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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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Theme:

M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS

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SUPERVISOR APPROVAL

CERTIFY:

I, Lcda. Mg. Lorena Fernanda Parra Gavilanez, holder of the I.D No. 180310352-0, in my capacity as supervisor of the Research dissertation on the topic: **"M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS"** investigated by Miss María Consuelo Monje Gualpa with I.D No. 0503761454 confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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Lcda. Mg. Lorena Fernanda Parra Gavilánez

C.C. 180310352-0

DECLARATION PAGE

I declare this undergraduate dissertation entitled **"M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS"** is the result of the author's investigation and has reached the conclusions and recommendations described in the present study.

Comments expressed in this report are the author's responsibility.

…………………………………….
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TO THE DIRECTIVE COUNCIL OF FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

The Board of Directors which has received the defense of the research dissertation with the purpose of obtaining the academic degree with the topic **"M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS"** which is held by María Consuelo Monje Gualpa undergraduate student from Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, academic period April 2022-September 2022, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific and regulatory principles.

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DEDICATION

To God, for allowing me to achieve this dream, for all his blessing, for care of me, and especially for giving me the bravery, wisdom, and diligence in my studies. To my beloved parents Bertha and Jorge, who are the guiding light of my life. Thank you for your unconditional support, for making me a better person through your advice and teachings, for never leaving me alone, and support me in all moments despite my mistakes. I love you and admire you a lot.

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With love.

Consuelo

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Consuelo

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ABSTRACT

Listening is one of the most difficult English language skills to master, hence it requires more attention and concentration than any other ability. This investigative work aimed to explain the importance of Duolingo in the improvement of listening skills in students of the ninth-year at Unidad Educativa "Las Americas". This research was based on a pre-experimental design and quantitative research method that involved a group of 28 students. Furthermore, the data was collected through a pre-test and post-test. These tools were standardized tests A1 Movers (YLE) from Cambridge English to evaluate students' listening level before and after the treatment. 6 suitable lessons were applied to integrate Duolingo with listening purposes to improve students' skills and give them opportunities to use the target language. As for the treatment, this was developed based on three main listening stages; pre- listening, while-listening, and post-listening. In addition, students had to use Duolingo app fifteen minutes daily as asynchronous time for three weeks. The results obtained were analyzed using the SPSS statistics program, the average score in the pre-test was 2,54, contrary to the 3,37 in the post-test. The findings showed that the use of Duolingo can improve students' listening skills and make the teaching-learning process easier and more enjoyable for them.

Keywords: teaching**,** mobile application, listening skills, Duolingo app

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TÍTULO: "M-learning (Duolingo app) and the listening skills"

AUTOR: María Consuelo Monje Gualpa

TUTOR: Mg. Lorena Fernanda Parra Gavilánez

RESUMEN

Escuchar es una de las habilidades del idioma inglés más difíciles de dominar, por lo que requiere más atención y concentración que cualquier otra habilidad. Este trabajo investigativo tuvo como objetivo explicar la importancia de la aplicación Duolingo en el mejoramiento de las habilidades auditivas en los estudiantes de noveno año en la Unidad Educativa "Las Américas". Esta investigación se basó en un diseño pre-experimental y método de investigación cuantitativa que involucró a un grupo de 28 estudiantes. Además, los datos fueron recolectados a través de un pre-test y un post-test. Estas herramientas fueron pruebas estandarizadas A1 Movers (YLE) de Cambridge English para evaluar el nivel de escucha de los estudiantes antes y después del tratamiento. Se aplicaron 6 lecciones adecuadas para integrar Duolingo con propósitos de escucha para mejorar las habilidades de los estudiantes y darles oportunidades de utilizar la lengua de destino, En cuanto al tratamiento, este se desarrolló en base a tres etapas principales de escucha; pre-escucha, etapa de escucha y post-escucha. Además, los estudiantes tuvieron que usar la aplicación Duolingo quince minutos diarios como tiempo asincrónico durante tres semanas. Los resultados obtenidos se analizaron mediante el programa estadístico SPSS, la puntuación media en el pre-test fue de 2,54, contrario al 3,37 del post-test. Los hallazgos mostraron que el uso de Duolingo puede mejorar las habilidades auditivas de los estudiantes y hacer que el proceso de enseñanza-aprendizaje sea más fácil y agradable para ellos.

Palabras clave: enseñanza, aplicación móvil, capacidad de escucha, Duolingo app

INTRODUCTION

Contextualization of the problem

Nowadays, the importance of learning English language plays a vital role since allows people to communicate with non-native speakers but also makes it easier for us to adapt to the environment and work in the present and future (Aigah, 2021). The style of language teaching has changed over the years. Today, with the rapid development of technology learning a language is easier. ICTs are making changes in education due to it provides both teachers and students with more opportunities in adapting teaching and learning to individual needs reinforcing face-to-face classes that help all students achieve high academic standards (Ratheeswari, 2018).

Latin America as a region performs below the world average in the EF English First English Proficiency Index (EF EPI) in all age groups (Cronquist & Fiszbein, 2017). According to (EF English Proficiency Index, 2015) countries such as Colombia, Venezuela and Ecuador have the lowest level of English proficiency. Therefore, Latin America falls behind the world average by only 2.34 points.

In Latin American countries, most universities have the autonomy to choose the languages they offer and also set their own language policies and requirements for academic programs (Rojas & Hernández, 2018). Nonetheless, students have crucial problems in listening comprehension because high schools and universities pay attention to reading, writing, grammar, and vocabulary. Thus, students are not familiar with natural listening (Hamouda,2013).

According to El Universo (2020), a local newspaper evidenced that Ecuador has the worst English level in the region. One of the principal causes of low qualifications is the lack of teachers' training who teach this subject because of 9.624 English teachers only 5 have a C1 level (advanced) another 2,715 attain B2 level (intermediate), and 6,904 have knowledge with a level ranging from elementary to low. Another cause is the traditional methods are not the correct ones. For those reasons, teachers are looking to develop strategies for training listening but before doing it, they should increase students' knowledge of vocabulary, grammar, and phonology Goh (2006).

Ecuador, according to the English Proficiency Index (2021) was in the ranking 90th among 112 participating countries with a score of 440 out of 1,000. This qualification is equivalent to an A1 level, very low. Therefore, Ecuador being also a Latin American recognizes that is the responsibility of national governments to provide learners with quality English teaching, where students can choose a program tailored to their learning pace, and proficiency level. Additionally, the learning should be meaningful, and promote the use of educational materials or pedagogical tools in such a way that learners are not only able to communicate but learn, think, analyze, and create knowledge using English (Hernández & Rojas, 2018).

Critical analysis

 Listening is one of the most fundamental pieces of learning English language Abbas and Narjes (2017). This research study has analyzed many difficulties that are related to the studied objective. The aspects are precisely detailed in a problem tree with their cause and effect (See annex 2).

First, the main issue is the lack of knowledge on the advantages of using Duolingo app in the development of listening skills. This causes difficulty for learners because they have a low listening comprehension level, and they do not acquire the English language proficiently, even some teachers do not know useful applications that allow students to practice English in an autonomous way.

Second, the unfamiliarity with word utterances does not influence positively in the development of listening. This means to wrong pronunciation of words limits listening since students can know the word or phrases in written form but not in the spoken language so they can not catch the word from a connected speech. Besides, it does not depend just on the speed of speech but also influences the intonation and tone of voice of speakers.

Finally, the limited time to practice listening is difficult for its development because each skill requires time to be mastered. Therefore, the lack of practicing listening makes students unable to learn the correct pronunciation of words, phrases, and all elements that facilitate the teaching English learning process. Considering those causes and effects, in relation to the main problem, it is necessary to implement the use of Duolingo to help students improve their listening skills.

Prognosis

Listening plays an important part in the communication process because the key to learning a language is to receive language input (Al-Nafisah, 2019). If this research study is not carried out, students will not able to develop their listening skills hence their positive performance could be affected.

In the first instance, when students begin learning a new language they necessarily require the support of digital tools which reinforce their knowledge and promote students' feedback. Consequently, the problem could be reflected regarding the issue of improvement in the listening skills when students never understand spoken context and introduce their new vocabulary (Ulum, 2015). Because, when students listen to and understand any instructions correctly, they are able to carry out the orders more efficiently.

In the second instance, considering that the shortfalls in the listening skills are constant, it is indispensable the use didactic materials such as dialogues, monologues, interview recordings, and listening to native speakers' speeches. Materials that help to improve understanding of the language and pronunciation (Yıldırım & Yıldırım, 2016).

Lastly, it should be noted if students do not the great significance of listening skills development, along with the use of Duolingo as a free language learning tool we will not able to confirm whether or not students improved their listening abilities through the use of this app.

Problem Formulation

How does Duolingo contribute to the improvement of listening skills in students of ninth level EGB at Unidad Educativa "Las Americas"?

Research Questions

- How important is the use of Duolingo app?
- What types of activities offers Duolingo application?
- How does the Duolingo app help the development of listening skills?

Justification

Nowadays, learning a new language is a complex process that requires a lot of time, practice, and patience (Zuparova et al., 2020). English language has been declared as the business and travel language. The current research project is **important** in the development of the listening skills at Unidad Educativa "Las Americas" students. Listening is vital to the acquisition of the English language, it enables non-native speakers to acquire language and be communicatively competent in English. In fact, it is one of the abilities that present the most difficulties when it is carried out (Heredia, 2018).

The **interest** of this research study is to analyze the common problems presented by the students of the ninth-year at Unidad Educativa "Las Americas", in order to have a quality the listening skills. As a personal interest, I think this research could contribute positively by drilling students to have good listening levels considering that nowadays acknowledge to digital tools, students can be trained through free mobile apps or virtual platforms that are adapted to each learning style.

The current research is **original** because it highlights the use of mobile applications, Duolingo app, as an alternative learning tool to be used in the classroom. This allows students to be in a pleasant environment where they feel confident with learning the English language. The **feasibility** is thanks to the authorities of the Unidad Educativa "Las Americas" especially to the English area coordinator, along with the teachers and students. Moreover, the development of listening skills in the process of second language acquisition (L2) is the main aim of the current research.

Finally, the **beneficiaries** of this research study will be teachers and students of the ninth-year at Unidad Educativa "Las Americas". Teachers because each lesson plan will encourage students' active participation thanks to the use of Duolingo.

Kruchinin and Bagrova (2021) stated that mobile apps can be a new format for learning a foreign language thanks to their innovative, interactive, and high-quality content that encourages meaningful learning in the students. Therefore, the constant use of mobile applications makes learning be easy and less boring.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Research background

This study focuses on the use of Duolingo in improving listening skills which is the key to effective communication, hence, requires concentration and effort. In this section, for a better understanding of both variables was necessary to search for similar studies that support the research. These studies were searched in Google scholar, Redalyc, and ERIC; in the same way, articles were taken from some journals such as Journal of English Education, International Journal of Linguistics, and International Journal of Academic Research in Progressive Education and Development. The data for these articles were taken from the year 2017 to 2022.

Islamiati and Putri (2018) analyzed the deficiency in the development of listening skills. The objective of this study was to reveal whether or not using Duolingo application improves students' listening skills. This research was based on a pre-experimental design and quantitative research method. The researchers employed 799 students consisting of 24 classes in SMKN 2 Karawang academic nonetheless the researcher took only one class of 36 students in X-Tata Boga 3 class. The data was taken from pre-test and post-test. This study found that the pre-test score was 48.33 while the post-test score was 78.48 points so it confirmed an increase of 30.15 points. Therefore, the findings established that using Duolingo can improve students' listening skills, and make students keeping motivated to learn English.

Fauzan and Kasim (2020) developed a study to investigate the use of Duolingo mobile application and the development of listening comprehension. The researchers applied a qualitative approach. An interview was used as a technique for the collection of data. The participants were an English teacher and 30 eleventh-grade students of Methodist school. Therefore, the data was collected by interviewing the teacher and giving students questionnaires. Finally, the results showed that both teacher and students consider that using Duolingo app is effective in improving students' listening comprehension and making learning a language easier and more entertaining.

The main objective of Purwanto et al. (2022) was to examine the difference in students' performance using two English listening teaching media namely Duolingo mobile application and SPADA (System Pembelajaran Daring Indonesia) platform. The methodology used was the quantitative research design through an experimental factorial design comparing the experimental group and control group. The participants were 52 students divided into two groups namely *high achieving group* and *low achieving group* who used Duolingo app as the experimental group, and students who used SPADA platform as a control group, both for listening skills. The criteria were divided into ranges of 0 as the lowest score and 100 as the highest score. Finally, the results showed that both Duolingo app and the SPADA platform contributed to an increase in students' performance, demonstrating to be effective learning tools for the development of English listening skills to students with different achievement levels.

Another significant contribution elaborated by Bustillo et al. (2017) remarked that problems related to listening come from the lack of students' practice for developing this ability in the foreign language. This research exposed how the use of a mobile application contributes to the development of listening comprehension in English as a teaching strategy. The study used a quali-quantitative approach that involved a group of level A1 students, according to Common European Framework for Languages, who used Duolingo during an academic period. Furthermore, an initial test was taken to establish the level of students' listening comprehension before and after the use of the application. The results revealed that Duolingo is certainly good since it helps to improve students' listening and contributes to the enrichment of autonomous learning.

Finally, a publication by Niah (2019) stated that the deficiencies in listening and speaking skills come from the school because educators do not apply good methodological strategies to teaching students a language. This research aimed to focus on the effectiveness of using Duolingo application to improve students' listening and speaking skills. It was used a quantitative research method with the ASSURE model (Analyze, State, Select, Utilize, Require, and Evaluate), where the researcher applied the treatment to 58 students in the 8th grade at Junior High Pekanbaru school as a research sample divided into two groups, 31 students in class VIII1 and 27 students in class VIII2. The findings obtained from the use of Duolingo in class VIII.1 on speaking and listening skills of the "t" value with 31 students at the 0.05/5% level was

2,042 meanwhile, the results obtained from using Duolingo in class VIII.2 for speaking and listening skills of the "t" value with 27 students at the 0,05/5% level was 2,052. As a final point, Duolingo improves speaking and listening skills as well because it allows relating new knowledge to old knowledge and promotes metalinguistic awareness.

The researchers previously mentioned concluded that both variables are closely related. Scientific articles support that Duolingo application helps students to develop listening skills in a pleasurable and easier way.

1.2 Theoretical framework

The fundamental categories were established in order to determine the relationship of both variables to the research study. The themes and sub-themes considered were obtained from the analysis of the fundamental categories (See annex 3).

1.2.1 Independent variable

ICT

Pratt (2020) stated that ICT is a set of technological tools and resources used in the communication process. It includes the use of networking components such as computers, smartphones, digital TVs, and artificial intelligence (robots) that improve the quality of life. (Hernández et al., 2019) argued that virtual training refers to the use of technology that replaces face-to-face activities in the classroom and promotes the autonomous learning of students. Also, there is a positive attitude because teachers and students can use virtual training tools that enable to teaching-learning process to be mobilized (Hernández et al., 2018).

ICT is considered one basic building block of modern society. The role of ICT is becoming more and more indispensable in the 21st century (Hrehová & Teplická, 2020). These tools can be applied in different educational fields. For instance, non-web-based learning (radio, television, films) are useful for language learning because these tools offer cheap access to rich programs which expose language in the real world of native speakers. Another example is the language lab which has multi-facets to students can listen to the audio, record their voices and improve their pronunciation. Moreover, web-based learning (youtube, blogs, mobile phones, and iPods) provides

opportunities to create a well designed, learner-centered, interactive, officiate, flexible e-learning environment (Alkamel & Chouthaiwale, 2018).

ICT in education

According to Das (2019), Information and Communication Technologies (ICTs) becoming an indispensable part of the educational system due to ICTs promote the acquisition and absorption of knowledge in ways unimaginable never seen before. It has a significant and positive impact on students' achievements, facilitating fast and accurate feedback to them and allowing teachers to respond better to the different needs of students (Albion & Tondeur, 2018). Therefore, most educators are using ITC primarily as an aid in teaching content. Scholar systems have the obligation and responsibility to the provision of ICT and other resources necessary for teachers' professional development.

Sharma and Dahiya (2016) established that ICT provides dynamic and collaborative learning by using the internet the learning is not limited, students can access it anytime and anywhere (Lightfoot, 2019), ICT offers opportunities to access high-quality resources for English language learning through a large number of platforms (e.g.online, mobile apps, social media, TV series and radio programs) teachers can access to dynamic and interactive content which enable them an appropriate teaching-learning process.

Mobile-assisted language learning (MALL)

Mobile-Assisted Language Learning is defined as harnessing mobile technologies like smartphones, tablets, or laptops due to portability and capability, these opens a possibility for a personalized form of learning that merges the students' needs suited to students' learning styles (Zain & Bowles, 2021). MALL supports the current learning practice with newly developed innovation through a learning network that facilitates practice in a real-world setting, therefore, MALL application in EFL /ESL is within the scope of higher education (Rajendran & Yunus, 2021).

MALL is a learning approach that involves the use of handheld devices such as cellphones, iPods, tablets, mp3/mp4 players, smartphones, e-bookreaders, and so on. Mobile learning is spontaneous, personalized, and informal, it allows students to learn

every time and anywhere. (Hashim et al., 2017). Furthermore, m-learning can be used to teach four basic language skills but also promote social interaction, participation, and collaboration due to the possibility of exchanging experience and knowledge (Cheryl, 2018).

Advantages of using mobile –assisted language learning

  Mobile devices allow students to access a variety of materials such as e-books, songs, videos, games, educational apps, e-libraries, social media, etc. Materials that enhance motivation, support students to acquire individualized learning, and improve critical thinking (Hashim et al., 2017). Yudhiantara and Saehu (2017) explained that mobile devices are more portable. Electronic devices allow to students bring learning materials thanks to their small size and weight is easy to mobility anywhere. For instance, students can memorize vocabulary, lyrics songs, tongue twisters, and so on while they are waiting for the bus come. Additionally, by using mobile-assisted language learning listening and speaking skills become easier to practice since online resources help students experience the authentic language environment (Yudhiantara & Saehu, 2017).

Moreover, Steel (2012) emphasized that there are many mobile applications that provide learners' need for collaboration. Teachers can introduce MALL in their classes and personalize their instruction activity in their classroom. Also, it facilitates interaction among users. Some studies stated that mobile applications permit maintaining interaction between teachers and learners, offering multiple modalities to support students learning needs.

Duolingo app

Duolingo is a free application that offers courses in over 23 languages, for instance, English speakers benefit most, they have 15 languages to pick (Nushi & Eqbali, 2018). Bogdan (2016) claimed that spending 34 hours using this app can be equivalent to a college beginner-level course. Duolingo is a gamified language learning application (software) for personal computers, smartphones, and tablets with Android and iOS operating systems (Nushi & Eqbali, 2018). This is an entertaining mobile application, its courses are methodically designed to maximize language learning, through a series

of lessons practicing (speaking, reading, listening, writing even grammar and vocabulary) that last approximately 5 minutes (Obregón et al., 2020).

This application was created by Luis Von Ahn and S everin Hacker in 2011. Duolingo uses gamification as a technique that allows incorporating thinking games, matching, pairing, and problem-solving that promote learning and obtaining new knowledge (Nushi & Eqbali, 2018). Furthermore, the app asks students if already know something about language through a placement test. Nevertheless, if a student is new to the language she/he can begin with the basics even students have a chance to select the range of *"pick a daily goal"* which includes regular, casual, and insane which are five, ten, fifteen or twenty minutes of daily practice (Pamuji, 2019).

Bogdan (2016) mentioned that the skills learning in Duolingo courses organize lessons in a similar way to autonomous teaching paths, where low levels should be completed through the knowledge tree before access to higher levels. Besides, the number of errors during a lesson causes the students to lose all their "*hearts* "and requires them to start the lesson again. Additionally, Duolingo's library has extensive resources backgrounds such as **practice** (lessons designed to integrate multiple concepts), **stories** (short dialogues to improve reading and listening), **podcasts** (short audios stories), and **events** (attending local meetings with other students) (Duolingo, 2021).

Duolingo's strengths

Duolingo's lessons: At the beginning of each unit, the listening exercises appear with written words to help students make connections between writing and how the language sounds. However, as the level goes up the audio exercises without any text at all.

Listening stories: Stories include natural speech recorded by voice actors of different ages, genders, and speaking styles, just the kind of variety you'll hear out in the world.

Podcasts: This is a great listening practice for intermediate learners, and it's beneficial for learning about cultures and different accents, students can listen to people from all over the world (Munday, 2016).

Duolingo activities

The exercises in Duolingo can include:

- Translation exercises, in which the students should translate words, phrases, or sentences into English.
- Matching exercises, in which students match a picture with the correct word given.
- Listening or dictation exercises, in which students should be listening to a word or phrase in English and they have to write it correctly.
- Speaking exercises, in which students listen to a word or phrase in English and repeat the spoken (Nushi & Eqbali, 2018).

Duolingo for school

Duolingo for school is a great tool for learners because it replaces the blackboard of classrooms and becomes didactic material allowing teachers to create, and assign assignments for students. The teachers can invite students by sending them email invitations, personalized links, or class codes. Once educators have set up their classroom they can see who has joined and even adjust a variety of classroom settings as the name of the class and determine the type of activities that students must complete (Duolingo Inc, 2021).

Duolingo's advantages and disadvantages

Duolingo as a learning tool carries great advantages because it provides engaging activities to motivate students in their learning process. Duolingo has an interface that is divided into different levels for students (beginners, intermediate and advanced). Students can access to the app and practice language skills at a natural pace. Also, the app offers a daily report of the progress and feedback to reinforce learning that feedback appears when students make a mistake (Munday, 2016).

On the other hand, Duolingo app is not personalized so if students want to learn a certain topic, they haven't any access until finish previous tasks. Also, real-world experience not is possible, the grammar, vocabulary, and listening are very simple

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even some sentences that do not any sense, therefore, students can achieve just a basic English level (Duolingo Inc, 2021).

1.2.2 Dependent variable

Language learning

According to the constructivism theory, language learning is constructed through experiences, prior knowledge, and social interaction Vygotsky (1978). However, Chomsky (1965) stated that a children's brain contains specific language learning mechanisms at birth therefore, the process is biological. The child's natural predisposition to learn a language is triggered by hearing speech the child's brain is able to interpret what she/he hears this natural faculty has become in Language Acquisition Device (Laland, 2016).

Moe et al. (2015) pointed out that language learning is a complex process that begins at birth and continues through life. It is the principal basis of all communication. Therefore, learning a language is something natural that occurs first at home and is extended through the environment interaction.

Learning process

Learning not only consists of memorizing information, but it also requires cognitive operations that involve: understanding, analyzing, evaluating, and knowing. Learning is a modification of behavior that results from experience. The learning process is the result of individual cognitive processes that allow acquiring new information knowledge and skills (Cherry, 2022). In other words, all learning is a training of the mind in developing functional mental representations (knowledge) that are constructed. There are 6 interactive components of the learning process: attention, memory, language, processing, and organizing. These processes interact not only with each other but also with emotions, social skills, classroom environment, family, and society (Asaolusam, 2019).

Types of learning

According to Vester (1998) learning can be divided into four types:

- **Auditive learning,** (listening and speaking) auditory learners learn best when they are able to make the most of group discussions and social interaction during their learning. Auditory learners learn by listening and paying attention to emphasis, pauses, and tone of voice.

- **Visual learning,** (the eyes and watching) learners who use the visual representation system see things like images, diagrams, maps, graphs, charts, and others. Because representing things as images or graphics helps them to remember and learn.

- **Kinesthetic learning,** (touching and feeling) learners with a kinesthetic representation system perceive things through the body and experimentation. This learning style requires the manipulation of materials to understand and remember something better.

- **Learning by discovery,** learners do not receive the contents passively; discover the concepts, definitions, and their relationship and rearrange them to adapt them to their cognitive scheme.

In addition, the use of language can be done in four different ways (listening, speaking, reading, and writing) called language skills. The four language skills are related to each other in two parameters divided into receptive and productive skills. The receptive skills of listening and reading involve responding to language. Otherwise, productive skills writing and speaking involve producing language rather than receiving it (Ilankumaran & Sreena, 2018).

Receptive skills

Rhalmi (2019) established that receptive skills are those skills where meaning is extracted from the spoken or written discourse because learners do not need to produce language to do these. Moreover, developing receptive skills might be difficult, especially when communicating with a native speaker. Consequently, language is received and meaning is decoded easily. However, speaking and writing are called productive skills because they involve producing words, phrases, sentences even paragraphs (Eriyanti, 2020). Listening and speaking are considered passive skills due

to when learning a new language, it needs to be decoded. These codes are language input visual signs in reading and audio signs to listening to meaning. Likewise, approaches to reading and listening make emphasize top-down and bottom-up processes (Fadwa & Jawi, 2010).

Characteristics from the receptive skills

- Reading and listening process information in a sequential form.
- To read and listen efficiently, previous knowledge of the topic is required.
- It is necessary to acquire a linguistic code to read and listen.
- Reading and listening are associated with solving problems about the obtained information (Isma, 2013).

Listening

Solak (2016) mentioned that listening involves understanding spoken language. It is not a passive skill because it receives and constructs meaning from the stream of sounds. Consequently, listening is an active process in which a listener receives speech sounds presented at a rate of 380 words per minute, the average person speaks at a rate of about 150 words per minute and tries to attach meaning to the spoken sounds. In the communicative context, listening is principally used as a first step before productive skills. Listening plays an important role in language classrooms. There are various listening sources that can be used in language classrooms such as textbook recording, TV, videos, DVD, radio, songs even the internet (Heredia, 2018).

Listening sub-skills

In effect for the author Gökhan (2015) listening comprehension as a pedagogical term refers to speech perception and spoken language understanding promoting the rise of other language skills. Moreover, the author emphasized that there are different listening subskills such as: **Listening for gist**; is called also "listening for global understanding" which is understanding the main idea of the spoken language. Gist-level listening can occur with any type of aural text: lectures, conversations, songs, reports, or news. Therefore, listening for gist does not require listeners to collect specific details or answer questions about them (Siegel, 2018). Listening for gist does

not occur through mechanistic word-by-word processing, it involves some cognitive processes (e.g., intonation, recognizing stress patterns, or distinguishing grammatical from lexical words). Field (2010) stated that listening for gist activities requires students to select an appropriate answer from a set of options are responsive activities, for instance, answering true or false; selecting from multiple-choice options; or continuing to listen or not.

Listening for detail; is known also as intensive listening for scanning happens when the learner listens carefully and pays attention to every detail like names, dates, colors, hours, etc. It involves getting the meaning of every word and understanding the relationship of the speaker's ideas (Solak, 2016). This subskill allows students to encounter a variety of personalities, particularly when authentic people are speaking in real-life situations. Hence, it describes the ability to listen carefully supporting note-taking and decision-making.

Listening for specific information; refers to getting specific details, listening just to get a specific piece of information is often factual in nature, for example, a place, a profession, an object, a thing, and it is required a previous idea of what speakers are talking about (Davis, 2021). This type of listening tries to address fundamental issues about the central subject, content, and goal of an audible text. **Listening for infer**; to understand how the listener feels. It involves listening for drawing conclusions about particulars presented in the information. Therefore, listening to infer is focused on finding out what attitude a speaker is expressing. Students need to listen for clues and use general knowledge that allows distinguishing all the characteristics of spoken language such as intonation, stress, hesitations, and the words they use (Solak, 2016).

Listening processes

Solak (2016) established that to examine how a listener interprets the information, listening techniques can be categorized:

Top-down processes: involves the use of background knowledge, therefore, the reader or listener gets a general view of the listening or reading passage allowing them to have appropriate expectations of what they are going to come across. Top-down processes include; listening for the main idea, predicting, drawing inferences, and summarizing.

Bottom-up processes: is based on the input itself so reader or listener focuses on individual words and phrases trying to understand details to construct a whole, that is the combination of sounds, words, and grammar that creates meaning. Bottom-up processes include; listening for specific details and recognizing word-order patterns.

Types of listening

According to Brown (2010), there are four types of listening:

- **Intensive listening:** students focus on decoding specific sounds intonation, words, and discourse markers. It is a communication that needs the listener to feedback on what the speaker in his own words to confirm the understanding of both parties.
- **Selective listening:** students' attention is directed to planning to extract certain information.
- **Extensive listening:** refers to developing a top-down, global understanding of spoken language.
- **Responsive listening:** refers to a short stretch of language, it focuses on students' responses to the listening input.

Listening stages of a lesson

It is very important to help students and facilitate the improvement of their listening abilities in the classroom. A listening lesson usually is divided into three stages: **Pre-listening;** is named also "introductory listening" students need to activate their attitudes and previous knowledge about any topic. It helps students to prepare for what they are going to hear and predict the content of the listening passage (Hedge, 2000). **While listening;** is a stage commonly used to help students to develop listening skills. They hear the input once probably listening for specific information, detail, or listening for gist. This time of listening is to give them confidence and to open up any doubt. Students listen a second time in order to check the answers (Kumar, 2021). During performing listening activities, students are denied all the physical and visual aids that make face-to-face communication easier. **Post listening;** corresponds to feedback on a listening activity. This stage helps students to review their understanding after completing the lesson plan. Therefore, post-listening activities are considered

motivating resources because students have the opportunity to obtain more information about the topic (Houston, 2016).

1.3 Objectives

1.3.1 General

To explain the importance of Duolingo app in the improvement of listening skills in students of the ninth-year at Unidad Educativa "Las Americas".

1.3.2 Specific

- To evaluate the students' level of listening skills.
- To analyze the contribution of Duolingo app in developing listening skills.
- To identify the benefits of using Duolingo app as a learning tool in English language.

In order to evaluate the students' level of listening skills, A1 Movers standard test from Cambridge English was applied. The test was applied to the 28 students before and after the treatment. The test lasted around 15 minutes in which some listening sub-skills were evaluated, e.g., general understanding, listening for gist, and listening for specific information.

The use of Duolingo app is efficient as it contributes to developing students' listening skills. It was beneficial for them because the app has listening exercises and short stories where students can listen to and complete the activities related to the audio. Moreover, students have the facility to repeat the audio slowly thanks to the turtle bottom which allows heard the correct pronunciation of every word.

The benefits of Duolingo app were identified thanks to the use of it for 3 weeks where students could practice the four language skills, especially listening. Students could observe that this app promotes daily feedback about their progress. On the other hand, the teacher was able to make use of Duolingo platform to create her own classroom, and assign tasks, and even she could track how much time each student has spent learning.

CHAPTER II

METHODOLOGY

2.1 Resources

In order to carry out this research different types of resources were considered such as human resources, which were the students of the ninth-year at Unidad Educativa "Las Americas". Material resources also were required like books, laptop, printers, pens, cellphones, etc.

2.1.1 Population

The current research was carried out at Unidad Educativa "Las Americas". The participants were 28 students belonging to the ninth-year. The age average of the students was between 12 to 13 years old. The population was selected randomly through cluster sampling because just one class of 9th year EGB was designated for the research project.

Table 1

Population

Population	Number of students	Percentage
Male	9	32%
Female	19	68%
Total	28	100%

Note: Information taken from students of 9th year EGB at Unidad Educativa "Americas" elaborated by Monje, C. (2022)

2.1.2 Instruments

To gather and analyze the information a pre-test and post-test were applied in order to evaluate students' level of listening skills before and after the treatment. This instrument was a listening standardized test called A1 Movers (YLE) from Cambridge English. The test contains five parts of the listening section. Part one; matching questions (listening descriptions and names), part two; note-taking (listening spellings,

names, and other information), part three; matching (listening for detailed information), part four; multiple-choice (listening for specific information), and finally, part five; color and write (listening for colors and specific information). Also, each part has 5 questions (25 marks in total), with 25 minutes as an estimated time.

Nevertheless, it is important to mention that two parts of the listening section were taken into account. Part 2 (note-taking) missing words or numbers must listen to and fill in the gaps and also part 4 (multiple choice) listen and match pictures with the correct words or names and check into the box. Both parts were selected due to these help to identify important listening subskills. Lastly, the pre-test and post-test had 10 questions in total and a length of 15 minutes to complete them (See annex 4). Also, the exam had its corresponding rubric that assessed general understanding, listening for detail, and listening for specific information. The grades were presented in two ways, the test over 10 points and the rubric over 15 points in an assessment scale which was distributed from 0 to 5 for each criterion, with 0 as the lowest and 5 as the highest score The same rubric was used in the two applications, to compare students' listening skills and improvement at the end of the post-test (See annex 5).

2.1.3 Data collection procedure

First of all, the researcher introduced herself and introduce the research topic. After that, the students presented a pre-test taken from Cambridge English. Specifically, parts two and four of the Movers listening standardized test. This test lasted 15 minutes; the audio was played twice. The days of the instrument application were 2 days a week for 3 weeks. Moreover, six suitable lessons were developed to integrate Duolingo application with listening purposes to improve students' skills and give them opportunities to use the target language. Additionally, the instructions about how to use Duolingo app were given in an oral way to students.

The treatment started with teaching lessons focused on listening subskills such as listening for gist or general understanding, listening for specific information and detail considering that students presented problems dealing with those subskills in the previous test. Every single lesson plan was combined with the three listening stages: Pre-listening; here students reviewed the vocabulary related to the topic of the listening passage. After having reviewed the vocabulary, students had to complete a small

worksheet. However, sometimes the teacher started the class making a question to predict the topic of the lesson. As a second stage, while listening; in which students practiced listening through the Duolingo app. In this part, teacher played listening stories meanwhile students complete the liveworksheet, and as the final stage, Post listening; students had to give their conclusions or personal opinions about one listening story heard previously.

Additionally, the teacher asked students to create an account on Duolingo and practice fifteen minutes daily as asynchronous time using the app for three weeks. The activities were assigned by the teacher. Later on, the researcher applied a post-test similar to the pre-test taken from the same source (Cambridge Movers (YLE) test). This was done to verify if there was an improvement in the development of listening skills.

In the end, the researcher coded the data using the SPSS (Statistical Package for Social Sciences) statistical software with the purpose to obtain a statistical analysis from the pre-test and post-test given to the experimental group before and after the treatment. The results were shown using statistics based on tables and graphs. Besides, it was essential to verify if the hypothesis presented previously had positive or negative effects on the population.

2.2 Methods

2.2.1 Research approach

According to Ahmadet et al. (2019), the quantitative approach gathers a range of numeric data and statistical inferences. This type of research allows the analysis of the results gotten by tables, graphs, and percentages. Therefore, it is quantitative research so the data was collected through the pre-test and post-test and its rubric with the purpose to determine whether Duolingo app helps to development of listening skills.

2.2.2 Pre-experimental design

It is a research design in which only one variable is analyzed. There is no manipulation of the independent variable, a single group of persons receives the treatment (Thyer, 2017). It means that no control group is employed. Thus, this research is pre-experiment because a pre-test was applied before the treatment to measure students'

listening level; after that, the treatment was administrated, and finally, a post-test was applied to determine if there was a change in the dependent variable.

2.2.3 Research modality

Fiel research

This method is carried out through interaction directly natural setting (Van de Ven, 2017). Therefore, the current research was developed in the ninth year at Unidad Educativa "Las America" where participants of the research provided accurate information related to both variables.

Bibliographic and documentary

The research was based on the use of bibliographic research, the information was taken from e-books, articles, newspapers, websites, online magazines, and other internet documents that contained previous research related to different aspects of both variables to get scientific sustenance that help the researcher to have a clear idea about the study (Allen, 2017).

2.2.4 Level or type of research

Descriptive research

Descriptive research focuses on describing the characteristics of the variables under study. The researcher recollects data through research instruments such as interviews, questionnaires, tests, and observation (Sharma, 2019). Therefore, this research was descriptive because it analyzed and described the benefits of using Duolingo app as a teaching-learning tool.

Exploratory research

Swedberg (2020) pointed out that exploratory research aims to investigate a problem that is not clearly defined. Also, it helps to discover the research questions to determine the nature of the phenomenon and obtain a clear idea of the problem. Thus, this research is exploratory because the data obtained contribute to the development of the introduction topic, even it facilitated the determination of the relationship between both variables Duolingo app and the listening skills.

2.3 Hypothesis

Null hypothesis

Duolingo app does not contribute to the development of the listening skill at Unidad

Educativa "Las Americas"

Alternative hypothesis

Duolingo app contributes to the development of the listening skills at Unidad

Educativa "Las Americas"

2.3.1 Variable identification

Duolingo app (Independent Variable)

Listening skills (Dependent Variable)

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

The current chapter is focused on the analysis of the data obtained during the research process. The data was collected through the application of a pre and post-test taken from Cambridge English A1 Movers; listening parts 2 and 4 were conducted to students of the ninth-year at Unidad Educativa "Las Americas", also a listening skills rubric was used to give a deliberation to each part that was evaluated both in the pre-test as well as in the post-test. This rubric contains three parameters: general understanding, listening for detail, and listening for specific information. These parameters were rated on a scale from 0 as the minimum score and 5 as the maximum score. Furthermore, the results were analyzed through tables and graphs in order to facilitate the understanding of the reader. The IBM SPSS (Statistical Package for the Social Sciences) statistics program was used for the inquiry and verification of the hypothesis, which allowed demonstrating that Duolingo contributes to the development of the listening skills in students, through the use of a normality test were verified that the results are scattered. Finally, a non-parametric test was used between two related samples from Wilcoxon to determine whether to accept or reject the null hypothesis.

3.2 Analysis and interpretation of results

Pre-test results

Table 2

Pre-test scores

	Frequency		
Listening Skills Rubric	**General Understanding**	**Listening for detail**	**Listening for specific information**
5	4	4	5
4	1	2	8
3	2	5	11
2	10	3	2
1	9	9	2
0	2	5	0

Note: Pre-test scores elaborated by Monje, C. (2022)

Analysis and interpretation

Table 2 shows the scores obtained from the pre-test where 3 criteria were evaluated: general understanding, listening for detail, and listening for specific information. Each of these parameters had a scale from 0 to 5 points. Therefore, out of 28 students who took the test it was verified that only 2 students got 0, while half of the students got 1 and 2 points, otherwise, 4 students got 5 points in general understanding criteria.

Likewise, based on the listening for detail criteria, 5 students got 0 points, 9 students got 1 point, while 3 students got 2 points, 5 students got 3 points, 2 students got 4 points, and only 4 students achieved 5 points. Lastly, the scores of listening for specific information showed that any student got 0 points, 2 students achieved 1 and 2 points, followed by 11 students got 3 points, meanwhile, 8 students got 4 points and finally, only 5 students achieved 5 points. It means that the majority of the students have a low level of listening skills.

Listening skills results

Table 3

Listening skills pre-test results

Criteria	Listening Skills Rubric							
	5	**4**	**3**	**2**	**1**	**0**	**Percentage**	**Average/5**
General understanding	14%	4%	7%	36%	32%	7%	100%	2,11
Listening for detail	14%	7%	18%	11%	32%	18%	100%	2,07
Listening for specific information	18%	29%	39%	7%	7%	0%	100%	3,43
Total								2,54

Note: Scores gotten by the participants in the pre-test before the treatment elaborated by Monje, C. (2022)

Analysis and interpretation

The current table demonstrates that students got a final average of 2,54 over 5 points, so it is deduced that certain students have problems with their listening abilities. According to the general understanding section, 7% out of the total 28 students obtained a scale of "0", 32 % got a scale of "1", followed by 36 % a scale of "2". Meanwhile, 7% of students achieved a scale of "3"; only 4% of students got a scale of "4". Finally, 14% of students got a maximum scale of "5". Hence, students achieved an average of 2.11 over 5 points. Regarding listening for detail, 18% out of the total students reached a scale of "0", 32% got a scale of "1", in contrast, 11% got a scale of "2". Meanwhile, 18% of students achieved a scale of "3". In the same way, 7 % got a scale of "4" and finally, 14% gained a maximum scale of "5", For this reason, students got an average of 2,07 over 5 points. Lastly, listening for specific information was evaluated getting the following results, no student obtained a scale of "0", followed by 14% got a scale of "1" and "2". In addition, 39% achieved a scale of "3"; while the other 29 % got a scale of "4" and the last 18% of students fulfilled a scale of "5" so getting an average of 3,43over 5 points.

Based on this, listening for detail was the most challenging for students who got low scores on it due to students could not identify all the information detailed in the audio;

nevertheless, students got high scores in listening for specific information since the visual prompts that the test provides made this section easier for them. On the other hand, students had a regular performance at general understanding since, although it is a mental process of receiving and constructing the meaning could be confusing due to the tone of voice of speakers.

Post-test results

Table 4

Post-test scores

	Frequency		
Listening Skills Rubric	**General understanding**	**Listening for detail**	**Listening for specific information**
5	8	9	10
4	6	7	7
3	1	2	7
2	4	6	3
1	7	4	1
0	2	0	0

Note: Post- test scores elaborated by Monje, C. (2022)

Table 4 displays the scores of the post-test. It is important to mention that evaluation was similar to the pre-test. Thus, the improvement of students listening skills were evidenced in the results. According to the results collected on each criterion, the findings in general understanding indicated the following information, 2 students got 0 points, 7 students got 1 point. However, 4 students achieved 2 points, in contrast, only 1 student got 3 points, 6 students achieved 4 points, and finally, 8 students achieved 5 points.

Similarly, based on listening for detail, nobody got 0 points, 4 students got 1 point, followed by 6 students got 2 points, 2 students got 3 points, while 7 students achieved 4 points and the last 9 students accomplished 5 points.

As a final point, listening for specific information criterion, nobody got 0 points, 3 students got 2 points, however 7 students achieved 3 and 4 points, and finally 10

students reached 5 points. It means that a significant number of students improved their listening skills after treatment.

Post-test results

Table 5

Listening skills post-test results

Criteria	Listening Skills Rubric							
	5	**4**	**3**	**2**	**1**	**0**	**Percentage**	**Average/5**
General understanding	29%	21%	4%	14%	25%	7%	100%	2,93
Listening for detail	32%	25%	7%	21%	14%	0%	100%	3,39
Listening for specific information	36%	25%	25%	11%	4%	0%	100%	3,79
Total								3,37

Note: Scores gotten by the participants in the post-test after the treatment elaborated by Monje, C. (2022)

Analysis and interpretation

Table 5 shows participants' post-test results after the treatment and implementation of Duolingo application for improvement of listening skills. It is indispensable to state that the evaluation was similar to the pre-test. Alike to the initial, students' score was evaluated through a scale that goes from 0 to 5 points for each listening skill in order to get the final test score over 15 points. Based on the information the table reveals that students got a final average of 3,37 over 5 points, so it is confirming the efficacy of treatment introducing Duolingo app as didactic and authentic material in class.

Regarding general understanding section according to the scale used, 7% of 28 students in total got a scale of "0", 25 % got a scale of "1". While, 14% got a scale of "2", however 4% achieved a scale of "3", followed by 21% got a scale of "4", and finally 29 % got a scale of "5". Therefore, an average of 2,93 over 5 points was got in the first part. Likewise, in the listening for detail, no student obtained a scale of "0", 14% got a scale of "1", 21% achieved a scale of "2", followed by 7% got a scale of "3". In the contrast, 25% got a scale of "4", and lastly 32% reached a scale of "5"; as a result, an average of 3,39 over 5 points was obtained. On the other hand, listening

for specific information was evaluated getting the following results, "scale 0" 0%, 4% got a scale of "1", 11% got a scale "2". Meanwhile, 25 % got a scale "3" and "4", and finally, 36% achieved a scale of "5" providing an average of 3.79 over 5 points.

The data allowed establishing that the majority of students increased their scores in the post-test after being exposed to the treatment. Thus, students established mastery of general understanding, listening for detail, and listening for specific information. It can determine that students responded satisfactorily to the treatment.

Comparative results pre-test and post-test

Table 6

Listening skills pre-test and post-test comparative results

Criteria	Average Initial	Percentage	Average Final	Percentage
General understanding	2,11	28%	2,93	29%
Listening for detail	2,07	27%	3,39	34%
Listening for specific information	3,43	45%	3,79	37%
Test Scores	**2,54**	**100%**	**3,37**	**100%**

Note: Pre-test and post-test comparative results elaborated by Monje, C. (2022)

Analysis and interpretation

Table 6 describes a comparative analysis of the results achieved in the pre-test and post-test. The table shows the differences and the enhancement of students in the sub-skills of listening that were evaluated in the test, so it is clearly seen the efficiency of the technological tool introduced in class and the progress made by students through the average scale. According to the results, in general understanding section show an initial average of 2,11, this value increased in the post-test to 2,93, with a difference of 0,82 points. Moreover, in listening for detail, an average of 2,07 was got by the students at the beginning; however, this value increased with the application of the treatment to 3,79, with an increase of 1,32 points. Finally, in the last section listening for specific information starts with an initial average of 3,43, this increased in the post-test to 3,79 over 5 points demonstrating an advance of 0,36 points.

Conferring to the above, Duolingo is effective in developing the students' listening skills since the lowest scores in the pre-test fitted to listening for detail as well as general understanding subskills, however, after the applying the treatment the experimental group reached an average of 2,93 and 3,39 points with 0,46 points of difference.

Pre-test and post-test average

Table 7

Pre-test and post-test average

Criteria	Pre-Test Results	Post-Test Results	Difference	Expected Average
Average	2,54	3,37	0,83	5

Note: General average pre-test and post-test, difference and expected average elaborated by Monje, C. (2022)

Figure 1

Pre-test and Post-test Average
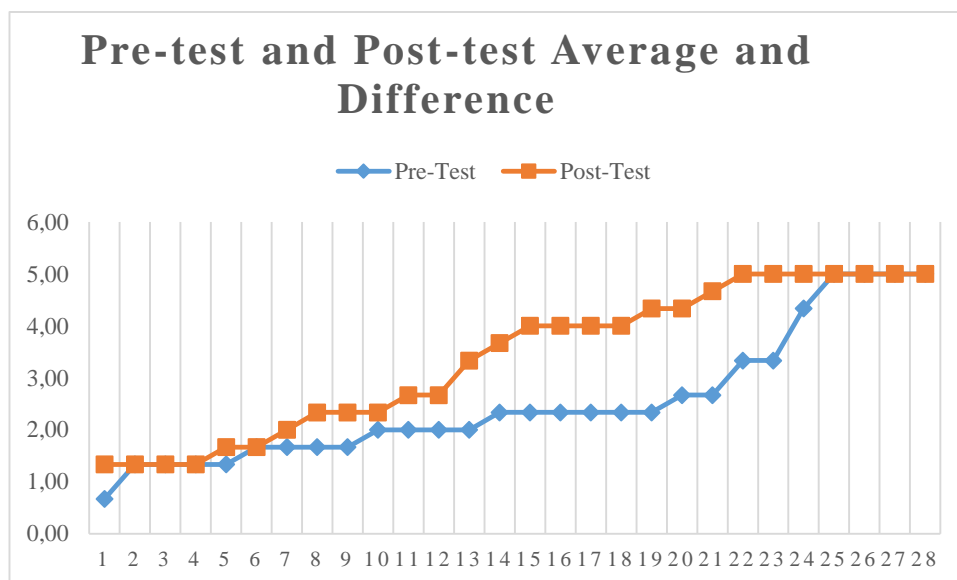
Fig. 1: Pre-test and post-test average and difference elaborated by Monje, C. (2022)

Analysis and interpretation

According to the results, the table and graph above show the difference in the general average, the pre-test increased to a value of 2.54, meanwhile in the post-test, the average increased to 3,37 over 5 points. The treatment allowed a growth of 0,83 points. So, it is remarkable that the use of Duolingo app contributed positively to the development of listening skills in the 28 students of ninth-level EGB at Unidad Educativa "Las Americas, who participated in the treatment. Therefore, the author concludes that the use of this mobile application allows students to reinforce their knowledge and improve their listening abilities.

3.3 Hypothesis verification

Null hypothesis (H0)

Duolingo app does not contribute to the development of the listening skill at Unidad Educativa "Las Americas"

Alternative hypothesis(H1)

Duolingo app contributes to the development of the listening skills at Unidad Educativa "Las Americas"

3.3.1 Test of normality

It is used to identify whether sample data follow a normal distribution or no. If the test comes to normal distribution it is called a parametric test, therefore, the sample t-test is can be used to evaluate the difference between two independent samples by testing hypothesis. Nevertheless, if the data follow a non-normal distribution it is called a non-parametric test. The Shapiro-Wilk test is more appropriate for small sizes <50 samples but for larger samples size Kolmogorov-Smirnov test is used for n ≥50. When a p-value < 0.005 indicates the null hypothesis is rejected. A p-value >0,005 indicates that the null hypothesis is accepted and rejects the alternative hypothesis (Das & Imon, 2016).

Table 8

Test of Normality

	Kolmogórov-Smirnov			Shapiro-Wilk		
	Stadístic	Gl	Sig.	Stadístic	gl	Sig.
Pre_Test	,243	28	,000	,853	28	,001
Post_Test	,175	28	,028	,872	28	,003

a. Lilliefors Significance Correction

Note: Shapiro-Wilk normality test values (2022).

In order to verify the hypothesis was necessary to use a normality test which shows the results of the pre-test and post-test. The current table exposes two statistics, Kolmogórov-Smirnov and Shapiro Wilk. For the analysis, the researcher took into account Shapiro Wilk statistic, because this statistic works with a sample of less than 30. So, it is observed that the level of significance in the pre-test was 0,001, meanwhile, this value was different in the post-test with 0,003 which means the results had a non-normal distribution. Therefore, a Wilcoxon rank test must be developed to determine whether or not a hypothesis is accepted.

3.3.2 Wilcoxon signed ranks test

Table 9

Wilcoxon signed ranks test

		N	Mean Rank	Sum of Ranks
Post_Test - Pre_Test	Negative Ranks	4[a]	8,38	33,50
	Positive Ranks	20[b]	13,33	266,50
	Ties	4[c]		
	Total	28		

a. Post_Test < Pre_Test

b. Post_Test > Pre_Test

c. Post_Test = Pre_Test

Note: Wilcoxon signed ranks test values (2022).

Table 9 displays a Wilcoxon rank test, this table is the result of subtracting the values between the pre-test and post-test. A negative range (a) of 4 is evident, which means that this is the number of students who lowered their scores in the post-test. On the other hand, the positive range (b) is shown with a value of 20, which means the number of students achieved a higher score in the post-test. Therefore, there are 4 ties(c). The

middle ranges show two values, the first of 8,38 and the other of 13,33, and the sum of these ranges shows two values, 33,50 and 266,50.

Test statistics

Table 10

Test Statistics[a]

	Post_Test - Pre_Test
Z	-3,336[b]
Sig. asintót. (bilateral)	,001

   a. Wilcoxon signed ranks test.

   b. Based on Negative Rank.

Note: Test statistic values with Asymptotic Significance (2022).

Analysis and interpretation

Similarly, table 10 shows the statistic test, which is related to the research hypothesis. In this part, the Z –value is -3,336 and the bilateral significance value is 0,001 which is less than the alpha value of 0,005. Hence, the null hypothesis is rejected while the alternative hypothesis is accepted to finally establish that Duolingo app contributes to the development of the listening skills at Unidad Educativa "Las Americas".

3.4 Discussion

The findings of the study demonstrate that Duolingo had a positive influence in the development of students' listening skills. According to the results obtained there was a significant difference between the pre-test and post-test. Therefore, it can be concluded that the use of Duolingo app improves students' performance in listening skills considering the increase of the general average of the experimental group in the test from 2.54 points to 3,37 over 5 points allowing a growth of 0,83 points in every sub-skill evaluated in the test. Additionally, the efficacy of Duolingo improving listening skills can be supported by Niah (2019), in which the experimental group got an average of 2,042 points before applying treatment, however, this average achieved an improvement of 5,10 points after the treatment. Such results proposed that 34 hours of Duolingo usage would be equivalent to a full 11 weeks' university semester of the study (Crowther et al., 2017). Nevertheless, in this research, the results were slightly prominent due to the short time spent using this app.

Putri and Islamiati (2018) pointed out that the use of Duolingo app enhances listening ability because its courses contain longer-form, discourse-level content in the form of interactive stories and podcasts. Exercises focused on communicative functions such as asking for directions, requesting, protesting, and rejecting which are aligned to the Common European Framework of Reference (CEFR), an international standard for language proficiency (Jiang et al., 2021). Through, the translation and dictation exercises promoted by Duolingo, learners have the possibility to develop important language skills. Dictation exercises allow learners to decode words that they hear facilitating their listening and enhancing their comprehension (Inchamnan, 2018). Duolingo is an enjoyable, useful, and easy-to-use app, due to its gamification system learning is more flexible, students are responsible to evaluate their learning process (Munday, 2016). Lastly, it is essential to recognize that listening is one of the most challenging English skills for students. Hence, extra materials could be incorporated into teachers' lesson plans due to the majority of coursebooks contain short listening sections and in some cases, these audios are not appropriate for students' age and level and even may be boring for them.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

After the rigorous analysis and interpretation of the data collected gathered from the application of Duolingo for listening purposes in students of the ninth-year at Unidad Educativa "Las Americas" is necessary to provide conclusions about this research study.

- The listening skills level was evaluated through a standard test (A1 Movers) which pointed out that before applying the treatment the students' listening level was low, so the pre-test average was 2,54 points. However, the application of Duolingo was positive since students could improve their performance by getting 3,37 points over 5 points with a difference of 0,83 points in each listening sub-skills.

- Duolingo app contributes efficiently to the development of listening skills due to this app provides interesting listening resources such as dictation exercises, stories, and podcasts related to everyday life allowing learners to decode words that they hear facilitating their listening and enhancing their comprehension. Besides, in Duolingo, if the students have difficulty hearing the audio, they can click the turtle button to make the audio repeat slow down.

- It is concluded that the use of Duolingo as a learning English tool is remarkable, in Duolingo the four English skills could be learned. This app incorporates gamification features to motivate and engage students to learn a language. Additionally, Duolingo pays extraordinary attention to feedback after each task to learners reflect on what they have to learn. On the other hand, asynchronous learning allows the teacher sets homework assignments and checks the students' progress.

4.2 Recommendations

The following recommendations are addressed to teachers who want to introduce Duolingo in their classes to help students improve listening skills.

- Students should practice improving their listening skills. They need to be engaged with their own education and put a lot of effort and enthusiasm into every single thing that they have learned during their academic process. On the other hand, it is very important that teachers create plan activities according to the level and age of students.

- It is recommended to keep using Duolingo to the development of listening skills. The use of this app for 30 minutes per day reinforces students' skills. Besides, in Duolingo students have the facility to hear small sentences or phrases and record their own pronunciation to assess their oral performance.

- The use of Duolingo in other English language skills is recommended because Duolingo's courses also teach vocabulary, grammar, reading, and writing. The findings of this research suggest that apparently the vocabulary knowledge can be applied to integrative tasks like listening comprehension. On the other hand, the use of mobile apps like the one in this research could be included in a classroom because these provide a large amount of didactic material (dialogues, news, podcasts, interesting interviews, etc.) that facilitate students to improve their listening skills.

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ANNEXES

Annex 1. Approval

CARTA DE COMPROMISO

Ambato, 19 de mayo del 2022

Doctor
Marcelo Núñez
Presidente
Unidad de titulación
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

Yo Mg. Veronica Narcisa López Falcón en mi calidad de Rectora de la Unidad Educativa "Las Américas", me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS" propuesto por la estudiante María Consuelo Monje Gualpa, portadora de la Cédula de Ciudadanía,0503761454 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

....
Mg. Veronica Narcisa López Falcón
1804156485
0999749285
lopezverito@hotmail.com

Annex 2. Critical analysis

| Effects | Low level of listening comprehension | Poor words pronunciation | Scarce development of the listening comprehension |

| Problem | Lack of development of listening skills |

| Causes | Lack of knowledge on the advantage of using Duolingo app as a learning tool | Unfamiliarity of words utterances | Limited time to practice the listening skill |
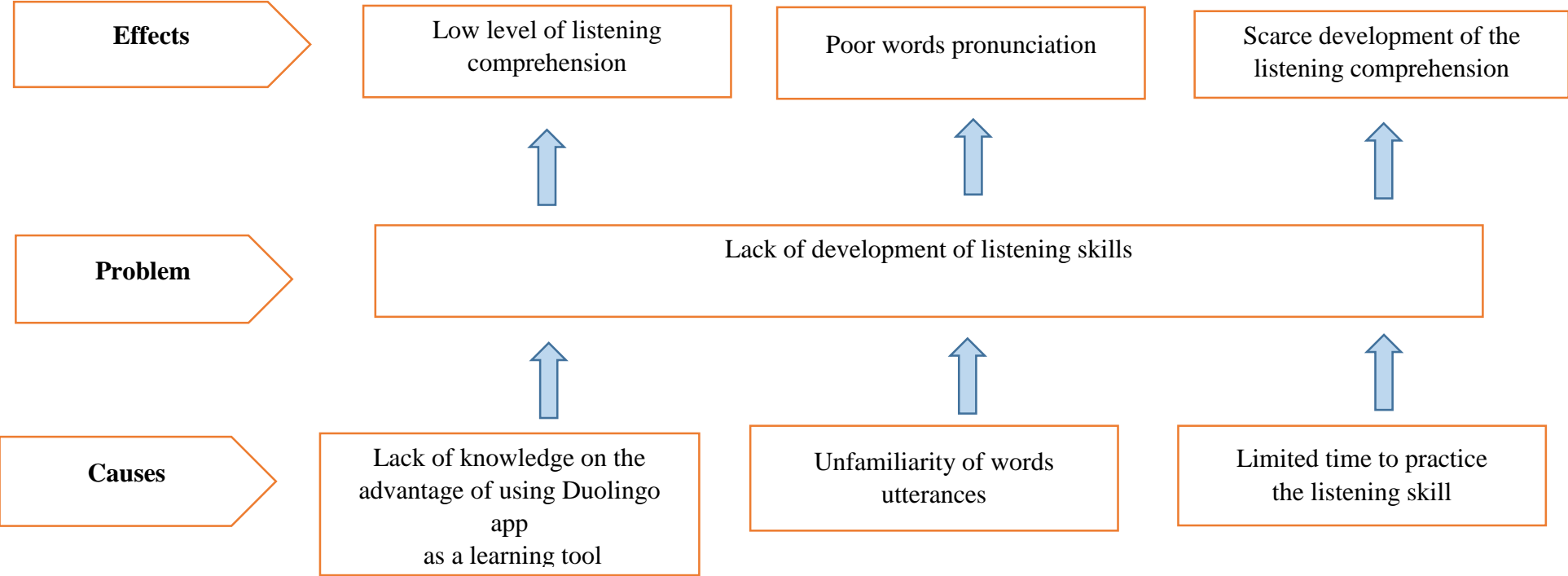
Figure 1: Problems Tree

Source: Bibliographic research
Author: Consuelo Monje

Annex 3. Fundamental categories

ICT

Mobile-Assisted Language Learning

Duolingo app

INDEPENDENT VARIABLE

INFLUENCES

Language Learning

Receptive skills

Listening skill

DEPENDENT VARIABLE
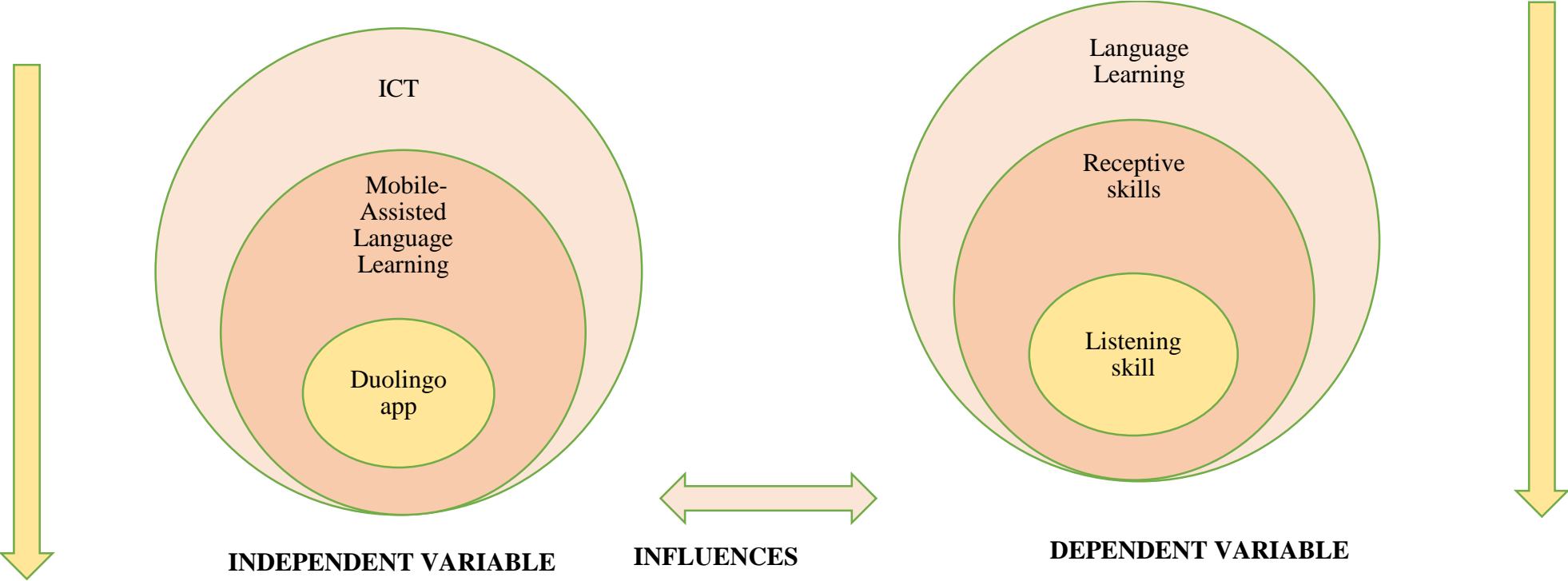
Figure 2: Main categories

Source: Bibliographic research
Author: Consuelo Monje

Annex 4. Pre-test and post-test

PRE– TEST

Candidate name: _____   *Date:* _____

Class: *9th level* EGB   *Hour:* *15 minutes*

Introduction: *This test is based on Cambridge English A1 Movers Listening (Vol.2)*

Objective: *To evaluate the students' listening comprehension before using Duolingo application.*

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Listening Parts 1 and 2.*
- *Write your answers on the answer sheet.*
- *At the end of the test, send just the answer sheet to your teacher.*
- *Each question is worth 1 point.*

LISTENING

PART 1

5 QUESTIONS

Listen and write. There is one example.

When?........ Tuesday ......

1. How many kinds of animals:……………………..

2. Biggest animal:…………………………………

3. Favorite animal:…………………………………

4. Favorite animal's food:……………………………

5. Name of zoo:……………………………………...zoo.

PART 2

5 QUESTIONS

Listen and tick (✓) the box. There is one example.

Where did Jim see the film?

A ☐   B ☐   C ✓

6   *Where did the rabbits in the film go?*
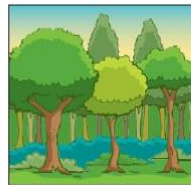
A ☐   B ☐   C ☐

7   *Where did the children have their lunch?*

A ☐   B ☐   C ☐

8   *What did the children eat?*
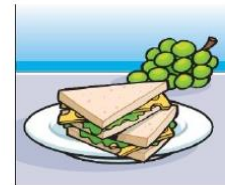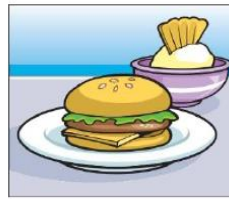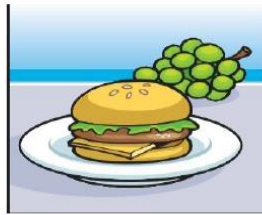
A ☐   B ☐   C ☐

9   *What did the children do after lunch?*
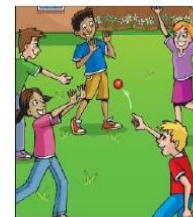
A ☐   B ☐   C ☐

10 *What did Jim's friends give him?*

A ☐   B ☐   C ☐

POST– TEST

Candidate name: _____   *Date:* _____

Class: **9th level** *EGB*   *Hour:* *15 minutes*

Introduction: This test is based on Cambridge English A1 Movers Listening (Vol.1)

Objective: To evaluate the students' listening comprehension after using Duolingo application.

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Listening Parts 1 and 2.*
- *Write your answers on the answer sheet.*
- *At the end of the test, send just the answer sheet to your teacher.*
- *Each question is worth 1 point.*

LISTENING

PART 1

5 QUESTIONS

Listen and write. There is one example.

GOING TO THE ZOO

Going to zoo today by:……………train……….

1. **Name of zoo:**   Jungle…………………….
2. **Number of different kinds of animals:**……………………..
3. **Can give food to:**…………………………………………..
4. **Animal food in store next to:**……………………………....
5. **Food on train:**………………….………… **and lemonade**

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EXTRANJEROS
Avda. Los Chasquis y Rio Payamin, **Ambato - Ecuador**

PRE – TEST / ANSWER SHEET

Candidate name: _____   **Date:** _____

Class: *9th level* EGB   **Hour:** *15 minutes*

Introduction: *This test is based on Cambridge English A1 Movers Listening (Vol.2)*

Objective: *To evaluate the students' listening comprehension before using Duolingo application.*

Instructions:

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Listening Parts 1 and 2.*
- *At the end of the test, send just the answer sheet to your teacher.*

LISTENING PART 1   **LISTENING PART 2**

1	
2	
3	
4	
5	

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

PART 2

5 QUESTIONS

Listen and tick (✓) the box. There is one example.

What is the DVD about?
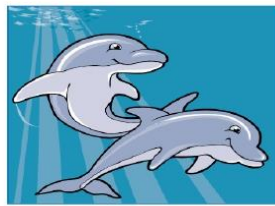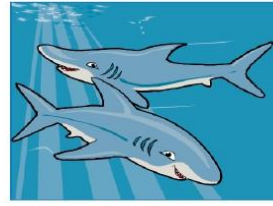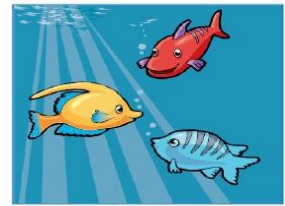
A ✓   B ☐   C ☐

6   *Who is Vicky's piano teacher?*

A ☐   B ☐   C ☐

7   *What clothes does Nick want to wear at school today?*

A ☐   B ☐   C ☐

8   *Where did Peter find the shell?*

A   B   C

9   *What is Daisy doing now?*

A   B   C

10   *What sport did Anna get a cup for?*

A   B   C

POST – TEST / ANSWER SHEET

Candidate name: _____ **Date:** _____

Class: *9th level* EGB **Hour:** *15 minutes*

Introduction: *This test is based on Cambridge English A1 Movers Listening (Vol.1)*

Objective: *To evaluate the students' listening comprehension after using Duolingo application.*

**Instructions:**

- *Read the instructions for each part of the test carefully.*
- *Answer all the questions in Listening Parts 1 and 2.*
- *At the end of the test, send just the answer sheet to your teacher.*

LISTENING PART 1

1	
2	
3	
4	
5	

LISTENING PART 2

6	
7	
8	
9	
10	

TOTAL POINTS	FINAL SCORE
/10	

Annex 5: Adapted rubric for listening tests

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PRE AND POST –TEST RUBRIC

Student's name: _____

Criteria	General understanding	Listening for detail	Listening for specific information
5	Shows general understanding of topic of what she / he hear. So, the student can quickly identify the general idea of audio.	Shows clear understanding the content of what he/she hear in depth, especially the opinions and attitudes of the speaker(s).	Identifying specific words such as names, colors, numbers, places, etc., or phrases in what he/she hear.
4		*Performance shares features of Bands 3 and 5.*	
3	Shows difficulty to grasp general information of topic of what she / he hear. So, the student can identify the general idea of audio .	Shows low understanding the content of what he/she hear in depth, especially the opinions and attitudes of the speaker(s)	Shows difficulty Identifying specific words such as names, colors, numbers, places, etc., or phrases in what he/she hear.
2		*Performance shares features of Bands 1 and 3.*	
1	Shows unable to grasp general information of topic of what she / he hear. So, the student unable to identify the general idea of audio.	Shows unable understanding the content of what he/she hear in depth, especially the opinions and attitudes of the speaker(s)	Shows unable to identify specific words such as names, colors, numbers, places, etc., or phrases in what he/she hear.
0		*Performance below Band 1.*	

Source: This rubric was adapted from Cambridge English
Author: Monje, C (2022)

Annex 6: Rubric instrument validation

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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
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FORMATO PARA LA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS

AUTORA: María Consuelo Monje Gualpa

Objective: To validate the rubric as an instrument destined to measure the dependent variable.

Instrucciones: Luego de revisar con detenimiento la rúbrica del "Pre-test" y "Post-test", señale con un (✓) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de investigación.

ÍTEM	Claridad de redacción		Presenta interna	Coherencia	Presenta todos los estándares a calificar		Mide la variable de estudio	
	Si	No	Si	No	Si	No	Si	No
General understanding	X		X		X		X	
Listening for detail	X		X		X		X	
Listening for specific information	X		X		X		X	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	X		
2.- Los ítems están acordes a el logro del objetivo de las pruebas.	X		
3.- Los ítems están distribuidos en forma lógica y secuencial	X		
4.- El puntaje de los ítems están acorde al nivel.	X		

5. El número de ítems es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	X		
Validado por: Mg. Edgar Encalada Trujillo	Cédula de Identidad: 0501824171		Fecha: 28-jun-2022
Firma:	Teléfono: 032386612	Email: eg.encalada@uta.edu.ec	

Firmado electrónicamente por:
EDGAR GUADIA
ENCALADA
TRUJILLO

Fuente: (Corral, 2009)
Adaptado por: Monje, C (2022)

UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
Avda. Los Chasquis y Rio Payamin, **Ambato - Ecuador**

FORMATO PARA LA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS

AUTORA: María Consuelo Monje Gualpa

Objective: To validate the rubric as an instrument destined to measure the dependent variable.

Instrucciones: Luego de revisar con detenimiento la rúbrica del "Pre-test" y "Post-test", señale con un (✓) de acuerdo a su criterio de experto. Su aporte es muy valioso en este contexto de investigación.

ÍTEM	Claridad de redacción		Presenta Coherencia interna		Presenta todos los estándares a calificar		Mide la variable de estudio	
	Si	No	Si	No	Si	No	Si	No
General understanding	✓		✓		✓		✓	
Listening for detail	✓		✓		✓		✓	
Listening for specific information	✓		✓		✓		✓	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	✓		
2.- Los ítems están acordes a el logro del objetivo de las pruebas.	✓		
3.- Los ítems están distribuidos en forma lógica y secuencial	✓		
4.- El puntaje de los ítems están acorde al nivel.	✓		

5. El número de ítems es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	✓		
Validado por: Lic. Manuel Xavier Sulca Guale	Cédula de Identidad: 1802447548		Fecha:28/06/2022
Firma: Firmado electrónicamente por: **MANUEL XAVIER SULCA GUALE**	Teléfono:	Email: manuelxsulcag@uta.edu.ec	

Fuente: (Corral, 2009)
Adaptado por: Monje, C (2022)

FORMATO PARA LA VALIDACIÓN DEL CONTENIDO DE LA RÚBRICA "PRE-TEST" Y "POS-TEST" PERTENECIENTE A LA INVESTIGACIÓN

M-LEARNING (DUOLINGO APP) AND THE LISTENING SKILLS

AUTORA: María Consuelo Monje Gualpa

Objective: To validate the rubric as an instrument destined to measure the dependent variable.

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ÍTEM	Claridad de redacción		Presenta Coherencia interna		Presenta todos los estándares a calificar		Mide la variable de estudio	
	Si	No	Si	No	Si	No	Si	No
General understanding	✓		✓		✓		✓	
Listening for detail	✓		✓		✓		✓	
Listening for specific information	✓		✓		✓		✓	

Aspectos generales	Si	No	Observaciones
1.- La rúbrica contiene información concisa de las sub-destrezas a desarrollar en el pre-test y post-test	✓		
2.- Los ítems están acordes a el logro del objetivo de las pruebas.	✓		
3.- Los ítems están distribuidos en forma lógica y secuencial	✓		
4.- El puntaje de los ítems están acorde al nivel.	✓		

5. El número de ítems es suficiente para la evaluación de los sub-destrezas en el pre-test y post-test.	✓		
Validado por: Dra. Elsa Mayorie Chimbo Cáceres	Cédula de Identidad: 1802696458		Fecha:29/06/2022
Firma: Firmado electrónicamente por: **ELSA MAYORIE CHIMBO CACERES**	Teléfono:	Email: elsamchimboc@uta.edu.ec	

Fuente: (Corral, 2009)
Adaptado por: Monje, C (2022)

Annex 7. Lesson plans

<table>
<tr><td colspan="3" align="center">Lesson Plan 1</td></tr>
<tr><td colspan="2">Institution: Unidad Educativa "Las Americas"</td><td>Subject:
English language</td></tr>
<tr><td colspan="2">Teacher: Consuelo Monje</td><td>Date:15/06/2022</td></tr>
<tr><td colspan="3">Level: 9th level EGB</td></tr>
<tr><td colspan="3">Number of Students: 28</td></tr>
<tr><td colspan="3">Time: 40 minutes</td></tr>
<tr><td colspan="2">Listening Subskills:
Listening for gist
Listening for specific information</td><td>Topic: Family</td></tr>
<tr><td colspan="3">Aims: To help students improve their listening skills through the use of the Duolingo app.</td></tr>
<tr><td colspan="3">

Objectives:

By the end of this lesson students will be able to:

- To define what a family is
- To recognize the members of the family
- To create a story using the vocabulary learned

</td></tr>
</table>

Time	Activity|	Tools and Materials
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher gives students a small sheet of paper about family members (see annex 1). • Teacher reviews the vocabulary and asks students if there are any words that they don't remember the meaning. Then, students complete the sheet of paper that the teacher gave them previously. • Teacher presents a listening passage about Paulina's family. After that, students will	**Worksheet about family** https://es.liveworksheets.com/qj1793499ue

	answer the following questions.	
	What is the name of Paulina's father?	
	What is the name of Paulina's sister?	
	How many years old has Paulina's mother?	
	What is the name of Paulina's dog?	

	While listening Activity	**Duolingo app:**
20 minutes	• Students practice some listening exercises about family through Duolingo application (see annex 2)	https://www.duolingo.com/skill/en/Familia/1
	• Teacher presents a listening story about Family Dinner. Students listen to the audio and complete the worksheet activity (see annex 3). The activity is about multiple-choice questions.	**Listening to the story about family dinner** https://www.duolingo.com/stories/en-es-family-dinner?mode=read
	• Teacher and students review the correct answers to the worksheet in order to provide feedback.	
10 minutes	**Post listening Activity**	**Listening story** https://www.duolingo.com/stories/en-es-big-family?mode=read
	• Teacher reproduces the listening story about Big Family. Students listen to the audio again. Then, they are going to give a conclusion about it, and answer the following question?	
	What do you think about homosexual marriage?	

Source: Field research

Author: Monje, C. (2022).

Lesson 1. Annex 1

MEET MY FAMILY

- **Complete the family tree. Drag and drop the names.**

SISTER
MOM
GRANDPA
AUNT
DAD
BROTHER
GRANDMA
UNCLE
COUSIN

me

- **Read the descriptions and number the pictures about different families.**

I have a mom, a sister and a baby brother.

I have a dad, 2 brothers, 1 sister, a grandpa, a mom and a grandma.

I have a little brother, a mom, a dad and a dog.

I have a brother, a grandma, a sister and a grandpa.

1

2

3

4

Lesson 1. Annex 2

DUOLINGO - WORKSHEET ACTIVITY

Part 1. Listen and select the correct word

wife	wafer	weed
aunt	movies	husband
old	oil	onion
woman	boy	child
boy	boss	boys
girl	girls	woman
young	nice	old

Part 2. Listen and translate in English the following sentences
a) Mi perro es mi niño.
b) Tengo una esposa y un hijo.
c) ¡Tu padre es un hombre muy divertido!
d) Mis abuelos viven aquí en Nueva York.

Listen and translate in Spanish the following sentences
a) We do not have a child.
b) My husband is a teacher.
c) Is this woman your wife?
d) Is she young or old?
e) We do not have a sister

Par 3. Listen and select pairs

1	chino	6	old
2	viejo	7	chinese
3	sombrero	8	favorite
4	comida	9	hat
5	favorito	0	food

1	bonito	6	bus
2	camisa	7	shirt
3	hombre	8	man
4	tren	9	nice
5	autobús	0	train

Part 4. Listen to the conversation and fill in the blanks.

🔊 **Big Family**

👦 Shelly is meeting Anna's family.

👩 Anna! My favorite [_____] !

👩 Mom, you only have one daughter!

👩 This is my girlfriend, [_____]

🧑 Hello, how are you?

👩 Shelly, this is my [_____] , Thomas!

👨 Hello !

👩 These are my grandparents.

👴 Hello !

👩 This is my father and my brother, Jacob!

👨 Hello, how [_____] ?

👩 This is my [_____] , Steve, and my brother, Josh.

👨 Hello, Steve. Hello, Josh. You have a [_____] !

👵 But I only have [_____] daughter…

👩 Mother!

👵 Ohah! I have [_____] daughters now…

👵 Welcome to the [_____] , Shelly!

🧑 Thanks you!

Lesson 1. Annex 3- Family Dinner

Choose the correct option according to the audio story.

1. **What did see Lin on the table?**
   a) She saw food and bottles of wine
   b) She saw eggs and bottles of water
   c) She saw some fruits and cake

2. **How many cakes have Lin in his kitchen?**
   a) Three cakes
   b) Two cakes
   c) Thirteen

3. **How many bottles of wine have Lin?**
   a) She has five bottles of vine
   b) She has four bottles of vine
   c) She has fifty bottles of vine

4. **Why Line was stressed?**
   a) She has a very difficult family
   b) She is tired to cook for her family
   c) She has to work tonight

5. **When does Lin's family go to visit her?**
   a) Next month
   b) Next week
   c) Next Sunday

Institution: Unidad Educativa "Las Americas"		Subject:
		English language
Teacher: Consuelo Monje	**Date:** 16/06/2022	
Level: 9th level EGB		
Number of Students: 28		
Time: 40 minutes		
Listening Subskills: Listening for specific information Listening for gist	**Topic:** Hobbies and entertainment	

Aims: To help students improve their listening skills through the use of the Duolingo app.

Objectives:

By the end of this lesson students will be able to:

- To get familiar with the vocabulary
- To use the vocabulary in their future conversations
- To discuss about their favorite hobbies

Time	Activity|	Tools and Materials
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher starts the lesson making a question: *What do you like to do in your free time?* • Teacher explains the vocabulary using flash cards to students can remember this. Then, teacher gives students the worksheet related to the listening passage and asks students to come up with some ideas of what they think that people like to do in their leisure time according to pictures (see annex 1). • Students listen to the passage and	**Picture about hobbies** **Listening passage about sports and leisure** https://es.liveworksheets.com/qq19263fg

	choose the correct name. Then, the teacher and students review the answers.	

	While listening Activity • Teacher gives students worksheets activities. Students listen to the audio and complete the activities through Duolingo application (see annex 2). • After, teacher and students review the correct answers to the worksheet in order to provide feedback and answer any students' doubts. • Teacher and students continue with the following activity where they will listen to the audio about A New Sport and choose the correct option (see annex 3). The activity is about multiple–choice.	**Duolingo application:** https://www.duolingo.com/skill/en/Hobbies/1 **New hobby** https://www.duolingo.com/stories/en-es-new-hobby?mode=read **New sport audio story** https://www.duolingo.com/stories/en-es-a-new-sport?mode=read
20 minutes		
10 minutes	**Post listening Activity** • Students are going to listen to a short story about Famous on Social Media • Teacher and students discuss this topic. Then, students are going to write a small summary based on listening previously. Since the students' speaking and writing abilities are not evaluated, the teacher just wants to verify if students have the capacity to pick main idea and give conclusions. Facts that enhance listening skills .	**Free time for speaking** https://www.duolingo.com/stories/en-es-famous-on-social-media?mode=read

Source: Field research

Author: Monje, C. (2022).

Lesson 2. Annex 1

FREE TIME AND HOBBIES

Singing

Skating

Ride a bike

Play tennis

Watch TV

Play guitar

Cooking

Listen to music

Reading

Play piano

Play basketball

Play hockey

Dancing

Fishing

Painting

Hiking

Listening practice : sports and leisure.

A)   Listen and choose the correct name.

1		Lucy	Sam	Nick	Tom	Jill	Baby Kim
2		Lucy	Sam	Nick	Tom	Jill	Baby Kim
3		Lucy	Sam	Nick	Tom	Jill	Baby Kim
4		Lucy	Sam	Nick	Tom	Jill	Baby Kim
5		Lucy	Sam	Nick	Tom	Jill	Baby Kim
6		Lucy	Sam	Nick	Tom	Jill	Baby Kim
7		Lucy	Sam	Nick	Tom	Jill	Baby Kim
8		Lucy	Sam	Nick	Tom	Jill	Baby Kim
9		Lucy	Sam	Nick	Tom	Jill	Baby Kim
10		Lucy	Sam	Nick	Tom	Jill	Baby Kim
11		Lucy	Sam	Nick	Tom	Jill	Baby Kim
12		Lucy	Sam	Nick	Tom	Jill	Baby Kim

Lesson 2. Annex 2

DUOLINGO –WORKSHEET ACTIVITY

Part 1. Listen and translate in English the following sentences

a) Ella canta muy bien.
b) Mi amigo oye una flauta.
c) Yo no sé bailar
d) Mi amiga puede correr muy rápido.
e) Tu puedes tomar un tren a la ciudad.

Listen and translate in Spanish the following sentences

a) Elisa is swimming really fast.
b) We always sit together.
c) She is swimming right now.
d) Are you busy tonight?
e) What time is the party?

Part 2. Listen and select pairs
Table 1

play	fast
triste	jugar
rapido	good
ocupado	busy
bueno	sad

Table 2

noticias	sing
cantar	swim
nadar	children
niños	news
correr	run

Part 3. Listen to the conversation and fill in the blanks

Link activity: https://es.liveworksheets.com/3-us870050it

Link audio: https://www.duolingo.com/stories/en-es-new-hobby?mode=read

Lily's mother enters Lily's bedroom.

Mother' Lily: Lily? You should get up.

Lily: _____ my room.

Mother' Lily: You've been in bed all day. It's summer!

Lily: I want to stay in bed and think about darkness. The world is _____.

Mother' Lily: Teenagers are so dramatic!

Mother' Lily: When I was ____ ____, I went out with my friends, swam every day, and learned new languages!

Lily: Learning new languages? That sounds very boring.

Mother' Lily: You should get a hobby. Hobbies are ___!

Lily: Lying in bed is my _____.

Mother' Lily: You could join a ____ club.

Lily: I read ____. Like a normal person.

Mother' Lily: Photography?

Lily: Ugh. No thanks

Mother' Lily: Ohah! You like _____, don't you?

Lily: Yeah…

Mother' Lily: You could play an _____. Your dad has some old drums.

Lily: Hmm. Drums are_____.

Lesson 2. Annex 3- New Sport

Link activity: https://es.liveworksheets.com/3-ks870016yl

Link audio: https://www.duolingo.com/stories/en-es-a-new-sport?mode=read

New Sport

Student's name: [　　　　　　]

Choose the correct option according to the audio story

1. **Where are Eddy and Junior?**
   - a) They are at a store
   - b) They are at a factory
   - c) They are on the bus

2. **Why does Junior not want to play basketball and tennis?**
   - a) He is very tired.
   - b) He doesn't like sports with balls.
   - c) He thinks that's too young.

3. **What sport does Junior want to practice?**
   - a) He wants to practice dance
   - b) He wants to practice swim
   - c) He wants to practice tennis

4. **Why is Eddy dancing at the store?**
   - a) He is excited because Junior wants to dance.
   - b) He wants to show Junior that dancing is hard.
   - c) He is trying on a pair of ballet shoes.

5. **What is the meaning of emocionante?**
   - a) bored
   - b) wonderful
   - c) exciting

<table>
<tr><td colspan="3" align="center">Lesson Plan 3</td></tr>
<tr><td colspan="2">Institution: Unidad Educativa "Las Americas"</td><td>Subject:
English language</td></tr>
<tr><td colspan="2">Teacher: Consuelo Monje</td><td>Date:20/06/2022</td></tr>
<tr><td colspan="3">Level: 9th level EGB</td></tr>
</table>

Level: 9th level EGB

Number of Students: 28

Time: 40 minutes

Listening Subskills: Listening for specific information Listening for gist	**Topic:** Places

Aims: To help students improve their listening skills through the use of the Duolingo app

Objectives:

By the end of this lesson students will be able to:

- To describe how the place where they live is

- To get familiar with the vocabulary

- To identify specific information in the passage.

Time	**Activity|**	**Tools and Materials**
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher shows a picture related to some places and asks students to come up with some ideas of What the theme is about? • Teacher reviews the vocabulary and asks students if there are any words that they don't remember the meaning. • Then, teacher gives students a small sheet of paper students look at the pictures, listen to the audio and choose the correct picture according to the audio(see annex 1).	**Picture about places** **Listening worksheet activity**

74

20 minutes	**While listening Activity** • The teacher reproduces the audio story Then; she asks students question: *What is the story about? Why do you think the girl is painting the dog?* • Teacher gives students worksheets. Then, students listening the audio again through Duolingo application and complete the exercises (see annex 2). • Teacher and students review the answers and continues with other parts of worksheets. • At the end , the teacher and students review the correct answers to the worksheet in order to provide feedback and answer any students' doubts.	**Duolingo application:** https://www.duolingo.com/skill/en/Lugares/1 **Drawing in the park** https://www.duolingo.com/stories/en-es-drawing-in-the-park?mode=read **Directions** https://www.duolingo.com/stories/en-es-asking-for-directions?mode=read
10 minutes	**Post listening Activity** • Students will listen to a passage about Alex's and Ben's hometown. Then, they are going to answer true /false questions related to the audio. • Teacher asks students to share their answer with their classmates. Finally, the lesson ends with the teacher's feedback about students 'performance.	**Listening passage** https://www.youtube.com/watch?v=xv7zmrRPHZs

Source: Field research

Author: Monje, C. (2022).

Lesson 3. Annex 1
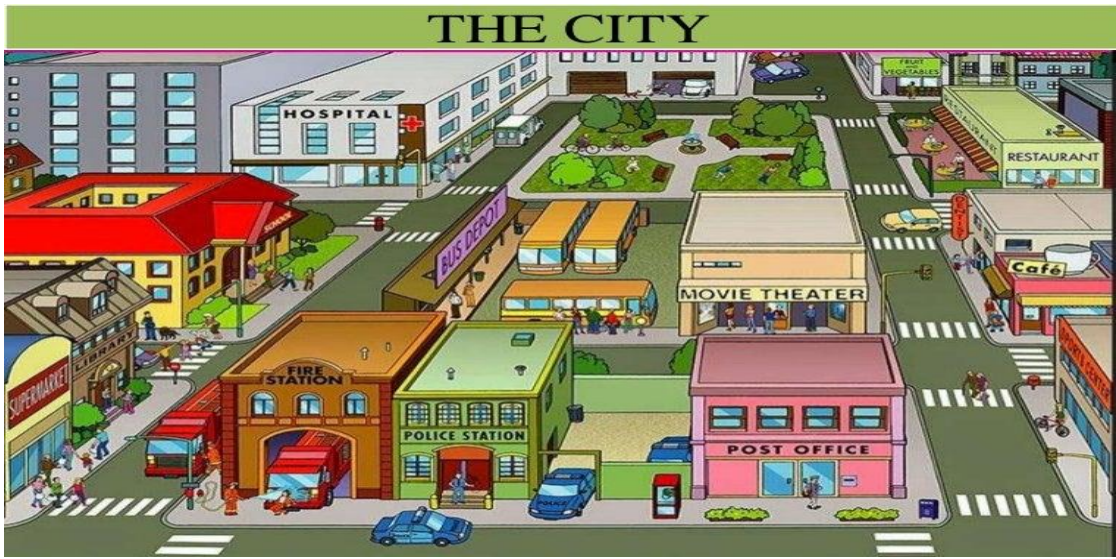
Listen and click in the correct place of the community

1 🔊			
2 🔊			
3 🔊			
4 🔊			

Lesson 3. Annex 2

DUOLINGO -WORKSHEET ACTIVITY

<u>**Drawing in the Park**</u>

Part 1. Choose the correct option according to the audio story

1.   **How many times does Lucas go to the park with his dog?**
a) Every day
b) Two times a week
c) Three times a week

2. **What is Lily doing in the park every day?**
a) She is reading
b) She is painting
c) She is drawing

3. **What is Lily drawing now?**

a) She is drawing a bird
b) She is drawing Lucas's dog
c) She is drawing a tree

4. **What did Lucas think of the drawing?**
    a) Cool
    b) Nice
    c) Horrible

Part 2. Listen and select pairs

1	restaurante		6	says
2	gire		7	left
3	izquierda		8	turn
4	cerca de		9	close to
5	dice		0	restaurant

Part 3. Asking Directions

Listen to the conversation and fill in the blanks.

🔊 Asking for Directions

Lin and Bea are looking for a restaurant in a small town.

Lin: I'm _____ of walking, and I'm really _____!

Bea: I think it's somewhere in this area.

Bea: Everyone says there _____ is _____.

Lin: We need to ask for directions.

They stop a woman on the street.

Bea: Can you please give us directions to_____?

Woman: Sure! Turn _____ at the end of this street. Then, you will see a very attractive ____ sitting in front of a red house. Turn right there.

Lin: Thanks

Part 4. Listen and traduce to Spanish the following sentences

a) A bus from Barcelona to Madrid.
b) Is your apartment nice?
c) Are you tired David?
d) My cat is on the bus.
e) My parents live in Mexico City.
f) We need to go to the hotel.
g) We want to go to the concert.
h) Museums are very interesting.

Annex 4-Alex's Hometown

Write T for True and F for False.

Alex lives in a small village situated in the western part of Africa.	
In the village, people can enjoy different sport activities such as hiking, mountain biking, climbing.	
There are no schools and post offices in Alex's village.	
Alex says he hates growing up in the countryside.	
Alex would like to be able to move to a big city one day.	

Ben lives in a big city in an apartment on the 8th floor .	
Ben's school is near her apartment so she does not need to take a train.	
Ben almost never go to school by car with her parents.	
In the city, there are no zoos, parks, museums, and universities.	
Ben hates the heavy traffic and pollution and the noise of the city.	

<table>
<tr><td colspan="3" align="center">Lesson Plan 4</td></tr>
<tr><td colspan="2">Institution: Unidad Educativa "Las Americas"</td><td>Subject:
English language</td></tr>
<tr><td colspan="2">Teacher: Consuelo Monje</td><td>Date:22/06/2022</td></tr>
<tr><td colspan="3">Level: 9th level EGB</td></tr>
<tr><td colspan="3">Number of Students: 28</td></tr>
<tr><td colspan="3">Time: 40 minutes</td></tr>
<tr><td colspan="2">Listening Subskills:
Listening for specific information
Listening for gist</td><td>Topic: Food</td></tr>
<tr><td colspan="3">/Aims: To help students improve their listening skills through the use of the Duolingo app</td></tr>
<tr><td colspan="3">Objectives:
By the end of this lesson students will be able to:
• To list the types of food there are
• To recognize foods that are good for health
• To create a conversation using vocabulary learned</td></tr>
</table>

Time	Activity	Tools and Materials
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher plays a song called "The food". So, students listen to the song. Then, the teacher asks students question: *What do you thing is the topic about?* • Students answer the question, listen to the audio again and take notes about vocabulary related to food. • Teacher and students review the vocabulary using a pictures (see annex 1). Students make a sentences using the vocabulary. **Example:** I love to eat pizza	**The food song** https://www.youtube.com/watch?v=MmsXC74_qO8&ab_channel=BarbraLica-OfficialYouTubeChannel

| 20 minutes | **While listening Activity**

• Teacher gives students worksheets. Students listen to the audio through Duolingo application (see annex 2) and complete the exercises.

• After, the teacher and students review the correct answers in order to provide feedback and answer any students' doubts. | **Duolingo application:**
https://www.duolingo.com/skill/en/Menu/tips

 Duolingo reading and listening story
https://www.duolingo.com/stories/en-es-perfect-for-the-job?mode=read

https://www.duolingo.com/stories/en-es-coffee-please?mode=read

https://www.duolingo.com/stories/en-es-the-wrong-duck?mode=read |
| 10 minutes | **Post listening Activity**

• Students are going to listen to a short story conversation about eating out. Then, they are going to answer the following question.

What food and drink from this menu would you order? And Why?

Finally, students are going to create a short conversation similar to the audio. | **Listening about eating out**
https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/eating-out |

Source: Field research

Author: Monje, C. (2022).

Lesson 4. Annex 1

FOOD VOCABULARY

bread	meat	egg	jam	milk	cheese
fish	honey	rice	cake	soup	biscuits
chips	chocolate	coke	bagel	cornflakes	croissant
fried chicken	fried potato	hamburger	hotdog	ice-cream	mince
olive oil	olives	omelette	pasta	pizza	sandwich
sausages	shrimp	tart	toast	yogurt	
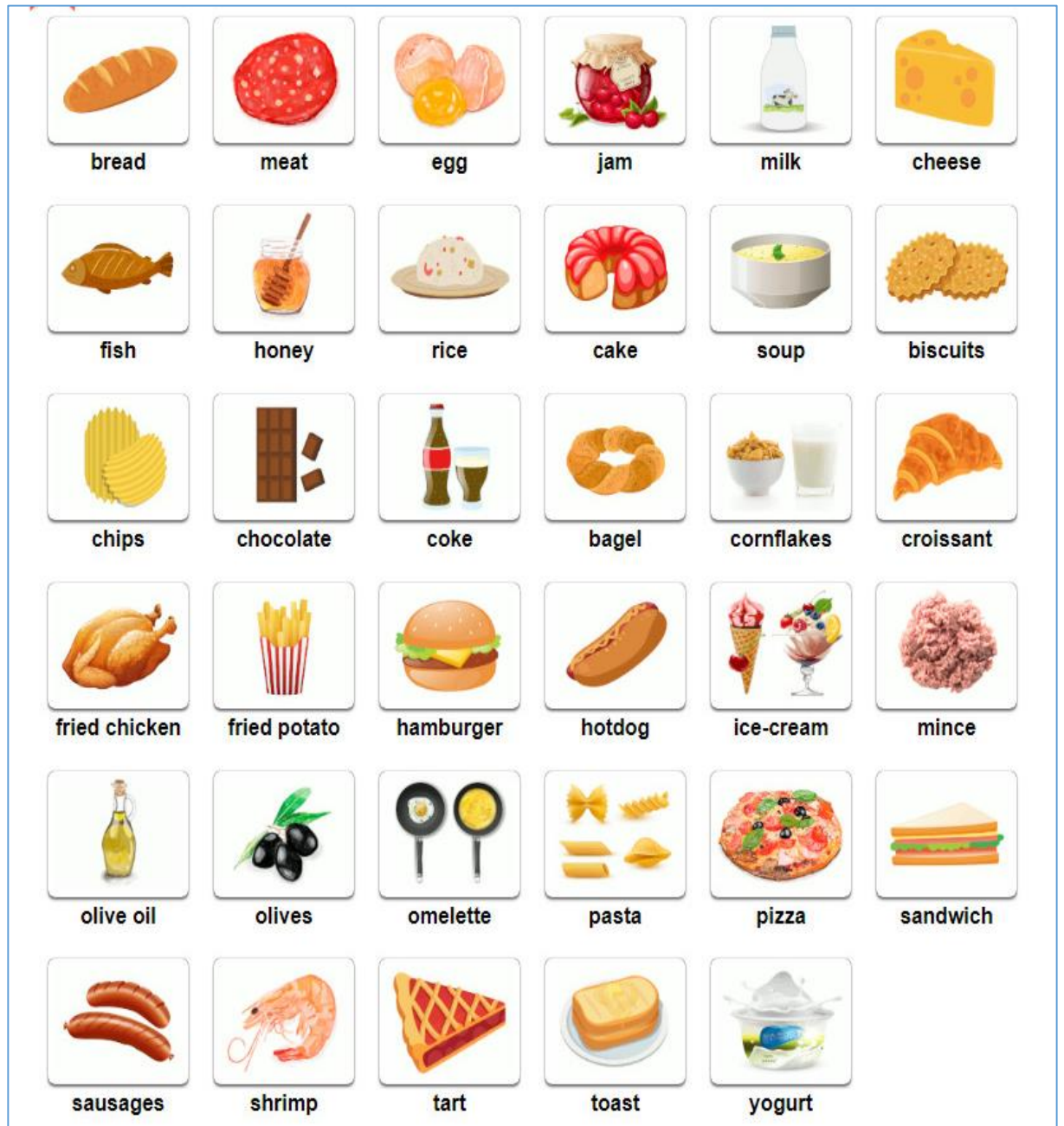
Lesson 4. Annex 2

Link activity: https://es.liveworksheets.com/3-zh872518pc

DUOLINGO -WORKSHEET ACTIVITY

Student's name: [   ]

Part 1. Listen to the conversation and fill in the blanks.

Eddy is in a restaurant with his son, Junior.

Waitress: Hi, Eddy! What do you want today?

Eddy: I want a big [   ] , please.

Waitress: Great! Do you want milk in the [   ] ?

Eddy: Yes, please!

Waitress: And do you want [   ] in the coffee?

Eddy: Yes, please!

Junior: I want coffee too!

Eddy: You want coffee, Junior?

Junior: Yes, I want a cup with a lot of [   ], a lot of sugar and [   ]

Eddy: Ice cream?

Junior: And not coffee please!

Waitress: OK… you want a [   ] ?

Junior: Yes, please!

Part 2. Choose the correct option according to the audio story

1. Why does Junior want to speak with the manager?
   - a) He wants to work in the store.
   - b) He wants buy a chocolate ice cream
   - c) He wants to eat a chocolate ice cream

2. How is Junior going to help the manager?
   - a) He helps to spend a lot of money
   - b) He helps to give a lot of money
   - c) He helps to make a lot of money

Lesson Plan 5

			Subject: English language
Institution: Unidad Educativa "Las Americas"			
Teacher: Consuelo Monje		**Date:** 23/06/2022	
Level: 9th level EGB			

Level: 9th level EGB

Number of Students: 28

Time: 40 minutes

Listening Subskills:
Listening for specific information
Listening for gist

Topic: Jobs and occupations

Aims: To help students improve their listening skills through the use of the Duolingo app

Objectives:

By the end of this lesson students will be able to:

- To remember the future simple

- To discuss what profession they would like to practise in the future

- To write key information about jobs

Time	Activity	Tools and Materials
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher plays a listening about jobs. Students listen to the audio after that, the teacher asks students question: *What do you think the topic is about?* • Teacher reviews vocabulary. So, the students one by one write the profession that they would like practise in the future. • Teacher asks students if there are any words that they don't remember the pronunciation of. • After that, students complete the sheet of	**Listening about jobs** https://learnenglishteens.britishcouncil.org/skills/listening/a2-listening/work **Worksheet about jobs and professions**

	paper that the teacher gave them previously.	
20 minutes	**While listening Activity** • Teacher gives students worksheet activity to students practice their listening. Teacher reproduces the audio meanwhile students complete the exercises (see annex 2). • Teacher and students review the correct answers to the worksheet in order to provide feedback.	**Duolingo app:** https://www.duolingo.com/skill/en/Empleos/2 **Listening and reading stories** **The manager's office** https://www.duolingo.com/stories/en-es-the-manager-s-office?mode=read **Work from home** https://www.duolingo.com/stories/en-es-work-from-home?mode=read **A great teacher** https://www.duolingo.com/stories/en-es-a-great-teacher?mode=read
10 minutes	**Post listening Activity** • Teacher shares a link to the practice test. • Students listen to the audio and complete the test. • Teacher and students review the answers in order to give feedback.	**Listening quiz** https://test-english.com/listening/a2/learning-a-new-job-listening-test/

Source: Field research

Author: Monje, C. (2022).

Lesson 5. Annex 1

JobS and profesions

Match the pictures from 1 to 22 to the words. Follow the example.

0	fisherman
	lorry driver
	firefighter
	baker
	photographer
	architect
	dentist
	plumber
	postman
	builder
	vet
	gardener
	waiter
	electrician
	police officer
	painter
	cook
	hairdresser
	teacher
	shop assistant
	doctor
	mechanic
	greengrocer

Lesson 5. Annex 2

Link activity: https://es.liveworksheets.com/3-uv872495sm

DUOLINGO -WORKSHEET ACTIVITY

Student's name: [   ]

Part 1. *Write T for True and F for False.*
The Manager's Office

Link:https://www.duolingo.com/stories/en-es-the-manager-s-office?mode=read

The manager wants to talk with Bea about her reports delivered	
Bea delivered only one repot to the manager	
The manager said that Bea's report was boring	
Bea's manager said that she doesn't work in the office	
The manager is not interested to see Bea's resume.	

Part 2. Choose the correct option according to the audio story

Link:https://www.duolingo.com/stories/en-es-work-from-home?mode=read

1. What is the name of the person with whom Bea was having a meeting video?
   a) Paula
   b) Paola
   c) Paulina
2. When the office will be open again?
   a) Friday
   b) Tuesday
   c) Monday
3. Where is Bea actually working?
   a) She is working from home
   b) She is working from the beach
   c) She is working from the village
4. What is the name of the bird that sat on Bea's desk?
   a) scagull
   b) parrot
   c) pigeon
5. Who said this phrase: the whole island has great wifi!
   a) Bea
   b) Paula
   c) The seagull

<table>
<tr><td colspan="3" align="center">Lesson Plan 6</td></tr>
<tr><td colspan="2">Institution: Unidad Educativa "Las Americas"</td><td>Subject:
English language</td></tr>
<tr><td colspan="2">Teacher: Consuelo Monje</td><td>Date: 27/06/2022</td></tr>
<tr><td colspan="3">Level: 9th level EGB</td></tr>
</table>

Level: 9th level EGB

Number of Students: 28

Time: 40 minutes

Listening Subskills: Listening for specific information Listening for gist	**Topic:** Animals

Aims: To help students improve their listening skills through the use of the Duolingo app

Objectives:

By the end of this lesson students will be able to:

- To identify the animals' classification

- To get familiar with the new vocabulary

- To create a summary about the listening passage

Time	**Activity**	**Tools and Materials**
10 minutes	**Pre- listening activity** To active students' knowledge: • Teacher starts the lesson making a question: *What animals do you enjoy seeing at a zoo?* Then, teacher and students review the vocabulary trough flash card (see annex 1). • After, teacher playing the listening conversation about Zoo. In this part, students listen the audio for pleasure just to understand as much as they can.	**Listening about zoo** https://es.liveworksheets.com/nz94025ds **Flash card about Animals**

20 minutes	**While listening Activity** • Teacher plays listening conversation for a second time in order to complete the listening exercise. After that, the teacher and students check the answers together (see annex 2). • Teacher gives students worksheet activity to students practice their listening and vocabulary. So, the teacher reproduces the audio meanwhile students complete the exercises (see annex 3). • Teacher and students review the correct answers to the worksheet in order to provide feedback.	**Listening about zoo** https://www.esl-lab.com/difficult/zoo/ **Duolingo app:** https://www.duolingo.com/skill/en/Animales/2 **Listening and reading stories** **I want a dog** https://www.duolingo.com/stories/en-es-i-want-a-dog?mode=read **The monkeys** https://www.duolingo.com/stories/en-es-the-monkeys?mode=read
10 minutes	**Post listening Activity** • At the end of the lesson, teacher asks students to discuss the following questions: *Do you have any favorite memory of when you went to visit the zoo? Zoos can be wonderful places to visit with family and friends?*	**Free time to speak**

Source: Field research

Author: Monje, C. (2022).

Lesson 6. Annex 1

ANIMALS

Cat

Dog

Parrot

Turtle

Frog

Monkey
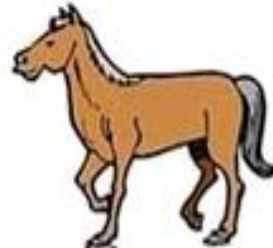
Horse

Butterfly

Tiger

Crocodile

Fox

Lion

Shark

Dolphin

Bird

Snake

Turkey

Hen

Rooster
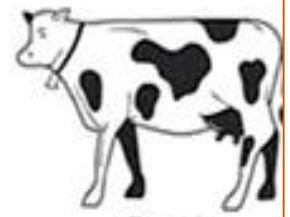
Cow

Lesson 6. Annex 2

The Zoo

TASK 2A) LISTENING

1 Listen to four short conversations and look at the picture. Which animals are the children looking at in each conversation? Choose the correct answer.

Conversation 1:	monkeys	giraffes	birds	lions
Conversation 2:	dolphins	lions	monkeys	kangaroos
Conversation 3:	giraffes	tigers	dolphins	birds
Conversation 4:	tigers	dolphins	monkeys	a cat

2 Listen again. Are these sentences True or False? Choose the correct answer.

1	Giraffes sleep for two hours every day.	True	False
2	All of the monkeys are eating fruit.	True	False
3	The children think that the dolphin is looking at them.	True	False
4	They've got tickets for the dolphin show.	True	False
5	The children think that the tiger is angry.	True	False

Lesson 6. Annex 3

**Link activity:** https://es.liveworksheets.com/3-sk872043cd

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DUOLINGO - WORKSHEET ACTIVITY

Part 1. *Write T for True and F for False.*
I Want a Dog

Eddy and Junior are eating at a restaurant	
Junior wants to have a dog	
Junior's father says that dogs need toys and walk every day	
Junior shared his food to the dog that is under the chair	
Junior says that dogs are easy to care	

Part 2. Listen to the story and fill in the blanks.

The Monkeys

Eddy and Junior are at the zoo.

They are looking at the [_____] .

Dad, can we see the [_____]   now?

But you never want to see the monkeys.

I really like the monkeys [_____] ! Can we see them?

Junior, the monkeys are on the other side of [_____] !

We can [_____] . You love exercise.

Hmm. OK! Yes, I love to run!

Junior and Eddy start running.

Can you run faster, [_____] ?

Wait. Junior, why are we running? You hate [_____] !

I hate running, but I love [_____] ! And there's an ice cream shop next to the monkeys!

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Annex 8. Duolingo for schools


Source: Duolingo for schools

Author: Monje, C. (2022)

## Annex 9. Zoom and Microsoft teams sessions


Source: Zoom
Author: Monje, C. (2022)

Source: Microsoft Teams
Author: Monje, C. (2022)

Source: Microsoft Teams
Author: Monje, C. (2022)

Source: Microsoft Teams
Author: Monje, C. (2022)