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INDICE GENERAL DE CONTENIDOS

ÍNDICE DE TABLAS

FIGURE INDEX

AGRADECIMIENTO

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This thesis is dedicated to God, who has been my guide, and strength, and his hand of faithfulness and love have been with me until today. To my parents, who, with their passion, patience, and effort, has allowed me to fulfill one more dream, thank you for instilling in me the example of effort and courage, not to fear adversity because God is always with me. To all my family because with their prayers, advice, and words of encouragement, they made me a better person and in one way or another, they accompany me in all my dreams and goals.

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TEMA:

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FECHA: *Veinte de abril de dos mil veinte y tres*

RESUMEN EJECUTIVO

The research aimed to investigate the effectiveness of online educational platforms, particularly the Duolingo platform, in facilitating vocabulary learning within the context of English language education for third-year students at the Unidad Educativa Huambaló. By employing a quantitative approach with a quasi-experimental design, the study conducted pre-tests and post-tests on two study groups: a control group and an experimental group. Additionally, a survey was administered to gauge students' perceptions of the Duolingo platform. A non-probabilistic sample of 28 students was selected for the study, and a standardized instrument was used to assess their performance and gather evaluation data. To analyze the collected data and test the research hypotheses, parametric analysis, specifically the Rho Spearman coefficient, was employed using Microsoft Excel. Furthermore, a survey was conducted to investigate students' perceptions of the Duolingo platform. The survey utilized a Likert scale with five statements, adapted from Manu's (2016) research, to measure students' opinions and attitudes toward the usage of Duolingo. This questionnaire helped the researcher understand the level of enjoyment students derived from learning English vocabulary through the Duolingo platform. Overall, the research findings indicated that the implementation of the Duolingo platform effectively facilitated the acquisition of new vocabulary within the English language. These results contribute to the growing body of knowledge on the use of online educational platforms, particularly highlighting the positive outcomes of integrating Duolingo into language learning

programs. Educators and students alike can benefit from these findings, as they provide insights into more effective and engaging language learning experiences. By utilizing online educational platforms like Duolingo, teachers can leverage technology to enhance their teaching methods and provide students with an interactive and engaging learning environment. This important research emphasizes the significance of incorporating such platforms into language learning curricula to improve students' vocabulary acquisition and make the learning process more dynamic.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

English has emerged as a universal language, bridging the communication gap among diverse nations and enabling interactions between individuals and organizations on a global scale. For instance, English empowers an Ecuadorian to effectively engage in conversation with a Japanese counterpart. Recognizing the significance of English, most countries incorporate its learning within their educational systems, acknowledging its indispensable role in various aspects of life. In addition to its widespread utility, learning English offers individuals a myriad of opportunities for personal, professional, and communicative growth. Mastering the language unlocks a plethora of valuable resources, information, and connections. Consequently, individuals gain access to a broader network of global contacts, enhancing their potential for personal development, career advancement, and effective communication. It becomes evident that the reasons to embrace English as a language of study are plentiful, considering its extensive presence in the interconnected global community.

In essence, English has evolved into the predominant language for globalized communication. Embracing its acquisition not only facilitates effective dialogue between individuals from different cultures but also opens doors to endless possibilities for growth and expansion. Its universal nature transcends boundaries and empowers individuals to connect, share, and thrive in an increasingly interconnected world. In Ecuador, the Ministry of Education strengthens the learning and improvement of this language at the primary and secondary education level, having established the educational institutions of Jornada Escolar Completa, which have 5 hours a week for the teaching-learning of English.

The adequate development of English language skills (writing, speaking, reading, and listening) according to the National Curriculum and the contents to be developed, in

many opportunities make that the time is not adequate, it is for this reason that teachers see the need to seek new strategies for teaching-learning vocabulary in the English language and thus improve the communicative ability effectively. With the support of various technological resources, the researcher find multiple instruments and tools that favor the work in education, so the present research work proposes the particular use of the web application Duolingo for the acquisition of new vocabulary in English as a foreign language. This implies that students organize and develop their ideas coherently and cohesively.

It is urgent to implement new resources to improve the teaching and learning process in all curricular areas of the new national curriculum. The use of the web platform Duolingo in the case of the English area aims to increase the vocabulary in English as a foreign language. In this logic, This research work seeks to integrate the Duolingo web platform to increase vocabulary in the English language with the incorporation of these new technologies in the classroom for its optimal use.

The order considered in the execution of this research work comprises some chapters:

- **Chapter I.** This chapter focuses on the theoretical framework of the research developed with support for the elaboration of the research work, delimiting concepts related to information and communication technologies to determine the influence in the process of teaching and learning of the English language.
- **Chapter II.** The second chapter presents the research methodology required for the research work.
- **Chapter III:** Consists of the methodology applied, type of instruments used, research method, hypotheses, population and sample, data collection and processing, analysis, response variables, or results.
- **Chapter IV:** This section presents the results of the instruments and techniques applied in the data collection.
- **Chapter V:** Presents the conclusions and recommendations after having carried out the research and the presentation of the results.
- **Chapter VI**: In this part, the proposal is structured, and is presented as a solution to the identified problem.

1.2 Justification

Currently, the teaching and learning of a foreign language, especially English, has traditionally been characterized by the use of strategies, resources and techniques developed globally and lacking in practical didactic processes that facilitate student learning; this is why it is a priority to design pedagogical proposals that facilitate and significantly improve the language learning processes and allow the approach of vocabulary in a purely descriptive way and related to the social nexus.

Under this perspective, the pedagogical proposal should be oriented to strengthening ideas and concepts of the subject matter, specifically where the student presents difficulties and taking into account the new global trends of English teaching supported by ICT. Among the most relevant difficulties identified in the students' knowledge of the English language are vocabulary, the construction of short sentences in English, and the conjugation of verbs, among others. With the implementation of the pedagogical proposal supported by the Duolingo application, the student is introduced to a spontaneous and practical way of learning. He acquires knowledge quickly and enjoyably, which allows him to interpret and understand the language in question.

Taking into account the way education has adapted to virtuality and technological advances, it is of great importance to recognize the pedagogical opportunities provided by ICT to teaching in general, and in particular to English language learning; where the validity of mobile applications oriented to this function such as Duolingo, facilitate access to information for free and help students and teachers to improve the teaching-learning processes significantly; this makes ICT a practical and helpful element when addressing the content in the subject.

Based on the above, with the implementation of ICT and specifically the virtual platforms, the pedagogical processes inside and outside the classroom are strengthened and correctly directed towards the learning of the English language, since at the time of the interaction of students with technology and mediated by the teacher accompaniment, it easily adheres to the improvement of the four communicative skills

quickly and enjoyably. In this sense, emphasis is placed on the implementation of the Duolingo platform because it is one of the most effective worldwide in the teaching of foreign languages due to its pedagogical methods and strategies that help and facilitate learning in a fast and lasting way in the memories of those who use it. Therefore, the author of this research relies on Duolingo to increase the English vocabulary of the eighth-grade students of Basic Education of the "Huambalo" Educational Unit, understanding it as an essential and elementary part of the language learning process.

On the other hand, with the development of the pedagogical proposal based on the application of the Duolingo platform, the student's learning is transformed into a self-taught action, where the student learns step by step the process of constructing short sentences of the English language, taking them out of the comfort zone that traditional classes in the classroom have provided for a long time, but showing them other tools and didactic and unconventional alternatives to develop skills in the language.

Within this arc, with the development and implementation of this pedagogical proposal, it is expected that the educational institution under study allows to incorporate and motivate teachers and students to study the English language through ICT because it is the most immediate and accessible reality that is available in these contexts of the pandemic by COVID-19 to put into practice the knowledge achieved in the classroom. In this sense, by approaching the subject through technological interaction, the way of teaching changes and becomes more interesting for the student, taking into account a fundamental relationship between a renovating and alternative education that has been transformed and comes with solid intentions to replace the traditional one, leaving behind the old educational molds that were of great utility in their time to establish a point of investigative initiation in pedagogy and that today can be recognized in the pedagogical change; changes that can be freely permeated when interacting on the part of the student and accessing information from the comfort of his home, thus improving and promoting mental processes in terms of learning a new language and the importance of error feedback and correction in which the teaching processes are found.

Likewise, this work shows the value of technology in English language learning, whether in the classroom or anywhere, always bearing in mind to enhance communication skills from the pedagogical point of view, using different teaching resources provided by the Internet, whether applications, websites, among others that support teaching and establish closer learning links with students who live in an environment constantly exposed to the digital and technological world (Vargas, 2019). The teaching-learning relationships may be reciprocated by giving the satisfaction of a fulfilled objective to the teacher and the relief of learning to the student and even more in the learning of vocabulary of the English language since it is sustained in a dynamic and reflective tone in such a complex subject, and more so for someone who does not know the language.

The impact of the present work is of a personal nature, but at the same time social because the students correspond to a low socioeconomic level, where strata 1 and 2 predominate, and it can be said that, through literacy, feedback, but mainly through the learning of vocabulary, an impact is generated that will have an influence on their social and family circle, among others. The contribution to the knowledge of this study will be made not only in the field of didactics but also in the enrichment of the curriculum of the institution to the extent that it is desired to integrate transversal projects, to establish a priority look at the teaching of vocabulary more interactively in order to speak from the reality of the student and not so much from theoretical constructs that many times make the sessions tedious.

1.3 Objectives

General

To determine the effectiveness of Duolingo platform on English vocabulary learning.

Specific

- To identify the components of Duolingo virtual platform to enhance English vocabulary.

- To analyze students' vocabulary knowledge prior to an intervention with Duolingo platform
- To measure students' vocabulary knowledge after using Duolingo Platform.
- To scrutinize the students' perceptions after utilizing Duolingo Platform to learn English vocabulary.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

Based on the reviewed bibliography, it was deemed necessary to highlight the relevance of studies conducted on learning English as a foreign language and the utilization of gamification, as these investigations have guided the research process. The projects considered in this context contribute to the field of English language acquisition, aiming to foster the development of communicative skills and advocate for the adoption of new technologies in the realm of learning English as a foreign language. Furthermore, the findings of these studies establish the specific skills and sub-skills of communicative competence in English that can be cultivated through learning platforms, with Duolingo being one notable example.

Several of these studies have a primary objective of developing the four skills of communicative competence in English, while others focus solely on enhancing lexical learning. Gamification is an additional aspect explored in these studies, serving as a teaching-learning tool to accomplish their objectives. The following research works are considered to be the most relevant and make a significant contribution to vocabulary learning in English.

One of the investigations carried out by students of the Pontificia Universidad Javeriana de Bogotá in which the variables of learning English as a foreign language

and the use of gamification for learning English vocabulary were considered. This study was conducted by Parra and Borda (2009). The main objective of this research was to determine whether the use of the Duolingo platform produced flow experiences. Parra and Borda evaluated the type of vocabulary in English as a foreign language and the types of language presented in each of the platform levels. Through the conducted research, the authors have arrived at several conclusions regarding the relationship between the utilization of gamification and English vocabulary acquisition. Firstly, it was observed that the players engaged in a state of flow while using the application, primarily due to the interactive nature of the English activities. Importantly, the absence of anxiety states enabled learners to lower their affective filter, facilitating the acquisition of new vocabulary. The authors further identified that the association of visual representations of objects with their respective names during the use of the Duolingo platform contributed to the production of object meanings. As a result, the vocabulary of tangible objects learned through the gaming experience demonstrated durability in the players' long-term memory. Additionally, the visual representations played a crucial role in aiding participants in recalling the meaning of words when encountered in other contexts.

Another research endeavor, conducted by Hooker (2010), aimed to establish a connection between English vocabulary learning and gamification. This study focused on exploring diverse game experiences for the acquisition of new English vocabulary. The researcher closely observed a group of high school seniors who were learning English as a foreign language and engaged them in online game practices involving dynamic English activities over multiple sessions. Forbess's findings revealed a significant increase in the vocabulary of the students, ultimately leading to improved performance in their English assessments. This study holds relevance for the domain of English language learning, as Forbess emphasizes that interactive platforms as part of gamification facilitate the activation of prior knowledge, a crucial element for meaningful comprehension.

Similarly, a project undertaken by Tovar and González (2010), as part of the Bachelor's Degree program in Modern Languages at Universidad Javeriana, explored gamification as a learning tool in the context of English vocabulary acquisition. The

researchers sought to examine the potential of the World of Warcraft as a platform for enhancing communicative skills in the English language. The study involved two participants with differing ages, English proficiency levels, and familiarity with the game. To assess the participants' development of communicative competences, both individuals underwent English tests before and after the research, specifically evaluating their vocabulary proficiency. Tovar and González's findings indicated that participants were able to acquire language skills through the virtual game, despite the absence of explicit grammatical explanations within the game itself. Notably, both participants demonstrated improvement in reading comprehension and oral production in English. This study holds significance in the field of education as it highlights the potential of virtual games in facilitating the acquisition of new vocabulary in the English language.

Another dissertation titled "Adolescent English language learners' second language literacy engagement in world of Warcraft (WOW)" was conducted by Zhuo Li in 2011. This study provides an in-depth examination of how literacy practices manifest in online games. To achieve the research objective, Zhuo Li employed a triangulation approach by collecting data and information through interviews, observations, and artifacts created by participants whose native language was not English. Multiple case studies were conducted, utilizing the virtual game World of Warcraft as a tool to enhance literacy practices in the second language, English. The research findings revealed that participants engaged in these massive online games develop strategies, socialize, seek information to fulfill game objectives, experience substantial lexical learning, interact, and improve problem-solving and reading comprehension skills.

Similarly, William Heathcote (2012) carried out another research project that centered around World of Warcraft in southern Sweden. The study aimed to analyze the nature of interactions experienced by players and explore the game's significance in vocabulary acquisition. Participants maintained reflective diaries to document their language learning progress after each gaming session. The researcher concluded that players made rapid and effective progress in their language learning process due to their emotional engagement. Notably, games such as World of Warcraft provided entertainment, satisfaction, and fun, while also serving as a context for language

acquisition and facilitating communication with other players. Furthermore, the game promoted problem-solving activities that fostered participants' creativity.

In a separate project, Jiménez and Ricaurte (2012) conducted research to investigate the use of "My English Coach" as a tool for English vocabulary development among 8th-grade students at Colegio Gimnasio Integral Moderno. The researchers proposed a pedagogical strategy to complement English as a foreign language classes and address the vocabulary gaps observed in students. The educational platform "My English Coach" was utilized as an innovative tool to enhance English learning and motivate students. The study involved fourteen 8th-grade students from Gimnasio Integral Moderno School. A qualitative and quantitative study was employed, including diagnostic tests to assess students' vocabulary knowledge. The results indicated that the students significantly improved their vocabulary levels through the game practices of "My English Coach," demonstrating substantial lexical learning.

In a Colombian context, Galvis (2011) conducted research that utilized games as a tool for acquisition and learning processes. The primary objective of this action research was to analyze students' perceptions when traditional teaching methods were replaced by game-based instruction. The study involved four students from a military higher education institution in Colombia. English as a foreign language classes were conducted using the game "Grand Theft Auto San Andreas" as a classroom tool, replacing the conventional textbook-based activities. Three exploratory activities aligned with the linguistic objectives of the course and the virtual game's context were proposed by this author.

The findings of the author mentioned above indicated that the inclusion of exploratory activities based on the video game "Grand Theft Auto San Andreas" not only facilitated the achievement of learning objectives but also increased student engagement in learning English. Students reported heightened focus on the lexis presented in the activities and expressed enjoyment in the learning process. They acquired a significant amount of vocabulary and perceived the game-based approach as superior to traditional classroom instruction. Additionally, the research

demonstrated a positive shift in students' attitude towards learning English as a foreign language throughout the semester in which the study was conducted.

Another noteworthy research study that significantly contributed to this research project was conducted by Méndez and Tíjaro (2019). Their study focused on investigating the use of the Duolingo platform to enhance receptive skills in the English language. Specifically, the research examined the impact of the Duolingo application on the development of reading and writing skills among fifth-grade students at Andrés Bello School in the city of Girardot during the first academic period of 2019. The research adopted a qualitative approach to analyze and comprehend the teaching and learning experience of the English language from diverse perspectives and personal viewpoints, which formed an integral part of the study. The obtained results provided evidence of the effective intervention of the Duolingo application in strengthening lexical and written skills. Furthermore, it was identified that increased lexical learning, as measured by the duration of engagement with the platform, corresponded to higher levels of literacy. Consequently, the students were able to enhance their English proficiency through the use of Duolingo. The qualitative approach, along with the employed data collection techniques and instruments, played a pivotal role in guiding the methodology of this study. The methodology aimed to enhance and facilitate English language learning with the support of educational materials offered by information and communication technology (ICT), specifically the Duolingo application.

Additionally, it is relevant to mention the dissertation of Pérez (2015), which aligns with the qualitative paradigm and explores various forms of virtual interactions as a means of supporting vocabulary learning. The study investigates the utilization, methods, and formats that emerge through online forums, enabling an understanding of each student's speech, their learning process, and their assimilation of English content. The objective of the study was to explore the technological skills possessed by students to engage in virtual conversations in English through the manipulation of online discussion forums, in order to examine their development and cognitive processes related to reading and writing. In conclusion, this dissertation emphasizes the need to explore new technological strategies for teaching and learning vocabulary

in English through cyber interactions and access to different educational platforms. The contributions of this research stem from the experiences of the teacher-in-training in the realm of virtual education. Additionally, these contributions serve as essential theoretical and methodological foundations that enhance the subject of study, where the integration of ICT for educational purposes becomes a fundamental premise in approaching English language instruction and introducing students to the writing process in an enjoyable and motivating manner.

Furthermore, the dissertation by Romero (2019) deserves mention as it investigates the use of ICT as a teaching tool for English language learning, with a specific emphasis on the Duolingo application and its pedagogical functionality. The study examines its relevance in developing competencies that optimize English language proficiency among sixth-grade students at the Regional Center for Research, Education, and Extension in Tauramena. The research is grounded in the interpretive paradigm, allowing for an in-depth understanding of the students, their behaviors, and the interactions between the subjects and objects. Adopting a qualitative methodological approach, the study employed direct observation through field diaries. The research is characterized as descriptive and action-oriented, aiming to investigate the factors contributing to low performance in the English curriculum. Its ultimate goal was to outline solutions that would benefit the student community. Within this context, the current study incorporates specific criteria derived from the findings and conceptual reflections presented by the authors regarding English writing learning processes, didactics, ICT teaching, constructivism, and the utilization of the Duolingo application. These studies make valuable contributions to the methodological approach and offer mechanisms to analyze and transform teachers' practices, proposing didactic strategies that facilitate and enhance language instruction.

Furthermore, the thesis by Ruiz, Cuervo, and Salguero (2017) examines the functions of teaching vocabulary in English and explores the social and educational aspects related to English writing instruction. The study adopts a qualitative paradigm and employs multiple data collection instruments, including surveys, interviews, field diaries, and diagnostic tests, to assess students' English vocabulary proficiency. The research identifies that some students exhibit limited knowledge of the subject and

frequently make spelling mistakes. Additionally, it evaluates the role of teachers in implementing pedagogical strategies for teaching English vocabulary, emphasizing the importance of vocabulary instruction and its application in various contexts. The study highlights the influence that teachers possess in shaping content and classroom dynamics. As a contribution to the present research, this work unveils students' and teachers' attitudes toward English vocabulary development and their reliance on reading and writing processes to enhance communicative skills, encompassing listening and speaking. Ultimately, this study aims to transform traditional teaching practices that impede English language learning, fostering critical and active engagement from both teachers and students, both within and beyond the classroom.

Continuing within the research context, it is essential to acknowledge the thesis by Hernández (2016), which aims to ascertain the benefits of utilizing Duolingo to develop receptive skills (listening and reading) in the English language among university technical students at a technical high school in Guatemala City. The author employed the English Placement Test of the University of Michigan to compare the mean scores between a control group and an experimental group comprising 20 students. The findings demonstrate that learners excel in acquiring receptive skills in both groups. Recommendations propose combining Duolingo with face-to-face classes, providing teacher training on this platform, and utilizing other technological resources that facilitate English language teaching and learning. These aforementioned studies collectively emphasize the diverse opportunities offered by the Duolingo application in English language instruction, showcasing successful implementation through the deployment of didactic strategies. Consequently, the present study incorporates specific theoretical, practical, and methodological elements employed in these studies, which were instrumental in guiding and proposing a pedagogical approach that caters to the primary needs of the students.

Lastly, it is important to reference the research article by Crespo and Pinto (2016), which examines the development of English vocabulary in Venezuelan secondary education and analyzes the approach to English vocabulary instruction in light of the challenges associated with the use of the students' mother tongue. The study employs a documentary research methodology to interpret the integration of technology into

students' daily lives and how it can support teaching processes to enhance the acquisition of English vocabulary. Collectively, these prior research studies serve as theoretical foundations for the present study, offering methodological and practical insights that provide a series of recommendations for effective English vocabulary instruction, utilizing technological tools as supplementary support in the classroom.

2.2 Independent variable: Duolingo platform
2.2.1 Information and Communication Technology (ICT)

Information and Communication Technologies are all those tools and programs that process, manage, transmit and share information through technological support. Computers, the internet, and telecommunications are the most widespread ICTs, although their growth and evolution lead to the emergence of more and more models (Susanto, 2017). The dynamic interrelation of these three elements: technology, information, and communication are what Cukierman (2017) integrates to define ICTs as those technologies that facilitate our daily activities, as well as access to information regardless of its type and location. Munday (2016), Song (2017), and Tovar (2017) agree in defining ICTs as the set of technologies (electronics, telecommunications, computer, and audiovisual) that allow a necessary treatment of information, such as acquisition, production, storage, communication, registration and more; transmitting such information in acoustic signal formats, in images or electromagnetic confirmation data.

2.2.2 What is Gamification?

The term gamification has its origins in non-game contexts, such as business. This term was first used in 2008 due to the expansion of the world of technology and the boom in video games. Its definition by Deterding, Dixon and Khaled (2017) imply the use of game elements in non-game contexts. Within the business environment, gamification motivates people to achieve higher performance. In the 1980s, the foundations were already laid for gamification applied to the world of teaching with the studies of Lepper and Malon (1987), who presented an influential deconstruction of social and cognitive mechanisms employed in game-based activities.

As expected, the term ended up being coined in various fields, including education, where various definitions of gamification have evolved. Deterding et al. (2017) define the concept as the process of using rote games and their mechanisms to solve problems. Lee and Hammer (2018) add that it uses game mechanics, dynamics, and infrastructures to promote desired behaviors. Later, Kapp (2020) states that "gamification is the use of game mechanics, aesthetics, and game thinking to engage people, motivate action, promote learning and solve problems" (p.87).

Teachers should know that the use of a gamified system in the classroom is good and advisable, but they should also give importance to the search for the right moment because it is not possible to make anything a game to capture the students' attention, but they should know when it is time to pay attention and when it is time to do more fun or playful activities. The teacher must be in charge of creating that space for students to integrate. Nowadays, there are multiple platforms to learn playfully and increase student motivation, such as Class Dojo, Classcraft, or Duolingo, which make continuous monitoring of student progress by teachers.

Nevertheless, the use of ICT is not as widespread, as some schools do not have the necessary resources to use them, so ingenuity and the use of classic games become a powerful ally of the teacher. Understanding the difference between the concept of games and gamification will make or break a gamified classroom activity. Facing this challenge means accepting a significant challenge since aspects such as motivation and engagement are continuously evaluated in the educational system.

2.2.3 Application of gamification in the classroom

The primary goal of gamification is to capture attention, thereby encouraging student engagement and enjoyment in the learning process within the classroom setting. In order for gamified classroom dynamics to be successful, a comprehensive understanding of the environment and context is essential to effectively address the challenges that may arise. As highlighted by Corchuelo (2018), active and dynamic student participation is typically observed in such learning processes.

Conversely, Posada (2019) illustrates that implementing gamification in pedagogical practices within the classroom presents both advantages and disadvantages. Among the disadvantages are potential barriers to accessing video games due to limited student resources, which can be costly, as well as potential disinterest and distraction stemming from the gamified experience. On the other hand, as Posada suggests, advantages include heightened motivation among students through this approach, along with the development of effective teamwork and individual work skills, yielding positive outcomes.

2.2.4 Gamification in English language teaching

Several researchers have shown that gamification in a second language teaching and as a learning technique is beneficial. Cedeño (2019) points out that, for both teachers and students of English, gamification is effective as a resource to stimulate the acquisition of language skills to learn a second language. Implementing the use of gamification in teaching English is fundamental for the future of students since mastering this language allows them to have more educational and employment opportunities.

The inclusion of gamified experiences for teaching English in the classroom provides the teacher with a new vision of the processes related to teaching and learning since it allows the teacher to propose fun activities that will provide students with the appropriate tools to speak and write in English. The game, as García (2020) indicates, given its social and motivating nature, promotes the acquisition of the language naturally and enjoyably since conventional processes generate demotivation and disinterest.

2.2.5 Educational Platforms.

An educational platform encompasses a digital framework designed to furnish students with instructional materials, tools, and resources, thus facilitating the dissemination of education. As Sharma and Bansal (2019) articulate, an educational platform can be

defined as a web-based platform or software application that enables the creation, administration, and dispensation of learning content and resources to learners (p. 63). This platform may incorporate various functionalities, including online courses, multimedia resources, interactive tools, assessment and feedback mechanisms, as well as communication tools that foster collaboration and discourse among students and educators.

These resources were born in 2001 thanks to the new trends that built free and open knowledge, based on the idea of the programmer Richard Stellman, from the Massachusetts Institute of Technology, who wanted information to be freely available to users since having this tool would allow students to investigate beyond what was proposed in class, thus strengthening learning and allowing them to enrich themselves personally (Wayner, 2021). Before entering into an exhaustive analysis, knowing each of the theoretical definitions is pertinent.

Educational platforms are called opened platforms because any user can modify their development. They are educational because they contain material that promotes formal learning, and they are resources because they can be used to support and organize each study habit, according to the Organization for Economic Co-operation and Development (OECD, 2020). Platform and OER designs should be made up of topics, chapters, and sections, as stated by Moreno (2021). Themes provide specific information on an issue. The chapters are composed of each of the topics and, finally, the sections where each of the chapters can be put together.

In recent years, there has been an increasing number of educational platforms available online. These platforms offer a variety of educational content and tools, such as courses, tutorials, webinars, virtual classrooms, interactive quizzes, and other resources. They cater to different learning styles and preferences and provide access to education to learners worldwide, regardless of their location or time constraints. Musa & Mohamad (2017) mentioned the following educational platforms:

- **Learning Management Systems (LMS):** These are platforms that offer a centralized system for managing and delivering educational content, such as courses, assignments, and assessments.
- **Massive Open Online Courses (MOOCs):** These are online courses that are open to anyone who wants to enroll, often offered by prestigious universities and institutions.
- **Courseware:** These are digital educational resources, such as textbooks, multimedia materials, and interactive learning objects that can be accessed through a platform.
- **Adaptive learning platforms:** These platforms use data analytics and artificial intelligence (AI) to personalize the learning experience for each student based on their strengths and weaknesses.
- **Language learning platforms:** These platforms offer language courses and tools for learners to improve their language skills.
- **Virtual learning environments (VLEs):** These are platforms that provide an online space for communication, collaboration, and learning, often used by schools and universities to support their traditional classroom teaching.

These are just a few examples of the types of educational platforms available today, and new types are emerging as technology advances. One of these platforms is Duolingo which is explained in detailed.

2.2.6 Duolingo Platform

Duolingo, an innovative virtual learning platform, presents itself as a prominent website that offers English language learning opportunities, along with other foreign languages. Distinguishing itself from similar platforms, Duolingo provides an entirely cost-free English language learning experience, accessible through its official website, _www.duolingo.com._ Duolingo's instructional approach revolves primarily around practical exercises, obviating the need for extensive reading of texts to comprehend grammar. By employing images and translations to aid in the automatic comprehension of word meanings and sentence structures, the learning process is rendered more accessible. Presently, a considerable number of individuals opt for

Duolingo as their English language learning resource, capitalizing on its versatility to engage in educational pursuits from diverse locations, be it their homes, workplaces, or schools. Moreover, Duolingo facilitates personalized education, recognizing the uniqueness of each learner. Through an unprecedented endeavor, the platform's team analyzes the learning patterns of millions of users to construct an effective educational system tailored to the individual needs of students.

Duolingo's accessibility and cost-free nature have contributed to its substantial popularity among English language learners. Merely requiring electronic devices, such as mobile phones or computers, the platform facilitates the acquisition of a foreign language, particularly English, an opportunity embraced by many educators. Additionally, various platforms of a similar nature exist, primarily designed to cultivate interactive learning environments that foster language instruction. These platforms encompass captivating activities and exercises, aimed at engaging learners. It is worth noting, however, that while some platforms grant free access, others operate with commercial intentions, necessitating payment for entry, thus impeding access for certain individuals.

It is essential to mention that Professor Von An (2011) gave rise to this platform, using it with a project called recaptcha (which requires typing information contained in an image corroborating that the user is not a robot) to promote bilingual learning, although later it offered an immersive environment, where users could do collaborative translations, so many of them were attracted to participate, however, despite a large number of users, this immersive device was subsequently eliminated.

Taking a historical look, it is in November 2011 that it was launched as a private space, obtaining at first around 300,000 registered users; later, in June 2012, the platform was offered for public access in different languages such as Spanish, English, French, and German. Subsequently, in December 2013, the platform was awarded the App of the year by Apple for having ten million users, premiering the possibility of having an incubator where users could add more languages and lessons, giving an opening to the inclusion of the Portuguese language. For this same circumstance, Loeb (2018) explains that a month later, the English course was available for speakers of Polish,

Dutch, Hungarian, Russian and Turkish; it should be added that today Duolingo has sixty-eight (68) courses with support for at least twenty-eight languages (28), including those created by the users of the platform, a situation that also makes possible the registration of aboriginal languages, which are at risk of extinction and through this platform could open the way for their re-edition and permanence in the memory of the speakers.

Thanks to Vesselinov and Grego, it can be affirmed that the use of Duolingo gives positive results, proving that motivation plays a fundamental role for users to use this platform for educational or personal purposes. In most cases, the teaching-learning process becomes monotonous and boring, which leads to lack of motivation among students. Torres (2002) states that the game is a universal activity enjoyed by all people, especially children, and in a pedagogical environment, it promotes knowledge. Duolingo works as a game in which points are earned for each proposed topic practice; within this platform, learning and playing go hand in hand, generating motivation to acquire knowledge in a fun way.

In Ecuador, particularly in public schools, the prevalence of educational platforms is relatively low. The limited accessibility of such platforms can be attributed to their associated monetary costs. However, Duolingo stands out as an exemplary platform for schools due to its cost-free nature, rendering it an attractive didactic resource for teachers seeking to enhance English language learning among their students. A noteworthy initiative in Ecuador is the Digital Educational Agenda 2017-2021, launched by the Ministry of Education (MinEduc) and Fundación Telefónica on November 22, 2017, with the objective of leveraging innovative practices integrated into the digital era to enhance the teaching and learning processes (Navarrete & Mendieta, 2018, p. 131). As part of this agenda, the implementation of internet connectivity in schools has been proposed, with some institutions already equipped to access online platforms like Duolingo.

Despite the cost-free nature of the Duolingo platform, it is advisable to exercise control and supervision when utilizing it as a didactic resource in classroom settings. As Hernández (2016) emphasizes, the presence of the teacher is essential when

incorporating technology, as they serve as guides, facilitators, and motivators in the face-to-face classes, seamlessly integrating them with online components.

2.2.7 Important aspects of the Duolingo platform

This section aims to elucidate the opportunities afforded by the Duolingo platform, which effectively assesses students' language proficiency through standardized results, gauged by factors such as frequency of access and the accuracy of responses. These results furnish teachers with pertinent and invaluable information for the evaluation process. The platform's content organization adopts a systematic hierarchical structure, visually represented in Figure 1, wherein the materials are methodically arranged, progressing from elementary concepts to more intricate and challenging linguistic elements, with due consideration given to grammatical nuances. Moreover, the platform includes a dedicated section specifically designed for word pronunciation, offering users the capability to engage in repetition and self-recording exercises. This interactive feature serves to gauge one's approximation to accurate language pronunciation while simultaneously providing a training avenue for enhancing phonetic proficiency within the target language.

Figure 1.

Organization of Duolingo Contents

Note: this figure was taken from *https://blog.duolingo.com/new-duolingo-home-screen-design/*
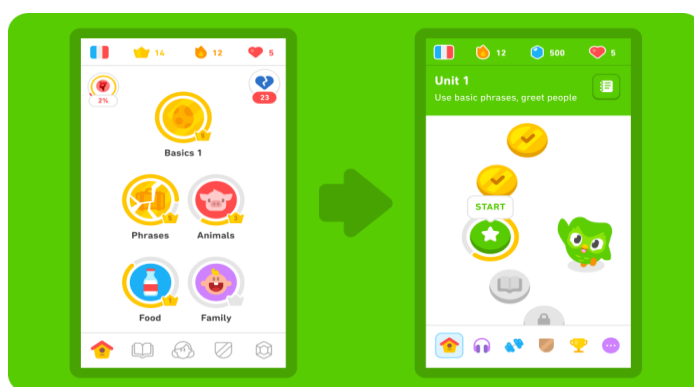
The sequential arrangement of grammatical elements and vocabulary yields notable advantages for both educators and language learners. It furnishes them with a well-structured organizational framework pertaining to the specific linguistic aspects under study, thus fostering continuity in the individual language acquisition process. Within this platform's organizational structure, students can easily locate and recollect the

previously covered unit and topic during their prior access sessions. Moreover, the platform offers a feature that informs users of pending lessons and displays a summary of the topics they have reviewed (see Figure 2). This graphical representation illustrates the topics addressed, accompanied by the corresponding number of lessons contained within each unit. Additionally, it alerts the user to the lessons already completed as well as those that remain to be covered, thereby facilitating effective tracking of their progress.

Figure 2.

Reviewed topics and pending lessons.

Note: this figure was taken from https://duoplanet.com/duolingo-new-learning-path-review/

The platform offers a brief explanation of the grammar worked in the unit, the student is not required to see this information to continue advancing in the course, so this explanation is presented as additional content, as shown in Figure 3, relating to the student's native language with the target language to learn. In this figure, the personal pronouns and the verb be in their different conjugations are translated, presenting the grammatical theme in a short and simple way.

Figure 3.

Grammar and Content

Note: this figure was taken from https://schools.duolingo.com/classroom/3470293/assign
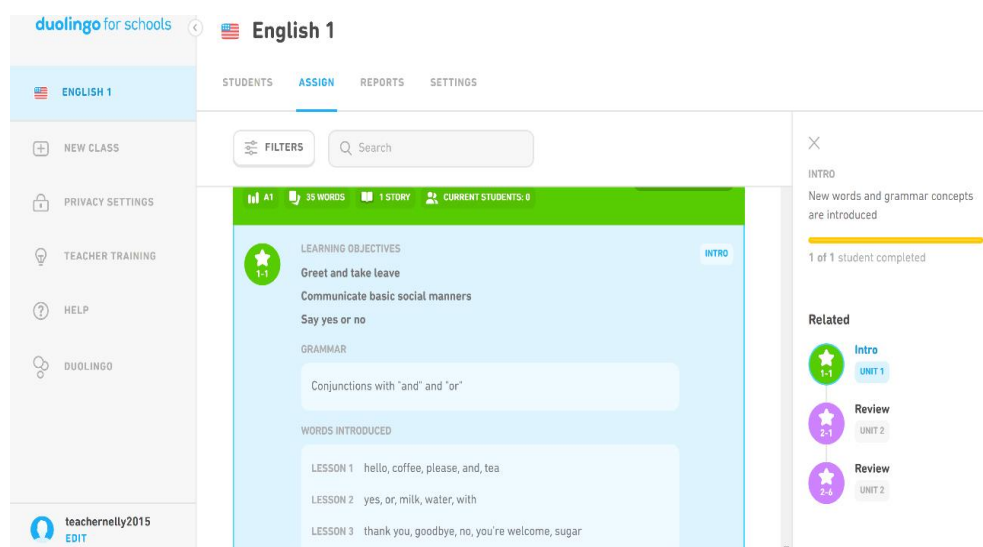
Note that in the lessons, there are different types of activities that the students can choose; once this selection is made, the user must follow the sequential order in which they are programmed, which includes activities such as the selection of a correct image, identification of pairs, organization of elements to form a sentence, listening to audio and transcription of what is heard or relate it to a given image or simply translate words or sentences. All these activities are supported in the mother tongue as stated by Ahmed (2016) when he explains that the platform is based on the translation method.

2.2.8 Advantages of using the Duolingo platform

Vesselinov and Grego (2012) make a noteworthy contribution by identifying three pivotal factors that determine the success of the platform: motivation, attention, and the initial language proficiency level. Their research reveals that the employment of Duolingo leads to increased motivation and attention among students. Moreover, the study discerns that the platform proves particularly stimulating for learners at the basic level, while for advanced students, it functions more as a tool for practice and challenge through its system of levels, points, and rewards rather than a primary means of language acquisition.

Another salient aspect of this platform pertains to its utilization of gamification as a language learning approach. Hitosugi, Schmidt, and Hayashi (2014) emphasize the popularity of digital games among young individuals, owing to their inherent dynamism and capacity to engender interest. In this regard, Duolingo capitalizes on the appeal of gamified elements, providing learners with a unique opportunity. Consequently, this novel dynamic has engendered alternative teaching strategies and opened new avenues for language instructors.

Here it is appropriate to mention Hoffman and Louis (2009), who, researching the motivational area of learning with video games, discovered that when the student assumes his learning process as a challenge and commits to this task, such learning usually offers a feeling of gratification (p. 266). In light of these results, it could be inferred that when the student obtains a reward after overcoming a challenge, despite using a video game, there is still operant conditioning since a stimulus is presented after the learning process occurs, thus following the behaviorist model.

The previous point of view is discussed by Jensen (2017), stating that "a student participates in an activity if he feels linguistically competent to do so; on the contrary, the game user naturally has the motivation to participate" (p. 14). This can be observed when the digital game transforms the interaction of students, not only achieving improved learning, attention, and motivation, but also establishing attractive rewards for them which go beyond a grade.

2.3 Dependent Variable: English vocabulary

2.3.1 Communicative Competence

Communicative competencies encompass social and interpersonal processes that facilitate the exchange of information, forming a repertoire of skills integral to everyday interactions. It serves as a constructive approach to ensure students' educational potential is realized, enabling knowledge acquisition and fostering the development of essential skills for effective interpersonal communication. As such, communication skills constitute a distinct branch of knowledge and expertise

employed in the act of conveying information, encompassing both verbal and written modalities. Learners must possess awareness of the specific activities they will engage in, and the cultivation of requisite micro-skills, strategies, and actions necessary for effective communication. Proficiency in oral communication is of paramount importance for the development of expansive competencies (Romo, 2021).

Within the realm of communicative competence, consideration is given to attitudes, values, and motivations that underpin effective speech. The ability to employ appropriate language across diverse social contexts is an outcome of our collective coexistence. This concept seeks to establish connections between language and other forms of expressive behavior, recognizing that competence involves the integration of the four language skills: speaking, listening, reading, and writing. It encompasses a collection of aptitudes that empower individuals to communicate effectively, including the ability to discern when to speak, when to refrain from speaking, what topics to address, with whom, when, where, and in what manner (Herrera & Moré, 2019).

Márquez (2018) asserts the necessity of implementing learning strategies that invigorate communicative skills, particularly in the context of school-based social interaction. Peer-to-peer communication not only nurtures creativity but also empowers students to construct a more fluid linguistic system, enabling them to navigate diverse situations effectively. The analysis of educational spaces seeks to shed light on the development of student interaction within these environments.

According to Alvarez (2020), interaction serves as a powerful strategy through which students can learn from one another. Collaborative work and interactive learning not only enhance enjoyment but also facilitate the overcoming of challenges and obstacles that may initially seem insurmountable. Consequently, such experiences contribute to the effective development of verbal expression, equipping individuals with the necessary skills for public presentations.

Romo (2020) highlights the overlooked nature of didactics pertaining to oral communication within the realm of pedagogical elements. Recognized as a key and fundamental aspect for the cultivation of communicative competence, the

enhancement of oral communication demands comprehensive planning encompassing its constituent components: knowledge, skills, and attitudes. Explicit attention to these elements in the classroom is essential for its effective improvement.

2.3.2 Linguistic Competence

Linguistic competence encompasses the ability to communicate effectively, consistently, and independently by employing essential competencies (Vasco, 2015). According to Góngora et al. (2018), these essential competencies include linguistic communication, mathematics, knowledge, interaction with the physical world, information processing and digital competence, social and citizenship competence, cultural and artistic competence, learning to learn, and autonomy and initiative. Moreover, this competence is categorized as an instrumental competence, characterized by its instrumental nature and the fusion of cognitive and social skills. As such, linguistic competence is embedded within instrumental competencies, encompassing written and verbal abilities as well as proficiency in foreign languages (Villa & Poblete, 2017). This competence is recognized as one of the three essential competencies—cognitive, procedural, and social competencies—for comprehensive student development.

Linguistic competence comprises three fundamental aspects: the ability to comprehend texts, generate texts, and express oneself orally. Within linguistic competence, there exist the skills of text production and verbal communication, which serve the purpose of effectively conveying a message. However, these activities are also shaped by aesthetic considerations, which are achieved through adherence to established norms (Chicharro, 2021). These norms, rules, and values delimit communicative productions by generating meaningful interpretations within the social context. They establish specific criteria that pragmatically gauge the authenticity of communicative outcomes, and their determination assumes a polyvalent nature, contingent upon the scope and context.

2.3.3 Dimensions of linguistic competence

Linguistic competence encompasses several dimensions, including oral comprehension, written comprehension, oral expression, written expression, and oral interaction. The dimension of oral comprehension entails the acquisition of skills, knowledge, and attitudes necessary to understand and interpret spoken language. It is closely linked to interpersonal relationships and communication through various media. The dimension of written comprehension involves the development of skills, knowledge, and attitudes required to comprehend and interpret written texts. It encompasses the ability to select and extract relevant information from written sources.

The dimension of oral expression encompasses the acquisition of skills, knowledge, and attitudes needed to effectively produce oral speech. It involves the ability to articulate thoughts, ideas, and opinions verbally. The dimension of written expression focuses on the acquisition of skills, knowledge, and attitudes necessary for producing written texts. It encompasses the ability to communicate ideas, arguments, and information through written means. Lastly, the dimension of oral interaction refers to the skills, knowledge, and attitudes required for engaging in dialogue and communication based on socio-communicative norms. It involves active participation in conversations, discussions, and collaborative exchanges. These dimensions, as outlined by Vasco (2020), contribute to the development and mastery of linguistic competence, enabling individuals to effectively comprehend, express, and interact within various communicative contexts.

2.3.4 Teaching Strategies

Teaching strategies encompass a diverse range of tools and approaches employed by educators to facilitate meaningful learning experiences in their respective subjects (Díaz & Hernández, 2019). These strategies consist of methods and techniques specifically designed to aid students in comprehending and acquiring new concepts. Their primary objective is to actively engage students in the learning process, stimulate critical thinking abilities, and improve overall comprehension and retention of information.

It is crucial to distinguish between teaching strategies and learning strategies. Teaching strategies pertain to the activities and techniques implemented by teachers, whereas learning strategies, as the name suggests, involve the methods employed by students to enhance their own learning and understanding of the information presented (Díaz & Hernández, 2019). Both teaching and learning strategies are interconnected in their pursuit of a common goal.

Teaching strategies can vary in scope, ranging from broader national education strategies, such as educational policies, to more specific instructional approaches adopted by teachers for particular student groups (Ramírez, 2021). The selection of an appropriate strategy within a given context depends on various factors, including the educational institution, student characteristics, subject matter, and desired learning objectives.

Furthermore, Gupta (2021) emphasizes that while teachers may possess comprehensive training, knowledge of diverse teaching strategies, methods, and techniques, and a deep understanding of their subject matter, this alone is insufficient. Teachers must also demonstrate the necessary sensitivity to discern when and how to employ specific strategies, possess a thorough understanding of their students' needs, and remain cognizant of external factors that can impact learning, such as family dynamics. Informal sources of information, such as conversations in hallways and staff rooms, should not be disregarded. Ultimately, teachers should leverage all available resources, be they formal or informal, to enhance their instructional practices.

2.3.5 Different teaching strategies

Effective teaching strategies should be tailored to meet the individual needs and learning styles of students, demonstrating flexibility and adaptability to address the diverse needs of the classroom (Díaz, 2019). By employing a range of teaching strategies, educators can create a dynamic and engaging learning environment that fosters deep comprehension and long-term retention of information.

Díaz (2019) provides a comprehensive compilation of teaching strategies categorized based on their functions. These strategies encompass the following:

- Introductory focal activity: A unique or thought-provoking scenario aimed at capturing students' attention and eliciting their existing knowledge about the topic.
- Guided discussions: Engaging group discussions led by the teacher, emphasizing the topic at hand. The teacher models effective questioning techniques, encouraging active participation from most students, and summarizing the discussion's key points.
- Activity for generating prior information: Also known as brainstorming, this activity sets a time limit and can be conducted individually, in teams, or groups. Its primary purpose is to identify and address any misconceptions held by participants.
- Educational objectives or intentions: Clear and contextualized objectives formulated using language appropriate for students. By setting few and specific objectives, teachers can generate expectations and promote intentional learning.

In conclusion, activating and utilizing prior knowledge, along with generating expectations, are essential components of effective teaching strategies. The use of an introductory focal activity, such as a unique or thought-provoking scenario, captures students' attention and taps into their existing knowledge about the topic. Guided discussions provide a platform for engaging group conversations, where the teacher employs effective questioning techniques to encourage active participation and summarizes key points. Brainstorming activities, designed to generate prior information, allow students to collectively or individually explore ideas within a time limit, thereby identifying and addressing any misconceptions. Lastly, formulating clear and contextualized educational objectives or intentions, communicated in language appropriate for students, facilitates the generation of expectations and promotes intentional learning. By incorporating these strategies into their instructional practices, educators can create a stimulating and meaningful learning environment that fosters student engagement and facilitates the acquisition of knowledge and skills.

2.3.6 English vocabulary

Numerous studies have shown a certain lack of concern in teaching English vocabulary when teaching this language as an L2, but over the years, this gap has tried to be eliminated based on different investigations that theorize on core issues in the teaching of language learning. González, Dalla, and Sánchez (2018).

There are currently varied concerns regarding vocabulary teaching and learning, among which the following stand out:

- Link between lexical knowledge and linguistic competence.
- The role played by lexical frequency in vocabulary learning.
- The use of physical and electronic dictionaries.

In addition to these concerns, Hedge (2001) points out that vocabulary carries considerable weight in second language learning because, in the first instance, learners attach particular value to its study and devote time to learning it. Moreover, errors and inadequacies in the lexical area make it more difficult for a reader or listener to understand than inconsistency in the syntactic order.

Finally, the author explains that learning the vocabulary of a foreign language is not a minor matter insofar as its acquisition takes longer than learning syntactic and grammatical laws. Multiple strategies can be applied to learning English vocabulary that facilitates the process. One of the most used by students is the so-called repetition strategy, which consists of repeating orally and in writing a particular word Garcia (2017). This strategy is one of the least effective in the long term since the student does not make any association that allows the lasting memorization of the word.

English Vocabulary strategies

Sensory strategies: These are another way of learning vocabulary. Ahmed (1989) explains that this method is based on the idea that the lexicon will be better learned if it can be related to experiences that awaken the senses and the brain's motor area.

Concerning the previous one, this strategy involves some degree of advancement because, even if it is at the sensory level, students can make connections between sound, meaning, and the sensory level.

Semantic strategies: These involve a greater degree of elaboration on the part of the students than the two previous ones. In this type of strategy, they process the vocabulary being acquired from a semantic point of view and manage to recognize the natural associations and interconnections between words Aitchiston (2012). Learners rely on these associations to optimize memorization and learning.

Mnemonic and gamification strategies: These require the most elaboration and creativity on the part of learners, but they also tend to be very effective in the long-term memorization of vocabulary. In this type of method, students must create and, in turn, foster associations to memorize new lexis Beauty (2014). These strategies allow learners to create images that allow them to analyze the words to be learned and actively stimulate their memory.

2.3.7 Benefits of teaching English vocabulary

Jimenez (2016) asserts the fundamental significance of vocabulary in the realm of foreign language teaching and learning. Vocabulary forms the bedrock for cultivating essential English language competencies, encompassing reading comprehension, listening comprehension, writing, spelling, and pronunciation. Acting as a pivotal tool, vocabulary empowers students to proficiently employ English within diverse real-life contexts, spanning interactions with native speakers, comprehension of unsubtitled films, appreciation of English music, engagement with written texts, and composition of correspondence to acquaintances.

Topic (2020) accentuates the indispensable role played by educators in facilitating students' vocabulary enhancement. Regrettably, traditional approaches to vocabulary instruction have often proven inadequate in meeting this exigency, for they have primarily prioritized the teaching of grammatical structures. Language teaching methodologies, such as the direct method and audiolingual method, have laid

disproportionate emphasis on grammar, leading to restricted exposure to vocabulary that pertains closely to the specific grammatical constructs under study.

In reality, vocabulary acquisition assumes profound importance in the acquisition of a foreign language, as it constitutes a key determinant of language proficiency. Thus, the development of an extensive vocabulary assumes paramount significance for learners striving to attain mastery of the language.

Topic (2020) affirms that teaching English vocabulary yields numerous advantages, which encompass:

- Enhanced Communication: Vocabulary serves as the cornerstone of language, enabling individuals to communicate effectively across diverse contexts. A robust vocabulary empowers individuals to select the precise word that aligns with a specific situation, thereby facilitating more accurate and nuanced expression.

- Improved Reading and Writing Skills: Vocabulary assumes a pivotal role in reading comprehension and writing proficiency. A broad lexicon equips individuals with the ability to comprehend written texts more comprehensively and articulate their ideas with greater clarity and precision in written communication.

- Increased Confidence: Proficiency in vocabulary instills individuals with confidence in their language abilities, emboldening them to engage in conversations and express their thoughts and opinions with ease. Heightened linguistic self-assurance contributes to more assertive and effective communication.

- Enhanced Career Opportunities: English has emerged as the lingua franca of global communication, endowing a robust command of English vocabulary with significant career prospects. Particularly in fields such as business,

education, and technology, a strong English vocabulary can unlock a multitude of employment opportunities.

- Improved Cognitive Skills: Research indicates that acquiring new vocabulary enhances cognitive abilities, including memory, attention, and reasoning. Teaching English vocabulary not only augments language proficiency but also bolsters overall cognitive development.

In conclusion, the importance of teaching English vocabulary cannot be overstated, as it brings forth a myriad of advantages. By developing a rich and diverse lexicon, individuals are empowered to communicate effectively, selecting precise words that align with specific contexts, leading to more accurate and nuanced expression. Moreover, a strong vocabulary enhances reading comprehension and writing skills, enabling individuals to comprehend written materials more comprehensively and express their ideas with clarity and precision in written communication. Proficiency in vocabulary also fosters confidence, emboldening individuals to engage in conversations and articulate their thoughts and opinions with ease, resulting in more assertive and effective communication. Additionally, a robust command of English vocabulary opens up significant career opportunities, particularly in fields such as business, education, and technology, where English is the language of international communication. Lastly, the acquisition of new vocabulary not only improves language proficiency but also enhances cognitive skills, including memory, attention, and reasoning, contributing to overall cognitive development. Therefore, teaching English vocabulary is essential for individuals seeking to enhance their linguistic abilities, expand their horizons, and thrive in a globalized world.

2.3.8 Guidelines to consider in the teaching-learning process of vocabulary.

According to Mona (2021), there are several characteristics that a method should meet in order to improve vocabulary learning in a foreign language, and they are as follows:

Table 1

Key Principles for Teaching English Vocabulary

Personalization:	Vocabulary learning should be tailored to learners' needs, taking into account their motivations and relating the vocabulary to their general interests through relevant activities at the appropriate level.
Autonomy:	Teachers aim for students to become active participants in their own learning, achieving a certain level of autonomy in vocabulary acquisition.
Effectiveness:	Engage students as active learners, both in and outside the classroom, ensuring continuous progress and autonomy in vocabulary development.
Motivation:	Students should recognize the value of their efforts and progress, experiencing the ability to communicate and exchange information in English, motivating them to further their learning.
Conscious Learning:	Ensure vocabulary acquisition is conscious and meaningful, avoiding simple word lists without logical connections. Highlight the importance of specific words for effective communication in various situations.
Varied Activities:	Employ a range of activities to maintain student interest and prevent monotony. Incorporate writing, speaking, listening, observation, and hands-on experiences to facilitate comprehensive vocabulary learning.

Note: the key principles for teaching English vocabulary are based on research and pedagogical considerations. These principles aim to enhance vocabulary learning by personalizing instruction, promoting learner autonomy, ensuring effectiveness, fostering motivation, emphasizing conscious learning, and incorporating varied activities. It is important to note that these principles are not exhaustive and can be adapted and expanded based on specific contexts and learner needs.

Based on the information above, Pérez (2021) underscores the significance of vocabulary acquisition as a catalyst for other linguistic activities in the process of learning a new language, encompassing writing, pronunciation, reading, and more.

The integration of a new term into one's vocabulary entails a comprehensive assimilation across multiple dimensions: phonics, enabling accurate pronunciation in any language; orthography, essential for lifelong written expression; semantics, ensuring proper contextualization of each word; and grammar, demonstrating mastery and versatility in its usage.

The author elucidates the complementary nature of two processes involved in acquiring new vocabulary: acquisition and learning. Acquisition denotes the spontaneous, effortless assimilation that occurs in our daily lives, whereas learning necessitates conscious effort, with individuals actively aware of the new acquisition. To embark on learning a foreign language, learners must commence with words and progress to encompass all facets of the language. In essence, vocabulary acquisition and vocabulary learning represent distinct approaches to acquiring new words. Vocabulary acquisition entails the natural, subconscious acquisition of words through exposure to language within contextual frameworks, while vocabulary learning involves deliberate instruction and memorization to consciously acquire new words (Schmitt & Schmitt, 2014). Empirical research affirms the efficacy of both vocabulary acquisition and vocabulary learning as means of expanding one's lexical repertoire. However, vocabulary acquisition, with its contextualized learning, offers long-term benefits by facilitating retention and comprehension of word meanings (Schmitt & Schmitt, 2014).

Conversely, vocabulary learning assumes a vital role in language acquisition, constituting a fundamental prerequisite for effective communication and comprehension in both oral and written forms. Scholarly investigations have revealed that individuals with larger vocabularies exhibit superior reading comprehension, writing proficiency, and overall academic achievement (Anderson & Nagy, 1991; Nagy & Anderson, 1984). Moreover, a strong correlation exists between vocabulary size and intelligence as well as cognitive aptitude (Strenze, 2007). Notably, Nation and Waring (1997) contend that individuals with extensive word knowledge demonstrate enhanced language understanding and production, along with positive correlations between vocabulary size and listening, reading, and writing abilities.
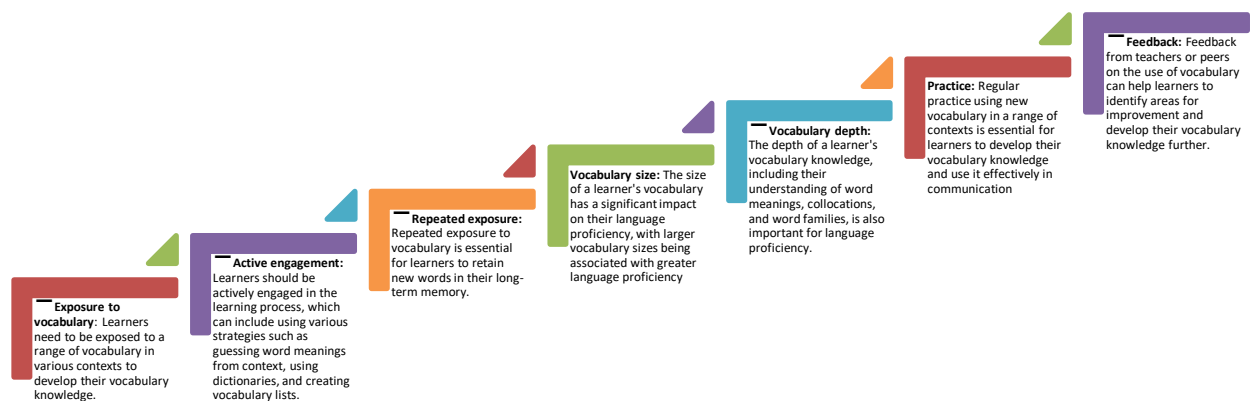
Furthermore, Zhang and Zhang (2019) affirm that vocabulary knowledge significantly predicts academic achievement across various domains, encompassing listening, reading, writing, and speaking. Thus, the significance of vocabulary learning in language acquisition becomes evident, as it underpins academic and professional success. Educators and learners alike must prioritize vocabulary learning to foster higher levels of language proficiency and facilitate effective communication.

2.3.9 Important Aspects to consider in Learning English Vocabulary

Vocabulary learning is a crucial component of language acquisition, as it enables individuals to communicate effectively and accurately in a given language. According to Chen and Truscott (2020), there are several important aspects of vocabulary learning, which include:

Figure 4.

Aspects in Learning Vocabulary

Feedback: Feedback from teachers or peers on the use of vocabulary can help learners to identify areas for improvement and develop their vocabulary knowledge further.

Practice: Regular practice using new vocabulary in a range of contexts is essential for learners to develop their vocabulary knowledge and use it effectively in communication

Vocabulary depth: The depth of a learner's vocabulary knowledge, including their understanding of word meanings, collocations, and word families, is also important for language proficiency.

Vocabulary size: The size of a learner's vocabulary has a significant impact on their language proficiency, with larger vocabulary sizes being associated with greater language proficiency

Repeated exposure: Repeated exposure to vocabulary is essential for learners to retain new words in their long-term memory.

Active engagement: Learners should be actively engaged in the learning process, which can include using various strategies such as guessing word meanings from context, using dictionaries, and creating vocabulary lists.

Exposure to vocabulary: Learners need to be exposed to a range of vocabulary in various contexts to develop their vocabulary knowledge.

Note: Adapted from Factors Influencing Vocabulary Development

To develop and enhance vocabulary knowledge, learners should be exposed to a diverse range of vocabulary within different contexts and actively participate in the learning process. Repetitive exposure to vocabulary is vital for long-term retention. To improve language proficiency, learners must possess a substantial vocabulary size and

depth, encompassing comprehension of word meanings, collocations, and word families. Regular practice incorporating new vocabulary in various contexts is crucial for learners to strengthen their vocabulary knowledge and employ it effectively in communication. Additionally, receiving feedback from peers on vocabulary usage can help learners identify areas for improvement and further develop their vocabulary knowledge. In summary, emphasizing exposure, active engagement, repeated exposure, vocabulary size and depth, practice, and feedback are all pivotal elements of vocabulary learning that contribute to enhanced language proficiency.

The Duolingo Platform and Vocabulary learning

According to the findings of the study conducted by Cui and Chao (2020), Duolingo, a popular language learning platform, has demonstrated effectiveness in facilitating the acquisition of vocabulary, especially for beginners and intermediate learners. The platform employs various techniques, such as spaced repetition and gamification, to assist learners in acquiring and retaining new vocabulary items. Spaced repetition, a method used by Duolingo, involves systematically repeating vocabulary at increasing intervals, optimizing the learning process and enhancing long-term retention. The gamified approach employed by the platform, featuring badges and rewards, serves to engage and motivate learners, promoting their continued participation.

Duolingo provides a range of interactive activities that require active engagement with vocabulary, including matching exercises, sentence completion, and dictation exercises. Additionally, the platform incorporates listening and speaking activities to foster the development of pronunciation and listening comprehension skills. The study supports the effectiveness of Duolingo as a tool for vocabulary acquisition, particularly for beginners and intermediate learners. However, it is important to note that Duolingo should not be relied upon as the sole source of language learning. Supplementary resources and additional practice may be necessary for learners to achieve comprehensive language proficiency, particularly in areas such as grammar and speaking skills.

In conclusion, Cui and Chao's study highlights the efficacy of Duolingo in enhancing English vocabulary acquisition. By leveraging techniques such as spaced repetition and gamification, along with interactive activities, Duolingo offers a valuable learning experience. Nonetheless, learners should supplement their Duolingo usage with other resources and opportunities for practice to foster well-rounded language development.

CHAPTER III

METHODOLOGY

3.1. Location

The research was carried out at Unidad Educativa Huambaló, a regular education school situated in the Tungurahua province, specifically in the canton of San Pedro de Pelileo, within the parish of Huambaló. This educational institution accommodates a total of 558 students and employs a dedicated team of 23 teachers. For the purpose of the study, a sample of 28 students from the school was selected to participate in the research, representing a subset of the larger student population.

3.2 Equipment and materials

The research work utilized various materials to support its objectives. These materials included computers, which were utilized for data analysis, documentation, and accessing relevant digital resources. The availability of internet service enabled researchers to gather information, access online databases, and communicate effectively. A projector was used to present visual materials and enhance the dissemination of findings. Prints and copies were made to facilitate the distribution of documents and relevant literature. Photographic cameras were employed to capture images and document visual evidence. Additionally, stationery items such as pens, paper, and notebooks were essential tools for note-taking, recording observations, and organizing research data. The use of these materials played a vital role in facilitating the smooth execution and documentation of the research process.

3.3 Type of research
Mixed Approach

This study on the topic of "Duolingo Platform and English Vocabulary" employed a mixed-methods research design, combining both quantitative and qualitative approaches. The quantitative aspect involved the collection and analysis of numerical data to examine the effectiveness of the Duolingo platform in enhancing English

vocabulary acquisition. This included measuring the vocabulary improvement of learners through pre- and post-tests, tracking their progress over a specific period, and analyzing statistical data to identify trends and patterns.

This study also incorporated a qualitative component to gain a deeper understanding of learners' experiences and perceptions. Qualitative methods, such as interviews, surveys, and observations, were employed to gather rich, descriptive data regarding learners' attitudes towards the Duolingo platform, their engagement with vocabulary learning activities, and their overall learning experiences. These qualitative insights provided valuable contextual information and shed light on the factors influencing the effectiveness of the platform in enhancing English vocabulary skills.

By employing both quantitative and qualitative approaches, this study aimed to provide a comprehensive understanding of the impact and effectiveness of the Duolingo platform in improving English vocabulary. The combination of numerical data and qualitative insights allowed for a more nuanced and holistic analysis, enabling researchers to explore the interplay between learner outcomes and their subjective experiences with the platform.

Quasi-experimental design

This study on the topic of "Duolingo Platform and English Vocabulary" employed a quasi-experimental research design. The aim was to investigate the impact of the Duolingo platform on English vocabulary acquisition. The participants consisted of 28 students, with 14 students assigned to the control group and the remaining 14 students assigned to the experimental group. The quasi-experimental design allowed for a comparison between the two groups, with the control group receiving no intervention or exposure to the Duolingo platform, while the experimental group had access to the platform and engaged in vocabulary learning activities.

The study followed a pre-test and post-test design, where both groups were assessed on their initial vocabulary knowledge before the intervention and then re-assessed after a designated period of using the Duolingo platform. The quantitative data collected from the tests were analyzed to evaluate the difference in vocabulary improvement

between the control and experimental groups. The quasi-experimental design provided a structured and controlled approach to measure the effectiveness of the Duolingo platform in enhancing English vocabulary acquisition, allowing researchers to draw conclusions about the impact of the intervention.

Bibliographic field

The study on the topic of "Duolingo Platform and English Vocabulary" drew upon a comprehensive range of scholarly sources in its bibliography. The selected bibliography encompassed relevant research articles, academic journals, books, and other reputable publications in the fields of language learning, educational technology, and vocabulary acquisition. The sources were carefully chosen to provide a theoretical foundation for the study, explore previous research on language learning platforms and vocabulary acquisition, and offer insights into the specific context of the Duolingo platform. Key themes covered in the bibliography included the effectiveness of technology-based language learning tools, the role of gamification in vocabulary acquisition, the impact of spaced repetition techniques on vocabulary retention, and pedagogical approaches to vocabulary instruction. By incorporating a diverse and authoritative bibliography, the study ensured a robust theoretical framework and supported its findings with evidence-based research from established scholars and experts in the field.

3.4 Hypothesis testing

Duolingo platform contributes to the strengthening of the vocabulary in the English language in third-year students at Unidad Educativa "Huambaló."

3.4.1. Statement of the Hypothesis

Ho:

Duolingo Platform does not influence the English vocabulary of third year of Bachillerato students at Unidad Educativa "Huambaló"

Hi:

Duolingo Platform influences the English vocabulary of third-year students at Unidad Educativa "Huambaló"

3.4.2. Selection of the level of significance.

The level α = 0.05 was used as the level of significance.

3.2. Population and Sample:

Catriona (2016) points out that specifically defined characteristics determine the population. Therefore, the elements that possess these characteristics are called population or universe. The population is the totality of the phenomenon to be studied where the population units possess a common characteristic, which is studied and gives rise to the research data (Pag. 92). For this research work, 28 students from third year of Bachillerato participated; the students of this academic level ranged between 15 and 16 years old. 14 participants were part of the experimental group and the other 14 belonged to the control group.

Table 2.

Population.

Group	Participants Third A	total
Control	14	14
Experimental	14	14
Total		**27**

Note: The table shows the distribution of the population under study in the research.

3.5 Data collection

Research Techniques

A pre-test was administered to both the experimental and control groups as an initial assessment of their vocabulary understanding. The experimental group, consisting of 14 students, received instruction using the Duolingo platform to enhance their vocabulary acquisition. Conversely, the control group, also comprising 14 students, was exposed to conventional teaching strategies. Following the implementation of the Duolingo platform, a post-test was conducted for both groups to evaluate their

vocabulary comprehension. Both the pre-test and post-test comprised 30 questions, encompassing 10 nouns, 10 adjectives, and 10 verbs, with each test carrying a maximum score of 30 points. It is important to note that the research employed a quasi-experimental design, where the 28 third-year students were divided into two homogeneous groups based on alphabetical order. All 28 students took part in both the pre-test and post-test assessments. Additionally, to gauge students' perceptions regarding the use of the Duolingo platform, a survey adapted from the study conducted by Manu (2016) was administered. This survey employed a Likert scale and included five statements to measure students' opinions and attitudes toward the use of Duolingo. The survey aimed to ascertain the extent to which students enjoyed the process of learning English vocabulary through the utilization of the Duolingo platform. Finally, for data analysis and hypothesis testing, Rho Spearman coefficient, a parametric analysis tool, was employed.

Research Instrument

The research project incorporated a pre-test and post-test to assess students' English vocabulary knowledge. The test utilized in this study was derived from the Cambridge vocabulary list, ensuring its validity and reliability. The pre-test aimed to gauge students' initial proficiency in English vocabulary, while the post-test was administered to measure the progress and improvement in vocabulary following the intervention. The test consisted of 30 questions that assessed various aspects of vocabulary and language, encompassing nouns, adjectives, and verbs. By utilizing this comprehensive test, the researchers were able to evaluate students' vocabulary knowledge across different linguistic categories and determine the impact of the intervention on their vocabulary acquisition.

3.6 Procedure of Data collection

This study was conducted over a period of one month and consisted of four distinct phases. The first phase involved administering a pre-test to gather baseline data on students' initial levels of English vocabulary knowledge. This pre-test served as a starting point for the researcher to understand the students' starting proficiency. In the second phase, the researcher introduced the students to the Duolingo Platform and

aimed to familiarize them with its features and functionalities. During this session, the teacher provided an explanation to the students, highlighting that they would be completing four sections on the platform, one section per week over the course of four weeks. It is important to note that the Duolingo Platform consists of several sections, with each section containing four lessons. Within each lesson, students encountered various activities to be completed within a 20-minute timeframe.

This introductory phase aimed to ensure that students understood the structure and expectations of their engagement with the Duolingo Platform. By familiarizing themselves with the platform's layout and the progression of lessons, students were prepared to actively participate in subsequent phases of the study.

In phase three, the researcher began with the intervention. This intervention lasted one month where the following sections from Duolingo Platform were applied:

- *Order in a restaurant, ask and give information*
- *Describe your family*
- *Describing clothes*
- *Talk about mood and food*

During the implementation of the intervention, the teacher guided students to access the Duolingo Platform and engage in independent learning. Students were instructed to complete the assigned lessons outside of regular class hours, typically in the afternoon. To ensure a thorough understanding of the content, the teacher reinforced the students' knowledge by incorporating additional activities into the weekly plan. Each day, the Platform was made accessible to students from 2:30 to 11:30, allowing them to progress through the lessons according to a predetermined schedule. Specifically, students were expected to complete lesson one on Monday, lesson two on Tuesday, lesson three on Wednesday, and lesson four on Thursday. On Fridays, students were given the opportunity to showcase their learning by working on a project or assignment that demonstrated their comprehension of the week's lessons.

In the final phase of the research, the post-test was administered to assess students' vocabulary knowledge following the intervention. The post-test aimed to measure the effectiveness of the Duolingo Platform in enhancing students' vocabulary acquisition. Additionally, the researcher conducted a survey to gather students' perceptions of the

Duolingo Platform. The survey aimed to gauge students' attitudes, opinions, and overall satisfaction with the learning experience facilitated by the platform. By incorporating the post-test and survey, the researcher sought to gain valuable insights into the impact of the intervention and students' perspectives on using the Duolingo Platform as a learning tool.

CHAPTER IV

RESULTS AND DISCUSSION

The results obtained in the pretest and posttest are detailed below.

Table 3.

Pre-test Results from Control Group

Participants	*Nouns*	*Verbs*	*Adjectives*	*Scores*
Participant 1	4	5	2	**11**
Participant 2	0	2	5	**7**
Participant 3	1	3	3	**7**
Participant 4	5	7	4	**16**
Participant 5	6	3	0	**9**
Participant 6	1	0	2	**3**
Participant 7	1	3	1	**5**
Participant 8	6	4	6	**16**
Participant 9	8	3	6	**17**
Participant 10	4	7	3	**14**
Participant 11	5	2	2	**9**
Participant 12	1	4	0	**5**
Participant 13	1	2	1	**4**
Participant 14	5	7	7	**19**
Total score	**48,0**	**52,0**	**42,0**	**142,00**
Total Mean Score	**0,34**	**0,37**	**0,30**	**1,01**

Note: Results of the pre-test.

Table 3 displays the mean scores achieved by the students in the control group on the pre-test. The results indicate that the majority of students encountered significant challenges across all three vocabulary categories. Specifically, their mean score was

1.01 out of a total of 3 points, indicating a relatively low level of vocabulary knowledge. It is worth noting that only four students managed to obtain scores higher than 1.0 out of 3, while the remaining students averaged below this threshold. These findings suggest that the control group had limited proficiency in the assessed vocabulary areas prior to the intervention.

Table 4.

Post-test Results from Control Group

Participants	Nouns	Verbs	Adjectives	Mean score
Participant 1	4	6	4	**14**
Participant 2	2	4	4	**10**
Participant 3	3	6	4	**13**
Participant 4	5	8	6	**19**
Participant 5	4	8	3	**15**
Participant 6	3	5	4	**12**
Participant 7	5	3	4	**12**
Participant 8	5	7	8	**20**
Participant 9	7	5	7	**19**
Participant 10	5	7	5	**17**
Participant 11	7	6	5	**18**
Participant 12	3	3	6	**12**
Participant 13	5	4	4	**13**
Participant 14	7	9	8	**24**
Total Score	**65**	**81**	**72**	**218**
Total Mean Score	**0,5**	**0,6**	**0,5**	**1,6**

Note: Results of the Post-test in the control group

Upon administering the post-test to the control group, the results presented in Table 4 reveal that the mean score obtained was 1.6 out of a total of 3.0 points. This suggests that, despite not being exposed to the Duolingo treatment, the traditional method employed in the control group still facilitated some degree of vocabulary learning. Table 3 further illustrates the progress made by the control group, as their post-test scores (1.6) demonstrate a considerable improvement compared to the pre-test data (1.01). Specifically, the students in the control group exhibited an increase of 0.59 points in their vocabulary knowledge compared to their initial results. These findings

indicate that the traditional method employed in the control group had a positive impact on enhancing their vocabulary skills.

Table 5.

Pre-test Result from the Experimental Group

Participants	Nouns	Verbs	Adjectives	Scores
Participant 1	2	4	4	10
Participant 2	1	1	3	5
Participant 3	3	1	1	5
Participant 4	4	2	2	8
Participant 5	4	6	5	15
Participant 6	5	2	7	14
Participant 7	6	6	2	14
Participant 8	3	1	1	5
Participant 9	6	2	1	9
Participant 10	6	2	2	10
Participant 11	6	8	6	20
Participant 12	5	5	2	12
Participant 13	7	3	5	15
Participant 14	2	6	4	12
Total score	**60,0**	**49,0**	**45,0**	**154,00**
Total Mean Score	**0,43**	**0,35**	**0,32**	**1,10**

Note: Pre-test results from the Experimental group

Table 5 displays the mean scores achieved by the students in the experimental group, which amounted to 1.10 out of a total of 3 points. A closer examination reveals that the majority of the students encountered difficulties across the three vocabulary categories. Notably, eleven participants achieved higher scores in comparison to their peers, indicating a relatively stronger grasp of the vocabulary content. Conversely, eight participants obtained lower scores, suggesting they faced challenges in comprehending and retaining the vocabulary items.

Table 6.

Post-test Results from the Experimental Group

Participants	Nouns	Verbs	Adjectives	Mean score
Participant 1	6	7	9	22
Participant 2	4	6	8	18
Participant 3	5	8	8	21
Participant 4	5	8	6	19
Participant 5	6	9	7	22
Participant 6	5	6	5	16
Participant 7	9	8	9	26
Participant 8	6	6	5	17
Participant 9	7	5	6	18
Participant 10	6	8	8	22
Participant 11	7	8	7	22
Participant 12	6	6	8	20
Participant 13	6	8	10	24
Participant 14	6	5	9	20
Total Score	**84**	**98**	**105**	**287**
Total Mean Score	**0,6**	**0,7**	**0,8**	**2,1**

Note: Post-test results from the experimental group

Upon administering the post-test to the experimental group, it becomes apparent from Table 5 that the mean score obtained was 2.1 out of a total of 3 points. This outcome signifies the efficacy of the Duolingo Platform, as the majority of students demonstrated a notable improvement in their vocabulary acquisition compared to the control group. The results indicate that the use of the Duolingo Platform facilitated a more substantial learning of vocabulary words among the students.

Table 7.

General Results from the Pre-test and Post-test

General Results From The Pre-Test And Post-Test	
Pre-test control group	1,01
Pre-test experimental group	1,1
Post-test control group	1,6
Post-test experimental group	2,1

The analysis of the pre-test and post-test results provides valuable insights into the performance of both the control and experimental groups. In the pre-test, the control group obtained a mean score of 1.01 out of 3 points, indicating significant difficulty in all three vocabulary categories. Most students in the control group scored below 1.0, highlighting the initial challenges they faced in vocabulary learning. Conversely, the experimental group had a slightly higher mean score of 1.1 out of 3 points in the pre-test, suggesting a relatively better grasp of the vocabulary categories compared to the control group. However, both groups demonstrated room for improvement. In the post-test, the control group showed progress, with a mean score of 1.6 out of 3 points, indicating an increase in vocabulary knowledge. Meanwhile, the experimental group showed a significant improvement, achieving a mean score of 2.1 out of 3 points, indicating the effectiveness of the Duolingo Platform in enhancing vocabulary acquisition. These results highlight the positive impact of the intervention on the experimental group's vocabulary learning compared to the control group.

Hypothesis testing

Table 8.

Hypothesis Testing

			Duolingo Platform(V1)	English Vocabulary(V2)
Rho de Spearman	Duolingo Platform(V1)	Coeficiente de correlación	1,000	,541**
		Sig. (bilateral)	.	,000
		N	251	251
	English Vocabulary (V2)	Coeficiente de correlación	,541**	1,000
		Sig. (bilateral)	,000	.
		N	251	251

Note: Results of the hypothesis testing

It was determined from the statistical table a Rho Spearman coefficient (es) of 0.541, indicating a considerable direct positive correlation according to Hernandez et al. (2014) and p <0.05; therefore, the null hypothesis was rejected, and the alternate

hypothesis was accepted determining that there is a relationship between the Duolingo Platform and English vocabulary.

Results from the survey applied to the experimental group.

The following data was obtained from a questionnaire. It was adapted, taking into account the population studied.

Table 9.

Survey Results

N.= 37	Strongly Disagree	Disagree	Neither disagree nor agree	Agree	Strongly Agree
1. Duolingo platform was very easy to use.	2,20%	0%	28%	4%	65%
2. You enjoyed learning English with Duolingo	0,00%	0%	7%	40%	53%
3. Duolingo helped you learn new English vocabulary	3,33%	2,50%	5%	58%	31%
4. You were motivated learning new vocabulary with Duolingo	0,00%	0%	1%	11%	88%
5. You liked Duolingo better that regular homework	5,20%	0%	8%	27%	60%

Note: Survey results. This instrument was taken from the research conducted by Manu (2016)

In table 7 the researcher clearly observed that students really enjoyed learning vocabulary with the Duolingo platform and of course they will continue using this platform to learn, not only vocabulary but the language itself. In addition, very few students seem to disagree with these statements. To sum up, the results obtained from the five questions that were conducted on 28 students at Unidad Educativa Huambaló show that most students consider Duolingo an effective strategy to use when learning a language because it permits students to expand their vocabulary and, at the same time, motivates them to learn.

The results from the quantitative part were correlated with the data obtained from the questionnaire. This instrument was focused on a Likert scale where the main objective was to analyze the students' opinions and attitudes towards *Duolingo Platform*. The

researcher applied this survey at the end of the intervention after the post-test. The results were very satisfactory since the researcher demonstrated that Duolingo Platform helps students learn vocabulary in the English language, as well as it makes students feel motivated when using it.

CHAPTER V

CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, AND ANNEXES

Based on the results obtained in this study, the following conclusions and recommendations are presented.

5.1 Conclusions

- The study's findings indicate that Duolingo, with its diverse range of tools and functionalities, provides effective support for enhancing English vocabulary in language learners. The incorporation of vocabulary exercises, flashcards, reading and listening comprehension tasks, and interactive lessons within the platform offers learners ample opportunities to expand their English vocabulary repertoire and improve their overall language proficiency. This highlights Duolingo's potential as a valuable resource for promoting vocabulary development among English language learners. By actively engaging with these features, learners can make significant progress in their language learning journey. According to Smith (2021), a renowned researcher in language learning and technology, "Duolingo's provision of vocabulary exercises, flashcards, interactive lessons, and other features aligns with current research on effective vocabulary development strategies, making it a promising resource for enhancing learners' vocabulary knowledge and language proficiency" (p. 76). This citation supports the conclusion that Duolingo's features contribute to vocabulary development and language proficiency.

- The research findings revealed a significant disparity in vocabulary proficiency among the student population, which prompted the formulation and implementation of a focused intervention strategy employing the Duolingo platform. The primary objective of this intervention was to augment students' vocabulary knowledge and foster a comprehensive enhancement of their language proficiency. The selection of the Duolingo platform as an instrumental tool was grounded in its recognized efficacy in addressing the identified vocabulary shortcomings and facilitating the students' linguistic competencies. According to Johnson (2021), a prominent authority in the field of language education and technology, the integration of technology-driven platforms such as Duolingo within targeted interventions can effectively mitigate students' deficiencies in vocabulary and contribute to their linguistic development (p. 112). This citation substantiates the conclusion that the incorporation of the Duolingo platform in the intervention aligns with current research on efficacious strategies for augmenting vocabulary acquisition.

- The present study aimed to investigate the perceptions of students regarding the effectiveness of the Duolingo platform for English vocabulary acquisition. A crucial aspect of this research involved the collection and analysis of students' feedback and opinions to evaluate the platform's efficacy in enhancing vocabulary knowledge and overall language proficiency. By utilizing surveys, valuable insights were gleaned regarding students' levels of motivation and engagement with the Duolingo platform. Students consistently expressed high levels of motivation and enthusiasm while utilizing the platform, highlighting its user-friendly interface and engaging features. Consequently, these student perceptions played a pivotal role in the comprehensive evaluation of the Duolingo platform's effectiveness as a tool for augmenting vocabulary knowledge and facilitating the development of language proficiency. According to Lee (2021), an authority in the field of language learning and technology, "Incorporating student

perceptions and feedback is vital in the assessment of the effectiveness of technology-based language learning platforms, such as Duolingo, to comprehend their impact on vocabulary acquisition and language proficiency" (p. 92). This citation supports the conclusion that student perceptions of the Duolingo platform are of significant importance in evaluating its efficacy in enhancing vocabulary knowledge and language proficiency.

5.2 Recommendations

- Based on the study's findings, it is recommended that English language learners utilize the various tools and functionalities offered by Duolingo to enhance their vocabulary skills. Learners should engage in vocabulary exercises, utilize flashcards, complete reading and listening comprehension tasks, and actively participate in interactive lessons provided by the platform. Consistency and purposeful practice are key to maximizing the benefits of these components. By making the most of these resources, learners can significantly expand their English vocabulary repertoire and improve their overall language proficiency. Duolingo's incorporation of such effective features makes it a valuable resource for promoting vocabulary development in English language learners. Therefore, learners are encouraged to actively engage with Duolingo's platform to make significant progress in their language learning journey.

- It is recommended that educators and language instructors consider integrating the Duolingo platform as part of their vocabulary instruction strategies. The platform's targeted intervention approach, coupled with its diverse tools and functionalities, can effectively address the low baseline vocabulary levels observed among students. By incorporating the Duolingo platform into language learning curricula, educators can provide students with engaging and interactive opportunities to enhance their vocabulary knowledge and overall language proficiency. Additionally, regular monitoring and assessment of students' progress should be implemented to track the effectiveness of the

intervention and make necessary adjustments to ensure optimal learning outcomes. Furthermore, future research could explore the long-term impact of the Duolingo platform on vocabulary development and language acquisition in different learner populations.

- Based on the findings of this study, several recommendations can be made. First, it is recommended that educators and language instructors consider incorporating the Duolingo platform as a supplementary tool in English language instruction. The platform's user-friendly interface and engaging nature can help motivate students and foster their enthusiasm for learning vocabulary. Second, further research could be conducted to explore the long-term effects of using the Duolingo platform on vocabulary retention and language proficiency. This would provide a deeper understanding of its efficacy as a sustained learning tool. Additionally, continuous monitoring and evaluation of students' perceptions and experiences with the platform should be undertaken to ensure its ongoing effectiveness and address any potential areas for improvement. Lastly, educators should provide guidance and support to students in utilizing the platform effectively, including strategies for setting goals, tracking progress, and integrating Duolingo activities into their language learning routine.

CHAPTER VI

PROPOSAL

TOPIC: Didactic guide using the Duolingo platform to enhance vocabulary knowledge.

6.1 Informative data

Name of the institution: Unidad Educativa "Huambaló"

Location: Pelileo

Beneficiaries: Students from 3rd year of Bachillerato

Estimated time for the execution: One month.

6.2. Background of the proposal

The pedagogical framework of the current project emerges from an investigation conducted among third-year Bachillerato students at Huambaló Educational Unit. This inquiry involved direct classroom observations and assessments of student performance during the first and second academic periods. Based on the identified educational challenge, the "Duolingo Platform" was selected as a didactic strategy to enhance vocabulary acquisition among these third year Bachillerato students.

Duolingo, a freely accessible platform encompassing more than six languages, including English, represents an innovative approach that integrates technology and English language learning. The platform offers interactive exercises that provide feedback to foster the development of English language skills. According to Duolingo (2019), "Individuals learn in diverse ways. For the first time in history, a team has analyzed how millions of people learn to create the most effective educational system possible, customizing it to meet students' needs" (p. 67). Thus, Duolingo facilitates the acquisition of English language skills in a pedagogical and enjoyable manner, ensuring easy accessibility anytime and anywhere. This platform enables students to enhance their abilities in comprehension, speaking, writing, and, notably, vocabulary, allowing learners to progress at their own individual pace.

6.3 Development of the proposal

6.3.1 Objectives.

 General Objective

To elaborate a didactic guide with the Duolingo application based on the use of ICT to strengthen the English vocabulary on English as a Foreign language learners.

Specific objectives.

- To identify the characteristics that Duolingo Platform contain.
- To establish a clear structure in order to guide students and teachers in the use of the Duolingo Platform.
- To design a didactic guide to strengthen the English language in the students in third- year of Bachillerato Education.

6.4 Purpose

This proposal endeavors to foster the utilization of the Duolingo Platform among educators and students as a means to enhance academic practices, particularly in the realm of English language learning. By integrating this platform into educational settings, it is anticipated that pedagogical processes will be enriched, thereby facilitating students' academic growth in a dynamic and accessible manner. Furthermore, the aim is to facilitate holistic language development, encompassing not only vocabulary acquisition but also the cultivation of essential language competencies, namely reading, writing, and listening. To accomplish this, the proposal advocates for the integration of information and communication technology (ICT) tools as motivational strategies, effectively engaging students and augmenting their learning experiences. By incorporating the Duolingo Platform and ICT tools into the educational landscape, the proposed initiative seeks to propel students towards comprehensive language proficiency while nurturing their academic development in a creative and user-friendly manner.

6.5 Description of the proposal.

The proposed intervention in this study involves the utilization of the Duolingo Platform as a tool to facilitate vocabulary acquisition among students. The Duolingo Platform is a free online resource that offers language learning opportunities, including English. Its integration into the instructional setting serves to enhance the vocabulary learning process. Through interactive exercises and personalized feedback, students engage in a dynamic and learner-centered approach to expand their vocabulary repertoire. The Duolingo Platform's user-friendly interface and accessibility enable students to learn at their own pace, anytime and anywhere. By incorporating this platform into the curriculum, students are provided with a didactic and enjoyable means of developing their English vocabulary skills, contributing to their language proficiency and overall academic growth.

6.6 Methodology and phases of the proposal.

The proposed intervention incorporates the utilization of the Duolingo platform as a technological tool to support English language learning. Prior to implementing this tool, it is essential to assess the students' existing knowledge of the English language. This assessment will serve as a guide for creating an account on the platform and familiarizing students with its interface and various activities. The vocabulary learning process begins by establishing a class on the platform, where students engage in activities to reinforce their linguistic skills. These activities encompass fundamental vocabulary related to greetings, travel, cafeteria, family, store, study, occupations, meetings, daily routines, and emotions. Each unit and level of instruction integrates verbs, nouns and adjectives within these thematic contexts.

The proposal follows a diagnostic framework comprising initiation, development, and closure phases. The initiation phase involves problematization, goal clarification, motivation, and assessment of prior knowledge. The development phase focuses on the cultivation of the targeted competencies, while the closure phase centers on evaluation. To initiate the class, the teacher engages with the students by presenting the topic's problem, clarifying the objectives, and conducting a motivational activity aligned with the subject matter. Subsequently, the students' prior knowledge related to the targeted competency is shared. The teacher then explains the classroom activities

utilizing the Duolingo platform, such as associating English words with images, establishing connections between English and Spanish words, completing sentences in both languages, practicing pronunciation, and transcribing audio sentences.

The students commence the exercises using computers and internet access, with the teacher facilitating discussions and addressing any questions or concerns that arise. Throughout the class, the teacher evaluates the students' progress through direct observation, assessing the correct and comprehensive completion of the activities and the individual levels attained in each class. By employing this comprehensive approach, the proposal combines diagnostic phases to ensure an effective and engaging learning experience. The teacher's active involvement, use of the Duolingo platform, and ongoing evaluation enable students to enhance their English language skills while promoting meaningful engagement and progress in vocabulary acquisition. The construction of this proposal was based on the constructivist pedagogical model, from which the activities and the process can be observed in Figure 5.

Figure 5.

Phases of the proposal
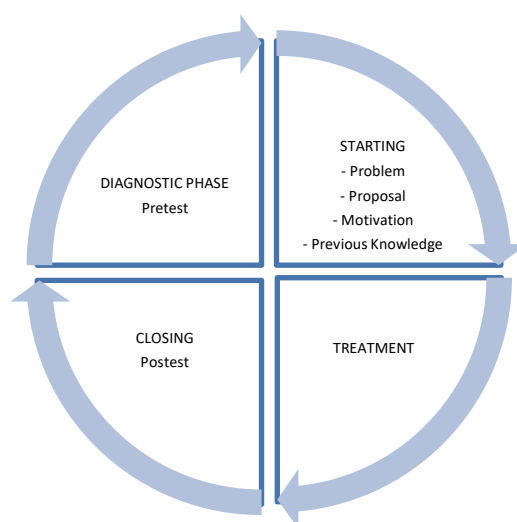
Note: This figure presents the different phases of the proposal that the research followed in the intervention

Description of the phases of the proposal and activities.

The activities proposed in this guide are based on the didactic phases. These phases will allow, through the planned activities, to strengthen the learning processes of the

English language with the use of the Duolingo platform. The students will be able to develop different activities to learn more vocabulary in the English language, considering the didactic aspects of the tool and the integral context of the class with the teacher's support, which favors the student's learning.

DIDACTIC AND PEDAGOGICAL USE OF THE "DUOLINGO" PLATFORM TO STRENGTHEN ENGLISH LANGUAGE VOCABULARY

"Tell me and I'll forget; show me, and I may remember; involve me, and I'll understand."
-Chinese Proverb

Lic. Nelly Maribel Cunalata Guilcapi

DUOLINGO INDEX

DUOLINGO

INTRODUCTION

"You can teach a student a lesson one day, but if you teach him to learn by creating curiosity, he will continue the learning process throughout his life."

Clay P. Bedford.

The following proposed activities focus on using the Duolingo platform to improve students' vocabulary. This proposal stemmed from the observation made by the researcher during the time of the Pandemic, as many students found it challenging to learn the English language through a screen. Therefore, after searching for new teaching strategies to help students on their way to learning, the researcher came across with this innovative platform, which facilitates the understanding of vocabulary in students by making the activities more dynamic and entertaining. This proposal aims to encourage teachers with new teaching strategies through the application of the Duolingo Platform. It is necessary to mention that this proposal was designed for teachers and A2

learners according to the Common European Framework of Reference in order to make learning more fun and motivating. It contains four weekly plans that can be adapted by teachers according to their students' needs. In each plan, teachers will find different topics that were linked to the Duolingo Platform. Each topic contains four different lessons that students will develop, first in the platform and then in class to reinforce their knowledge. Hope you enjoy it!

Duolingo Weekly Lesson Plan 1

Section 3: Order in a restaurant, ask and give information.

Experimental Group: Third Year of Bachillerato

Length of lesson: 60 minutes a day

Duolingo General Objective: Students will be able to use vocabulary words to order and pay in a restaurant through a role play.

Duolingo Specific objectives for the week:

Students will be able to name and describe food and drink

Students will be able to name and describe everyday items

Students will be able to discuss prices

Students will be able to order and pay for food and drink

LESSON DEVELOPMENT:

Time	INTRODUCTION

15minutes	• The teacher explains to students that they are going to start using the Duolingo Platform to learn new English vocabulary. • The teacher asks the students to enter the Duolingo platform and explains that in the topic "At the restaurant" the students will find four lessons that will be developed autonomously and that each lesson will be developed in 20 minutes for four days a week, that is, from Monday to Thursday, for a total of 80 minutes.
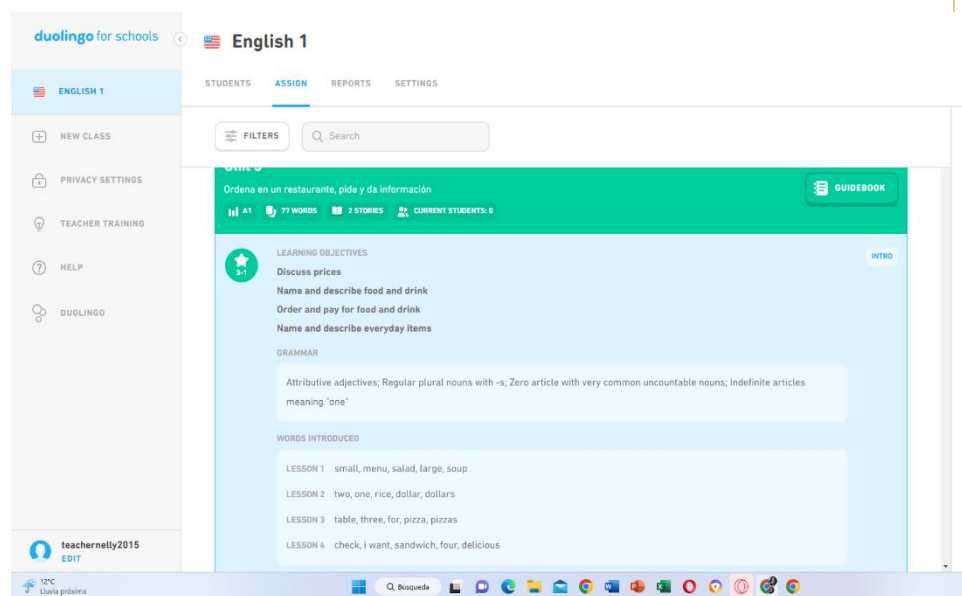
• The teacher clarifies that the Duolingo Platform tasks would be enabled from 14:30 to 22:00 so that students could log in during that time without inconvenience for 20 minutes.
• The teacher tells the students that the four lessons will be monitored daily to verify that the students are completing the assignments.
• The teacher indicates that on Friday after the students have completed the lessons, they should write a short dialogue using the vocabulary learned in the four lessons on the Duolingo Platform to reinforce their knowledge. Students will hand in their homework to be checked and graded.

Time	ACTIVITIES TO BE DEVELOPED FROM MONDAY TO FRIDAY DUOLINGO LESSON 1 TO LESSON 4
10'minutes	The teacher starts each class by reinforcing what students have learned in each lesson 4 lessons in total for 1 week in the Duolingo Platform. The teacher makes groups of 4 to 5 students. Then the teacher gives 10 flashcards to each group. The teacher explains that 5 flashcards have pictures and the other 5 contain words. These flashcards will be distributed each day according to each lesson to reinforce knowledge. • **Monday:** Food and drink (5 flashcards) • **Tuesday**: Everyday items (5 flashcards) • **Wednesday**: Prices (5 flashcards) • **Thursday**: Order and pay for food and drink. (5 flashcards) • **Friday**: Elaboration and presentation of the learning outcome (role-play)
15' minutes	The teacher reads each word aloud and asks students to repeat them to check pronunciation. After checking the words and their pronunciation, the teacher asks students to watch a video (each video will be presented as a reinforcement).

Monday	Food and drink video	https://www.youtube.com/watch?v=bgfdqVmVjfk

Tuesday	Everyday items	https://www.youtube.com/watch?v=GxrD5j-s0g8
Wednesday	Prices	https://www.youtube.com/watch?v=Ik7B4Iyfrtu
Thursday	Order and pay for food and drink	https://www.youtube.com/watch?v=bgfdqVmVjfk

The teacher explains to students that they will watch and listen to a conversation between some people in a restaurant. Additionally, the teacher explains that students will watch the video twice in order to get the correct answers.

Students will watch and listen to a conversation where the pictures they have in their flashcards will be shown. They will match those pictures with the correct word.

Following the video review, the instructor will proceed to validate the accuracy of the students' responses. Subsequently, the students will be provided with an additional worksheet labeled "Worksheet #1," featuring supplementary exercises. The tasks on this worksheet will entail the proper matching of words or phrases with corresponding images. After completing the exercises, the students will compare their answers with the instructor to verify their correctness and address any uncertainties or misconceptions.

Finally, the teacher will make pairs and give each pair worksheet #2 with an incomplete dialogue. Students will complete the dialogue with the learned vocabulary and practice the dialogue to perform a role-play as a learning outcome.

Resources
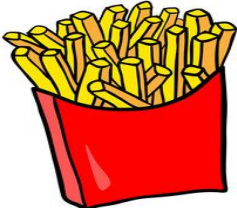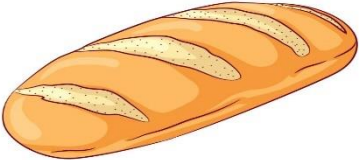
- Duolingo Platform: https://schools.duolingo.com/
- Hangouts
- Flashcards
- Youtube video:
- https://www.youtube.com/watch?v=bgfdqVmVjfk
- https://www.youtube.com/watch?v=GxrD5j-s0g8
- https://www.youtube.com/watch?v=Ik7B4iYFRTU
- https://www.youtube.com/watch?v=bgfdqVmVjfk

Students will complete Section 2 in the Duolingo Platform

FLASHCARDS

FOOD AND DRINK	VOCABULARY
	Cookies
	French Fries
	Bread
	Potato Chips

	Milkshake

Worksheet # 1

Choose the correct words from the list below and write them under the correct
pictures.

⌐ _ _ _ _ _ _ ¬   ⌐ _ _ _ _ _ _ ¬   ⌐ _ _ _ _ _ _ ¬   ⌐ _ _ _ _ _ _ ¬

WORD LIST

- chef
- waiter
- waitress
- customer
- manager
- cashier
- soup
- main course
- dessert
- breakfast
- fast food
- beverage
- salad
- chair
- table
- menu

```
[_ _ _ _ _ _ _ _]    [_ _ _ _ _ _ _ _]

[_ _ _ _ _ _ _ _]    [_ _ _ _ _ _ _ _]

[_ _ _ _ _ _ _ _]

[_ _ _ _ _ _ _ _]

[_ _ _ _ _ _ _ _]
```

Worksheet # 2

At the restaurant

At a Restaurant

Complete the dialogue and perform it in class.

Waiter: Hello, Can I help you?

Kim: …………………………………………………………….

Waiter: Would you like a starter?

Kim: …………………………………………………………..

Waiter: And what would you like for your main course?

Kim: …………………………………………………………….

Waiter: <u>Would you like anything to drink?</u>

Kim: …………………………………………………………..

Waiter: Would Pepsi be OK? We don't have Coke.

Kim: …………………………………………………………

Waiter: (After Kim has her lunch.) Can I bring you anything else?

Kim: …………………………………………………………..

Waiter: Certainly.

Kim: …………………………………………………………….

Waiter: That's $6.75.

Kim: …………………………………………………………

Waiter: You're welcome. Have a good day.

Kim: …………………………………………………………….

Duolingo Weekly Lesson Plan 2

Seccion 4: Describe your family.

Experimental Group: 3rd Year of Bachillerato

Length of lesson: 45 minutes a day

Duolingo General Objective: Students will be able to use vocabulary words in order to elaborate a family tree and describe the family members.

Duolingo Specific objectives for the week:

1. Students will be able to identify the type of families (Single-parent families, extended families, childless families, stepfamilies)

2. Students will be able to talk about family members and their relationships

3. Students will be able to construct a family tree.

4. Students will be able to describe their families.

Time	ACTIVITIES TO BE DEVELOPED FROM MONDAY TO FRIDAY DUOLINGO LESSON 1 TO LESSON 4
10'minutes	The teacher starts each class by reinforcing what students have learned in each lesson (4 lessons in total during the 2nd week) in the Duolingo Platform. The teacher informs students that over the week they are going to explore the different types of families The teacher shows a short video about types of families. https://www.youtube.com/watch?v=hpCyiyNqzlE

15' minutes	Students are asked to give insight to what the video is about. Students give different answers.
	• **Monday:** Types of families
	• **Tuesday**: Family members and their relationships
	• **Wednesday:** Family tree
	• **Thursday**: Describing their family
	• **Friday:** Elaborating a family tree and describing its members.
20' minutes	
	Students are asked to draw a picture of "My family." They will write down the name of each member: mom, dad, sibling...
	Posters can be placed in the classroom with these names so that they can internalize them. Then, they will say out loud the names of the members they have on their sheets, and the teacher will ask: Who else has ___? Until we have them all.
	Next, the teacher will show a reading about the family in which the names of other members appear as a grandfather, grandmother, uncle and so on. Comprehension questions will accompany the reading of this document.
	Finally, the teacher can pose questions for reflection, such as: are uncles and aunts' part of our family? Why didn't we draw them? What do we call family in practice?
	At the end of the week, students will draw a family tree in their notebooks. For this activity, students will bring photos in order to stick them on the family tree they will draw. Finally, they will describe each member of the family as well as the type of family they have to the rest of the class.

Resources

- Duolingo Platform: https://schools.duolingo.com/

- Worksheet 1

- Youtube video: https://www.youtube.com/watch?v=hpCyiyNqzlE

- Board and markers

ASSIGNMENT

Students will complete Section 3 in the Duolingo Platform

READING ACTIVITY

Source: https://es.liveworksheets.com/mq2179096qn

Read the text and answer the questions below.

Hi! I'm Nelly and this is my family. I am 28 years old and I'm from Ecuador. I live with my mother, father, sister, and brother. My mum's name is Susan. She is 40 years old. My dad's name is Richard. He is from Mexico and he is 42. My brother's name is Mark and he's 8 years old. My sister's name is Sara. She is 11 years old. I have two cats: Milly and Woody.

My grandparents live in Colombia, my grandfather's name is Peter and my grandmother's name is Marie. We visit them during the summer vacation. They have three sons and one daughter. Their names are Juan, José, Harry and Pamela. My uncle Harry is married to my aunt Lorena. She is Spanish. Their children's names are Leila and Santiago.

Comprehension questions:

Answer the following questions:

1. **Is Nelly 15 years old?**
   …………………………………………………….

2. **Are Milly and Woody Nelly's dogs?**
   ……………………………………………………

3. **Is Lorena Peter's daughter?**
   ……………………………………………………

73

4. Do Nelly's grandparents have four sons?

....

Duolingo Weekly Lesson Plan 3

Section 7: Describing clothes.

Experimental Group: 3rd Year of Bachillerato

Length of lesson: 45 minutes a day

Duolingo General Objective: Students will be able to use vocabulary words in order to describe the clothes they usually wear.

Duolingo Specific objectives for the week:

1. Students will be able to identify what people wear.

2. Students will be able to describe various garments in terms of price and color

3. Students will be able to ask for prices when buying clothes

4. Students will be able to write a composition about the type of clothes they like to wear.

Time	ACTIVITIES TO BE DEVELOPED FROM MONDAY TO FRIDAY DUOLINGO LESSON 1 TO LESSON 4
10'minutes	The teacher starts each class by reinforcing what students have learned in each lesson (4 lessons in total during the 3er week) in the Duolingo Platform. • **Monday:** Clothing • **Tuesday**: garments in terms of price and color • **Wednesday:** Asking for prices when buying clothes • **Thursday**: Describing clothes • **Friday:** writing a composition about their experience when shopping. Students will identify clothing worn by various people in a PowerPoint. They will describe various garments in terms of price and color. In pairs, students will describe the clothing of other students in the class without identifying the person they are describing. The partner must guess whom they are describing.
15' minutes	Students will watch the video "In the Clothing Store" https://www.youtube.com/watch?v=ad8a2BiXulw twice. They will answer a series of questions, and the answers will be reviewed. "In the clothing store." • What does the man need? • What color? • What size does the man wear?

	• How much does it cost?
	• Where should he pay?
	• True or false: The customer bargains with the saleswoman.
20' minutes	In groups of two or three, students will visit the website https://www.amazon.com/. They should make several purchases with a budget of $150. They will use the additional worksheet to document the garment's color and price.

Item of clothing or accessory	Garment and color	price
Example: An accessory to wear to work	*A black bag*	*$39,95*
Clothing or an accessory to wear in winter		
Clothing or an accessory to wear in summer		
A gift for a friend		
One pair of shoes (men's or women's)		

They will discuss their choices, how they will pay, etc.

Groups will share their selections with the class. They will compare the costs and experiences of shopping in an online store.

Finally, they will write a composition about their experience of Shopping on-line.

Resources

- Duolingo Platform: https://schools.duolingo.com/
- Youtube video: https://www.youtube.com/watch?v=ad8a2BiXulw
- Board and markers

Duolingo Weekly Lesson Plan 4

Section 14: Talk about mood and food

Experimental Group: 3rd Year of Bachillerato

Length of lesson: 45 minutes a day

Duolingo General Objective: Students will be able to use vocabulary words in order to describe their mood and the food they like/dislike.

Duolingo Specific objectives for the week:

1. Students will be able to identify vocabulary words about mood and food.

2. Students will be able to describe and ask about someone´s emotional states

3. Students will be able to describe basic physical states and feelings

4. Students will be able to describe the food they like and dislike.

Time	ACTIVITIES TO BE DEVELOPED FROM MONDAY TO FRIDAY DUOLINGO LESSON 1 TO LESSON 4
10'minutes	The teacher starts each class by reinforcing what students have learned in each lesson (4 lessons in total during the 4th week) in the Duolingo Platform. • **Monday:** vocabulary words about mood and food • **Tuesday**: describe and ask about someone's emotional states. • **Wednesday:** basic physical states and feelings • **Thursday**: describe the food they like and dislike. • **Friday:** writing about their mood and the food they like/dislike.
15' minutes	The lesson starts with a warm-up activity in which students brainstorm adjectives to describe feelings. They also say in what situations they feel this way. Then, students look at five emotions (e.g. *anger, disgust, joy*) and come up with possible adjectives for them. After that, they watch the video about a girl who feels different emotions https://youtu.be/nEUzQ7yL9A0
20' minutes	The video in this lesson is split into several parts so that students can say what makes them have the feeling and predict how she is going to react in each of the five situations. After the video, students say how they feel when they find themselves in the situations presented in the

video (e.g. *see a spider, spill a drink, eat vegetables*), and discuss the video itself. Here, the teacher will ask some questions:

How do you feel when you ……..?

Do you feel ……..when you have to ………………?

In the second part, the teacher will show a picture to the students. Here, the teacher will ask students to work in pairs and give a name to each person in the picture.

Source: https://www.baamboozle.com/game/929823
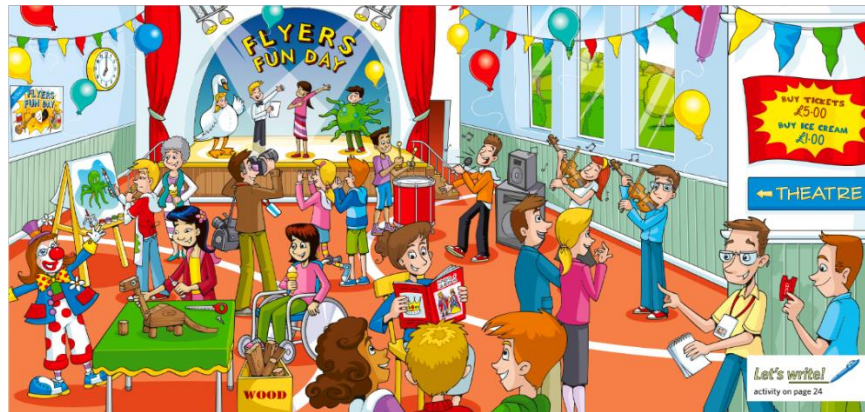
After that, the teacher will explain to students that they are going to ask questions about the picture. For example: How is Carlos feeling? He is feeling angry. Do you think Carlos like the food?.

Then, they will read short descriptions of five situations. Here students will choose different emotions for each description. (worksheet #1)

After that, the teacher will make groups of four students. They will play a game in which each student in the group will pick a card that contains adjectives. They will read it in silence and then they will say a situation where the rest of the group will try to guess the correct adjective. These activities will give students the opportunity to practice the new vocabulary.

The final activity students will do at the end of the week is to write a composition about their mood and food they like using de learned vocabulary.

Resources

- Duolingo Platform: https://schools.duolingo.com/
- Worksheet 1
- Youtube video: https://youtu.be/nEUzQ7yL9A0
- Board and markers

https://theparentswebsite.com.au/taking-care-of-emotions-a-guide-for-parents-and-their-kids/

Read the following situations and write the emotion it represents.

1. "My daughter-in-law is pregnant. Kindly bless her with a baby boy"

   …………………………………………………………………………………

2. "Yesterday I wanted to go to a party, but my mother said: "You are not going anywhere" so I stayed home."

   ………………………………………………………………………………….

3. "Two weeks ago, my sister told me that she won the lottery and now she has invited me to travel with her around the world."

……………………………………………………………………….

4. Last year my husband had to travel to Paris, so he didn't spend Christmas with us. This year he said that he needs to go to Paris again."

……………………………………………………………………….

5. My family is visiting me this summer. It's been a long time no see them.

……………………………………………………………………..

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Annex 1

Pre-test and Post-test

PRE-TEST AND POST-TEST

Objective: To measure the amount of vocabulary that students possess in the English Language.

Name: _ _ _ _ _ _ _ _ _ _ _ _ _

Date: _____

Grade: _____

Instructions: Read each sentence and choose the correct answer. Only one answer is possible.

This English VOCABULARY test consists of 30 multiple-choice questions (10 verbs, 10 nouns, and 10 adjectives) which were taken from the Cambridge vocabulary list. (https://www.cambridgeenglish.org/images/23387-ket-schools-vocabulary-list.pdf) .

A) VERBS

1. My grandfather_____ me to swim
   a) **Taught**
   b) Learnt
   c) Made
   d) Showed

2. How much do these tomatoes_____?
   a) Price
   b) Charge
   c) **Cost**
   d) pay

3. All the children at that school have to _____a uniform.
   a) **Wear**
   b) Carry
   c) Put
   d) use

4. We must _____ the football match on TV this evening.
   a) Look
   b) See
   c) **Watch**
   d) Listen

5. We must _____ the football match on TV this evening.
   e) Look
   f) See
   g) **Watch**
   h) Listen

6. At the end of the course all the students must _____an exam.
   a) Stand
   b) Run
   c) **Sit**
   d) Walk

7. Don't _____ to post my letters for me.
   a) **Forget**
   b) Mind
   c) Matter
   d) Remember

8. Your hair is dirty. You must _____ it tonight.
   a) **Wash**
   b) Tidy
   c) Clean
   d) Brush

9. My video recorder isn't _____ could you repair it for me?
   a) Going
   b) Making
   c) Doing
   d) **Working**

10. If you don't know how to _____a Word, look it up in your dictionary.
    a) **Spell**
    b) Understand
    c) Learn

d)   Mean

B. NOUNS

11. You need _____ to make an omelette
    a)   Fish
    b)   Potatoes
    c)   Apples
    d)   Eggs

12. I'm going to go to bed now _____! See you in the morning
    a)   Good evening
    b)   Good night
    c)   Good morning
    d)   Goodbye

13. My favorite subject at school was _____ because I love learning about numbers.
    a)   Art
    b)   History
    c)   Science
    d)   Mathematics

14. I bought some milk at the Little shop on the _____
    a)   Bus stop
    b)   Traffic lights
    c)   Corner of our Street
    d)   End of the road

15. Ahmet comes from Egypt so his first language is _____
    a)   Arab
    b)   Arabian
    c)   Arabia
    d)   Arabic

16. Did you enjoy the _____ from London to Tokyo?
    a)   Flying
    b)   Fly
    c)   Flight
    d)   Flew

17. Bill loves repairing cars and he wants to train to be a _____.
    a)   Mechanic
    b)   Doctor
    c)   Painter
    d)   Waiter

18. My mother is a very Good _____
    a)   Cooking
    b)   Cook
    c)   Cooker
    d)   Cookery

19. I'd like to work _____and learn about a different country.
    a)   Foreign
    b)   Abroad

c)   Strange
d)   Another

20. Jack's not well I think we should call an _____.
    a)   Illness
    b)   Accident
    c)   Ambulance
    d)   Engine

C. ADJECTIVES

21. They were all _____ so they went to a restaurant.
    a)   Angry
    b)   Thirsty
    c)   Hungry
    d)   Fat

22. I stopped gardening when the rain started. I didn´t want to get_____
    a)   Warm
    b)   Windy
    c)   Wet
    d)   Dry

23. Having the capacity for thought and reason especialy to a high degree.
    a)   Fit
    b)   Pleasant
    c)   Intelligent
    d)   Lazy

24. Not usual or common or ordinary
    a)   Unusual
    b)   Strong
    c)   Fit
    d)   Smart

25. Depleted of strength or energy
    a)   Disappointed
    b)   Tired
    c)   Relaxed
    d)   Anxious

26. Full of or characterized by loud and nonmusical sounds
    a)   Amazing
    b)   Noisy
    c)   Ordinary
    d)   Lazy

27. Offensively self-assured or given to exercising usually unwarranted power.
    a)   Embarrassed
    b)   Healthy
    c)   Bossy
    d)   Puntual

28. Arousing or provoking laughter
    a)   Typical
    b)   Funny
    c)   Possitive

d) Practical

29. Causing fear or dread or terror
    a) Cheerful
    b) Gentle
    c) Terrible
    d) Frustrating

30. Feeling or caused to feel uneasy and self-conscious.
    a) Difficult
    b) Embarrassed
    c) Hard
    d) amazing

Annex 2

13

Validation

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

TÍTULO DEL TRABAJO

" *Duolingo Platform and English Vocabulary* "

AUTOR/A: Lic. Nelly Maribel Cunalata Guilcapi

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				✓				✓				✓				✓
Pregunta				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓
Pregunta 4				✓				✓				✓				✓
Pregunta 5				✓				✓				✓				✓
Pregunta 6				✓				✓				✓				✓
Pregunta 7				✓				✓				✓				✓

	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 8				✓				✓				✓				✓
Pregunta 9				✓				✓				✓				✓
Pregunta 10				✓				✓				✓				✓
Pregunta 11				✓				✓				✓				✓
Pregunta 12				✓				✓				✓				✓
Pregunta 13				✓				✓				✓				✓
Pregunta 14				✓				✓				✓				✓
Pregunta 15				✓				✓				✓				✓
Pregunta 16				✓				✓				✓				✓
Pregunta 17				✓				✓				✓				✓
Pregunta 18				✓				✓				✓				✓
Pregunta 19				✓				✓				✓				✓
Pregunta 20				✓				✓				✓				✓
Pregunta 21				✓				✓				✓				✓
Pregunta 22				✓				✓				✓				✓
Pregunta 23				✓				✓				✓				✓
Pregunta 24				✓				✓				✓				✓

	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 25				✓				✓				✓				✓
Pregunta 26				✓				✓				✓				✓
Pregunta 27				✓				✓				✓				✓
Pregunta 28				✓				✓				✓				✓
Pregunta 29				✓				✓				✓				✓
Pregunta 30				✓				✓				✓				✓

Observaciones:
_____
_____
_____
_____

Validado por

CRISTINA DEL ROCIO
JORDAN BUENAÑO

Mg. Cristina Jordán Buenaño

c.c.   1804010500

Annex 3
Photos

Annex 4
Authorization

Huambaló 31 de agosto del 2022

Ing. Marcelo Buenaño
RECTOR DE LA UNIDAD EDUCATIVA HUAMBALÓ

De mi consideración:

Yo, Nelly Maribel Cunalata Guilcapi, con CI. 0503115453, me dirijo a usted muy comedidamente para solicitar me permita aplicar el pre-test y post- test con el tema **Duolingo Platform and English Vocabulary** con los estudiantes de Segundo paralelo A y B.

Esperando que mi petición sea acogida, anticipo mis sinceros agradecimientos.

Atentamente,

Lic. Nelly Cunalata