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DUOLINGUO APP IN THE DEVELOPMENT OF ORAL COMPREHENSION

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RESUMEN

Hoy en día existen tecnologías de información y comunicación altamente desarrolladas disponibles, que se dedican a casi todas las actividades humanas. Por esta razón, hacer uso del e-learning y el aprendizaje en línea en las instituciones educativas parece ser una necesidad fundamental. La implementación de la tecnología y dispositivos electrónicos especialmente el desarrollo de aplicaciones de gamificación ha inducido y motivado a generar nuevas habilidades de enseñanza, lo cual facilita la comprensión oral de los estudiantes. Se ha analizado que, a través de audios, juegos, videos e imágenes multimedia, desarrolla el estilo y contexto de aprendizaje. El proyecto tiene un enfoque cualitativo-cuantitativo dentro de un nivel descriptivo-explicativo, ya que está basada en datos reales. Los instrumentos de la investigación son una encuesta, la prueba estándar First Certificate in English (FCE) para establecer el nivel de comprensión oral que poseen los estudiantes y un post-test (FCE) con el fin de analizar cómo influye la aplicación en el desempeño de los estudiantes en dicha habilidad. Después de analizar e interpretar los resultados, se identificó el nivel de inglés de los estudiantes de cuarto nivel para sugerir el uso de Duolingo a fin de potenciar la comprensión auditiva. Como resultado es el desarrollo de un manual de actividades que incluye Duolingo con la intención de generar actividades innovadoras orientadas a fomentar mejores niveles de comprensión oral entre los estudiantes.

Palabras Clave: Duolingo, gamificación, comprensión oral, subdestrezas, micro destrezas, componentes paralingüísticos.

ABSTRACT

Nowadays, highly developed information and communication technologies are available, which are engaged in almost all human activities. For this reason, making use of e-learning and online learning in schools seems to be needed. The importance that the application of Duolingo has had on education has driven the change of methodological strategies which facilitates oral comprehension of students. It has also been analyzed that through the design and implementation of interactive, virtual, and multimedia packages. The oral comprehension process should be developed according to students' context and learning styles. Therefore, the project has a qualitative-quantitative approach within a descriptive-explanatory level, responding to applied research because it is based on actual data. The tools applied in the investigation are a survey, the First Certificate in English (FCE) standard test to determine the oral comprehension level that the students possess, and a posttest to analyze how the app influences students' performance regarding such a skill. After analyzing and interpreting the results, fourth-level students' level of English suggests the use of Duolingo to boost listening skills. The proposal based on the results is the development of an activities manual that includes the use of Duolingo to generate innovative activities to foster better levels of oral comprehension among students.

Key Words: Duolingo, gamification, oral comprehension, subskills, micro skills, paralinguistic components.

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INTRODUCTION

Teaching languages requires time and dedication, where the teacher looks for the most appropriate methodology to grow the four language skills (speaking, listening, reading, and writing) and thus prevents the learning process from becoming tedious for students. The use of technology has become a critical tool for human beings as long as it is used objectively. This research intends to evaluate the Duolingo language-learning platform as a pedagogic source to increase students listening skills because it permits the acquisition of new knowledge, optimal feedback, easy-to-use environments, and motivation to achieve learning objectives. In addition, the contribution of several theories is of great relevance for this study since it allows to build a theoretical framework that will help analyze the necessary and convenient aspects that will be used to achieve the targets proposed.

Children, youth, and adults have adopted using computers, mobile and electronic devices to do tasks and activities daily from home, schools, universities, and jobs. This phenomenon is thanks to the development of telecommunications, the expansion of networks, the Internet, science, and technology in general. These changes have allowed many benefits in connection, the creation of nanotechnology, devices, gadgets, and other computer objects, which are the topics of discussion every day.

Currently, the teaching and learning process is influenced by the use of these technologies in educational institutions. Learning has been adapting to hybrid models where face-to-face classes are complemented with activities on digital platforms, managed by the teachers themselves, or with activities developed in virtual classrooms. The world in which we live is a globalized world that demands knowledge of the English language, being this language the most recognized worldwide and used in education. Even though English has been taught in primary school, students still have difficulties and cannot intercommunicate.

In Ecuador, there is still a low level of reference to the English language, and one of the reasons is that students in colleges and universities prove that there are a series of difficulties in the student learning process in different language English skills, especially in oral comprehension; in numerous cases, the techniques used by teachers are inadequate or less efficient and do not achieve their mission, which is the integrated learning of the student to increase their interest in English.

According to a study in 2020 by Education First (EF) regarding the command of the English language, Ecuador is ranked 93rd out of 100 countries, which places the country within unsatisfactory standards. It is evident that the English language teaching-learning process in the land is deficient and that the skills of writing, speaking, reading, listening do not achieve the objective desired. The national government has been working to improve the quality of education in all areas since the meeting World Education Forum in Dakar 2000; after the meeting, the country committed itself to be part of the “Education for All” plan.

Additionally, a relevant investigation was conducted in 2011 through the updating of the Curricular Reform, which made changes in the structure of the grid in all subjects and began with the project “It’s time to teach English.” It tried improving English as a foreign language teaching process and considered aspects of methodology and teaching skills. The English language has been implemented even more in the educational system in our nation. Most students show no interest in this subject, either due to the difficulty or the lack of a methodology to encourage the learning of this language by the teacher. Despite the amount of time invested in this teaching, students do not learn the language. They become frustrated, lose interest and consider studying, in the future, a career that does not require mastery of this language. Therefore, as it is known, around the world universities require proficiency in the English language as a requirement to graduate from whatever career is chosen, this further causes student frustration while in college. The unsuccessful situation presented gives rise to the research problem: how to improve oral comprehension in fourth-level English students at the CTT of the Andes Language Center? Therefore, the defended idea in this investigation is to provide evidence that the application Duolingo and the manual with different type of activities contribute to the development of oral comprehension among students.

General Objective.

To analyze the importance of a Duolingo app manual in the development of oral comprehension in fourth level students from CTT de Los Andes Language Center.

Specific Objectives:

- 1.To theoretically support oral comprehension in the teaching of the English language through the use of Duolingo.
- 2.To identify the level of oral comprehension that students of the fourth level have through the FCE listening section test.
3. To determine the activities and multimedia content offered by a Duolingo manual for the development of oral comprehension.
- 4.To disseminate the outcomes found after the data analysis within the educational community.

The project has a qualitative-quantitative approach within an explanatory, descriptive, and correlational depth level, under the socio-educational modality, which responds to applied research because it is based on real data being a pre-experimental research design. The techniques applied in the investigation are a survey, the First Certificate in English (FCE) standard test to determine the oral comprehension level that the students possess, and a post-test to analyze how the app influences students' performance regarding such a skill. After analyzing and interpreting the results, the level of English of fourth-level students is to be identified to motivate the use of Duolingo to boost listening skills. The result is the development of a manual with activities that include the use of Duolingo to generate innovative activities aimed at fostering better levels of oral comprehension among students.

Nowadays, in Ecuador, many modifications have been made to the English curriculum in order to reform many aspects so that students are more interested in learning and teachers are more interested in teaching. One of the most frequent problems that can be identified is the low level of listening comprehension that students acquire during their studies. One of the main reasons is that all strategies focus exclusively on one skill development. The project was developed to analyze the effectiveness of Duolingo, a free English language learning platform that works both online and, in the app, in improving listening comprehension in English. It is relevant because English is a requirement for most of the people in the world and a lot of students are frustrated when it comes to learning it. This free platform offers the chance to improve the knowledge of English at no cost, for students to increase their level of oral comprehension of English or even practice some lessons learned during school classes.

Thus, it is suitable to develop this research because by applying this resource, students will be able to enhance their English oral comprehension. In addition, once they improve oral comprehension, they can boost the four primary skills. This study is original because research has never been conducted on this topic at CTT de Los Andes Language Center. This study will benefit teachers and students of CTT de Los Andes Language Center to change the way of learning and teaching through technological tools to teach and learn the language. Students will have a new form to acquire the language with the use of gamification being the final purpose of practicing English at any time or place.

CHAPTER I: STATE OF ART

Firstly, to assess the importance and impact of Duolingo in the teaching process, it is vital to consider the learning environment and the use of ICT (Information and Communications Technologies) in the teaching process. In fact, there are many international and national investigations that describe Duolingo as a platform that offers various and good features for learners in the learning process of the target language.

For instance, (Jaskova, 2014) in her thesis entitled *Duolingo as a New Language-Learning Website and its contribution to E-Learning Education from Masaryk University-Czech Republic*, is mainly focused on the new language learning portal Duolingo, describes its methodology and learning system and concludes that Duolingo is a beneficial learning portal, which has a skillfully crafted learning system, as well as motivational aspects.

In the same way, (Yauri A. , 2018) in his thesis *Mobile applications as a didactic strategy and learning English in students of the Language Center of the Los Angeles Catholic University of Chimbote Satipo*, conducted a correlational investigation in which the general scientific method was applied, being the main objective to determine the relationship between mobile applications and learning English in students of the Language Center of the Catholic University of Chimbote, 2018. He worked with a population of 23 students and it concluded that both variables were related. In addition, it was evidence that students who used any application learned more easily and that the scores of the English language proficiency exam increased by 71.91%.

Likewise, (Ye, 2014) found that Duolingo English Test scores were linked with TOEFL total scores since comparable scores from the two tests had similar percentile ranks. Duolingo English Test scores are on a scale of 0–100 and TOEFL scores are on a scale of 0–120. For international students to apply to study in US universities, the minimum cutoff score of TOEFL iBT is 80 and a more selective cut score is 100, corresponding to scores 50 and 72, respectively, on the Duolingo English Test. Furthermore, all these investigations provide a theoretical framework for the present research since it allows to identify the theories that report the issue and to have them as references for this pedagogical study related to oral comprehension acquisition.

Some investigations have been directed in Ecuador concerning the use of Duolingo among students of various ages. They were conducted via the sequence to enhance vocabulary, listening, avoiding the use of traditional methods, and start employing information and technology tools.

As well, (Pacheco, 2018) explained the Duolingo app; suggesting that it has excellent activities provided with entertainment and challenges in different games but the aim is to learn and acquire new words. This research identified the relationship between the use of the Duolingo application and the development of vocabulary skills. This study was developed by a group of 70 students the Ninth - Grade Level of elementary school at Unidad Educativa Ambato, a survey was used to collect information from students to achieve the purpose of this research, quantitative and qualitative method, and data collection was used.

Based on the previous literature, on how beneficial the free learning platform Duolingo Language- Learning can help improve different skills of the English words; the investigations have accurate data and evidence that Duolingo is effective to support English performance among users. Subsequently, these investigations show that it is plausible and desirable to attempt the implementation of programs that include the use of learning platforms as a viable way to facilitate the learning of the English language, respecting the personal rhythm of the apprentice, also contributing to the digital literacy of both teachers and the students.

1.1 E-Learning Platforms or Applications

To begin, the changes that new information and communication technologies have brought to the teaching and learning process have been significant, when tools are implemented such as technologies in the classroom, these allow students to develop mastery of skills of the language that facilitate learning and thus achieve an improvement in the educational service that offers the community.

ICTs are technologies that constitute new communication channels and enter the schools and homes, facilitating the teaching and learning process with their use. In addition, ICT is a series of new media such as hypertexts, multimedia, the internet, reality virtual or satellite television.

Similarly, an e-learning platform is a software application that integrates different management tools, communication, evaluation, and monitoring. (Rost, 2002) stated that virtual learning platforms and their extension feature some characteristics necessary for a platform to be considered e-learning that it is networked, delivered to the end-user through a computer using standards Internet technologies, and broaden the perspective of learning so that it goes one step beyond the traditional paradigms of training.

In this way, Duolingo can be considered an e-learning platform or application because it counts and complies with every established standard. The use of the computer to perceive new knowledge thanks to the use of the Internet and the result it offers to the educational environment outside the established base of the curriculum.

According to (Salinas, 2004), a learning environment is that space or organized community, to achieve the notion that certain components:

1. A pedagogical function, referring to activities and teaching situations, instructional, support, tutoring, and assessment materials.
2. A technological function appropriate to the selected tools in connection with the pedagogical model.
3. An organizational function of the space, calendar, and community management.

The same author points out that some experiences that reproduce the dominant teaching-learning models, finding courses and experiences which are fundamentally based on the classical model of Distance Education. ICT allows these models to be reproduced in some way and in some cases, it can be understood to make this the appropriate option, because it combines technological, pedagogical, and organizational content.

Educational Application or Platform

An educational app is a multimedia resource or material that is used as a technical support tool in the field of education is the main objective of teaching and self-learning. The online application for free language learning "Duolingo" founded by Luis von Ahn was invented together with his graduate student Severin Hacker. The current team of developers now consists of twenty-seven people, including mainly software engineers and language experts, being currently one of the most used platforms worldwide.

Another point is, Duolingo is a free platform without advertisements that contains several units and lessons that last approximately five minutes. The lessons presented in this application are focused on the English skills of words or phrases translation and repetition. Duolingo is defined as a free language learning application that offers twenty-five complete language courses for English speakers (Karch, 2015). Additionally, the application has courses for speakers of languages other than English some of the languages are French for Portuguese speakers, English for Czech speakers, English for Spanish speakers, and so on.

Duolingo as a didactic resource for learning English

In the same way, one of the sites on the net that offers the possibility of learning English, among other foreign languages is Duolingo, an innovative virtual learning platform that, unlike other sites, it provides the chance to learn English completely free. Its official page is www.duolingo.com. The methodology that Duolingo has been using is based mainly on practice, where it is not necessary to read several texts to understand grammar, but rather automatically recognizes the meaning of words and sentences that with the help of images and translations becomes easier to interpret.

1.2 Gamification in Duolingo

Nowadays, students are growing up with the use of technology because each person has different learning styles. Teachers go through new tasks and are required to adapt the learning process to the needs and likings of students. Teachers apply different teaching methods and approaches that allow students to be engaged and have a strong motivation and commitment to their instruction. Current academic prototypes and trends in education with the use of ICT, create previous needs for the use of novel approaches and techniques to implement active learning, gamification being one of these trends.

In this way, gambling is defined as a technique that facilitates learning by incorporating play strategies that can motivate and help students and teachers in the classroom. This technique facilitates the attainment of knowledge in a more fun way and encourages the student to excel within the educational environment.

To illustrate (Kapp, 2012) in his work the Gamification of Learning and Instruction: gamification is "the use of mechanisms, aesthetics and the use of thought to attract people incite action, promote and solve problems" (p.9). The author urges that any activity that leads to immerse the objective of the gamification (such as points, levels, prizes) influences the student's willingness to go on and complete what it set out to do.

According to the above, the Duolingo application focuses on the mechanism of the games, so the idea is that people who use Duolingo will be entertained, learn and not only focus on obtaining the language by necessity. Teachers are not excluded from this new learning technique, since the application Duolingo has the tool "Duolingo for schools" that offers the teacher the facility to follow the progress of each student, detect failures and understand the learning needs of each student. This new service will offer the teacher tools to personalize classes, prepare lessons, and provide, together with the application, immediate and effective feedback in the classroom.

Advantages

Duolingo provides the user with the facility to study from anywhere at any time. In the same way, the platform is made for those who do better with self-taught learning, each one learns at their own pace and without pressure. Duolingo users find learning fun and active. The Duolingo learning system provides more than 100 courses in 56 different languages. The use of the platform through its different devices or browser is free. Additionally, portability allows students to move mobile devices and bring learning materials (Mosavi, Tayabeh, & Nezarat, 2012).

Duolingo offers the listening function

In addition, listening is harder and more complicated than knowing how to speak. Active listening is a very important element in communication, it states the capacity to listen not only to what the person is expressing directly thoughts, ideas, or feelings., active listening means listening and understanding the message from the speaker's point of view.

As it is known, English is difficult to understand because of the low connection that one has with the language, for this reason, students need to rise and improve listening skills. The listening function is an icon that has most of the lessons offered by the Duolingo application, to improve the listening skill, this option is the most appropriate one. Learning the pronunciation of certain words and reviewing them as numerous times as necessary helps the user to improve listening skills and to develop speaking skills.

Limitations-disadvantages of Duolingo

First, the teaching provided by the platform does not focus on grammar, phonetics, or text comprehension. In addition, some Duolingo users find that the exercises are often repetitive and stiff without adapting to the diverse needs of each user. Also, the Duolingo platform does not have a teacher who answers doubts or questions online. The Duolingo teaching system does not work for students who do not understand self-discipline, students need a smart device or PC to access your platform. Users with no prior technology experience will likely have a hard time adjusting to the Duolingo learning model.

Duolingo activities

- **Multiple Choice**

Multiple-choice questions ask students to choose the correct answer or answers to an interrogative from a list of alternatives. They are helpful for formative evaluation and to enable students to manage their learning (Kirby, 2014). There are several reasons why this activity can be viewed as necessary for use in the classroom and on any educational platform: They make the evaluation more reliable since it is based on students' understanding of something specific. Multiple-choice questions provide accurate insight into what students

understand and do not understand or help the teacher know which topics to reinforce. In addition, they are a highly effective formative diagnosis and training tool.

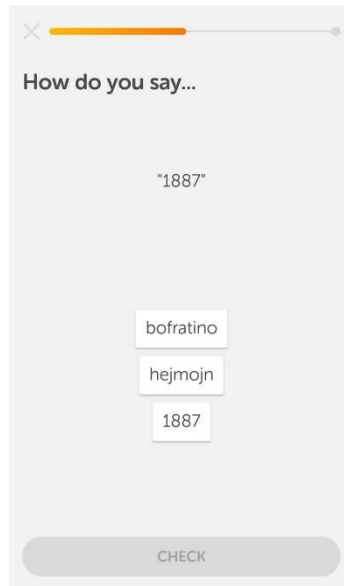


Figure 1. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

- **Matching**

It is a technique that involves matching one thing with another and develops skills like memory, absorption, and vocabulary in people who use it to learn English words. The lesson presented by Duolingo focuses on finding the matching words in the text. Students can even use this type of activity for assessments of their knowledge. The use of this kind of activity must be driven by the teacher's imagination and the participation of the students.

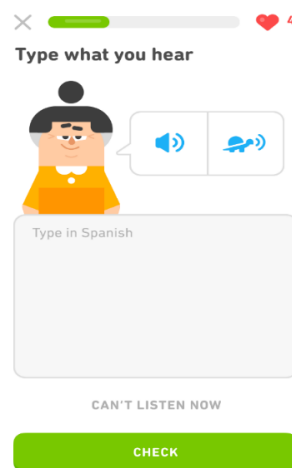


Figure 2. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

- **Type what you hear**

The necessity to understand the listening progress of any language came up when (Vandergrift, 1999) stated that focusing on listening comprehension, especially in the early phases of second language learning-teaching, creates four different types of advantages: cognitive, efficiency, utility, and affective.

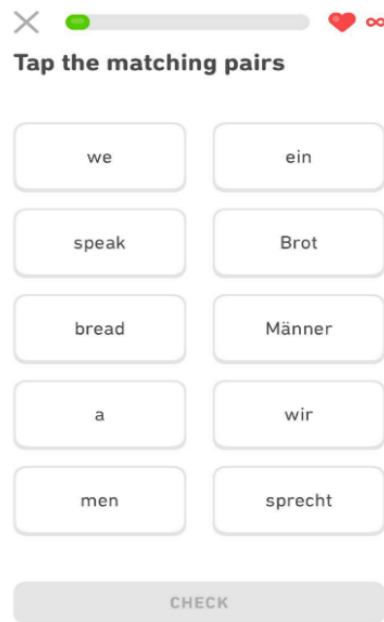


Figure 3. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

- **Listening**

As part of the modules, Duolingo offers a skill that involves converting audio to text. Initially, it is difficult to understand recordings, conversations, or audio because of their level of detail. Start with small audio clips like sentences or series of words so students can quickly comprehend them as they are heard

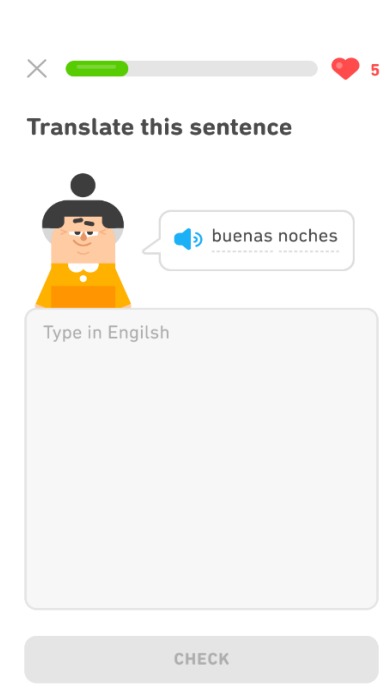


Figure 4. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

- **Writing**

Because some audio involves understanding the pronunciation and the present vocabulary, teachers who use this method are required to help students understand as much vocabulary as possible. This activity does not focus on translating what you hear. The goal is to literally write what the audio of Duolingo reproduces. As the modules are completed along with the lessons shown, the difficulty of each audio increases. In addition, as the user learns a language, the repetition button can be used as many times as needed if the user is not understanding the audio at first. This implies concentration which Duolingo wants to develop in its users.

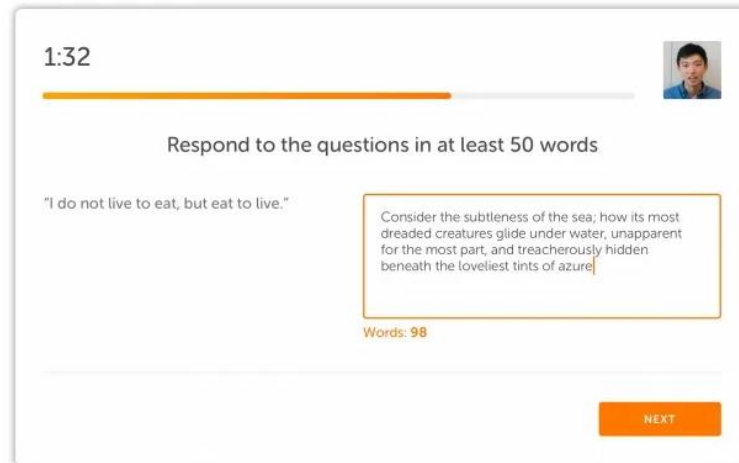


Figure 5. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

- **Say what you hear**

Speaking is part of the preparation in a language. It has to be taken into account the way a young child learns; repetition will prove as essential key in the learning process not only of the mother tongue but of any second language. Most students and teachers use repetition in their daily lives, either by repeating new vocabulary, sounds, sentences, or phrases. The repetition, however, should not be mechanical, rather it should be conscious, and learners should be aware of pronunciation, accents, and small details.

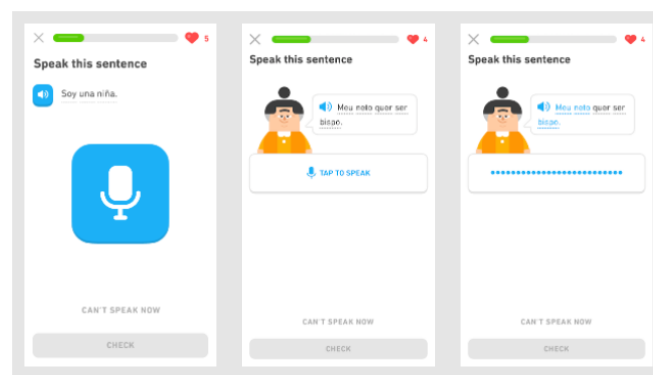


Figure 6. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

Repetition works if it is done constantly. Students feel that they are making great progress when they learn in a short time; several teachers feel satisfied when they have been able to complete their class plans and even more when they have done it in less time than planned. But after a while, students realize that all that knowledge written in their notebooks has not been retained. The activity of "saying what you hear" is included by conscious repetition and also aims to develop pronunciation and in turn improve listening comprehension. Duolingo has the option of turning the microphone on and off, so the user is committed to learning a language.

The opportunity and benefits offered by this collaborative dynamic (lessons) of Duolingo are inestimable. Each one of the lessons fulfills an objective for the user, and the application also has the option to compete with friends. Upon completing the lessons, users earn points that determine their progress and classification.

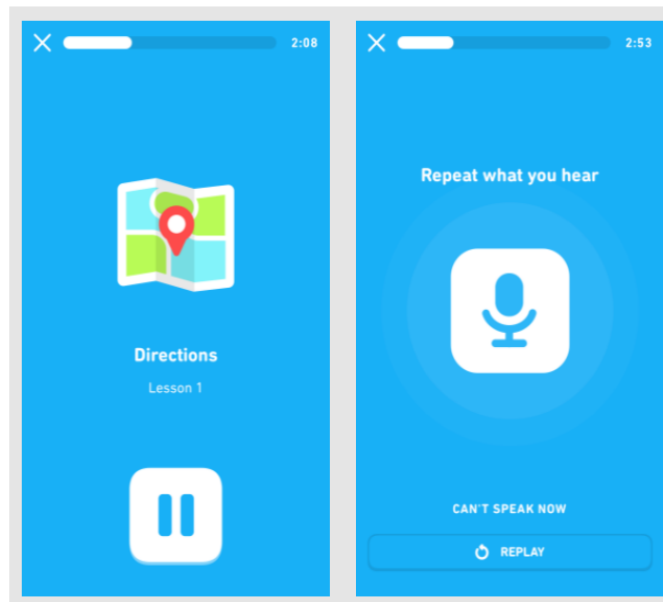


Figure 7. Covering all the bases: Duolingo's approach to listening skills by (Blanco, 2020).

Computer science has evolved into multimedia content, which has impacted various fields including education. In addition, interactive activities promote the development of students' senses, while providing them with a means to get involved in learning. As the quality of education has improved, students are using this tool to improve their English language skills (listening, speaking, reading, and writing).

Objects or media that are used to present information are also referred to as multimedia. These are the forms of multimedia content (text, audio, image, animation, video, interactive). (Ventura, 2017) says that it will effectively engage your audience through text, graphic art, sound, animation, and video. Additionally, if you allow them to take part in the process, they are likely to enjoy it.

The Duolingo application offers the ease of learning the English language with the help of the lessons presented through these multimedia contents and in this way, develops the ability to listen. Teachers can plan classes that will be more entertaining and enjoyable today because students have easy access to technology.

Duolingo content

Text: It is a set of coded signs that transmit a written message (word, words) in a coherent and orderly manner. It can be an easy type of content to forget when considering multimedia systems, but text content is by far the most common in computer applications. Most multimedia systems use a combination of text and other means to provide functionality.

In addition, the text is the visual expression of letters, numbers, and symbols used to communicate ideas and information to others through a human language system. It represents a large amount of visual content in most multimedia page designs. For example, on Facebook or some other favorite website, the use of text predominates over graphics or other content multimedia. While graphics can consume more physical space in a design, it is the text that most often provides the intellectual substance, detail, meaning, and context in a design or visual presentation. This multimedia content is presented by Duolingo in all lessons through a word, sentence, or phrase.

Audio: Facilitates the student's development of auditory memory through different activities such as recording, relating images to sounds and mainly helps to improve listening and speaking skills. Audio files and broadcasts play an essential role in some multimedia systems (Brindley, 1998). They appear as part of the application content and also to help interaction. When they appear in applications and websites, sometimes audio files must be implemented

using plug-in media players. Audio formats include MP3, WMA, Wave, MIDI, and RealAudio. When you practice good listening skills, you improve your pronunciation; enriching (adding) vocabulary; also, perfecting knowledge of grammar. Listening skills are worth your time and effort. There are many ways to improve and develop your listening skills. You can use music, movies, TV programs, and even videos, but audio tools can be exceedingly versatile (flexible).

1.3 Oral Comprehension

This ability is also known as listening skills and plays an essential part in teaching-learning the English language; what's more, it allows for the development of other skills such as speaking, reading, and writing. Previously, these skills were taught because each skill fulfilled a different objective; the starting point was to teach the grammar to develop listening and thus to speak. The most recommended and effective is to focus on real communication situations and develop each skill by combining them.

The definition for oral comprehension has been a subject of discussion, and many authors of books, articles, etc., do not find an appropriate meaning for it. One of the first definitions is that of (Wifp, 1984) in the article "Strategies for Teaching Second Language Listening Comprehension," referring to listening as an invisible mental process, which makes it difficult to describe. Listeners must discriminate between different sounds, understand the vocabulary and grammatical structures, interpret emphasis, retain and interpret all of this within the immediate context. (p. 345)

On the other hand, (Rost, 2002) focuses on today's world and defines oral comprehension as receiving what the speaker expresses (the receptive orientation); building and representing the meaning (the constructive direction); negotiate the meaning among others, and responding (the collaborative exposure); and creating sense through participation, imagination, and empathy (the transformative direction). (p. 20)

In this definition, the author seeks a different approach and emphasizes the importance of interaction and participation between the source and the receiver. To reiterate, oral comprehension (listening) and oral expression (speaking) work separately; therefore, there is no communication if someone else does not receive what is said.

Paralingual Components

Paralinguistic

In the process of communication, some of the body movements and some sound phenomena are observed. These body movements and good phenomena are not part of the language system but part of an isolated system. That's why they are defined as a parallelogram. Language is the central system of communication, but parallax is an auxiliary sound system. The science of parallax or the science of non-verbal signs is known as paralinguistics.

Paralinguistics is part of semiotics and investigates the essence of a non-verbal sign, but linguistics investigates the links between verbal and non-verbal communication media. Emotions are expressed through the body, for example, the movement of the head can be a sign of consent or agreement, arching the eyebrows as a sign of surprise, a smile as a sign of joy, among others.

Paralinguistic features have concerned the attention of different linguists, (Brown G. , 1990) defines the paralinguistic characteristics as those aspects of speech "that contribute to the expression of a speaker's attitude and are not an intrinsic part of phonological contrasts that make up the verbal message" (p. 112). These characteristics are culturally determined, as it seems that every speech community shares some notion of an abstract norm in the speech, but they are also distinctive characteristics in the sense that each individual has its standards; unconventionality from that standard produces an attitudinal effect on expression and listeners interpret that some emotional meaning is added to the verbal content of the message.

As described, what interests us most are the emotions and attitudes as they are built phonologically and expressed in reading aloud; that is, the evaluation and paralinguistic resources used by readers to adopt positions about the texts they wish to communicate to the audience they are addressing. The following is the taxonomy of paralinguistic features, along with a brief description.

Table 1.

Taxonomy of paralinguistic features

Paralinguistic feature	Variations from the norm
Pitch span: speakers total voice range	Extended
	Restricted
Placing in voice range: placing pitch spans somewhere in the total voice range	Raised
	Lowered
Tempo: speed of delivery	Rapid
	Slow
Loudness: degrees of loudness or softness	Loud
	Soft
Voice setting: different vocal cords setting	Breathy
	Creaky
Articulatory setting: degree of tension of the articulatory tract	Tense
Articulatory precision: degree of precision of articulation	Precise
	Slurred
Lip setting: posture of lips	Smiling
	Pursed
Timing of segments and syllables: lengthening of segments and syllables	Extended
Pause: pauses deliberately used for rhetorical purposes	Abnormal

Source: Taken from Paralinguistic Effects on Developing EFL Students' Listening Comprehension Skills (2008).

1.4 Sub-skills of listening comprehension

Listening is one of the most used skills in daily life; it is a process that requires active participation on the part of the student concerning daily practice (listening actively), to make it a habit by listening to audios, news, songs, videos, and movies in English.

Fundamentally listening to oral texts or audio is done in two ways: The first is listening naturally, in other words, not paying attention, and the second is to listen and interpret everything we hear. (Peris, 2012) states, “We hear even involuntarily. We listen consciously and with a purpose” (p.3).

The author emphasizes that it can be perceived what is said but not consciously listening; likewise, we can listen and do it carefully when we are looking for something in particular that we are interested. Considering the previous studies about listening comprehension, the investigators conclude that listening is an active (interactive) complex procedure in which listeners process listening input and use other listening subskills and listening strategies to understand the spoken language.

Listening for Gist (Essence)

First of all, what is “essence?” The essence is the primary or essential part of something, the central idea, the body, the meaning, or the central theme of a speech. In addition, learning, a language is the meaning or general purpose of a written or spoken text. In other words, what the conversation is about is the essence of a conversation. The body is also the most important information about something or the most general without details.

Thus, listening for the essence is when the student tries to understand what is happening even if they do not understand the phrase or sentence. They also try to capture keywords, intonation, and other clues to guess the meaning. Occasionally, finding the core can be easy because it is at the beginning of some text on some occasions. It is not as simple as listening to the whole conversation to understand the primary or general meaning.

Listening for Specific Information

Listening for specific information means having some idea of what is expected to hear before and while listening. For example, before starting the listening exam, the news and question to respond should already be predicted or anticipated, considering that the idea of what is expected to be heard can appear differently.

According to an IELTS guide some important points should be taken into account regarding this sub-skill:

- Answers always follow a sequence.
- Attention should be paid to the speakers.
- Underline keywords.
- Listen to distractors. What sets it apart from the actual answer? Often the answer is discussed later, but there is no such rule. The answer may be first and then the distractor.

Listen for Detailed Information

In the same way, listening for detailed information, the attention focuses, and specific information has to search in the listening passage. For example, listening for details could be about the weather in a particular region, a train departure time, or a favorite team's football results. Likewise, listening carefully, the information that is required is select, and the rest is ignored. Because beforehand it has to be known what is expected to hear, it becomes easier to concentrate and focus our attention to listen selectively.

It is worth mentioning that this sub-skill requires the student's concentration on one hundred percent to understand what to listen to and respond accurately based on the information required. (Wilson, M & Gerber, L, 2008) mention that "this strategy refers to the occasions when it is not required to understand exactly everything said, but only one specific part" (p. 36). Thus, it is not necessarily to listen to the entire text, instead pay attention to what requires at that moment of interest.

(Puig, 2015) recommends strategies, which evoke the actions of the taxonomy of Bloom, as a starting point and motivation for learning: observation, experimentation, comparison, the relationship between causes and effects, generalization, classification, definition, summary, scheme, recession, and composition, work on the team, discussion, problem-solving, and interpretation of data organized in different types of texts and graphics.

Micro-skills for oral comprehension

According to some investigations, teaching listening comprehension aims to provide opportunities for the learner to acquire particular micro-skills. On the other hand, the taxonomy of listening skills mentions some micro-skills which are taken from a variety of sources, including needs analysis, discourse analysis, and related research.

The next table shows micro-skills for listening comprehension.

Table 2.

Listening micro-skills

Ability to guess the meanings of unfamiliar words from the context
Listening for gist
Understanding cohesive devices
Listening for specific information and important details
Recognizing functions of stress and intonation in spoken language
Listening to discriminate between distinctive sounds
Ability to understand reduced forms of words in spoken language
Listening for key words
Recognizing the topic
Making inferences and understanding the speaker's purpose

Source: Taken from (Sepúlveda, 2018)

The book by (Cassany, Luna & Sanz, 2003) rerefers to the following micro skills:

Word Recognition

It has to do with knowing how to segment the acoustic chain into its component units sounds and words, the article, the noun, verb and pronouns, a combination of pronouns, etc. For these reasons, recognizing the phonemes, morphemes, and words of the language also discriminates the language's phonological oppositions.

Selection

Refers to differentiate relevant words in a speech (nouns, verbs, key phrases) from those not (like crutches, repetitions, and redundancy). In the same way, knowing how to group the various elements into higher units and sounds, sounds in words, words in syntagma's, sentences in paragraphs, or thematic sections.

Interpreting

Correspondingly, to identify the words that mark the structure of the text, that change from a theme, which opens a new topic and concludes it, also the words that characterize the form of the text, that change apiece, which opens a new topic and ends it and captures the tone of the speech: aggressiveness, irony, humor, sarcasm.

Infer

When readers try to infer word meanings, various types of knowledge are used both inside and outside the text. The use of readers' knowledge sources has been an essential topic of discourse within the research of lexical inference.

Previous studies have shown that readers use their language knowledge and world knowledge during comprehension by gaining information from content and linguistic cues in the text. Thus, it is known that when reading an L2 text, the readers use both their L1 knowledge and L2 knowledge and that readers' L1 language and educational histories affect the way readers use their knowledge source (Wesche, M & Paribakht, T, 2009).

These micro-skills have a varied incidence according to the age and level of the students. For example, the youngest need to work on the more global aspects of the understanding theme and basic ideas; another aspect is attention and retention that transcend their cognitive development. On the other hand, the mature can already work on the micro-skills more polished understanding the form and details of the text or inferring data from the situation (Cassany, Luna & Sanz, 2003).

CHAPTER II: METHODOLOGY

2.1 Research design

Approach

In the present investigation, was used the qualitative and quantitative approaches. It is qualitative because it is based on data collection without numerical measurement, without counting through descriptions and observations to determine the problem according to the existing reality. It is quantitative because it uses the collection and analysis of data obtained from the survey applied to fourth-level students, based on state of the art and objectives set and aimed at a greater understanding of the low level of oral comprehension. The investigation design was pre-experimental, whereby a pre and post-test were applied before and after the intervention phase to each student.

Research type

Bibliographic-documentary research was used, which allowed the development of the state of the art, as well as the updating of knowledge regarding gamification and the development of oral comprehension throughout several activities.

In addition, the field research facilitated the application of surveys among the fourth level students of CTT de los Andes Language Center to collect data concerning the knowledge and activities used by teachers to design an alternative solution of the problem evidenced.

Research modality

This project was born from a problem present in society, such as the deficit of English language's oral comprehension, and had the exclusive participation of the students of the fourth level of the CTT Language Center. Education is part of the social process of a community; therefore, the socio-educational research model focuses on finding solutions to educational problems to achieve social well-being. For this reason, (Melendro, Oliva, & Rodríguez, 2018) consider that socio-educational research must be rigorous and methodological to triangulate qualitative and quantitative methods so that speculation has no

place assuming an evaluation culture of the intervention developed to know its quality and thus achieve its objectives (p.54).

Research depth level

This project had an exploratory, explanatory, correlational, and at the same time, descriptive scope. It was exploratory because, according to (Hernández R. , 2010), "exploratory studies are carried out when the objective is to examine a topic or research problem that is studied, about which there are many doubts or which has not been addressed before" (p.79). Besides, it is descriptive because it must specify and describe reality in all its main components, such as the results to be achieved. The type of design applied in this research work is quasi-experimental. The allocation of research participants is not random but instead mentioned group was already formed before the investigation.

The types of study used were:

- Descriptive: It allowed to describe the situations, context, and events, adequately detailing how they were manifested to collect information on each of the variables raised and define who is involved they will collect the data for the research.
- Correlational: It was implemented to relate and partially explain the degree of association between the two variables raised in this research:
- Explanatory: In a general way, it is used to explain the why of the studied phenomenon and how it is related. Specifically, it was used at the time to pose the problem and structure the theoretical framework.

2.2 Population and sample

The population cited by (Pazmiño, 1997) "is the totality of the phenomenon to be studied where the population units have a common characteristic which is studied and gives rise to the research data" (p. 126). In this case, the population consisted of fourth-level students from CTT Language Center.

According to (Eyisi, 2016) "is the part of the population that is selected, from which the information for the development of the study is obtained and on which they will carry out the measurement and observation of the variables under study." Since it is a finite or limited population, there was no calculation for the sample, which means that the research was carried out with the entire population previously established. Therefore, thirty-one students of the fourth level were part of the investigation.

As a final exclusion criterion, the study sample was determined to use only the information of the 20 students who took both tests and not the population of 31 students of the 4th level. One student did not take any of the tests, and ten students only took the pretest.

Table 3.

Population

Level	Men	%	Women	%	Total	%
Fourth A (experimental group)	16	52%	15	48%	31	100

Source: Self-made

Table 4.

Operationalization of variables

Variables	Dimensions	Indicators	Items	Technique and Instrument
Independent variable				
Duolingo Is an educational application with version for desktop and mobile that offers the possibility of learning a language with the help of activities presented through multimedia content.	Educational App	Gamification	1	Survey - Questionnaire
		Advantages	2	
		Warnings-limitations	3	
	Activities	Multiple Choice	4	
		Pairing	5	
		Type what you listen	6	
		Say what you hear	7	
	Multimedia Contents (Interactivity)	Audio	8	
		Graphics	9	
		Interactivity	10	
Dependent variable				
Oral comprehension It's a receptive skill that consists of the development and interpretation of micro and sub skills respectively and involves some of the paralinguistic components of verbal language.	Paralinguistic components	Voice-Intensity Intonation	11	Test - FCE Standard Test
		Fluency Speed-Velocity	12	
	Sub-skills	Listen to the essence Listen to specific information Listen to detailed information	13	
		Recognition Selection Interpretation Anticipation Inferring	14	

2.3 Data Collection Plan

Techniques and instruments for data collection

Indeed, to collect the data for this study, it was essential to survey the independent variable "Duolingo" using the Likert scale, which allowed us to know if the application within the learning process facilitated language acquisition both in listening and in the other skills. This instrument specifies the purpose of conducting the investigation and the instructions.

The second instrument to consider was a standard test (FCE) applied to fourth-level students to find out the reality in terms of oral comprehension of the English language. This information allowed me to anticipate the problem and establish the Duolingo application as extra help to the student in the learning process.

The ratings of the Likert scale are detailed below.

Table 5.

Likert Scale

Always	5
Almost Always	4
Sometimes	3
Almost Never	2
Never	1

Source: Self-made

Validity and reliability of the instruments

The judgment of experts gave the validity of the instruments. In addition, after designing the tools, they continued with their respective validation; these were first presented to the project's tutor, who helped with the corrections regarding the writing and content of the questions. Subsequently, the instruments were validated thanks to the collaboration of expert teachers in foreign language teaching; to whom was requested to carry out the validation, the instructions with the investigation objectives, the matrix of operationalization of variables, and the corresponding forms to determine: the correspondence of the instrument questions with the goals, variables, and indicators, quality, the language used in the instrument, each one with observations included and finally the corresponding mechanisms. The validators expressed their points of view and made observations on the items written in the devices. The respective corrections were made according to the criteria of the experts and subsequently the pilot test.

Table 1.

Reliability Cronbach Alpha

Pretest reliability statistics		Posttest reliability statistics	
Cronbach Alpha	Elements number	Cronbach Alpha	Elements number
.905	25	.898	25

Source: Self-made

Reliability values of 0.905 are defined for the pretest and 0.898 for the posttest according to the Cronbach's alpha index applied to the 25 questions, taking into account a recategorization on an ordinal scale of correct and incorrect responses. Table 6 determines reliability values greater than 0.8 for the pretest and posttest evaluation instruments, so it can be concluded that these instruments have an excellent level of reliability for the development of the study.

Analysis and data processing of the diagnostic

The data collection of this study consisted of three stages: pretest, intervention, and posttest. For data processing, tabulation in the SPSS computer program was used, which facilitated the reliability and validation of the data of the applied instruments. Several statistical and reliability tables were obtained an Excel program was used to get the graphs of each of the questions in the survey and the standard FCE test. Finally, the analysis and interpretation of the results were reached where the default values of each statistical table are considered, considering the contents of the theoretical framework, guiding questions, objectives, and the matrix of variables.

Characterization of the institution

The Center for Transfer and Development of Technology C.T.T. de los Andes is an academic institution of education, private law, and non-profit, created on October 9, 2013, in an extraordinary session by resolution No. R.C.S. N ° -13-S.09-X-2013 by the Superior Council of the Regional Autonomous University of the Andes UNIANDES, through Law No. 99-44 of the Technology Transfer and Development Centers of November 9, 1999, published in the supplement to Official Registry No. 319 dated November 16, 1999.

According to Law No. 99-44 of the Technology Transfer and Development Centers, Article 1 establishes that the university councils or equivalent bodies of any denomination of universities, polytechnic schools, higher and technological institutes legally recognized may create, by resolution, Technology Transfer and Development Centers (C.T.T.) attached to said establishments, which will have administrative, economic and financial autonomy in the terms established by law, without prejudice to the institutes and other agencies that have created or create Higher education centers, by their independence, to carry out or promote research.

The C.T.T. de los Andes Language Center operations are structured according to jurisdiction, hierarchy, responsibility, deconcentrating, coordination, cooperation, efficiency, effectiveness, and economy. It's located in the city of Ambato, specifically in the UNIANDES Campus and with headquarters in the cities that the University maintains its

extensions in the cities of Santo Domingo, Ibarra, Tulcán, Riobamba, Puyo, Babahoyo and Quevedo.

The CTT de los Andes Language Center offers an alternative for the adaptation of technologies to the development of the country and seeks solutions to the educational, scientific, technical and technological requirements of the different sectors of the population, with a view to development and competitiveness of the country.

2.4 Research proposal

Manual for Improving Oral Comprehension (Listening Skill) through the Educational App “Duolingo”, and other Activities



INTRODUCTION

Properly managing the English foreign language has become a necessity in the different work spheres where the current individual develops; therefore, from school, where the acquisition of varying knowledge begins, a suitable environment must be fostered for the proper conception of this.

Although listening skills are critical to English language acquisition, there has been little research on developing this skill. This research describes techniques to improve students' listening comprehension.

Faced with these difficulties, it is necessary to implement different didactic strategies such as games, songs, and the use of information and communication technologies (tics) that contribute to the improvement of the teaching-learning process and the taste for assimilating English as a second language, so that the transformation from traditional pedagogy to an active one takes place, where the student is a participant in their learning, thus transforming the vision that he has of this subject and giving it the value that is being given to it in the world current.

This activity manual aims to develop and improve oral comprehension with the help of the "Duolingo" application and other activities that facilitate the teaching-learning of the language for both teachers and students. The actions to be used will include short audios, videos, individual and group work that will help the student listen and understand English in a better and practical way.

OBJECTIVES

GENERAL OBJECTIVE

To apply the Duolingo app manual among students in CTT de los Andes Language Center.

SPECIFIC OBJECTIVES

- To identify strategies that allow teachers to develop oral comprehension.
- To promote the independent learning in students with the support of high-tech tools.
- To encourage students with the help of the Duolingo app and extra activities to improve their oral comprehension and other linguistic skills.

Table 2.

*Outline of the Lesson plans***Week 1**

UNIT	TOPIC	DESCRIPTION	TIME	RESOURCE	ASSESSMENT
1	Greetings Restaurant People Introductions	<p>In order to complete with the activities related with the educational app is necessary to follow some steps:</p> <ol style="list-style-type: none"> 1. Log in https://bit.ly/3ga1vdu or use Duolingo in smartphones after you download. 2. Students will need to start completing unit 1 during their asynchronous hours and review activities in class about greetings, restaurant, trips, and people. <p>All of the exercises related with the use of the listening function have</p> <ul style="list-style-type: none"> - Tell what you listen - Write what you listen - Pairing - Multiple choice - Translation <ol style="list-style-type: none"> 3. Afterwards use the tool to listen and record the voice repeating all the vocabulary or sentences exactly like in the app. 4. The topics inside the app can be related with the content of the book used in class some the units are: <ul style="list-style-type: none"> - Verb to be (affirmative, negative, questions) - Simple present (affirmative, negative, questions) - Simple past (affirmative, negative, questions) 	300 minutes	<p>Internet connection</p> <p>Computer</p> <p>Smartphones</p> <p>Headphones</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Lesson planning in class - Tutor observation - Teach and review concepts (activity in the class) - Self-evaluation (activity in the lesson plan) - Collaborative work in groups - Information seeking

		<p>A PowerPoint or genially presentation can be created to teach grammar topics.</p> <p>5. Watch a video about greeting also an audio and complete the exercise finally check the answers https://www.linguhouse.com/es/esl-lesson-plans/function/introductions-and-greetings https://portalacademico.cch.unam.mx/ingles1/common-expressions/excercises1; students review some expressions, vocabulary and phrases that are common in English.</p> <p>6. Students create a story about meeting and greeting new people throughout role plays.</p> <p>7. Once each activity is done students need to complete the others levels.</p> <p>For teachers</p> <p>Create an account in “Duolingo with the option for schools” using the GMAIL account to check the progress of students. Click in https://bit.ly/3zoUtJt.</p>			
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Week 2

UNIT	TOPIC	DESCRIPTION	TIME	RESOURCE	ASSESSMENT
2	Colors Food 2 The body Dates Professions Animals 2	<p>In order to complete with the activities related with the educational app is necessary to follow some steps:</p> <ol style="list-style-type: none"> 1. Log in https://bit.ly/3ga1vdu or use Duolingo in smartphones after you download it. 2. Complete the second unit and also in asynchronous hours about the body, dates, professions and the second part of animals. <p>Activities with the use of the listening function</p> <ul style="list-style-type: none"> - Tell what you listen - Write what you listen - Pairing - Multiple choice - Translation <p>Contents inside the application that can be used to explain grammar from the book are:</p> <ul style="list-style-type: none"> -Simple present (affirmative, negative, questions) -Wh questions - Prepositions (place, time, direction, agent, and instruments) <ol style="list-style-type: none"> 3. Listen to an audio and complete the exercise afterwards check the answers https://learnenglishteens.britishcouncil.org/skills/listening/elementary-a2-listening/work. 4. Listen the same audio about professions read the questions and choose the correct answer. 5. Students create a dialogue where each pair or group has to be a waiter or a customer, they will think about an Ecuadorian meal and order it at the end of the session it is presented. 	300 minutes	<p>Internet connection</p> <p>Computer</p> <p>Smartphones</p> <p>Headphones</p>	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Lesson planning in class - Tutor observation - Teach and review concepts (activity in the class) - Self-evaluation (activity in the lesson plan) - Collaborative work in groups - Information seeking

		<p>6. Once each activity is done students need to complete the others levels.</p> <p>For teachers</p> <p>Create an account in “Duolingo with the option for schools” using the GMAIL account to check the progress of students. Click in https://bit.ly/3zoUtJt.</p>			
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Week 3

UNIT	TOPIC	DESCRIPTION	TIME	RESOURCE	ASSESSMENT
3	School 2 Hobbies House Business 2 People 2 Places Things Numbers Education	<p>For this unit it is necessary to follow the activities:</p> <ol style="list-style-type: none"> 1. Log in https://bit.ly/3ga1vdu or use Duolingo in smartphones after you download it. 2. Complete the following level in the class in the asynchronous hours about education, school, hobbies, and house. <p>Activities with the use of the listening function are:</p> <ul style="list-style-type: none"> - Tell what you listen - Write what you listen - Pairing - Multiple choice - Translation <p>Contents inside the application:</p> <ul style="list-style-type: none"> - Adverbs (time, place, manner, degree, frequency) - Indefinite adjectives and pronouns - Possessive pronouns - Possessive adjectives and pronouns - Demonstrative adjectives and pronouns <ol style="list-style-type: none"> 1. Listen to a song https://www.youtube.com/watch?v=EkHTsc9PU2A 2. Watch the video and complete the worksheet afterwards check the answers https://www.youtube.com/watch?v=OmxAQZoWbqU 3. Complete the other topics that the app includes. 	300 minutes	Internet connection Computer Smartphones Headphones	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Lesson planning in class - Tutor observation - Teach and review concepts (activity in the class) - Self-evaluation (activity in the lesson plan) - Collaborative work in groups - Information seeking

		For teachers Create an account in “Duolingo with the option for schools” using the GMAIL account to check the progress of students. Click in https://bit.ly/3zoUtJt .			
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Week 4

UNIT	TOPIC	DESCRIPTION	TIME	RESOURCE	ASSESSMENT
4	Directions Phrases Health Activities Descriptions Adventure	<p>For this unit it is necessary to follow the activities:</p> <ol style="list-style-type: none"> 1. Log in https://bit.ly/3ga1vdu or use Duolingo in smartphones after you download it. 2. Complete the level in the class and in the asynchronous hours about phrases, health, descriptions, and adventure. <p>Activities with the use of the listening function are:</p> <ul style="list-style-type: none"> - Tell what you listen - Write what you listen - Pairing - Multiple choice - Translation <p>Contents inside the application:</p> <ul style="list-style-type: none"> - Adverbs (time, place, manner, frequency) - Future forms (will and present continuous) - Possessive pronouns - Determiners - Verb tenses and speech forms <ol style="list-style-type: none"> 1. Listen to two experts commenting on i-to-i's corporate health initiatives. Tick 	300 minutes	Internet connection Computer Smartphones Headphones	<p>Formative Assessment</p> <ul style="list-style-type: none"> - Lesson planning in class - Tutor observation - Teach and review concepts (activity in the class) - Self-evaluation (activity in the lesson plan) - Collaborative work in groups - Information seeking

		<p>the ideas they suggest and the complete the activities.</p> <p>2. Watch the video about phrases match the verbs on the left with the nouns on the right to form phrases from the article and recording.</p> <p>3. Choose four phrases and invent a sentence for each one pair work.</p> <p>Complete the other themes in the educational app Duolingo.</p>			
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Methodology Lesson Plan 1

Unit 1 Simple past, simple present and verb to be

Time: one week

Teachers Aims

- To develop the listening abilities among the students
- To teach them a few basic listening strategies
- To remove the mistakes the students might be facing
- To expose them to a number of different listening situations through activities

Students will able to:

1. Memorize phrases used them in small conversations with their classmates also how to know to greet people, ask how they are, and give a farewell in a polite manner.
2. Respond conversations or dialogues using simple phrases during conversations with a partner.

Development of the activity

1. Complete the activities about the level which correspond in Duolingo.
2. Take a screenshot of each new word. (at least ten words)
3. Record the voice in a cellphone or computer using the vocabulary in sentences. Share the record with a classmate and compare them.
4. Share and choose the best record in the class according to the pronunciation and this person wins a point. (3 points equal prize, during the other activities).
5. Listen to the audio and complete the worksheet
6. Complete the other activities about: clothes, school, business, animals, and friends at home.

Activity 1

Unit 1 Meeting and Greeting

Match the questions and answers that people use when they meet.

Part A

- | | |
|------------------------|------------------------------|
| 1. What's your name? | a. I'm fine, thanks. |
| 2. How old are you? | b. I'm from France. |
| 3. Where are you from? | c. I'm twenty-two. |
| 4. How are you? | d. My name is Marie Bernard. |

Part B

- | | |
|---------------------------------------|--------------------------------------|
| 1. Are you here on vacation? | a. For ten days. |
| 2. Are you studying here? | b. No thanks, I have some water. |
| 3. How long are you staying here? | c. Yes, I'm here with my family. |
| 4. Would you like something to drink? | d. Yes, I'm taking an English class. |

Now read the sentences out loud in pairs.



Activity 2



Listening

Marie is in her English class. She meets another student. Listen to the conversation and number the questions in the order you hear them.

Part 1

How are you? 1

How long are you staying here? ___

What's your name? ___

Where are you from? ___

Would you like something to drink? ___

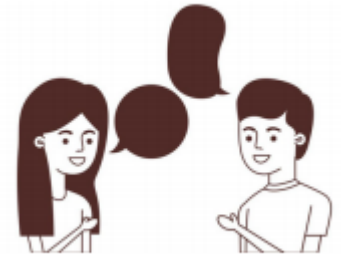


Scan to review the audio |

Part 2

Listen again and choose the correct information.

1. Luis is from *France / Spain*.
2. Marie lives in *Paris / London*.
3. Luis is staying for six *weeks / months*.
4. Marie is staying for one *week / month*.
5. The teacher says that class starts in *ten / five minutes*.
6. Marie and Luis decide to get something to *eat / drink*



Methodology Lesson Plan 2

Unit 2 Present Simple and Prepositions

Time: one week

Teachers Aims

The main objectives of this activities are:

- To develop the listening abilities among the students
- To teach them a few basic listening strategies
- To remove the mistakes the students might be facing
- To expose them to a number of different listening situations through activities

Students will able to:

- Recognize the use of the present simple and prepositions
- Categorize drinks and food.
- Give and take orders from a menu.
- Identify the gist in a conversation about taking orders

Development of the activity

1. Complete the activities about the body, dates, professions and the second part of animals in Duolingo.
2. Reward the student who finished the activities first.
3. Listen to the audio and complete the worksheet.
4. Check the answers through the complete video.

Activity 3



Listening

Instructions: Listen to five different people talking about their jobs and do the exercises to practice and improve your listening skills.

Before you listen write the correct word in the boxes below the picture.

shop assistant	Teacher	Dentist	cleaner
police officer	Doctor	Pilot	nurse

Methodology Lesson Plan 3

Unit 3 Adverbs, adjectives, and pronouns

Time: one week

Teachers Aims

- To develop the listening abilities among the students
- To teach them a few basic listening strategies
- To remove the mistakes the students might be facing
- To expose them to a number of different listening situations through activities

Students will able to:

1. At the end of the lesson students will learn how to use prepositions of time correctly
2. Develop oral comprehension to recognize the pronunciation about the new vocabulary has given by the application and the extra activities.
3. Learn important vocabulary about business, people, education and places.

Development of the activity

1. Complete the activities about home, school, hobbies, and house that the app has.
2. Work on some listening activities to practice lyrics understanding and fill in the gaps.
3. Worksheet our home listen, number the pictures and complete some activities.
4. Check the answers through the complete video and sing it.

Activity 5



Listening



Instructions: Complete the missing gaps with this activity you will practice pronouns.

Well you done done **me** and you bet I felt it
 I tried to be chill but you're so ____ that I melted
 I fell right through the cracks
 Now I'm trying to get back
 Before the ____ done run out
 I'll be giving it my bestest
 And nothing's going to stop me but divine
 intervention.

I reckon it's again **my** ____ to win some or learn
 some
 I won't hesitate no more, no more
 It cannot wait, I'm **yours**.....
 Well open up **your** ____ and see like me
 Open up your plans and damn you're ____
 Look into your ____ and you'll find love love
 love love
 Listen to the music of the moment baby sing with
 me
 We're just one big ____
 And It's **our** God-forsaken right to be loved love
 loved love loved
 So I won't hesitate no more, not more
It cannot wait I'm ____
 There's no need to complicate
 Our time is short
 This is our ____, I'm yours

Scooch on over closer dear
 And I will nibble your ____
 I've been spending way too long checking my
 ____ in the mirror
 And bending over backwards just to try to see it
 clearer

But my ____ fogged up the glass
 And so I drew a new ____ and laughed
 I guess what I'm be saying is there ain't no better

 To rid **yourself** of vanity and just go with the
 seasons
 It's what we aim to do
 Our name is our virtue
 But I won't hesitate no more, no more
 It cannot wait I'm yours
 Well open up your ____ and see like me
 Open up your plans and damn you're ____
 Look into your ____ and you'll find that the sky
 is yours
 Please don't, please don't, please don't
 There's no need to complicate
 Cause our time is short
 This oh this this is our ____, I'm yours!

Activity 6

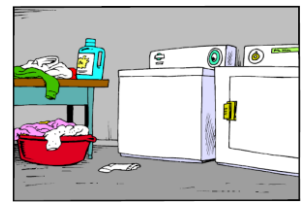
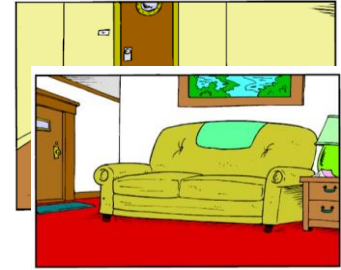
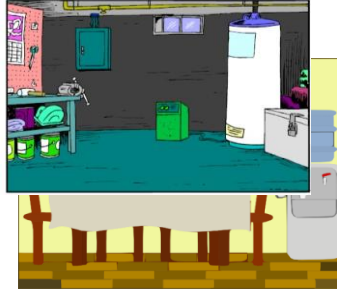
OUR HOME



Listening



Instructions: Listen and number the pictures.



Instructions: Listen to the audio and complete the missing words.



Listening

THE HOUSE

The house has two floors, a _____ and a yard. The first _____ has a living room, a _____, a kitchen, a laundry room and _____ to the second floor. The second floor has a _____, four bedrooms and a bathroom.

APARTMENT

The apartment building has a lobby and an _____. The apartment has a _____, a kitchen, a _____, a bathroom and a closet.

Activity 5



Listening

Instructions: Listen and order the pictures in the way you hear. Some pictures are in order for you.



1	2	3 curtains 	4
5	6	7 coffee table 	8 microwave 
9	10	11	12
13 coffee maker 	14 dresser 	15	16
17	18	19	

Methodology Lesson Plan 4

Unit 4 Simple Past, past perfect, and pronouns

Time: one week

Teachers Aims

- To develop the listening abilities among the students
- To teach them a few basic listening strategies
- To remove the mistakes the students might be facing
- To expose them to a number of different listening situations through activities

Students will able to:

1. Use demonstrative pronouns with correct pronoun (singular and plural) throughout listening activities.
2. Understand and review vocabulary related with health, directions and adventure.
3. Develop oral comprehension to recognize the pronunciation about the new vocabulary has given by the application and the extra activities.

Development of the activity

1. Complete the activities about adventure, health, hobbies, and descriptions that the app has.
2. Listen to two experts commenting on i-to-i's corporate health initiatives. Tick the ideas they suggest and the complete the activities.
3. Watch the video about phrases match the verbs on the left with the nouns on the right to form phrases from the article and recording
4. Choose four phrases and invent a sentence for each one pair work.
5. Check the answers through the complete video and sing it.



Listening

Activity 6

Instructions: Listen to two experts commenting on i-to-i's corporate health initiatives.

Tick the ideas they suggest.

daily fruit breaks

a tomato growing competition

leaflets on healthy living

a water cooler

a lunchtime walking club

yoga classes

large 'exercise balls' for employees to sit on seminars

monthly health seminars

Audio 1



Activity 7

Phrases

Instructions: Match the verbs on the left with the nouns on the right to form phrases from the article and recording.

1. reduce

absenteeism

2. improve

a challenge

3. introduce

a charity

4. resist

an initiative

5. relieve

stress

6. undertake

temptation

7. support

well-being

Audio 2



CHAPTER III. ANALYSIS OF RESULTS

3.1 Validation, analysis and evaluation of the intervention stage and posttest

The recent investigation that took place in CTT de los Andes Language Center applied a research design with a pre-experimental pretest/posttest to one group of students that were in fourth level with a B1 level of English, with the purpose to measure participants English oral comprehension proficiency, and a collective questionnaire that consisted on fourteen Likert type items used to assess students' perceptions about gamification activities used in class. First, all the participants were tested before and after the intervention phase to measure their oral comprehension based on a B1 standard FCE listening exam (see appendix 1).

Participants were also surveyed through a collective questionnaire to get qualitative data about their previous knowledge about gamification used in class. Subsequently, you can observe the quantitative analysis of the results that were processed employing the Statistical Package for the Social Sciences (SPSS), through the implementation of the non-parametric Wilcoxon signed-rank test that according to (Gentle, 2003) is used to compare two repeated means repeated measurements on a single sample.

3.2 Pretest and posttest results analysis

Descriptive statistics analysis.

Descriptive statistics of the results obtained by the students in the pretest and their development after the training, reflected in the posttest grades, were analyzed in a general way. The bar graph defines that the star score in the pretest was 7.50 points, the lowest score obtained was 2 points while the highest was 20 points, out of 25. In the posttest, the star score was 18 points, while the minimum score was 4 points, while the highest score was 23 points, out of 25 possible.

It was determined that the listening scores of the 4th level students in the pretest were low, represented in the statistics of lower minimum, median, and maximum values compared to the results after implementing the Duolingo tool, and the training gave students. Therefore,

the central scores of the median are more than doubled, and the values of minimum and maximum scores are even increased, descriptively demonstrating the effectiveness of the use of the app with the activities used in class that will be included in the manual.

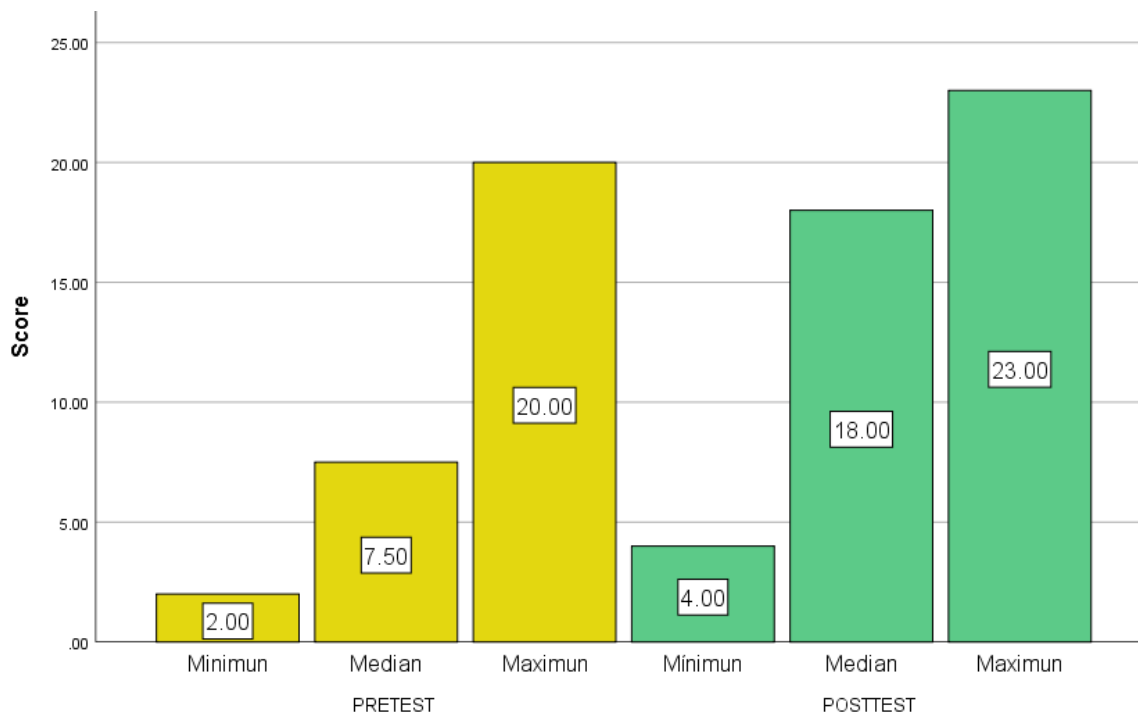


Figure 8. Descriptive statistics of the Pretest and Posttest qualifications

Inferential statistics analysis

Data normality

As a first instance, to define the performance of the grades of the 4th level students in the pretest and the posttest, it was necessary to analyze the probability distribution that they possess, since, if they were to be distributed with the ordinary probability law, you should use parametric tests for comparison; otherwise, non-parametric tests will be used.

Table 3.

Normality tests

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Estadístico	Gl	Sig.	Estadístico	gl	Sig.
Pretest	.246	20	.003	.852	20	.006
Posttest	.167	20	.147	.874	20	.014

a. Lilliefors significance correction

In the Shapiro Wilk normality test, a p-value of 0.06 is calculated in the pretest scores, and a p-value of 0.014 for the posttest scores, both values lower than a significance level $\alpha = 0.05$. The null hypothesis is rejected when $p\text{-value} < \alpha$, and the alternative hypothesis is taken as true. According to the results of Table 7, a Shapiro Wilks normality test was performed on both scores, determining p values less than the level of significance set for the trial. For this reason, it can be concluded that the pretest and posttest scores are not distributed with an average probability law. Since one of the two grade samples does not have a normal distribution of the data, the comparison must be made using the nonparametric Wilcoxon rank tests.

Table 4.

Wilcoxon Rank Test

		N	Rango promedio	Suma de rangos	Estadístico
Posttest - Pretest	Negatives Ranks	2 ^a	4.50	9.00	T = 9.00
	Positive Ranks	17 ^b	10.65	181.00	
	Draw	1 ^c			
	Total	20*			

a. Posttest < Pretest

b. Posttest > Pretest

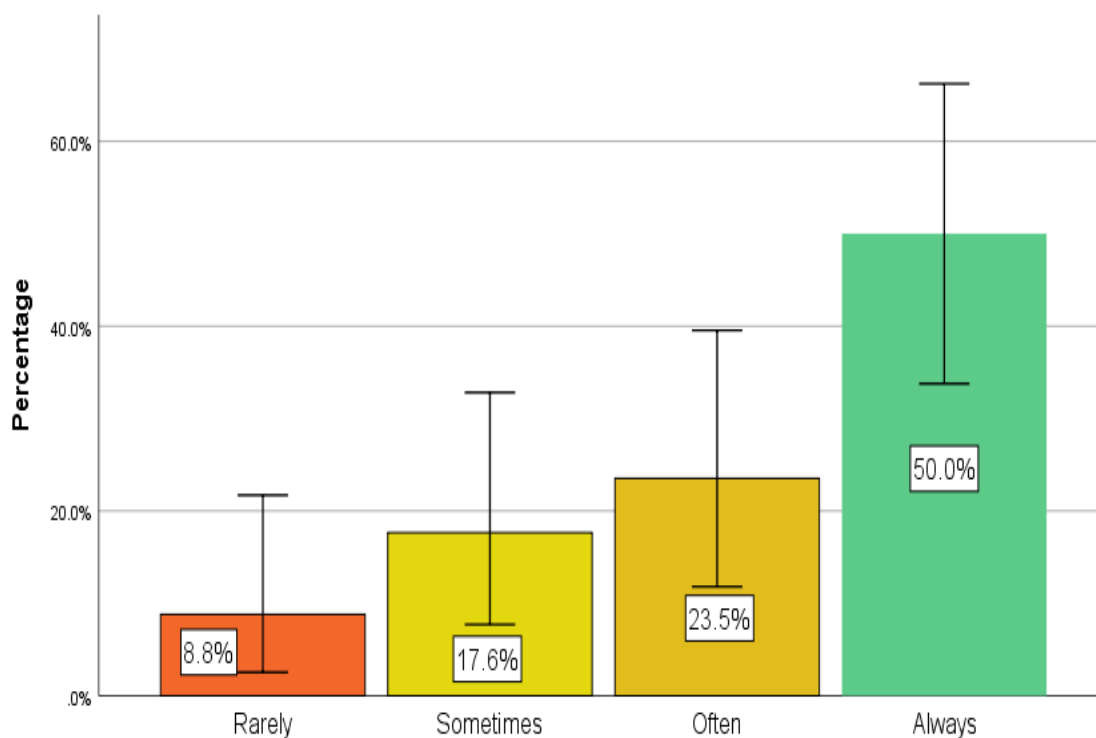
c. Posttest = Pretest

*Critical Value with 0.05 significance $T_{\alpha(20)} = 61$; $T_{\alpha/2(20)} = 53$

The Wilcoxon T statistic is made up of the smaller the ranges, whether positive or negative; the statistic $T = 9$. In this case, the decision is based on the Wilcoxon table of critical values, which defines $T_{\alpha} (20) = 61$ for unilateral tests of 20 degrees of freedom (individuals) and 0.05 of significance, and for these same parameters, but for bilateral tests at $T_{\alpha / 2} (20) = 53$. The null hypothesis is rejected when $T < T_{\alpha / 2} (20) = 53$ in bilateral contrast, and $T < T_{\alpha} (20) = 61$ for unilateral difference; in these cases, the alternative hypothesis is taken as accurate. In table 8, the Wilcoxon statistic is calculated according to a two-sided test, having a statistic smaller than the tabulated critical value. The rejection of the null hypothesis is defined, which indicates, as the first trait, that there is no equality between the pretest and post-test scores.

Subsequently, a unilateral contrast was performed to determine if the post-test had better result than those obtained in the pretest. On this occasion, the critical value is again lower than the statistical one, so it can be statistically concluded that the post-test scores improved or increased compared to the pretest.

3.3 Collective questionnaire results analysis



The technique gamification, which facilitates learning English, specifically learning listening comprehension, is used by your teacher on a regular basis.

Error bar: 95% CI

Figure 9. *The teachers use gamification technique for listening comprehension.*

It shows that 50% of 4th level students consider that the teacher always uses gamification techniques for listening comprehension learning, while 23.5% say that it is used often. According to 4th level students, most students mention that gamification techniques are used often or always for listening comprehension learning, while about a quarter of students consider that these are sometimes or rarely used techniques in a way suitable for listening comprehension learning.

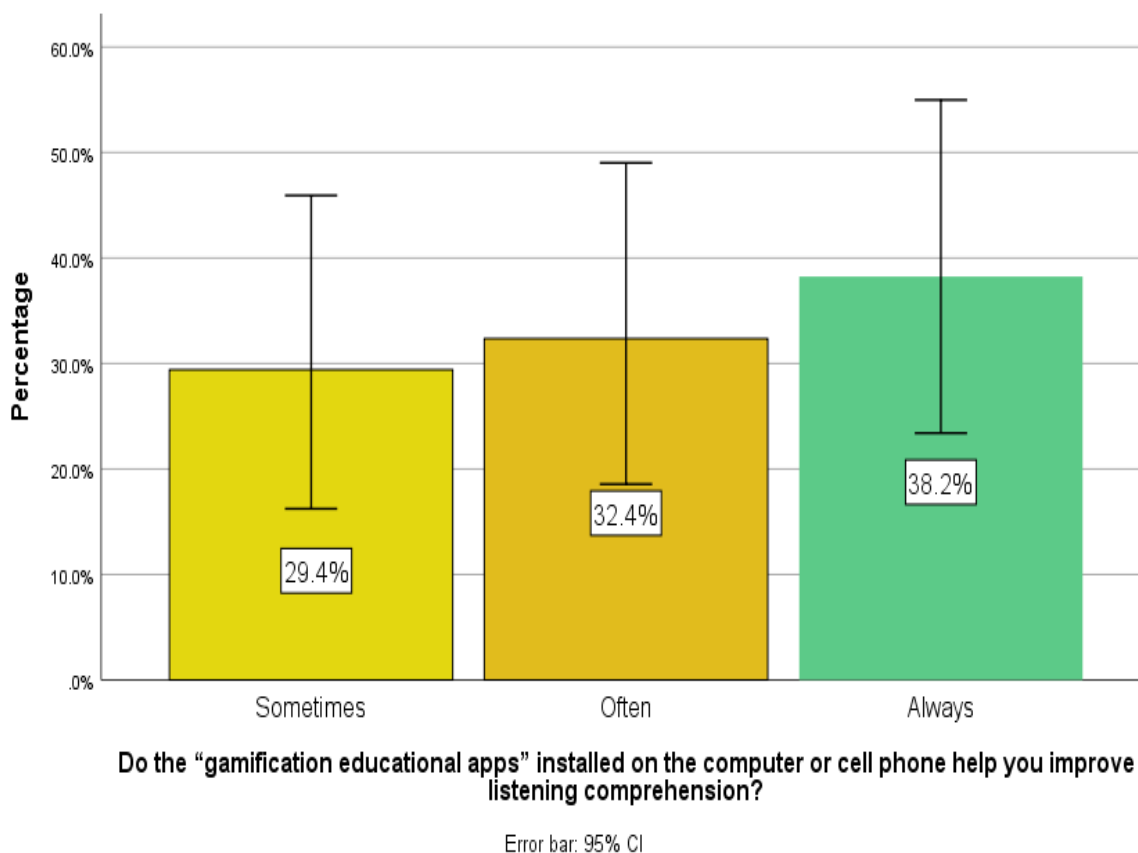


Figure 10. *Computer or cell phone gamification educational apps used for improving listening comprehension.*

It shows that 38.2% of 4th level students consider that having educational gamification applications installed either on phones or computers always helps to improve listening comprehension, while 32.4% consider that it helps often and 29.4% sometimes helps. More than half of the students consider that at least often it is beneficial for them to have it installed

on their computer or cell phone, in order to improve their listening comprehension of the language, and very few consider that it only sometimes works.

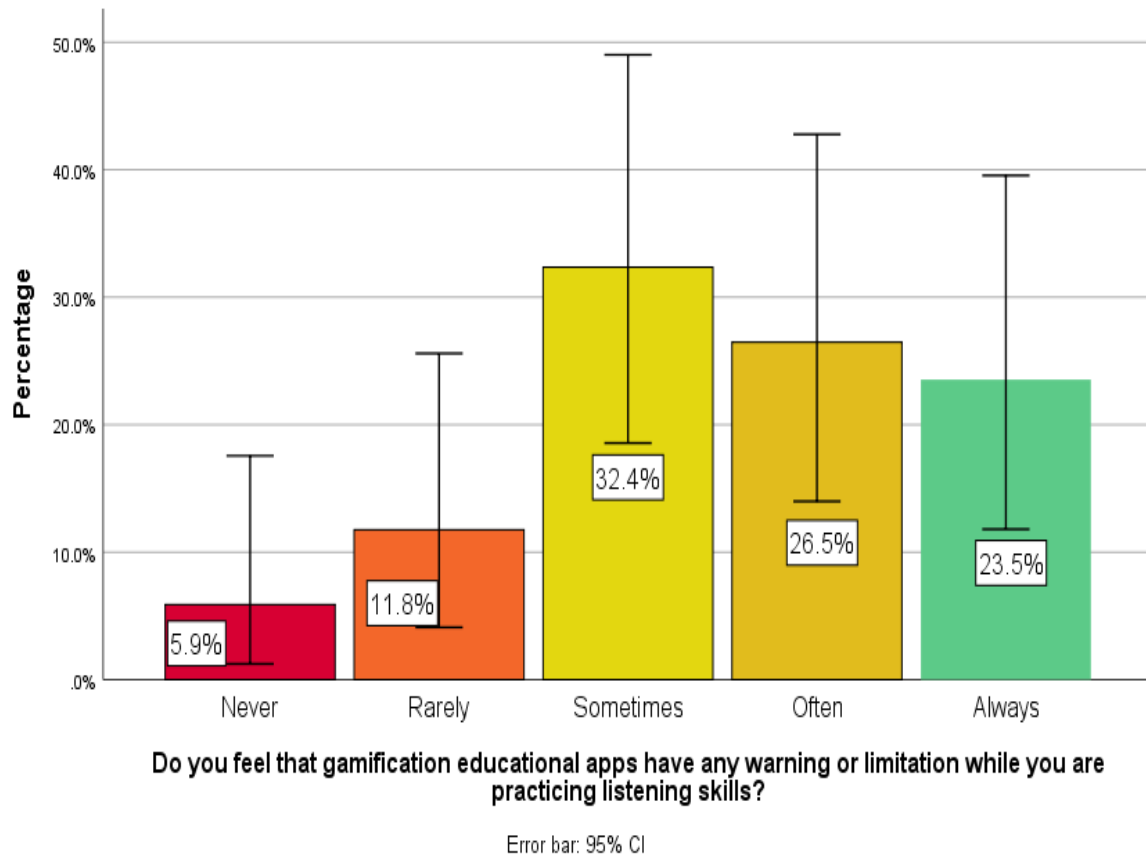


Figure 11. Warning or limitation of gamification educational apps

The picture shows that 32.4% consider that sometimes educational gamification applications have warnings or limitations when putting into practice listening skills of the language. 26.5% consider that they often have limitations, and 23.5% indicate that they always have risks or limitations. Slightly more than half of the students consider that there are often or always limitations or warnings when putting listening skills into practice in applications, this may be due to information privacy reasons or even lack of contact with a person when using the application. Very few students consider that these limitations never or rarely occur.

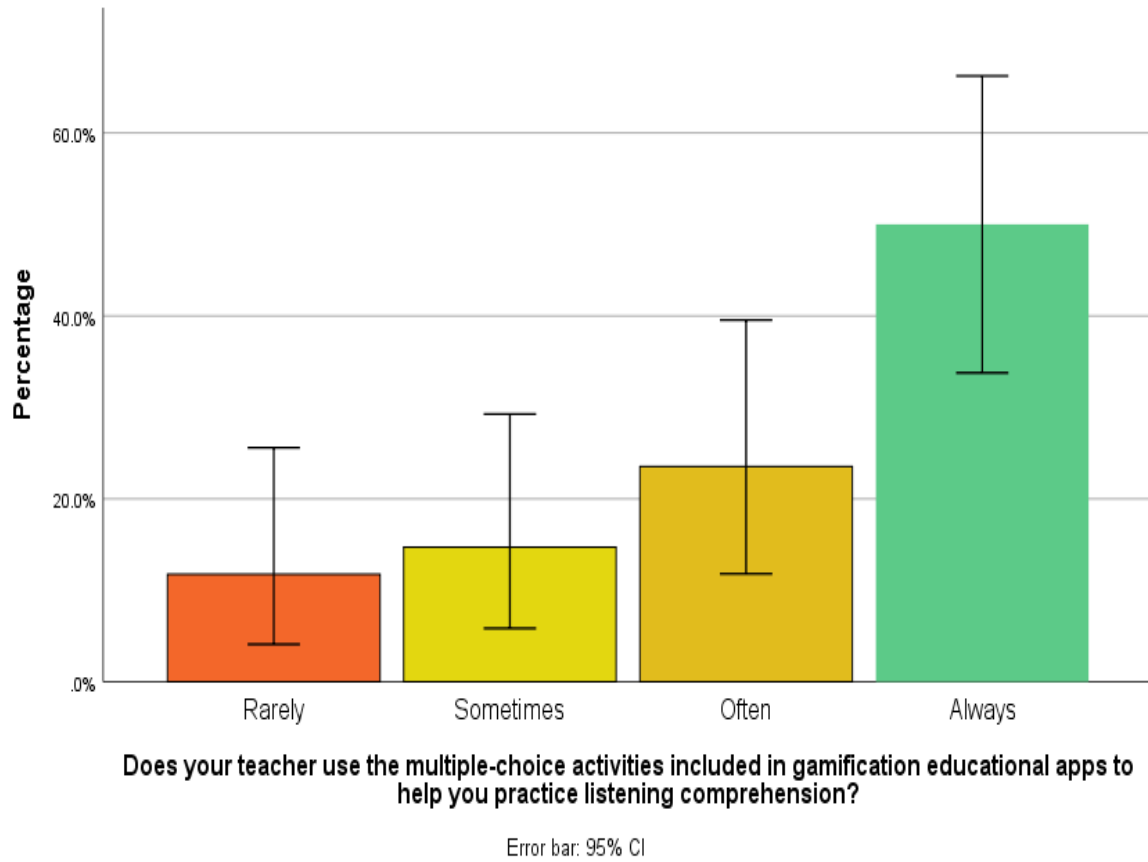


Figure 12. Use of multiple-choice activities

The multiple-choice activities in the applications to practice listening comprehension are always used by the teacher according to 50% of the students. 23.5% mention that these activities are often used. Half of the students mention that the teacher always uses multiple-choice activities to help them better understand the language, in addition to about a quarter of the students who consider that these activities are often used by the teacher.

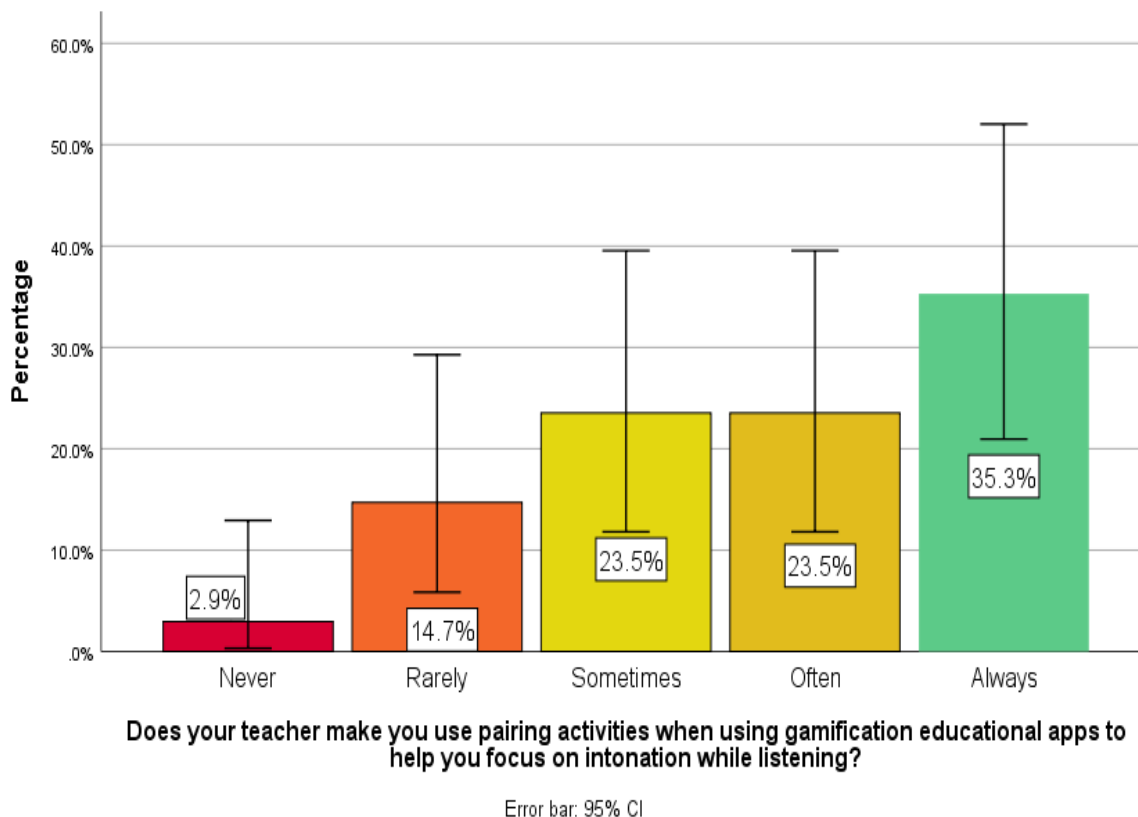


Figure 13. Use of pairing activities

The matching activities in the applications to practice listening comprehension are always used by the teacher according to 35.3% of the students. 23.5% mention that these activities are carried out often or sometimes, respectively. A little more than half of the students mention that the teacher always or often uses matching activities to achieve an improvement in listening comprehension, in addition to about a quarter of the students who consider that these activities are sometimes used by the teacher.

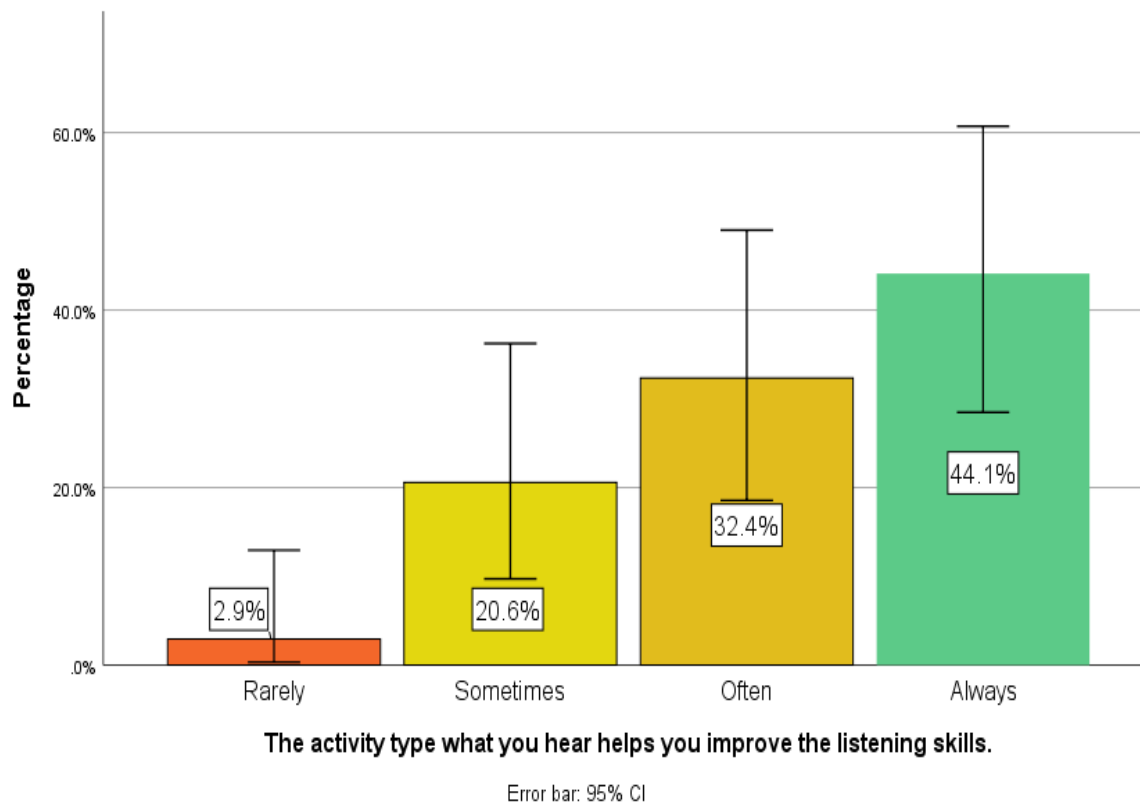


Figure 14. Use of “type what you hear” activities

The activities of the “type what you hear” type is always and often used in the activities developed in applications for the development of listening comprehension by 32.4%, for each interval of occurrence. 17.6% mention that these activities are sometimes carried out. About two-thirds of the students indicate that the teacher always or often uses activities such as “type what you hear” for the development of listening comprehension. The rest of the students mention that these activities are used sometimes, rarely or never by the teacher.

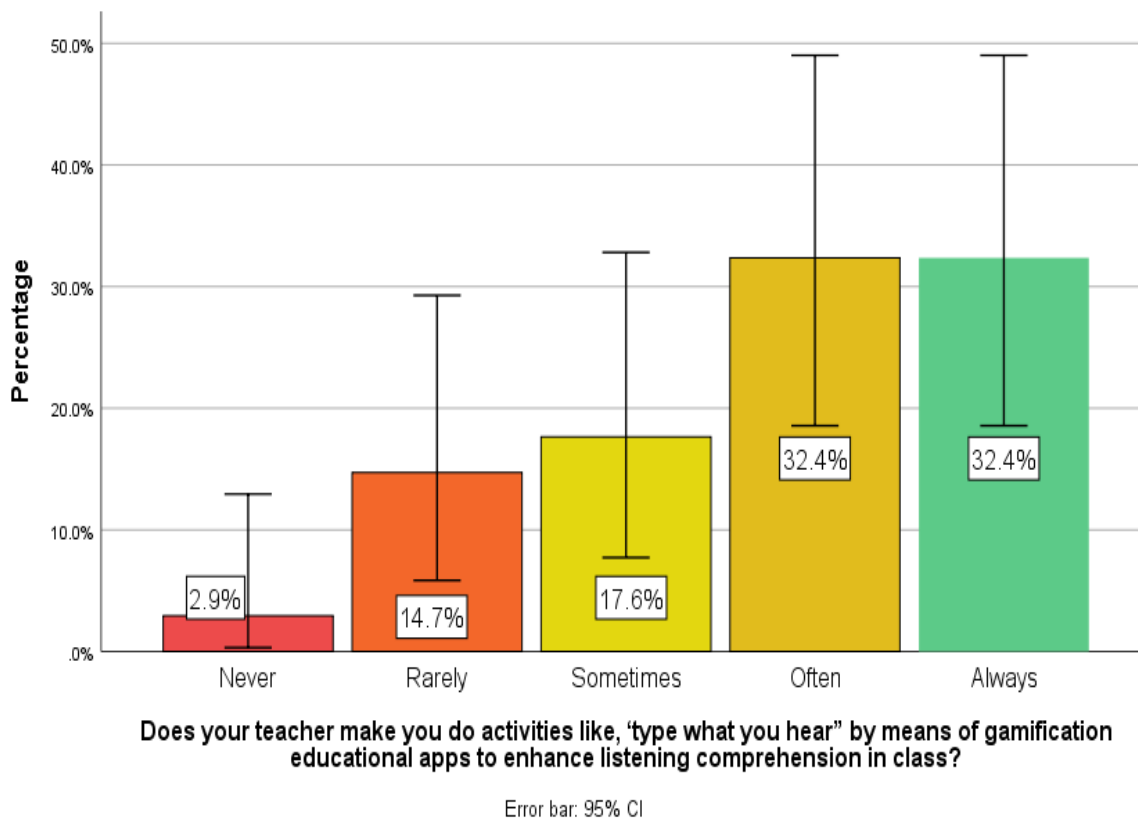


Figure 15. "What you hear" activity type

It is determined that 44.1% of students always use the "what you hear" activity to improve their English skills. 32.4% indicate that this activity often helps them improve and 20.6% indicate that it sometimes helps them. Three-quarters of students indicate that "what you hear" activities often or always help them to improve their English skills. Only a quarter of students indicate that these activities are sometimes or rarely used.

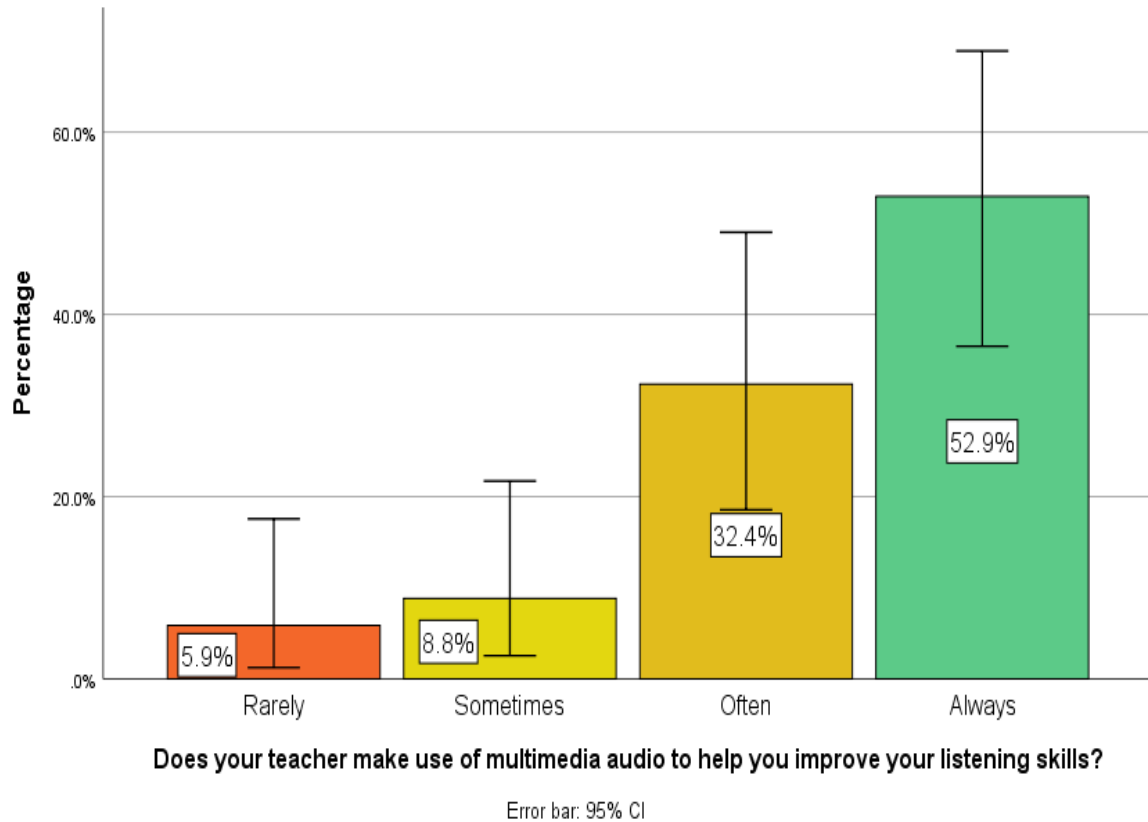


Figure 162. Use of multimedia audio

More than 52.9% of students indicate that the teacher always uses multimedia audios in the application to improve English listening skills. 32.4% indicate that these materials are often used. It is defined that most of the students mention that the teacher often or always uses multimedia audios in the application to improve listening skills of the language. While a small minority indicate that this occurs sometimes or rarely.

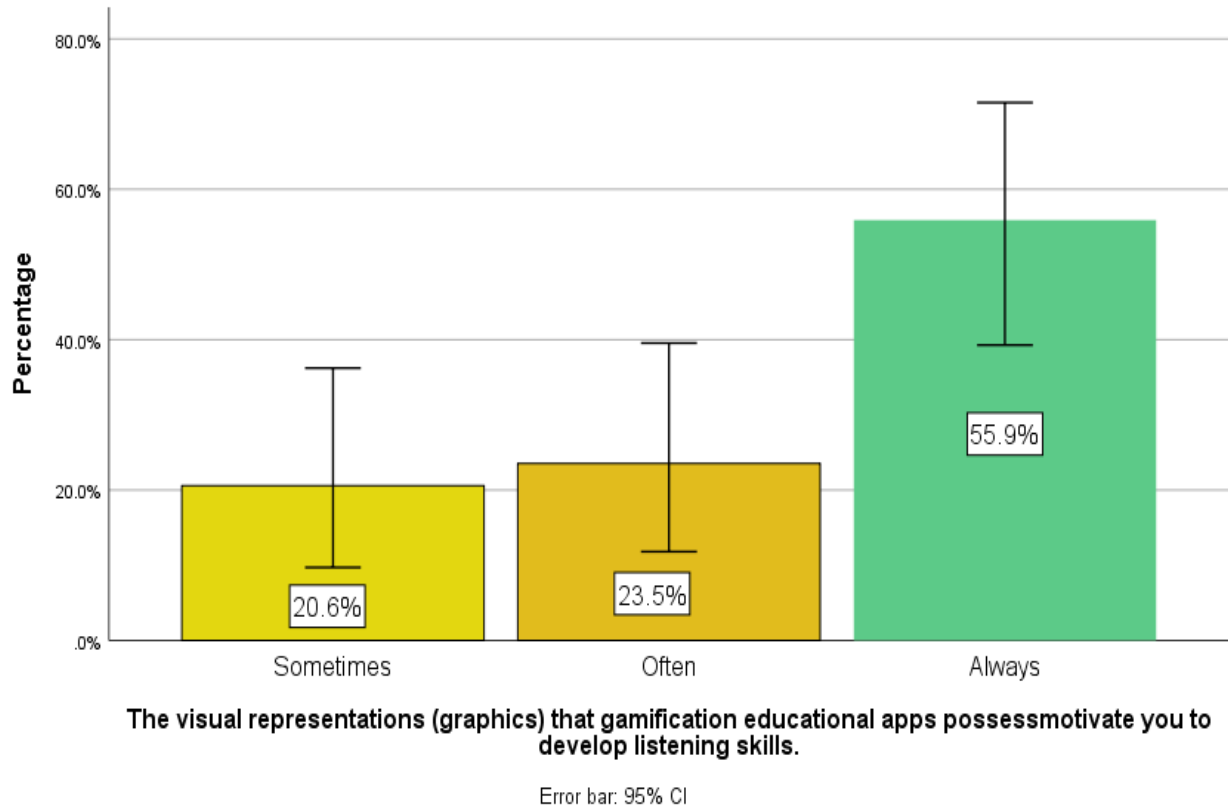


Figure 17. Use of visual representations (graphics)

The results of figure 16 indicate that 55.9% of students indicate that the teacher always uses graphics or visual representations to improve English listening skills. 23.5% indicate that these materials are often used and 20.6% indicate that they are used sometimes. More than three-quarters of the students mention that the teacher always or often uses graphic and visual representations in the application to improve English listening skills, while very few indicate that these resources are sometimes used.

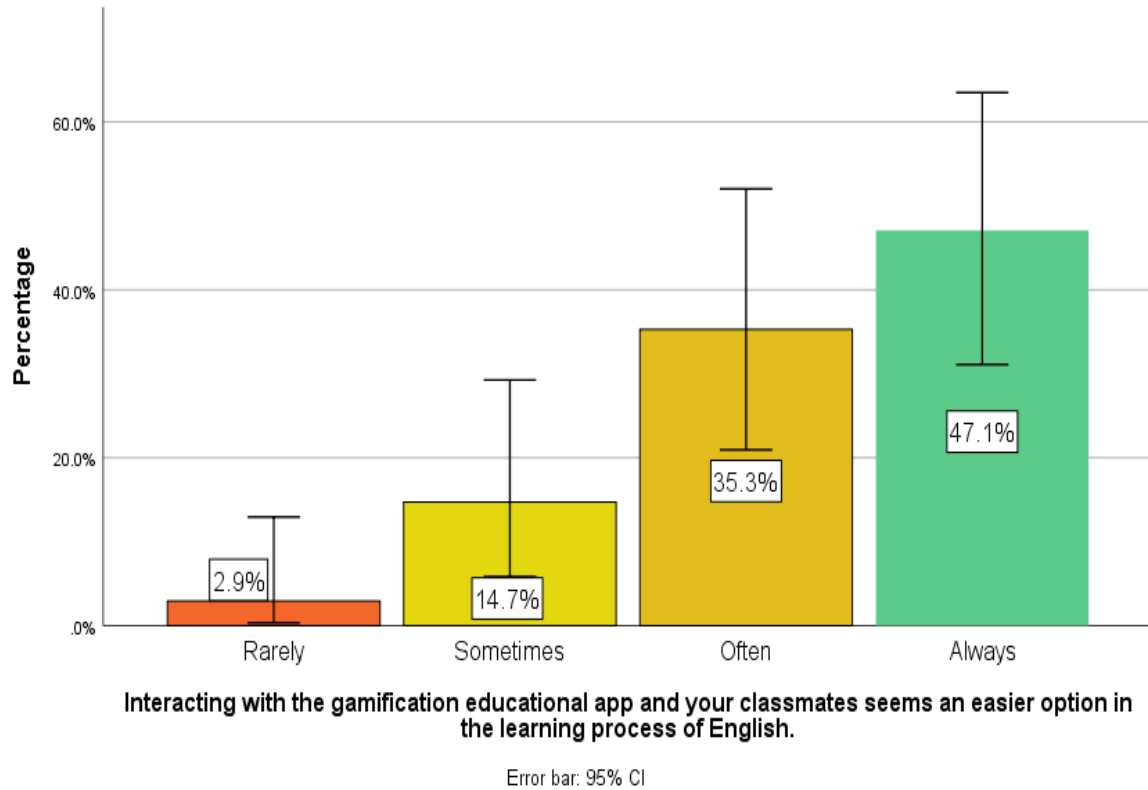


Figure18. *Is an easier way to improve English listening skills with the use of the app.*

It is determined that 47.1% of students indicate that it is always an easier option, for the English learning process, to interact with educational gamification applications. 35.3% of students indicate that these tools are often easier. Most students mention that interaction with educational gamification apps often or always turns out to be easier in the process of learning English. A minority indicate that these tools are rarely or sometimes easier to learn English.

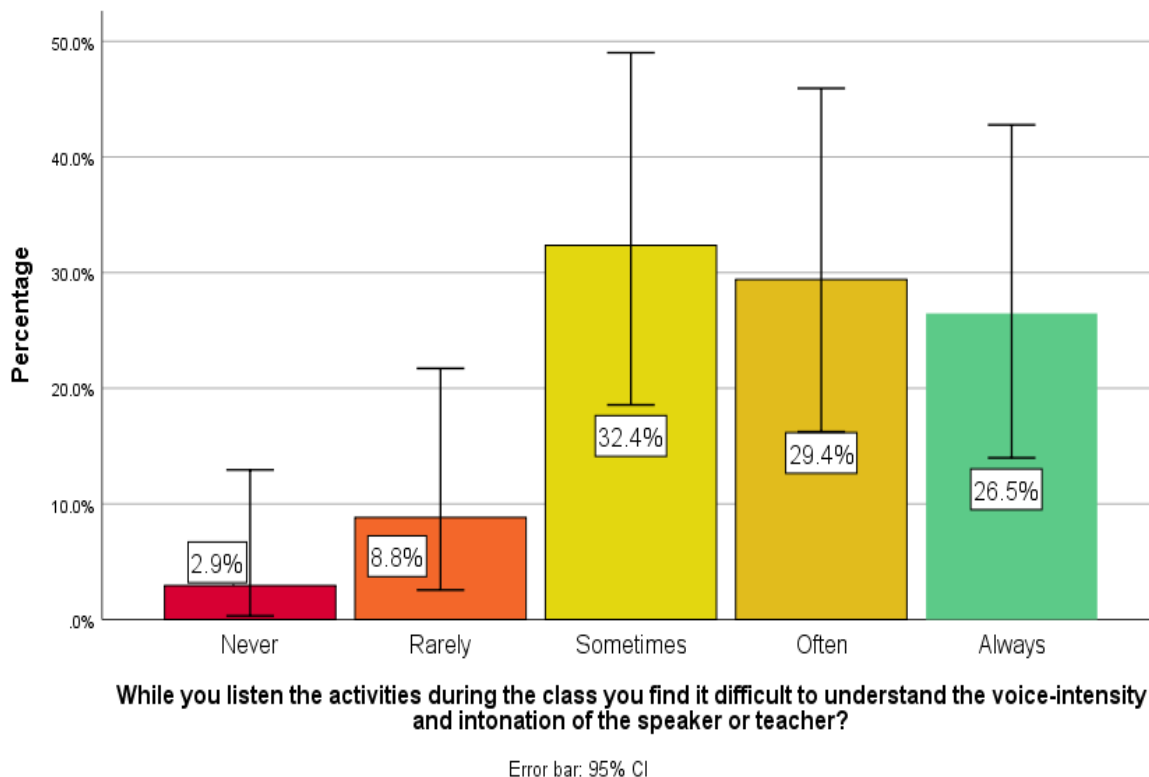


Figure 39. Difficulty to understand the voice-intensity and intonation

Based on the figure 32.4% of the students indicate that it is sometimes difficult to understand the intensity of the teacher's voice and tone, while 29.4% consider that you often show inconvenience with these situations, and 26.5% indicate that these difficulties always occur. Almost all students consider that always, often or sometimes, when doing listening activities in class, it is difficult to understand the intonation and intensity of the teacher's voice. The percentage of those who never or rarely have this problem is very low.

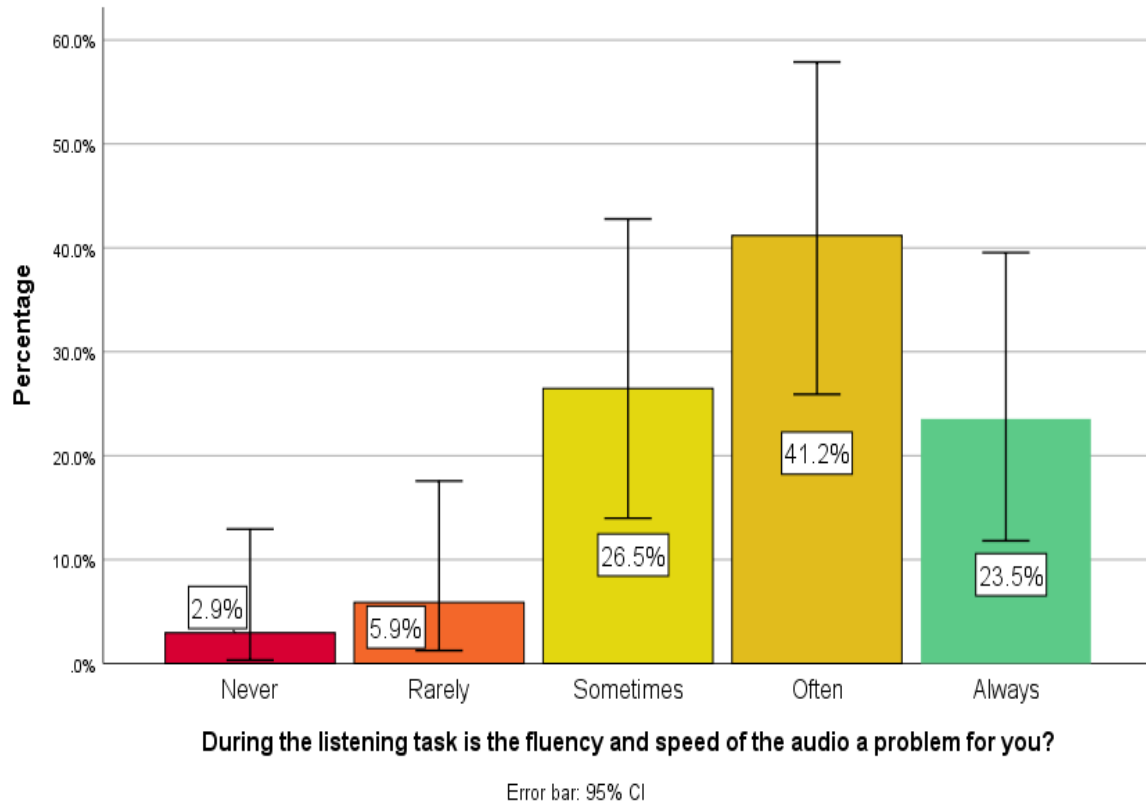


Figure 20. *Is the fluency and speed of the audio a problem.*

Around 41.2% of students indicate that it is often problematic to understand the speed and fluency of audio in listening questions, while 26.5% of students have this problem sometimes, and 23.5% indicate that it this problem always occurs. Almost all students consider that they always, often or sometimes have problems with the speed and fluency of audio in listening activities. The percentage of those who never or rarely have this problem is minimal.

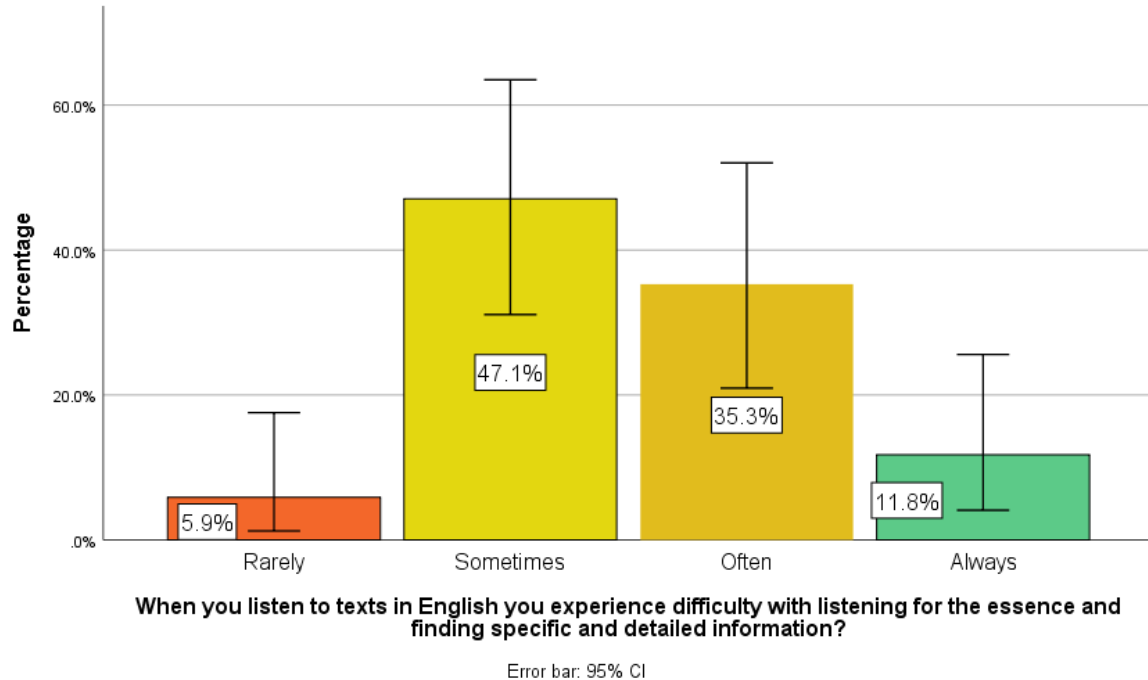


Figure 21. *Difficulty with listening for the essence and finding specific and detailed information.*

The results show that 47.1% of students indicate that some experience difficulty when listening to texts in English due to its essence and searching for essential information, while 35.3% of students have this problem often, and 11.8% indicate that this problem always happens to you sometimes. Almost all students find it difficult to find essential information when listening to texts in English. Very few indicate that this situation occurs rarely to them, and no student indicates that they do not have this problem.

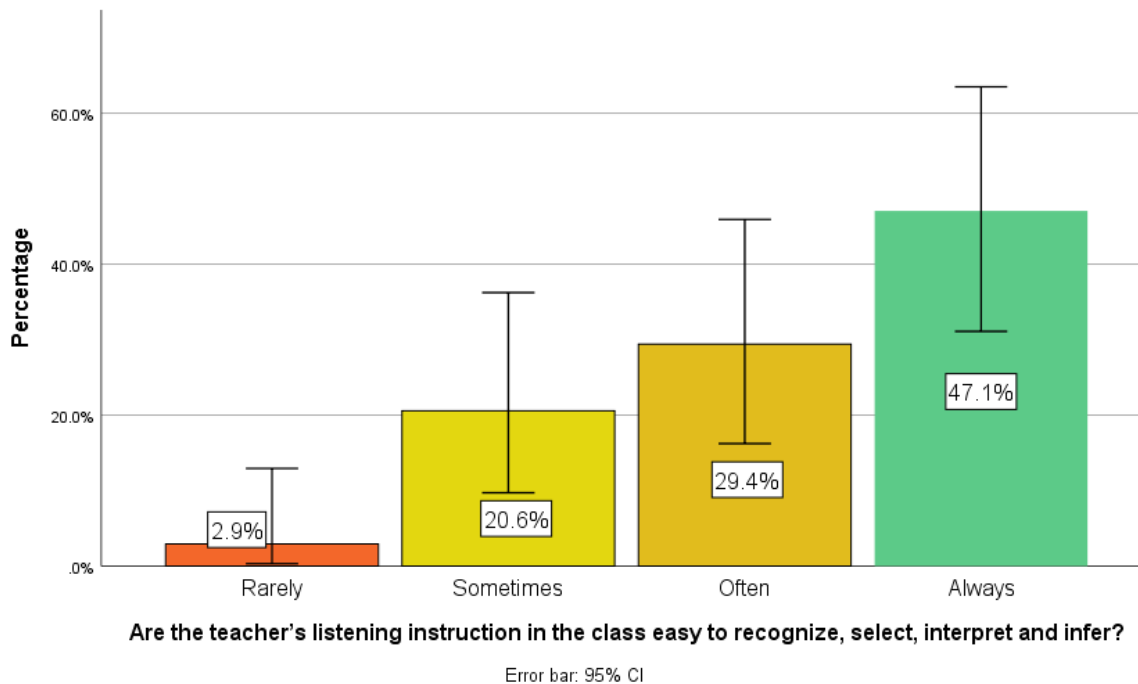


Figure 22. Are the teacher's listening instructions in the class easy to recognize

Data showed that 47.1% of the students indicate that they always understand the teacher's instructions in class, while 29.4% of students often understand the instructions, and 20.6% mention that they sometimes recognize the instructions. It was determined that there are no students who do not understand the teacher's instructions in class, and there is a small percentage of those who rarely understand the instructions. Almost all students understand the teacher's instructions from sometimes to always in class.

CONCLUSIONS

The present research study summarized the Duolingo app for the development of the ability of listening of the English language among students of the fourth level of the CTT Language Center. The literature claims that Duolingo is a platform where students progress through various levels. Furthermore, covers the areas of oral expression, listening comprehension, grammar, and vocabulary necessary to learn because units are included to contribute to the enrichment of the topics in institutional curricular planning.

It was established that most of the students in the fourth level obtained an A2 and B1 level on the standard test (FCE), which means a low level of listening comprehension. However, students do not have the B1 level that the curriculum of the career suggests as a base in the semester.

The results obtained with pre and posttest show that the activities presented through the intervention phase and the manual helped in the development of oral comprehension thanks to the motivation and methodology that Duolingo uses when teaching a language as it is the listening function, which played a very important role in the process of learning and developing this English skill.

Based on the results gotten, it would be essential to socialize with English language professionals the implementation of the manual and the application Duolingo through awareness workshops and apply it in the teaching and learning process for the development of English listening skills among CTT students and similar learners' populations

RECOMMENDATIONS

The use of learning platforms requires a reinforcement process in face-to-face classes and it should focus on the most important content in order to be able to establish the knowledge. In this way the effectiveness of Duolingo will be greater if the topics are also reinforced in the classroom.

It is also advisable to promote more investigations using different types of approaches also applying other online platforms and learn about their results that benefit the learning of a foreign language.

It is necessary to recommend teachers to search and incorporate ICTs, in the learning-teaching developments, especially in the English area, in order to promote increasingly the student-centered learning process.

Finally, more research is needed to be conducted regarding oral more research regarding oral comprehension of the English language according to the need and age of the student. Therefore, new studies can provide information and determine the efficacy of this methodology in the development of English speaking and listening skills.

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APPENDIX

Appendix 1. Survey Likert Scale Collective Questionnaire

<p>Directions:</p> <p>Mr./Mrs.</p> <p>Read every statement about vocabulary learning carefully. Then look at the columns and put a tick in the choice which reflects better your criteria. Do not forget to bear in mind the parameters as follow:</p> <p>Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never</p>
<p>Objective:</p> <p>To analyze the benefits of the Duolingo app in the development of oral comprehension of English in the fourth level students of CTT de los Andes Language Center.</p>

		Frequency scale	A	O	S	R	N
n	Items	Quantitative scale	5	4	3	2	1
1	The Duolingo educational app installed on the computer or cell phone helps you to improve listening comprehension.						
2	The technique (gamification) that Duolingo uses facilitates learning English.						
3	Students feel motivated to learn through the use of this application.						
4	It is effective and convenient to use the listening function in each of the lessons that Duolingo presents.						
5	Matching tasks are more suitable than selecting tasks in oral comprehension learning.						
6	It is significant to have a well-balanced English course to consolidate speaking and listening.						
7	It is necessary to use Duolingo's listening function to enhance learning in the classroom.						
8	It is effective to learn vocabulary through pictures using the multiple-choice activity that presents the Duolingo platform.						
9	The activity type what you hear helps students improve the listening skills.						
10	In the activity pronounce exactly (intonation) "say what you hear" is it necessary to listen to the audio several times.						
11	Students find the sentences presented by Duolingo that make it easier to acquire new vocabulary.						

12	The use of multimedia audio in Duolingo allow student to improve the listening skills.					
13	Visual representations (images) that Duolingo possesses generate in students a motivation to continue learning.					
14	Interacting with the app and students seems an easier option in the learning process of the English language.					

Appendix 2. FCE Standard Test

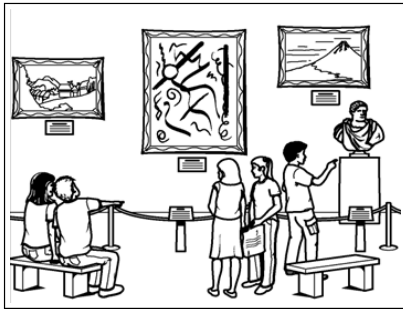
LISTENING SECTION

Part 1

Questions 1 – 5

For each question, choose the correct answer.

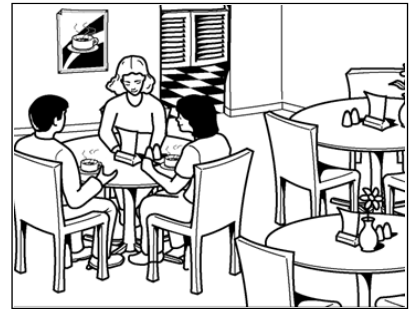
1 Where will Claire meet Alex?



A

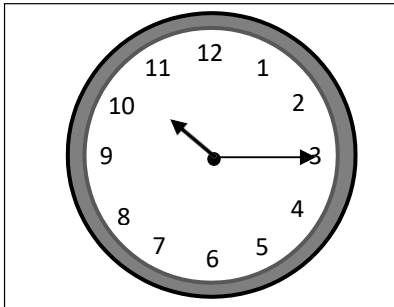


B

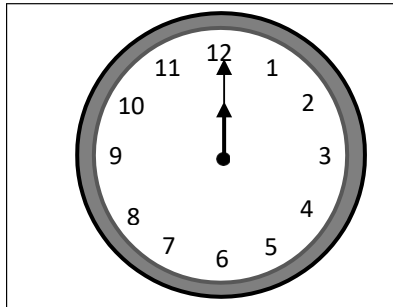


C

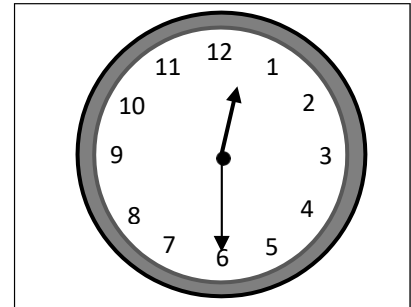
2 What time should the man telephone again?



A



B



C

3 When are they going to have the party?

July 11

A

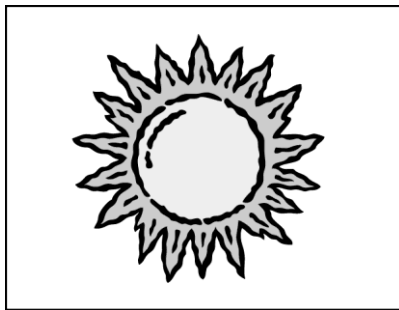
July 18

B

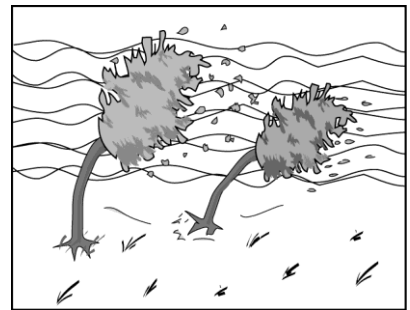
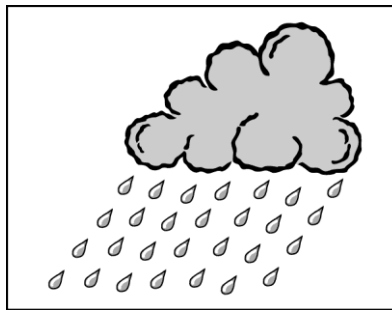
July 25

C

4 What was the weather like on the picnic?



A



C

5 How much are the shorts?

£5

A

£15

B

£20

C

Part 2

Questions 6 – 10

For each question, write the correct answer in the gap. Write **one word** or a **number** or a **date** or a time.

You will hear a teacher talking to a group of students about summer jobs.

Jobs for students with Sunshine Holidays

Work in:	Children's summer camps
Dates of jobs:	(6) 15th June – 20th
Staff must be:	(7).....years old
Staff must be able to:	(8)
Staff will earn:	(9) £.....per week
Send a letter and:	(10)

Part 3**Questions 11 – 15**

For each question, choose the correct answer.

You will hear Robert talking to his friend, Laura, about a trip to Dublin.

- 11** Who has already decided to go with Robert?
- A** family members
 - B** colleagues
 - C** tennis partners
- 12** They'll stay in
- A** a university.
 - B** a guest house.
 - C** a hotel.
- 13** Laura must remember to take
- A** a map.
 - B** a camera.
 - C** a coat.
- 14** Why does Laura like Dublin?
- A** The people are friendly.
 - B** The buildings are interesting.
 - C** The shops are beautiful.
- 15** Robert's excited about the trip to Dublin because
- A** he can't wait to go to the music festival.
 - B** he loves the food there.
 - C** he wants to go to a new art exhibition.

Part 4**Questions 16 – 20**

For each question, choose the correct answer.

- 11** You will hear a woman talking to her friend about why she's bought motorbike. Why did she buy it?
- A.** It's fast.
 - B.** It was cheap.
 - C.** It'll be easy to repair.
- 12** You will hear two friends talking about going to University. What subject is the man going to study?
- A** history
 - B** geography
 - C** chemistry
- 13** You will hear two friends talking about a photograph. What's the photograph of?
- A** a sports stadium
 - B** a zoo
 - C** a school playground
- 14** You will hear a woman talking to a friend on the phone. Why's she upset?
- A** Her train was delayed.
 - B** She's lost her wallet.

C She's broken her glasses.

15 You will hear a woman talking to her friend, David, about something she's bought. What has she bought?

A some clothes

B some food

C some games

Part 5**Questions 21 – 25**

For each question, choose the correct answer. You will hear Simon talking to Maria about a party. What will each person bring to the party?

Example

0 Maria B

People

21 Barbara

22 Simon

23 Anita

24 Peter

25 Michael

Food

A bread

B cake

C cheese

D chicken

E fish

F fruit

G ice cream

H salad

Appendix 3. Validation

Riobamba, 19 febrero 2021

Master

Nelly Padilla

Pioneer and highly trained professional on the field of English Teaching and learning. Through this document, I have the delight of asking for your unfailing collaboration in the validation of the instrument to be used in the data collection of the research work entitled *“ORAL COMPREHENSION DEVELOPMENT THROUGH A DUOLINGO APP MANUAL”*.

Please help yourself in following the directions in detail that are enclosed below. Do not forget to have a look at the operationalization of variables and the instruments that have been kindly included.

I will feel rather grateful to your support and help in this research work if accepted my request. Kind regards,

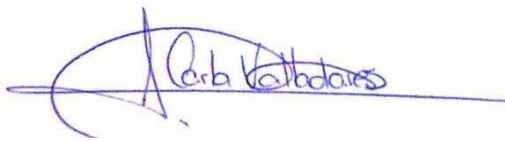


Table 5.

Operationalization of Variables

Variables	Dimensions	Indicators	Items	Technique and Instrument
Independent variable				
Duolingo Is an educational application with version for desktop and mobile that offers the possibility of learning a language with the help of activities presented through multimedia content.	Educational App	Gamification Advantages Warnings- limitations	1 2 3	Survey - Questionnaire
	Activities	Multiple Choice Pairing Type what you listen Say what you hear	4 5 6 7	
	Multimedia Contents (Interactivity)	Audio Graphics Interactivity	8 9 10	
Dependent variable				
Oral comprehension It's a receptive skill that consists of the development and interpretation of micro and sub skills respectively and involves some of the paralinguistic components of verbal language.	Paralinguistic components	Voice-Intensity Intonation	11	Test - FCE Standard Test
		Fluency Speed- Velocity	12	
	Sub-skills	Listen to the essence Listen to specific information Listen to detailed information	13	
	Micro skills	Recognition Selection Interpretation Anticipation Inferring	14	

Oral Comprehension Development Through a Duolingo App Manual

Directions:

Mr./Mrs.

Please read the following statements and choose the corresponding option according to your level of agreement or disagreement. Note, there is no right or wrong answer.

Frequency scale: 5: A= always, 4: O=often, 3: S=Sometimes, 2: R=rarely, 1: N=never

Objective:

To identify relevant information on gamification to consolidate a set of strategies and principles for learning.

		Frequency scale	A	O	S	R	N
n	Items	Quantitative scale	5	4	3	2	1
1	The technique gamification, which facilitates learning English, specifically learning listening comprehension, is used by your teacher on a regular basis.						
2	Do the “ <i>gamification educational apps</i> ” installed on the computer or cell phone help you improve listening comprehension?						
3	Do you feel that gamification educational apps have any warning or limitation while you are practicing listening skills?						
4	Does your teacher use the multiple-choice activities included in gamification educational apps to help you practice listening comprehension?						
5	Does your teacher make you use pairing activities when using gamification educational apps to help you focus on intonation while listening?						
6	Does your teacher make you do activities like, “ <i>type what you hear</i> ” by means of gamification educational apps to enhance listening comprehension in class?						
7	The activity type what you hear helps you improve the listening skills.						
8	Does your teacher make use of multimedia audio to help you improve your listening skills?						
9	The visual representations (graphics) that gamification educational apps possess motivate you to develop listening skills.						
10	Interacting with the gamification educational app and your classmates seems an easier option in the learning process of English.						
11	While you listen the activities during the class you find it difficult to understand the voice-intensity and intonation of the speaker or teacher?						
12	During the listening task is the fluency and speed of the audio a problem for you?						
13	When you listen to texts in English you experience difficulty with listening for the essence and finding specific and detailed information?						
14	Are the teacher’s listening instruction in the class easy to recognize, select, interpret and infer?						

Directions for the validation of the instrument about “Oral Comprehension Development Through a Duolingo App Manual”

Read carefully the objectives, operationalization of variables and survey.

1. Conclude about the correspondence between questions from the instrument with the objectives, variables and indicators in the items.
2. Determine the technical quality of each item as well as the representativity of this instrument.
3. Assign observations in space provided if required.
4. Choose and write every parameter in each item by using the following scale.

A. Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:

A: Appropriate

NA: Not appropriate

In case NA is marked, make an observation in the space provided.

B. Technical quality and representativity. Mark each box with the following:

I: Ideal G: Good

R: Regular P: Poor

In case R or P is marked, make an observation in the space provided.

C. Language

Mark each box with the following:

A: Accurate I: Inaccurate

In case I is marked, make an observation in the space provided

Thank you for your collaboration

- (A) Correspondence between questions from the instrument with the objectives, variables and indicators.

Mark each box with the following:		
A: Appropriate		
NA: Not appropriate		
In case NA is marked, make an observation in the space provided.		
Item	A	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	A	
12	A	
13	A	
14	A	

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Language

Mark each box with the following:		
A: Accurate		
I: Inaccurate		
In case I is marked, make an observation in the space provided.		
item	A	Observations
1	A	
2	A	
3	A	
4	A	
5	A	
6	A	
7	A	
8	A	
9	A	
10	A	
11	I	Check syntax of the question
12	A	
13	I	Check syntax of the question
14	I	Check syntax of the question

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Name: Nelly Margarita Padilla Padilla.
ID card: 0603818717
Degree: Magister en Lingüística y Didáctica en la Enseñanza de Idiomas Extranjeros
Field of study: Linguistics
Phone: 0984022117
Email address: padillanelly2@gmail.com
Institution: UNAE
Validation Date: 24-02-2021
General Observations: The instrument is adequate to be applied after some minimal improvements suggested in the current document.

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Validation for the contents of the instrument about “Oral Comprehension Development Through Duolingo App Manual”

Correspondence of questions in the PRE-TEST instrument.

Categories Items	A		B				C		Observations
	Correspondence of the items with the objectives, variables and indicators. A: Appropriate NA: Not appropriate		Technical Quality and representativity I: Ideal G: Good R: Regular P: Poor				Language and grammar. A: Accurate I: Inaccurate		
	A	NA	I	G	R	P	A	I	
A. Look at the pictures and choose the correct option.	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		
B. Multiple choice	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		
C. Read the statements, listen and write the correct option.	<input type="checkbox"/>		<input type="checkbox"/>				<input type="checkbox"/>		

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