

UNIVERSIDAD TÉCNICA DE AMBATO



DIRECCIÓN DE POSGRADO

MAESTRÍA EN ENSEÑANZA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA

**TEMA: “DUOLINGO LANGUAGE-LEARNING PLATFORM AND THE ENGLISH
VOCABULARY ACQUISITION IN STUDENTS OF THIRD YEAR OF
BACHILLERATO AT UNIDAD EDUCATIVA PRIMERO DE ABRIL”**

**Trabajo de Investigación, previo a la obtención del Grado Académico de
Magister en la Enseñanza del Idioma Inglés como Lengua Extranjera.**

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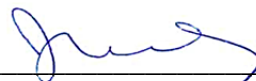
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2018

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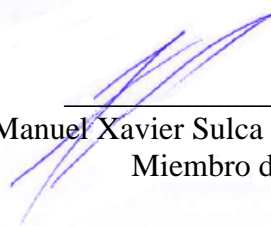
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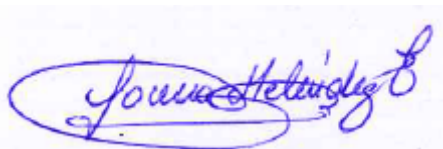
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I would like to express my sincere gratitude to all those who provided me the possibility to complete this research work.

Xavier

DEDICATORIA

*To my family: Patricia, Ramiro
and Josseline, without whom none
of my success would be possible.*

Xavier

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FECHA: 26 de Octubre de 2018

RESUMEN EJECUTIVO

La presente investigación se realizó con el objetivo de analizar como la plataforma de aprendizaje de idiomas Duolingo mejora la adquisición de vocabulario de inglés en los estudiantes de la Unidad Educativa Primero de Abril de la ciudad de Latacunga en la provincia de Cotopaxi. Para el desarrollo del estudio se utilizó una metodología descriptiva, correlacional y como técnica de recounit de datos un pre test y post test de conocimientos que fue aplicado a 120 estudiantes de tercer año de bachillerato. Los resultados demostraron que la mayoría de estudiantes tenían conocimientos básicos sobre las competencias lingüísticas. Por tal razón se propuso el uso de la plataforma de aprendizaje Duolingo dentro del plan de clases para mejorar el nivel de vocabulario que los estudiantes de tercer año de bachillerato requieren para el cumplimiento de la planificación curricular. Finalmente se aplicó un post test de conocimientos que demostró que los estudiantes pasaron de un nivel básico a intermedio con lo que se establece la efectividad del uso de la plataforma de aprendizaje Duolingo en la adquisición de competencias lingüísticas en especial del vocabulario.

DESCRIPTORES: aprendizaje, idioma inglés, plataforma de aprendizaje, Duolingo, vocabulario, competencias lingüísticas, destrezas, TIC, CALL, MALL.

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AUTHOR: Licenciado Carlos Xavier Borja Herrera

DIRECTED BY: Licenciada Lorena Monserrath Meléndez Escobar Magíster

DATE: October 26th, 2018

ABSTRACT

The objective of this research was to analyze how the Duolingo language-learning platform enhanced the English vocabulary acquisition of students at Unidad Educativa Primero de Abril in Latacunga in the province of Cotopaxi. To develop the study, the researcher used a descriptive and correlation-based methodology. Additionally, students needed to take the Duolingo knowledge pre-test and post-test to do a comparison between findings. The pre-test results showed that the majority of students had little knowledge about linguistic competences. For this reason, the researcher proposed the use of the Duolingo language-learning platform within the class planning in order to enhance the vocabulary level and help students to develop the English skills required to reach the goals of curriculum planning. The post-test results show that students reached intermediate levels of English after using the application. Therefore, the results are evidence of the effectiveness of using the Duolingo language-learning platform in linguistic competences acquisition, especially regarding vocabulary.

Keywords: learning, English, learning platform, Duolingo, vocabulary, linguistic competences, skills, information and communication technology, CALL, MALL.

INTRODUCTION

The vocabulary skill is often a critical aspect of foreign language learners. It is one of the linguistic components that influences in the communicative competence development and in the linguistic skills when contributing with the comprehension of written and spoken texts. Under this context, it is necessary that professors develop curricular planning supported in technological sources in order to favor the vocabulary acquisition and consolidation in students because a limited vocabulary prevents the mastery of a language.

According to this, the current research used Duolingo language-learning platform as a pedagogic source to increase students' vocabulary because it permits the acquisition of new knowledge, optimal feedback, easy-to-use environments and motivation in order to achieve learning objectives.

To analyze how the Duolingo language-learning platform influences in the vocabulary acquisition of students at Unidad Educativa Primero de Abril, the research project was structured as follows:

CHAPTER I: This section talks about the research problem in the world, Latin America and Ecuador, establishing the problem tree, research questions, research objective delimitation, justification and objectives to achieve.

CHAPTER II: this section has the main foundations that support the study, the conceptual of independent and dependent variables and the hypothesis approach.

CHAPTER III: this chapter contains the methodology used regarding approach, modality and type; it also details the population, operationalization of variables, and the plan for collecting and processing the information.

CHAPTER IV: it exposes the data detached from the field study, where the data is presented in tables and graphs with their respective analysis and interpretation.

CHAPTER V: it covers the main conclusions and recommendations according to the investigation objectives.

CHAPTER VI: the proposal for a problem solution is presented, detailing the use of Duolingo language-learning platform and the classes planning to favor the vocabulary acquisition in the third-years of bachillerato students.

CHAPTER I

THE PROBLEM

1.1 THEME

“Duolingo language-learning platform and the English vocabulary acquisition in students of third year of bachillerato at Unidad Educativa Pimero de Abril”

1.2 PROBLEM SETTING

1.2.1 Contextualization of the problem

The English language has been used by millions of people around the world. There are many reasons for its popularity, but the most principal is because it is considered as the global language. Crystal (2003, p. 30) assumes that “The language has penetrated deeply into the international domains of political life, business, safety, communication, entertainment, the media and education.” In other words, English is a language used in the international context to communicate people’s needs, ideas and opinions, acting as a bridge to join towns through their social and cultural aspects as well as their history. For this reason, English has become the first language learned by students in elementary school, in high school, and oftentimes in the university. Northrup (2013) explains that people had “many advantages of sending their children to schools that taught English” (p. 24). The opportunities increase if students are bilingual because of requirements of all kind of jobs in the present. Consequently, the function and expansion of English through education have been significant around the world, playing an important role in the internalization of the language.

In fact, Asante et al. (2014) state that “The U.S. nation-state’s orientation toward its populations of Latin American origin has long been colored by its foreign policy toward Latin America.” (p. 314). They focus the attention on the influence of a language in the culture and how the government policies in Latin America have been interfering in the root of a native or imposed language as has happened in all countries of the region. The result was (and is) the permanence of the English language through the years in many aspects of societal development, but most importantly the presence of English vocabulary in the Latin America sphere and of course in its peoples. Unfortunately, some findings positioned to Ecuador as one of the worst in Latin America in EF Education’s “EF English Proficiency Index 2017” report. These findings placed Ecuador in 55th with an average of 4,942 points among 80 countries and behind other countries of South America like Colombia, Perú and Brazil (p. 26). This analysis shows the reality of teaching English in Ecuador, which has a low level in contrast with last year’s averages, which were even lower. As a result, the government created a new curriculum and invested more money in seeking to prepare them for future academic and career opportunities.

The Ministry of Education of Ecuador establishes in its study plan for bachillerato general unificado three hours per week for the third year of bachillerato. According to them, these short periods of classes are enough to develop the teaching and learning process of English. Nevertheless, the time is very short when there are classrooms of forty students. The time to practice the skills and acquire the linguistic competences is not that plentiful for the teacher or for students. The English books have six units and each unit has four lessons; however, only one lesson in each unit invites students to practice the vocabulary. In this context, one important characteristic about education is the spoken and written English vocabulary. Northrup states “Expanding English vocabulary encouraged the publication of new dictionaries that explained “hard words” (2013, p. 35). New words have been included in the dictionaries throughout time and many of them do not appear in traditional texts. The reason is clear: the raise of

globalization carried new technical and sophisticated words that in the 60's or 70's didn't exist.

Unidad Educativa Primero de Abril is a secondary school in Latacunga, located in the urban area, and is considered to be prestigious in the city. Although the situation is not different from the whole country: students have low grades and the use of English for communicating is poor. Actually, in another analysis of English as a foreign language area in the high school, the teachers discussed the problems with the low level of English because there is a great amount of students who fail English every year. Through interviews, where students felt free to express their opinions, teachers know that they do not have a wide repertoire of vocabulary because they consider that the strategies are repetitive and traditional, and the content only focuses on the text. Therefore, the skills are not developed, thus creating difficulties to use the language to communicate in real situations. Regardless, since globalization comes with technology, sometimes students do not come to school with their English books and homework because they are more interested in their cell phones.

Furthermore, lessons or activities are not prepared adequately and their motivation to learn English is low. Since they never forget their cell phones, this analysis shows that they are more interested in the technological devices and their applications and games than they are in learning English. This could be a great opportunity to take advantage of because they could practice their vocabulary, which allows them to improve their linguistic competence at home in addition to classes. Therefore, they can use a tool in their phones to develop the receptive and productive English skills, and practice values like justice, innovation, and solidarity.

1.2.2 Problem Tree

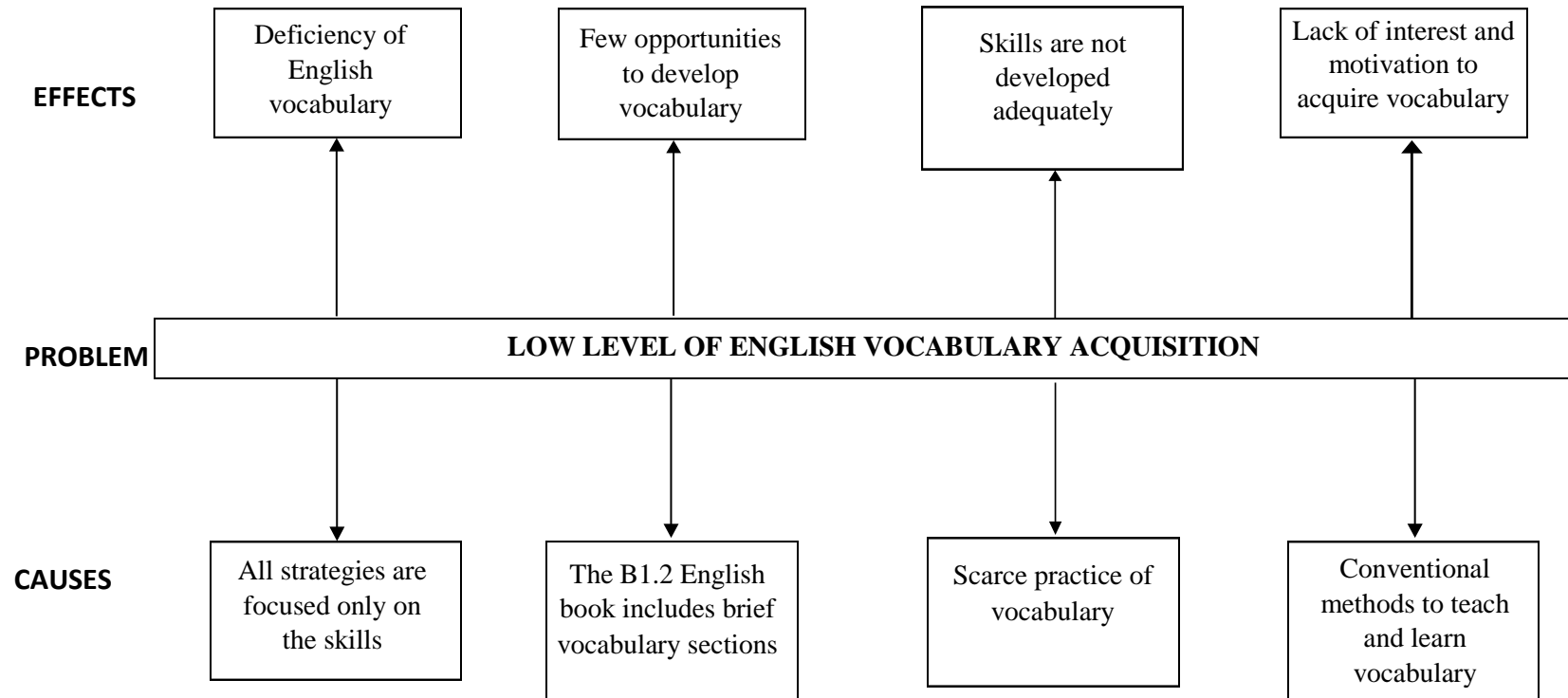


Figure 1 Problem Tree
Source: Contextualization of the problem
Author: Borja, X (2018)

1.2.2.1 Critical Analysis

Nowadays in Ecuador, a country which made many changes in the English curriculum, tends to reform many aspects to make students become more interested in learning and teachers more interested in teaching. One of the most recurrent problems is the low level of vocabulary that students acquire during their studies. There is one reason and it is simple: all strategies are focused only on the development of the skills. Long periods of time during planning and classes are dedicated to receptive and productive skills, provoking a deficiency of English vocabulary.

In fact, students fail to learn English as a foreign language, and thus are not able to use the English language in the classroom in an effective manner. The cause is that students do not have a big repertoire of vocabulary, and the B1.2 English book includes brief vocabulary sections. This makes it impossible to achieve a high level of vocabulary. Students have few opportunities to develop vocabulary and applied in real contexts. For this reason, to reach the goals in the learning of English proposed by the Ministry, it is a great opportunity to move along on the development of the skills without forgetting the acquisition of vocabulary as the base.

Students need to acquire the vocabulary as an important requirement to complete the successful learning of the contents planned at the beginning of the academic year because it is the structure to develop the skills. In this context, the vocabulary acquisition has to be an interesting activity in which students feel comfortable and the understandable input is easily acquired. However, students have scarce practice of English vocabulary and the English skills are not developed adequately. Teachers just have a quick view of new words but the activities used to enhance the vocabulary at the beginning of the class are not

enough to develop the listening, writing, reading and speaking skills that have to improve in every unit and lesson, as well as the grammar and pronunciation.

There are many problems with the acquisition of vocabulary because of the use of conventional methods to teach vocabulary in each study unit. If teachers continue using the same methods and outdated activities in the teaching and learning process, the outcome will be the same: students who are bored and unmotivated to learn new vocabulary. Students probably do not feel effectively motivated with the same methodologies and tools that were used before technology software related to education existed. In fact, the use of the applications allows student and teacher interactions to be more interesting, and avoid the lack of interest and motivation to acquire vocabulary.

1.2.3 Prognosis

If students do not acquire a meaningful vocabulary, they will not feel comfortable developing the listening, speaking, writing and reading skills. As a result, students cannot manage the English language and they will not be able to use the language to communicate in an effective way. However, the use of technology like educational software can help to reduce the stress of learning the new vocabulary by using conventional methods that affect the students' level of English. It is important to consider the potential benefits technological devices can offer regarding the teaching and learning process, especially regarding foreign languages. In this context, the Duolingo English language platform will enhance the vocabulary acquisition that they need to develop in the classrooms as well as in their houses. Therefore, the most important issue in the learning of a foreign language is how much students practice, and this language platform allows students to practice new words and the content learnt in previous lessons.

1.2.4 Setting of the Problem

What is the relationship between the use of the Duolingo Language-Learning platform and the vocabulary acquisition in students at Unidad Educativa Primero de Abril?

1.2.5 Research questions

- How much importance does the Duolingo Language-Learning platform have in enhancing the English vocabulary acquisition?
- What are the advantages of using the Duolingo Language-Learning platform to enhance the English vocabulary acquisition?
- What is the effectiveness of Duolingo in the enhancement of English vocabulary?

1.2.6 Research delimitation

Content Delimitation Field: Education

Area: EFL Teaching

Aspect: Duolingo Language-Learning platform and the vocabulary acquisition

Spatial Delimitation

Place: Unidad Educativa Primero de Abril - Latacunga

Time Delimitation

Academic year 2017 - 2018

1.3 JUSTIFICATION

This research project will be developed with the purpose of analyzing the effectiveness of Duolingo, a freemium English language-learning platform, that works online as well as in the app, on the enhancement of English vocabulary. It is **relevant** because English is required for most people in the world, and in this range of people, students are included. This freemium platform offers the opportunity to improve English knowledge without any cost, so students could raise their level of English vocabulary or even practice some lessons learnt during the school classes.

The research is **interesting** because Duolingo uses ICT, so it motivates students to dedicate more time to learn English instead of applying conventional tools. Nowadays, the globalization allows expanding any information around the world; people only need to have connection to the internet and register on the webpage or in their cell phone application to practice English any time. Since students like to use their mobile phones, this research seeks to take advantage of this habit to encourage them to practice English vocabulary.

It is **appropriate** to develop this research because by applying this resource, students will be able to enhance their English vocabulary. In addition, once they know more vocabulary they can improve the four main skills. This study is **original** because research has never been conducted about this topic at Unidad Educativa Primero de Abril.

This research **benefited** teachers and students of Unidad Educativa Primero de Abril to change the way of thinking and then they would employ new technological tools to teach and learn through the “gamification” of the knowledge. Actually, students will experience a new trend to learn English, using a system in their computer or cell phones that has a format of a game with the

final purpose of practicing English at any time or place.

Furthermore, this research has a high grade of **feasibility** due to the predisposition of the authorities to support this research. The English laboratory is available and most students have access to internet in their homes, as well as in the high school. Its **impact** is educational because this research project seeks to help students and teachers to facilitate the teaching - learning process by offering a solution for acquiring or remembering vocabulary in a fun way.

1.4 OBJECTIVES

1.4.1 General Objective

- To measure how the Duolingo language-learning platform enhances English vocabulary acquisition in students at Unidad Educativa Primero de Abril.

1.4.2 Specific Objectives

- To analyze the importance of the Duolingo language-learning platform in English vocabulary acquisition.
- To identify the advantages of using the Duolingo language-learning platform that will increase the English vocabulary acquisition.
- To determine the effectiveness of Duolingo in the enhancement of English vocabulary acquiring.

CHAPTER II

THEORICAL FRAMEWORK

2.1 RESEARCH BACKGROUND

Vesselinov and Grego (2012), in their final report about the effectiveness of Duolingo, suggest the use of this educational software to learn languages. The results were measured with the data from the initial and final language test, taking into consideration the amount of time dedicated to studying. The improvements were significantly positive; the language abilities were over 91.4 points due to the motivation of the participants. The participants who learned the most were the people inspired by the need of the language to travel instead of people that took the course for their personal interest. Another factor for the higher effectiveness was the levels of the language at the beginning of the study. People with low English levels at the beginning learned more than the people who had an intermediate or high level.

Bézy and Settles (2015) validated the Duolingo language test with other standardized, famous, and highly accepted tests around the world by many colleges and universities. The researchers found the Duolingo scores submitted during 2015 to have a strong correlation with the IELTSTM. Then, with these consistent results, the study was linked with the International IELTS (English Language Testing System) and TOEFL iBT (Test of English as a foreign language) exam tending to have similar characteristics and conditions to be evaluated, but having a much lower cost. In addition, the researchers found close similarities between the CEFR (Common European Framework Reference) and the Duolingo English Test.

Ye (2014), in her technical report, found that Duolingo English Test scores were linked with TOEFL total scores since comparable scores from the

two tests had similar percentile ranks. Duolingo English Test scores are on a scale of 0–100 and TOEFL scores are on a scale of 0–120. For international students to apply to study in US universities, the minimum cut-off score of TOEFL iBT is 80 and a more selective cut-off score is 100, corresponding to scores 50 and 72 respectively on the Duolingo English Test (p.2). In fact, the evidence is clear in how both exams have the same standards to qualify English language learners. This can be a great chance to open another opportunity to add one more option when people are required to provide evidence of their English levels for work or study opportunities.

According to recent studies, the benefits of Duolingo are not only for the same scale of the English standardized exams. It also has a great influence in the socio-linguistic context. Ishikawa et al (2016) infer that the “Duolingo English Test — in addition to being more accessible and affordable than other standard English assessments — offers predictive validity in relation to English communication needs in a real university context.” (p.4). Currently, the Duolingo application also includes real-world updates that are great in today’s day and age. Every day, the universities continue seeking the best students and it is even better if they are bilingual.

There is also research that has been conducted in Ecuador regarding the use of the Duolingo application in students of an elementary school. The research was carried out applying the course to enhance the vocabulary, avoiding the use of traditional methods and the employing of information and technology tools. Pacheco (2018) explains the benefits of the Duolingo app in kids, he suggested that it has meaningful activities providing entertaining and challenging exercises expose like a game but learning in the same time and acquiring new words or remembering the old categories of vocabulary learned in the primary school.

The research works mentioned before are a good basis for this investigation since all of them are focused on how the Duolingo Language-

Learning platform can help to improve the English vocabulary. These findings are true evidence that Duolingo is effective to teach and test the English performance. Furthermore, the student's motivation and interest in learning were encouraged, as well as the linguistic competence and showing students responsible ways to use their cell phones and other technology.

2.2 PHILOSOPHICAL FOUNDATIONS

This research project is based on the Critical - Propositional paradigm due to the evidence that this paradigm promotes the identification of the reasons why a problem occurs by explaining, predicting and controlling the phenomena. Once the causes are identified, a solution is proposed. In addition, the Critical - Propositional paradigm includes the operational theory to establish a hypothesis that will test during the research process. Moreover, it looks for implementing some plans that offer a solution for a problem in order to help the society in the field of education and in this way improving the living conditions. The research project focuses on enhancing the English vocabulary of students practicing on Duolingo language-learning platform, for that reason Critical - Propositional paradigm is crucial to get more vocabulary.

2.2.1 Ontological Basis

This research project has an ontological application because it is based on founding how human beings are involved into social processes. However, this kind of interaction uses some technological procedures conducted by teachers and applied by students to support the teaching and learning process. Consequently, during the research process students and the teacher are considered key points to develop this proposal with the helping of technology. This research facilitates the Duolingo language learning platform and the English Vocabulary focus on the importance of the interaction of student – student

because they use the platform to support their knowledge and student – teacher because the platform is only used as a link to practice the vocabulary in a comfortable, interesting and funny environment.

2.2.2 Epistemological Basis

This research has an epistemological foundation because the knowledge is considered the most important element in education. In fact, a person is in a continuous process of learning throughout his/her life with the vulgar knowledge as well as with the scientific. For this reason, it is necessary to support students in enhancing their background knowledge and meeting their goals of studying the English language. Hence, this research is a good opportunity for students to improve their skills in English by gaining more vocabulary, and by developing the linguistics competence through the application of Duolingo Language Learning platform, which is a student - centered approach.

2.2.3 Axiological Basis

The practicing of values allows a harmonious coexistence among all members of the school community. Values constitute as the necessary reference to implement in the teaching – learning process, thus they internalize the ethical compromises creating the bases for success in any aspect of the life. The object of this research is fundamental in the process as well as their behavior and the level of consciousness is required to participate in this research. The Duolingo Language learning platform not only improves their vocabulary but also offers students another type of responsibility with the reality of their country and world. Its focus is axiological because it intends to help students improve their linguistics competence and help them to have better human relationships by bringing values such as respect, justice and honesty into the classroom.

2.3 LEGAL BASIS

This research is legally supported by the Constitución de La República del Ecuador (2008) because all standard and legal rules are followed. Furthermore, national intervention and the control of education are implied and embodied by the Ley Orgánica Intercultural de Educación (LOEI) (2011). These legal bodies are cited to support the legal framework of this research. Additionally, this research is based on some articles from Código de la Niñez y Adolescencia (2009).

The Constitución de la República (2008) Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

Art. 27.- La educación debe estar centrada en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

Art.- 343 El Sistema Nacional de Educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población que posibiliten el aprendizaje, generación y utilización de conocimientos mediante las técnicas, estrategias, procesos y dinámicas que sean adecuados y flexibles a dicho procedimiento.

Código de la Adolescencia Art.- 37 numeral 4 “Garantice que los niños, niñas, y adolescentes cuenten con docentes, materiales didácticos, laboratorios, locales, instalaciones y recursos adecuados y gocen de un ambiente favorable para el aprendizaje.

Ley de Educación Intercultural.- Art. 2. Lit. b. Plurilingüismo.- “Se reconoce el derecho de todas las personas, comunas, comunidades, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural; así como en otros de relación con la comunidad internacional”.

El Plan Nacional para el Buen Vivir 2017 – 2021 hace referencia en el Eje 1 Derechos para toda una vida, en el Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas. Señalar en su política 2.5 Garantizar la preservación de las lenguas tradicionales, el multilingüismo y el sostenimiento de sistemas de educación intercultural y el conocimiento de las diversidades.

2.4. KEY CATEGORIES

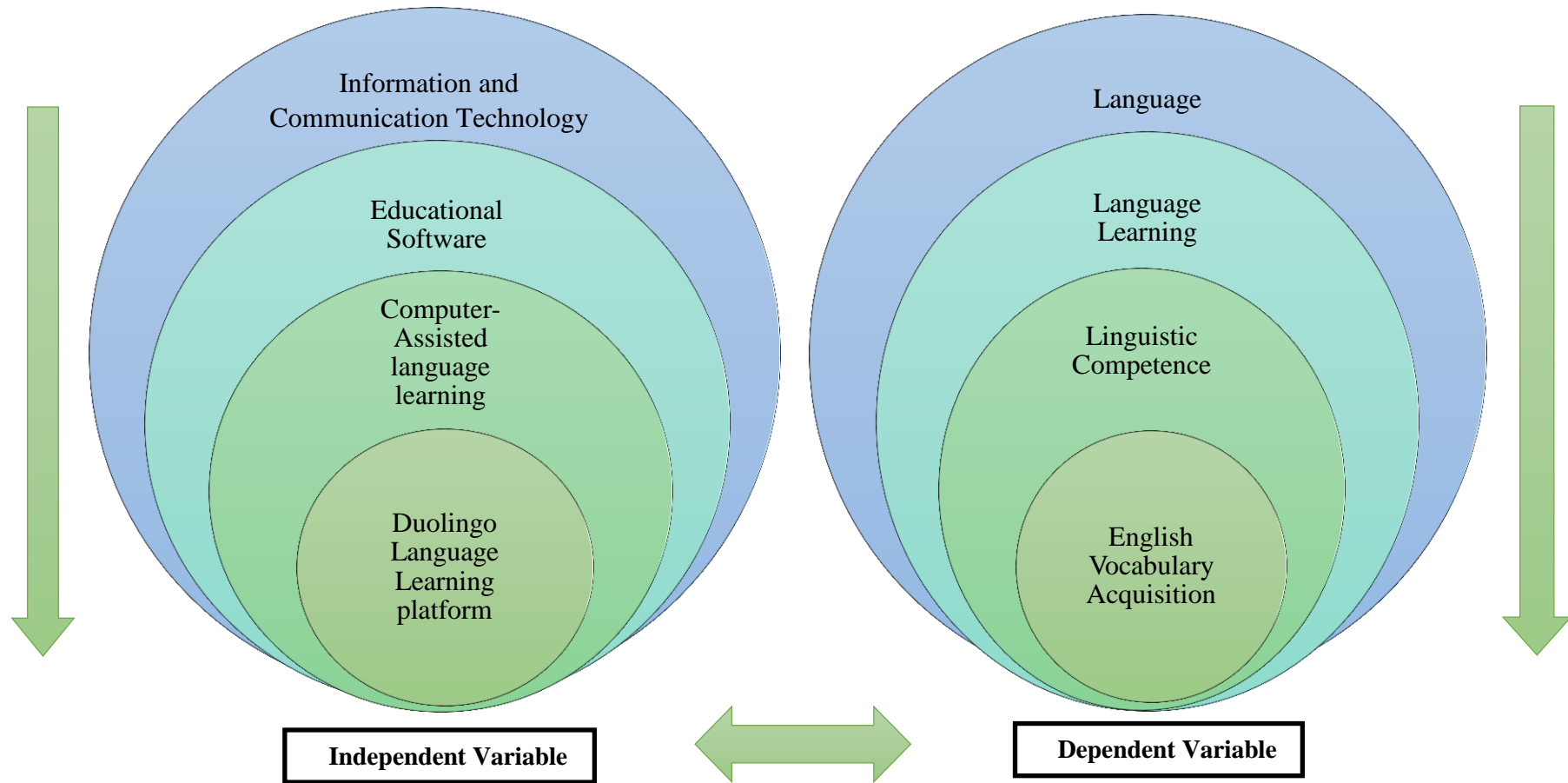


Figure 2: Key Categories
Author: Borja, X (2018)

2.5. THEORETICAL FOUNDATION

2.5.1 Independent Variable

2.5.1.1 Information and Communication Technology

Definition

Modern technology like computing and telecommunication technologies have been the most remarkable and transformative of emerging technologies in the last 30 years. The emergence and convergence of those technologies have been called Information and Communication Technologies (ICT). It is a term defined as the combination of computer technology with telecommunication technology that includes computer hardware, digital and analog devices and software applications. (Bentum & Tete, 2014). The ICT is one of human's fastest-growing inventions, especially in this era where everything is digitized and everyone wants to do tasks with little or less effort. Chioma (2014) defines information, communication and technology terms because their understanding facilitates the simplification of the subject in general:

Information and communication technology is defined as the acquisition, analysis, manipulation, storage, distribution of information; and the design and provision of equipment and software for this purpose. Information and communication technologies are the "diverse set of tools and technological resources used to communicate, create, distribute, store and manage information" (Kumar, 2016, p.11). Those technologies include computers, internet, transmission technologies and telephones. The author also mentions that UNESCO defines the term ICT as plural, referring to many technologies, and as a comprehensive term that includes the full range of electronic tools to collect and use information fast and easy.

Information and Communication Technologies in education sciences

Information and Communication Technologies in education sciences refers to the information processing in order to support several ways to teach or learn. Therefore, ICT in the educational technology involves the use of software and hardware to help improve the learning results. (Chioma, 2014). ICTs are powerful instruments to manage educational problems, to support difficult learning activities and improve thinking skills, allowing students to build their knowledge using individual and group activities. (Bentum & Tete, 2014).

The Information and Communication Technologies are technological advances that offer vast resources and a favorable environment for learning, allowing participants to develop and attend classes in collaborative atmospheres to share course materials, exchange ideas, discuss interactively and research information needed for educational experience and training. ITCs have made an impact on the quality and quantity of teaching and learning, and also allow access to new knowledge and research. Furthermore, ITCs give opportunities to students, teachers and staff in order to have effective communication during formal and informal processes of teaching and learning. (Kumar, 2016).

Advantages of using Information and Communication Technologies in education

The notable benefits of using ICTs in face-to-face and distance education are many, but according to Kumar (2016) the main ones are the following: ICTs allow courses faster and easier lessons using technology tools like computers, internet, mobile devices, television, videoconferences and others where content, resources and tasks are provided. Also, ICTs permits educational institutions to provide knowledge available to all, offering the opportunity to conduct thousands of classes about hundreds of subjects and courses available at any time, at any place, according to students' needs and convenience.

2.5.1.2 Educational Software

Definition

The modern technology application in the enrichment process of learning sources is really important when there are changes in educational field. Therefore, in last years the use of new educational media is a duty in every school practice because its application is necessary for students in order to acquire knowledge. In the range of different possibilities that new technology offers, the educational computer software represents intellectual technology and it covers software for learning process, including programming languages software tools, specific learning and teaching organization and several programs for students based on logic and pedagogy.

For Zaldívar, Ramón, & Rubio (2017) the educational software refers to “all software developed to didactic proposal in mind that includes traditional software based on behavior, teaching models, computer-assisted teaching programs and the experimental computer” (p.5). Consistent with Lyras, et al., (2014) the term educational software refers to the software developed to sustain learning. It is different from other programs or applications because it is specially oriented for education, and it has innovative ways to support learning and teaching. The majority of educational software applications include learning activities classified by targets of learning and age in order to filter the access of adequate events for students. All educational software in general is easy to use, intuitive, interesting, and, of course, effective in learning production. (Zaldívar, Ramón, & Rubio, 2017).

Educational software factors

As said by Escudeiro, Bidara & Escudeiro (2010), there are essential elements to consider in the creation and management of educational software, and they are in the following table:

Table 1 Educational software factors

1	Ease of use
2	Versatility
3	Audiovisual quality
4	Technical elements
5	Content quality
6	Navigation and interaction
7	Novelty and use of advanced technology
8	Pedagogical aspects
9	Didactical resources
10	Stimulates the initiative and self-learning
11	Cognitive facilitation in

Source: (Escudeiro, Bidara, & Escudeiro, 2010)

Components:

According to Mararu, Stoica & Popescu (2011) educational software involves three main components described below: it is important to generate comprehension using situated examples, visualization and dialogs. Using situated examples allows students to understand the software problem. The principles of software are explained through visualizations. Finally, teachers give sequence of software instructions that show the main steps of implementation of the problem solving process.

Benefits of using educational software

The use of educational software is a significant medium in the knowledge construction for teachers and students. The educational software contributes to the development of a research approach in the students, leads them towards an independent investigation, allows an interaction of available information and significantly influences the development of cognitive abilities in the students. The educational software has a motivational role because it animates students to activate silent knowledge in order to be aware of their own knowledge and learn to operate it. The educational technology instruments attract the students' attention, activate their feelings, break monotony and contribute active learning. (Stanisavljevic, Stankovic, & Jevtic, 2014).

The use of educational software allows an optimal feedback, easy-to-use work environments, individual or team work, creativity stimulation and look up for new content. Visual support gives understanding of even the most complex scientific issues for greater intense participation of each student in the learning process. (Moraru, Stoica, & Popescu, Educational software applied in teaching and assessing physics in high schools , 2011). Another aspect to consider is the simplicity of software components use that permits users to make modifications, so students are able to create their own learning tools that perfectly fit their learning styles, and teachers can model tools they use according to the demands of the classes (Vannucci & Colla, 2010).

In this context, tools of educational technology provide a new perspective of a modern teaching process because they assemble all the conditions for the development of all students' abilities. In fact, it is the requirement that represents the education of students for the future.

Mobile assisted language learning MALL

Mobile learning recently emerged as a new type of learning model that allows students to obtain learning materials anywhere and anytime. These characteristics define the use of mobile or wireless devices for educational purposes while on the move (Cakir, 2016).

The fast transformation of Computer Assisted Language Learning (CALL) into Mobile Assisted Language Learning (MALL) gives a great transformation in language students' attitude towards language learning. The mobile technology helps expand learning opportunities significantly because it facilitates the teaching and learning, and enhancement of vocabulary, practicing the idioms, developing of writing skills, practicing of listening skills and practicing of pronunciation. (Cakir, 2016).

The term mobile learning (m-learning) refers to the use of mobile and hand-held technology devices like PDAs, mobile phones, laptops and tablets in learning and teaching process. Currently, MALL supports preservation and utilization of linguistic skills recently acquired and serves as main source of language teaching where students can maintain sharp their speaking skills while they reduce degradation risk of valuable knowledge, skills and abilities through the use of mobile devices in exercises and short tasks (Oden, 2014).

In this context, the content and type of activities must be meticulously chosen to save time and improve learning because the technology by itself does not improve teaching or learning, but the use given is helpfully distinguish between mobile learning activities that focus on content consumption and activities to encourage language production.

Advantages and disadvantages

Learning throughout a mobile phone provides students the opportunity to learn in several contexts and factual situation. Therefore, students can learn at anyplace, at any time because of portability and connectivity. In terms of connectivity, the design of the mobile system must have the ability to connect and communicate with the learning website using the device's wireless network to access ubiquitously the learning material, including the short message service (SMS) and mobile email. Additionally, portability allows students to move mobile devices and bring learning materials (Mosavi & Nezarat, 2012).

Mobile devices also allow interactivity, so there are the process of exchange data and collaboration with other students. Mobile devices collect data and respond uniquely to the current location and time; the activity platform can be customized for the student individually. However, although the learning service through mobile devices has some advantages, it has its own limitations such as small screen, reading difficulty in those screens, data storage and multimedia limitations, among others (Mosavi & Nezarat, 2012).

2.5.1.3. Computer-Assisted language learning

Definition

Computer-assisted language learning is one of the several tools and techniques to help improve students' speaking skills. This new technology in language teaching has increased students' autonomy, creativity, productivity, and group work. The computer-assisted language learning (CALL) is a language teaching and learning method that uses a computer as an aid to presentation, reinforcement and evaluation, generally including a substantial interactive element. (Graham, 2016).

Consistent with Eslit (2017), computer-assisted instruction is a method of training where the computer is the medium to teach students and it has the guidance to teach, guide and prove students until they achieve a desired level of competence. (Eslit, 2017). Finally, the computer-assisted language learning is the research and study of computer applications in language teaching and learning.

Stages of development

The development of CALL has three stages described following:

Behaviorist: CALL was implemented in 1960 and 70 when the audio-lingual method was widely used. In this phase, the computer was a tutor, presenting exercises without a feedback component, but it did not include interactive components. *The communicative approach:* programs were included to implement skills in a format (for example: language games, reading and reconstruction of text). In this phase, the computer was still a tutor, but it gave students choices, control and interaction. Another of the models used the computer as a stimulus (for example: stimulating writing, discussions) or as a tool to create or understand the language such as word processors, spelling and grammar checkers.

The current integrative approach: based on multimedia computers and Internet that combine text, graphics, sound, animation and video, and its research methods are still in development.

Focus

The interactive teaching approach and computer-assisted language learning have been used to teach language learners through language exercises or skill practice; as stimulus for discussion and interaction; or as a tool to write and research. The CALL is a modern approach to teach and learn languages where computer is used as an aid to the presentation, and as a reinforcement and

evaluation of the material learned, generally including interactive materials (Eslit, 2017).

Parvin (2014) refers to CALL as any process where the student uses a computer, and as a result, there is a language improvement. The programs / material of CALL are the following: *specific software of CALL*: applications designed to develop and facilitate the language learning like CD-ROM, web-based interactive language learning exercises / questionnaires. *Generic software*: applications designed for general purposes such as word processors (Word), presentation software (PowerPoint) and spreadsheet (Excel) to support language learning. *Web-based learning programs*: online dictionaries, online encyclopedias, news / magazines sites, electronic texts, web searches, web publishing, blog, wiki, etc. *Computer-mediated communication programs (CMC)*: synchronous: online chat; asynchronous: email, discussion forum, message board.

Guidelines for acquiring effective language

Consistent with Seljan, Berger & Dovedan (2014) there are certain guidelines to consider in order to use computer networking in the language acquisition: objectives must be self-defined to use this methodology successfully in the classroom. If the goal is primarily, linguistic, the teacher will probably choose appropriate exercises for grammar practice or vocabulary acquisition (using maps, quizzes, articles on certain topics, announcements, shows, poems, songs, etc.). On the other hand, if the goal is to teach writing, then you can ask students to write essays, announcements, CVs, applications, etc. Another important point is the integration: it is important to get involved in activities and integrate them into the learning process, with the inclusion of electronic books, electronic journals and other online work as a motivating, innovative and pleasant means.

The students should be prevented from being overwhelmed by the difficulties of the methodology, so they should include technological training lessons, ensure systems for logging in and working in and out of the classroom, assigning tasks in pairs or in groups, especially in the resolution of problems, tasks, advising when and where to request assistance, learning search criteria, etc. Also, the network-based teaching is a decentralized type of teaching, so teacher must learn to be a "coach". His role is to coordinate, support, help, and capture students' attention to become aware of the process of language learning.

Benefits and barriers of CALL

Table 2 The potential advantages of CALL in learner autonomy.

Organizational advantages	Access
	Storage and retrieval of learning behavior records and outcomes.
	Sharing and recycling of materials.
	Cost efficiency
Pedagogical Advantages	Authenticity
	Interaction
	Situated learning
	Multimedia
	New types of activities
	Non-linearity
	Feedback
	Monitoring and recording of learning behavior and progress.
	Control
	Empowerment

Source: (Mehtala, 2015)

As said by Dara & Niloofar (2014) nowadays, CALL is gaining more popularity in language learning and teaching. Among the benefits of CALL, there are: multimodal practice with feedback, individualization in a large class, fun factor, variety of resources and styles available and learning used, exploratory learning with large amounts of language data, promote higher order thinking skills and development of real life skills in computer use. In addition, teachers have the opportunity to draw students' attention through the use of sounds, images, colors, different types of letters, etc. Therefore, it helps students to visualize the contents in a better and more efficient way. The Internet allows students from all over the world to interact with each other cheaply, quickly and reliably.

On the other hand, the adoption of this methodology can show several drawbacks such as: the time it takes to access information, the lack of training by teachers, internet offers access to all kinds of issues and some of that are inadequate and the lack of infrastructure / facilities is a barrier to implementing technology in language classes.

Interactive platforms for vocabulary learning

Busuu

It is an interactive tool that links online learning multiplatform and interaction with other people in real time using a scheme like social networks, which allows the learning experience to be more enjoyable and complete because users learn and practice at the same time.

The offer of value of this platform is given in three aspects: on the one hand, it offers the possibility of learning the language chosen by the user, throughout supporting and interacting with other people belonging to the students' community and native speakers. To achieve this, the platform has a video chat system that facilitates communication not only via text, but also the implementation of listening and speaking skills. The second feature is that the

instrument offers more than 150 units of learning designed to meet the students' needs in relation to a wide variety of knowledge areas supported by multimedia resources, thus facilitating learning and language appropriation so that, strengthening vocabulary. Finally, it offers the possibility of accessing and practicing anytime and anywhere thanks to its mobile application available for iOS and Android operating system, which is free to download. (Corporación Colombia digital, 2014).

Vocabulary Learning Chocolate

Platform for learning English vocabulary that includes a multitude of terms illustrated photographically and classified by themes, audios and activities to memorize. Learning Chocolate is a page specialized in different languages vocabulary learning through easy and fun games. The duties use images, sounds and memorization games to make learning the new vocabulary a pleasant and enjoyable task. The exercises are available in four languages, and are classified by thematic categories, such as 'clothing', 'food', 'body', 'nature', etc. (Glez, 2012).

2.5.1.4 Duolingo Language Learning platform

Definition

Duolingo is a language learning platform, accessible for both website and applications, for Android and iOS. It was launched for general public use just over four years ago, in June 2012. It can be part of Mobile Assisted Language category (Bogdan, 2016). Duolingo is a gamified language learning application (software) for personal computers and smartphones and tablets with Android and iOS operating systems. All these versions have the same base functions with some variation in their user interfaces (Mehtala, 2015).

Duolingo involves the use of portable or personal computing devices (including tablets, laptops, tablets, PDAs and smartphones) in the learning

process. Through its connectivity through wireless networks allows mobility and mobile learning. Mobile learning gives instructors and students more flexibility and new knowledge and opportunities for interaction (Bogdan, 2016).

Application



Figure 3 Duolingo Platform

Source: Duolingo platform: <https://www.duolingo.com/>

Bogdan (2016) reports that the skills tree (or learning) in a Duolingo language course organizes the lessons in a similar way to autonomous teaching (knowledge) paths, where lower levels must be completed throughout the tree before they can be accessed. The number of errors during a lesson causes the student / player to lose all of their "hearts" and requires them to start the lesson again; a bonus point is also awarded for lessons completed without errors.

Mehtala (2015) mentions that the core of Duolingo's language learning are its lessons, which are divided into small sets called skills and presented in a top-down formation known as the skill tree. Each of these skills contains from one to ten short lessons, which commonly have 20 exercises, which include the following:

- Translate words and sentences in both languages.
- Repeat sentences of the audio tracks when speaking using the device microphone.
- Transcribe or translate the spoken language of the audio tracks.
- Multiple choice test questions with sentences, words, missing words in a sentence or word picture cards.
- Translation pairs of equal words.

Duolingo also allows practice in all skills, and is not limited to basic concepts and phrases, but provides an important repetition / reinforcement, especially for students who are not in a traditional learning environment. It also forces the exit and perhaps, most importantly, it gives a high level of negative comments that is part of the feedback.

Duolingo Levels

Duolingo works with a tree with different thematic units. Each unit is divided into a variable number of subunits, between 1 and 10. When a unit is started, all the new vocabulary is uncovered, until the unit is completed. At almost any moment students can click on a word and see the translation and an explanation if necessary.

The type of exercises is varied depending on the level, these can include: vocabulary, order words for a translation, choose the correct translation, join pairs, write what is heard, repeat what is heard. Using this kind of activities, Duolingo mainly favors the following aspects:

- Vocabulary
- Grammar
- Pronunciation

At the end of a unit, it turns yellow and has four progress bars. In Duolingo's system, the bars go for each word, and it can be easily observed in the web. As time passes, the practitioners can forget what they have learned, so the progress bars go down. When a sufficient number of words fall, the student goes down in the unit, and stops being in yellow, having to refresh knowledge and feedback.

The rounds have the same length as the subunits, currently with 17-18 correct exercises, students get a progress bar that increases according to correct answers and goes down with the faults. Each time students complete a round, they get 10 points, accumulating points allows them to level up. In addition every time students finish with a unit they get bullion, these are the Duolingo coins that serve to freeze the streak (pay to skip one day), buy a couple of extra units, a double or nothing, a level test, etc. (Vasselinov & Grego, 2012)

Duolingo's strengths

- The vocabulary: with Duolingo students learn an extensive and very diverse vocabulary.
- Verbs and verb tenses: Duolingo allows to know a quite broad spectrum of grammar, which allows to unfold in many situations.
- The organization: as the units are divided, regardless of the bars, specific units can be reviewed.
- Speed: Duolingo allows students to learn at their own pace, consult translations as many times as necessary. While using audio, students can also choose a slower repetition and among other factors. (Vasselinov & Grego, 2012)

Duolingo Activities

Munday (2016) express that desktop Duolingo application has the following areas:

The "*tree*": that contains skills, each one represented by a node that changes the color from gray (indicating that a skill has not been started), to a color such as red, blue or green (indicates that it has begun the lessons within the skill), the gold (it has mastered all the lessons and the vocabulary of that specific skill). To this point, Duolingo has not published the content of the tree; the only way to find it out is to complete the tree by the user.

Words: a list of words that the user has studied or knows each word is accompanied by a force bar, which indicates whether the word is still strong in your memory or if it is time to practice again, according to the algorithm of Duolingo.

Activity: Duolingo works in a similar way to a social network, it allows students to follow other students and people can follow anyone. The activity flow shows not only what students and people who follow achieve in Duolingo (open levels), but also if they have made a comment in the discussion forum.

Discussion: in this area, users can post discussions about topics of interest, a discussion will also be created if there are questions about any of the activities completed during the lessons, and in that case the users negotiate the meaning between them.

Immersion: this area is for more advanced students, anyone can upload a document in any language and the community can begin to translate it. Users can offer suggestions for better translations or they can simply make general comments.

Lingots: is the currency that Duolingo uses to reward its users, these are obtained when a skill node is completed or it maintains a streak of days using the site.

In the same way, Munday (2016) says that the mobile version of Duolingo does not have many activities; the tree is limited as the Lingot store, although the leader table has information about the people to who follow. In the mobile version of Duolingo the following areas are the following presented:

- Write a vocabulary word after seeing an image that represents it.
- Translate a sentence into student native language. When the words are presented for the first time, the user can hover over the word to see its meaning.
- Translate a sentence into the language being studied.
- Dictation: write a sentence heard at two speeds, normal and slow.
- Say a sentence through the voice recognition software, the application can detect if its pronunciation is correct.
- Match pairs of words.

Duolingo in educational field

Duolingo is a learning platform, which means a serious environment and the game elements increase the motivation and commitment of students, not only like entertainment. Ongoing skills are structured in such a way that students can have several levels of objectives and in general, the requirements of each level of goal become increasingly difficult from completing the initial tasks to completing the course, this allows students learn and practice skills (Duy, Long, & Hiroyuki, 2017).

Several studies have shown statistically significant improvements in language skills as a result of using the Duolingo application at an educational level because the application leads to higher levels of confidence in learning a new language. Duolingo ensures that students can achieve their learning objectives and alleviates the fear of doing something as demanding as learning a language, as well as contributing in the motivational aspect to help students feel that they have made advances in knowledge, a feeling that keeps motivated, interested and less self-conscious (less stressful) of learning (Musa & Mohamad, 2017).

The use of Duolingo contributes the insertion of new topics to explore with students, provides great freedom related with the practice of the language in different schedules. Additionally, it helps to increase significantly confidence and effectiveness in students when trying to communicate in English because they can practice pronunciation. Therefore, students move from the idea that they do not know how to communicate and feel like active agents in acquiring new knowledge. Consequently, the use of the application encourages the process of language acquisition in a more appropriate way to new contexts, incorporating the advantages of digital learning environments to the classroom. (Castro, Da Hora, & Pereira, 2016).

Limitations-disadvantages of Duolingo in educational field

Although there are several good features about Duolingo, there are some disadvantages to consider. The lack of naturalness of the sentences is sometimes far obvious in first sessions or are shown with little meaning. One more supernatural thing about the application is the computerized voice it uses because students are never presented with how a native speaker sounds, as long as they use this application as their only source of learning. Another important disadvantage of Duolingo is that the application uses one language to teach another, so this limits the number of application users. This happens because the students learn the target language through a second language, thus they always depend on the second language, and it is possible they can never express themselves completely in the language they learned (Musa & Mohamad, 2017).

Another aspect to consider is that occasionally, Duolingo presents to students a new word just by seeing it but not listening it. In several languages (like English), words do not have the same letters and the same pronunciation and it can cause several difficulties for students. This case does not happen in standard learning where teacher demonstrate the pronunciation of each word when

introducing new vocabulary. Additionally, there are the lack of human interaction and a real conversation in the application. Duolingo gives students the illusion that they know the pronunciation of a word and its meaning, but because of they have not use the phrases or sentences learned, their lexical is going to be only passive and difficult to recover (Musa & Mohamad, 2017).

2.5.2 Dependent Variable

2.5.2.1 Language

Language is a means of communication and almost always takes place inside at any social context. Language is integrally intertwined with the notions of who we are, not only personally but the broader social levels. Language transmits individual thoughts, believes, and cultural practices of communities where people are part of: family, social group and other associations. Language is a system of signs based on rules, but these rules, however, are not applied by any authority figure, but are conventions; this means that they are given through the common practice of language users (Amberg & Vause, 2012).

Language is a means that a person uses to communicate his thoughts, ideas, feelings, expressions and emotions. No other living being uses language except man, language is an ability exclusively of humans and works as a link to connect people (Sethi, 2015). Language is the medium used to transmit ideas from one mind to another, and the acquisition of language remains one of the most fascinating aspects of human development. From the first monosyllabic expressions to the use of complex, nuanced and context-specific structures (Castello, 2015)

Each language structure is based on the semantics and grammatical relations of the words. Language skills (speaking, reading, writing and listening)

can be acquired because language is social and has a cultural rather than biological inherited function. Therefore, language has several types such as mother tongue, basic, cultural, regional, national, international, foreign, etc. In this way, the language has a physical, mental, social, emotional, moral and cultural development (Sethi, 2015)

Language functions

According to Sethi (2015) language has several functions, the main ones are the following:

Primary function

The language primary function is the expressive one, which means, that language is the means to express ideas, feelings, thoughts and emotions. The main function of language is given in three ways: oral, written and symbolic, which means both verbal and non-verbal.

Secondary function

The language directs the action and the reaction on the information. It helps a person communicate his views and understand others. Communication can be done both oral and written. Also, language makes expressing feelings and ideas in an attractive way more effectively, it helps to conserve languages, knowledge and experiences for future generations and helps exchange information with others. In addition, only language speaks of one's own culture, and culture helps a nation to integrate with others.

2.5.2.2 Language Learning

Language, especially English, is an important instrument in every field, including scientific communication, business world, cultural exchanges, politics, etc. The successful learning of a language is related to the student's passion, that

is the reason why teachers have to find ways to connect with this passion because students need quality instruction, input, interaction and opportunities to obtain meaningful results, not only for progress, but also for maintain the motivation for language learning (Oroujlou & Vahedi, 2011).

Basic principles of language learning

TESOL (2016) refers that the following steps are needed to the communicative language teaching process because they are fundamental for its configuration:

1. Language is an instrument for communication.
2. Learning a language implies the domain of skill and knowledge.
3. It is important to consider the impact that feelings have in language study.
4. Students vary considerably in their learning approaches.

Language learning strategy

Language learning strategies are conscious actions to acquire knowledge, memorize and remember information, and use this information in certain activities, actions and techniques in order to develop students' language learning skills. Learning strategies allow planning and organizing learning, exercising control over the material studied, making decisions related to the learning process and identifying the problems where difficulties occur (Varisoglu, 2016).

Learning strategies are the conscious use of efficiency techniques to understand new information, link it to existing related data and use it to learn effectively. Consistent with Varisoglu (2016) language learning strategies are classified in the following:

Direct strategies: involves directly the destination language.

- Memory strategies: help students to save and recover information. Additionally, they are involved in semantic mapping, grouping, representation of sounds and images (Amirbakzadeh, 2016).
- Cognitive strategies: they involve a mental process. When learning, they help in the selection of relevant information and in the rejection of the irrelevant information. They are related to recognizing, understanding, organizing materials, summarizing, repeating, translating, using formulas and patterns, problem solving and interaction in the destination language (Amirbakzadeh, 2016).
- Compensation strategies: they are used when students need to continue communication despite the gap in their linguistics and knowledge. They are effective to recover the missing knowledge, adjusting the message, combining words or changing to the mother tongue (Amirbakzadeh, 2016).

Indirect strategies: support and manage language learning without involving the destination language directly.

- Metacognitive strategies: they imply a mental process involved into the learning process. In addition, they control and regulate learning, plans and decide how to learn effectively, monitor and then evaluate them (Amirbakzadeh, 2016).
- Affective strategies: they are involved into emotional, motivational aspects, attitude and personal characteristics of students. By being able to use an affective strategy, students can control the level of anxiety, increase motivation and positive thinking and improve their self-esteem (Amirbakzadeh, 2016).
- Social strategies: the interaction is crucial because languages are social phenomenon, so these strategies imply the connection between destination language speakers in order to improve the learners' language, cooperation among partners and cultural development (Amirbakzadeh, 2016).

2.5.2.3 Linguistic Competence

A competence is a set of cognitively controlled skills or abilities in a particular domain, which implies knowledge, capacity and willingness to solve problems in that domain. Competence is acquired essentially through practice and experience. Linguistic competence is the ability to use language correctly in a variety of social aspects or specific situations. It is also the ability to produce grammatically well-formed sentences (Erton, 2017). Similarly, Machhindra (2013) refers to the fact that linguistic competence means using grammar, syntax and vocabulary of language.

Linguistic competence refers to the activity of speaking (and understanding). The linguistic competence is articulated in three levels: the first regarding to general linguistic competence and refers to the eloquent knowledge, that means speak in consonance with the reason and the knowledge of the world. The second is the specific competence of the language that refers to the idiomatic knowledge or control of units and operations of a particular language system. The third competence of the discourse that implies the expressive knowledge and operations tuned to the linguistic context and extra linguistic (Lehmann, 2007).

Grammar:

Grammar is the language aspect considered as a system of rules that govern the conventional disposition and relation of words in a sentence; it comprises morphology and syntax. The first one refers to the structure of individual words, the way in which their form differ to express specific contrasts in the grammatical system, number, gender, time and syntax that refers to the grammatical structure of groups of words (clauses and sentences) in addition to the linear concatenation of word classes (noun, verb, adverb, adjective, etc.) (Khamesian, 2016).

Grammar is a system of rules and basic principles of all sentences in a language that allows producing well-formed sentences. Grammar is the description of the ways in which words can change their forms and can be combined into sentences in certain languages (Khamesian, 2016). Linguistic competence is the ability to understand and express meanings, producing and recognizing well-formed sentences and phrases according to these principles (instead of memorizing and reproducing as fixed formulas), the grammar of any language in this sense is very complex (Artunduaga, 2013).

Pronunciation

Pronunciation is very important because it gives a successful oral communication. It is an important ingredient of communicative competence, since sounds play an important role in communication. If the pronunciation skills are not adequately strengthened, the student's ability to communicate will be severely limited (Murat, 2006). Pronunciation is defined as the sound production used to make sense, in addition, pronunciation is the sound system production that does not interfere with communication neither from the point of view of the speakers nor from of the listeners. It is how to pronounce a word in an accepted way (Abbas, 2016).

Erenstsen (2017) argues that pronunciation influences the desire to use language because the bad pronunciation becomes a barrier to students' success in the goal of learning a language. Therefore, the development and success in pronunciation is achieved through three factors: the first one refers to students' fluency and the amount of contact with speakers; the second regards the fluency of students' speech and their writing activities outside the classroom, and the third one that refers to the degree of accentuation and the amount of language used.

English pronunciation is one of the most difficult skills to acquire and students must spend a great deal of time improving it. The understandable

pronunciation is one of the basic requirements of the students' competence and is also one of the most important characteristics of language teaching because good pronunciation leads to learning, while bad pronunciation promotes great difficulties in learning the language. The pronunciation must be seen as something more than a correct production of sounds or individual words; it should be seen as an important part of communication because understandable pronunciation is an essential component of communicative competence (Abbas, 2016).

Vocabulary

As said by Mofareh (2015), vocabulary is a set of words known for effective communication, including words in speech (expressive vocabulary) and words in listening (receptive vocabulary).

Receptive vocabulary: receptive vocabulary refers to words that students recognize and understand when they are used in context, nevertheless cannot produce. It is a type of vocabulary that students recognize when they see or are in the reading text; however, do not use it to speak and write.

Productive Vocabulary: Productive vocabulary is the words that students understand and can pronounce correctly and use constructively in speaking and writing. Therefore, the productive vocabulary is an active process because students can produce the words to express their thoughts to others.

The breadth of vocabulary knowledge refers to the quantity of words that students know at a particular level of linguistic competence, while the depth of vocabulary knowledge refers to the quality of lexical knowledge, or how well the student knows a word (Karakoc & Durmusoglu, 2017).

Tovar (2017) expresses that vocabulary is one of the linguistic components that influences the development of communicative competence and language skills, contributing to the understanding of written and spoken texts. In fact,

learning vocabulary not only means learning new words, but also knowing their functions and applicability to different contexts and situations.

Vocabulary is fundamental to language and it has critical importance for language learning, considering a close relation between vocabulary knowledge and language learning. The importance of vocabulary knowledge in language ability cannot be denied, because it is a necessary competence in a language. (Tovar, 2017) Vocabulary skill is often a critical aspect of foreign language learners, since limited vocabulary in a second language impedes successful communication. The lexicon knowledge is fundamental for communicative competence and for the acquisition of a second language; the vocabulary ability allows the use of language and vice versa, the use of language leads to a vocabulary knowledge increment (Susanto, 2017).

2.5.2.4 English Vocabulary Acquisition.

English vocabulary acquisition is essential for a successful use of a foreign language and it has an important role in the development of complete oral and written texts. Learning vocabulary is vital in all language skills (listening, speaking, reading and writing) because without an accurate vocabulary, a language learner will not use functions learned in comprehensive communication.

Several investigations have shown that the acquisition of second languages depends largely on vocabulary knowledge and the lack of that information is the main obstacle to this. Therefore, the vocabulary is one of the most important components, if not the most important to learn a foreign language (Susanto, 2017).

Consistent with Karakoc & Durmusoglu (2017) vocabulary is not acquired instantaneously as word domain, then it requires several kinds of components of vocabulary knowledge and even the process of word learning is

gradual. Vocabulary knowledge, sometimes, is isolated and memorized information about the meanings of particular words. Students should know what word to use, how and where to use it. This knowledge constructs aspects of vocabulary acquisition, which are, respectively, meaning, form and use.

Additionally, vocabulary knowledge acquisition is continuous and multidimensional based on three lexical dimension competences:

- Partial to precise knowledge: it refers to the knowledge of the objective vocabulary that varies continuously between being known versus unknown.
- Depth of knowledge: it is the depth of knowledge and size, or knowledge breadth.
- Receptive to the capacity for productive use: adequate use of vocabulary.

Vocabulary knowledge is fundamental in the acquisition of any language; however if teachers and students are not involved in the process, vocabulary learning does not happen. If the students are not within the relationship within the given knowledge (input), it is unlikely that the contribution helps the retention of knowledge (admission) because in order to the input becomes an intake, it must be comprehensible. The acquisition of linguistic characteristics of language, particularly the new vocabulary, should emphasize the quality of exposure to the target language and the quality of the information presented within the learning process. This process should reflect the learning of fixed words and their combinations with others (use of language) instead of memorizing single words, so that, words require meaningful connections to generate meaning in a given context (Tovar, 2017).

There are two basic forms for vocabulary acquisition, which are incidental and intentional vocabulary. Incidental vocabulary learning refers to the vocabulary acquiring as the sub product of any activity not explicitly oriented to vocabulary learning, while intentional vocabulary learning refers to any activity intended to compromise lexical information to memory. Intentional vocabulary learning includes many forms and strategies like the use of word cards and mnemonics, saving vocabulary notebooks, doing vocabulary exercises, looking up dictionaries, etc. The core of vocabulary knowledge acquisition is to establish the link between the meaning and the form (Karakoc & Durmusoglu, 2017).

The vocabulary acquisition is a great skill in the use of words that are part of a language, which is acquired according to needs, interest and self-motivation. Vocabulary mastery plays an important role in the four language skills and it is one of the necessary components of language (Susanto, 2017). Thus, the vocabulary is the base to produce any language because without an extend range of words is almost impossible to argument at the moment of developing productive skills as speaking and writing.

Spoken vocabulary

Speaking is a focus skill for both, in first and second language. Learning to speak is the most important aspect to learn a second language or a foreign language, and its success is measured based on the ability to conduct a conversation in the language. Speaking is one of the most important skills of the four language skills because people who learn a language are known as language speakers. However, language students cannot communicate fluently and precisely because they do not have enough knowledge in this field, either in the mental vocabulary to express what they feel or think or because of insecurities about expressions (Leong & Masoumeh, 2017).

Listening and speaking vocabulary

Oral language proficiency is critical to achieve successfully the second language. Vocabulary is a critical aspect of the oral domain. Word knowledge is the engine of language production and reception (speaking and listening), and it is fundamental to the learning of new information, therefore, as the vocabulary is strengthened, oral skills improve (International Literacy Association, 2017).

Written vocabulary

Considering that a certain level of vocabulary is needed to learn the objective language and writing means production, vocabulary plays an important role in writing, allowing the use of language in an active way. Vocabulary knowledge and size have an impact on writing. Additionally, writing helps improve vocabulary knowledge and receptive vocabulary knowledge is developed through a variety of sources. The productive vocabulary is not necessarily developed in the same context; the conversion of receptive vocabulary to a productive vocabulary is the final stage of vocabulary learning (Karakoc & Durmusoglu, 2017).

Supportive the above, Mohamad & Baharudin (2016) refer that writing skills are expressions to describe the ability to use any language. In order to master writing skills, listening skills must be learnt in advance, subsequently learners must have reading skills to recognize letters and writings, and only after mastering these skills, you can write well. Writing skills are not naturally acquired skills, but involve coordination of other senses to stimulate metacognition. Therefore, to master writing skills, vocabulary selection is an important skill. Vocabulary in writing symbolizes the maturity and authenticity that is established as the foundation of writing in a second or foreign language, so vocabulary knowledge is the key factor to ensure that written production is understandable and meaningful.

Reading and writing vocabulary

Reading and writing need a great vocabulary of meaning and effective decoding skills to comply with the communication process. People who have large speaking vocabulary generally are able to read and write. People who develop great reading vocabulary may not use that vocabulary in their writing without the teacher's help and guidance. However, when the person is fully developed as a reader and writer, there is a growing relationship between the four aspects of vocabulary: listening, speaking, reading and writing. Encouraging improvement in one aspect has the potential to foster improvement in another, therefore, teachers' responsibility is to help students transfer vocabulary skills from one form to another (Pikulski & Templeton, 2004).

Guidelines for the English vocabulary teaching-learning process

The following are characteristics that a method must have in order to improve the vocabulary learning in a foreign language:

- Vocabulary learning should be customized to the students' needs. It must know their motivations and relate the vocabulary of the unit, as far as possible, with these general interests.
- Achieve a degree of autonomy with the vocabulary acquisition. Students have to become the protagonists of their own learning.
- Effectiveness of the methods and strategies used. It will be achieved converting children into an active part of learning and trying to keep their acquisition progress outside the classroom, achieving autonomy.
- It is really important that students see that their work and effort are worthwhile, for this, they must be aware of their progress, considering that they are able to communicate in English and exchange information in a language that is not their mother tongue. In this way, they will be motivated and will want to learn more.

- Recognize that vocabulary learning is not a simple matter, for this reason, it is imperative that it is acquired consciously, and that students know what they are studying. Therefore, teachers cannot give them simple words lists without any logical sense. Students by themselves have to realize how necessary these words are to communicate in certain situations.
- Combine varied activities to work with the vocabulary because monotony makes them lose interest in learning. The ideal is to carry out activities of all kinds, writing, speaking, listening, observing, and above all, experiencing learning. (Sancho, 2015)

Parameters to present vocabulary

For the foreign language (English) teaching, the teacher must consider some aspects to facilitate students learning.

- The students' level: it is one of the factors that must be contemplated before starting an activity. Teacher must know the students' age and because of that, the handling of the foreign language (English) in order to know what is the right amount of words that can be taught to the child.
- Likely familiarity of learners with the words: teachers must know the students' interests and, from there, make the students feel motivated to learn the new vocabulary. This helps the students have prior knowledge of the thematic work, so the acquisition of new vocabulary is not so complex.
- Teaching ways: what aspects should have more relevance at the time of teaching so that, the student can easily acquire it.
- The word is taught to produce or to know: the teacher must consider the use that the child must give to when teaching certain words. (Castillo & Moya, 2013)

CHAPTER III

METHODOLOGY

3.1 BASIC METHOD OF RESEARCH

3.1.1 Qualitative and Quantitative Approach

“The qualitative approach allows to gather information. It focuses on describing a phenomenon deeply and completely” (Eyisi, 2016, p.92). “The quantitative approach makes emphasis on numbers, on collection and analysis of statistical data” (Eyisi, 2016, p.94).

The research has a qualitative-quantitative approach, considered as a mixed approach. The qualitative approach allowed for the gathering of information of the study group, describing the phenomenon and helping its comprehension. On the other hand, the quantitative approach generated numerical data converted into statistics, describing the characteristics and information collected from the group of participants. Then, these steps helped the researcher determine the effectiveness of Duolingo on the vocabulary in order to facilitate English skills development.

3.2 RESEARCH MODALITY

3.2.1 Bibliographical – Documentary Research

Research uses documents and official material from newspapers, books, publications, statistics and virtual sources to create an extensive narrative around the problem. (Goedeken, 2018).

It was necessary to look for information regarding the Duolingo Language Learning platform and English vocabulary in order to identify, gather, classify and evaluate the content of bibliographical resources with the purpose of having a theoretical basis to support the research. This process developed the analysis of different points of views as well as references of levels that each variable has. Thanks to this information, it was possible to determine the relation between Duolingo and English vocabulary followed by the inquiry of their categories.

3.2.2 Field Research

Field research is a methodological approach used to observe the problem behavior in natural conditions of data collection (Reyes & Sunderlín, 2012).

The research required field modality for understanding the context where the research was applied. It was necessary to discern the real effect of the Duolingo Language Learning platform on students of the third year of bachillerato at Unidad Educativa Primero de Abril. For this reason, collecting information throughout the entire research project was necessary to establish how the variables interact in real conditions.

3.2.3 Experimental Research

The experimental research adheres strictly to a scientific investigation design, including hypothesis where the variables can be manipulated by the researcher, and additionally, they can be measured, calculated and compared. (Harland, 2018).

The current research was experimental because a study of effectiveness was performed considering the independent variable over the dependent variable, observing and analyzing the influence of the Duolingo Language-Learning platform on English vocabulary. The participants were evaluated with a test before using Duolingo and after the course application. Then, the researcher

applied the same test to evaluate differences, analyze results and describe its benefits within the educational field.

3.3 LEVEL OR TYPE OF RESEARCH

3.3.1 Descriptive Research

Descriptive research intends to describe, explain and interpret conditions of the present. Its proposal is to examine a phenomenon occurring in specific time and place. (Prabhat & Meenu, 2015).

This research was descriptive because in the Theoretical Framework the characteristics of dependent and independent variables were described, as well as category and subcategory theories which encompass the topic. To describe the statistics of this research, the researcher used test results available in the Duolingo webpage taken pre and post applying.

3.3.2 Correlational Research

Correlational research involves data collection to determine to what extent there is a relationship between two or more quantifiable variables (Prabhat & Meenu, 2015). This research was correlational because it determined the implications between the Duolingo Language Learning platform and English vocabulary after the application of this technological tool in order to establish the relationship between both variables.

3.3.3 Explicative Research

Explicative research is used when a problem has not been previously investigated, and its objective is to provide details where there is less information, in order to expand knowledge (Muhammad, 2018).

This research tended to explain the effects that the Duolingo Language Learning platform could have on the English vocabulary levels of students who practice. In fact, this research offered a solution to a problem of students who study English as a foreign language, clarifying the conditions, and in some cases, increasing a linguistic competence.

3.4 POPULATION AND SAMPLE

3.4.1 Population

The population for this research development was composed of the students of third year of bachillerato who are included in the B1.2 level according to the Ministry of Education of Ecuador for English levels in high school. These students attended the Unidad Educativa Primero de Abril.

The population is detailed in the following table:

POPULATION	FREQUENCY
Third year of bachillerato A	40
Third year of bachillerato B	40
Third year of bachillerato C	40
TOTAL	120

Table 3 Population
Author: Borja, X (2018)

Since the population was finite or limited, there was no sample calculation and the entire population was considered. Therefore, there were 120 students of third year of bachillerato included in the Project development.

3.5 OPERATIONALIZATION OF VARIABLES

Table 4 Independent Variable Duolingo Language-Learning platform

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENT
The Duolingo Language-Learning platform is an educational software which employs information and communication technology, and uses interactive and entertaining activities in which it develops communicative skills such as listening, speaking, writing and reading, and linguistic competences like grammar, pronunciation and vocabulary through the matching, translation, dictation, drills, and accuracy spoken in a fun way, focusing on learning new words; based in gamification, which offers motivation to learn.	Communicative skills	Listening	Translation	Pre-test Post-test	Duolingo English Test
		Speaking	Repetition		
		Writing	Fill in gaps		
		Reading	Drills		
	Linguistic Competence	Grammar	Unscramble		
		Pronunciation	Voice accuracy		
	Motivation	Vocabulary	Matching		
	Student's interest	Ordering and sorting			

Author: Borja, X (2018)

Table 5 Dependent Variable English vocabulary

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS	ITEM	TECHNIQUES	INSTRUMENT
<p>English vocabulary is a linguistic competence which is indispensable for developing language skills. To build a strong spoken vocabulary and written vocabulary that include a set of words like nouns, verbs, adjectives or adverbs available to employ when the communication in English is a requirement. While the vocabulary grows, the skills are improved since the word knowledge is internalized.</p>	<p>Spoken Vocabulary</p> <p>Written Vocabulary</p> <p>Word Knowledge</p>	<p>Listening Vocabulary</p> <p>Speaking Vocabulary</p> <p>Reading Vocabulary</p> <p>Writing Vocabulary</p> <p>The words' meanings and connotations they might have</p>	<p>Phonetic sounds</p> <p>Pronunciation</p> <p>Skim & Scan</p> <p>Grammar structures</p> <p>Semantics</p> <p>Idioms</p> <p>Phrases</p> <p>Synonyms & Antonyms</p>	<p>Pre-test</p> <p>Post-test</p>	<p>Validated Questionnaire</p>

Author: Borja, X (2018)

3.6 DATA COLLECTION PLAN

The data collection plan included, first of all, the following process:

- Institutional authorization: issuance of a request to relevant education district for the Project development, then, a discussion with the authorities of Unidad Educativa Primero de Abril about the research implication.
- Parents authorization: due to the fact that students are not adults yet, it is necessary to sign informed consent, so that, students can be part of the Project.
- Resolution: coordinate the teaching-learning activities with the Duolingo platform and with physical material inside and outside the classroom.

In advance, to collect data it was necessary to apply a validated pre-test and a post-test taken from the Duolingo webpage that consists of a sample version of a digital language proficiency assessment exam (Duolingo English Test). Duolingo provided “Duolingo for schools” which offers some features to track the progress of students in detail. It was conducted for one hundred and twenty students who belonged to the third year of bachillerato at Unidad Educativa Primero de Abril. The Duolingo Language-Learning platform is available on its website and it also has a software application for mobile phones. The course were applied for thirty-four hours, at least one hour per day, and practiced in the classroom once a week using the English laboratory to prove the autonomous work and shared comments and suggestions about the platform. The students took the Duolingo English test before and after the application, and the researcher analyzed the results on a scale of 1-100, taking into consideration the different English levels. This was done in order to show the results in a comparative table afterwards, analyzing and interpreting the findings to write the conclusions and recommendations.

The following table describes the information collection model:

Table 6 Information collection model

Basic Questions	Rationale
What for?	To achieve the main objectives of this research.
Which will be the Unit of Analysis?	Population
What aspects will it be about?	Duolingo Language-Learning – English Vocabulary
Who will develop it?	Researcher
When?	Academic year 2017 – 2018
Where?	Unidad Educativa Primero de Abril
How many times?	Thirty-four hours
Which data collection technique will be used?	Pre and post exam
Which instrument will be used?	Questionnaire
In what situation?	Completing exercises in the platform and practicing in the classroom.

Source: Data Collection

Author: Borja, X. (2018)

3.7 INFORMATION PROCESSING PLAN

After data collection, information was processed as follows:

- Organization of information obtained throughout data collection tools (pretest-posttest)
- Classification of information to discard incomplete or incomprehensive information.
- Data management using statistical software SPSS.
- Data processing and table and graphic planning.

- Execution of data analysis and interpretation.
- Correlation of data with the proposed variables.
- Statement of final conclusions.

CHAPTER IV

RESULTS

The results presented below are the product of test and posttest applied to third-year high school students in order to determine the effectiveness of using Duolingo Language Learning platform in English vocabulary.

4.1 PRETEST RESULTS

Table 7 Pretest Placement Level

Level	Frequency	Percent	Valid Percent
Beginner	49	40,8	40,8
Basic	69	57,5	57,5
Intermediate	2	1,7	1,7
Total	120	100,0	100,0

Produced by: Borja, X (2018)

Source: Pretest

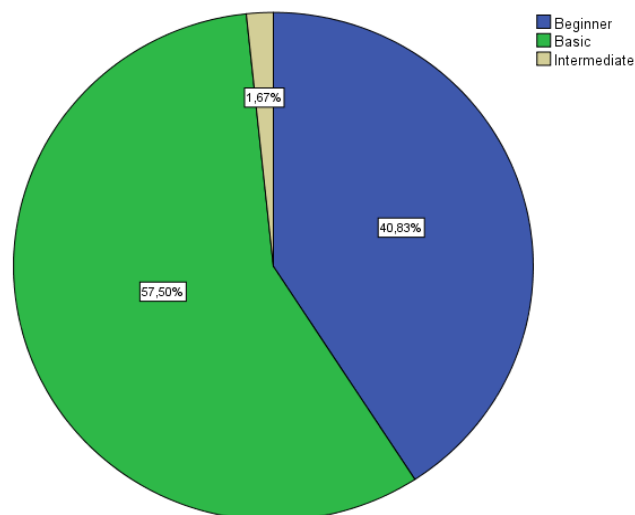


Figure 4 Pretest Placement Level

Analysis and interpretation:

Using the pretest application, it was possible to identify that 69 students (57,5%) achieved a basic level of knowledge in English language, 49 (40,8%)

were placed at beginner level and only two students (1,7%) had an intermediate level.

This data shows that the majority of third-year high school students have a basic knowledge of English to understand and use the language appropriately although they have received specific English training for several years, because of that, it is important to improve educational routines in language learning process because now they are monotonous without students' active participation.

4.2 POSTTEST RESULTS

Table 8 Posttest Placement Level

Level	Frequency	Percent	Valid Percent
Beginner	1	,8	,8
Basic	49	40,8	40,8
Intermediate	68	56,7	56,7
Elementary	1	,8	,8
Advanced	1	,8	,8
Total	120	100,0	100,0

Produced by: Borja, X (2018)

Source: Pretest

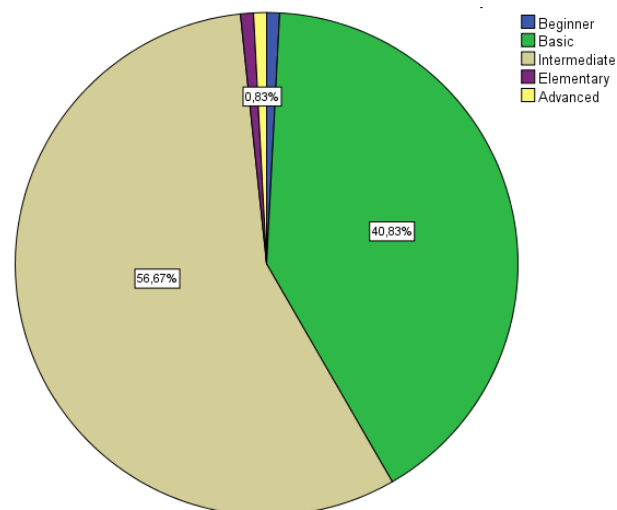


Figure 5 Posttest Placement Level

Analysis and interpretation:

After the posttest application, only one student (0,8%) had a beginner level, 68 students (56,7%) had an intermediate level, 49 (40,8%) had a basic level, one student (0,8%) had a elementary level and the last student (0,8%) was advanced. According to this, it is assumed that the use of Duolingo Language Learning platform is effective to improve the level of English learning because the majority of students are in an intermediate level; therefore, they have a better domain of linguistic competences especially in vocabulary. Therefore, it is important that teachers have the interest to change and incorporate teaching methodologies to keep students interested.

4.3 PRETEST-POSTTEST COMPARATIVE RESULTS

Table 9 Pretest-posttest results

	Student's Placement Level					Total
	Beginner	Basic	Intermediate	Elementary	Advanced	
Pretest	49 40,8%	69 57,5%	2 1,7%	0 0,0%	0 0,0%	120 100%
Posttest	1 0,8%	49 40,8%	68 56,7%	1 0,8%	1 0,8%	120 100%

Produced by: Borja, X (2018)

Source: Pretest-posttest

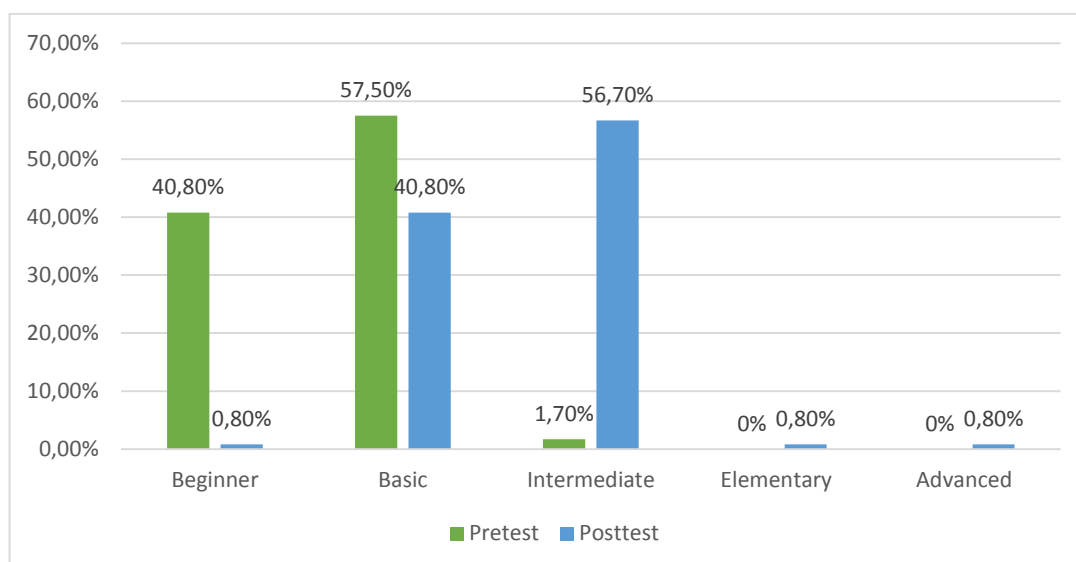


Figure 6 Pretest-posttest results

Analysis and interpretation:

When contrasting the results obtained from the pretest and posttest applications, it was found that initially, 69 of 120 students (57,5%) showed a basic knowledge level. After the posttest, 68 of the 120 students (56,7%) had an intermediate level, and there were minorities in higher levels such as elementary and advanced. Using this information, it is possible to assume the students' level of English increased. Since the majority of students passed from a basic level to

an intermediate level, it can be assumed that the use of Duolingo promotes the English acquisition process.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It was determined that Duolingo is a Gamification language learning translation platform where students progress through several levels. It covers the areas of speaking, listening, grammar and vocabulary necessary for learning, because units are included to contribute to the enrichment of the topics in the institutional curricular planning.
- It was established that the advantages of the Duolingo language-learning platform that increase the acquisition of vocabulary are easy-to-use environments, visual support, interaction, optimal feedback, flexible hours and the motivation to achieve learning objectives. In addition this platform is successful for the English learning because of the way the lessons are presented, with short prompts that are varied and with different skills.
- The analysis showed that the Duolingo language-learning platform improves the English vocabulary acquisition; this was evident in the students' advance because the majority of them went from a basic level to an intermediate, so that, the use of Duolingo improves the English acquisition process. For this reason, educators can use it as part of daily homework, as it motivates student-driven work along with communication and collaboration.

5.2 Recommendations

- It is important that teachers seek and apply new didactic strategies supported by ICTs, such as Duolingo, to complement conventional high school level English as second language courses, because this resource contributes to the modern teaching process and represents the education of the future. For this reason, it is recommended to adapt the topics of the institution curriculum to the topics of Duolingo to enhance vocabulary.
- It is necessary to recognize the advantages of a learning platform to identify the need for its implementation and be able to determine the contribution to the teaching-learning process, because these types of apps use adaptive learning technologies, which are able to tailor the tasks to the level of each student.
- The use of learning platforms requires a reinforcement process in the face-to-face class and must focus on the most important contents to be able to establish the knowledge. The effectiveness of Duolingo will be much greater if the topics are also reinforced in the classroom. This will also contribute to the motivation for students to complete the lessons every day considering that the effectiveness of Duolingo is related to the time of students dedicate to the platform.

CHAPTER VI

PROPOSAL

6.1 TOPIC

Duolingo language-learning platform and the English vocabulary acquisition in students of third year of bachillerato at Unidad Educativa Primero de Abril.

6.2 GENERAL INFORMATION

Institution: Unidad Educativa Primero de Abril.

Province: Cotopaxi.

City: Latacunga.

Beneficiaries: Third-year bachillerato students.

6.3 JUSTIFICATION

In response to the educational evolution and the new demands of the Ecuadorian Ministry of Education towards educational quality, it is necessary to include tools for the strengthening of the knowledge provided in class, so that the student can do autonomous work to expand or diversify what is learned related to a topic and go beyond what is seen in the academic area. In this context, Duolingo is a useful learning tool to reinforce knowledge in English language class because it is an easy-to-use, didactic platform that offers the opportunity to practice linguistic skills and, above all, it is free.

The development of the attached proposal is relevant since the use of technology in education contributes to the transformation of teaching and learning that is fundamental to adapt to the sociocultural perspectives which are increasingly changing. In this context, including the Duolingo language-learning platform to improve vocabulary acquisition has a great importance to contribute to a better expertise of the English language in third-year bachillerato students.

The Duolingo language-learning platform is very beneficial in the process of learning English in the third year of bachillerato because this methodology provides a personalized, flexible and motivating learning experience. It also provides immediate reinforcement allowing the consolidation of knowledge and consequently raising the level of academic performance.

Another advantage of Duolingo in classes is that it allows identifying the learning patterns of each student in order to be able to react according to those answers, so it encourages feedback in the specific aspects of spoken or written comprehension of vocabulary. In this way, the proposal mainly benefits third-year bachillerato students and allows them to have a greater lexical repertoire for an adequate development in higher education.

6.4 OBJECTIVES

6.4.1 General Objective

- To incorporate the use of the Duolingo language-learning platform in English classes to improve the vocabulary acquisition in students of Unidad Primero de Abril.

6.4.2 Specific Objectives

- To identify the benefits of using the Duolingo platform to motivate the autonomous work of the English language to increase the learning process, and thus the level of English.
- To analyze the activities of the Duolingo learning platform that contribute to class planning so that they can be taken into account as academic enhancement to consolidate the learning process.
- To fit the Duolingo activities to the necessities of the learning process in the students of third year of bachillerato, and therefore improve the vocabulary acquisition of those students.

6.5 FEASIBILITY

Incorporating the use of the Duolingo language-learning platform in the English classes in order to improve the vocabulary acquisition in the students of Unidad Educativa Primero de Abril is totally feasible because it has the approval of the institution, parents and students for its start up. The proposal is also feasible since most students have cell phones and / or computers to use the Duolingo platform, and those students, who do not have them or who do not have an Internet connection in their homes, will have access to the computer lab to fulfill the activity.

6.6 FOUNDATION

Use of language learning platforms

According to Costa, Alvelos, & Teixeira (2012) learning platforms are systems that have a set of characteristics to record, monitor and evaluate student activities, which allow content management. Thus from the pedagogical approach,

a learning platform represents a system that provides integrated support for six different activities: creation, organization, delivery, communication, collaboration and evaluation.

Learning platforms contribute to improve communication by promoting the use of a wide variety of modern communication tools. Among the benefits of the use of learning platforms are the following:

- When learning platforms are used effectively and parents are better informed about their children's learning, students receive more support to continue their learning at home.
- The use of learning platforms leads to a greater variety of learning resources and can motivate and support independent students.
- Learning platforms give teachers the opportunity to replace or complement the traditional classroom with a wide range of teaching and learning resources, both online and in the classroom.
- They provide better monitoring and learning evaluation.
- They allow maximum use of teachers' time to achieve positive results.
- They facilitate strategic leadership and teaching management. (Its Learning, 2011).

The use of language learning platforms allows people to access information at any time and from any place. It has permitted great flexibility in searching for learning. Additionally, greater flexibility means that students can access and work at their own pace and time.

Most students prefer the pressure-free environment where they can try new things when they are online through the use of these platforms. One of the benefits of language learning supported by these platforms is the fact that it is less intimidating than the classroom led by the teacher because students may feel insecure about their use of the language. Technology can provide insightful

information and serve as a scaffold to support students as they study difficult academic subjects. (Haron, Zaid, & Ibrahim, 2016).

Methodology of the Duolingo learning platform

Duolingo is a very simple and easy-to-understand language-learning platform. Duolingo presents several online lessons which include multimedia content and practical exercises, so the learning methodology is similar to video games where each lesson appears correlatively grouped, allowing players to progress as the practices are solved. (Universia, 2014).

The Duolingo learning-teaching platform aims to develop English language skills through a simple methodology that consists of the constant repetition and translation of words and phrases. In this way, when accessing the platform, concepts are presented that must be translated from one language to another sequentially, like a game. The progress record is automatically recorded, so when repeating a unit, Duolingo displays the icon that represents it with a progress bar. When the participant finishes a topic, the icon is shown in a golden color and when it is not practiced constantly it becomes a paler color, and the progress bar indicates that it must be practiced again. (Hernández, 2016).

Duolingo's learning modal includes common activities, such as the following:

- Write vocabulary words after seeing an image that represents it.
- Translate phrases into the native language.
- Translate sentences into the language that is being studied.
- Write sentences heard with two speeds (normal-slow).
- Pronounce sentences where the application notifies the student whether he or she has pronounced well or not.
- Put scrambled words in order.
- Choose correct sentences.

Activities are presented sequentially, and the lesson "spreads" on itself if incorrect answers are obtained, which can be observed in the lesson strength bar. If there are no errors, seventeen short activities such as those described above are required. To complete a lesson, this can usually be completed in five to ten minutes, but this time may vary as new activities are added if the student makes mistakes.

Duolingo incorporates some elements of gamification to motivate and commit the person to continue with learning, this is the case of the lingots that are prizes awarded when skills are completed. In addition, there is the table of positions where you can compete against other people. These elements make the application more enjoyable to learn a language (Munday 2016).

6.7 DEVELOPMENT



duolingo

**DUOLINGO
LANGUAGE-
LEARNING
PLATFORM AND
THE ENGLISH
VOCABULARY
ACQUISITION IN
STUDENTS OF
THIRD YEAR OF
BACHILLERATO
AT UNIDAD
EDUCATIVA
PRIMERO DE
ABRIL**



Xavier Borja Herrera

2018

TO THE TEACHERS...






Duolingo is the world's largest online language learning platform, which uses technology, science and adaptive learning techniques to make the learning experience more fun and effective for students. Another benefit is that the application is completely free.

The Duolingo platform is useful for students because it introduces new topics to them. It provides them great freedom to practice the language for several hours, and it significantly boosts their confidence and effectiveness to communicate in English. Since Duolingo also focuses on pronunciation, students can move away from the idea that they do not know how to communicate and feel like active agents in acquiring new knowledge.

Duolingo is also beneficial for teachers as it allows the advantages of digital learning to be incorporated into classroom teaching, which increases knowledge and greater interaction between students to strengthen learning. The present proposal demonstrates the use of the Duolingo learning platform in general, the way in which it can be used in classes, the adaptation of Duolingo activities to the curricular lessons of English as a foreign language, class planning and follow-up tasks for each activity. In this way, it is expected to contribute to the acquisition and consolidation of vocabulary in the third year students of bachillerato.

This manual explains and guides how to adapt the Duolingo activities to fit the curriculum of the B1.2 English book, with a focus on vocabulary enhancement.

TABLE OF CONTENTS

 duolingo SECTION 1	How can we use Duolingo in schools?	Page 75
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 duolingo SECTION 3	How can Duolingo be used in English classes?	Page 78
 duolingo SECTION 4	How can Duolingo activities be incorporated into lesson planning for students in third year of bachillerato?	Page 79
 duolingo SECTION 5	Class Planning	Page 83



SECTION 1

How can we use Duolingo in schools?

Section Configuration

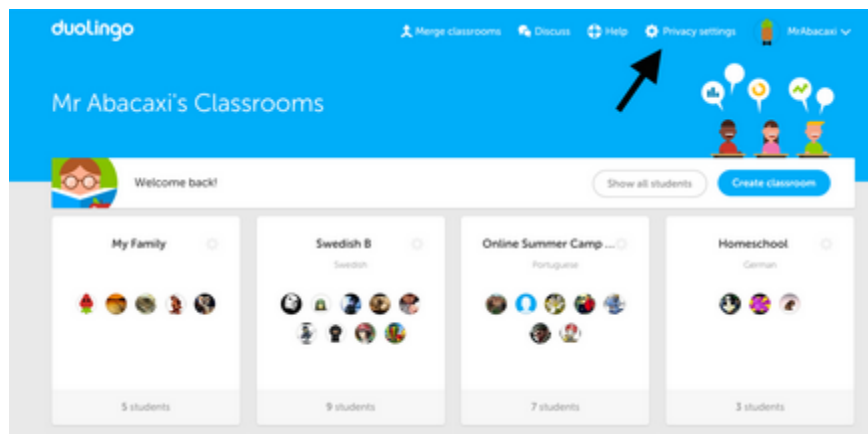
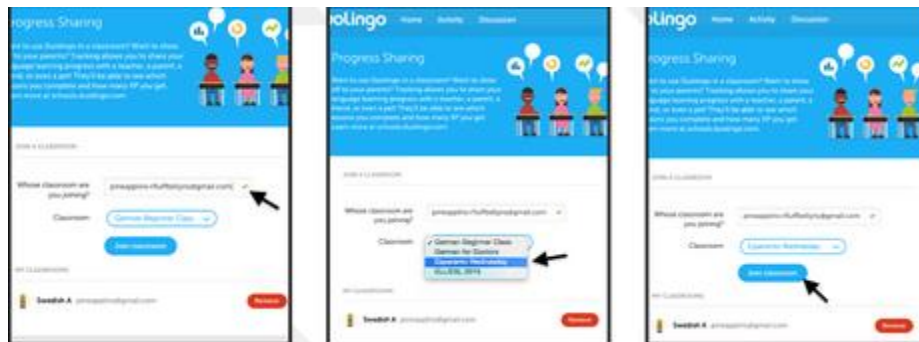
- Visit schools.duolingo.com and click “Start.”
- Click “Create an account.”
- Enter personal information (full name, e-mail)
- Choose the target language that you want to learn.
- A window will appear with the selected language and the chosen section.



Add students to the section

- Select “Invite students” in order to create a link that can be shared with students so that they can join the section.
- When they accept the invitation, the students will appear in the section.
- The student must click the link that is sent to them by e-mail.
- The student can read a notification, and then he or she should click “Continue.”
- In order to create an account, all students will need an active e-mail address.

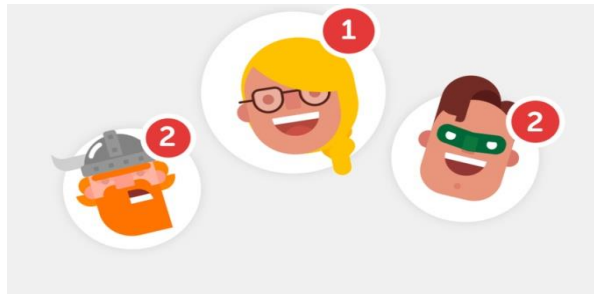
- The students will appear on the page and then they can participate as part of the section.
- At this point, all of the configurations are made and the learning process can begin.





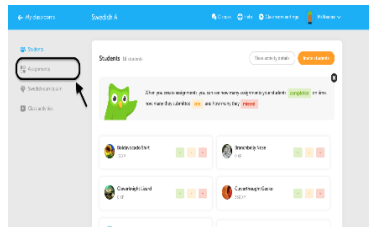
SECCIÓN 2

How can we take advantage of Duolingo to teach English?



Interact with other teachers

By using the Duolingo platform, teachers can contact one another and share stories, lesson plans, and other ideas.



Assign autonomus work

When the configuration of the section is finished, it is possible to assign tasks and see which students have completed and which need more attention.



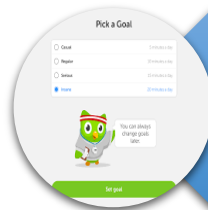
Progress Check

Duolingo measures the progress through the number of points won, the completed tasks, the progress of the course, and the number of consecutive days using the application.

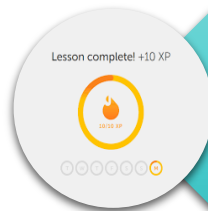


SECTION 3

How can Duolingo be used in English classes?



As a reinforcement tool: when teachers identify a topic or lesson that students do not understand, they can assign a Duolingo lesson to reinforce the topic.



As homework or classwork: when students have Internet connection and enjoy passing time using technology, the teacher can assign them homework or classwork through Duolingo.



Extra points: can be awarded to students who dedicate their free time to studying English.



Activities during vacation: teachers can also take advantage of vacations by assigning students tasks on Duolingo to reinforce or refresh topics.



As an award: Duolingo can be used as a motivating activity for learning English.









SECTION 4



How can Duolingo activities be incorporated into lesson planning for students in third year of bachillerato?

Therefore, lesson plans of the contents of Duolingo that support the units and lessons of the curricular content of the Unidad Educativa "Primero de Abril" for the third year of high school were developed. It is shown in the following table:

Table 10 Planning for the use of Duolingo

UNIDAD EDUCATIVA "PRIMERO DE ABRIL"		
  duolingo		
Unit	Lesson	Duolingo Units
	Movie genres	Intro: unit 1 (man, woman, I, am, a, boy, girl) People: unit 1 (child, has, live, lives, in, family, boys) People. unit 3 (husband, wife, sister, brother, lot, one, two, three)
	Film reviews	Intro: unit 2 (not, from, you, are, Mexico, Spain)
	Mini biographies	People: unit 2 (mother, father, loves, eats, girl, speaks) People: unit 4 (dad, daughter, son, children, women, men, grandmother, grandfather)

	Personality types	School: unit 4 (words, idea, raise, hand, paper, this, school) Clothing: unit 4 (hat, outside, inside, because, skirt, wash)
	Professions	School: unit 2 (tonight, do, writing, study, working, five, pen) Business: unit 1 (office, work, works, home, teacher, Monday, Tuesday)
	University degrees	School: unit 1 (class, studying, book, read, four, books, reading) School: unit 3 (ask, learn, us, six, professor, write, question)
	Environmental Issues	Clothes: unit 3 (big, hot, cold, old, small)
	Green products	Restaurant: unit 2 (bathroom, water, drinking, coffee, menu, me) Restaurant: unit 3 (eat, meat, with, bread, more, little, food) Restaurant: unit 4 (like, cash, vegetables, check, every, day, salt)
	Imaginary situations	Travel: unit 1 (passport, where, flight, going, to, taxi, need) Restaurant: unit 1 (welcome, restaurant, the, tables, yes, no, want)
	Expressing wishes	Greetings: unit 3 (thank, welcome, sorry, goodbye, bye, please) Clothes: unit 1 (shirts, wearing, buying, shoes, buy, pants, jacket)

	Breaking bad habits	Greetings: unit 1 (good, morning, and, thanks, hello, night) Business: unit 2 (know, Wednesday, Thursday, for, year, doctor, store) Business: unit 3 (job, waiter, Friday, company, week, student, be)
	Written news	Business: unit 4 (internet, computer, next, at, still, use, coins)
	Spoken news	Greetings: unit 2 (very, how, Spanish, do, speak, English) Travel: unit 3 (can, help, stop, newspaper, today, when, now, you)
	Pivotal inventions	Clothes: unit 2 (wear, clothes, new, selling, dress, buttons) Clothes: unit 5 (black, white, suit, coat, underwear, socks, washing)
	Important historical events	Intro: unit 3 (he, she, is, my, what, your, name) Travel: unit 2 (there, room, have, here, it, fine, hotel, reservation)

Produced by: Borja, X (2018)

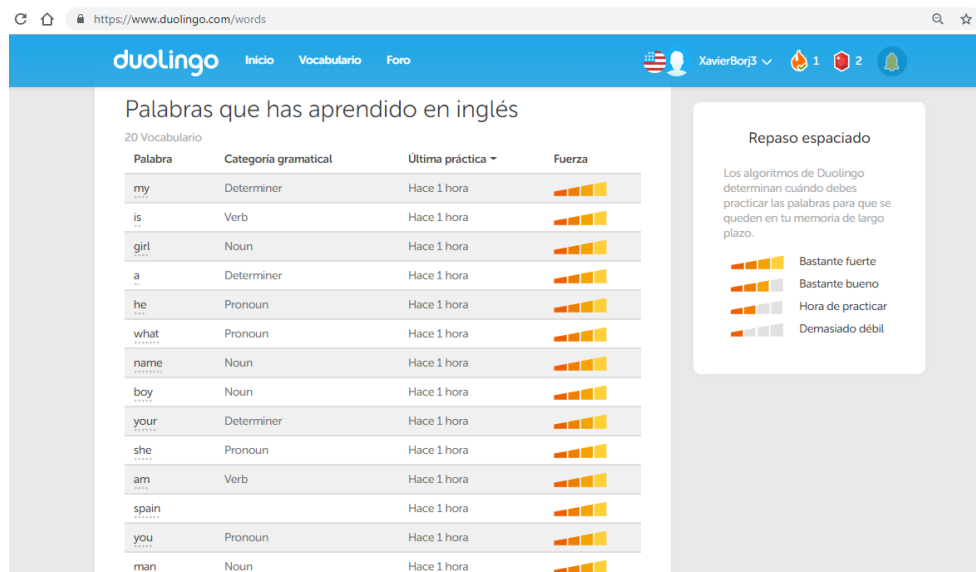


Figure 7 Vocabulary learned
Source: <https://www.duolingo.com/>

In addition, the Duolingo learning platform shows the vocabulary learned in each unit and demonstrates the strengths and weaknesses with diagrams. This was information that was very useful to develop individual and group activities inside and outside the classroom, besides being able to provide reinforcement in the necessary aspects within the annual class plan. This benefit also helps the teacher to monitor the individual work of each student.




SECTION 5

CLASS PLANNING

The application of the Duolingo learning platform took place in the English laboratory of the high school for two months, once a week, where students could access the platform and develop activities to expand and reinforce knowledge about vocabulary through receptive exercises and productive skills.

The lessons executed with the contents of Duolingo and the units of the guide book managed by the high school are shown below:

Table 11 Lesson plan 1

	
CLASS 1	
Duolingo Topic	Restaurant: Menu
Curricular lesson	Green products
Learning Objective	To recognize new vocabulary to express likes and dislikes regarding food for developing a role play asking for the menu in a restaurant in groups.
Duration	40 minutes
Resources	<ul style="list-style-type: none">• Physical resources (laboratory)• Material resources (projector, computers, internet, school supplies)• Human resources (teacher, students)

Class development

Beginning The teacher begins the class asking the students about the level, easy parts and difficulties encountered. Afterwards, a game called “Jumping Ball” is played in order to remember the contents.

Development Practice activities like:

Escribe esto en español

 Yes, I have a restaurant.

una tengo te reserva un me Sí

restaurante

Marca la solución correcta

Sí, tengo una reserva.

1 Yep, I do need one booking.

2 No, I have a booking.

3 Yes, I have a reservation.

Lee y responde

Coco is a big dog. Right now,
Coco is running to the kitchen.
It is time for dinner, and Coco
loves to eat.

Where is Coco going?

1 to the train station

2 to the kitchen

3 to a restaurant

Evaluation The class finishes with the teacher explaining that students will have to present a role play in a restaurant setting.

Learning at home

The restaurant

Listen to the next conversation and complete

Customer **Good afternoon, a for one please**

Host: **Certainly, Madam. Please follow me!**

Waiter: **Can I order?**

Customer: **I'... the Grilled Steak and a side order of fries.**

Waiter: **OK, steak and fries. What would you like to drink?**

Customer: **Can I see the drinks menu?**

Waiter: **Of course, you are**

Customer: **I'll have a glass of**

Waiter: **Would you like some or dessert?**

Customer **A cup of would be nice thank you.**

Customer: **Could a, please?**

Waiter: **Certainly, Madam. Here you are**

Customer **Can I pay by card?**



Waiter: **I'm afraid you can't. Only cash**

Customer **OK. Here you are 50 dollars. Keep the change**

Waiter: **Thank you. Have a good night**

Produced by: Borja, X

Table 12 Lesson Plan 2

 <h2 style="margin: 0;">CLASS 2</h2>	
Duolingo Topic	Intro: Nationalities
Curricular lesson	Film reviews
Learning Objective	To define different nationalities, origins, and their own characteristics recognizing important features in order to learn about international culture.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> Physical resources (laboratory) Material resources (projector, computers, internet, school supplies) Human resources (teacher, students)
Class development	
<p>Beginning The class will begin with “brainstorming” about related words and the definition of the topic.</p>	
<p>Development Practice activities like:</p> <div style="text-align: center; margin-top: 20px;">  </div>	

Escribe esto en español

 I am not from Spain.

Yo de soy estoy Julia España Argentina
no niño

Marca la solución correcta

Una niña de México

1 One woman who comes from Mexico

2 A girl from Mexico

3 One man from Mexico

Evaluation The class finishes with the teacher assigning the homework of researching different nationalities.

Learning at home

Relate the correct nationality and describe an important characteristic

Australia



Australian

British English

Bolivia



Bolivian

Latin Spanish

Brazil



Brazilian

Portuguese

Canada



Canadian

English and French

India



Indian

Hindi and English

Example:

1 The official language of Australia is English

2.....



3.....

4.....


5.....

Produced by: Borja, X

Table 13 Lesson Plan 3

 CLASS 3	
Duolingo Topic	Travel: Taxi
Curricular lesson	Imaginary situations
Learning Objective	To list expressions related to directions completing activities from the Duolingo platform for taking a taxi.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> Physical resources (laboratory) Material resources (projector, computers, internet, school supplies) Human resources (teacher, students)
Class development	
<p>Beginning The teacher implements a game of Bingo to review the vocabulary practiced in the previous lesson. Each student, when listening to the word, must raise his or her hand, mention the word, and mark it on the Bingo card.</p>	
Development	<p>Practice activities like:</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px auto; width: fit-content; background-color: #f9f9f9;"> <p style="margin: 0;">Escribe esto en español</p> <p style="margin: 0;"> Your taxi?</p> <hr style="border: 0; border-top: 1px solid #ccc; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 5px 0;"/> <div style="display: flex; justify-content: center; gap: 10px; margin-top: 10px;"> Tu yo ella Austria taxi Usted </div> </div>


Escribe esto en español

 I need a taxi.

taxi un necesito necesitas voy Nueva

York Yo

Escribe esto en español

 A flight to Mexico.

Un vuelo a México

es me sus cuál

Evaluation	Prepare a conversation in a taxi setting.
-------------------	---

Learning at home

Imagining a trip through Orlando by Taxi

Taxi Driver: Good morning miss. Where do you go?

Customer Good morning sir... eh... I go to Orlando park.

Taxi Driver: What places would you like to know?

Customer.....

Taxi Driver: where are we going first?

Customer

Taxi Driver:



Customer

Taxi Driver: It's just 55 dollars.

Customer

Taxi Driver: Thank You.

Table 14 Lesson Plan 4

 <h2 style="margin: 0;">CLASS 4</h2>	
Duolingo Topic	People 1: Family
Curricular lesson	Movie genres
Learning Objective	To support the family and relatives vocabulary applying some activities from Duolingo platform to establish relationship.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Physical resources (laboratory) • Material resources (projector, computers, internet, school supplies) • Human resources (teacher, students)
Class development	
<p>Beginning The teacher starts the class with a guessing game, where the teacher gives the students hints in order to guess the word, person, etc.</p>	
Development	<p>Practice activities like:</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9; margin: 10px 0;"> <p>Escribe esto en español</p> <p> A brother and a sister.</p> <hr style="border: 0.5px solid #ccc;"/> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">hermana</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">inglés</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">una</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">tres</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">hermano</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">y</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px;">Un</div> </div> <div style="display: flex; justify-content: center; margin-top: 5px;"> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px; margin: 0 5px;">padres</div> <div style="border: 1px solid #ccc; padding: 2px 10px; border-radius: 3px; margin: 0 5px;">madres</div> </div> </div>

Escribe esto en español

He and my father are **brothers**.

vuelo y habla padre mi hermanos Él
son Antonio ayudar

Escribe esto en español

Where is your **dad**?

mis él está tu papá Dónde periódico
España

Evaluation Read and complete the questions and draw your family tree.

Learning at home

Read the following article and complete

My name is Sangeeta. I am 11. I live in New Delhi, India with my father, mother, two brothers and three sisters. My grandparents also live with us. In India, family is very important. It is common to have grandparents, aunts, uncles and/or cousins living in the same house. My aunts, uncles and cousins also live nearby. We see each other often. My older brother is a computer programmer. Right now, he is in Australia. His company sent him there for one year. We all miss him a lot. We write him letters every week. I want him to come home soon.

How old is Sangeeta?

.....

Which country does she live in?

.....

Does she live with her parents? Who else lives with her?

.....

What does her older brother do?

.....

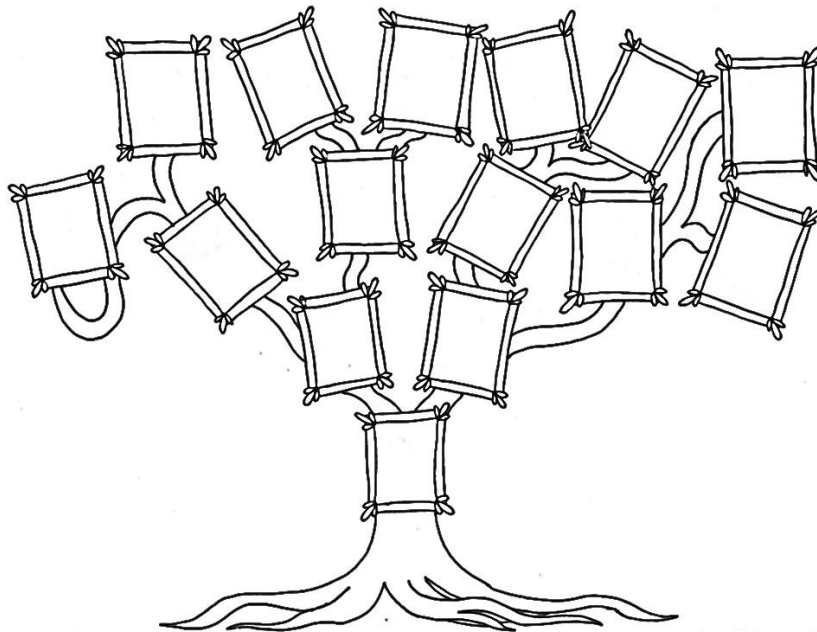
Where is he right now?

.....

Does the family miss him? How do you know?

.....


My Family Tree




© www.family-tree-template.org

Produced by: Borja, X

Table 15 Planificación de clase 5

 <h2 style="margin: 0;">CLASS 5</h2>	
Duolingo Topic	Greetings
Curricular lesson	Breaking bad habits
Learning Objective	To value greetings and other phrases according to the time of day using the Duolingo platform for establishing conversations with greetings, farewells and appropriate expressions.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Physical resources (laboratory) • Material resources (projector, computers, internet, school supplies) • Human resources (teacher, students)
Class development	
<p>Beginning Students will begin the class by completing a word search made up of the new vocabulary words. They will have a list of the definitions, but they have to find the words themselves within the word search.</p>	
Development	Practice activities like:
<div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9;"> <p>Marca la solución correcta</p> <p>¡Muy bien!</p> <p>1 <input type="radio"/> Very sorry!</p> <p>2 <input type="radio"/> All right!</p> <p>3 <input type="radio"/> Really sorry!</p> </div>	

Escribe esto en español

 Hello and good morning!

estoy Hola y estás días está buenos

llamas

Escribe esto en español

 Hello, **how** are you?

Cómo nombre estás sus tal Hola niña

qué

Evaluation Complete the conversation using the word bank.

Learning at home

Read and then choose the correct option to complete the conversations with greetings, farewells and appropriate expressions

Dany: (1) _____ morning, Mishell. How (2) _____ you?

Mishell: (3) _____, Dan. I am fine. Did you finish the report?

Dany: Yes, did. I finished it last night, and you?



Mishelly: No, I will finish it tonight. I gotta go. (4) _____.

Dany: Bye, Molly. (5) _____ you son

GOOD	ARE	HI	GOOD BYE	SEE
------	-----	----	----------	-----

Produced by: Borja, X

Table 16 Planificación de clase 6

<div style="display: flex; align-items: center; justify-content: space-around;">  <h2 style="margin: 0;">CLASS 6</h2> </div>	
Duolingo Topic	School: Class
Curricular lesson	University degrees
Learning Objective	To remember class terminology from the Duolingo platform to use it according to the context related to school and academia.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Physical resources (laboratory) • Material resources (projector, computers, internet, school supplies) • Human resources (teacher, students)
Class development	
<p>Beginning The teacher begins the class with a game of “Charades” to review vocabulary from previous lessons. One at a time, volunteers go in front of the class and act out vocabulary words without speaking. The rest of the class must guess what the word is.</p>	
Development	<p>Practice activities like:</p> <div style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="margin: 0;">Escribe esto en español</p> <p style="margin: 0;">  I have six professors. </p> <div style="border: 1px solid #add8e6; padding: 5px; margin: 5px 0;"> <p style="margin: 0; color: #add8e6;">Escribe en español</p> </div> </div>

Escribe esto en español

 I need to **learn**.

gracias

profesora

soy

aprender

necesito

estudiando

Yo

Escribe esto en español

 She is a **professor**.

Ella

es

periódicos

mujer

una

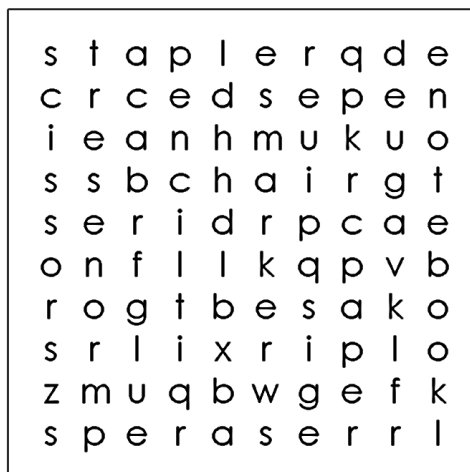
siento

profesora

Evaluation Complete the wordsearch and form sentences using the vocabulary words found.

Learning at home

In the wordsearch look for class terminology and then form a sentence



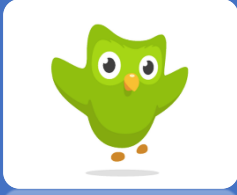

Find the words for the classroom objects:



1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

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Table 17 Lesson Plan 7

 <h2 style="margin: 0;">CLASS 7</h2>	
Duolingo Topic	Clothes
Curricular lesson	Expressing wishes
Learning Objective	To support clothes terminology applying the Duolingo activities to express wishes in a clothing store.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> • Physical resources (laboratory) • Material resources (projector, computers, internet, school supplies) • Human resources (teacher, students)
Class development	
<p>Beginning The teacher begins the class with a game of “Hangman” in order to continue practicing the vocabulary. The students must guess letters in English in order to figure out which vocabulary word is written on the board.</p>	
Development	<p>Practice activities like:</p> <div style="border: 1px solid #ccc; padding: 10px; background-color: #f9f9f9; margin: 10px 0;"> <p style="margin: 0;">Escribe esto en español</p> <p style="margin: 0;">  I am wearing a shirt. </p> <hr style="margin: 5px 0;"/> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">camisa</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">una</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">Yo</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">Francia</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">esposo</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">estoy</div> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">usando</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">ayudar</div> <div style="border: 1px solid #ccc; padding: 2px 10px; margin: 2px;">madres</div> </div> </div>

Marca la solución correcta

Tu camisa

1 My shirt

2 His shirt

3 Your shirt

Escribe esto en español

 The pants are good.

abuelas

Los

son

compran

pantalones

hijas

más

buenos

Evaluation Complete the conversation using the word bank.

Learning at home

Listen and complete the following conversation

Shop assistant: **Good morning. Can I.....?**

Customer: **Yes. Do you have thisin blue?**

Shop assistant: **Yes, here they are. What size are you?**

Customer:.....

Shop assistant: **Here you go.**

Customer: **Thank you.**

Shop assistant: **We also have these**

Customer: **Oh, yes. I like them. How much are they?**

Shop assistant: **10 dollars. It's.....!**

Customer: **Okay, I will try them both on.**

Shop assistant: **Theare there.**

Customer: **Thank you.**

Shop assistant: **How do they look on you?**

Customer: **I like them..... And since I wear lots of t-shirts, I will take**

both of them.

Shop assistant: **Great.**

Shop assistant: **That will be 20 dollars please.**

Customer: **Can I pay with a.....?**

Shop assistant: **Yes,**


Shop assistant: **Thanks very much.....**

Customer: **Okay thanks! Bye-bye.**


Help you	T- shirt	Medium	T-shirts in white.	A good price	Fitting rooms	Both	Credit card	Of course.	Come again
-------------	-------------	--------	-----------------------	--------------------	------------------	------	----------------	---------------	---------------

Produced by: Borja, X

Table 18 lesson plan 8

<div style="display: flex; align-items: center; justify-content: space-between;">  <h2 style="margin: 0;">CLASS 8</h2> </div>	
Duolingo Topic	Business: Work
Curricular lesson	Professions
Learning Objective	To evaluate vocabulary knowledge in respect to jobs/professions using the Duolingo platform to be able to apply to specific situations.
Duration	40 minutes
Resources	<ul style="list-style-type: none"> Physical resources (laboratory) Material resources (projector, computers, internet, school supplies) Human resources (teacher, students)
Class development	
Beginning	<p>The teacher begins the class briefly explaining the use and purpose of including the Duolingo platform in the lesson plan.</p> <p>The teacher explains how to play the game “Vocabulary Tennis” in order to determine the level of vocabulary that students have before using Duolingo.</p>
Development	Practice activities like:

Escribe esto en español

 Where are you working?

hagas

esta

pequeño

estoy

Dónde

estás

trabajando

Escribe esto en inglés

Soy un doctor.

i'm

a

doctor


ok

nice

I'm

or

Escribe esto en español

 He works in the office.

oficina

Él

esposo

en

trabaja

lunes

tiene

Alemania

la

Evaluation

Read the article and answer the comprehension questions.

Learning at home

Read the following article and complete

Carolina writes an email to her friend about work:

"Hi Cristina, I am sorry I haven't called you for so long. How are you? How is your new apartment? I have been very busy at work. I arrive at the office at 7 am and leave at around 6:30 pm. I just get half an hour for lunch and a five-minute break in the morning and in the afternoon. I am very tired when I get home so I just eat, watch some television and go to bed. In the office, I am on the phone all day, listening to customer complaints and entering them into our computer system. At the end of the day I have to write a summary of all the calls I received during the day and give my boss a status on the complaints that are not yet resolved. I do not know how much longer I can do this. I need a vacation, or even better, I need another job! I'll call you this weekend.

Carolina"

At what time does Carolina usually arrive at the office?

.....

At what time does she leave?

.....

What does she do almost all day at work?

.....

What does she have to give her boss at the end of each work day?

.....

Does it seem like she likes her job?

.....

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6.8. ACTIVITIES SCHEDULE

The activities carried out are detailed in the following planning table:

Table 19 Schedule

Activities	September				October				November
	W1	W2	W3	W4	W1	W2	W3	W4	W1
Analyze the functioning of the Duolingo learning platform									
Identify the activities of the Duolingo learning platform that contribute to class planning.									
Lesson 1 development									
Lesson 2 development									
Lesson 3 development									
Lesson 4 development									
Lesson 5 development									
Lesson 6 development									
Lesson 7 development									
Lesson 8 development									

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RUBRICS FOR COMPLEMENTARY ACTIVITIES

Qualitative Aspects of Spoken Language: Interaction (10 points)

Grading Scale	0.5	1.0	1.5	2.0
Vocabulary range	Has a very limited repertoire of words and expressions to discuss solutions to ecological problems.	Has a limited repertoire of words and expressions to discuss solutions to ecological problems. Uses some memorized phrases.	Has a good repertoire of words and expressions to discuss solutions to ecological problems.	Has an outstanding repertoire of words and expressions to discuss solutions to ecological problems.
Accuracy	Does not manage the Passive Voice and Second Conditional to discuss solutions to ecological problems. Grammar aspects studied in previous levels are wrongly used.	Shows limited control of the grammatical structures (Passive Voice and Second Conditional) to discuss solutions to ecological problems. Confuses expressions systematically, which may cause communication failure.	Correctly uses the Passive Voice and Second Conditional to discuss solutions to ecological problems. Sometimes confuses the use of verb tenses and expressions, but monitors himself / herself; so, those mistakes do not greatly affect communication.	Uses in an appropriate way the Passive Voice and Second Conditional to discuss solutions to ecological problems.

Fluency	Manages very short and isolated sentences with mainly pre-packaged utterances. Too much pausing to search for expressions and speech is slow and hesitant. Communication is greatly affected.	Can make himself / herself understood in very short utterances, even though pauses, false starts and reformulation are very evident. Speech is still slow and hesitant.	Has enough language to keep going comprehensively, even though pauses for grammatical and lexical planning. Repair is evident, especially in longer stretches of production.	Has an outstanding language command to keep going comprehensively, even though some pausing for grammatical and lexical planning may occur.
Interaction	Has great difficulty responding to simple statements and asking questions. Finds it hard to initiate and hold a face-to-face conversation when discussing solutions to ecological problems. Requires repetition of the message delivered by the other speaker because he / she is unable to understand.	Can, with a lot of effort, respond to simple statements and initiate and hold a face-to-face conversation. Very rarely understands enough to keep the conversation going. Repetition on part of the other speaker is required to maintain the conversation.	Can, with some hesitation, respond to simple statements and hold a face-to-face conversation about solutions to ecological problems. Both, responses and questions, are adequate in the ongoing conversation most of the time.	Can successfully respond to simple statements and hold a face-to-face conversation about solutions to ecological problems. Is able to provide extra details spontaneously in the ongoing conversation.
Coherence	Finds it very difficult to organize his / her ideas, especially when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. Total or notable omission of task input and meaning is not conveyed.	Connects ideas inappropriately, especially when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. Task input is inadequately covered or omitted. Meaning usually gets lost.	Can organize, with some sufficiency, his / her ideas when asking questions or following the conversation where using Passive Voice and / or Second Conditional is needed. The message is clear although there are some hesitant sentences. Task input is used.	Is able to organize his / her ideas successfully, especially when asking questions or when following the conversation where using Passive Voice and / or Second Conditional is needed. The message is clear and concrete.

Source: B1.2 English Book

Produced by: Ministerio de Educación del Ecuador (2018)

Qualitative Aspects of Writing (10)

Grading Scale	0.5	1.0	1.5	2.0
Content	The topic and the task are not developed. It lacks the intended message. Does not paraphrase the information provided originally.	The topic and the task are not completely developed. It lacks most of the intended message. Reflects a failed effort to paraphrase the original sentences.	The topic and the task are developed, but the paraphrased sentences lack part of the intended message. Provides most of the information delivered in the main sentences, but some relevant points are missing.	The topic and the task are well-developed, achieving the intended message. All the original information requested to be paraphrased is provided.
Grammatical accuracy	Shows insufficient control of simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Excessive confusion and inaccurate use of these structures and patterns impedes communication.	Uses, with a lot of effort, simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Confuses these structures and patterns systematically, which causes communication breakdowns.	Uses a basic repertoire of simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. Some confusion may be present, but this does not impede communication.	Successfully uses simple and complex grammatical structures (Passive Voice and Second Conditional) to paraphrase the original information. The appropriate use of these structures and patterns facilitates communication.
Vocabulary range	The range of vocabulary to paraphrase the original information is very limited. Frequent misuse of vocabulary completely obscures the message.	The range of vocabulary to paraphrase the original information is limited. Lexical limitations may obscure the message.	Shows control of an average range of vocabulary to paraphrase the original information. Some circumlocutions might be present, but they do not greatly impede communication.	Shows an excellent range and accurate control of words to paraphrase the original information.
Organization and cohesion	Paraphrases the original information ignoring the suggested indications. Incorrect use of the input provided makes the message mostly incomprehensible.	Does not include all information delivered in the original sentences. Recurrent incorrect use of the input provided to carry out the task.	Paraphrases the sentences with most of information in them. Most of the time the input is used correctly.	Excellent completion of the paraphrased sentences. Correct use of the input provided makes the message clear and easily understandable.
Appropriateness of register and format	The register (formal) and format (paraphrase) are inappropriate or inconsistent with the task.	The register (formal) and format (paraphrase) are sometimes inappropriate or inconsistent with the task.	Paraphrased sentences have a formal register and are well-structured, which are, most of the time, appropriate for the task.	Paraphrased sentences have a formal register and are well-structured, which are consistently appropriate for the task.

Source: B1.2 English Book

Produced by: Ministerio de Educación del Ecuador (2018)

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ANNEXES

Annex 1. Certificate Unidad Educativa Primero de Abril

 **UNIDAD EDUCATIVA "PRIMERO DE ABRIL"** 
TEL.FS. 261 280-257 / 261 281 643 FAX 261-161 Av. Pineda 40 Fonería Instituto Tecnológico de Latacunga
Latacunga - Ecuador

Certificado 026 CBPA. R. 38-28.
Latacunga, a 17 de octubre del 2018.

CERTIFICADO

El suscrito Dc. Marco Antonio Villarreal Bastida, Rector Encargado de la Unidad Educativa "Primero de Abril".

CERTIFICA:

Que el señor **BORJA HERRERA CARLOS XAVIER**, con cédula de ciudadanía N° 0503442133, tiene la autorización para la aplicación de su Proyecto de Investigación, versado por el tema: **Aplicación de Distingo Learning Language Platform to enhance the English Vocabulary in students of Third Year of Bachillerato at Unidad Educativa Primero de Abril, previo la obtención del Grado Académico de su Máster.**


Es todo cuanto debió certificar en honor a la verdad.

LO CERTIFICA:


Lc. Marco Villarreal B.
RECTOR (E)




Annex 2. Duolingo English Test




Loh Kai Heng
September 20, 2017

PROMPT

Describe a public attraction you have been to, like a beach or a museum. Talk about it, and say why it was interesting.





Loh Kai Heng
September 20, 2017

PROMPT

People have jobs because they need money to live, but what are some other important reasons that people have jobs?

RESPONSE

Money isn't always the only motivation for having a job. Other important reasons include the desire to be productive and to contribute to society. Many people truly enjoy utilizing their skills and serving people who need their assistance.



98

EXPERT IN ENGLISH



Loh Kai Heng

CERTIFIED SEPTEMBER, 20, 2017


EXPERT IN ENGLISH

Can understand virtually anything heard or read, even intellectually demanding material such as an academic lecture or a book on

Test Results

Dec 17, 2015 - Sep 20, 2017
DOWNLOAD CSV

Surname(s)	Given Name(s)	Date & Time	Score	Test Status	Interview & Writing
Phillip Price	Evelyn Marie	Sep 19, 2017 12:03 PM	--	PENDING	VIEW ITEMS +
Ramos	Leah	Aug 27, 2017 10:28 PM	89	ID PROBLEM	VIEW ITEMS +
Heng Loh	Kai	Jul 02, 2017 10:16 AM	98	CERTIFIED	VIEW ITEMS -



Email: kaihenglong@yahoo.com
 DOB: Sep 12, 1995
 Coupon: ABCD1235
 User ID: 123-456-788

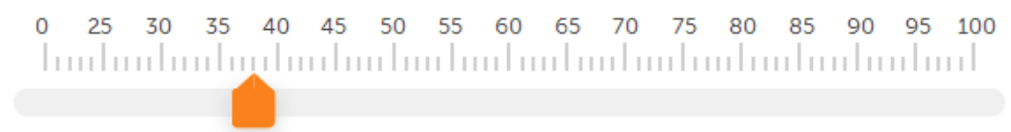
Add notes...



Score comparison

Based on the research that correlates Duolingo English Test scores to TOEFL iBT® and IELTS® Academic, the score converter below can help compare results.

Duolingo English Test Score



DET

38



TOEFL iBT

70



IELTS

5



CEFR

B1

Annex 3. Urkund Report

COMPLETADA XAVIER BORJA.docx (D43300171) (1).pdf 1 / 83

Urkund Analysis Result

Analysed Document:	TESIS FINAL COMPLETADA XAVIER BORJA.docx (D43300171)
Submitted:	10/31/2018 4:03:00 AM
Submitted By:	lm.melendez@uta.edu.ec
Significance:	7 %

Sources included in the report:

Francis Pacheco Tesis.docx (D33536364)
<http://jultika.oulu.fi/Record/nbnfioulu-201512182309>
https://assets.cambridge.org/97805218/52579/excerpt/9780521852579_excerpt.pdf
<http://www.rroij.com/open-access/learning-strategies-in-second-language-acquisition-.pdf>
<http://www.ed.ehime-u.ac.jp/~kiyou/2016/pdf/20.pdf>
<https://www.birmingham.ac.uk/Documents/college-artslaw/cels/essays/secondlanguage/First-Language-Acquisition-and-Classroom-Language-Learning-Similarities-and-Differences.pdf>
http://www.wjeis.org/FileUpload/ds217232/File/07.ana_paula_de_castro.pdf
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