Original Research Article

A Multimedia To Learn English Based On Internet Tutorials

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The objective of this paper is to propose a Multimedia approach for the students in the Sports Degree at the University Pinar del Rio, Cuba learning English, based on Internet tutorials. This work is carried out to solve the scarcities of didactical materials that students have in this University concerning English teaching as a foreign language. The author felt motivated to create this resource after applying a diagnosis by means of a documentary review, a survey and an interview. These instruments revealed the importance of Information Technology for the language teaching in present times despite the poor existence of updated teaching materials in the Cuban Universities. Besides, these methods unveiled the deficiencies on the knowledge and skills of English Language seen from the perspective of digital learning resources. This work is developed using 28 students who will become sport professionals at the Local Sports Faculty. It also included 5 English teachers in the University, mainly those who have been involved in English teaching around sports matters. The tutorials on the internet are exhaustively selected and arranged from the simplest to the most complex items of grammar and communicative situations. The multimedia is made on Mediator.9 and edited in video and image professional programs. So far, it has greatly enhanced the learning experience of the students learning English language and has also been useful to the teachers as a valuable tool in this online teaching period during the COVID 19 pandemic.

Keywords: Multimedia, Sport professionals, English learning, tutorials, English skills, Academic purposes.

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INTRODUCTION

A brief reference to the Evolution of IT (Information Technology) applied to English Teaching
English language is not absolutely a distinctive possession of native English-speaking people, not anymore. Most of the world paths through commercial, financial and social trends are all communicated through English language. Sport as a social manifestation is practiced and shared worldwide by using English as a mediation language. However, despite this proven and undeniable importance not all the officers, athletes and trainers have an adequate level of English competence to undergo their position nationwide or overseas. This issue has been a permanent worry for theorists and English teachers; they have tried to find feasible and adjusted ways to teach English to this specific professional in a more pertinent and rapid way as possible. Some first attempts were directed to seize the benefits of internet service.

One of these works was Warschauer and Alexandria, (1995). In this paper, the authors proposed the use of electronic mail (e-mail), and provided three reasons for using e-mail in the English classroom:

(a) It was an excellent opportunity for real and natural communication
(b) It empowered independent learning
(c) It enriched the experiences of teachers

The theoretical contribution of this author was a starting point for many IT followers in the matter of English Language Teaching (ELT). However, seen from a personal point of view, there was a highlighted limitation in this initiative and it was in the exclusion of the listening and speaking skills. Some other academics have dedicated their works to the analysis of how the web (internet) can be highly used for teaching graduate level programs. In this paper the author employed for his purposes four native speakers of English and one native speaker of Japanese. As evidence he recommended some transcripts of interactive classes which were taken from chat line which were included in the University Web. The session took about 15 hours of communication exchange. This test lasted for an eight weeks period, during that time students were asked to reflect on the topics and develop the self-evaluation of the program twice as the course was running. The course was distributed into eight units, where every unit student was asked to complete in a week term.

Among the elements taken into consideration were: a study guide, texts and additional tasks, weekly assignments, interactive class and a Student Conference Center which conducted asynchronous communication between students. These authors achieved a great deal despite in that historical context, there was not so much development of virtual and on-line education. The idea was essentially to facilitate the educational environment on behalf of self-learning and the use of technology for personal and professional growth. This trend which marked of interest in using internet for education was so relevant that Richards and Renandya (2002) included a section dedicated to technologies in the classroom in their book. In this resource, the authors referred to the video in the ELT classroom, the role of the teacher in this modality, some guidelines for the teachers to use the Internet for English Teaching and some reflections about what the World Wide Web can offer to teachers who speak English as a Second language (ESL) i.e. ESL Teachers. In the book, the value of video as a technique for the process of teaching was highly considered hence the authors suggested appropriate ways to work in this field:

"Video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. This can be baffling for many students. The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post viewing activities"(Richards and Renandya, 2002).

Right from that time there has been an increasing tendency to consider the potential of videos for English teaching. However, there was no deep orientation towards the process of self-learning with the use of this tool as the current times demanded from the teacher and the educational system. In a more general scope, this material guides the teacher to make a productive use of Information Technology (IT) by adding some tips to connect these resources with the English lessons. In this document any specialist could find even some ELT webs and assessment templates which are already found on the internet, mostly for free and may involve several organization and institutions.

Shyamlee and Phil (2012) in their study confirmed that e-learning was and will be wholly necessary and effective. Notwithstanding, not all the teachers and education professionals' will be ready to accept it and take advantage of the quality it offers for influencing knowledge exchange:

"When E-learning is adopted in the classroom, the relation between students and teachers will be greatly changed. Many teachers will not accept it in the very near future. But those who have foresight and scientific spirit will realize the important value of e-learning in English teaching "(Shyamlee and Phil, 2012).

Ahmadi (2018) noted the decisive role of media integration in the success of English teaching. He considered the effect of distance and the use of the internet as a paramount facilitator for on-line learning:

"In the modern era of English language teaching, media technology such as video, pictures, animation and interactive games, CDs or DVDs, the use of internet, chat rooms and video conferencing and Apple's IPod have narrowed distance and turned the whole world into a global community" (Ahmadi, 2018).

In a survey conducted during a pre- and post-test exercise, it was revealed that learning English was more effective when students use different technology and equipment. As this initiative was held, students and teachers

preferred the use of technological resources to traditional lessons. To a large extent learning based on media conducted self-learning and a very active participation from the side of students who developed the needed skills in a very exciting manner.

The combination of online teaching with face to face lessons to this point has not yet been considered. However, this combination has also become a very useful methodology to teach English nowadays. This combination is called *Blended/Hybrid learning* and can be easily explained based on the works of Maulan and Raihan (2012). In this work, any interested reader in the topic could find it as conclusions that: the students' criteria about blended learning were positive. There were other alarming results among them: that the aspect of frequency of online interaction was low in students, and that the engagement in this interaction shows signs of high commitment. And that eventually the students' performance through blended learning has no significant difference from that of face-to-face learning.

Here, there has been a mention and notification of some details about internet, email, devices, but only just few words about the integration of all these services for educational purposes. In Shyamlee and Phil (2012) it is clearly seen that all of this is joint through a multimedia process. Through this contribution, the authors settled for an analysis on the necessity of proposing a Multimedia approach and they are listed below:

1. To cultivate students' interest in study
2. To promote students' communication capacity
3. To widen students' knowledge to embrace an insightful understanding of the western culture
4. To improve the effects of teaching
5. To improve interaction between teachers and students
6. To create a context for language teaching
7. To provide flexibility to course content

In considering their view point, we believe, the authors could have added to this list of needs that students would like to have some resources or documentary formats available without any dependence on internet download. Psychologically, there are different learning styles and strategies, that's why audiovisuals are very welcome and relevantly useful for language lessons, ELT. Multimedia is built to meet this goal as well.

These criteria are supported by the current authors, based on the consults of many books and scientific articles which have confirmed the superiority of the academic results during an English lesson sustained in video Mediated Learning.

The teaching of English for sports professionals
In the field of physical activity and sports, the use of IT only

supports a feasible acquisition of learning in a high spectrum, adjusted as in any other topic in schools according to the purpose of Academic English Training (DiCerbo et al., 2014). In this case, the undergraduate student needs to establish a communication in English language starting from the most basic communicative functions towards a more specific discourse on his/her professional environment. For that purpose, teachers would need a graded planning session, fitting the objectives of the curricula, teaching levels and features of the syllabus they will assume and carry out. The most differing point in this sporting area is lying on the routines, happening and future projections.

As the phenomenon of globalization of trades, public services, communication, use of technology, arts and other fields, Sports is also viewed in the University to be a future profession with the sufficient competence to communicate in English language. In outstanding studies such as the one conducted by Li and Meng (2016) it is verified that there is a close compromise established between a Chinese sport industry and the formation service offered by a local university. Without any attempt of imitating any model from China, it is very wise to analyze how in this paper as it reflects the formal platform between the sport industry and a Chinese University. These aspects considered included the following:

1. To establish cooperative relations between Physical Education College of Wuhan Business University and sports-related enterprises.
2. College actively strengthens the training related to the construction of hardware facilities.
3. School-enterprise Cooperation can improve the School's Researching Status School in the professional field
4. Focus on practice and improve the academic level of students.

It is widely obvious that any of these aspects of IT plays a very active role. Maybe it was not the purpose of the authors to leave this point so implicit along the items to be considered. However, in terms of suggestions it would be very strategic to add somehow the explicit of IT usage for the development of self- learning in English language as a Communication mediator. We think that, this idea would fit perfectly to the assets they show as: improving the students' comprehensive ability of theory and practice.

In the course of developing the literature review and search for studies in the application of IT in ELT in sports and physical activity, the current authors discovered that there is a great limitation in this knowledge field, only some researches linking English teaching to sports in a general scope were found, at the same time, not always effectively mentioning IT or any other aspects directly associated with the said topic. However, the current authors considered some of these references which should be included in this

research for its consults, among them are Nunan, 1999; Cai. 2012; Yousefi, 2014; Gilakjani, 2017; Inderawati, 2017; Lekawael, 2017 and Ahmadi, 2018.

In spite of counting in these scanty theoretical backgrounds of ELT applied to Sports through IT, innovations on the field of IT applied to ELT never stopped. All the way around, experts on the matter improved and took advantages of the advances of Science and technology on behalf of a most mediating communication. Many works in this issue became reference points for Academic English and surely, researchers on the field of linguistics and sports must look at them with eyes of transference (Guerra Hernández, 2006; Hong-ying, 2007; Poynter, 2009; Christopher et al., 2012; Botela and Moreno, 2017; Yu et al., 2021).

After analyzing this specific limitation for a better methodological work at the service of English teachers in the area of sports and physical activity the author of this paper settles the following objective:

1. Proposing a Multimedia for the students majoring Physical Culture to learn English, based on Internet tutorials.

MATERIALS AND METHOD

For the application of the methods were taken into consideration 2 faculty groups from the Day Regular Course (DRC), second year; who are studying Physical Culture, University Pinar del Río, Cuba. The two groups were composed of 14 students each, 28 total. The average age was 20 years old. Most of them graduated as bachelors from the Pre university schools in the territory. School year: 2019-2020. The study selection was at random, 14 students from the two groups for a 50% percent sample. There was also a selection of 5 English teachers in the University who were chosen for the interview.

The empiric methods applied were the Scientific Observation, the survey and the interview. A pre- test and post- test was also employed by using the dimensions and indicators appearing in subsequent paragraphs.

Scientific Observation: The researchers observed five English lessons in two moments a) pre-test and 2) post-test. It was elaborated an observation guide with the objective of controlling through indicators the externally perceptible indicators related to learning English through the use of IT.

Survey: The researchers applied a survey to the students involved in the study. The template of the survey includes the dimensions and the indicators measuring the use of IT in ELT. The goal was to evaluate the indicators associated to elements of their knowledge and criteria concerning IT supporting ELT.

Interview: It was applied to 5 English teachers in the University with at least 5 years expertise and being associated relatively with the teaching of English in the field of sports. The goal is to know the situation of IT for English teaching in the faculty of sports, before and after the application of the didactic proposal.

Dimensions and Indicators: For the design of the dimension related to the use of IT in English lessons was considered by 2 dimensions based on Shyamlee´s proposal [7], because from the consulted scientific literature it was the most connected with the scientific necessities of the researcher. The dimensions were classified into two profiles: The teachers' profile (TP) and The Students' profile (SP). The indicators came from the already mentioned dimensions and are arranged with the following acronyms

1) [SIEL]: Student´s interest for English language. (SP)
2) [SCE]: Student´s communication in English (SP)
3) [SKUWC]: Student´s knowledge and understanding about Western Culture (SP)
4) [ITE]: Improvement of teaching effect (TP)
5) [ITS]: Interaction teacher-student (SP). Though both profiles compose this indicator and here the final goal for teaching is obviously Students profile.
6) [CCLT]: Creation of context for language teaching (TP)
7) [PFCC]: Provision of flexibility to course content. (TP)

Distribution of Dimensions per methods: Through the observation dimension 1, 2, 4 and 5 were monitored. Through the survey dimension 1, 2, 3 and 5 were monitored. By means of the interview the researchers could monitor dimensions 1, 2, 3, 4, 5, 6 and 7.

Evaluation Scale for the indicators: It was given a rank according to the answer sufficiency or the level of effectiveness perceived in every monitored indicator, that is to say:

1. When the level is optimum, successful
2. When the level is regular acceptable with some limitations
3. When the level is inadequate, below the acceptable standards

RESULTS AND DISCUSSIONS

During the pre-test, it was necessary to explain to the students the objectives of the diagnosis and the usefulness of their collaboration. The methods were applied in traditional English lessons with no use of IT, just with the support of books, the blackboard and the voice of the teachers.

During the post-test, the multimedia was introduced as a teaching aid, supporting the presentation of the contents.

Table 1. Pre-test. Scientific Observation applied to the teaching-learning process.

Indicators	Students													
#	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SIEL	1	2	3	2	2	2	2	2	3	2	2	2	2	3
SCE	3	3	3	3	3	3	3	3	3	3	3	3	3	3
ITE	3	3	3	3	3	3	3	3	3	3	3	3	3	3
ITS	2	2	3	2	3	2	2	3	2	2	3	2	3	2

Table 2. Post-test. Scientific Observation applied to the teaching-learning process.

Indicators	Students													
#	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SIEL	1	1	1	2	1	2	1	2	1	2	1	2	1	1
SCE	2	1	1	1	2	1	2	1	2	1	1	2	1	2
ITE	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ITS	2	1	2	1	2	1	2	2	1	1	1	1	1	1

Table 3. Pre-test. Survey applied to students.

Indicators	Students													
#	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SIEL	3	2	2	2	3	2	3	2	3	2	2	2	3	2
SCE	2	2	3	2	2	3	2	3	2	2	3	2	3	2
SKUWC	3	3	3	3	3	3	3	3	3	3	3	3	3	3
ITS	2	3	2	3	2	2	2	2	3	2	3	2	3	2

The results of every method will be unveiled accordingly and only outstanding data will be discussed.

It is noticeable that in Table 1, the lowest outcomes pointed out to indicator 2 [SCE]: Student´s communication in English (SP) and indicator 4) [ITE]: Improvement of teaching effect (TP). So it can be cleared seen that in the traditional lessons students participate in grammar exercises but they hardly ever communicated with each other neither with the teachers, this issue obviously affects the rest of the indicators monitored. The vague use of teaching aids in the lesson not only reduces student's motivation in class but also affects the improvement of teaching effect, the teacher tends to lose self-esteem and control of the teaching environment.

After the introduction of the multimedia for ELT through internet tutorials (Table 2), there are some points that must be highlighted. First, there is not lower evaluation in students (no 3). Though all the evaluation needs some time of work to be optimum, every student had interest for the taught content, they communicate and there is interaction between students and teachers. As a consequence, the teachers are able to recover their self-esteem and the control of the teaching environment.

As it can be widely noticed in Table 3, the worst results are revealed in indicator 3) [SKUWC]: Student´s knowledge and understanding about Western Culture (SP). It is evident that students would need more than the teacher´s voice and the images from the book for them to receive in a natural way the pronunciation, the accent, and the cultural environment where English speaking people communicate with each other. Through this survey, it can be confirmed that what the researcher determined in the observation was not subjective at all. Students declare in the survey that they have lost interest in the subject and the possibilities for communicating in English language are very limited and scanty.

Table 4. The Post-test. Survey applied to students.

Indicators	Students													
#	1	2	3	4	5	6	7	8	9	10	11	12	13	14
SIEL	2	1	1	1	2	1	2	1	2	1	1	1	2	1
SCE	1	1	2	1	1	2	1	2	1	1	2	1	2	1
SKUWC	2	2	2	2	2	2	2	2	2	2	2	1	2	1
ITS	1	2	1	2	1	1	1	1	2	1	2	1	2	1

In comparing Table 3 with Table 4, it can be notice that the qualifications improved, although the optimum level for everyone would need a more systematic work on the multimedia. It is undeniable that the presence of the Multimedia in the English lesson has solved out many insufficiencies perceived in the traditional lesson. There is no low evaluation.

Interview: Regarding the application of this method in which teachers of English collaborated in a gentle manner due to the importance of this kind of studies. Hopefully the teachers understood that this sort of research would facilitate new methodologies and instruments to work on the communicative competence during on-line education caused dramatically by the spread of the Corona Virus pandemic.

The results are tabulated according to the indicators assigned to be monitored by this method and are given in Table 5.

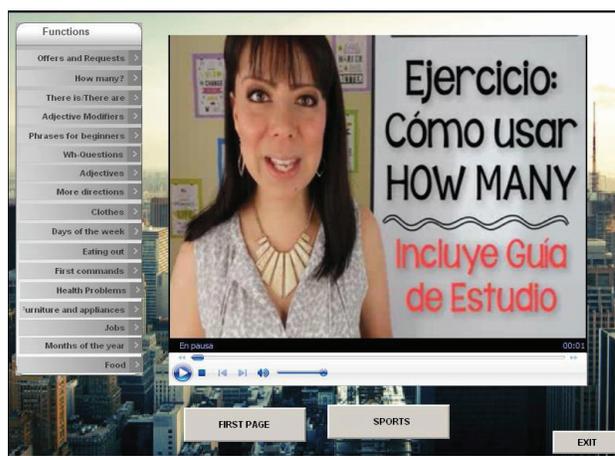**Figure 1.** A view of the Multimedia EVS.

A brief reference about the Multimedia English Video Supporter (EVS)

This multimedia is designed by using the program Mediator. 9 with the assistance of editors like Photoshop (image) Sony Vegas. 9 (video), easy to transport through USD flash memory, with 5.19 GB space. It has a fast access to tutorials of English teaching, downloaded through internet and wisely selected and arranged according to the topics.

This resource, (Figure 1) can be used in ELT for the introduction of new material or to drill any other content presented by the teacher. It is very useful for the homework assignments, project works or self-learning tasks.

In countries where internet service is very slow and costly it can help students to facilitate English literature for free and well organized. The lessons are taught by high certified teachers of English around the world; there prevails detailed explanations by using the mother language as a guide (Spanish) that goes on to gradually developing self-confidence and autonomy until reaching more complex understanding levels (English).

Although the most tutorial videos come to respond to

basic needs of communication, the topics then move towards the main activity of the professional target, the promoter of Sports and Physical activity (Figure 2). In this way the multimedia fits the objectives of ELT focused to ESL (English as a Second Language) and as it goes deep into the units and communicative functions it becomes an effective tool for working with Academic English (AE) and as it responds to the main activity of the sport promoter it turns to be a very motivating resource to develop English for Professional Proposes (EPP).

CONCLUSION

Through this research paper the authors have made a documentary review about the Evolution of IT applied to English Teaching, showing the most important backgrounds that serve as a base for the elaboration and putting into practice of the multimedia for ELT through tutorials. It has also made evidence of some useful consults related to ELT focused on sports and physical activity.

During the application of this study, the insufficiencies regarding knowledge, skills and attitudes concerning ELT in

Table 5. Results of the Interview applied to teachers of English (pre-test and post-test).

Indicators	Valuation of these indicators by the teachers
1. SIEL	-80% of teachers expressed that in the pre-test students lacked interest for EL
	-100% of teachers expressed that in the post-test students increased interest for EL
2. SCE	-75% of teachers expressed that in the pre-test students didn´t communicate well in EL.
	-95% of teachers expressed that in the post-test students communicated well in EL.
3. SKUWC	-97 % of teachers expressed that in the pre-test students didn´t have a clear knowledge and understanding about Western Culture
	-98% of teachers expressed that in the post-test students presented a clear knowledge and understanding about Western Culture
4. ITE	- In the pre-test 97 % of teachers figured out they developed Improvement of teaching effect
	-In the post test 98% of teachers believed (were sure) they developed Improvement of teaching effect
5. ITS	-97 % of teachers expressed that in the pre-test students didn´t interact in English with the teacher
	-98% of teachers expressed that in the post-test students interact in English with the teacher
6. CCLT	-In the pre-test 97 % of teachers figured out they developed creation of context for language teaching
	-In the post test 98% of teachers believed (were sure) they developed creation of context for language teaching
7. PFCC	-In the pre-test 93 % of teachers figured out they developed Provision of flexibility to course content
	- In the post test 98% of teachers believed (were sure) they developed Provision of flexibility to course content
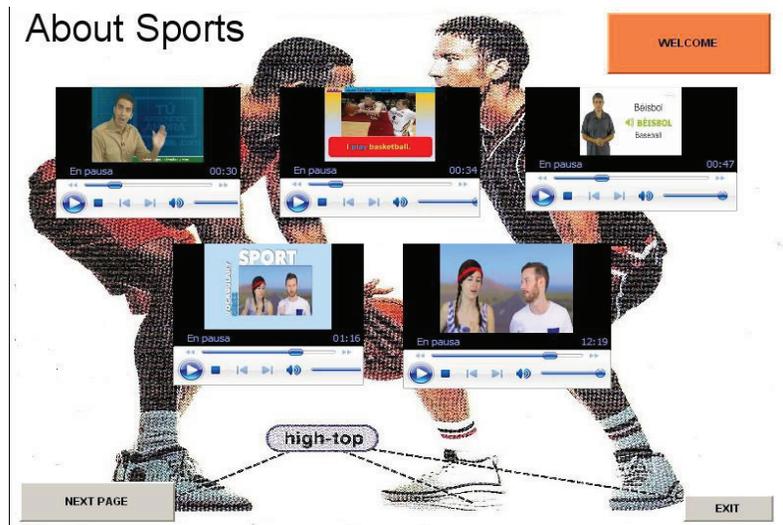
Figure 2. A section about sports in the EVS Multimedia.

traditional English lessons for undergraduate students in a Sports faculty was also revealed.

After presenting a Multimedia called EVS, the indicators already selected and taken from classics in this field, it was proven the superiority of the academic results and the impact of the multimedia for the teacher methodological work. This multimedia gathers qualities that fit to the online education nowadays and develops autonomy, self-confidence, motivation and interest for English language in students under study. We hope that this resource spreads to the rest of the

faculties of the Local University since it is a valuable tool to counteract the difficult moment experienced by humanity during COVID-19 virus.

Conflict of Interests
The author(s) declare no conflict of interest.

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