defined as any aspect that can be measured in quantitative research. Moreover, a variable can be divided into two categories: dependent and independent (Watson, 2015). Based on this, in a quasi-experimental research design, it is crucial to establish an independent variable and a dependent variable to identify if there is a causal relationship between them at the end of the implementation.

### 6.3.1. Dependent Variable

Loewen and Plonsky (2016) define the dependent variable "as the variable that is being influenced" (p.1). In other words, the dependent variable will depend on the independent variable; thus, the independent variable will influence the dependent one. Knowing this, the established dependent variable for this research study is seventh-grade students' English oral accuracy.

### 6.3.2. Independent Variable

According to Watson (2015), "an independent variable may influence the measurement of the dependent variable" (p. 3). Likewise, Rogers and Révész (2019) claim that "the independent variable is expected to bring about some variation or change in the dependent variable" (p.1). It can be concluded that the independent variable will affect the dependent variable since it will provide some variations. Thereby, the independent variable is the implementation of the multimedia language project.

**Chart 1.**

*Operationalization of variables*

| Variable | Dimensions | Indicators | Instrument /ítems |
|---|---|---|---|
| **Oral Accuracy**<br><br>Hashanah (2021) claims that speaking accuracy refers to the degree to which the language used aligns with the proper use of grammar, vocabulary, and pronunciation. | **Grammar** | **Grammar:**<br><br>**(5 points)**<br><br>-Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.<br><br>-Can join ideas with some simple linkers (e.g., and, but, then, when).<br><br>**(4 points)**<br><br>-Some features of 3.0 and some features of 5.0 in approximately equal measure.<br><br>**(3 points)**<br><br>-Produces some simple structures but makes some basic mistakes which may obscure meaning.<br><br>-Can join ideas with a few simple linkers (e.g., and).<br><br>**(2 points)**<br><br>-Some features of 3.0 and some features of 1.0 in approximately equal measure.<br><br>**(1 point)**<br><br>-Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.<br><br>-Can join words with simple linkers (e.g., and).<br><br>**(0 points)** | -Pre/post-test A1 Movers Cambridge Speaking Test.<br><br><br><br>-Rubric (3 components: grammar, vocabulary, and pronunciation). |

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| | | | |
|---|---|---|---|
| | | -Performance does not satisfy the Band 1 descriptor. | |
| | **Vocabulary** | **Vocabulary:**<br><br>**(5 points)**<br><br>-Uses the vocabulary required to deal with all test tasks.<br><br>**(4 points)**<br><br>-Some features of 3.0 and 5.0 are approximately equal.<br><br>**(3 points)**<br><br>-Uses the vocabulary required to deal with most test tasks.<br><br>**(2 points)**<br><br>-Some features are 3.0, and some are 1.0 in approximately actual measure.<br><br>**(1 point)**<br><br>- Uses the vocabulary required to attempt some test tasks.<br><br>**(0 points)**<br><br>-Performance does not satisfy the Band 1 descriptor. | |
| | **Pronunciation** | **Pronunciation:** | |

| | | | |
|---|---|---|---|
| | | **(5 points)** | |
| | | -Is intelligible primarily. | |
| | | -Has limited control of word stress and intonation. | |
| | | **(4 points)** | |
| | | -Some features of 3.0 and 5.0 are approximately equal. | |
| | | **(3 points)** | |
| | | -It is intelligible mainly, although some sounds may be unclear. | |
| | | -Has limited control of word stress. | |
| | | **(2 points)** | |
| | | -Some features of 3.0 and some of 1.0 are approximately equal. | |
| | | **(1 point)** | |
| | | -Sometimes, it may be challenging to understand. | |
| | | **(0 points)** | |
| | | -If the candidate produces some language but insufficient language to make a confident judgment about pronunciation (e.g., just a couple of | |

| | | words), the maximum score that can be awarded is 3, regardless of the pronunciation quality. | |
|---|---|---|---|
| **Multimedia Language Project** | **Strategies:** Multimedia approach. | -Videos<br> -Slides<br> -Audios | |
| Reeta (2020) states that multimedia uses multiple media sources, e.g., text, graphics, images, sound/audio, animation, and video. | **Activities:** -Creation of slides in Canva. -Watch explanatory videos related to the topic "Sports." -Playing games in Word Wall. -Creation of videos in VoiceThread. -Recording audio talking about students' preferences. -Creation of a story in Story Jumper related to "healthy and unhealthy | -Students' understanding of the content is shown either in videos, audios, or graphics. | |

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| | habits." | | |
|---|---|---|---|
| | **Evaluation:**<br><br>-Rubrics | -Student's multimedia project<br><br>production. | |
| | **Resources**<br><br>-Videos<br><br>-Audios<br><br>-Visuals<br><br>-Slides<br><br>-VoiceThread<br><br>-Story Jumper<br><br>-Quizlet<br><br>-Kahoot | | |

*Note: Self- elaboration*

### 6.4. Hypothesis

Since this research was looking forward to seeing if there is a relationship

between the implementation of the multimedia language and seventh-grade students'

English oral accuracy, a hypothesis was established. As Ahmad et al. (2019) put it,

"quantitative research will get you numbers that you can apply statistical analysis to in

order to validate your hypotheses" (p. 2830). Thus, it was established two hypotheses

for this research. The first one was the null hypothesis "The implementation of the

multimedia language project will not build up students' oral accuracy", and the

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alternative hypothesis was "The implementation of the multimedia language project builds up students' oral accuracy," which were either accepted or rejected based on the gathered results.

### 6.5. Sample and Sampling

### 6.5.1. Sample

According to Dattalo (2008), sampling is a technique that allows for selecting aspects from a larger population. Therefore, a sample is a smaller group derived from those elements based on the sampling technique. Therefore, it is concluded that a sample results from the population reduction is used in conducting a study. Thus, it can facilitate the researcher's data collection since it helps the researcher to work with a small sample size. Nonetheless, for this research study, the sample consisted of all students enrolled in seventh grade, giving sixty- four students.

Since this study encompasses a quasi-experimental design, random assignment was not feasible. Therefore, researchers needed to work with the complete population (64 students). However, two groups were established for this study: the treatment group (experimental) and the control group. Students corresponding to seventh grade, parallel "A," were assigned to the treatment group, whereas students from parallel "B" were assigned to the control group.

The parallel "A" group consisted of thirty-two students, half of whom were women and half men. Moreover, this grade had access to a projector and the Internet,

thus making the implementation of multimedia possible. In contrast, seventh grade "B" comprised thirty-two students. In this group, eighteen students were male, and fourteen were female. This division ensures that both groups are evenly sized and enables an equitable gender distribution within each group.

This research took place in a downtown public institution in Azogues, Ecuador. Participants shared standard features. For instance, they identified themselves as mixed-race, belonging to a middle-high class, having Spanish as their mother tongue, and both groups as learners of English as a foreign language. Conversely, 98% of the participants were Ecuadorians, whereas the other 2% were Venezuelans.

Students of both groups were between eleven and twelve years old. Additionally, students from the experimental and controlled groups were alike in their English level, meaning that the participants' English level was A1. Further, the hours allocated for English were three per week for both groups. Likewise, students shared the same problems regarding oral accuracy.

In order to carry out this research, researchers informed the principal's school and higher authorities of the purpose of this study, which was to obtain their permission. Additionally, parental consent was provided to students' legal representatives to inform them about their children's voluntary participation in the research. Thus, the students with signed parental consent participated in the study.

### 6.6. Ethical Considerations

When carrying out research with minors, it is crucial to consider participants' safety and privacy. Firstly, to conduct this study, the school principal and higher authorities were told of its purpose in obtaining permission (Appendix 1). After that, researchers took place in a training on routes and protocols (Rutas y Protocolos) to guarantee and protect students' integrity along with the DECE (Student Counseling Department).

Furthermore, a parent's consent letter (Appendix 2) was provided to research participants to inform them about the purpose and objectives of the study and to clarify that their participation is voluntary. Finally, students' names were replaced by codes, thus ensuring participants' anonymity during the intervention. For instance, participants of both groups (control and experimental) were carefully assigned code names such as "Student 1, Student 2, Student 3" when registering students records in the pre- and post-test. This helped researchers to organize the gathered data following ethical considerations.

### 6.7. Data Collection Techniques and Instruments

### 6.7.1. Pre- and post-test

Rogers and Révész (2019) state that the pre-test ensures that both groups are comparable before the treatment occurs. In contrast, the post-test enables researchers to identify the effects or influence of the treatment on the gathered outcomes.

To collect data in this research study, a rubric from the speaking section of the Cambridge A1 Movers test (Appendix 3) was used as both a pre-test and post-test to assess students' English oral accuracy before and after the implementation of the treatment. This speaking rubric was employed because it "reliably measures participants'

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oral accuracy and promotes practical, long-term learning and teaching" (Cambridge, 2018, p. 5).

The speaking rubric, obtained from the Cambridge website, included four parameters: grammar and vocabulary, pronunciation, fluency, and intonation. However, considering the participants' English level, the speaking rubric had to be adapted and validated by university professors, who recommended excluding intonation.

Thus, the speaking rubric employed in this research study evaluated three parameters: grammar, vocabulary, and pronunciation. Each parameter was graded on a scale of 1 to 5, with 5 being the highest score. The combined scores from these parameters resulted in a total of up to 15 marks.

The speaking section of the Cambridge A1 Movers test had four parts. In Part 1 of the speaking test, participants were required to identify differences between two pictures. In Part 2, they had to create a short story based on a set of provided images. In Part 3, participants were tasked with recognizing the different picture from the set of pictures given. Finally, in Part 4, they answered personal questions.

Applying a pre-test allowed researchers to measure the initial level of seventh-grade students' English oral accuracy. Subsequently, a post-test was administered after the treatment to determine whether the dependent variable was influenced by the independent variable in the experimental group.

### 6.8. Research Stages

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### 6.8.1. *Identifying the Research Problem*

To identify the research problem, researchers observed English classes to understand the classroom dynamics of seventh graders. They specifically focused on how students engaged in oral tasks during the practicum sessions. Following this, they identified and analyzed the most significant issues related to oral fluency. Based on their findings, they established the research problem to guide the present study. Researchers then determined which aspects of speaking needed to be addressed in depth. Finally, they analyzed existing literature to gain a better understanding of the problem and the context.

### 6.8.2. *Formulating the Objectives and Hypothesis*

The next step was the creation of the objectives and the hypothesis. Nonetheless, before creating the objectives and hypothesis, researchers established the research questions first. Since this is quantitative research, the research questions were created based on it; later, the objectives were designed to answer those questions, keeping the focus on measurement. Lastly, the formulation of the hypothesis went along with the quasi-experimental method since this assumption could be tested at the end of this research.

### 6.8.3. *Designing the Study*

Researchers decided to carry out quasi-experimental research design since quasi-experimental research aims to test a cause-and-effect relationship, thus enabling comparisons between the experimental and control group as it was previously mentioned.

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Also, this design helped researchers analyze whether the independent variable influenced the dependent variable. Moreover, randomization in this design is not feasible, so researchers worked with the entire sample.

### 6.8.4. Data Collection

To gather data for this research, researchers administered a pre-test using the Cambridge A1 Movers speaking rubric to assess the initial English oral accuracy levels in both the experimental and control groups. The next step involved implementing lesson plans with multimedia language project tasks for a total of 33 hours of intervention for the experimental group, while the control group continued with conventional, text-based lessons Finally, a post-test, also using the Cambridge A1 Movers speaking rubric, was given to determine if there were any significant changes following the implementation. Researchers then analyzed and compared the results from the pre-test and post-test to either accept or reject the hypothesis.

### 6.8.5. Data Analysis

Data analysis was done using IBM SPSS Statistics 26. Initially, measures of central tendency, such as mean, median, and mode, were considered, and descriptive statistics were used to identify the typical value of the data distribution. Subsequently, a paired t-test analysis, using inferential statistics, was carried out to determine if there was a statistically significant difference between the control and experimental groups.

### 6.8.6. Interpreting Results

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Interpreting the results obtained was the most crucial part when doing research. The interpretation of results involved organizing the collected data to be analyzed based on the objectives and the previous studies that support the research. Thereby, with the gathered results, researchers carried out the interpretation making sure to address it with the objectives and the previous studies.

### Intervention

Developing English oral accuracy through the implementation of a Multimedia Language Project.

### Objective

To develop seventh-grade students' oral accuracy by implementing the Multimedia Language Project.

### Introduction

Researchers designed a set of lessons plans for the experimental group, which were aimed to improve seventh grade students' English oral accuracy by incorporating a Multimedia Language Project. The lesson plans contained activities, techniques, and strategies to develop speaking activities to make possible the production of students' English oral accuracy by using multimedia. Moreover, the implementation of the Multimedia Language Project consisted of creating projects using multimedia tools after each unit applying and using what was learned. Thereby, each session was designed to address students' needs regarding their English oral accuracy, in which teachers were

providing them with the vocabulary, correct grammar, and assessing pronunciation to help them perform in a better way when developing the projects. Additionally, teachers acted as facilitators by providing students with the knowledge to use the multimedia tools needed for their projects such as StoryJumper, VoiceThread, Canva, and so on. However, it is essential to clarify that the lesson plans were only applied to the treatment group for a total of 33 hours, meaning that the control group followed the text-based lessons.

**Chart 2.**

*Intervention Plan for the Experimental Group*

| **Goal of treatment:** To develop seventh-grade students' oral accuracy by implementing the Multimedia Language Project. | | |
|---|---|---|
| No. of sessions: 8 weeks. | Estimated time to complete: 8 | |
| (Week 1) Sessions #1: Sports and healthy habits (Present Simple) | | |
| Learning Outcome | Action Steps | Duration of session |
| Students use the new vocabulary to discuss the importance of sports in a healthy life. | Start the class with a warm-up, "Sports Charades," which will introduce some vocabulary.<br><br>Watch a short documentary related to the story of some famous sports to introduce new vocabulary.<br><br>In pairs, discuss the origin of their favorite sport.<br><br>Teach the new vocabulary (vocabulary sport and action verbs) with its pronunciation and meaning. | 3 hours |
| | Show a digital board in Mentimeter where students can write keywords related to a healthy lifestyle.<br><br>In groups, students must discuss the importance of practicing sports for a healthy lifestyle. | |

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| | The present simple is presented to discuss daily activities. | |
|---|---|---|
| | In pairs, students act out a dialogue between a coach and a sportsperson, discussing training routines. | |
| | In groups, students play a Kahoot quiz related to sports and action verbs vocabulary as a reinforcement. For this activity, students work together to answer questions. | |
| | Individually, students create a Canva presentation based on their favorite sport; they will talk about its origin and some associated healthy habits. | |

| (Week 2) Sessions #2: My favorite Sport (Present Simple, verbs "enjoy, like, prefer") | | |
|---|---|---|
| Learning Outcome | Action Steps | Duration of session |
| Students can ask and answer questions related to their favorite sports by using Do/does and verbs such as enjoy, like, prefer, and +ing. | Start the class with a warm-up, "Favorite Sports Survey," in which students ask each other about their favorite sports. Discuss their findings with the whole group and show the results in graphics. Review questions and answers with "Do/Does". Pair activity: Students ask each other questions using "Do/Does" to talk about their favorite sports. | 3 hours |
| | Grammar Presentation: "Enjoy, like, prefer." Show slides that contain examples for a better understanding of the grammar. Play "Tic Tac Toe". For this, students choose a question from the World Wall game. | |
| | Record a video talking about their likes in sports. Presentation of the videos to the whole class. Provide feedback. | |

| (Week 3) Sessions #3: Famous Athletes: What are they doing? (Present Progressive) | | |
|---|---|---|
| Learning Outcome | Action Steps | Duration of |

| | | session |
|---|---|---|
| Students use "Simple Progressive" to talk about actions they are doing at the moment. | Start the class with a warm-up, "Guess the Sportsperson." Show slides with hidden athletes; students guess the athlete. Ask questions using "present progressive" based on the pictures in the slides. Present to students the grammar indirectly by showing examples with pictures and some sentences. Students guess the grammar. | 3 hours |
| | Watch an explanatory video about the "Present Progressive." Discuss the video with the whole class to solve any doubts. Pair activity: "Spot the difference"- show slides with some pictures to find the differences. Watch a video with short scenes from different movies. Then, write down sentences based on the actions shown in the video. Share students' sentences in groups. | |
| | Divide the class into two teams for a competition game. Present a quiz in which students are given questions based on the "Simple Progressive." Provide feedback. | |

<div align="center">(Week 4) Sessions #4: My own Sport- Project (Simple Present and Present Progressive)</div>

| Learning Outcome | Action Steps | Duration of session |
|---|---|---|
| Students' production by using the present simple and present progressive tenses to talk about their | Group Discussion: Start the class with a warm-up using a "Mystery Box," which includes some questions related to sports, such as:<br><br>• What equipment do you need to play your favorite sport?<br><br>• How do you play it?<br><br>• Do you play it in teams or alone?<br><br>• How many members do you need?<br><br>Explain to students the final project: "Creation of a new Sport to | 3 hours |

| created sports. | present it in VoiceThread. |  |
|---|---|---|
|  | Present an explanatory video regarding the use of "VoiceThread." |  |
|  | Explain and show students how to use VoiceThread. |  |
|  | Divide the class into small groups (4-5 students). |  |
|  | Brainstorming: Students brainstorm their ideas for the creation of the new sport. |  |
|  | Provide them with an outline for the creation of their new sports. Students should consider the following guidelines:<br><br>• Sport's name<br><br>• The objective (what are you supposed to do to win)<br><br>• Sport's rules (minimum three rules, maximum five rules)<br><br>• Equipment needed for practicing it.<br><br>• The place where it can be played (pool, field, sky, river, and so on).<br><br>Students write (5) sentences using Present Simple and (5) sentences using Present Progressive to practice their speaking and get feedback from the teacher before creating their videos. |  |
|  | Presentation of students' videos.<br><br>Wrap-up discussion: Ask questions to the audience based on students' presentations, such as:<br><br>• What is your favorite sport? Why?<br><br>• Which sport has the most exciting rules?<br><br>• What sport do you think can be practiced in real life? Why?<br><br>Provide general feedback. |  |
| (Week 5) Sessions #5: Hobbies | | |
| Learning Outcome | Action Steps | Duration of |

| Learning Outcome | Action Steps | Duration of session |
|---|---|---|
| | | session |
| Students describe their daily routines, interests, and hobbies using vocabulary related to routines and hobbies. | Start the class by presenting a warm-up "Pictionary" in which students draw and guess what the drawing is about. Quizlet flashcards: Introduce vocabulary related to daily routines. Group work: Students work in small groups (4-5 students). The game is presented as a Word Wall (hangman) based on daily routine vocabulary. Presentation of an explanatory video of adverbs of frequency for describing daily routines. Discuss the adverbs of frequency. Pair activity: Students work in pairs to talk about their daily routines using a "Mystery Box" that contains questions related to daily routines. Provide feedback. Students create a video in VoiceThread talking about their daily routines. | 3 hours |
| | Present Quizlet flashcards with vocabulary related to hobbies. Show a video as an example of how to talk about hobbies. Discuss as a whole group. Speed dating activity: Students get ready before doing the activity by having ready some sentences to talk about their hobbies Provide feedback. | |
| | Hobbies interview: Students work in pairs to record an audio interview with each other about their hobbies. | |
| (Week 6) Sessions #6: Expressing Likes and Dislikes | | |
| Learning Outcome | Action Steps | Duration of session |

| Students express their likes, dislikes, and preferences by using like, dislike, and hate + ing in simple sentences. | Start the class with a warm-up: "Put a finger down if...." <br><br> Show a video with examples of likes, dislikes, and preferences. <br><br> Wrap- up the vocabulary and phrases used in the video. <br><br> Brainstorming in Mentimeter: Students write first their likes, then their dislikes, and finally, their preferences. <br><br> Group discussion. | 3 hours |
|---|---|---|
| | Grammar presentation: likes, dislikes, and hate + ing. <br><br> Group work: Divide the class into two big groups to play a World Wall game. | |
| | Present a Kahoot to solve it in class. <br><br> Oral presentation: Students create a Canva presentation to discuss their likes, dislikes, and preferences. | |

| (Week 7) Sessions #7: Hobbies at school |||
|---|---|---|
| Learning Outcome | Action Steps | Duration of session |
| Students can perform simple dialogues to talk about their hobbies at school. | Start the class with a warm-up: "My ship is full of." <br><br> Audio: Present students with an audio about "Hobbies at School." <br><br> Discuss and solve the task in groups. <br><br> Salad fruit: Students perform this activity by describing their hobbies, and their classmates must guess and answer the following question: "What's my hobby?" | 3 hours |
| | Present a video about "hobbies at school". <br><br> Show students a Quizlet flashcard with vocabulary related to "hobbies at school." <br><br> Discuss the new vocabulary. <br><br> Students play "hangman" in groups. | |
| | Voice thread Presentation: Hobbies <br><br> Students create a presentation using pictures to describe their hobbies while they record their voices. | |

| (Week 8) Sessions #8: Digital Storytelling- Project | | |
|---|---|---|
| Learning Outcome | Action Steps | Duration of session |
| Students present a digital story using vocabulary related to daily routines, hobbies, and preferences. | Start the class with a warm-up: "Daily Routine Charades," in which students pick one paper containing a daily routine activity.<br><br>Present an interactive video of how to use "Story Jumper".<br><br>Review vocabulary by using Quizlet Flashcards (daily routines and hobbies).<br><br>Provide students with a template for creating their stories. | 3 hours |
| | Divide the class into small groups of 4-5 people.<br><br>Students start working on the creation of their titles, characters, scenarios, and story scripts.<br><br>Students present their scripts to the teacher for feedback before creating their digital stories. | |
| | Students present their digital stories in class.<br><br>After each presentation, students ask the audience questions and provide feedback.<br><br>Students select the best story. | |

| (Week 9) Sessions #9: Describing Places and Directions (Simple Past and Prepositions of Place) | | |
|---|---|---|
| Learning Outcome | Action Steps | Duration of session |
| Students will be able to describe past events and give directions using | - Start the class with a game of "Memory Lane," where students share past events related to their favorite places.<br><br>- Introduce new vocabulary related to places and prepositions of place (e.g., next to, in front of, behind). Show pictures and practice pronunciation. | 3 hours |

| simple past tense and prepositions of place. | - Students discuss a memorable trip or event using simple past tense, focusing on the use of past verbs and prepositions. | |
| --- | --- | --- |
| | - Present the simple past tense and prepositions of place through examples and interactive slides.<br><br>- Students work in groups to create a map of a fictional town. They must describe where various landmarks are located using prepositions of place and discuss events that happened there using the simple past tense. | |
| | - Reinforce the session's vocabulary and grammar with a Kahoot quiz.<br><br>- Students create a VoiceThread presentation describing a place they have visited, focusing on the use of simple past tense and prepositions. | |

| (Week 10) Sessions #10: Expressing Future Plans (Future Simple and Going to) | | |
| --- | --- | --- |
| Learning Outcome | Action Steps | Duration of session |
| Students will express future plans using "will" and "going to." | - Begin with a "Prediction Game," where students guess their classmates' future plans.<br><br>- Introduce the future simple tense ("will") and "going to" for future intentions. Provide examples and interactive exercises.<br><br>- Students ask and answer questions about their future plans using "will" and "going to." | 3 hours |

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| | - Watch a short video on future predictions. Discuss the use of "will" and "going to" in the video. | |
| | - In small groups, students plan a class event. They must use "will" and "going to" to discuss roles, activities, and preparations.<br><br>- Students write down their future goals or plans on a digital board, using "will" and "going to." | |
| | - Students create a Canva poster depicting their future plans. Presentations will be made to the class, with a focus on the correct use of future tense forms.<br><br>- Recap the session with a discussion on how future plans were expressed. | |

**(Week 11) Sessions #11: Storytelling Using Past Continuous and Simple Past Tenses**

| Learning Outcome | Action Steps | Duration of session |
|---|---|---|
| Students will be able to tell a story using a combination of past continuous and simple past | - Start with a storytelling activity where students share brief anecdotes using past tenses.<br><br>- Review vocabulary related to storytelling (e.g., suddenly, while, during) and introduce new terms as needed.<br><br>- Explain the use of past continuous for setting the scene and simple past for actions. Use examples and interactive slides to | 3 hours |

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| tenses. | demonstrate the differences. | |
| --- | --- | --- |
| | - Students work in pairs to complete a story using a mix of past continuous and simple past tenses.<br><br>- In small groups, students create a short story using StoryJumper. Each group writes and illustrates a story, then presents it to the class, focusing on the correct use of past tenses. | |
| | - Use a Kahoot quiz to reinforce the correct usage of past continuous and simple past.<br><br>- Students record themselves narrating a story they wrote using past tenses, then upload the recording to VoiceThread for feedback.<br><br>- Conclude the session by discussing common mistakes and providing targeted feedback on the stories presented. | |

*Note: Self- elaboration*

## CHAPTER IV

## 7. Results and data analysis

This research aimed to determine the extent to which the implementation of the Multimedia Language Project enhances seventh-grade students' English oral accuracy. To achieve this objective, data was collected from both the control and experimental groups using pre- and post-tests. Once collected, the data was analyzed using SPSS. Measures of central tendency, such as mean, median, and mode, were examined through descriptive analysis. According to Ali et al. (2019), measures of central tendency help researchers determine if there

was any improvement after the intervention in both groups. Descriptive statistics were used to identify the distribution characteristics and provide an organized overview of the results.

Subsequently, a paired-sample t-test was applied to assess the differences between pre- and post-test results for the same group. According to Rietveld (2015), the paired sample t-test is a popular statistical tool for determining statistical differences between two measurements, two conditions, and so on. In this test, each subject is measured twice, creating pairs of observations. Statistical significance is assessed using the p-value, which represents the probability of observing the test results under the null hypothesis. This analysis was conducted using inferential statistics to determine if the observed changes were statistically significant.

Thus, the findings are presented in two sections. The first section displays results using measures of central tendency, while the second section presents the results of the paired-sample t-test. After each table or figure, an analysis and discussion of the findings are provided.

### 7.3. Results using measures of central tendency

**Table 1.** *General scores of the experimental and control groups*

| SAMPLING GROUPS' OVERALL AVERAGES | | | | |
|---|---|---|---|---|
| | EXPERIMENTAL GROUP | | CONTROL GROUP | |
| **AVERAGES** | Pre-test | Post-test | Pre-test | Post-test |
| **Above average (11-15)** | 0 | 7 | 0 | 0 |
| **Average (5-10)** | 13 | 25 | 5 | 8 |
| **Below average (0-4)** | 19 | 0 | 27 | 24 |
| **Number of** | 32 | 32 | 32 | 32 |

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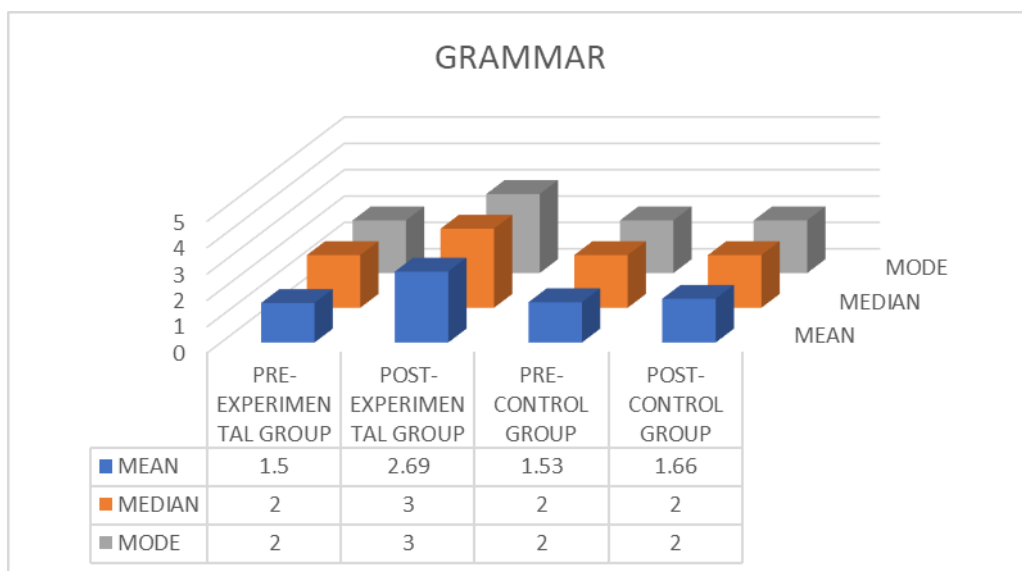Ana Mishell Espinoza Palaguachi

**students**

Table 1 categorizes students' performance into three levels: above average (11-15), average (5-10), and below average (0-4).  It compares the pre-test, and post-test results for both the experimental and control group.  Therefore, the results gathered for the experimental group show that the category concerning "above average (11-15)" during the pre-test was 0. No one got a grade between the intervals of 11-15.  Nonetheless, there was a significant improvement in the post-test since the "above average" frequency increased from 0 to 7. Moving to the next category, "average (5-10)," the results show that it rose from 13 to 25. Conversely, participants scoring "below average (0-4)" decreased from 19 to 0. Referring to the control group, table 1 showed minimal changes, with a slight increase in "average (5-10)" scores from 5 to 8 and a minor decrease in the category "below average (0-4)" scores from 27 to 24.

The considerable improvements obtained in the experimental group, notably the transition from below average (0-4) to average (5-10) and above average (11-15) categories, indicate a significant positive effect of the implemented multimedia language project, meaning that it was highly beneficial for students to build up their English oral accuracy. The increase in the number of students obtaining higher scores in the post-test suggests that the treatment of the experimental group effectively enhanced students' English oral accuracy. Nonetheless, the control group showed insignificant improvements, suggesting that the text-based teaching was less effective in improving students' performance.

According to Reeta (2020), pupils are immersed in creating a multimedia product in the multimedia language project. Therefore, the obtained results emphasized and showed the effectiveness of using multimedia tools to enhance language learning. Additionally, the notable improvement in the experimental group's post-test scores supports Ahmad et al. (2019) assertion that multimedia approaches can significantly impact language proficiency. Moreover, Mahdi's (2022) research agreed that students who participated in multimedia programs improved their English proficiency. Furthermore, the minimal change in the control group's post-test performance reinforces Mahdi's (2022) findings that traditional methods may not be as effective in engaging students and improving language skills as multimedia-enhanced learning environments are. Likewise, Syifa (2023), the research proposed that students influenced by multimedia environments significantly improved their English proficiency compared to traditional teaching methods.

*Figure 1. Results on the grammar parameter in oral accuracy*



GRAMMAR

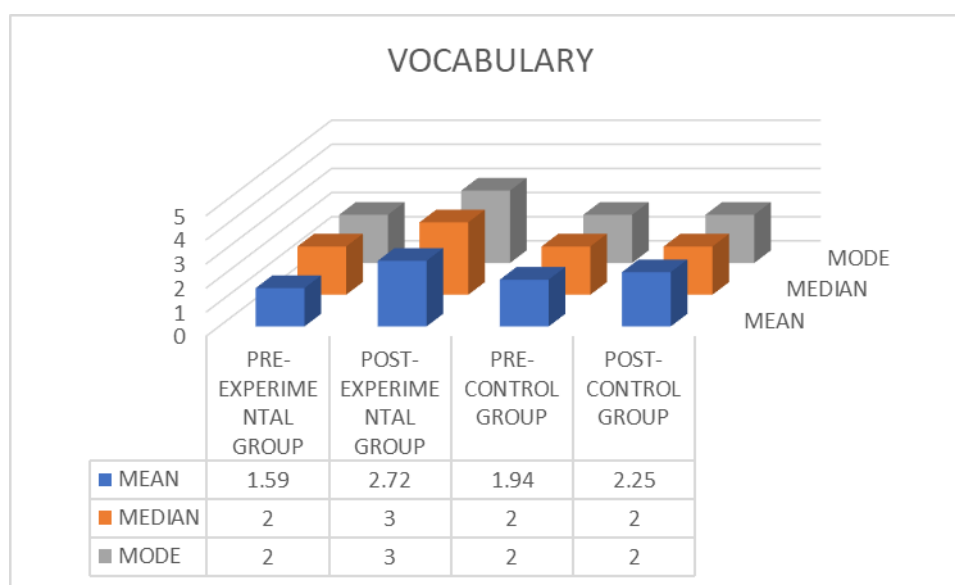| | PRE-EXPERIMENTAL GROUP | POST-EXPERIMENTAL GROUP | PRE-CONTROL GROUP | POST-CONTROL GROUP |
|---|---|---|---|---|
| MEAN | 1.5 | 2.69 | 1.53 | 1.66 |
| MEDIAN | 2 | 3 | 2 | 2 |
| MODE | 2 | 3 | 2 | 2 |

*Note: Self- elaboration*

Figure 1 represents grammar performance, and it illustrates the pre-test and post-test scores of both the experimental and control group. As it is illustrated in figure 1, the experimental group showed a significant increase in their English oral grammar scores from the pre-test to the post- test, whereas the control group demonstrated a minor improvement. For instance, the mean in the experimental group's pre-test rose from 1,5 to 2,69, the median from 2 to 3, and the mode from 2 to 3. Regarding the control group, the only variation shown is in the mean. As a matter of fact, the control group slightly increased from 1,53 to 1,66. However, the values corresponding to the median and mode did not have a variation. Even though the pre-test scores for both groups were relatively low, the post-test scores demonstrated that the experimental group outperformed the control group significantly.

The gathered data in figure 1 suggests that the intervention applied to the experimental group had a beneficial impact on students' English oral grammar skills. Therefore, the notable increase in the post-test grades of the experimental group highlights the effectiveness of the instructional strategy applied in the treatment. On the other hand, the control group, which was not under the same intervention (treatment), showed only a slight improvement. Thereby, indicating that the traditional teaching method was less effective in enhancing their English oral grammar skills within the same timeframe.

The obtained results strongly demonstrate that the implementation of the multimedia language project can positively affect students' English oral accuracy. Indeed, Syifa (2023), mentions that grammar is needed for students to arrange a proper sentence in conversation. Moreover, the British Council (2023) claims that oral accuracy refers to the correctness of language use, including grammar, vocabulary, and pronunciation; thus, making those

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components essential for clear and effective communication. As well as Burns (2012), emphasized the importance of targeted interventions in improving specific language skills such as grammar. Thus, the considerable improvement in the experimental group's English oral grammar accuracy grades supports the fact that targeted interventions can significantly enhance students' English oral grammatical accuracy.

**Figure 2.** *Results on the vocabulary parameter in oral accuracy*



| | PRE-EXPERIMENTAL GROUP | POST-EXPERIMENTAL GROUP | PRE-CONTROL GROUP | POST-CONTROL GROUP |
|---|---|---|---|---|
| ■ MEAN | 1.59 | 2.72 | 1.94 | 2.25 |
| ■ MEDIAN | 2 | 3 | 2 | 2 |
| ■ MODE | 2 | 3 | 2 | 2 |

*Note: Self- elaboration*

Figure 2 represents vocabulary performance, and it pictures the pre-test and post-test scores of both the experimental and control group. As it is illustrated in figure 2, the experimental group showed a significant increase in their vocabulary scores from the pre-test to the post-test, whereas the control group demonstrated a minor improvement. For instance, the mean in the experimental group's pre-test rose from 1,59 to 2,72, the median from 2 to 3, and the mode from 2 to 3. Regarding the control group, the only variation shown is in the

mean. As a matter of fact, the control group slightly increased from 1,94 to 2.25. However, the values corresponding to the median and mode did not have a variation. Even though the pre-test scores for both groups were relatively low, the post-test scores demonstrated that the experimental group outperformed the control group significantly.

As illustrated in figure 2, the bar graph shows an improvement in the experimental group's vocabulary compared from the pre-test to the post-test, showing a noticeable increase in the number of students scoring higher. In contrast, the control group's vocabulary grades illustrated only a minimal improvement. Consequently, this visual representation reinforces the numerical data shown in the table above (table 1), emphasizing the effectiveness of the multimedia language project in enhancing vocabulary.

The marked improvement in the experimental group's vocabulary shown in figure 2 can be linked to the interactive and engaging nature of the multimedia activities applied during the intervention. According to Oktavia et al. (2022), effective speaking requires a solid vocabulary foundation to interact naturally in various contexts. Burns (2012) and the British Council (2023) argue that vocabulary development is crucial for effective communication. Thus, the varied activities in the multimedia language project, such as creating digital stories and presentations contributed to this vocabulary enhancement.

**Figure 3.** *Results on the pronunciation parameter in oral accuracy*

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**PRONUNCIATION**

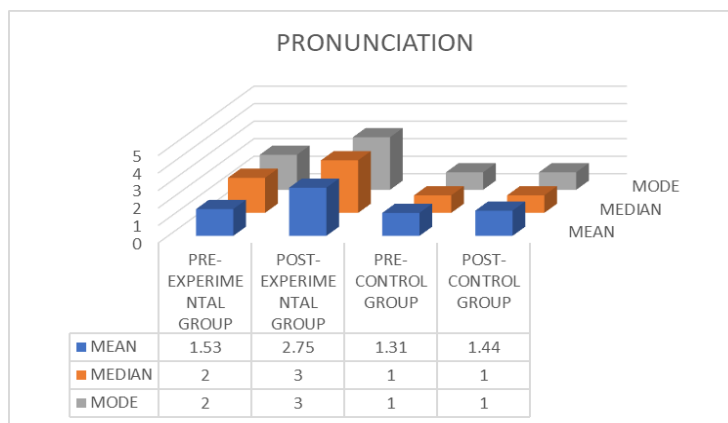| | PRE-EXPERIMENTAL GROUP | POST-EXPERIMENTAL GROUP | PRE-CONTROL GROUP | POST-CONTROL GROUP |
|---|---|---|---|---|
| ■ MEAN | 1.53 | 2.75 | 1.31 | 1.44 |
| ■ MEDIAN | 2 | 3 | 1 | 1 |
| ■ MODE | 2 | 3 | 1 | 1 |

*Note: Self- elaboration*

Figure 3 represents pronunciation performance, and it evidences the pre-test and post-test scores of both the experimental and control group. As illustrated in figure 3, the experimental group showed a significant increase in their pronunciation scores from the pre-test to the post-test, whereas the control group demonstrated a minor improvement. For instance, the mean in the experimental group's pre-test rose from 1,53 to 2,75, the median from 2 to 3, and the mode from 2 to 3. Regarding the control group, the only variation shown is in the mean. As a matter of fact, the control group slightly increased from 1,31 to 1.44. However, the values corresponding to the median and mode did not have a variation. Even though the pre-test scores for both groups were relatively low, the post-test scores demonstrated that the experimental group outperformed the control group significantly.

The presented figure outlines that experimental group's pronunciation grades highly improved from the pre-test to the post-test. Indeed, more students from the experimental group achieved higher grades. Nevertheless, as shown in the other figures above, the control group's grades did not show a significant improvement; the mean was the only value that suffered an insignificant variation. These results indicated that the multimedia language

project had a notable impact on the experimental group's English pronunciation accuracy.

As stated by Burns (2012), accurate pronunciation is crucial for effective communication. That is, the multimedia language project activity such as recording audios contributed to this improvement in the experimental group. Likewise, Anggoro (2013) pointed out that corrective feedback has a positive effect on improving accuracy in speaking English. Thereby, the experimental group's progress demonstrated that corrective feedback can significantly enhance students' English pronunciation accuracy. This improvement is crucial for clear communication, as pronunciation errors can lead to misunderstandings, thus impeding effective communication.

To sum up, the gathered results of both the experimental and the control group's pre-test and post-test grades showed in figures from 1 to 3 helped researchers to meet the stablished specific objectives: to analyze seventh-grade students' English oral accuracy level before the implementation of the Multimedia Language Project and to measure to what extent the implementation of the Multimedia Language Project influences seventh-grade students' English oral accuracy. As a matter of fact, the results gathered were best reflected with the measures of central tendency, which helped researchers to analyze the data and align them with the specific objectives of the study.
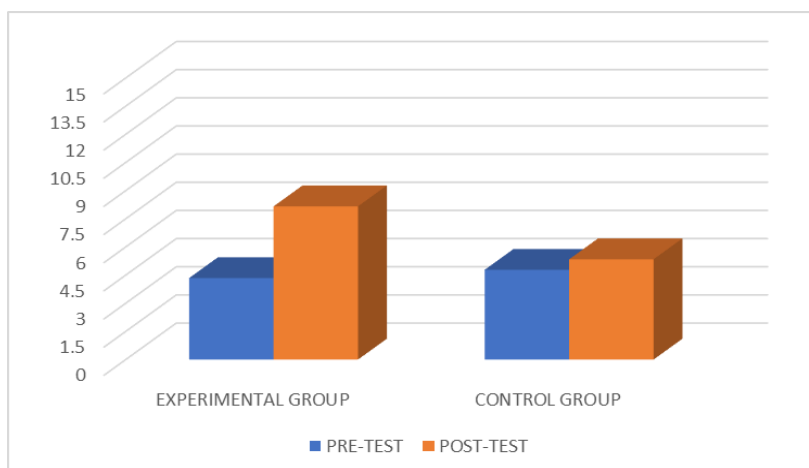
*Table 2. Means of the experimental and control groups*

|  | PRE-TEST | POST-TEST |
| --- | --- | --- |
| **Experimental Group** | 4.34 | **8.16** |
| **Control Group** | **4.78** | **5.34** |

**Note:** The average of the pre and post-test in the experimental and control group

In the first statistical treatment, as illustrated in Table 2, a vast difference exists between the pre-and post-test means in the control and experimental groups. In the experimental group, the difference between the pre-test and post-test means is 3.82, so there is a significant increment in the post-test. However, in the control group, the difference between the pre-test and post-test was 0.56, so there was no significant increment in the post-test.

*Figure 4. Pre-test and post-test results of the participants*



*Note: The average of pre- and post-test results for the experimental and control groups.*

Figure 4 demonstrates an observable improvement in the average of the experimental group's post-test results, proving the positive influence of building up seventh-grade students' English oral accuracy. However, the average of the control group's performance in the post-test and the pre-test is the same, so there is no critical improvement in students' oral accuracy. This graphic visually summarizes the differences in the average pre-and post-test results between the experimental and control groups.

*Table 3. Oral accuracy by parameters of the control group and the experimental group in the pre-test and post-test.*

| Experimental Group | Pre-test | | | Post-test | | |
|---|---|---|---|---|---|---|
| | Mean | Median | Mode | Mean | Median | Mode |
| **Grammar** | 1.31 | 1 | 1 | 2.69 | 3 | 2 |
| **Vocabulary** | 1.59 | 2 | 2 | 2.72 | 2.5 | 2 |
| **Pronunciation** | 1.44 | 1 | 1 | 2.75 | 3 | 2 |
| **Total average** | | 4.34 | | | 8.16 | |
| Control Group | Pre-test | | | Post-test | | |
| | Mean | Median | Mode | Mean | Median | Mode |
| **Grammar** | 1.53 | 1.5 | 1 | 1.66 | 2 | 2 |
| **Vocabulary** | 1.94 | 2 | 2 | 2.25 | 2 | 2 |
| **Pronunciation** | 1.31 | 1 | 1 | 1.44 | 1 | 1 |
| **Total average** | | 4.78 | | | 5.34 | |

*Note: Self- elaboration*

Table 3 presents the oral accuracy parameters of the control and experimental groups (grammar, vocabulary, and pronunciation) in pre- and post-test results. A thorough and rigorous critical examination of these data reveals several notable observations about the improvements in performance and effectiveness of a multimedia language project applied to the experimental group.

**Experimental Group**

In the pre-test phase, the experimental group displayed relatively low mean scores across all oral accuracy parameters: grammar (1.31), vocabulary (1.59), and pronunciation (1.44). These scores indicate that participants initially had limited proficiency in these areas. However, the post- test results show substantial improvements, with the mean scores rising to 2.69 for grammar, 2.72 for vocabulary, and 2.75 for pronunciation. The median and mode values also increased significantly in the post-test phase, suggesting that most participants

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experienced enhanced oral accuracy through the implementation of a Multimedia Language Project. The total average score for the experimental group more than doubled, rising from 4.34 in the pre-test to 8.16 in the post- test. This dramatic improvement suggests that the intervention applied to the experimental group greatly enhanced oral accuracy.

**Control Group**

The control group, in contrast, exhibited modest improvements. In the pre-test, the mean scores were slightly higher than those of the experimental group, with grammar at 1.53, vocabulary at 1.94, and pronunciation at 1.31. Post-test results show slight increases in these mean scores to 1.66 for grammar, 2.25 for vocabulary, and 1.44 for pronunciation. The median and mode values showed minimal change, indicating that most of the participants did not experience significant improvement. The total average score for the control group increased from 4.78 in the pre-test to 5.34 in the post-test. This insubstantial increase suggests that the standard and traditional instructional methods or conditions to which the control group was subjected were less effective than the intervention applied to the experimental group.

**7.4. Oral Accuracy: Paired Sample T-Test Analysis and Results**

**Table 4.**

*Paired sample T-test for experimental group*

| Pre-test and Post-test | Experimental Group | | |
|---|---|---|---|
| | *Paired Sample Differences* | *t-value* | *df* | *p-value* |

| | Mean | Std. Dev. | Std. Err. | | | |
|---|---|---|---|---|---|---|
| **Grammar** | -1.375 | .9069 | .1603 | -8.5761 | 31 | **0.00** |
| **Vocabulary** | -1.125 | .8706 | .1539 | -7.3093 | 31 | **0.00** |
| **Pronunciation** | -1.3125 | .8957 | .1583 | -8.2885 | 31 | **0.00** |
| **Total Average** | **-1.2708** | **.8910** | **0.1575** | **-8.0579** | **31** | **0.00** |

*Note: Self- elaboration*

To determine whether it has a significant relative between the pre-and and post-test in the experimental group, the p-value must be less than the standard significance level of 0.05. The general formula for rejecting the null hypothesis and accepting the alternative hypothesis is as follows: if the t-value is greater than the t-table, the null hypothesis is rejected, and the alternative hypothesis is accepted (Bevans, 2020). Based on the degrees of freedom being 31 and the significance level being $\alpha$= .05, the t-table value is 2.040. The t-values (Grammar: -8.5761, Vocabulary: -7.3093, Pronunciation: -8.2885) are more significant than the t-table value.

Furthermore, the p-value (0.00) is significantly lower than the significance level ($\alpha$= .05), indicating that the results achieved in the experimental group are not by chance and can be reliably replicated. This robust confirmation underscores the substantial improvement in the oral accuracy skills of participants in the experimental group, a testament to the effectiveness of implementing a multimedia language project to improve seventh-grade students' English oral accuracy.

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The results of the paired samples for the three parameters and the final scores indicate that the null hypothesis (H0) is rejected. It is concluded that, with an error of 0.000, there is a significant difference in the mean scores of each parameter in the pre-and post-test of the experimental group. Therefore, the teacher's intervention through the multimedia language project significantly improved the students' oral production (sig <0.05). It validates the multimedia language project's effectiveness and inspires further research and implementation in language education. The pre-test and post-test average performance difference for grammar is 1.375, indicating a statistically significant improvement. The pre-test and post-test average performance difference in vocabulary is 1.125, revealing a statistically significant improvement. The pre-test and post-test average performance difference for Pronunciation is 1.3125, indicating a statistically significant improvement. The final average pre-test and post-test difference is -1.2708, indicating a statistically significant improvement after implementing the Multimedia Language Project.

**Table 5.**

*Paired sample T-test for control group*

| Pre-test and Post-test | Control Group | | | | | |
|---|---|---|---|---|---|---|
| | *Paired Sample Differences* | | | *t-value* | *df* | *p-value* |
| | *Mean* | *Std. Dev.* | *Std. Err.* | | | |
| **Grammar** | -125 | .4918 | .0869 | -1.4376 | 31 | **0.1606** |
| **Vocabulary** | -3125 | .6927 | .1224 | -2.5520 | 31 | **0.0159** |
| **Pronunciation** | -125 | .4212 | .0744 | -1.6787 | 31 | **0.1033** |
| **Total** | **-1875** | **.5321** | **0.5784** | **-1.8894** | **31** | **0.0932** |

**Average**

*Note: Self- elaboration*

As illustrated in Table 4, the results were obtained automatically using IBM SPSS Statistics 26, and the three most important outcomes were considered: the t-value, degrees of freedom (df), and p-value. In the control group, the degree of freedom is 31, and the t-table value is 2.040. The t- values (grammar: -1.4376, vocabulary: -2.5520, pronunciation: -1.6787) are lesser than the t-table value. Also, the probability values (grammar: 0.1606, vocabulary: 0.0159, pronunciation: 0.1033) are more significant than the significance level ($\alpha = 0.05$), except for vocabulary.

The results indicate that for the paired samples of the control group, the parameters of oral accuracy (grammar, vocabulary, pronunciation, and total average) do not reject the null hypothesis (H0), except for Vocabulary, with errors of 0.1606, 0.0159, and 0.1033, respectively.

Therefore, there is no significant difference in the mean scores of each parameter in the pre-test and post-test in the control group except for vocabulary. Thus, there was no significant improvement in students' oral production with the traditional method (text-based lessons) (sig <0.05). For grammar, the average performance in the pre-test compared to the post-test shows a difference of 0.125 points, indicating that the improvement is not statistically significant. The pre-test and post-test average performance difference in Vocabulary is 0.3125 points, showing a statistically significant improvement. For Pronunciation, the pre-test and post-test average performance difference is 0.125 points,

indicating no statistically significant improvement. The final average pre-test and post-test difference is - 0.1875, indicating no statistically significant improvement.

## CHAPTER V

## 8. Conclusions

The results obtained from this research provided significant insights into developing seventh-grade students' English oral accuracy. Based on the analysis of these results and discussion, conclusions are drawn to better understand the effectiveness of the implemented intervention and its impact on students' language development. First of all, the first objective was to analyze seventh-grade students' English oral accuracy levels before implementing the Multimedia Language Project. Thus, the pre-test analysis revealed that seventh-grade students' English oral accuracy was below average, particularly in grammar, vocabulary, and pronunciation. Most students scored below average, indicating an apparent struggle with constructing grammatically correct sentences, using appropriate language, and articulating words accurately.

The second specific objective was to measure to what extent the implementation of the Multimedia Language Project influences seventh-grade students' English oral accuracy. Therefore, implementing the Multimedia Language Project significantly positively impacted students' English oral accuracy. Post-test results showed a high improvement in the experimental group compared to the control group. Students exposed to the multimedia project demonstrated substantial improvement in grammar, with more accurate sentence structures; in vocabulary, with a broader and more precise word usage; and in pronunciation, with more transparent and more correct articulation of words. Indeed, the interactive nature of the multimedia tools engaged

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students more effectively, fostering a better learning environment that facilitated these improvements. This progress indicates that multimedia resources can be a powerful tool in language education, helping students overcome previous challenges in their English oral accuracy.

The paired-sample t-test analysis revealed a statistically significant improvement in seventh-grade students' English oral accuracy within the experimental group following the implementation of the Multimedia Language Project. This result aligns with the established general objective: To determine to what extent the implementation of the Multimedia Language Project builds up seventh-grade students' English oral accuracy. Furthermore, this innovative project, combining visual, auditory, and interactive strategies, provided a multifaceted learning experience that traditional methods lacked.

Finally, the hypothesis that the Multimedia Language Project aids in building up students' English oral accuracy is accepted. The findings advocate for the project's broader adoption as a viable solution to improving language education outcomes.

## 9. Limitations

The researchers faced several limitations during this study. One significant challenge was the need for additional hours to thoroughly analyze the data, which would have contributed to more accurate and comprehensive outcomes. Moreover, time constraints restricted the exploration of potential variables that could have influenced the results. Some participants were involved in extracurricular school activities, leading to the loss of certain class sessions.

## 10. Recommendations

After considering the results of this research, researchers recommend that school authorities should facilitate multimedia comprehension training, particularly with

StoryJumper, VoiceThread, Canva, Quizlet, and Mentimenter, since these tools did improve seventh grade students' English oral accuracy in terms of grammar, vocabulary, and pronunciation. Additionally, researchers recommend that schools must invest in the necessary technological infrastructure, including computers, projectors, internet access, and software, to support these innovative projects.

Researchers also recommend considering the incorporation of a rubric to assess or measure English oral production when using multimedia tools in the classroom. Likewise, periodic evaluations will help identify students' strengths and areas needing improvement. In this way, teachers should use these assessments to offer targeted support and feedback, guiding students toward continuous improvement in grammar, vocabulary, and pronunciation. Thus, an effective development of students' English oral accuracy.

Finally, this research study opens new gaps for future studies. Future research could explore the use of multimedia projects to develop English oral accuracy in learners at the baccalaureate level, examine the effectiveness of multimedia projects in enhancing fluency in oral production, or investigate multimedia projects for developing written production. These areas represent potential gaps that warrant further investigation using multimedia projects.

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# APPENDIX

**Appendix 1- Principal's school permission.**

**CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE**

**ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN**

**EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA**

Azogues, Miércoles 03 de Abril del 2024

1. **DATOS INFORMATIVOS:**

| | |
|---|---|
| **1.1. Apellidos y nombres:**<br><br>Evelyn Jhoana Angulo Andrade<br><br>Ana Mishell Espinoza Palaguachi | |
| **1.2. Carrera:**<br><br>Pedagogía de los Idiomas Nacionales y extranjeros | **1.3. Itinerario:**<br><br>Horas de inglés de los estudiantes |
| **1.4. Ciclo:** Noveno Ciclo | **1.5. Paralelo:** 1 |

*Lcda. Esthela Neira*

Rector@ de la institución Educativa

Nosotr@s, *Evelyn Jhoana Angulo Andrade y Ana Mishell Espinoza Palaguachi,* nos dirigimos a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa *Juan Bautista Vásquez,* con el objetivo de ejecutar un estudio educativo como parte de nuestro Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallamos nuestro estudio educativo:

**Título:** Desarrollo de la precisión oral en inglés mediante la aplicación de un proyecto lingüístico multimedia.

**Preguntas de investigación**

**Pregunta principal de la investigación**

- ¿En qué medida la aplicación de un Proyecto lingüístico multimedia desarrolla la precisión oral en inglés de los alumnos de séptimo curso?

**Preguntas secundarias de la investigación**

- ¿Cuál es el nivel inicial de precisión oral en inglés de los alumnos de séptimo curso antes de la aplicación del Proyecto lingüístico multimedia?

- ¿En qué medida influye la implementación del Proyecto Lingüístico Multimedia en la precisión oral en inglés de los alumnos de séptimo grado?

**Objetivos**

**Objetivo general**

- Determinar en qué medida la implementación del Proyecto Lingüístico Multimedia aumenta la precisión oral en inglés de los alumnos de séptimo grado.

**Objetivos específicos**

- Analizar el nivel de precisión oral en inglés de los alumnos de séptimo grado antes de la implementación del Proyecto Lingüístico Multimedia.

- Determinar en qué medida la implementación del Proyecto Lingüístico Multimedia influye en la precisión oral en inglés de los alumnos de séptimo grado.

**Metodología:** Estudio Cuantitativo.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma: _____

Nombres y apellidos: _Esthela Neira Palomque_

Directora de Educación del Distrito 03D01

C.I.: _0301106 54-8_

Sello de la institución: _____

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**Appendix 2- Parental Consents**

<div align="center">

**Carta de autorización para publicación de trabajos, videos o fotografías del estudiante de la Unidad Educativa Juan Bautista Vásquez**

</div>

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera Pedagogía de los Idiomas Extranjeros y Nacionales, 9no ciclo, paralelo 1, tomen fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE

A continuación, detallamos nuestro estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su habilidad para comunicarse en inglés. Durante este tiempo, los estudiantes de Séptimo de básica de los paralelos A y B, deberán colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.
1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.

_____

4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

**Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

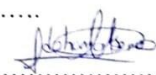Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Alisson Morocho
........................................................................................................................

Nombre completo padre/madre/representante legal:

Nube Johanna Bermeo
........................................................................................................................

Cédula de ciudadanía: 030229665 2 ..............................

Firma del padre/madre/representante legal: ................................

_____

Trabajo de Integración Curricular                    Evelyn Johana Angulo Andrade
                                                     Ana Mishell Espinoza Palaguachi

4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

**Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

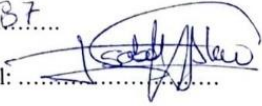Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Belen Guadalupe Velecela Alao

Nombre completo padre/madre/representante legal:

Rosa Isabel Alao Tenecela

Cédula de ciudadanía: 030 1503437

Firma del padre/madre/representante legal: ...................

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4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

5. Aun en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

**Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Boris Gabriel Castañeda

Nombre completo padre/madre/representante legal:

Zoida Gutierrez

Cédula de ciudadanía: 0.30/8.95.05 - 4

Firma del padre/madre/representante legal: ...........

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Trabajo de Integración Curricular    Evelyn Johana Angulo Andrade
                Ana Mishell Espinoza Palaguachi

4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.

5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

**Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno**

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

Dario Javier Castillo Tuboy

Nombre completo padre/madre/representante legal:

Carlos Gilberto Castillo Rodriguez

Cédula de ciudadanía: 0301027682

Firma del padre/madre/representante legal:

---

**Appendix 3 -Guidelines for the Speaking Exam**

| PART | EXPLANATION | CONTENT |
|---|---|---|
| 1 | The examiner will greet the child and ask their name and age. Then they look at two pictures. The pictures are similar, but they have some differences. The examiner asks the child to describe four differences in the pictures. | Describing differences between pictures. Talking about color, size, number, position, how people/things look, what people are doing, etc. |
| 2 | The examiner shows four pictures which tell a story and tells the child about the first picture. The child must continue the story and describe the other three pictures. The title of the story and the name(s) of the main character(s) are provided. | Understanding the beginning of a story and then continuing it. Describing pictures. |
| 3 | The examiner shows the child four sets of four pictures. In each set of pictures, one picture is different from the others. The child has to say which picture is different and explain why. | Suggesting a picture which is different and explaining why. |
| 4 | The examiner asks the child some questions about him/herself (for example, school, weekends, friends and hobbies). | Understanding and responding to personal questions. |

**Appendix 4- Pre-test**

<p align="center">**PRE- TEST**</p>

<p align="center">**Unidad Educativa "Juan Bautista Vásquez"**</p>

**SPEAKING PART 1 – Find the Differences**
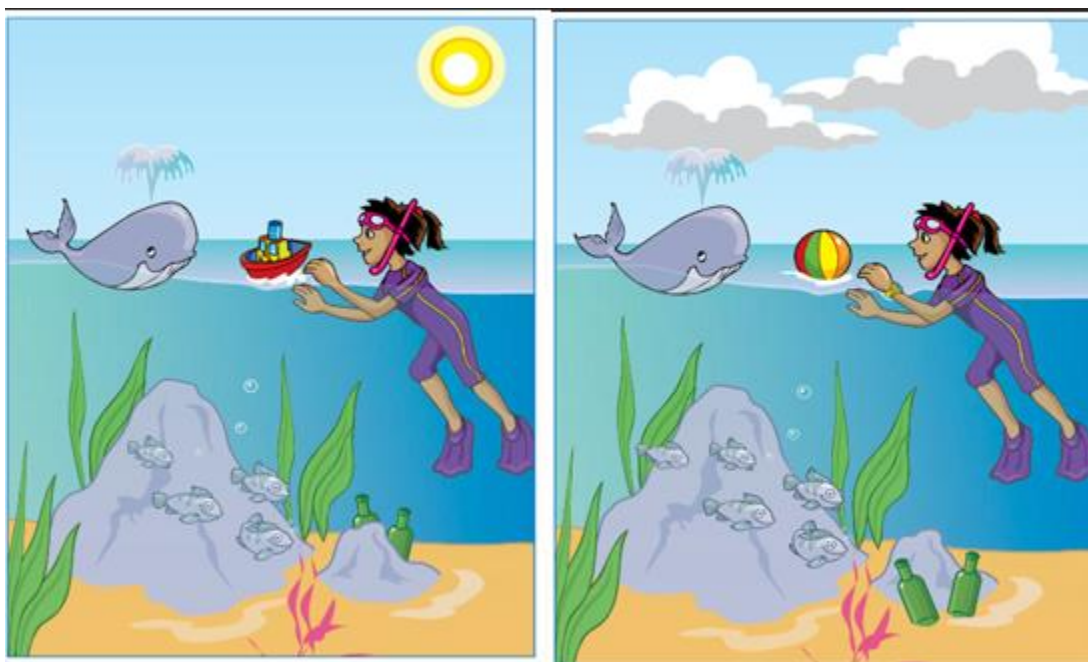


**SPEAKING PART 2 – Picture Story**

**Fred loves food**



## SPEAKING PART 3- Picture Sets (Which Is Different?)

## SPEAKING PART 4 – Understanding and Responding to Personal Questions

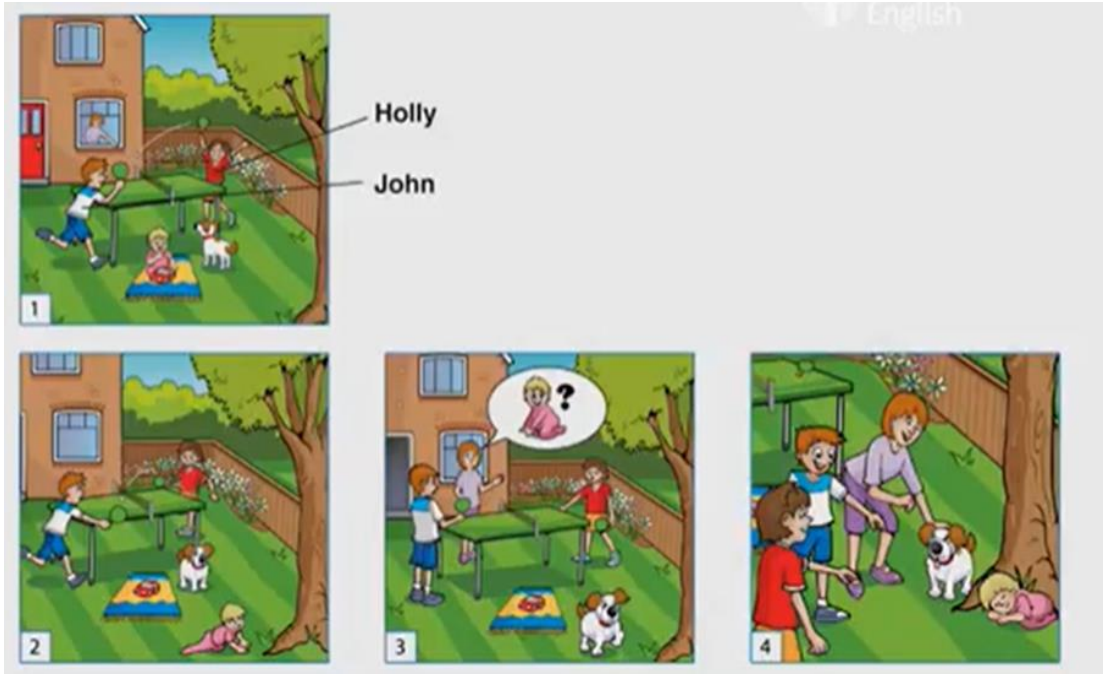Personal questions on topics such as school, weekends, friends and hobbies.

*-Who do you play with at school?*

*-What games do you play at school?*

*-What do you have for lunch?*

**Appendix 5- Post-test**

**POST- TEST**

**Unidad Educativa "Juan Bautista Vásquez"**

**SPEAKING PART 1 – Find the Differences**



**SPEAKING PART 2 – Picture Story**

_____

**SPEAKING PART 3- Picture Sets (Which Is Different?)**

**SPEAKING PART 4 – Understanding and Responding to Personal Questions**

| |
|---|
| **Personal questions on topics such as school, weekends, friends and hobbies.** |
| -*What is your favorite sport?*<br><br>-*Who is your best friend?*<br><br>-*What do you do on weekends?* |

**Appendix 6- Rubric**

**RUBRIC: PRE/POST TEST**
**Unidad Educativa "Juan Bautista Vasquez"**

| No. | Criteria | Score | Explanation | |
|-----|----------|-------|-------------|---|
| 1 | Grammar | 5 | - Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.<br>- Can join ideas with some simple linkers (e.g., and, but, then, when). | |
| | | 4 | - Some features of 3.0 and some features of 5.0 in approximately equal measure. | |
| | | 3 | - Produces some simple structures but makes some basic mistakes which may obscure meaning.<br>- Can join ideas with a few simple linkers (e.g., and). | |
| | | 2 | - Some features of 3.0 and some features of 1.0 in approximately equal measure. | |
| | | 1 | - Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.<br>- Can join words with simple linkers (e.g., and). | |
| | | 0 | - Performance does not satisfy the Band 1 descriptor. | |
| 2 | Vocabulary | 5 | - Uses the vocabulary required to deal with all test tasks. | |
| | | 4 | - Some features of 3.0 and some features of 5.0 in approximately equal measure. | |
| | | 3 | - Uses the vocabulary required to deal with most test tasks. | |
| | | 2 | - Some features of 3.0 and some features of 1.0 in approximately equal measure. | |

_____

| | | | | |
|---|---|---|---|---|
| | | 1 | - Uses the vocabulary required to attempt some test tasks. | |
| | | 0 | - Performance does not satisfy the Band 1 descriptor. | |
| 3 | Pronunciation | 5 | - Is mostly intelligible.<br>- Has limited control of word stress and intonation. | |
| | | 4 | - Some features of 3.0 and some features of 5.0 in approximately equal measure. | |
| | | 3 | - Is mostly intelligible, although some sounds may be unclear.<br>- Has limited control of word stress. | |
| | | 2 | - Some features of 3.0 and some features of 1.0 in approximately equal measure. | |
| | | 1 | - Sometimes it may be difficult to understand. | |
| | | 0 | - If the candidate produces some language, but insufficient language to make a confident judgment about pronunciation (e.g., just a couple of words), the maximum score that can be awarded is 3, regardless of the quality of pronunciation. | |

***Adapted from:*** *Cambridge A1 Movers speaking test*

## Appendix 7- Validation of the Instruments

**COMMENTS AND SUGGESTIONS SECTION**

1. **Do you consider that the proposed items correspond to categories, units of analysis or variables of the study?**

   Yes <u>X</u>          NO_____

2. **What items would you add or erase?**

   I consider that all the items are appropriate for the children's age and level, these items will provide clear insights about students' oral accuracy.

   _____
   _____
   _____
   _____

3. **What other suggestions would you make to improve this instrument?**

   I consider it is a good instrument.

   _____
   _____
   _____
   _____

   Evaluator's Names: Paola Cristina Serrano Crausaz

   ID: 0102607223

   Academic Degree: Mst. in Applied Linguistics

   Signature: _____

---

**COMMENTS AND SUGGESTIONS SECTION**

1. **Do you consider that the proposed items correspond to categories, units of analysis or variables of the study?**

    Yes___          NO X

a) Oral Accuracy focuses on more than just 3 elements (Grammar-Vocabulary-Pronunciation). Fluency is another criteria item.
b) Where did you take the Pre and Post Test from? Is it an adaptation?
c) Where did you take the rubric for the Pre and Post Test? Is it an adaptation? You need to apply standardized tests and rubrics.

2. **What items would you add or erase?**

a) What is the level that students have in the CEFR? It is important because you are asking students to use the pictures to create a story. What is the tense they should use? What grammatical structures do you expect?
b) In "Pronunciation" you should include an item that requires the children to "Read a short paragraph aloud". It directly assesses pronunciation, stress, and intonation.

3. **What other suggestions would you make to improve this instrument?**

a) Each part of the test should be reviewed for clarity, cultural appropriateness, and engagement. The rubric should differentiate performance levels, and feedback should be incorporated to refine the instrument.
b) The pictures of the Post Test should have better quality.

Evaluator's Names: Verónica Montes De Oca Sánchez.

ID: 1803385325

Academic Degree: Magister

Signature: _____

_____

Trabajo de Integración Curricular                     Evelyn Johana Angulo Andrade
                                                                          Ana Mishell Espinoza Palaguachi

**Appendix 8- Link of the Lesson Plans**

https://docs.google.com/document/d/1UlY5_FGnPR7OBR8dBXs8FJZBVV7Rlq3H/edit?usp=sharing&ouid=118430466613711067317&rtpof=true&sd=true

**Appendix 9- Excel File with the grades of the pre- and post-test.**

https://unaeedu-my.sharepoint.com/:x:/g/personal/amespinoza4_unae_edu_ec/EbNatMqLUg1LpB-zPUajeKIBYfngRgBx1T2aCxNynB4wBQ?e=1tGviS

**Appendix 10- Evidence of the experimental group**

**Appendix 11- Evidence of the control group**

**DECLARATORIA DE PROPIEDAD INTELECTUAL Y CESIÓN DE DERECHOS DE PUBLICACIÓN PARA EL TRABAJO DE INTEGRACIÓN CURRICULAR DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

Yo, *Evelyn Jhoana Angulo Andrade,* portador de la cedula de ciudadanía nro. *0302693403*, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Itinerario Académico en: Pedagogía de la Matemática en el marco establecido en el artículo 13, literal b) del Reglamentode Titulación de las Carreras de Grado de la Universidad Nacional de Educación, declaro:

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Ratifico con mi suscripción la presente declaración, en todo su contenido.

Azogues, 19 de agosto de 2024

_____
Evelyn Jhoana Angulo Andrade
C.I.: *0302693403*

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**DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES - DIRECCIÓN DE BIBLIOTECA**

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Azogues, 19 de agosto de 2024

_____
Ana Mishell Espinoza Palaguachi
C.I.: *0350119723*

## CERTIFICACIÓN DEL TUTOR Y COTUTOR PARA
## TRABAJO DE INTEGRACIÓN CURRICULAR
### DIRECCIONES DE CARRERAS DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Julio Vicente Chumbay Guncay, tutor del Trabajo de Integración Curricular denominado "Developing English oral accuracy through the implementation of a Multimedia Language Project" perteneciente a las estudiantes: Evelyn Jhoana Angulo Andrade con C.I., 0302693403 y Ana Mishell Espinoza Palaguachi con C.I, 0350119723, doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informamos que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 4 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad Nacional de Educación.

Azogues, 19 de agosto de 2024

Firmado electrónicamente por:
JULIO VICENTE
CHUMBAY GUNCAY

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