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Tema: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

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DEDICATION

I offer this research work to God for giving me health and life to achieve my goals, to the Technical University of Ambato for allowing me to acquire invaluable knowledge in this wonderful academic preparation. To my parents for their patience, encouragement and understanding in difficult times, to my older sisters for their invaluable support and finally I dedicate this research to my colleagues who gave pleasant professional experiences and shared with me unforgettable memories of this master's degree.

Daniela Zumbana

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TEMA:

"THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTORA: Lcda. Daniela Estefania Zumbana Mondragon

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LÍNEA DE INVESTIGACIÓN:

- Método y medios para la enseñanza

FECHA: 10 de marzo del 2021

RESUMEN EJECUTIVO

El presente trabajo investigativo tuvo como objetivo principal determinar la aplicación de Duolingo App en el desarrollo de la producción oral del idioma inglés dentro de las competencias comunicativas de los estudiantes adultos con escolaridad inconclusa. Además, se aplicó un pre-test y un post-test basados en el desarrollo audio- verbal para determinar la eficacia de esta herramienta tecnológica como un método práctico y dinámico. Estas pruebas se basaron en las secciones virtuales que ofrece esta aplicación móvil para identificar el nivel de los estudiantes y conocer el progreso en las destrezas audio- verbales de los grupos de 10mo nivel de E.G.B de la Unidad Educativa P.C.E.I. "Mons. Leónidas Proaño" CAT- Latacunga durante el segundo quimestre del año escolar septiembre 2020- marzo 2021. También, se elaboró una planificación de destrezas con criterio de desempeño basada en el contenido curricular de la Unidad Educativa. Esta planificación sirvió de soporte para la implementación de la aplicación Duolingo en la clase virtual con los grupos seleccionados los cuales formaron parte del trabajo investigativo. Esta planificación estuvo enfocada en la producción oral del idioma Inglés de los estudiantes y en la práctica activa de los conocimientos previos de los estudiantes. Luego de la implementación del trabajo de investigación, se aplicó un post-test que se basó en la misma estructura y enfoque que el pre- test de acuerdo a los resultados obtenidos después de la aplicación. Después se realizó el procesamiento de los datos que fueron analizados e interpretados a través de

la Prueba- T del Estudiante. Estos resultados se representaron mediante tablas y gráficos estadísticos. Los resultados demostraron que la aplicación de Duolingo permitió mejorar la producción oral del idioma Inglés y se obtuvo un impacto positivo en el desarrollo de las destrezas audio- verbales. Además de que la aplicación Duolingo facilito a los maestros identificar el nivel de la producción oral de sus estudiantes también como reconocer las principales necesidades de los mismos. Por consiguiente, se recomienda su uso para ayudar a los estudiantes en el aprendizaje del idioma Inglés.

Descriptores: Aplicaciones, aprendizaje, competencias, desempeño, Duolingo, impacto, método, producción, planificación, virtual.

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AUTHOR: Lcda. Daniela Estefania Zumbana Mondragon

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LINE OF RESEARCH:

- Methods and means for teaching

DATE: ~~On~~ March 10th, 2021

EXECUTIVE SUMMARY

The present research had as principal objective to determine the application of Duolingo App in the development of the oral production of the English language on the communicative competences in the adult learners with unfinished schooling. Furthermore, the pre- test and pro- test were applied based on the audio verbal development to determine the efficiency of this technological tool as a practical and dynamic method. These tests based on the virtual sections which are offered in this mobile application in order to identify the level of the students and to know their progress in audio- verbal skills of 10th level of E.G.B groups at P.C.E.I. "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga during the second quarterly of the academic year September 2020- March 2021. Also, a planning of skills with performance criteria was based in the curricular content of the Educative Unit. This planning helped to support the implementation of Duolingo App into the virtual environment with the selected groups who were involved in the research work. This lesson planning focused on the oral production of the English language in addition, on the active practice of the previous knowledge of the students. After the implementation of the research work, it applied a post- test that based on the same structure and approach that the pre- test according to the obtaining results after the application. Next, it was elaborated the procedure of the data which were analyzed and interpreted

through the T- test of Student. These results were represented for statistical charts and graphics. The results demonstrated that the Duolingo App permitted to improve the oral production of the English language and it had a positive impact in the development of audio-verbal skills. Furthermore, Duolingo App facilitated to the teacher identify the level of oral production of their students as well as recognize the principal necessities of them. Therefore, it recommends using it in order to help the learners into learning the English language.

Keywords: Applications, competences, Duolingo, impact, learning, method, performance, planning, production, virtual.

CHAPTER I

THE RESEARCH PROBLEM

Theme of the research work:

"THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

Line of research: Método y Medios para la Enseñanza

1.1. Introduction

In this section was presented the theme of the research problem, the general approach to the problem, the place of the investigation, the importance and significance of the research work, the modality and type of investigation, the approach to the proposal, and the presentation were described by the following chapters.

The research problem was based on oral production because of the students of 10th level E.G.B in the P.C.E.I "Mons. Leonidas Proaño" Educative Unit didn't present enough level of performance inside the communicative competencies. As a result, it promoted establishing a connection between the M- learning apps with the development of oral production of the English language during the academic year September 2020- March 2021.

The importance of this research project was based on the analysis of the theoretical and practical aspects of the Duolingo App (mobile learning application) for the strengthening of oral production of the English language. Likewise, the benefits of the Duolingo App for the development of communication skills in adult students with unfinished schooling were defined for this study. Besides, it allowed describing the advantages of the

employment of the Duolingo App and it could determine the most appropriate functions of the Duolingo App in the reinforcement of the oral production.

The modality of the project is socio-educative because the pedagogical proposal was presented to find a possible solution to the real problem. In addition, the desired results of this research work referred to the use of the Duolingo virtual App that achieved the development of oral production.

This research project provided a proposal based on a lesson planning that supported the teacher and students to develop the oral production since the suitable use of the Duolingo App was permitted to achieve the learning of the teacher and reinforce the audio- verbal skills in the English language.

The content of each chapter was detailed below:

CHAPTER I: The research background exposed the use of Duolingo App in the educational environment. So, the origin of the problem revealed the shortcomings and requirements of both groups. On the other hand, it added the problem and the guiding questions which were formulated by the dimensions. Next, it showed the interest, the social impact, and the beneficiaries of the project. Finally, the general and specific objectives of the research work were established in this study.

CHAPTER II: The investigator included some important details about the scientific studies which supported the research work. Also, the researcher established the research background that validated the relationship between the Duolingo App with the development of oral production. Likewise, the previous studies compiled reliable sources of information to support this research project.

CHAPTER III: In this section, the methodology determined the location, equipment, and materials used before, during, and before the research work. All these aspects indicated more than one type of research design such as descriptive and quasi- experimental

research. Also, the investigation considered the levels of the research which are recognized into a mixed design that involved a qualitative and a quantitative model. Likewise, the hypothesis described in order to provide an optimal solution to the research problem likewise; the researcher described the population and the sample population. In conclusion, the methodology defined the instruments, techniques, methods, and resources which were included in this study. Next, the researcher focused on the functions of the tools used by the Duolingo App, the processing data, and statistical analysis. Finally, this study added the operation of variables that were detailed according to their application.

CHAPTER IV: In this chapter, the researcher established the results and the quantitative and qualitative examination of the Duolingo App which was applied to the virtual environment of the students. This investigative work formulated the analysis and interpretation of data through the use of graphics, figures, pie diagrams, and bar charts which are in the information.

CHAPTER V: In this chapter, the study established the conclusions and recommendations which were found in this investigation. Also, there was the bibliography that supports the theoretical background of this investigation and the annexes that show the evidence of this research work.

1.1.1 Problem formulation

The Duolingo App influences the reinforcement of the oral production of the English language for adult students with unfinished schooling at P.C.E.I. "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga in the Cotopaxi province.

1.2 Justification

In our educational environment, there are a lot of people who didn't have the opportunity to finish their academic study in different areas of knowledge. Also, it is necessary to consider that not education access is nowadays the principal problem of the countries as a result of the Covid-19 pandemic because all people around the world must stay at home. So, the teacher had the chance to employ Communication Technologies to solve this

difficulty. Gardner (2000) argued that the technologies in language teaching permitted to know the virtual learning environment. In this way, the adult students could manipulate the web tools after they have contact with them. This investigation is really important because it pretends to generate advances in the development of the oral skills of the English language in the adult learners at the P.C.E.I (Personas con Escolaridad Inconclusa) "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga. The application of this investigation has been fundamental to identify the web resources which could permit us as teachers to adapt the learning of the English language into the educative role. Robert (2007) emphasized that the significant transformations of education are associated with the use of interactive, virtual, and network information technologies. For this reason, this study used the Duolingo App that is a virtual application of the M- learning apps. Also, the Duolingo App allows the development of the oral production and cognition of the students. Also, it was designed by Luis Von Ahn who works as a professor at the Carnegie Mellon University in Pittsburgh. Arapa Castañeda y Cuadros Romero (2018) held that Duolingo App uses an attractive free platform that engages the attention of learners. Furthermore, it is a new language source that contributes to E-learning education.

This research work had a positive influence on the teaching-learning process of the adult students through the employment of the Duolingo App since it developed the audio-verbal skills, perspective, reflection, autonomy, self-direction, and problem-solving of the adult learners with unfinished schooling. Moreover, the M-learning apps create a dual-educational approach for the teachers because these are not only based on the content of the language but on many topic learning and lesson practices. Campión and Trabaldo (2015) defined that Mobile learning apps are personalized and interactive applications that facilitate knowledge and the resolution of teaching troubles through autonomous portable and mobile devices.

The strategies of the Duolingo App focused on the requirements of the learning process in order to address the pedagogical issues of the adults' education. Then, this investigation achieved the proposed objectives since this online App included some resources and web styles that supported the cognitive process in the English classroom. The E-Learning

environment can be easy to employ when it focuses on the understanding and increment of the knowledge through some strategies such as real issues, past events, and relationship of the object with the concepts in the daily life of the adult students. McCay-Peet and Quan-Haase (2016) mentioned that technology can have an important influence on adult life because there are a lot of adult people who are involved in digital media, Internet access, and online activities.

The benefits: As a result, this study was useful for those who want to learn a new language through mobile apps. Furthermore, the teacher acquired knowledge about the most frequent troubles of oral production performance and the process of students' training. Riding and Rayner (1998) considered that the learning procedure is successful if the teachers can adapt some methods to the learning preferences of the students. It means that it is necessary to identify the most suitable way for the students to solve English activities. Therefore, this project will have the permission of the Educative Unit, the access to M-learning apps, the theoretical contents, the didactic experience, and the advice of the Technical University of Ambato

1.3 Objectives

1.3.1. General

- To apply the Duolingo App for the oral production of the English language for adult learners with unfinished schooling.

1.3.2. Specific

- To analyze the principal theoretical bases and the previous researches focused on the advance of the communicative skills.

- To identify the principal requirements of the teaching process in adult learners which are oriented on the reinforcement of oral production of English language.

- To develop the oral production for adult learners with unfinished schooling through the use of some virtual resources into the E- learning environment.

- To implement the application of different lessons of Duolingo App adapted to the curricular units of the English book managed by the Educative Unit.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of art

In the investigation it is important to analyze some previous research works of the theme based in both variables.

Nowadays, modern computation and communication technologies have appeared more frequently because they have become very relevant and innovative thanks to the communication advance in recent years. Bentum and Tete (2014) described that the emergence of technologies has been known as information and communication technologies ICT's is a term defined as the combination of information technology and telecommunications technology that includes hardware, digital- analogy devices, and software applications. Kumar (2016) pointed that the ICT's are the group of technological tools used to communicate, distribute, store, create and manage virtual information. The set of these technologies are composed of computers, the internet, and transmission and telecommunication technologies. Therefore, ICTs in educational technology compound the employment of software and hardware to support to improve virtual learning. Chioma (2014) argued that the ICT's in the field of education is a process that consists in the management of the information to support different forms of teaching.

The mobile applications in the enrichment process of learning sources are really important when there are changes in the educational field. Therefore, in last years the use of new educational media is a duty in every school practice because its application is necessary for students in order to acquire knowledge. Zaldívar, Ramón and Rubio (2017) described that the educational software refers to all software developed to a didactic proposal in mind that includes traditional software based on behavior, teaching models, computer-assisted teaching programs, and the experimental computer.

Another aspect to be cited is that education is supported by a large number of online software which holds the role of motivational tools because they stimulate students to activate silent knowledge. In this way, the student takes into account the amount of knowledge that he can extract from virtual sources and as a result, he will be able to handle it. Stanisavljevic, Stankovic and Jevtic (2014) affirmed that the technological tools of the educational system attract attention and activate their emotions regarding the learning content, break the monotony of the classroom and provide meaningful learning content, break the monotony of the classroom and provide meaningful learning.

Furthermore, it is fundamental to emphasize that there have appeared multiple devices and virtual programs that increment mobile learning to obtain learning materials anywhere and anytime. Oden (2014) considered that the MALL system encourages the use and progress of language skills and language teaching where students develop communication skills while reducing the risk of degradation of knowledge, skills, and abilities through the use of mobile devices. So, the process of teaching and learning through a mobile phone provides the opening to learn in various scenarios of everyday life. As a result, students of different levels have the possibility of learning in any educational medium, and that mobile programming is portable and free in some cases.

In this way, it is fundamental to mention that this research work has focused on the employment and application of the Duolingo App that is an accessible language learning platform for both websites, for applications, for Android and iOS. It was launched for general public use just over four years ago. Also, it is important to accentuate that it is part of the Mobile-Assisted Language category. Bogdan (2016) defined that the Duolingo App is a gamified language learning application (software) for personal computers, smartphones, and tablets with Android and iOS operating systems."

Into the context, there are previous studies that have opened a research that conducts to other new research works. It is essential to take into account that there are some studies developed around the world that show how the countries have used technology to expand the communicative skills such as Duolingo App which help to support Mobile assisted

language learning. The research work refers to the study of the effectiveness of the Duolingo App elaborated by Vesselinov Roumen and Grego John (2012) considered that they had as primary objective to evaluate the effectiveness of Duolingo App, which is a free learning website that permits to improve the languages. The research had a qualitative-quantitative approach because this research work lasted approximately eight weeks and the participants were 18 years old. Also, the participants were native English speakers who were not Latin-Americans and they were not earlier users of Spanish. Finally, all participants lived in the United States. Also, it selected a random sample of Duolingo users who studied Spanish. Furthermore, this research work employed the qualitative analysis into the methodology, since it evaluated the intangible factors of the effective influence of the Duolingo App on native students and students who had little experience in the employment of this virtual app. The information was tabulated and processed then the data collection allowed them to verify the hypothesis. In conclusion, this research study on the effectiveness of Duolingo App achieved to improve their knowledge of Spanish on the majority of participants and the improvement of the Duolingo users was significant.

Some works have some relation to the Duolingo App and the development of the English language. The Duolingo App has encouraged the use of digital resources in the classroom and the appropriate use of educational software to reinforce communication skills throughout Ecuador. The research project referred to the application of the Duolingo App and the development of the vocabulary at "Ambato" Educative Unit. Pacheco Diaz (2017) emphasized that they had as a primary goal to examine the influence of Duolingo App in the development of vocabulary skills in the students of ninth-grade of Elementary Education. This research work contained mixed research because the approaches are qualitative- quantitative it means that these collected, analyzed, interpreted and link data to know if Duolingo App can achieve significant progress in the development of vocabulary skills. In addition, the quantitative research was essential because it reported the reliability and validity of this research work. Also, the research applied a qualitative approach because it formulated some surveys which displayed information such as percentages and statistics. Furthermore, this used the survey as an instrument to measure

the acceptance of the Duolingo App and the development of vocabulary skills. Moreover, this survey was engaged to a control group to verify its reliability and it collected information to determine the usefulness of the Duolingo App from students' point of view. Also, each item of the survey contained a Likert scale to analyze the data. Finally, this research had a sample of 70 students who were shaped by participants of the ninth level. In conclusion, the research study determined that Duolingo App had an impact on learners' acquisition of listening, speaking, and vocabulary and how Duolingo App influenced the learning process using real data.

In addition, the researcher has looked at the use of the Duolingo App in our local environment that makes the English class more comprehensive and at the same time encourages the attention of the students. The following research work was about the acquisition of vocabulary into the learning of the English language through the use of virtual platforms like Duolingo App at "Primero de Abril" educative unit. Borja Herrera (2018) expressed that he had as a primary objective to measure the Duolingo language-learning platform enhances English vocabulary acquisition in students. Also, the research had a qualitative-quantitative approach considered as a mixed approach. The qualitative approach allowed analyzing the phenomena. Besides, the quantitative approach generated information from the group of participants. In this way, these steps helped the researcher to determine the effectiveness of Duolingo App on the vocabulary in order to facilitate English skills development. Another important aspect is that the present research collected the data to obtain a pre-test and a post-test taken from the Duolingo webpage (Duolingo English Test). Also, the practice developed in the classroom once a week to check the autonomous work and get some suggestions about the platform. Moreover, the students took the Duolingo English test. The research study analyzed the results on a scale of 1-100 taking into account the different English levels. This was done to show the results in a comparative table. Furthermore, this research had a sample of 120 students of the third year of Bachelor who are included in the B1.2 English level according to the normative Ministry of Education of Ecuador at "Primero de Abril" Educative Unit. Also, this research work was applied to one hundred twenty students who belonged to the third year of Bachelor. In conclusion, the research study determined that language-learning through

Duolingo could increase the level of vocabulary because it has an easy visual environment. Also, the platform has a very wide and interactive pictorial support that emphasizes the feedback and the motivation to achieve learning achievements. Besides, this platform is famous since it handles multiple languages such as English that can be successfully adapted with the learning content because the lessons have some short prompts and there are different virtual skills.

Also, Duolingo App is a virtual application that keeps a close relationship with the E-learning environment because it is a medium of massive communication since E-learning dedicates to design and improve many audio linguistic media of several languages. This electronic learning can solve problems of learning in the classroom and promotes feedback to improve performance- provision of knowledge in the adult students. Ghirardini (2014) manifested that the E-learning environment has generated multiple factors which determine the employment of M- learning apps to support the oral production of English and facilitate the linguistic process. Another important aspect is that M- learning apps and audio-verbal games are tools that recognize the sound and intonation of the words because it generates a positive advancement in vocal articulation since students will develop their oral expression in both languages. Zou and Li (2015) mentioned that the M- learning apps focus on the creation of the net-language patterns and create specific conditions for the cognitive development of the learners. It explores mobile apps for English language teaching and learning. Several apps have been created and used for English as Foreign Language learning.

Then, the employment of Duolingo App will help to develop oral production. Some previous studies emphasize. The use of this type of web tool is intending to increase the productive skills of English such as listening comprehension, oral expression, increase of vocabulary, pronunciation, and spelling of different languages since continuous use can improve the basic level of the students. Hernández Rojas (2016) held that the use of the Duolingo online platform increased the level of receptive abilities in tertiary students. Students made progress in cognitive and linguistic skills since it combines face-to-face

classes and the teacher used this virtual platform to improve the learning-teaching process of the English language significantly.

The audio-verbal resources of the Duolingo App allow developing the oral expression through the patterns of the meaning of language. In addition, it is necessary to know that the Duolingo App distinguishes some linguistic graphemes when the sound is produced by the pronunciation and these verify the several vocal sounds. So, it is important that students listen and pronounce the linguistic patterns suggested by the app since it sounds natural and spontaneous. Adults will identify, understand and recognize the verbal code that is responsible for understanding the message.

It is necessary to mention that the Duolingo App includes some media resources with linguistic codes which are the most important in communicative skills since we could not interact in society without language for example, we can use a set of audio- verbal units that allows the elaboration of messages through sounds associate with different meanings when we communicate. Rost and Kurita (2012) expressed that listening and speaking comprehension is very important in learning a foreign language since the key to learning a new language is to receive the language. Therefore, the sender and receiver must use the same code for communication.

The Duolingo App holes a series of strategies that allow the oral comprehension and production of the words in English such as verbal games or gamification to activate the participation of the students with unfinished schooling. The teacher uses this suitable and interesting media to help students to improve their vocabulary and pronunciation. One of the instructional media that is frequently used is the "Duolingo App". Huynh, Zuo, and Iida (2016) raised that the creators of Duolingo applied gamification in this system in order to engage and motivate the users. They have used some verbal games on the system. So, the teacher applies the workshops of verbal games to improve the oral expression of the students because they activate the rhyming, vocabulary, and spelling with virtual apps.

The Duolingo App is focused on audio-verbal resources. This application has more languages than English. This includes French, Czech, and Spanish, and so on. Also, it is important to know that it is an effective web app because it establishes the balance between oral communication and listening not only for the specificity of the translating of the language but also for the nature of the oral expression. Karch and Murdoch (2015) held that the Duolingo App is a digital platform that handles a simple configuration. First, users must organize and create a personal profile to access the collective and high-performance options. Second, they must choose the language they want to reinforce. Then they have to set their weekly goals and then they can start using them. It recreates a spontaneous conversation and identifies the common mistakes to replace the absence of linguistic patterns which endow spontaneity to the language. Also, the students can formulate examples of sentences or words which they employ to activate the colloquial conversation. Karch and Murdoch (2015) raised that the Duolingo App builds a world with free education and without linguistic barriers. Human language is the door to the world around us and Duolingo puts within our reach language learning with unlimited information.

In the magazine article "Duolingo Review: The Quick, Easy and Free Way to Learn a Language. Karch (2016) defined that the free language learning app Duolingo offers 11 completed language courses for English speakers. Moreover, it has courses for speakers of other languages than English. It includes French for Portuguese speakers, English for Czech speakers. She details the operation of the Duolingo application emphasizing that it is an application that has simple employment and selection of languages. First, users must set up a profile. Second, they must choose the language they want to improve. In addition, they need to set their weekly goals and finally, students start to use them.

Moreover, the Duolingo App permits to identify the sections and operative system. Mehtala (2015) argued that the core of Duolingo has a high range of lessons that focus on topics that contribute to different English language skills. These lessons are classified from the bottom up known as a skill tree. Each one contains 10 pedagogical sections that have around 20 exercises. Vesselinov and Grego (2012) manifested that these are the Duolingo coins when the students finish with a unit that serves to freeze the streak, buy a

couple of extra units, a double or nothing, a level test, etc. Also, Duolingo App has a sophisticated content area divides into the next sections: The "tree": which contains skills, each one represented by a node that changes the color from grey (indicating that skill has not been started), to red, blue, or green (indicates that it has begun the lessons within the skill), the gold (it has mastered all the lessons and the vocabulary of that specific skill). To this point, Munday (2016) affirmed that the Duolingo App doesn't present the different topic of the lesson tree; the only way to find it out is to complete the tree by the user.

Several studies show that there is a significant improvement in language skills after using the Duolingo application within the educational environment because the application offers higher levels of reliability in learning a new language. Musa and Mohamad (2017) described that the Duolingo App held that the students can achieve their learning objectives and relieves their fear of learning a language, as well as it contributes with the motivation of the students because it makes them feel that they have advanced in their knowledge, they stay motivated, interested in and less stressful about of learning languages. The use of the Duolingo App contributes to the insertion of new topics to explore with students, provides great freedom related to the practice of the language in different schedules. Castro, Da Hora and Pereira (2016) pointed that the use of the application encourages the process of language acquisition in a more appropriate way to new contexts, incorporating the advantages of digital learning environments to the classroom.

It is necessary to recognize that communication skills are focused on teaching a foreign language. These approaches have a communicative character adopted by the English area at the national and local levels. Hymes (1972) argued that all these models pretend to increase the ability to speak and communicate. Communicative competence refers to the necessary linguistic knowledge that a speaker needs to interact and communicate effectively in a situation. In that case, the communicative approach is focused on teaching the forms, contents, and functions of the language to the learners. Then, it wants to accentuate oral production as one of the four linguistic skills that are included in the development of communicative competencies. Buñuelos (2014) manifested that oral

production is an interactive process that constructs a meaning of production, reception, and processing of information. It means that the form and meaning depend on the context where the interaction occurs including characteristics as the experiences, the environment, and the spontaneous purpose of communication.

Also, for the strengthening of an adequate oral production, there must be the communicative context, the physical environment where the speakers are, and the important aspects of speech that characterize a language. Gonzalez (2016) considered that the productive skill is an interactive process for the construction of meaning, production, reception, and processing of information that depends on the place where the sender, receiver, message, and oral discourse are. Those details are composed of components such as the sound, accent, rhythm, and intonation used by oral skills.

It is important to cite the reception of the information links to the use of the Duolingo App. Herrera (2002) emphasized that the reception of information is the process where people receive information through a message, signal, or code. The information is decoded and interpreted by the receiver. Then, the receiver performs an inverse process to the process of the sender. In this case, the information understands to establish communication between the speakers.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

This research was developed at the P.C.E.I "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga at Cotopaxi province. This Educative Unit is one of the principal center of the Education for students with unfinished schooling. For this reason, the students were adult people of different ages and academic grades. The students were in 10th level of E.G.B and they were among 20 to 45 years old. This research work was developed during fifty- four hours. As well, these students had the economic support of their families, obtaining the suitable instruments for their training process for instance: smartphones, cell phones, virtual apps, Internet, computers, and laptops. The pupils live in the different countryside around of Latacunga city. But, due to the COVID-19 pandemic, this research work was applied through the virtual devices where the English classes were carried out in virtual sessions.

3.2. Equipment and materials

As a result of the Covid-19 pandemic, education around the World is frequently performed online through technological strategies. Since all the population in several countries don't have the permission to travel to their original places and the students from different cities can't return to the Educative Units. So, this research work was applied virtually. There are some equipment and materials that we will use in order to achieve the aim of the present project, for instance:

Table 1: Technological and Academic resources

DESCRIPTIONS	EQUIPMENT AND MATERIALS
Human resources	Teacher
	Students

Physical resources	Virtual environment at home
	Cyber or virtual laboratory
Material resources	Smart phone
	Cell phone
	Computers
	A mini laptop
	Slide projector
	Print machine
	Screen board
Online resources	Virtual apps and net- platforms (Google docs, Flipgrid app, Speakpipe, Marqueed sticknotes, Voicethread, Jamboard)
	Simulators software
	Internet connection
Book resources	English Student's book A 2.1
	English Teacher's book A 2.1
	Sheet of observation
	Rubric

Source: Field research
Elaborated by: Zumbana Daniela (2021)

3.3. Research Method

The present study applied a mixed-method with a quasi-experimental design. In addition, the mixed approach correlates the variables with each other and it obtains the results through the analysis-synthesis for adult students. Moreover, this approach applied a quantitative and a qualitative approach which maintains a close connection between variables. The quantitative approach involved the statistical process and focus in both dimensions of analysis and collecting data through surveys, tests, questions' bank and the intervention of two groups of students who helped to verify and clarify the hypothesis. This research work also had a qualitative approach since it analyzed the responses and

behavior of adult students in a virtual environment in order to improve oral production through the use of the Duolingo App. Tashakkori and Creswell (2007) affirmed that the mixed-method study is an investigation in which information is collected and analyzed, the data obtained are integrated and inferences are made according to qualitative and quantitative approaches in a single study. On the other hand, this study had descriptive research since it focused on the learning issues and environment of the adult students. In this way, it could point to the educational reality of the students. The research had a quasi-experimental design because the variables were manipulated and there was taken into account the exposition and study of two groups. White and Sabarwal (2014) mentioned that the quasi-experimental design tests the causal hypotheses. It means that it identifies the control group with characteristics similar to the treatment group. The comparison group captures the results to demonstrate what happened if the program had not been implemented. The investigation elaborated a pre-test and a post-test for the students, and a survey to collect statistical data. The pre- post-tests were designed by the author of the present research project through the support of online books focused on linguistic competencies, phonetic proficiency and audio-verbal skills, net- platforms, and virtual apps. Both of them employed questions' bank which was formed for five sections based on the awareness of the students about the use of the Duolingo App in the English language.

In Addition, the survey was created to recognize the perception of the students about the employment of the Duolingo App method. This created virtual sheets in Google form to work with the survey results. Likewise, this instrument had a questionnaire that measures the personal opinions of the students about the use of this virtual application and the learning of the English language through oral production. Furthermore, it contained ten closed- questions which saved the opinion of the learners according to the two variables. As well, the teacher employed observation and description in order to know the assertive behavior, the personal talents, and competencies of the learners in the learning environment.

3.4. Hypothesis –Research question – Idea to defend

In this investigation, the Duolingo App was applied to reinforce the oral production in English language of adult students with unfinished schooling, then a research was carried out by using some technological tools in order to know the influence and the progress of the students through Duolingo App. The questions that were asked to support this study were:

- Which were the fundamentals, the main theoretical bases and previous investigations of Duolingo App in order to achieve the progress of communication skills?

- Which were the main requirements of the teaching process of the adult learners in order to reinforce the oral production of the English language?

- Which communication skills were developed through some virtual resources for the adult learners with unfinished schooling in the E-learning environment?

- Which instruments were implemented in the curricular units of the English book of the Educational Unit?

The first question intended to explain the theoretical bases and previous research of this App. Then, to answer this question, the researcher showed the basic concept related to the subject of study and the feasibility of this App through some studies carried out by others authors, as well as the fundamental aspects within the pedagogical work.

The second question focused on identifying the needs of the teaching process in adult learners who didn't completed their academic training in order to find factors that allow to reinforce the oral production of the English language. Therefore, to answer this question, the researcher resorted to some instruments of collection and evaluation data using tables and figures before and after the use of Duolingo App. Likewise, the author raised a Null Hypothesis (H0) and an Alternative Hypothesis (H1) through the T-Student test to identify the feasibility of the application.

- **H0:** There is a statistically equivalent difference between the oral production results of the two groups of students before and after the practice of the Duolingo App.
- **H1:** There is a high difference in the statistical results between the scores of the oral production of the learners in the control group and the experimental group before and after the practice of the Duolingo App.

The third question focused on developing oral production of the English language to improve the linguistic skills of students with unfinished schooling. So, to answer this question, the author used some web tools which used to facilitate the development of audio-verbal and cognitive skills within the E- learning environment.

As a final point, the last question focused on the implementation of the Duolingo App lessons. Then, to answer this question, the researcher developed a planning system with virtual lessons which were adapted to the curriculum of the Educational Unit where the experiment was carried out. The author also used some educational platforms as well as elaboration of worksheets so that students can perform the activities and exercises of the virtual classes.

3.5. Population or sample

The population involved around 60 students. The type of the investigation was non-probabilistic. Also, the sample of study effectuated to two groups of students. The first group belonged to the experimental sample that was formed by 30 students between 20 to 45 years old and a control group formed by 30 students in the same range of age of 10th level of E.G.B at the P.C.E.I. "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga city at Cotopaxi province. The participation of around 100% of the population was expected. For this process, it was necessary to work with the experimental and control groups in different way due to the COVID-19 pandemic in order to accomplish with the requirements of this investigative research.

Table 2: Population

Parallel	Participants		Total	Percentage
	Men	Women	Students	
10th Level "A"- Experimental Group	15	21	36	60
10th Level "C"- Control Group	11	13	24	40
Population			**60**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)

3.6. Data Collection

In the present research work, the researcher applied a pre- test and the post- test in order to get the collection results and the data analysis. Both of them included a rubric that was elaborated by the author of this investigation. In Addition, there was a survey to get the perception and the opinions of the students of the experimental group and the control group of students. Besides, the professor collected the information data through some virtual platforms. Consequently, the data collection instruments were checked and validated by qualified English teachers from Technical University of Ambato. The collection data and the resources are described in the following tables:

Table 3: Information and collection plan

BASIC QUESTIONS	EXPLANATION
1. For what?	To achieve the research objectives
2.To whom?	60 students of Tenth Level of E.G.B
3 About which aspects?	Employment of Duolingo App and the reinforcement of the oral production
4. Who?	The researcher
5. When?	Academic year September 2020- March 2021

6. Where?	At P.C.E.I. "Mons. Leonidas Proaño" Educative Unit CAT- Latacunga
7. How many times?	Over 2 hours per week during two months and one week. Total fifty- four hours
8. What kind of collection techniques?	Survey, pre-test and post tests
9. What kind of instruments?	Questionnaires and rubric
10. In what situation?	In a virtual environment the students will make some virtual practices on the software platforms and applications

Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 4: Methodological strategies

VARIABLES	METHODOLOGY OF THE RESEARCH WORK
Independent variable	Affective social method
	Cooperative learning
	IDEA method
	Think-Tac- Toe
	KWL charts method
	Rating scale
Dependent variable	Cognitive learning method
	Communicative method
	Grammar translation
	Bilingual method

Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 5: Techniques and instruments

TECHNIQUES	INSTRUMENS
Self and pair-evaluation	Anecdotal- descriptive record

Linking language	Rubrics and listening exercises
Listening story label	Line time chart in Venngage
Pic- tac- tell	Observation list
Three facts and an opinion	Questionnaire
Linguistic hands up activities	One-on-one interview
Phonetic sound patterns	Tape-recorder
Opinion poll	Think- Pair- Share
Topic umbrella	Rubrics
Tongue twisters	Forums

Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 6: Methods and resources

METHODS	RESOURCES
Full memory method	Short online lessons
Human-machine translation	Linguee and Cambridge virtual dictionary
The gamification of learning	Online sheet progress
Mobile assisted language learning	Network activities
Repetition reinforcement	Lingots
Dictation topics	Words list
Audio- linguistic method	Immersion tasks
Monitoring task	Lesson feedback bar
Learning evaluation	Scrambled words
Phrase translation	Vocaroo virtual platform
Repetition method	Soundtracks
Pronunciation and transcription	Device microphone
Multiple choice questions	Images of the phrases
Identifying verbs and time tenses	Translation tasks
Blank space with Anecdotal report	Matching sheet exercises
Identification of even words	Discussion sheet topics

Source: Field research

Elaborated by: Zumbana, D. (2021)

Test: A test is an important measurement resource that helps to evaluate the level of intelligence, attention skills, and other behavior and performances of the students in a pedagogical environment. Guío (2007) claimed that the tests are instruments that measure certain characteristics, capacities of the people and generate results from the data obtained by a specific population, creating different processes of evaluation, evolution, and comparison. This research work created two original tests based on the same components in order to measure the progress of the oral production of the students before and after the study application. Also, these tests adapted a question bank about the principal requirement of the linguistic and phonetic competencies. Therefore, the tests and rubrics verify the level of learning according to some assessment criteria. In addition, the tests have a series of questions to get individual scores about the knowledge that the students have on a specific subject. Rivera (2001) mentioned that it is important to consider that a test cannot determine if a student is approved since it is only a process that serves to make decisions and provide feedback on knowledge. This means that a student needs other pedagogical methods and strategies to obtain definitive results.

Survey: A survey was elaborated by the researcher in order to examine the grade of the perceptions and opinions of the problem of the study. It contained a questionnaire of five parts with two questions each. Check & Schutt (2012) affirmed that the survey is a collection of information of the responses and questions of a sample of students. This kind of exploration validates strategies, opinions, attitudes, and beliefs using the collection data method. Then the survey is considered as an effective media in order to gather the analysis of information about some aspect of a group or area.

Rubric: The rubric was a very important tool in this investigation because it facilitated to measure the oral production of the learners with unfinished schooling and collect their results through the pre and post- test. Raposo and Martinez (2011) said that the rubrics are very useful instruments which facilitate the feedback of the learners during the classes since these allow the teacher to know the competences that will be valued in the learning process. In this investigation, the rubric was designed to facilitate the evaluation of the

oral production of the students. It is essential to emphasize that the resources and the data were validated by the entities of the UTA University and these were added in the annexes of the research work.

3.7. Data Processing and Analysis

The statistical model of this investigative process reviewed and encoded the information. So, the data was tabulated in order to establish the percentage through graphs and tables in order to understand the evidence. On the other hand, the investigation employed the Shapiro- Wilk process, Mean- T students and the T Student test to check the hypothesis generating several scores of the Pre- test and Post- test of students. Furthermore, the information from the surveys was applied to the experimental and control groups of students. Finally, the employment of the Duolingo App will be deliberated through the analysis and interpretation of the statistical results.

3.7.1 Quasi- experimental Design

Figure 1 show the quasi- experimental design that was applied in the research work. Then, the process to reinforce the oral production through the employment of the Duolingo App is described in the following figure:
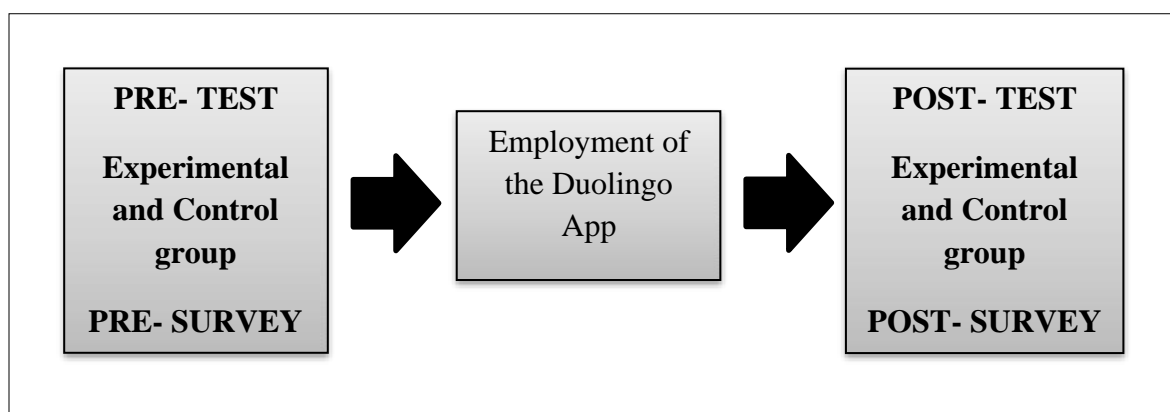
Figure 1: Quasi- experimental design
Elaborated by: Zumbana, D. (2021)

1. First, the research obtained the results through the oral production Pre- test elaborated by the author of this investigation and the use of a rubric established on the following parameters: Sounds Recognition's words, Sounds Pronunciation, Spelling Practice-Production, Basic Phrases Dictation and Listening Comprehension.

2. Second, the information was organized to obtain throughout the data collection tools.

3. Third, the researcher applied an oral production Pre- test based on the linguistic competences and phonetic proficiency using a Rubric established on the same parameters of the Pre- test.

4. After that, the reinforcement of the oral production based on the use of Duolingo App is formed for the following parts:

- **At the beginning of the virtual class:** The students must complete the task of the English book. After, they must read the instruction of the assignment of the Duolingo App attached on the worksheets and posted on the internet in Google Docs.

Figure 2: At the beginning of the virtual class
Elaborated by: Zumbana, D. (2021)

▪ **During the virtual class:** The students have to access the virtual platform with their teacher's guide and they must select the lesson's assignments which are related to the curricular content.

Figure 3: During the virtual class
Elaborated by: Zumbana, D. (2021)

▪ **After the virtual class:** The students have to accomplish the audio- verbal activities on the Duolingo lessons. So, they must employ some web- platforms in order to finish the practice according to the requirement of the Duolingo exercises.

Figure 4: After the virtual class
Elaborated by: Zumbana, D. (2021)

5. Next, the researcher obtained the results statistical data using the statistical software SPSS in order to get the data processing, charts and graphics.

6. Also, this study elaborated a survey of opinion poll in order to measure the perception of the students about the oral production based on the employment of Duolingo App.

7. Finally, the researcher described the final conclusions and recommendations about the study.

3.8. Response Variables or Results

3.8.1 T- Student Test

The researcher included one experimental group and one control group in order to effectuate the research. It was measured through data analysis through the post- test and the pre- test in order to know the level of reinforcement of the oral production of the students. Sánchez Turcios (2015) held that the T- Student test is based on two parameters. The first one focuses on the normality of distribution in addition, the second factor is determined according to the independence of the samples. This process facilitates the comparison of the samples in order to know the differences between the arithmetic mean of the two samples. So, this research project employed a fundamental statistical study called T- Student test to examine the analysis data for the dependent samples through the tests which obtained individual results of each student in paired scores.

3.8.2 Normality Test

This study applied a random sample called Shapiro- Wilk that included the Pre- test and Post- test results of the two groups. For this reason, this investigation required Shapiro Wilk's analysis to demonstrate that the population samples are in a normal condition. Romero Saldaña (2016) argued that Shapiro- Wilk tests are used to contrast the certain distribution and know if the sample data come from a probability model. It means that the Shapiro Wilk test helped to develop the population analysis through the organization method.

3.8.3 Mean T- Student

The researcher included the statistical software IBM SPSS that generated some data about the relevant differences and similarities between the means of two samples. Field (2013) expressed that IBM SPSS is a distributed software package for data management and

statistical analysis. SPSS helps to revolutionize research practices through a simple and complete statistics program. Therefore, SPSS allowed for complex statistical analysis of the data alone within this study.

CHAPTER IV

RESULTS AND DISCUSSION

The analysis of the statistical results was carried out highlighting some trends and fundamental relationships according to the objectives and hypotheses. To perform the data analysis were used the descriptive statistics that facilitated the interpretation of the graphics according to the results obtained in the research in order to guide it towards the causes of the problem and its possible solutions. Also, there were implemented some methods and techniques. The descriptive statistics collects the data observed according to the frequencies and percentages which were represented through representative graphics (pie charts/ or bar graphs).

In the present research project there will show the principal information obtained of the analysis and interpretation process into the recollection data of the Pre and Post surveys from the experimental and control group of students.

4.1 Tabulation of responses from Student's Pre- Survey_ Experimental group

Students' Pre- Survey

Questions of the Pre- Survey:
Team Control: Experimental Group

Item 1: Students consider that the Duolingo App is important for their English learning.

Table 7: Importance of Duolingo App for the English learning

Alternative[a]	Frequency	Percentage
Very important	13	44
Important	10	33
Necessary	7	23
Unnecessary	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
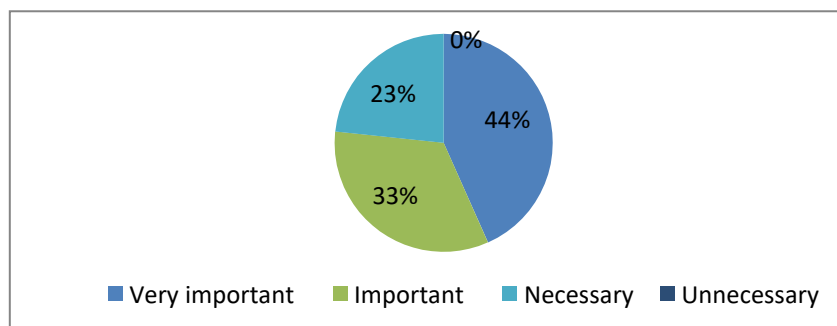
Figure 5: Importance of Duolingo App for the English learning
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

After an exhaustive analysis it was obtained that the following information: Approximately a number of 44% of the students mentioned that they consider very important the employment of Duolingo app in their English learning. While, around 33% of the students said that the Duolingo app is important in the English learning. Also, around 23% of the students believed that Duolingo app is a little necessary in the English learning. Finally, a total of 0% of the pupils supposed that the Duolingo app was unnecessary. According to the results, the Duolingo app is a principal virtual device for the English progress; it means that the students are interested in the use of virtual apps and the development of the oral production.

Item 2: Students thinks that the level of pronunciation contributes to a better oral communication

Table 8: The level of pronunciation for contributing the oral communication

Alternative[a]	Frequency	Percentage
Very important	11	36
Important	17	57
Necessary	2	7
Unnecessary	0	0
TOTAL	30	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
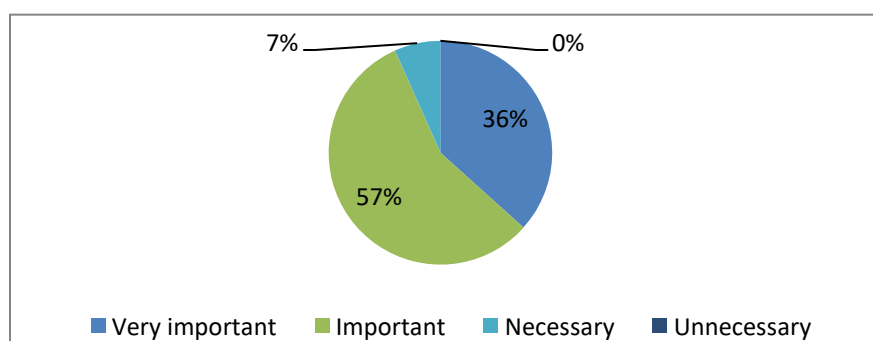
Figure 6: The level of pronunciation for contributing the oral communication
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The frequency results showed that 57% assume that the pronunciation level is important to contribute to the oral production of the English language. While, around 36% think that the pronunciation is very important for the contribution of the oral production. In addition, a range of 7% of the sample considered that the oral production can't contribute to the pronunciation, it means that this result is little necessary. Finally, in a range of 0% believe that the pronunciation is unnecessary to the contribution of the oral communication. It is important that students put attention to the use of the pronunciation in order to get a better oral communication, of this way the pronunciation will solve the necessity of organizing the ideas into the communication and understanding the message.

Item 3: Frequency of the oral production practice in English class

Table 9: Frequency of the oral production practice in English class

Alternative[a]	Frequency	Percentage
Daily	4	13
Weekday	14	47
Monthly	11	37
Never	1	3
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
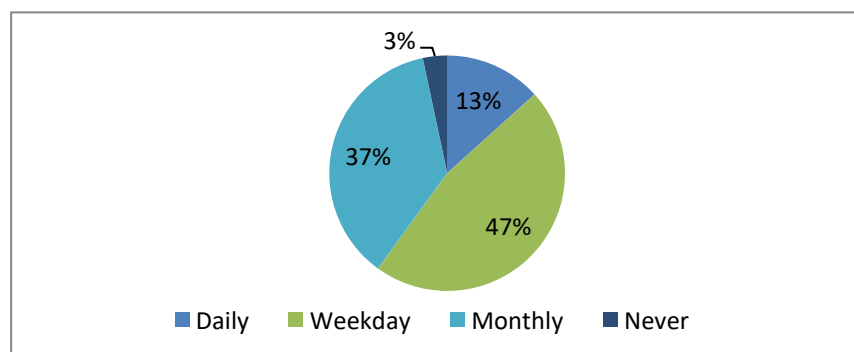
Figure 7: Frequency of the oral production practice in English class
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the factual results has exposed the next information: Around 47% of a total of the students recognized that they practice the oral production in English class weekday. While, around 37% of students have revealed that they put in practice the oral construction monthly. Furthermore, the results showed that a range of 13% of pupils apply the oral production in English class daily. Finally, a total of 3% of scholars never practice the oral production in English class. The results gave a new overview about the necessity of effort and the frequent oral production to get a daily improvement because the mobile apps want to elevate the level of practice and the self –confidence of the pupils in English class.

Item 4: Linking using the mobile apps

Table 10: Hobby using the mobile apps

Alternative[a]	Frequency	Percentage
A lot	10	33
Fairly	6	20
Much	8	27
A little	6	20
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
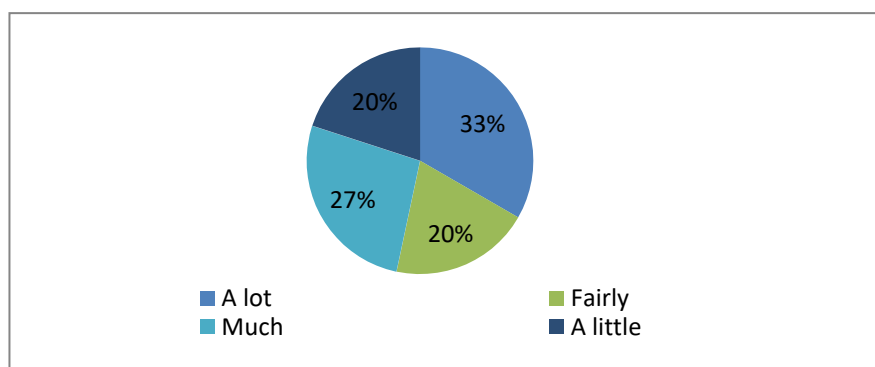
Figure 8: Hobby using the mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results have revealed that 33% of the students mentioned that they would like to use mobile apps a lot. Around 27% of the students declared that they use mobile apps. While, a range of 20% of the pupils told that they fairly use the mobile apps. Also, around 20% of them employ mobile apps in a little grade. According to the results a high level of students ensure that the use of mobile apps is innovative because it permits to increase the level of training and make them to be more interested in the use of new academic apps. It is important that the student put special attendance to progress their knowledge through virtual tools since this is the new technological era where they will use these in several ways.

Item 5: Spending time in employing of mobile apps

Table 11: Spending time in employing of mobile apps

Alternative[a]	Frequency	Percentage
One hour a day	13	44
Two hour a day	7	23
Three or more hours a day	10	33
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
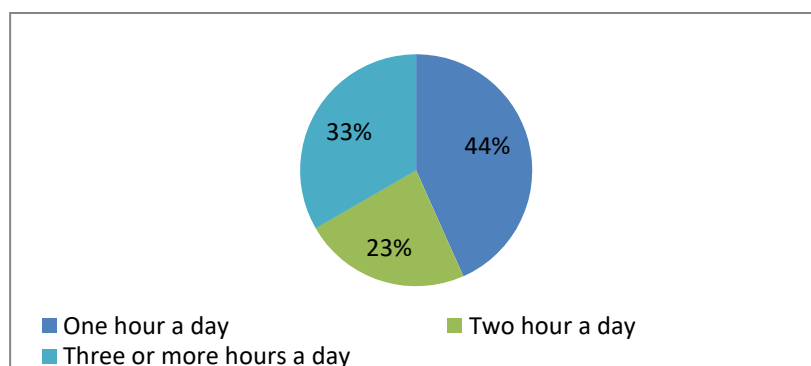
Figure 9: Spending time in employing of mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that 44% of the students said they would dedicate one hour a day to practice the Duolingo App. Meanwhile, a range of 33% commented that they could activate the platform three or more hours a day. Finally, around 23% expressed that they could employ this app two-hour peer day. It is very important that the pupils put in practice the different virtual apps because they help to understand the content of the academic level to the students and focus on the verbal goals of the oral production.

Item 6: Learning English by mobile apps

Table 12: Learning English by mobile apps

Alternative[a]	Frequency	Percentage
Yes	24	80
No	1	3
Maybe	5	17
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
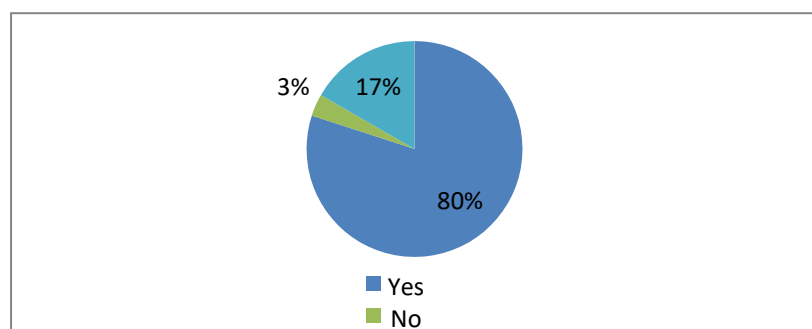
Figure 10: Learning English by mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the factual results showed that around 80% of the sample declared that they would like to increase their English learning through the use of mobile apps. The second range showed that around 17% thought that they would like to learn English through mobile apps. And approximately a number of 3% of the population commented that they don't like to learn English employing mobile apps. All of these results show that the students would like to know the virtual tools but it is fundamental to promote the use into the English class in order to obtain a high level of performance in the teaching-learning skills. Also, it is significant that the students know about how they can access the virtual tools because these could represent a big benefit into their academic formation. Finally, they will have a lot of dynamics if they know their functions.

Item 7: Frequency of using mobile apps in English class

Table 13: Frequency of using mobile apps in English class

Alternative[a]	Frequency	Percentage
Always	7	23
Sometimes	19	64
Never	4	13
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
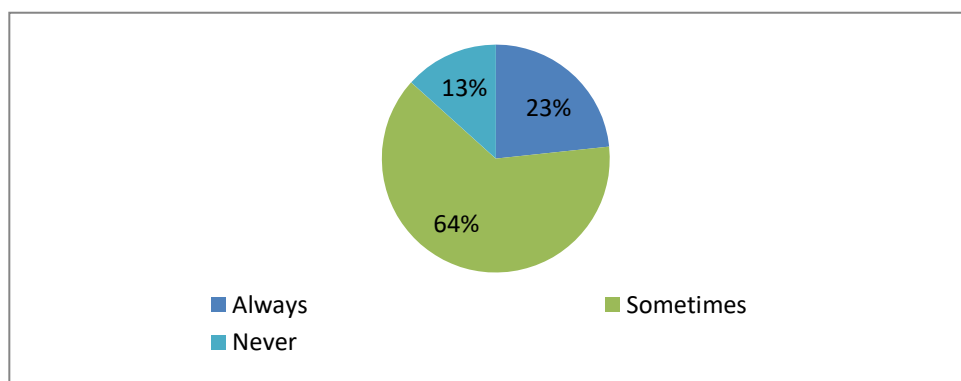
Figure 11: Frequency of using mobile apps in English class
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Approximately a total range of 64% of a total population mentioned that they sometimes use the mobile apps in English class. Secondly, around 23% of the students always used the mobile apps during the English classes and finally a range of 13% of the students never have used mobile apps before. These results show that the students generally employ mobile apps in the advance of their English area but these tools are the most common. It means that they have not explored other options which improve the English language. Then, it is important to implement this cybernetic method because it will permit an increase in the grade of learning for the students and it could create new expectations about the requirements in the English area.

Item 8: Importance of mobile apps in developing of the oral production

Table 14: Importance of mobile apps in developing of the oral production

Alternative[a]	Frequency	Percentage
Very important	9	30
Important	14	47
Necessary	6	20
Unnecessary	1	3
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
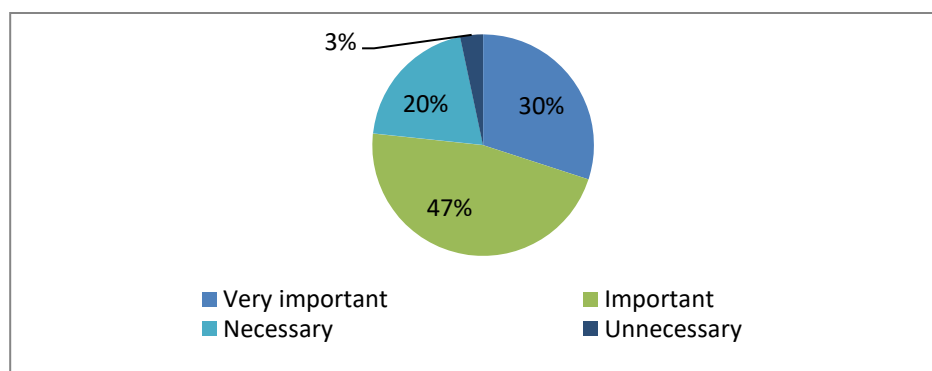
Figure 12: Importance of mobile apps in developing of the oral production
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the factual results has exposed the next information: A range of 47% of the population mentioned that virtual resources are very important in the evolution of oral production. Also, an approximately number of 30% said that mobile applications could be very important in the development of oral skills. While, a range of 20% of the population believed that mobile apps are necessary in the performance of oral production. Finally, around 3% of the students thought that the mobile apps could be unnecessary. It means that the influence of the mobile apps must be promoted by the teacher who must explore the virtual software to improve the communicative skills.

Item 9: Necessary of the mobile apps for oral production learning

Table 15: Necessary of the mobile apps for oral production learning

Alternative[a]	Frequency	Percentage
Yes	26	87
No	1	3
Maybe	3	10
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
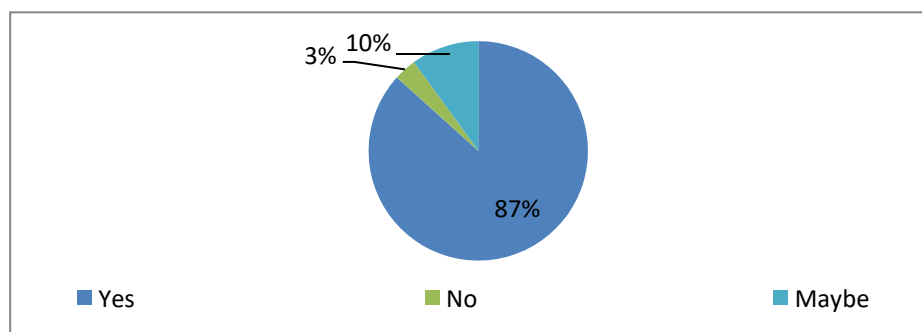
Figure 13: Necessary of the mobile apps for oral production learning
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Approximately, a total of 87% of the students have commented that they consider necessary the use of mobile apps for oral production learning. While, an approximate number of 10% of the students said that the mobile apps are maybe necessary to produce the oral production learning. Furthermore, a range of 3% of the population thought that it is not necessary to employ mobile apps for oral production learning. All these data can be interpreted according to the several tools, the level of feasibility and objectives of mobile apps for each academic area.

Item 10: Improving the listening skill through mobile apps

Table 16: Improving the listening skill through mobile apps

Alternative[a]	Frequency	Percentage
Yes	25	83
No	2	7
Maybe	3	10
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
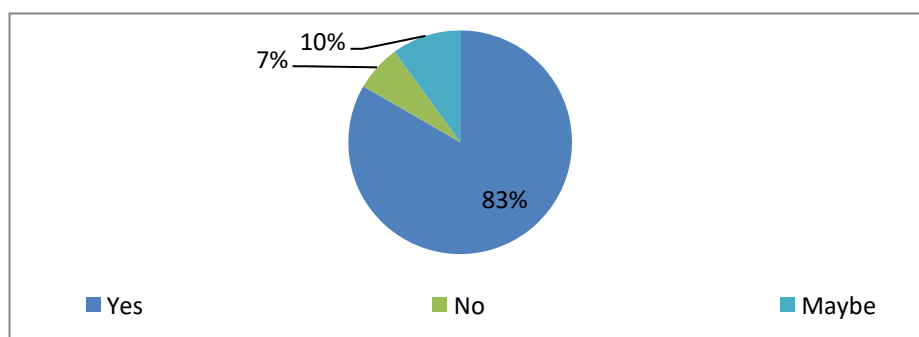
Figure 14: Improving the listening skill through mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Around 83% of the students mentioned that the listening skills could be improved through the mobile apps. While, a range of 10% of the students believed that the mobile apps may improve their listening skills. In addition, around 7% of the pupils thought that the mobile apps may not improve their listening skills. All these statistics details motivate the teacher in order to implement the use of mobile apps to obtain better results in the listening skills and effort the requirement of the new technologies into the English class so that the students could realize the necessity of implementing the virtual programs in their academic activities.

4.2 Tabulation of responses from Student's Post- Survey_ Experimental group

Students' Post- Survey

Questions of the Post- Survey:
Team Control: Experimental Group

Item 1: Duolingo App for developing the English pronunciation

Table 17: Duolingo App for developing the English pronunciation

Alternative[a]	Frequency	Percentage
Always	3	10
Very often	5	16
Sometimes	12	40
Rarely	5	17
Never	5	17
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
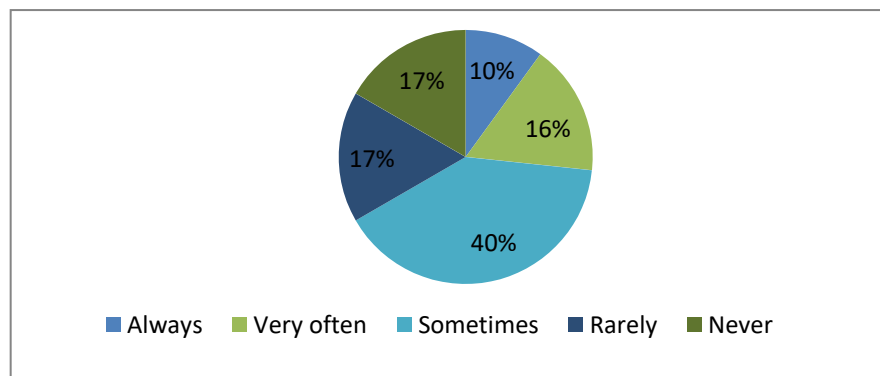
Figure 15: Duolingo App for developing the English pronunciation
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that 40% of the students said that they used the Duolingo platform on several occasions to achieve a better pronunciation of the English language. While a range of 17% of the population concluded that they have rarely used the Duolingo App. Also, around 17% mention that they have never employed this application for the development of English pronunciation. For instance, a range of 16% of the pupils commented that they have employed the Duolingo app very often and finally an approximate number of 10% of the sample commented that they have always employed the Duolingo App for developing the English pronunciation. Several results were that the high level of students believed that it is fundamental to implement the Duolingo App to increase the level of English pronunciation since this could solve the previous knowledge about the principal requirement of the communicative skills. However, the medium level of them concluded that the application of Duolingo App only could be suitable if it had been used before.

Item 2: The interactive functions of Duolingo mobile App for students

Table 18: The interactive functions of Duolingo mobile App for students

Alternative[a]	Frequency	Percentage
Always	9	30
Very often	9	30
Sometimes	10	34
Rarely	1	3
Never	1	3
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
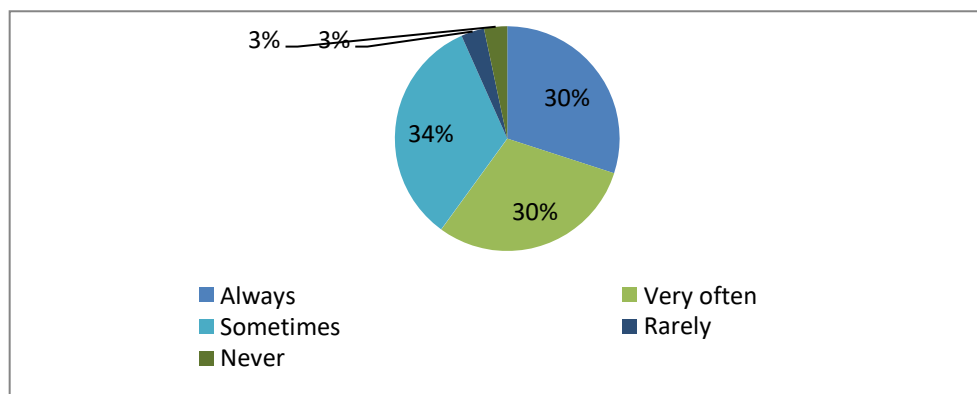
Figure 16: The interactive functions of Duolingo mobile App for students
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the factual results has exposed the next information: A highest level of 34% of the students mentioned that they sometimes believe that Duolingo App is interactive virtual software. In addition, around 30% of students believe that this app always has interactive functions. For instance, a range of 30% of the pupils very often reflect that this virtual app is interactive. While, a low degree of 3% of the sample have mentioned that this app rarely has interactive functions. Finally, there is a range of 3% of the pupils who consider that Duolingo App never displays interactive roles. The results obtained from the previous analysis showed that a low level of students think that Duolingo App doesn't adapt its program with interactive functions as a result they consider that it is necessary to motivate its practice into the classroom. In contrast with the highest degree of the students who considered that the Duolingo has a great contribution since it allows virtual interaction through voice recognition and the recording of sound words. Then they almost always need to practice their spelling and oral pronunciation.

Item 3: Duolingo App as media of oral production support

Table 19: Duolingo App as media of oral production support

Alternative[a]	Frequency	Percentage
Yes	21	70
No	0	0
Maybe	9	30
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
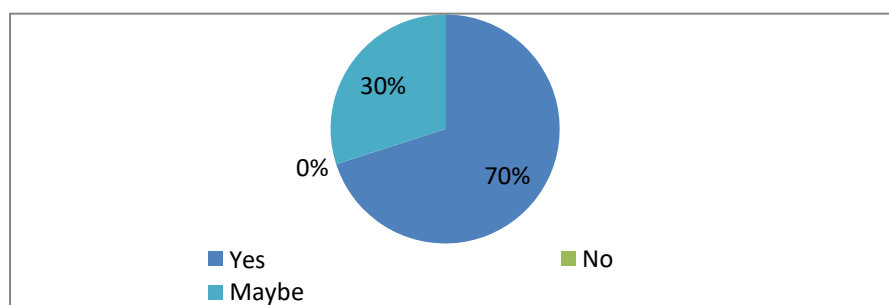
Figure 17: Duolingo App as media of oral production support
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that around 70% of the pupils who consider that the Duolingo App can support oral production. Within, a range of 30% recognized that Duolingo App does not provide the necessary support to improve oral skills and finally a level of 0% of students thought that Duolingo App is not a useful tool to support the development of the oral production in English language. The results demonstrated that the population believed that the Duolingo App is not a total to promote the level of production as results the teacher and the rest of the members of the Educational Unit had put special attention to the communicative requirements. In contrast with the highest level of the population who concluded that the Duolingo virtual App will be the principal tool to elevate the level of the oral production performance because the students want to experiment with the practice of the new technologies.

Item 4: Interesting activities of Duolingo App

Table 20: Interesting activities of Duolingo App

Alternative[a]	Frequency	Percentage
Yes	24	80
No	0	0
Maybe	6	20
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
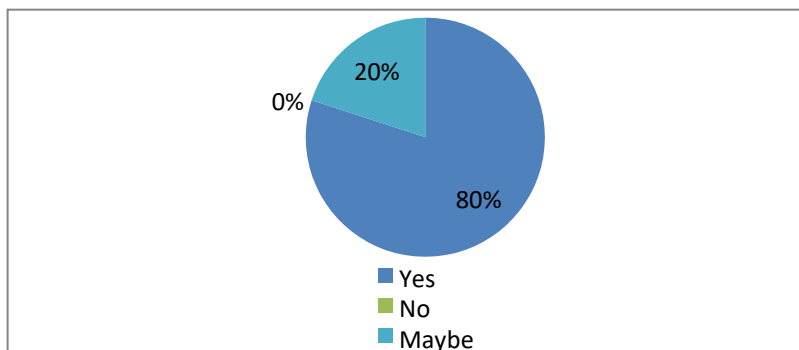
Figure 18: Interesting activities of Duolingo App
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the results exposed that a range of 80 % mentioned that Duolingo has interesting activities into its virtual platform. Around 20% considered that Duolingo App has a low level of interesting exercises to put in practice their audio- verbal and a null degree of 0% thought that Duolingo App doesn't offer attractive activities into its virtual setting. The effects of the present study demonstrate that there is a high degree of students who thought that it will contribute to the language production since it encourages the resolution of linguistic exercises and helps to learn the academic contents in an effective way. Nevertheless, there is a low degree who considers that it is fairly essential to create virtual materials and resources with the most common and clearest information.

Item 5: Developing the oral production through Duolingo App feedbacks

Table 21: Developing the oral production through Duolingo App feedbacks

Alternative[a]	Frequency	Percentage
Always	9	30
Very often	6	20
Sometimes	11	37
Rarely	3	10
Never	1	3
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021
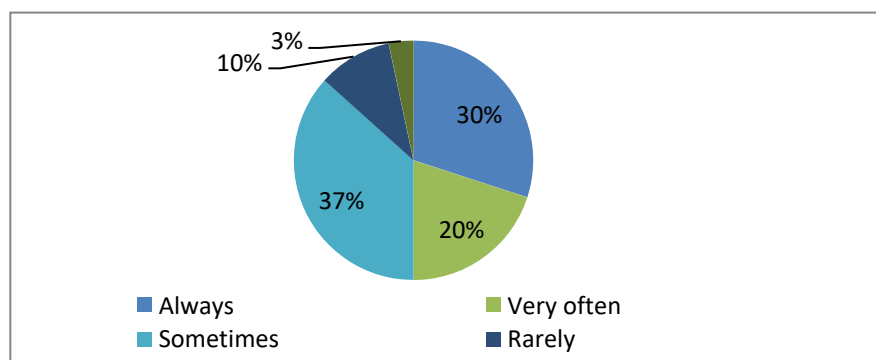
Figure 19: Developing the oral production through Duolingo App feedbacks
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The analysis of the factual results has exposed the next information: A range of 37% of adult students consider that the feedback included in the Duolingo platform sometimes can be a good support to the objectives of the oral production. Furthermore, around 30% consider that this aspect can be a good tool to get the development of oral production. At the final, around 20% of students recognize that the feedback of Duolingo App very often supports the oral production performance into the academic level. Furthermore, a total range of 10% of students found that this virtual resource rarely encourages the

advancement of oral production in the English language. Finally, a minimum percentage of 3% have manifested that Duolingo platform never reinforced the oral production through the activation of the feedback. Therefore, the results of the present investigation show that the majority of the population choose the feedback setting of the Duolingo App as primary support for the oral production performance where there are a lot of advantages that the application offers to the students who are constantly worried about their English learning. In contrast with the highest- minimum of the population who think that the process of feedback of Duolingo App is a little useful for their oral production achievement. In conclusion, there are a few people who describe that this instrument is not suitable for oral production accomplishment.

Item 6: Audio exercises for improving the listening skills

Table 22: Audio exercises for improving the listening skills

Alternative[a]	Frequency	Percentage
Yes	25	83
No	0	0
Maybe	5	17
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
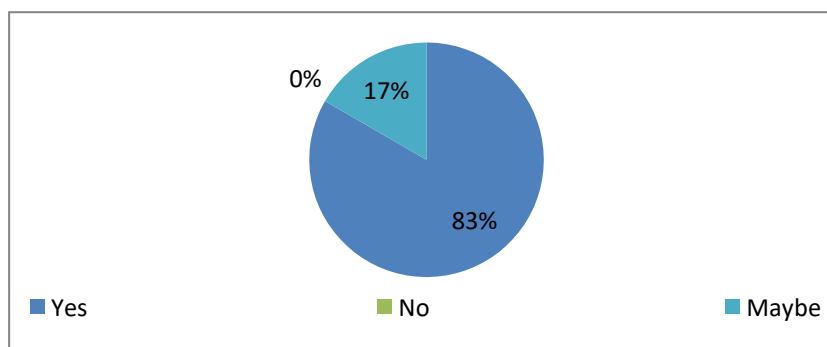
Figure 20: Audio exercises for improving the listening skills
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Around 83% of students remarked that the audio exercises are suitable to improve their listening skills. Whereas, a range of 17% of the population considered that the audio trainings maybe improve the listening skills into their English learning and as final point the results of the present study demonstrate that a range of 0% of pupils did not consider that audio practice can reinforce the listening abilities. As a result, the present research work demonstrates that there is a high grade of the adult students who think that it is important to use the soundtracks to get a good level of performance in the listening skills. Nevertheless, there is a low level of people who consider that it is not necessary to use audio exercises because there are traditional ways to increase this English aptitude.

Item 7: Recording activity for the development of English pronunciation

Table 23: Recording activity for the development of English pronunciation

Alternative[a]	Frequency	Percentage
Always	11	37
Very often	6	20
Sometimes	9	30
Rarely	4	13
Never	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
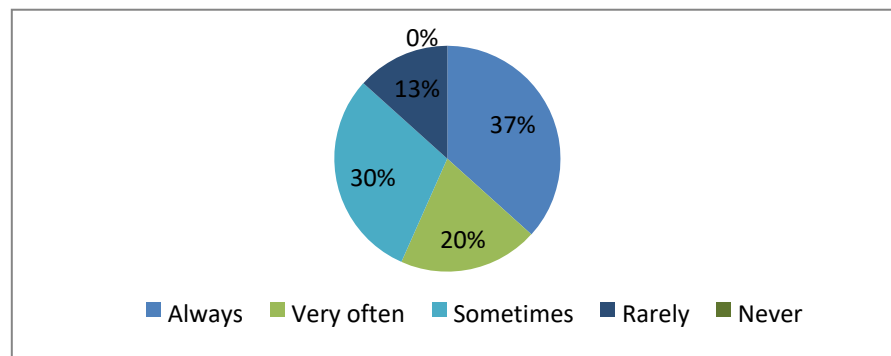
Figure 21: Recording activity for the development of English pronunciation
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The statistical study shows that a total of 37% of the students thought that recording activities contributed to their English pronunciation. However, a grade of 30% of students sometimes agreed that recording activities benefit English pronunciation. In addition, a range of 20% of the sample populations considered the use of recording activities are very often useful for improving pronunciation in English. Furthermore, as can be seen, around 13% of the population defined that voice recording activities are rarely useful in the linguistic field. Finally, the data shows that a total of 0% of students mentioned that the

recording activities were never necessary for the improvement of their pronunciation. The results of the present research work show that there are a low percentage of adult students who deliberated that the use of recording activities could not influence the pronunciation skills. But there are a great number of students who highlighted the importance of using recording activities to achieve an increase in audio and lexicon understanding. Since the use of this tool has been proven and recommended around a variety of countries.

Item 8: The useful translation exercise for the oral production progress

Table 24: The useful translation exercise for the oral production progress

Alternative[a]	Frequency	Percentage
Yes	23	77
No	0	0
Maybe	7	23
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
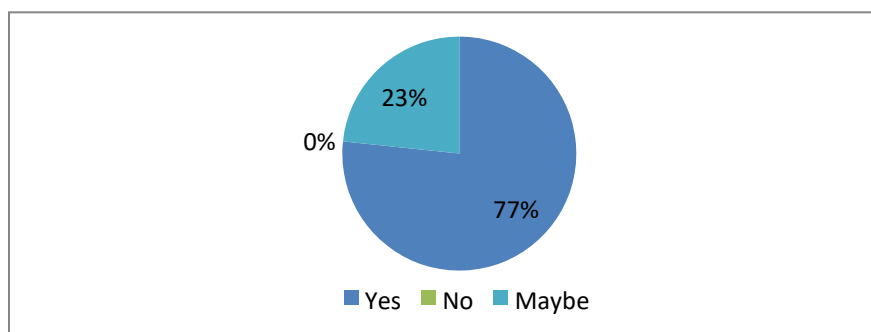
Figure 22: The useful translation exercise for the oral production progress
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: A total of 77% of the students have said that the oral translation exercises influenced the progress of the oral production. In addition, approximately a number of 23% of the people thought that the use of

translation exercises may achieve good progress in oral production. As a final point, there are around 0% of the sample population who consider that it is not a relevant practice to aim for oral production progress. The last results show that there is a majority of the sample population who consider that the information is totally useful using translation exercises and the oral practice can focus on a best understanding of the words and future messages. But, as can be seen there is a minimum percentage of students who express that the translation exercises should focus in generating the understanding of writing texts.

Item 9: The consolidation of the spoken words in English pronunciation

Table 25: The consolidation of the spoken words in English pronunciation

Alternative[a]	Frequency	Percentage
Always	14	47
Very often	7	23
Sometimes	6	20
Rarely	3	10
Never	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
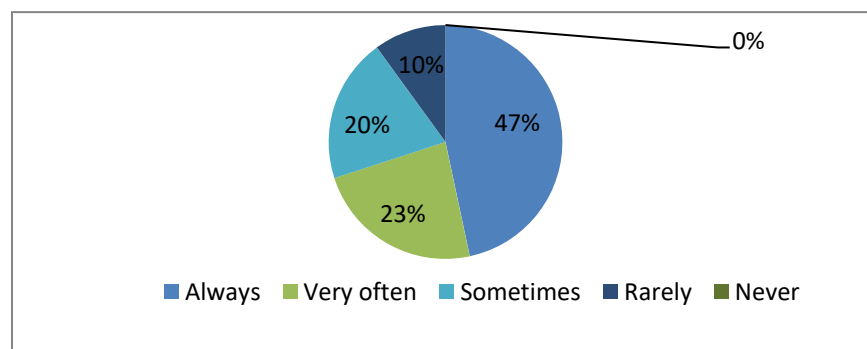
Figure 23: The consolidation of the spoken words in English pronunciation
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Around 47% of the students kept the consolidation between the pronunciation learning and the spoken words. Furthermore, an approximate number of 23% of the students estimated the use of spoken words as media of pronunciation consolidation frequently. The results show that approximately a number of 20% of the population said that spoken words are sometimes a primary device for the improvement of pronunciation and communication. While around 10% of the students rarely choose the spoken words as interesting instruments for English pronunciation learning. Finally, around 0% of people think that pronunciation learning never consolidated pronunciation learning with this kind of technological resource. The interpretation shows that there is a majority of the population who considered that spoken words are the best media to develop the learning of listening and verbal abilities, also this percentage has expressed that the use of spoken words could be suitable in order to promote the vocabulary in English class. In contrast with a low percentage of the sample population said that pronunciation learning can be improved as means of other communicative virtual tools.

Item 10: The repetition exercises for the English speaking skills

Table 26: The repetition exercises for the English speaking skills

Alternative[a]	Frequency	Percentage
Always	17	57
Very often	4	13
Sometimes	7	23
Rarely	2	7
Never	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
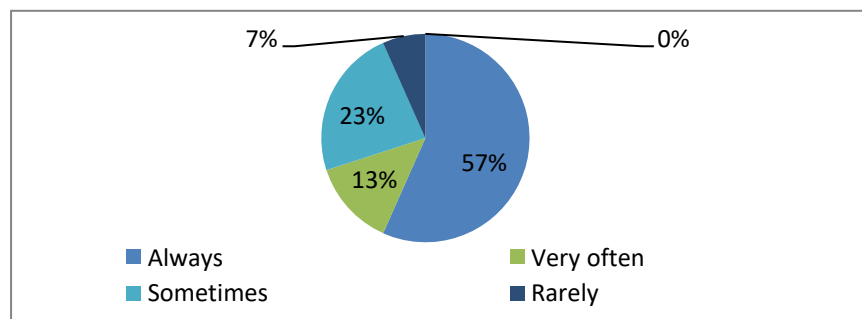
Figure 24: The repetition exercises for the English speaking skills
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: Approximately, a total range of 57% of students mentioned that the repetition exercises have always improved the speaking skills during the application. While a total range of 23% of the students believed that the repetition exercises sometimes can improve the speaking skills. In addition, around 13% of the pupils think that speaking skills very often can be increased for the repetition drills. Then, a medium-range of 7% of the sample population has determined that the speaking skills rarely were improved for the repetition of exercises. Finally, an approximate number of 0% of the students never considered fundamental the engagement of repetition drills in the speaking abilities. All these statistics details motivate the teacher to implement the use of this kind of exercises to obtain better results in the speaking skills and effort the requirement of new virtual strategies which permit a better development of the audio linguistic performance in English class so that the students can realize the necessary management of new technologies.

4.3 Tabulation of responses from Student's Pre- Survey_ Control group

The finality of the Pre-survey for the Control group into the data of the analysis was to determine the grade de oral production of the students and contrast the results with the pre and Post survey of the Experimental group in order to measure the progress of the oral production abilities and the level of effectiveness of the Duolingo App.

Students' Pre- Survey

Questions of the Pre- Survey:
Team Control: Control Group

Item 1: Students consider that the Duolingo App is important for their English learning.

Table 27: Importance of Duolingo App for the English learning

Alternative[a]	Frequency	Percentage
Very important	16	54
Important	7	23
Necessary	7	23
Unnecessary	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
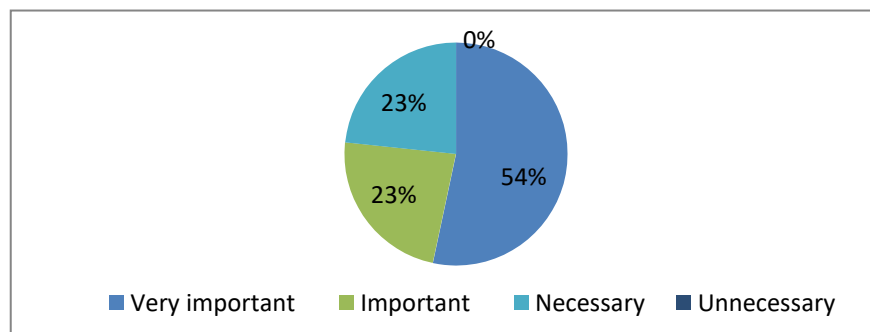
Figure 25: Importance of Duolingo App for the English learning
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The present analysis of results has determined the following data: Around 54% of the students think that the activation of the Duolingo App is very significant for the strengthening of the learning of English. While a range of 23% of students stated that the platform is important in English language skills. Furthermore, approximately a number of 23% of the sample population recognized that Duolingo App is only necessary for English learning. Finally, a range of 0% of the population believed that the Duolingo platform is unnecessary for the performance of English learning. Consequently, it is determined that several percentages of students considered that the Duolingo App is an important and useful tool for English learning because it offers information for the development of English knowledge.

Item 2: Students thinks that the level of pronunciation contributes to a better oral communication

Table 28: The level of pronunciation for contributing the oral communication

Alternative[a]	Frequency	Percentage
Very important	17	57
Important	6	20
Necessary	7	23
Unnecessary	0	0
TOTAL	30	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
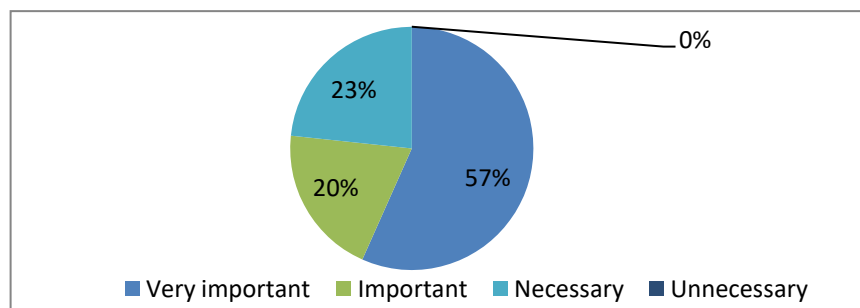
Figure 26: The level of pronunciation for contributing the oral communication
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that high range of 57% of the sample population considered that the level of pronunciation can be a very important factor for the contribution of the oral communication. Also, a medium range of 23% of the population considered that pronunciation can be necessary to the contribution of oral communication. Around 20% of the sample population recognized that pronunciation in English can be important to increase the grade of oral communication in English class. In the end, the results showed us that a total number of 0% of the students considered that the grade of pronunciation is unnecessary for the performance of the oral communication. So, it resulted that a high percentage of students consider that the level of pronunciation could contribute to the oral communication of the English language.

Item 3: Frequency of the oral production practice in English class

Table 29: Frequency of the oral production practice in English class

Alternative[a]	Frequency	Percentage
Daily	8	27
Weekday	16	53
Monthly	6	20
Never	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
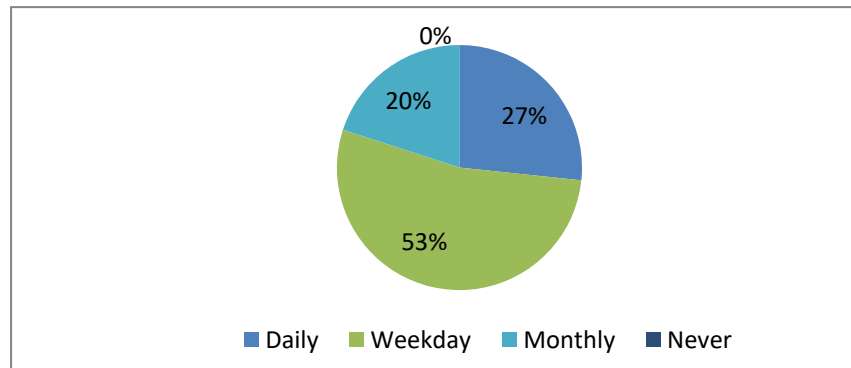
Figure 27: Frequency of the oral production practice in English class
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that a high range of around 53% of the sample population considers that oral production is practiced weekdays in the English class. A total range of 27% of the population recognized that they put in practice daily the oral production in their English class. A medium level of around 20% of the students commented that they activate monthly their oral production. In the end, a minimum range of 0% of the students considered that they never practiced oral production in English class. Therefore, it is important to recognize that several percentages of students believed that the oral production practice is really frequent in the English classroom.

Item 4: Hobby using the mobile apps.

Table 30: Hobby using the mobile apps

Alternative[a]	Frequency	Percentage
A lot	4	13
Fairly	10	34
Much	10	33
A little	6	20
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
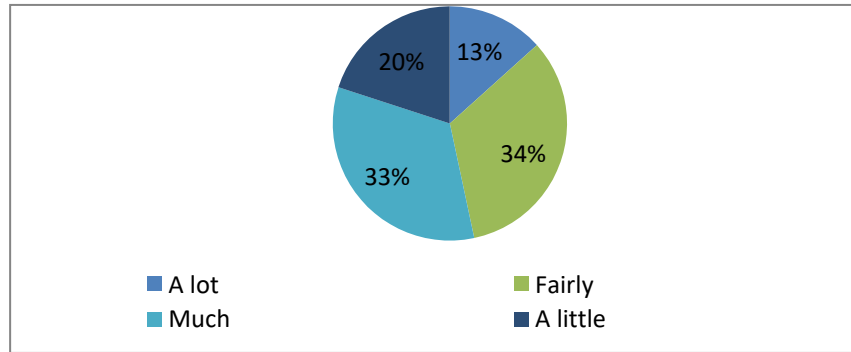
Figure 28: Hobby using the mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The results of the research work showed the following data: A total range of 34% of the sample population considered that they use the mobile apps fairly. In a medium-range, it was determined that around 33% of students use mobile applications significantly. Also, approximately a number of 20% of the population didn't use mobile apps. Finally, around 13% of students use Mobile apps a lot. Thus, it is defined that high grades of students like to employ mobile apps a lot in their free time.

Item 5: Spending time in employing of mobile apps

Table 31: Spending time in employing of mobile apps

Alternative[a]	Frequency	Percentage
One hour a day	11	37
Two hour a day	15	50
Three or more hours a day	4	13
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
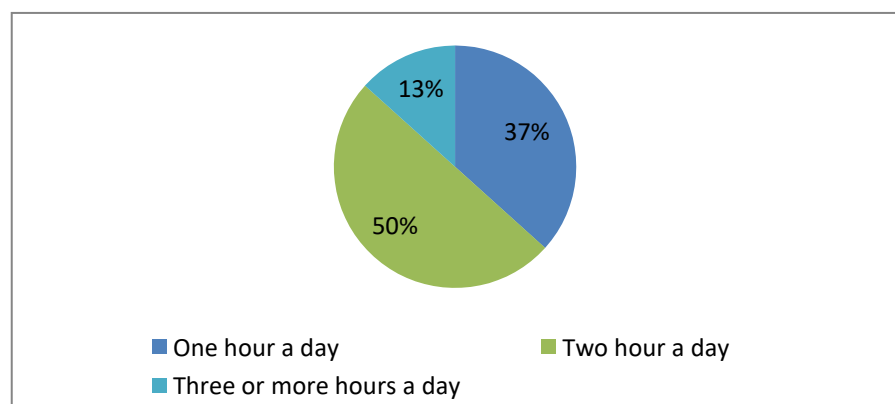
Figure 29: Spending time in employing of mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that a high range of 50% of the sample population mentioned that they spent around two hours employing mobile apps. Approximately a number of 37% of the students commented that they spent one hour a day managing the mobile apps. Finally, a range of 13% of the students said that they consumed three or more hours a day in mobile apps management. So, it is necessary to know that a quiet percentage of students spend a lot of time employing mobile apps in their English class and their home.

Item 6: Learning English by mobile apps

Table 32: Learning English by mobile apps

Alternative[a]	Frequency	Percentage
Yes	27	90
No	0	0
Maybe	3	10
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
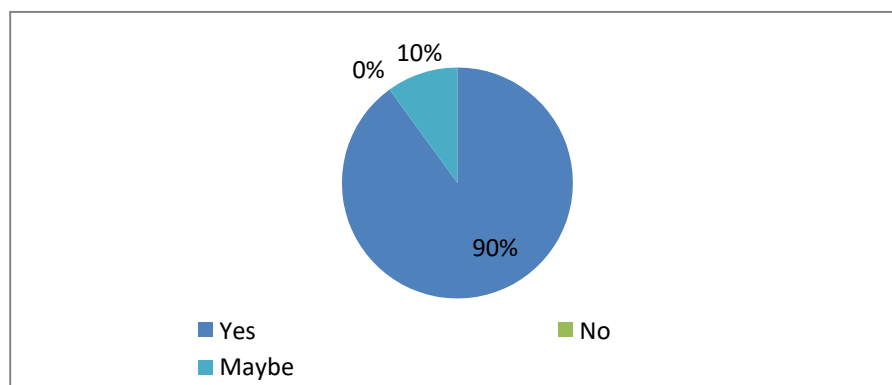
Figure 30: Learning English by mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that a range of 90% of the students commented that they learn English through mobile apps. In addition, a range of 10% of the sample population said that they have employed the mobile app at a minimum level in the education of English. While around 0% of the students have not used the mobile apps for English instruction. Consequently, it resulted that quite some levels of students consider that English learning can be very supported by mobile apps and the pedagogical practice increases the interaction into the classroom.

Item 7: Frequency of using mobile apps in English class

Table 33: Frequency of using mobile apps in English class

Alternative[a]	Frequency	Percentage
Always	8	27
Sometimes	19	63
Never	3	10
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
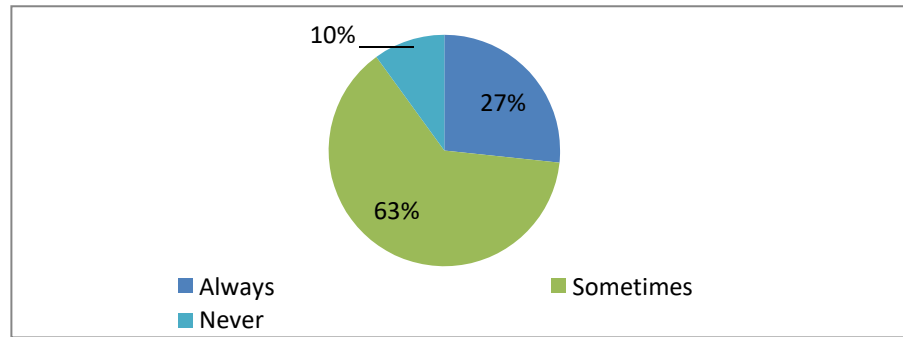
Figure 31: Frequency of using mobile apps in English class
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The statistics show that a total of 63% of the students mentioned that they used mobile apps in English class. Furthermore, approximately a number of 27% of the sample population recognized that they have always used mobile apps in the English sessions. While around 10% of the sample population said that they never employed mobile apps in English training. Therefore, it is defined that several levels of students frequently use mobile apps in order to improve their English in class.

Item 8: Importance of mobile apps in developing of the oral production

Table 34: Importance of mobile apps in developing of the oral production

Alternative[a]	Frequency	Percentage
Very important	10	34
Important	10	33
Necessary	10	33
Unnecessary	0	0
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
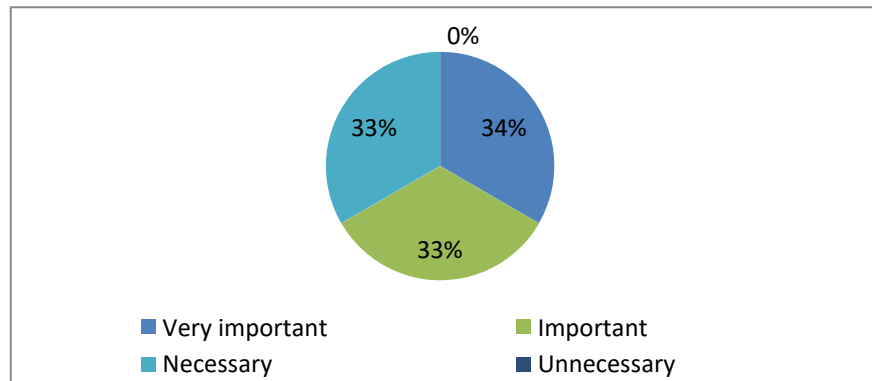
Figure 32: Importance of mobile apps in developing of the oral production
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that a number of 34% of the sample population considered that the mobile apps were very important in the development of oral production. Moreover, after the application, around 33% of students realized that mobile apps were important in the performance of oral production. In addition, a total range of 33% of the sample population believed that mobile apps were a necessary instrument for the improvement of oral production. Finally, a minimum range of 0% of the students considered that the mobile apps were unnecessary in the oral production progress. In consequence, it defined that the oral production of the English language can be held by the mobile apps for this reason this factor is totally important for the development of the teaching-learning process.

Item 9: Necessary of the mobile apps for oral production learning

Table 35: Necessary of the mobile apps for oral production learning

Alternative[a]	Frequency	Percentage
Yes	24	80
No	0	0
Maybe	6	20
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
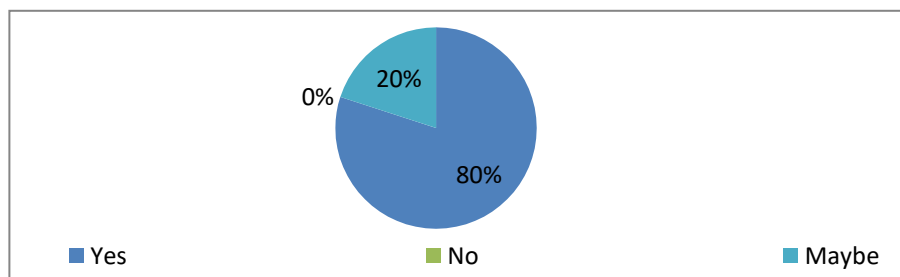
Figure 33: Necessary of the mobile apps for oral production learning
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that around 80% of the students assumed that the mobile apps were very necessary for the instruction of the oral production. A range of 20% of the students considered that the mobile apps were maybe necessary for the oral production performance. Finally, around 0% of the students didn't think that mobile apps were necessary instruments for the learning of oral production. Consequently, it conceptualized that a high grade of the students thinks that the learning of oral production of English language can be reinforced by mobile apps.

Item 10: Improving the listening skill through mobile apps

Table 36: Improving the listening skill through mobile apps

Alternative[a]	Frequency	Percentage
Yes	23	77
No	1	3
Maybe	6	20
TOTAL	**30**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
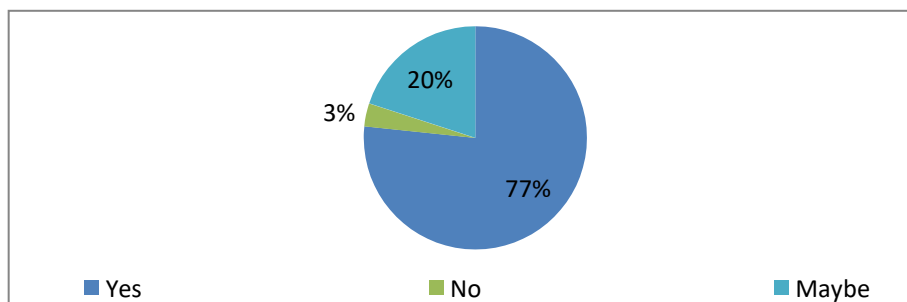
Figure 34: Improving the listening skill through mobile apps
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The level of the frequency of this investigative work determined that a total of 77% of the sample population considered that the listening skills were improved for the mobile apps. While a medium grade of around 20% thought that the mobile apps were maybe a fundamental instrument for the improvement of the listening skills. Finally, a minimum range of 3% of the students considered that the mobile apps were not a good instrument for the improvement of their listening skills. Therefore, it is determined that several levels of students believe that mobile apps could be the principal tool for the progress of listening skills.

4.4 Tabulation of responses from Student's Pre- test and Post- test

In the present research work there will show the tabulation of responses from pre- test and post- test of the experimental and control group of students.

Table 37: Pre- Test results- Experimental group

Criteria[a]	Average of Hits	Average of Mistakes	Expected Average
Sounds Recognition's words	0,60	0,40	1
Sounds Pronunciation	0,46	0,54	1
Spelling Practice- Production	0,60	0,40	1
Basic Phrases Dictation	0,63	0,37	1
Listening Comprehension	0,61	0,39	1
Percentage	**58,2%**	**41,8%**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
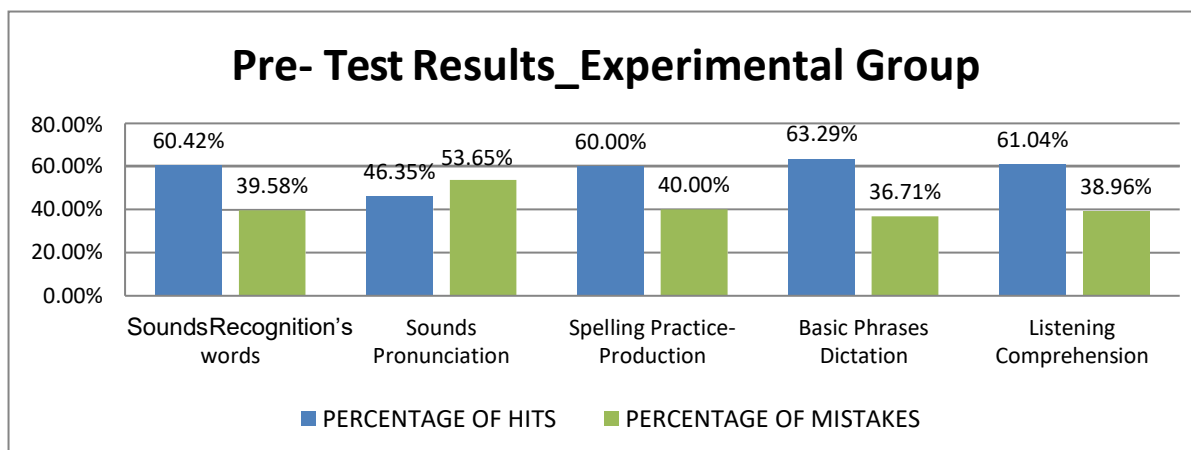
Figure 35: Pre-test results- Experimental group
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

Table 11 and graphic 11 show the level of the average found in the pre-test based on five parameters: Sounds Recognition's words, Sounds Pronunciation, Spelling Practice-Production, Basic Phrases Dictation and Listening Comprehension.

It is necessary to take into account the results showed in this analysis, the average of the different criteria is in a minimum range that means students have deficit in the level of oral production because the general percentage of the pre-test was 58,2 % in the general hits and 41,8% that represent the general mistakes.

Sounds Recognition's words presented that these students have an average of 0, 60 points out of the low range; the 0, 60 points denote the 60, 42% of the total test. These results evidence that students put a special attention to the words formation and didn't understand the content of each one very well because these types of exercises ask for analysis of the linguistic patterns. It is important to mention that some students finished the pre-test early in the first half of hour that means that they couldn't listen carefully the list of words and they just chose answers arbitrarily.

Sounds Pronunciation average was 0, 46 out of 1 point that represents 46, 35% of the total test. These results showed that students couldn't organize in a correct order the phonemes of the list words and didn't know how to recognize it.

Spelling Practice-Production was around of the average of this parameter was 0,60 out t of 1 point that denotes a percentage of 60% which means that some students have a difficult to understand of the content of the audio and clarify the pronunciation very well in function of find the correct information and identify the sound patterns in the spelling practice.

The fourth parameter referred to the Basic Phrases Dictation consisted of making connections between the basic structure of the words in grammatical structure and the audio recording and listening the words in order to form sentences in the black spaces, the average of this parameter was 0, 63 out of 1 point that denotes the 63, 29% low the range level which means that students couldn't have the facility to make a good connection between images and ideas. Also, it established a clear grammar sequence of the sentences.

The last parameter referred to the Listening Comprehension that showed a total average of 0, 61 out of 1 point that represents the 61, 04% which means that students' comprehension was confusing at moment to set the listening words into the correct completing spaces and probably it was hard to follow the sequence of the text into the audio recording.

After applying the pre-test, researcher applied 8 practices in order to develop students' reading comprehension using Duolingo app. The average results were the following presented in Table 12.

Table 38: Intervention results

Oral Production[a]	Average of Hits	Average of Mistakes
1 Vocabulary about the Technological media.	8,1	2,5
2 Vocabulary of Expressions used in Travels and the Daily activities.	7,8	2,8
3 Writing answers and questions about the Favourite activities.	7,9	2,7
4 Listening and selecting the sentences with Modal verbs	8,7	1,9
5 Translating the Free activities with Time expressions.	8,9	1,7
6 Ordering ideas about Travellers' activities. Knowing Some countries and Nationalities.	8,8	1,8
7 Interjections and positive sentences about the Common professions	9,2	1,4
8 Vocabulary about the future plans and dreaming professions in conversation text.	8,7	1,9

Source: Field research
Elaborated by: Zumbana, D. (2021)
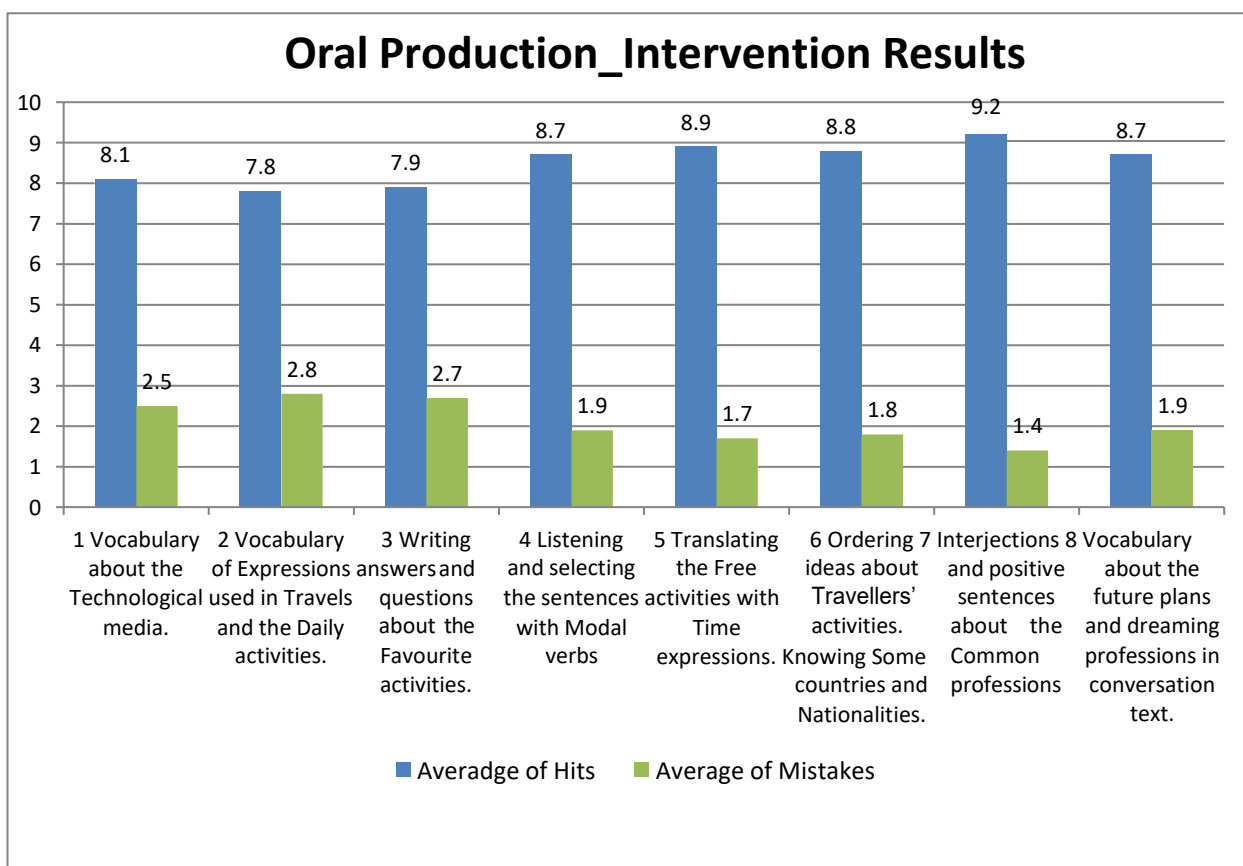
Figure 36: Intervention results
Elaborated by: Zumbana, D. (2021)

Analysis and interpretation

The Table 12 shows that the data obtained from 8 practices applied on the oral production through the use of the Duolingo method. The parameters evaluated were the same of the pre- test and post- test. Therefore, 8 parameters were taken into account: In the third practice the average was 7, 9 and the fourth was 8, 7 in the second practice. These results presented a relevant progress in the students 'level of listening comprehension and in their oral production practice because they could improve these criteria in the 8 parameters assessed.

In the fifth practice the average obtained was 8, 9 points and 8, 8 point in the sixth practice. These results showed that there was a poor level of the students in the performance of the oral practice but after the practice there is an admirable advance of students 'oral

production through the application of the Duolingo App method because the students could remember information that they have learnt in previous academic periods.

In the seventh practice the average obtained was 9, 2 points and 8, 7 point in the eighth practice. The results demonstrate that there was a low level of the understanding in the future intentions and plans of the people however with the application of the Duolingo App exercises it improved gradually in order to motivate the students according to famous story life. Furthermore, in this practice the students can identify the sounds and recognize the words, know the sounds pronunciation, pronounce words and spell phonemes, organize the dictation of basic phrases, attend the phonemes and comprehend the meaning of text about what they listened. It is important to mention that students improve in all paragraph 'parameters.

After applying the 8 practices using mind map strategy, it was applied a post-test in order to analyse the average results of reading comprehension parameters. The average results were the following presented in Table 13.

Table 39: Post-test results- Experimental group

Criteria[a]	Average of Hits	Average of Mistakes	Expected Average
Sounds Recognition's words	0,83	0,17	1
Sounds Pronunciation	0,77	0,23	1
Spelling Practice-Production	0,73	0,28	1
Basic Phrases Dictation	0,86	0,14	1
Listening Comprehension	0,80	0,20	1
Percentage	**79,7%**	**20,3%**	**100%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
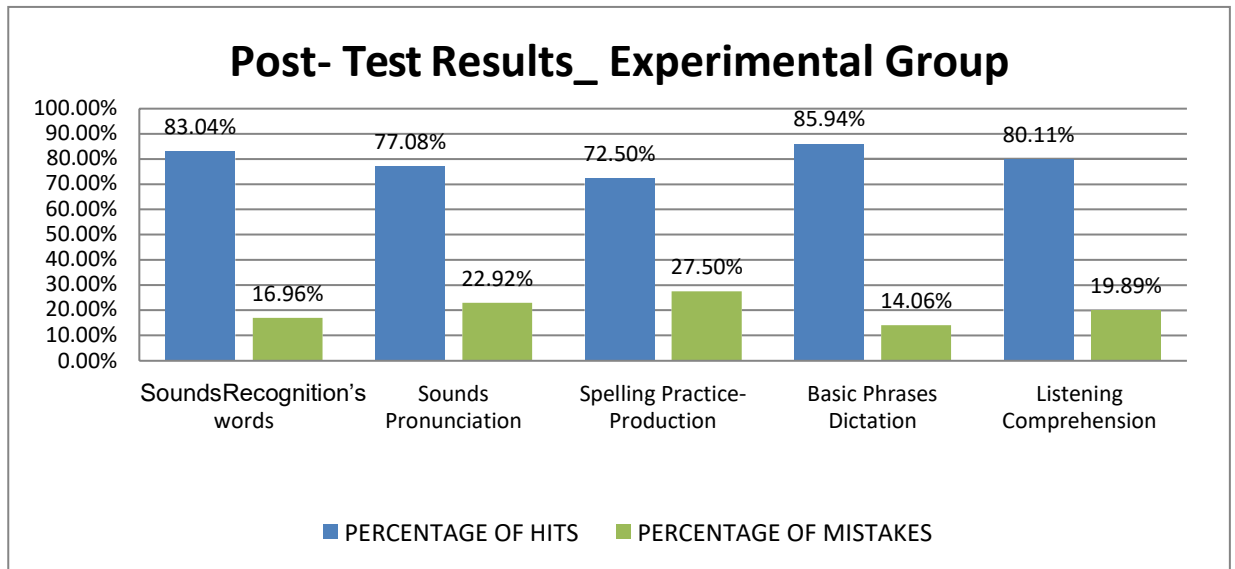
Figure 37: Post-test results- Experimental group
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The application of Duolingo App reinforced the oral production during the 8 virtual lessons, the average of the practices increased positively. Which means that the students perfected their level of oral production since the percentage of the post-test result was 79.7%.

Sounds Recognition's words showed that students reach an average of 0, 83 out of 1 points from a low level of 0, 60 points. These results evidenced that students improved their grade of words understanding and recognition of the sound patterns through using the Duolingo method because the training result was of a total of 0, 23 points in this parameter. It is important said that using this virtual method the students have to read the lecture carefully in order to get, to summarize and to organize ideas in the mind map.

In Sounds Pronunciation the average in the post-test was of around 0, 77 over 1 from a low level of 0, 46 points which means that students improved in a total of 0, 31 point into the acceptable range of progress in this parameter and they knew how to identify the correct consonant words into the chart in addition the student get a positive result between the term and phoneme practice.

In the third parameter Spelling Practice-Production the grade of average was 0, 73 out of 1 point from a low level of 0, 60 points which means that students improved this parameter in a total range of 0, 23 points then they could understand the content of the audio and clarified the pronunciation very well. In addition, it identified the sound patterns in the spelling practice.

In the fourth parameter called the Basic Phrases Dictation, the average in the post-test of this parameter was 0, 86 out of 1 point from a low level of 0, 63 points which means that students could increase their dictation comprehension in a total of 0, 23 points into the acceptable range. Then, the students could achieve to make a good connection between images and ideas or establish a clear grammar order of the sentences.

The fifth parameter assessed the Listening Comprehension, the average in the post-test of this parameter was 0,80 out of 1 point from a low level of 0, 61 points which means that students indicated a level of progression of around 0, 29 point into the acceptable grade. As result, the students could make connections, establishes termination's relationships, identify the correct understanding of the reading and the main points from text.

4.5 Comparison of the Pre-test and Post-test general averages.

Table 40: Comparison of the Pre- test and Post- test average

Criteria[a]	Average of Hits	Average of Mistakes	Percentage of Hits	Percentage of Mistakes
Pre- test Control group	7,68	2,32	76,8%	23,2%
Post- test Control group	8,12	1,88	81,20%	18,80%
Pre- test Experimental group	5,82	4,18	58,2%	41,8%
Post- test Experimental group	7,97	2,03	79,7%	20,3%
Total improvement	**13,35**	**6,65**	**133,5%**	**66,5%**

Source: Field research
Elaborated by: Zumbana, D. (2021)
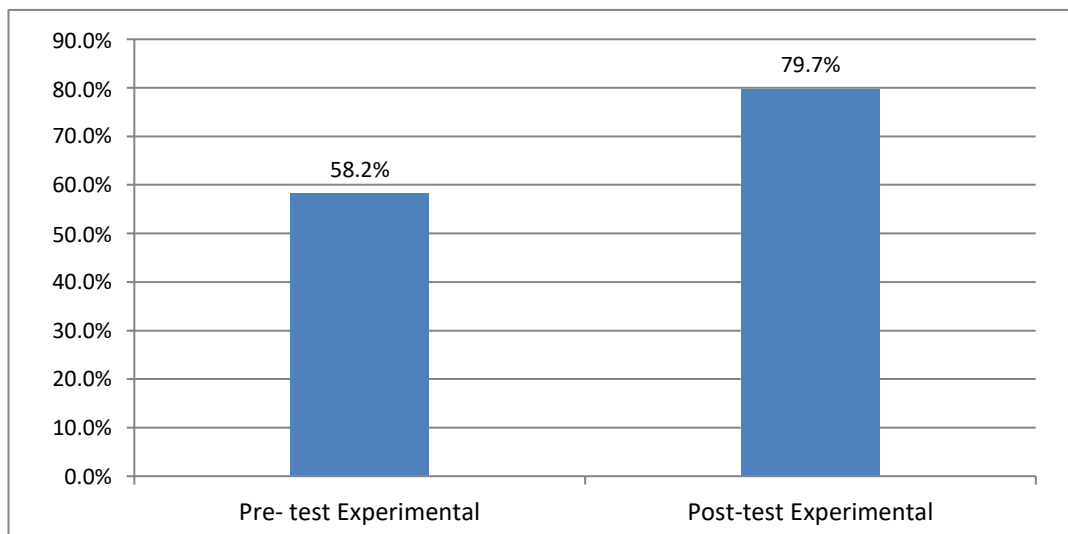
Figure 38: Comparison of the Pre- test and Post-test averages
Elaborated by: Zumbana, D. (2021)

Analysis and Interpretation

The punctuation of the frequency of the previous test results of the Experimental group were around of 5, 82 above the 107 points it is equivalents to 58, 2%. In addition, the medium frequency of the post test was around of 7, 97 above 107 points, it is equivalents to the 79, 7%. The different between the two averages was 2, 15 points. Therefore, it can be said that after the application of oral production practice into the Duolingo app method, students had an improvement of the 21, 5% in their oral production of the English language.

Discussion of results

According to the conceptions of many authors, the virtual method of the Duolingo App helps to hone and reinforce audio skills. verbal skills of students and increases their communication skills. For example, Brown (2006) stated that the virtual method of Duolingo App has some characteristics for instance; set words learned by hearth, word consolidation, good pronunciation, no grammar rules. According to Mart (2013) through the use of Duolingo app method, the students have to remain words listened, it encourages the learner to be involved in the activity which improves students" pronunciation. Thus, this practice will serve as support in the process of learning and development of verbal skills because it will help students to build language through the practice of oral production, the repetition of phrases and listening to words.

These statements are correlated with the results of the project where it is mentioned that the Duolingo App serves for the retention of knowledge and facilitates the understanding of new phonemes, improves the level of pronunciation and facilitates interaction between a wide range of languages which help them to perfect their oral production. When using Duolingo app to teach English, Communication skills are influenced by the use of new technologies that seeks to diminish traditional teaching methods through the use of virtual applications that provide the opportunity to perfect previous knowledge and explore new resources to strengthen your learning of English, awaken interest in learning a new language and improve your listening and language skills.

This research shows that the employment of the Duolingo App method could improve the listening and oral comprehension of the students because the pre-test result was 58, 2% and the post-test the average was 79, 7% which showed an improvement of (21, 5%). The results are supported by another research project from Borja (2018) defined that the use of the Duolingo App method has a relevant effect on the development of students' English acquisition since before the application the results of the pre- test (56, 7%) showed an basic knowledge level. After, the post-test (57.5%) had a medium level. To conclude, the use of the Duolingo platform strengthens the oral production skills of students with unfinished schooling. Also, the level of English increased as the students went from a very basic level to a much higher level. In conclusion, the use of Duolingo promotes the acquisition of English and the progress of oral production.

4.6 Verification of the Hypothesis

The impact into the employment of Duolingo App for the oral production of the English language for adult learners with unfinished schooling at 10th level of E.G.B was proved through the comparison of independent samples; all of these was elaborated in order to determine the existence of significant differences between the experimental and control group before and after of the development of the quasi- experimental model. After, it compared the samples between the pre- test and the post- test in each group (related samples) in order to verify the level of improvement in the oral production through the employment of the Duolingo App.

4.7 Hypothesis of the research

The employment of the Duolingo App influence in the reinforcement of the oral production of the English language for adult learners with unfinished schooling of 10th level E.G.B

Null Hypothesis

The employment of Duolingo app does not influence in the reinforcement of the oral production of English language for adult learners with unfinished schooling of 10th Level of E.G.B

4.8 Statistical Method

With the objective of determine the use of the "parametric" or "no parametric" tests in order to validate the hypothesis of the research, it will be analyzed the following details:

1. The data are quantitative (scalars)
2. For this process it will apply the normality test Shapiro – Wilk because the dimension of the sample is less than 50. For this process there is used the statistical software SPSS 25.

Criteria of the Normality:

$$H_0 : P_{valor} > 0,05 = There\ is\ normality$$
$$H_1 : P_{valor} \leq 0,05 = There\ is\ not\ normality$$

The results show in the following chart:

Table 41: Test of Normality- Shapiro-Wilk

		Statistical	**gl.**	**Sig.**
Pre Test - Oral Production	**Control**	,934	8	,556
	Experimental	,971	8	,902
Post Test - Oral Production	**Control**	,982	8	,970
	Experimental	,904	8	,316

Source: Software SPSS 25
Elaborated by: Zumbana, D. (2021)

According to the stablishing parameters in the criteria of normality, the Shapiro – Wilk test shows the existence of normality in all the data series. Thus, it must apply "statistical

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parameters". In this case, the test T – Student will be used to compare the independent samples and the related samples.

Comparison of independent samples

The criteria for the comparison of the independent samples establishes through the following statistical hypothesis:

H_0: The mean of the experimental group is equivalent to the mean of the control group.

$$H_0: \bar{X_1} = \bar{X_2}$$

H_1: The mean of the experimental group is different to the mean of the control group.

$$H_1: \bar{X_1} \neq \bar{X_2}$$

With a level of significance of 5% the following decision rules are proposed bellow:

$$H_0: P_{valor} > 0,05$$

$$H_1: P_{valor} \leq 0,05$$

The results of the hypothesis test applied for the comparison of the independent samples with the software SPSS 25 are presented in the following chart:

Table 42: Results of the test T- Student for independent samples

		Test of Levene for equality of variances		Test T		
		F	Sig.	t	gl.	Sig. (bilateral)
Pre Test - Oral Production	Equal variances are assumed	0,884	0,363	12,367	14	0,000
	Equal variances are not assumed			12,367	11,755	0,000
Post Test - Oral Production	Equal variances are assumed	9,016	0,010	-1,141	14	0,273

		-1,141	9,576	0,282
Equal variances are not assumed				

Source: Software SPSS 25
Elaborated by: Zumbana, D. (2021)

The test of Levene for the equality of variances reveals that the data series of the groups comply with the principle of homoscedasticity in the pre-test samples. Therefore, in the application of the test T-Student the equal variances are assumed. In fact, the post-test samples do not reveal equality of variances consequently in the application of the test T-Student the equal variances are not assumed.

The test value (Sig. Bilateral) of the pre-test is equal to 0.000; that is less than the significance level of 5% (0.05). Therefore, the null hypothesis is rejected. This means that the level of oral language production is different between the groups before using the Duolingo App.

The test value (Sig. Bilateral) of the post test is equal to 0.282; that is, greater than the significance level of 5% (0.05). Therefore, the null hypothesis is accepted. This means that the level of oral language production is the same between the groups after using the Duolingo application.

Table 43: General statistical data of each group

Group		N	Mean	Desv. Deviation
Pre Test - Oral Production	**Control**	8	8,9125	0,39438
	Experimental	8	5,6625	0,63005
Post Test - Oral Production	**Control**	8	8,2875	0,22321
	Experimental	8	8,5125	0,51113

Source: Software SPSS 25
Elaborated by: Zumbana, D. (2021)

In the pre-test there is a significant difference between the comparison groups, where the experimental group has a mean of 5.6625; while in the control group reaches an average

of 8.9125. This shows that the level of oral language production is higher in the control group before using the Duolingo application.

The post-test results show that, after using the Duolingo application, the level of oral production of the experimental group was equal to that of the control group.

Comparison of relating samples

The criterion for the comparison of related samples is established by the following statistical hypotheses:

H_0: The pre-test mean is equal to the post-test mean.

$$H_0 : \bar{X}_{pre\ test} = \bar{X}_{post\ test}$$

H_1: The pre-test mean is different from the post-test mean.

$$H_1 : \bar{X}_{pre\ test} \neq \bar{X}_{post\ test}$$

With a significance level of 5%, the following decision rules are proposed bellow:

$$H_0 : P_{valor} > 0,05$$
$$H_1 : P_{valor} \leq 0,05$$

The results of the hypothesis tests applied for the comparison of dependent samples with the SPSS 25 software are presented below:

Table 44: Results of the test T – Student for related samples

	t	gl.	Sig. (bilateral)
Control group	4,079	7	0,005
Experimental group	-23,270	7	0,000

Source: Software SPSS 25
Elaborated by: Zumbana, D. (2021)

The test value (two-sided sig.) In the control group comparison is equal to 0.005; that is, less than the significance level of 5% (0.05). Therefore, the null hypothesis is rejected with the control group; this means that, "the pre-test mean is different from the post-test mean."

The test value (Sig. Bilateral) in the comparison of the experimental group is equal to 0.000; that is, less than the significance level of 5% (0.05). Therefore, the null hypothesis is rejected with the experimental group; this means that "the pre-test mean is different from the post-test mean".

The significant difference between the pre-test and post-test results applied in the experimental group were analyzed with the means that is represented in the table 19 that shows the improvement of the oral production after the use of the Duolingo App. As regards the control group also had a significant difference, since the post- test average is slightly higher than the pre-test average. This means that the group of students improved their oral production through the use of Duolingo App.

Statistical evidence allows us to affirm that "the use of the Duolingo application influences the oral production of the English language for adult learners with unfinished schooling of 10th level E.G.B. at P.C.E.I. "Mons. Leonidas Proaño" Educative Unit CAT-Latacunga"

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- It was concluded that Duolingo App is a virtual platform that contributes to the progress of oral expression and production, listening comprehension, grammar, and vocabulary. Also, the Duolingo App method consists of several sections that contribute to the development and improvement of the units established within the curriculum planning. This virtual method has a learning system through gamification and succession of levels which measure the progress of each of the students according to the progress of the lessons.

- It was concluded that the advantages of the Duolingo App method are a very enriching source of learning since it contributes to the reinforcement of the oral production of students at the same time that its virtual gadget is very comfortable to use, its virtual tools are interactive and it has an excellent feedback system. Also, this platform has been recognized as an effective method for the learning and development of oral production of the English language because its lessons are practical, with easy-to-understand topics, with varied topics that focus on the development of language skills.

- The analysis of the Duolingo platform showed that this virtual app plays an important role in reinforcing the oral production of the English language. In this way, we realize that students have achieved great progress in the development of learning skills because they went from a low level to a high level. This is how the use of the Duolingo App improved the learning process. For this reason, teachers can use it as an excellent means of interaction and collaboration for all students to strengthen English education.

5.2 Recommendations

- It is important that teachers find and make feasible the use of new methodologies which are reinforced by the use of ICT"s and mobile applications such as the Duolingo method to develop auditory and oral skills at the level of E.G.B in the Educative Units since this virtual media will provide a learning process generating a new vision of a futuristic education and break with the traditional schemes. For this reason, it is essential to connect the curricular requirements with the content offered by the Duolingo platform to enhance the oral production of the English language.

- It is essential to identify the advantages of a virtual platform for learning the English language to specify the need for its use and to be able to recognize the degree of progress since these applications work with an adaptation system to the requirements of educational content which can function as a support and it's important in the advancement of students' level.

- The use of platforms has a high level of reinforcement in virtual classes. For this reason, it will be essential to take into account the most relevant content in order to reach all students effectively. The success in the use of the Duolingo platform will be very good if the subject of the curriculum plan is reviewed and applied in advance. In this way, the dynamics and interest of the students will be contributed to carrying out the adequate completion of the lessons. The effectiveness of oral and auditory production and the improvement of the students' knowledge will depend on the time they invest in using the Duolingo platform.

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5.4 Annexes

5.4.1 Annex 1: Institution authorization

<div align="center">CARTA DE COMPROMISO</div>

Ambato, 12 de abril de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO

Presente. -

Yo Ulloa Aguilera Juan Francisco, en mi calidad de Rector de la Unidad Educativa
P.C.E.I. Monseñor Leonidas Proaño, me permito poner en su conocimiento la aceptación
y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE
EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE
ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED
SCHOOLING OF 10TH LEVEL E.G.B"** propuesto por la estudiante LIC. DANIELA
ESTEFANIA ZUMBANA MONDRAGÓN, portadora de la Cédula de Ciudadanía
050372278-7, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros
Mención Inglés Cohorte 2019, 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.

…....................................
Dr. Ulloa Aguilera Juan Francisco
RECTOR UNIDAD EDUCATIVA PCEI MONSEÑOR LEONIDAS PROAÑO
Cédula de Ciudadanía 0501318653
No. teléfono convencional 032252225
No. teléfono celular 0992708242
Correo electrónico uedcotopaxi@yahoo.es

5.4.2 Annex 2: Pre- survey

TECHNICAL UNIVERSITY OF AMBATO

FACULTY OF HUMANISTIC AND EDUCATION SCIENCES

MASTER DEGREE ON PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES

ENGLISH MAJOR

Survey applies to students before the research

SURVEY ABOUT DUOLINGO APP

Student's Name: _____

Academic level: 10th Level E.G.B

Objective: To apply the Duolingo App into the oral production of the English language for adult learners with unfinished schooling

Instruction:

- Dear students, please read the questions carefully and put (x) in your answer.
- Please take a few minutes to fill out this survey and share your ideas. Your input will help us improve our side and provide the necessary information. Thank you.

1. How do you consider that the Duolingo App is important for your English learning?

a) Very important   ( )
b) Important   ( )
c) Necessary   ( )
d) Unnecessary   ( )

2. How essential do you think that a good level of pronunciation contributes to better oral communication?
a) Very important   ( )
b) Important   ( )
c) Necessary   ( )

d) Unnecessary ( )

3. How often do you put in practice the oral production in the English class?
a) Daily ( )
b) Weekday ( )
c) Monthly ( )
d) Never ( )

4. How much do you like using mobile apps?
a) A lot ( )
b) Fairly ( )
c) Much ( )
d) A little ( )

5) How much time do you spend employing mobile apps?
a) One hour a day ( )
b) Two hour a day ( )
c) Three or more hours a day ( )

6) Would you like to learn English with mobile apps?
a) Yes ( )
b) No ( )
c) Maybe ( )

7) How often do you use mobile apps in English class?
a) Always ( )
b) Sometimes ( )
c) Never ( )

8) How important do you consider that mobile apps could develop your oral production?
a) Very important ( )
b) Important ( )
c) Necessary ( )
d) Unnecessary ( )

9) Do you believe that it is necessary to employ mobile apps for oral production learning?
a) Yes ( )
b) No ( )
c) Maybe ( )

10) Do you think that mobile apps can improve the listening skill of English?

a) Yes   ( )
b) No   ( )
c) Maybe   ( )

Source: Field research
Elaborated by: Zumbana, D. (2021)

<div align="center">THANKS FOR YOUR COOPERATION</div>

Elaborated by	Validated by
Lcda. Daniela Zumbana	MSc. Marbella Escalante
C.I: 0503722787	C.I: 1802917250

5.4.3 Annex 3: Post- survey

TECHNICAL UNIVERSITY OF AMBATO

FACULTY OF HUMANISTIC AND EDUCATION SCIENCES

MASTER DEGREE ON PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES

ENGLISH MAJOR

Survey applies to students after the research

SURVEY ABOUT DUOLINGO APP

Student's Name: _____ **Academic level:** 10th level E.G.B

Date: _____ **Educative Unit:** _____

Objective: To apply the Duolingo App into the oral production of the English language for adult learners with unfinished schooling

Instruction:
- Reach each question carefully and mark (x) the item you consider the best option.
- Please take a few minutes to fill out this survey and share your ideas. Your input will help us improve our side and provide the necessary information. Thanks you.

1. How frequently have you employed Duolingo App as media to develop your English pronunciation?
a) Always   ( )
b) Very often   ( )
c) Sometimes   ( )
d) Rarely   ( )
e) Never   ( )

2. Do you believe that Duolingo mobile App is interactive?
a) Always   ( )
b) Very often   ( )
c) Sometimes   ( )
d) Rarely   ( )

3. Do you consider that Duolingo App can support you with your oral production?

a) Yes   ( )

b) No   ( )

c) Maybe   ( )

4. Are the activities of Duolingo App interesting for you?

a) Yes   ( )

b) No   ( )

c) Maybe   ( )

5. Does the Duolingo App offer some kind of feedback to develop the oral production?

a) Always   ( )

b) Very often   ( )

c) Sometimes   ( )

d) Rarely   ( )

e) Never   ( )

6. Do you think that audio exercises improve your listening skill?

a) Yes   ( )

b) No   ( )

c) Maybe   ( )

7. Do you think that recording activity develops your pronunciation?

a) Always   ( )

b) Very often   ( )

c) Sometimes   ( )

d) Rarely   ( )

e) Never   ( )

8. Does the translation exercise help you to develop the oral production?

a) Yes   ( )

b) No   ( )

c) Maybe   ( )

9. Do you estimate that the English spoken words consolidate the pronunciation learning?

a) Always   ( )

b) Very often   ( )

c) Sometimes   ( )

d) Rarely   ( )
e) Never   ( )

10. Do the repetition exercises provide enough help to improve your speaking skill?
a) Always   ( )
b) Very often   ( )
c) Sometimes   ( )
d) Rarely   ( )
e) Never   ( )

Source: Field research
Elaborated by: Zumbana, D. (2021)

<div align="center">THANKS FOR YOUR COOPERATION</div>

Elaborated by	Validated by
Lcda. Daniela Zumbana	MSc. Marbella Escalante
C.I: 0503722787	C.I: 1802917250

5.4.4 Annex 4: Pre- test/ Post- test

TECHNICAL UNIVERSITY OF AMBATO

FACULTY OF HUMANISTIC AND EDUCATION SCIENCES

MASTER DEGREE ON PEDAGOGY OF THE NATIONAL AND FOREIGN LANGUAGES

ENGLISH MAJOR

Pre post-test apply to students before and after the research

ORAL PRODUCTION- PRE- POST TEST

Student's Name: _____ **Academic level:** 10th level E.G.B

Date: _____ **Educative Unit:** _____

Objective: To focus on identifying the level of oral production of students of 10th level of Basic General Education at P.C.E.I. "Mons. Leonidas Proaño" Educative Unit. The results obtained after the implementation of the strategies and techniques will help the researcher to determine the effectiveness of the Duolingo App method to improve oral production of the English language.

Instructions:

- You will have around 30 minutes to complete the test
- The test contains 5 parts
- The test will measure your level of knowledge in phonetic and listening skills
- You record the audios going to the next option.

- Read the instructions for each task carefully
- The test is out 107 pts.
- This Pre- test instrument will be applied as Post- test to compare the results obtained between the experimental and control group.

- This assessment instrument will be adapted to a document of PowerPoint in order to collect the audio recording practice of each student and make the resolution of this data instrument more understandable.

SOLVE THE FOLLOWING ACTIVITIES:

PART 1: SOUNDS RECOGNITION WORDS

Vowels Pronunciation words

Question 1: Listen to the following record, identify the sounds and remark with colours the correct words.

Click here:

PART 1- Question 1.mp3

FATHER	TABLE	A	RULER	LETTER	CAR	CELLPHONE	HEN	THAT	PET
BUT	TEN	FLOOR	PEN	FAT	CUP	SOME	PEOPLE	CAT	CHAIR
GLASS	MAN	CLOTHES	PAST	DOCTOR	GUITAR	ABET			

Identifying the Vowel symbol

Question 2: Classify the next words according to the vowel symbols of the audio recording into the chart.

Click on the link: https://www.speakpipe.com/msg/s/177190/5/b81o2dkgwr3twg1q

Click here: PART 1- Question 2.mp3

GIRL	CHURCH	VERY	BIRD	FUR	BIT	THIS	SLIP	MILK	TREE
THESE	BEAT	TALL	DOOR	FOUR	PAW	POOL	FOOL	TWO	
BOOT	BOOK	PUT	GOOD	FOOT					

/ɜː/	/ɪ/	/iː/	/i/	/ɔː/	/uː/	/ʊ/

PART 2: SOUNDS PRONUNCIATION

Consonant Pronunciation words - Not sound

Question 1: Listen the word, record your pronunciation words in only one audio recording and sent it to your teacher. Then you organize the correct consonant words with the correct phonetic symbol into the chat.

Click on the link: https://voicespice.com/Player.aspx?c=p&h=2CC1AC0B&j=1EB28B

Click here: PART 2- Question 1.mp3

Consonant Words	Phonetic Symbol
PUT	
EAT	
CAKE	
SEA	
FISH	
FIVE	
THIN	
CHILDREN	
HOUSE	

/p/   /k/

/tʃ/   /ʃ/

/t/   /θ/

/s/   /h/

/f/

INSERT THE
RECORDING HERE

Voiced Consonants- Pronunciation words

Question 2: Record the pronunciation of the following voiced consonant words. Listen the audio if you need to clarify the words.

Click on the supported audio

PART 2- Question 2.mp3

1. b/ BOY

2. /d/ DAY

3. /g/ GOOD}

4. /z/ ZOO

5. /ʒ/ TREASURE

6. /v/ VERY

7. /ð/ THEY

8. /dʒ/ GENTLEMAN

9. /m/ COME

10. /n/ NO

11. /ŋ/ THING

12. /r/ RIGHT

13. /l/ LIVE

14. /w/ WELL

15. /j/ YOU

INSERT THE RECORDING HERE

PART 3: SPELLING PRACTICE- PRODUCTION

Spelling letter by letter

Question 1: Listen the following names and paid attention to the letter-by-letter sound. So, write the complete word. Repeat the audio recording if it was necessary.

Click here:

PART 3- Question 1.mp3

1. ……………

2. ……………

3. ……………

4. ……………

5. ……………

Spelling the animal names

Question 2: Read the following animal names and record their correct spelling.

1. M-o-n-k-e-y
2. S-h-a-r-k
3. T-i-g-e-r

4. E-a-g-l-e
5. C-a-n-a-r-y

INSERT THE
RECORDING HERE

PART 4: BASIC PHRASES DICTATION

Listening basic sentences

Question 1: Listen the following sentences on the audio and write them on the black spaces. Repeat the audio recording if it was necessary.

Click here:

PART 4- Question 1.mp3

1st: ……..………

2nd: ……………

3rd: ……………..

4th: …………….…

5th: ……………..

Connecting images with sentences

Question 2: Relate the pictures with the English sentences. Pay attention to the pronunciation in order to connect it appropriately. Repeat the audio recording if it was necessary.

Click here:

PART 4- Question 2.mp3

Sentence 1	Sentence 2	Sentence 3	Sentence 4
They believe in God	She lives in France	George knows all the truth	Claudia loves dancing
Picture 1	**Picture 2**	**Picture 3**	**Picture 4**

PART 5: LISTENING COMPREHENSION

Listening the missing words

Question 1: Listen the following audio and complete the spaces in blank. Then check your answer again.

Click here:

PART 5- Question 1.mp3

PUBLIC TRANSPORT

Hello I am Susan and I live in a really big.............. There are several   of transportation into my city. The…… is the one. I like it because it is the …….one. But I get on the bus on my……. to job. There is not   stop near. So, it is easier to travel…….. bus. In addition, I have got my………..automobile. However, the carpark is very………….and it's not possible………….to travel by car in this town. Finally, the thing I……………the most about the tunnel is people………each other to get a seat. Sometimes, it is really… !

Recognizing highlight words

Question 5: Listen to the audio and record the highlight words in purple colour numerating one by one. You could activate the recording if you consider indispensable.

Click on the supported audio:

PART 5- Question 2.mp3

INSERT THE
RECORDING HERE

NEW TECHNOLOGIES

New technologies have negative and positive 1) **(effects)** in our society. First, technologies 2) **(cause)** addiction. In fact, we can't live without our smartphone or our 3) **(laptop).** Second, we are usually 4) **(rude)** to people. How often do you answer messages while you are 5) **(talking)** to people? - The answer is "everyday". Finally, new technologies 6) **(produce)** stress. We are always connected to Internet. Consequently, we 7) **(forget)** healthier habits. For example, visiting the 8) **(countryside),** playing table games or spending more time with 9) **(our)** family and friends.

Source: Field research
Elaborated by: Zumbana, D. (2021)

THANKS FOR YOUR COLLABORATION

_____   _____
Elaborated by   Validated by
Lcda. Daniela Zumbana   MSc. Marbella Escalante
C.I: 0503722787   C.I: 1802917250

5.4.5 Annex 5: Rubric Pre post- test

RUBRIC PRE- POST TEST
DEVELOPMENT OF ORAL PRODUCTION

Grade: 10th level E.G.B   **Parallel:** _____

Team (Experimental and Control/ Group): _____   **Subject:** English as Foreign Language

Student's candidate name:	
Date:	

GRADE \\ INDICATORS	**1 Does not fully meet** Range (20- 40 pts.)	**2 Meets** Range (41- 60 pts.)	**3 More than meets** Range (61- 80 pts.)	**4 Exceeds** Range (81- 100 o > pts.)
Sounds Recognition's words	Ss. has a high difficulty identifying the vowel pronunciation words. He/she doesn't pay attention to the audio record and the sounds therefore; he/she has a big problem recognizing the sounds words perfectly. In addition, the color remark of diverse terminations is not clear. Likewise, Ss. can't categorize the vowel symbol then, he/she has a	Ss. identifies the vowel pronunciation words. He/she paid attention to the audio record and the sounds but he/she can't recognize the sounds words perfectly. In addition, the color remark of diverse terminations is clear. Likewise, Ss. categorizes the vowel symbol but have middle difficult to classify the words according to the	Ss. identifies the vowel pronunciation words very well. He/she is able to pay attention to the audio record and the sounds however he/she has some problems recognizing the sounds words perfectly. In addition, the color remark of diverse terminations is not totally clear. Likewise, Ss. has little difficult to categorize the vowel	Ss. is able to correctly identify the vowel pronunciation words. He/she paid attention to the audio record and the sounds. Furthermore, he/she recognizes the sounds words perfectly. In addition, the color remark of diverse terminations is totally clear. Likewise, Ss. categorizes the vowel symbol and classifies the words according to the

	lot of problems to classify the words according to the vowel symbols of the recording into the chart	vowel symbols of the recording into the chart	symbol but he/she classifies the words according to the vowel symbols of the recording into the chart	vowel symbols of the recording into the chart
Sounds Pronunciation	Ss. has a high difficulty to pronounce the sound words without any mistake and he/she doesn't focus his/ her pronunciation in the consonant and not sound words. In addition, Ss. has a big problem listening to the word and the pronunciation of the voiced consonant words in only one audio recording is not clear. Likewise, Ss. can't organize the consonant words with the correct phonetic symbol into the chat	Ss. pronounces the sound words without any mistake however; he/she can't focus his/ her pronunciation in the consonant and not sound words. In addition, Ss. listens to the word and records the pronunciation but the voiced consonant words in only one audio recording are not totally clear. Ss. organizes the consonant words with the correct phonetic symbol into the chat	Ss. pronounces the sound words without any mistake very well however he/she has some problems to focus his/ her pronunciation in the consonant and not sound words. In addition, Ss. listens to the word and records the pronunciation but the voiced consonant words in only one audio recording are not totally clear. Then, Ss. has a little difficult to organize the consonant words with the correct phonetic symbol into the chat	Ss. can pronounce the sound words without any mistake and focuses his/ her pronunciation in the consonant and not sound words. In addition, Ss. listening to the word and recording the pronunciation of the voiced consonant words in only one audio recording is totally clear. Then, Ss. organizes the consonant words with the correct phonetic symbol into the chat
Spelling Practice-Production	Ss. has a high difficulty to spell the termination letter by letter. Additionally, he/she doesn't listen and spell the names. Also, he/she has a big problem paying	Ss. tries to spell the termination letter by letter however, he/she can't listen and spell the names. He/she paid attention to the different letters' sound but Ss. are	Ss. spells the termination letter by letter very well. Additionally, he/she has some problems listening and spelling the names. In addition, he/she paid	Ss. spells the termination letter by letter. Additionally, he/she can listen and spell the names. He/she paid attention to the different letters' sound. Moreover, Ss.

	attention to the different letters' sound. Moreover, Ss. shows that he/she can't write the complete words clearly. As well, Ss. can't read the names and records their spelling properly	not able shows that he/she can write the complete words clearly. As well, Ss. is able to read the names and records their spelling properly	a middle attention to the different letters' sound. Moreover, Ss. has a little difficulty to show that he/she can write the complete words. As well, Ss. is really able to read the names and records their spelling properly	shows that he/she can write the complete words perfectly. As well, Ss. is totally able to read the names and records their spelling properly
Basic Phrases Dictation	Ss. has a high difficulty in paying attention to the phrases dictation and he/ she doesn't listen to all the sentences in the audio. Furthermore, he/ she have a big problem writing them on the black spaces without faults. Also, the connection images with sentences is not clear and he/ she can't relate the pronunciation with the images in order to connect them	Ss. tries to pay attention to the phrases' dictation however, he/ she can't listen to all the sentences in the audio. Furthermore, he/ she write them on the black spaces without fault but the connection of the images with sentences is not totally clear. He/ she relate the pronunciation with the images in order to connect them	Ss. pays enough attention to the phrases' dictation and he/ she listens all the sentences into the audio very well however, he/she has some problems writing them on the black spaces without faults. Also, Ss. has a little difficult to connect images with sentences and he/ she is really able to relate the pronunciation with the images in order to connect them	Ss. can pay enough attention to the phrases dictation and he/ she listens to all the sentences in the audio. Furthermore, he/ she is able to write them on the black spaces without faults. Also, Ss. is able to connect images with sentences and he/ she relate the pronunciation with the images in order to connect them suitably.
Listening Comprehension	Ss. has a high difficulty to attend the missing words according to the audio recording and he/ she doesn't complete the	Ss. tries to attend the missing words according to the audio recording however, he/ she can't complete the	Ss. attends the missing words according to the audio recording very well however, he/ she has some problems to	Ss. is able to attend the missing words according to the audio recording and he/ she completes the spaces in blank totally.

	spaces in blank. Likewise, Ss. has a big problem to comprehend the highlight words. Then, Ss. can't record the highlight words numerating one by one	spaces in blank perfectly. Likewise, Ss. comprehends the highlight words but he/she is not totally able to record the highlight words numerating one by one	complete the spaces in blank totally. Likewise, Ss. can comprehend the highlight words. Then, Ss. is really able to record the highlight words numerating one by one	Likewise, Ss. comprehends the highlight words. Then, Ss. can record the highlight words numerating one by one
Total score: **_____/107 pts.**				

Source: Field research

Elaborated by: Zumbana, D. (2021)

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Elaborated by
Lcda. Daniela Zumbana
C.I: 0503722787

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Validated by
MSc. Marbella Escalante
C.I: 1802917250

5.4.6 Annex 6: Formats for the validation of the Evaluation and Collection Data Instruments- Mg. Lina Sánchez

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS BEFORE THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How do you consider that the Doulingo App is important for your English learning?				✓				✓				✓				✓
Pregunta 2: How essential do you think that a good level of pronunciation				✓				✓				✓				✓

contribute to a better oral communication?														
Pregunta 3: How often do you put in practice the oral production in the English class?			✓			✓			✓					✓
Pregunta 4: How much do you like using mobile apps?			✓			✓			✓					✓
Pregunta 5: How much time do you spend employing mobile apps?			✓			✓			✓					✓
Pregunta 6: Would you like to learn English by mobile apps?			✓			✓			✓					✓
Pregunta 7: How often do you use mobile apps in English class?			✓			✓			✓					✓
Pregunta 8: How important do you consider that mobile apps could develop your oral production?			✓			✓			✓					✓
Pregunta 9: Do you believe that is necessary to employ mobile apps for oral production learning?			✓			✓			✓					✓
Pregunta 10: Do you consider that the			✓			✓			✓					✓

mobile apps can improve the listening skill of the English?																

Observaciones:

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Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. Lina Mariela Sánchez Sailema

CI: 180333879-5

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS AFTER THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How frequently have you employed Duolingo App as media to develop your English pronunciation?				✓				✓				✓				✓
Pregunta 2: Do you believe that Duolingo mobile App is interactive?				✓				✓				✓				✓
Pregunta 3: Do you consider that Duolingo App can support you				✓				✓				✓				✓

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with your oral production?														
Pregunta 4: Are the activities of Duolingo App interesting for you?			√				√			√				√
Pregunta 5: Does the Duolingo App offer some kind of feedbacks to develop the oral production?			√				√			√				√
Pregunta 6: Do you think that audio exercises improve your listening skill?			√				√			√				√
Pregunta 7: Do you think that recording activity develop your pronunciation?			√				√			√				√
Pregunta 8: Does the translation exercise help you to develop the oral production?			√				√			√				√
Pregunta 9: Do you estimate that the English spoken words consolidate the pronunciation learning?			√				√			√				√
Pregunta 10: Does the repetition exercises provide enough help to			√				√			√				√

improve your speaking skill?													

Observaciones:

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Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. Lina Mariela Sánchez Sailema

CI: 180333879-5

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ORAL PRODUCTION- PRE- POST TEST" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Listen to the following record, identify the sounds and remark with colors the correct words.				✓				✓				✓				✓
Pregunta 2: Classify the next words according to the vowel symbols of the recording into the chart.				✓				✓				✓				✓
Pregunta 3: Listen the words and record your				✓				✓				✓				✓

pronunciation words and sent it to your teacher. Then you organize the correct consonant words with the correct phonetic symbol into the chat.																	
Pregunta 4: Record the pronunciation of the following voiced consonant words. Listen the audio if you need to clarify the words.			✓				✓				✓				✓		
Pregunta 5: Listen the following names and paid attention to the letter by letter sound. So, write the complete word. Repeat the audio recording if it was necessary.			✓				✓				✓				✓		
Pregunta 6: Read the following animal names and record their correct spelling.			✓				✓				✓				✓		
Pregunta 7: Listen the following sentences on the audio and write them on the black spaces. Repeat the			✓				✓				✓				✓		

audio recording if it was necessary															
Pregunta 8: Relate the pictures with the English sentences. Paid attention to the pronunciation in order to connect it appropriately. Repeat the audio recording if it was necessary.			✓				✓			✓				✓
Pregunta 9: Listen the following audio and complete the spaces in blank. Then check your answer again.			✓				✓			✓				✓
Pregunta 10: Listen to the audio and record the highlight words in purple color numerating one by one. You could activate the recording if you consider indispensable.			✓				✓			✓				✓

Observaciones:

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Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. Lina Mariela Sánchez Sailema

CI: 180333879-5

5.4.7 Annex 7: Formats for the validation of the Evaluation and Collection Data Instruments- Dra. Narcisa Fuertes

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS AFTER THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How do you consider that the Doulingo App is important for your English learning?				✓				✓				✓				✓

Pregunta																
Pregunta 2: How essential do you think that a good level of pronunciation contribute to a better oral communication?			√				√			√				√
Pregunta 3: How often do you put in practice the oral production in the English class?			√				√			√				√
Pregunta 4: How much do you like using mobile apps?		√			√			√			√		
Pregunta 5: How much time do you spend employing mobile apps?		√			√			√			√		
Pregunta 6: Would you like to learn English by mobile apps?		√			√			√			√		
Pregunta 7: How often do you use mobile apps in English class?		√			√			√			√		
Pregunta 8: How important do you consider that mobile apps could develop your oral production?		√			√			√			√		

Pregunta 9: Do you believe that is necessary to employ mobile apps for oral production learning?			✓				✓				✓					✓
Pregunta 10: Do you consider that the mobile apps can improve the listening skill of the English?			✓				✓				✓					✓

Observaciones: El instrumento cumple con condiciones de validez, confiabilidad y practicidad de acuerdo a los objetivos de la investigación.

Realizado por:
Lic. Daniela Zumbana
C.I: 0503722787

Validado por:
Dra. Narcisa Fuertes PHD.
CC: 1002091161

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS AFTER THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How frequently have you employed Duolingo App as media to develop your English pronunciation?				✓				✓				✓				✓
Pregunta 2: Do you believe that Duolingo mobile App is interactive?				✓				✓				✓				✓
Pregunta 3: Do you consider that Duolingo				✓				✓				✓				✓

App can support you with your oral production?																	
Pregunta 4: Are the activities of Duolingo App interesting for you?			√				√				√					√
Pregunta 5: Does the Duolingo App offer some kind of feedbacks to develop the oral production?			√				√				√					√
Pregunta 6: Do you think that audio exercises improve your listening skill?			√				√				√					√
Pregunta 7: Do you think that recording activity develop your pronunciation?			√				√				√					√
Pregunta 8: Does the translation exercise help you to develop the oral production?			√				√				√					√
Pregunta 9: Do you estimate that the English spoken words consolidate the pronunciation			√				√				√					√

learning?																	
Pregunta 10: Does the repetition exercises provide enough help to improve your speaking skill?			✓					✓				✓					✓

Observaciones: De acuerdo a los objetivos específicos propuestos el instrumento cumple con condiciones de validez, confiabilidad y practicidad.

Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

Dra. Narcisa Fuertes PHD.

CC: 1002091161

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS AFTER THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Listen to the following record, identify the sounds and remark with colors the correct words.				✓				✓				✓				✓
Pregunta 2: Classify the next words according to the vowel symbols of the recording into the chart.				✓				✓				✓				✓

Pregunta																
Pregunta 3: Listen the words and record your pronunciation words and sent it to your teacher. Then you organize the correct consonant words with the correct phonetic symbol into the chat.			✓				✓				✓					✓
Pregunta 4: Record the pronunciation of the following voiced consonant words. Listen the audio if you need to clarify the words.			✓				✓				✓					✓
Pregunta 5: Listen the following names and paid attention to the letter by letter sound. So, write the complete word. Repeat the audio recording if it was necessary.			✓				✓				✓					✓

Pregunta															
Pregunta 6: Read the following animal names and record their correct spelling.			✓				✓			✓				✓
Pregunta 7: Listen the following sentences on the audio and write them on the black spaces. Repeat the audio recording if it was necessary			✓				✓			✓				✓
Pregunta 8: Relate the pictures with the English sentences. Paid attention to the pronunciation in order to connect it appropriately. Repeat the audio recording if it was necessary.			✓				✓			✓				✓
Pregunta 9: Listen the following audio and complete the spaces in blank. Then check your answer again.			✓				✓			✓				✓

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Pregunta 10: Listen to the audio and record the highlight words in purple colour numerating one by one. You could activate the recording if you consider indispensable.			√				√			√				√

Observaciones: De acuerdo a los objetivos específicos propuestos el instrumento cumple con condiciones de validez, confiabilidad y practicidad.

_____

Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

_____

Validado por:

Dra. Narcisa Fuertes PHD.

CC: 1002091161

5.4.8 Annex 8: Formats for the validation of the Evaluation and Collection Data Instruments- MSc. Edgar Encalada

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS BEFORE THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   **2R- REGULAR**   **3B- BUENO**   **4O- ÓPTIMO**

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How do you consider that the Doulingo App is important for your English learning?				✓				✓				✓				✓
Pregunta 2: How essential do you think that a good level of pronunciation contribute to a better oral communication?				✓				✓				✓				✓
Pregunta 3: How often do you put in practice the				✓				✓				✓				✓

oral production in the English class?														
Pregunta 4: How much do you like using mobile apps?			✓			✓			✓				✓
Pregunta 5: How much time do you spend employing mobile apps?			✓			✓			✓				✓
Pregunta 6: Would you like to learn English by mobile apps?			✓			✓			✓				✓
Pregunta 7: How often do you use mobile apps in English class?			✓			✓			✓				✓
Pregunta 8: How important do you consider that mobile apps could develop your oral production?			✓			✓			✓				✓
Pregunta 9: Do you believe that is necessary to employ mobile apps for oral production learning?			✓			✓			✓				✓
Pregunta 10: Do you consider that the mobile apps can improve the listening skill of the English?			✓			✓			✓				✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

<div style="display: flex; justify-content: space-between;">

Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. Edgar Encalada

CI:0501824171

</div>

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "SURVEY FOR STUDENTS AFTER THE RESEARCH APPLICATION" PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: How frequently have you employed Duolingo App as media to develop your English pronunciation?				✓				✓				✓				✓
Pregunta 2: Do you believe that Duolingo mobile App is interactive?				✓				✓				✓				✓
Pregunta 3: Do you consider that Duolingo App can support you with your oral production?				✓				✓				✓				✓

Pregunta 4: Are the activities of Duolingo App interesting for you?			✓					✓			✓		✓
Pregunta 5: Does the Duolingo App offer some kind of feedbacks to develop the oral production?			✓					✓			✓		✓
Pregunta 6: Do you think that audio exercises improve your listening skill?			✓					✓			✓		✓
Pregunta 7: Do you think that recording activity develop your pronunciation?			✓					✓			✓		✓
Pregunta 8: Does the translation exercise help you to develop the oral production?			✓					✓			✓		✓
Pregunta 9: Do you estimate that the English spoken words consolidate the pronunciation learning?			✓					✓			✓		✓
Pregunta 10: Does the repetition exercises provide enough help to improve your speaking skill?			✓					✓			✓		✓

Observaciones: El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. Edgar Encalada

CI:0501824171

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ORAL PRODUCTION- PRE- POST TEST " PERTENECIENTE A LA INVESTIGACIÓN:

TÍTULO DEL TRABAJO

TEMA: "THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"

AUTOR/A: Licda. Daniela Zumbana

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE   2R- REGULAR   3B- BUENO   4O- ÓPTIMO

PARÁMETROS / PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1: Listen to the following record, identify the sounds and remark with colors the correct words.				✓				✓				✓				✓
Pregunta 2: Classify the next words according to the vowel symbols of the recording into the chart.				✓				✓				✓				✓
Pregunta 3: Listen the words and record your pronunciation words and sent it to your teacher. Then you organize the				✓				✓				✓				✓

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correct consonant words with the correct phonetic symbol into the chat.															
Pregunta 4: Record the pronunciation of the following voiced consonant words. Listen the audio if you need to clarify the words.			✓					✓			✓				✓
Pregunta 5: Listen the following names and paid attention to the letter-by-letter sound. So, write the complete word. Repeat the audio recording if it was necessary.			✓					✓			✓				✓
Pregunta 6: Read the following animal names and record their correct spelling.			✓					✓			✓				✓
Pregunta 7: Listen the following sentences on the audio and write them on the black spaces. Repeat the audio recording if it was necessary			✓					✓			✓				✓
Pregunta 8: Relate the pictures with the English sentences. Paid attention to the pronunciation in order to connect it appropriately. Repeat the audio recording if it was necessary.			✓					✓			✓				✓

Pregunta 9: Listen the following audio and complete the spaces in blank. Then check your answer again.			✓				✓				✓				✓
Pregunta 10: Listen to the audio and record the highlight words in purple colour numerating one by one. You could activate the recording if you consider indispensable.			✓				✓				✓				✓

Observaciones:

El instrumento está bien diseñado de acuerdo a lo que se pretende investigar puesto que tiene pertinencia con los objetivos, con las variables y enunciados, la calidad técnica y representatividad son óptimas al igual que la redacción y el lenguaje de las preguntas.

Realizado por:

Lic. Daniela Zumbana

C.I: 0503722787

Validado por:

MSc. EdgarEncalada

CI:0501824171

Table 45: Schedule of the lesson planning of Duolingo App

ACADEMIC SCHEDULE
P.C.E.I "MONS. LEONIDAS PROAÑO" EDUCATIVE UNIT
December 2020- February 2021

Activities	December				January				February
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1
	December, 2nd, 2020	December, 9th, 2020	December, 16th, 2020	December, 23rd, 2020	January, 6th, 2021	January, 13th, 2021	January, 20th, 2021	January, 27th, 2021	February, 3rd, 2021
Explore and activate the functions of the Duolingo app	■								
Identify the topics into the setting tools of the Duolingo app platform and select the most suitable activities that adapt to the class planning	■								
Lesson 1 performance		■							
Lesson 2 performance			■						
Lesson 3 performance				■					
Lesson 4 performance					■				
Lesson 5 performance						■			

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Lesson 6 performance									■		
Lesson 7 performance										■	
Lesson 8 performance											■

Source: Field research

Elaborated by: Zumbana, D. (2021)

_____   _____

Elaborated by   Validated by
Lcda. Daniela Zumbana   MSc. Marbella Escalante
C.I: 0503722787   C.I: 1802917250

EXPERIMENTAL DESIGN
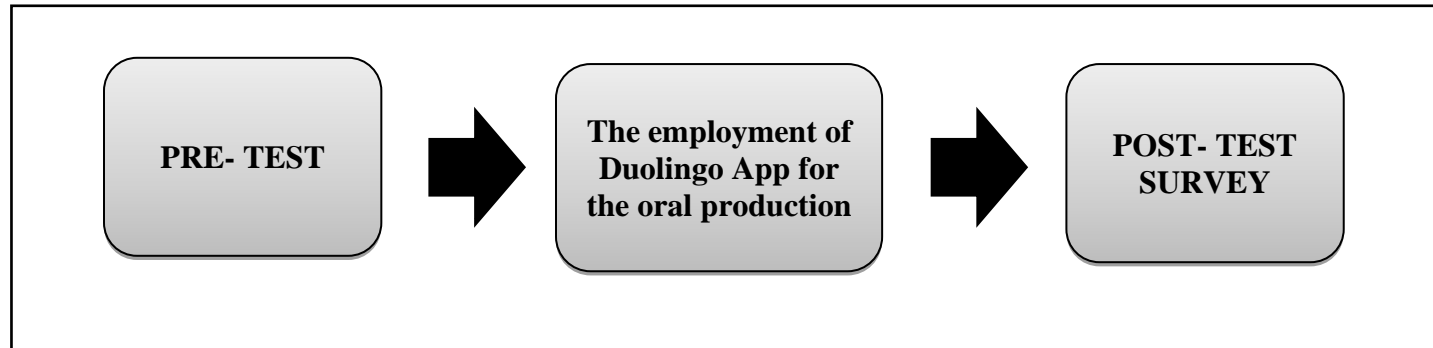
Figure 39: Experimental design
Elaborated by: Zumbana, D. (2021)

Table 46: Implementation of the Duolingo App

IMPLEMENTATION OF THE DUOLINGO APP

![logo]	**P.C.E.I. "MONS. LEONIDAS PROAÑO" EDUCATIVE UNIT CAT- LATACUNGA**	![duolingo]
CURRICULAR LESSONS AND CONTENT UNIT		
Topic: "The employment of Duolingo app for the oral production of the English language for adult learners with unfinished schooling of 10th level E.G.B"		
Level: 10th level (Basic General Education A 2.1)	**Number of students:** 30 students	

Number of sessions: 9 on Wednesdays	Schedule: From 12:00 pm. until 12:45 pm.
Hours per virtual class: 2 hours	Total hours: 54 hours
Units to be applied: According to the requirement of the lessons	Teacher: Daniela Zumbana

Unit 1	
Curricular Lesson	**Duolingo Units**
Technology and Science Breakthrough	• Vocabulary about the technological media

Unit 2	
Curricular Lesson	**Duolingo Units**
Holiday, Activities and Places	• Vocabulary of expressions used in travels • Translating and repetition about the daily activities

Unit 3	
Curricular Lesson	**Duolingo Units**
Hobbies and Entertainment	• Translation about favourite activities • The most common likes and dislikes • Listening and translation about free activities
Father and Son	• Listening question about modal verbs
Activities and Routines	• Translating the daily routines with time expressions • Writing some common phrases

	• Choosing the correct order of the Ideas
Unit 4	
Curricular Lesson	**Duolingo Units**
Some Countries and their records	• Organizing ideas about several countries • Listening the sentences in English and Spanish • Organizing ideas about the travellers' activities in some countries • Reading the text about the nationalities
Unit 5	
Curricular Lesson	**Duolingo Units**
Unusual Occupations	• Interjections about the common professions
Unit 6	
Curricular Lesson	**Duolingo Units**
Inspirational Lifelong learners	• Vocabulary about the future plans and occupation's dreams

Source: Field research

Elaborated by: Zumbana, D. (2021)

Elaborated by
Lcda Daniela Zumbana
C.I: 0503722787

Validated by
MSc. Marbella Escalante
C.I: 1802917250

5.4.9 Annex 9: Lesson planning of the Duolingo App

Table 47: Lesson plan 1- Unit 1

CLASS PLANNING		Lesson plan 1
ACTIVITY N° 1		
Subject: English	**Curricular lesson:** Breakthrough in Science and Technology	**Duration:** 2 hours- 80 minutes
Duolingo Topic: Vocabulary about the technological media		
Learning Objective: To recognize the present events and give information about new technology. Then, students will use the most common vocabulary about the technological media resources	**Group configuration:** Experimental and Control group	**Date:** December 2nd, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	▪ Teacher asks students to complete the activity of the student's book task. ▪ Teacher checks the correct answers of the question about the Invention all around into the task 3 of the curricular book ▪ In addition, she/he asks students to direct their attention to the translating sentences with the audio recording into the virtual platform and animates them listen the correct pronunciation. ▪ Teacher encourage the students to repeat the audio to recognize the correct parts of the sentences	
Development	▪ Ss. complete the exercise into the student's book ▪ Ss. tries to translate the sentences about the technological tools that they are listening into the virtual exercise	

	▪ Ss. think about the correct order of the words and organizes the several ideas ▪ Ss. practice for a short time the audio recording into the virtual class
Evaluation	**Practice activities like:** **a.** According to the third task in the curricular lesson you have to activate the virtual activity about the technological media and inventions in the Duolingo platform. So, you must listen the pronunciation of the correct sentences. As a final point, you have to unify the words of the idea in a correct form. **b.** According to the curricular task in the English book you must translate the English sentences into Spanish. Furthermore, you have to activate the audio exercises. As a final point, you need to repeat the audio recording and practice the sentences.

Traduce esta oración

🔊 Click on your favorite cat!

tu   clic   barato   Haz   gato   mi

nosotras   en   granjas   favorito

SALTAR   CALIFICAR

Traduce esta oración

🔊 Click on your favorite cat!

Haz   clic   en   tu   gato   favorito

____   ____   barato   ____   ____   mi

nosotras   ____   granjas   ____

SALTAR   CALIFICAR
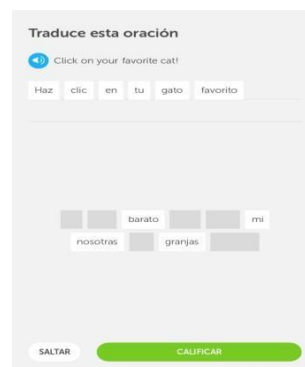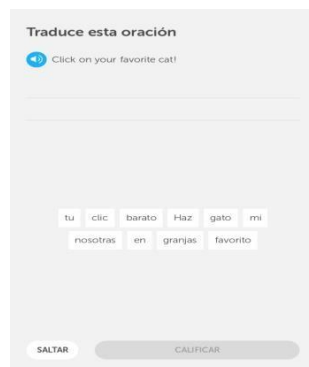
c. Following the English instruction of the curricular lesson, you have to translate the next sentences in the virtual platform. As a final point, you must put in action the listening practice in order to unscramble the words.

Traduce esta oración

¡Revisa tus mensajes de texto!

watch   Check   messages

laptop   your   videos   text

SALTAR   CALIFICAR

Traduce esta oración

¡Revisa tus mensajes de texto!

Check   your   text   messages

watch   ____   ____

laptop   ____   videos   ____

SALTAR   CALIFICAR
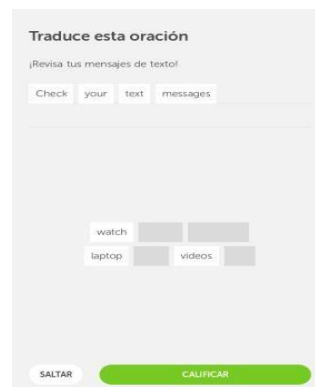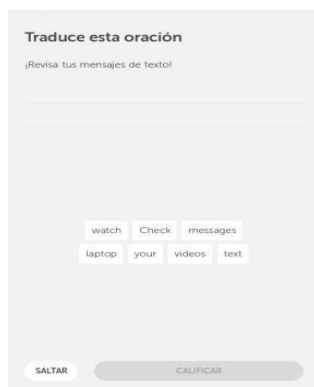
d. You must listen the audio and write the sentences according to the soundtrack. Then, you have to practice the pronunciation of the ideas into English and translate in Spanish. Finally, you need to send it to the post cast of your teacher.

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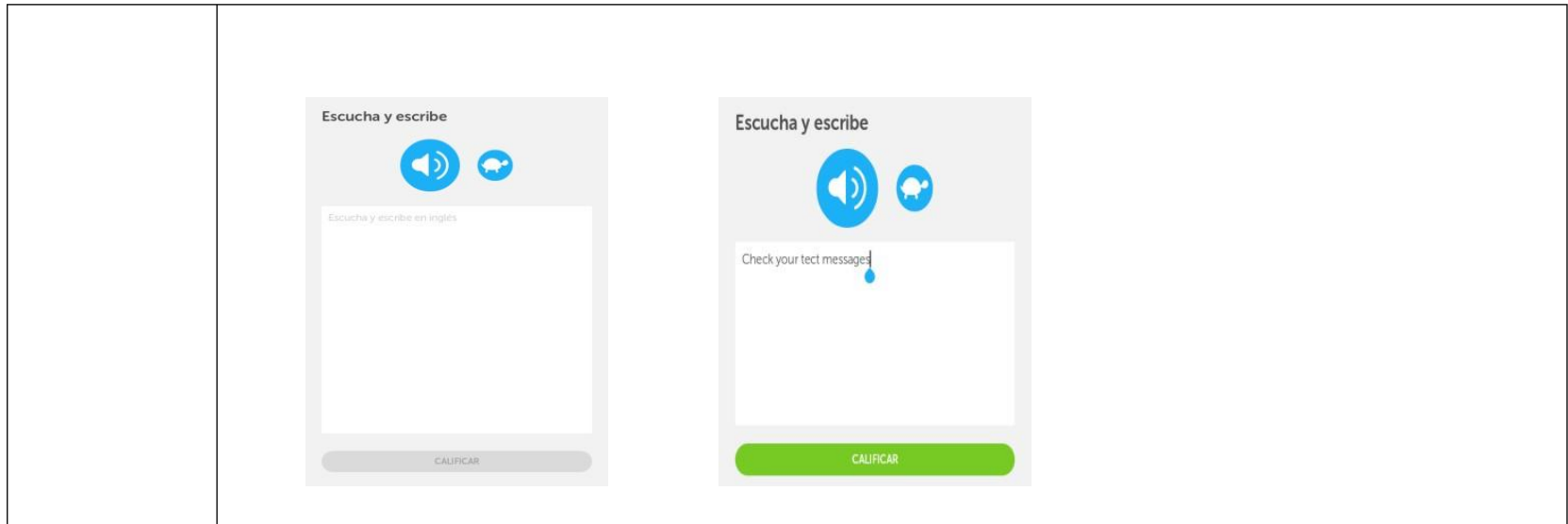
Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 48: Lesson plan 2- Unit 2

CLASS PLANNING		Lesson plan 2
ACTIVITY N° 2		
Subject: English **Duolingo Topic:** Vocabulary of Expressions used in Travels. Translating, repeating and writing the Daily activities	**Curricular lesson:** Travel and Adventure- Holiday and places	**Duration:** 2 hours- 80 minutes
Learning Objective: To recognize activities and events in the day or free time. So, students will practice the vocabulary to descriptive places.	**Group configuration:** Experimental and Control group	**Date:** December 9th, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	- Teacher asks students to solve the activity of the students' book lesson. - Teacher checks students' answering of the question about the brochures of a vacation time and nature trails chart into the task 5 - In addition, she/he asks students to write the activity and mark the correct answer into the virtual platform. - Teacher asks students to repeat the audio and recognize the right parts of the sentences - Teacher encourages the students to write the English ideas and record the correct pronunciation	
Development	• Ss. complete the tasks into the student's book	

	▪ Ss. listen the sentences about the Daily activities and translate the vocabulary about trips that they are listening into the Duolingo virtual exercise ▪ Ss. repeat the sentences and mark the right answers into the platform practice ▪ Ss. complete the sentences and unscramble the words according to the grammar structure ▪ Students record the sentences according to the pronunciation and verify their response
Evaluation	**Practice activities like:** **a.** After you finish the curricula activity in your student's book you must write the vocabulary in a right manner. As a final point, you have to listen the order of the words into the blank spaces.

b. You complete the exercises of your student's book. Then, you need to listen the pronunciation of the multiple-choice practice. After that, you have to read the different option of the practice on the virtual platform and select the right option according to the audio recording. Finally, you must record the correct sentences.

Repite esta oración

🔊 Do I need a
ticket to travel?

🎤 PRESIONA PARA HABLAR

Repite esta oración

🔊 Do I need a
ticket to travel?

• ••••••••••••••••••••
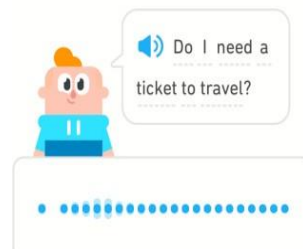
Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 49: Lesson plan 3- Unit 3

CLASS PLANNING		Lesson plan 3
ACTIVITY N° 3		
Subject: English	**Curricular lesson:** Hobbies, Leisure and Entertainment	**Duration:** 2 hours- 80 minutes
Duolingo Topic: Writing the answers and translating the questions about the Favourite activities.		
Learning Objective: To talk about hobbies and leisure activities and express agreement or disagreement about several topics. Students will structure sentences and questions using likes and dislikes.	**Group configuration:** Experimental and Control group	**Date:** December 16th, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	- Teacher guides students to finish the student's book task - Teacher animate students to check the responses about the comment situations into the curricular lesson, tasks 2- 4 - Teacher asks students to read the text about the Hobbies for everyone an underline the most common expression into the activity. - Teacher encourages students to activate the audio exercise into the Duolingo virtual platform - Teacher animates students to select the correct options and order the ideas into English and Spanish	

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Development	▪ Student finish the curricular task and answer the questions about the hobbies and commitments ▪ Students write into a journal which are their mot favourite activities and record them into the postcard of the teacher ▪ Students listen the audio recording in order to organize the words related to the hobbies and free activities ▪ Students repeat and write the sentences required into Spanish or English into the platform task ▪ Students read the instruction of the virtual exercise and mark the right sentences according to the grammar structure
Evaluation	**Practice activities like:** **a.** You complete the exercises of your curricular content. So, you must activate the recording in the Duolingo lesson and try to comprehend the sense of the sentences. After that, you have to traslate the English ideas into Spanish. As a final point, you scramble the words in correct manner.

b. According to the fourth task in the curricular lesson you must read and practice the following sentences about the situations or comments. After that, you have to answer the Wh- Questions into a Marqueed sticknotes. Finally, you must add some imagen.

Escribe esto en inglés

¿Cuál es tu comida favorita?

What   love   music   favorite   is   good   food   your

Escribe esto en inglés

¿Cuál es tu comida favorita?

What   is   your   favorite   food

love   music   good

Escribe esto en español

🔊 What is your favorite movie?

apellido   Cuál   tres   favorito   tu   es   te   favorita   pelicula

Escribe esto en español

🔊 What is your favorite movie?

Cuál   es   tu   pelicula   favorita

apellido   tres   favorito   te

c. You complete the exercises of your student's book. Then, you have to read the next sentences and translate them in English or Spanish. Also, you must formulate Wh- Questions of the practice employing a Mural practice according to the ideas.

Escribe esto en inglés

A Julia le gusta la música.

plays   Julia   likes   play   soccer   music   to

Escribe esto en inglés

A Julia le gusta la música.

Julia   likes   music

plays   play   soccer   to

d. After you finish the curricular task of your student's book you must activate the recording and analyse the right sense of the sentence. After that, you create a Speak pipe virtual platform and

record the Yes/no answers into the Voicethread platform. Finally, you have to repeat the audio recording of the Duolingo exercises if you consider necessary.

Escribe esto en español

Do you like books?

esta   gustan   los   libro   libros   el   también   Te

Escribe esto en español

Do you like books?

Te   gustan   los   libros

esta   [ ]   [ ]   libro   [ ]   el   también   [ ]

Escribe esto en español

Do you like music, Anna?

gusta   música   la   Anna   mi   libro   este   Te   una

Escribe esto en español

Do you like music, Anna?

Te   gusta   la   música   Anna

[ ]   [ ]   [ ]   [ ]   mi   libro   este   [ ]   una
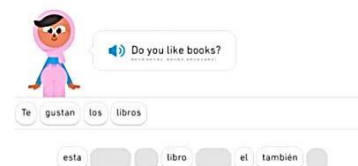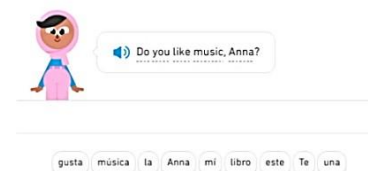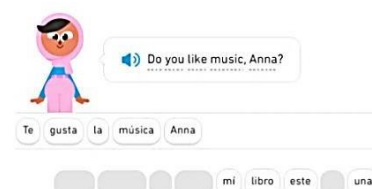
e. You complete the exercises of your curricular content. So, you have to listen the oral pronunciation of the idea into the Duolingo activity. After that, you need to read the different possibility of the multiple-choice options and select the right answer of the audio recording. Finally, you must repeat the sentences and record each one into Speakpipe virtual platform. Finally, students will send it to your teacher.

Marca la solución correcta

Oh, ¿te gustan las películas?

1   Oh, do you like movies?

2   Oh are you fond of the concerts?

3   Oh, you like books?

Marca la solución correcta

Oh, ¿te gustan las películas?

1   Oh, do you like movies?

2   Oh are you fond of the concerts?

3   Oh, you like books?

Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 50: Lesson plan 4- Unit 3

CLASS PLANNING		Lesson plan 4
ACTIVITY N° 4		
Subject: English **Duolingo Topic:** Listening and selecting the sentences and question with Modal verbs	**Curricular lesson:** Father and son and Modal verbs	**Duration:** 2 hours- 80 minutes
Learning Objective: To talk about the principal rules of modal verbs and emphasis opinions. Students will express ideas about the necessities, obligations or preferences.	**Group configuration:** Experimental and Control group	**Date:** December 23rd, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	• Teacher asks students to complete the task into the curricular lesson. • Teacher guides students to check the correct answers about the modal verbs into the grammar chart • Teacher guides students to listen and repeat the audio exercise into the virtual platform and ask for listen the sentences carefully.	
Development	• Students repeat the sentences that they are listening into the virtual exercise. • Students think about the right manner of the modal verbs into the sentences • Students unscramble the several ideas in a correct form according to the grammar structure	

Evaluation	**Practice activities like:**
	a. You complete the exercises of your curricular content. So, you need to listen the following exercises and order the sentences referring to the modal verbs. Also, you record the audio according to the requirement of the exercise. As a final point, you must repeat the audio recording with the different sentences.
	b. Following the curricular instruction, you must activate the recording and comprehend the sense of the sentences. Then, you have to traslate the English idea into Spanish. Finally you need to uscramble the words in correct manner.
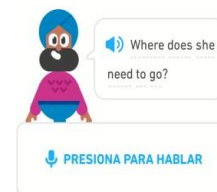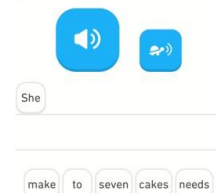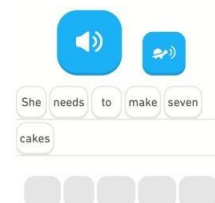
Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 51: Lesson plan 5- Unit 3

CLASS PLANNING		Lesson plan 5
ACTIVITY N° 5		
Subject: English **Duolingo Topic:** Translating the Free activities with time expressions.	**Curricular lesson:** Free Activities	**Duration:** 2 hours- 80 minutes
Learning Objective: To use some verbal expression. So, students will complete some sentences about the free activities.	**Group configuration:** Experimental and Control group	**Date:** January 6th, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	• Teacher gives the instructions and asks students to review again the activity. • Teacher encourages students to read the several examples of the free activities in the task 3- 4 of the lesson 3 • Teacher asks students to write five special free activities that they do along of their working day • Teacher implements the use of some virtual platforms to review the free activities practiced in the previous lesson. • Teacher gives the website of the Duolingo practice and animates students to activate the lesson about the free events	

Development	▪ Students read the examples of free activities in the curricular task 3 and recognize the use of conditional verbs on the curricular lesson, task 4 ▪ Students listen to the sentences and raise his or her hand if they have the responses about their free actions ▪ Students activate the Duolingo platform with the exercise related to the free activities and time expressions ▪ Students mention the word correct order of the sentence and mark it on the virtual exercise
Evaluation	**Practice activities like:** **a.** According to the curricular content you must identify the negative form of the English and unscramble the words. Finally, you have to note them in a Jamboard adding some picture.

Escribe esto en español

Patricia does not drink coffee.

ella · en · bebe · café · Patricia · Emma · no · está

Escribe esto en español

Patricia does not drink coffee.

Patricia · no · bebe · café

ella · en · bebe · café · Patricia · Emma · no · está

b. According to the curricular content about the common activities and routines you have to translate them. Then, you must identify in the positive form of the English and you note them in a Jamboard adding some picture.

Escribe esto en inglés

Tomo té por la mañana.

morning · tea · eat · in · bread · drink · I · the

Escribe esto en inglés

Tomo té por la mañana.

I · drink · tea · in · the · morning

eat · bread

Traduce esta oración

He works hard every day.

Él

duro · todos · días · trabaja · los

Traduce esta oración

He works hard every day.

Él · trabaja · duro · todos · los
días

c. After you finish your task into the curricular content, you must listen carefully the pronunciation of the sentences and write the correct form of the sentences into the chart. Then, you have to complete the correct way of the words into a blank space. Also, you need to practice the translation sentences. As a final point, you must share the negative form of each sentence in a voice recording employing the Voxopop platform.

Escribe esto en español

🔊 She drinks milk every day.

esposa · mal · dias · los · Inglaterra · está · bebe · Ella · todos

leche

Escribe esto en español

🔊 She drinks milk every day.

Ella · bebe · leche · todos · los · días

esposa · mal · ⬚ ⬚ · Inglaterra · está · ⬚ ⬚ ⬚

⬚

Escribe esto en español

🔊 I come to this coffee shop every day.

dias · Yo · los · a · con · café · este · cuatro · vengo · ayuda

todos · primer

Escribe esto en español

🔊 I come to this coffee shop every day.

Yo · vengo · a · este · café · todos · los · días

⬚ ⬚ ⬚ ⬚ · con · ⬚ ⬚ · cuatro · ⬚

d. Following the instruction, you must complete the task into the content's book. Then, you have to listen the recording into the practice platform carefully until you understand the sense of the statements. Moreover, you must organize the idea into blank spaces. To conclude, you must clarify the meaning of each word giving the meaning of each one into Padlet virtual tool.

Traduce esta oración

Yo trabajo durante ocho horas todos los días.

I · eight · six · work

hours · every · day · for

Traduce esta oración

Yo trabajo durante ocho horas todos los días.

I · work · for · eight

hours · every · day

⬚ ⬚ ⬚ · six · ⬚ ⬚

⬚ ⬚ ⬚

e. After you finish the activity about the lesson into your curricular content. You must listen the sentences and repeat them after of the speaker. Then, you have to listen the audio and you must check the correct order of the words and record each idea using the Voicethread platform.

Source: Field research
Elaborated by: Zumbana, D. (2021)

Table 52: Lesson plan 6- Unit 4

CLASS PLANNING		Lesson plan 6
ACTIVITY N° 6		
Subject: English **Duolingo Topic:** Assembling ideas about the Travellers' Activities in some countries. Narrative story about the nationalities.	**Curricular lesson:** The world is the limit- Some Countries and their records	**Duration:** 2 hours- 80 minutes
Learning Objective: To identify the principal countries. So, students will give details about them in an informal dialogue.	**Group configuration:** Experimental and Control group	**Date:** January 13th- 20th, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	▪ Teacher asks students to finish the activity of student's book ▪ Teacher guides and check the answers about the location of the countries in the map in the lesson 2 task 1 ▪ Teacher gives a previous feedback about the countries into the activity 1 ▪ Teacher chooses the most suitable soundtrack into the virtual platform and ask them to listen the Spanish and English sentences	
Development	▪ Students read the instruction of the virtual exercise and repeat the sentences ▪ Students intent to order the words ▪ Students unscramble the several ideas and translate the sentences required into Spanish or English ▪ Students paid special attention to the conversation practice in order to identify the vocabulary referred to the nationalities and countries	

Evaluation	**Practice activities like:**
	a. According to the following sentences you must organize the correct order of each idea and set them in an adequate form. Then, you have to translate the sentences into English or Spanish. After that, you must create a Google Docs and attach the flags of each country. Escucha y selecciona las palabras Three nights in Buenos Aires Escucha y selecciona las palabras Three nights in Buenos Aires in Buenos Three nights Aires **b.** After you finish the activity into the curricular lesson you have to activate the translation practice and try to understand the sense of the sentences. So, you must listen the recording and put it in practice. As a final point, you unscramble the correct way of the words. Traduce esta oración Él es de Brasil. He's from Brazil Traduce esta oración Él es de Brasil. He's from Brazil **c.** You complete the exercises of your curricular content. Then, you must listen the previous recording and you pretend to understand the meaning of the sentences. After that, you need to write the words of the statement in a right manner. Finally, you have to record your pronunciation employing the Flipgrid platform.
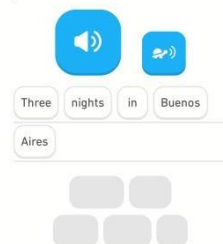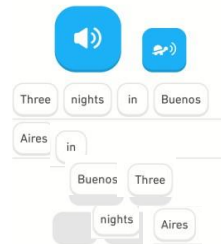
Escribe esto en español

One night in London.

en noche dónde Londres Una hasta cinco apellido

Escribe esto en español

One night in London.

Una noche en Londres

dónde hasta cinco apellido

d. After you complete the exercises into the curricular lessons you are going to follow the sequence of the narration text. Then, you have to select the right option into the story recording. Finally, you create scrapbook about a new personal story about of the country that you want to visit in the Prezi tool.

Perfect!

Where are you from?

I'm from Canada.

But my parents are from Spain.

I'm Spanish!

Spain is nice!

CONTINUAR

Source: Field research
Elaborated by: Zumbana, D. (2021)

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Table 53: Lesson plan 7- Unit 5

CLASS PLANNING		Lesson plan 7
ACTIVITY N° 7		
Subject: English **Duolingo Topic:** Interjections and positive sentences about the common professions	**Curricular lesson:** Jobs and Occupations- Unusual occupations	**Duration:** 2 hours- 80 minutes
Learning Objective: To practice the pronunciation about the occupation. Then, students will make predictions about their future professional life.	**Group configuration:** Experimental and Control group	**Date:** January 27th, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	▪ Teacher asks students to finish the exercise into the student's book ▪ Teacher checks the answers about the unusual occupation in the letter soup on the lesson 1- task 5 ▪ Teacher gives a previous feedback about the common occupation nowadays ▪ Teacher guides students to activate the audio about interjection and future jobs ▪ Teacher encourages students to listen the audio exercise into the virtual platform and unscramble the ideas in Spanish and English sentences	
Development	▪ Students complete the total activity about the job description ▪ Students read the instruction of the Duolingo virtual exercise listen the Spanish sentences ▪ Students unscramble the several ideas and write the sentences of the audio recording in the blank spaces	

	▪ Students practice the audio recording in order to recognize the terminology related to the common professions
Evaluation	**Practice activities like:** a. According to the curricular exercises, you have to translate the following sentences in a right manner. Then, you must read the words and unscramble them into the blank space. As a final point, you must write these ideas after that you listen the pronunciation. b. You complete the curricular task in the student's book. Then, you need to listen the sentences of English and try to select the suitable order of the words. As a final point, you have to activate the recording again in order to practice your audio comprehension.

Source: Field research

Elaborated by: Zumbana, D. (2021)

Table 54: Lesson plan 8- Unit 6

CLASS PLANNING		Lesson plan 8
ACTIVITY N° 8		
Subject: English **Duolingo Topic:** Vocabulary about the Future plans and Professional dreams in conversation text	**Curricular lesson:** Lifetime Achievements- Inspiring young people	**Duration:** 2 hours- 80 minutes
Learning Objective: To employ the vocabulary about the achievements. So, students will describe personal characteristics, skills and professional aspirations.	**Group configuration:** Experimental and Control group	**Date:** February 3rd, 2021
Assessment tool: Checklist	**Resources:** • Physical resources (virtual laboratory) • Material resources (Smartphone, cell phone, virtual apps, computers, internet, student's book) • Human resources (teacher and students)	
CLASS DEVELOPMENT		
Beginning	• Teacher gives the instructions and asks for the students to review again the lesson content to solve the reading activity about the personalities in the lesson 1- task 3 • Teacher implements the use of some virtual platforms to review life stories about professional dreams and stablish similarities and differences with the student's book • Teacher asks students to write their future professional life on google doc • Teacher encourages students to translate the sentences of the Duolingo app into Spanish	
Development	• Students read the examples of the activity on the curricular book	

	▪ Students activate the Duolingo platform with the story about the future professions and listen the complete the practice about the future professional plans ▪ Students copy their little composition into the jam board virtual platform and create a scrapbook using genially virtual platform ▪ Students listen the audio record and uncalmable the English sentences into Spanish
Evaluation	**Practice activities like:** **b.** You complete the exercises of your curricular content. So, you must listen the online audio into the exercises of the virtual platform and understand the sense of the sentences. After that, you have to unscramble the correct form of the words. Finally, you need to activate the recording about the sentence referred to the future plans and practice the employment. **Escribe esto en español** We are traveling to Brazil. estaciones · hijas · Brasil · viajando · estamos · a · desayuno trabajar · Nosotros **Escribe esto en español** We are traveling to Brazil. Nosotros · estamos · viajando · a · Brasil estaciones · hijas · desayuno trabajar

Source: Field research
Elaborated by: Zumbana, D. (2021)

5.4.10. Annex 10: Urkund report

Ambato, 11 de marzo del 2021

**Doctor
Víctor Hernández del Salto
PRESIDENTE
UNIDAD ACADEMICA DE TITULACIÓN
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.**

De mi consideración:

Por medio de la presente pongo en conocimiento el reporte del URKUND del trabajo de investigación con el tema **"THE EMPLOYMENT OF DUOLINGO APP FOR THE ORAL PRODUCTION OF THE ENGLISH LANGUAGE FOR ADULT LEARNERS WITH UNFINISHED SCHOOLING OF 10TH LEVEL E.G.B"** elaborado por la señorita estudiante Lcda. Daniela Zumbana el mismo que evidencia un 7% de similitud, como se puede observar en la captura de pantalla siguiente:

Documento	Trabajo de Titulacion de Ingles_ mejoras finalizado_ Daniela Zumbana.docx (D98016872)
Presentado	2021-03-11 13:56 (-05:00)
Presentado por	marbescalante@gmail.com
Recibido	jsanchez.2.uta@analysis.urkund.com
Mensaje	Fwd: Trabajo de Titulacion Finalizado/ Daniela Zumbana/Maestria Pedagogia de los Idiomas Nacionales
	Mostrar el mensaje completo
	7% de estas 71 páginas, se componen de texto presente en 10 fuentes.

Particular que comunico para los fines pertinentes.

Atentamente,

Lcda. Marbella Cumandá Escalante Gamazo, Mg.
Director