



**UNIVERSIDAD TÉCNICA DEL NORTE
(UTN)**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
(FECYT)**

**CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS**

**INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA
MODALIDAD PRESENCIAL**

TEMA:

Self-learning Strategies to Increase Vocabulary Using Duolingo App in Freshman
Students of Abelardo Moncayo High School, Academic Period 2022-2023

Trabajo de titulación previo a la obtención del título de:

Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros

Línea de investigación:

Gestión, calidad de la educación, procesos pedagógicos e idiomas

Autor: Manuel Andres Chunchir Sibri

Director: MSc. Franklin Fernando Narvárez Vega

Ibarra - 2023



UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	100423189-8		
APELLIDOS Y NOMBRES:	Chunchir Sibri Manuel Andres		
DIRECCIÓN:	Atuntaqui		
EMAIL:	machunchirs@utn.edu.ec , chunchirandres17@gmail.com		
TELÉFONO FIJO:		TELÉFONO MÓVIL:	0968839136

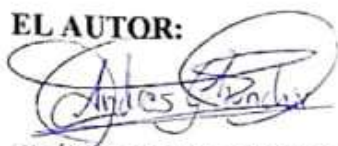
DATOS DE LA OBRA	
TÍTULO:	Self-learning Strategies to Increase Vocabulary Using Duolingo App in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023
AUTOR (ES):	Chunchir Sibri Manuel Andres
FECHA: DD/MM/AAAA	2023/06/30
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros
ASESOR /DIRECTOR:	MSc. Franklin Fernando Narváez Vega

CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 11 días, del mes de julio de 2023

EL AUTOR:



.....
Manuel Andres Chunchir Sibri

CERTIFICACIÓN DEL DIRECTOR


Ibarra, 13 de julio de 2023

MSc. Franklin Fernando Narváz Vega

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.



.....
MSc. *Franklin Fernando Narváz Vega*
c.c.: *1001758026*

APROBACIÓN DEL TRIBUNAL

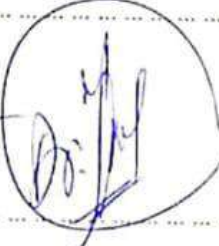
El Tribunal Examinador del trabajo de titulación "SELF-LEARNING STRATEGIES TO INCREASE VOCABULARY USING DUOLINGO APP IN FRESHMAN STUDENTS OF ABELARDO MONCAYO HIGH SCHOOL, ACADEMIC PERIOD 2022-2023" elaborado por Manuel Andres Chunchir Sibri, previo a la obtención del título de Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:

():

Dra. Sandra Mariana Guevara Betancourt

Coordinador de la carrera

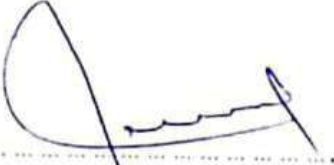
C.C.:

(): 

MSc. Franklin Fernando Narváez Vega

Director

C.C.: *1001758026*

(): 

MSc. Rubén Agapito Congo Maldonado

Asesor

C.C.: *1001217235*

DEDICATORY

I dedicate this research work with eternal gratitude and affection to my beloved life partner Mishelle and my daughter Camila who were an important pillar for this research to be carried out.

On the other hand, I would like to dedicate my mother who with her infinite wisdom allowed me to follow the right path, giving me the best advice and supporting me in moments of weakness, being an important part of this educational process, my father and my brothers who were supporting me at all times throughout this university career, always looking for my welfare and unconditional support at all times of my life.

ACKNOWLEDGMENT

First of all, I would like to express my gratitude to the Universidad Técnica del Norte for having opened its doors to me, allowing me to train in my professional career in the educational field. I also want to add a sincere gratitude to my thesis director MSc. Fernando Narváez who with his guidance allowed me to successfully complete my research work, as well as my thesis advisor MSc. Ruben Congo who with all his teachings and wise advice throughout the career led me to know all the fundamental parts that are required to be a good language teacher.

Last but not least I want to thank my career coordinator Dr. Sandra Guevara who with her motivational words allowed me to successfully complete my university studies, I remain eternally grateful to the university and all the faculty that always provided the best opportunities to help me to be a better human being in the society.

ABSTRACT

This research arises from the need to improve education in relation to the learning of new vocabulary of the English language taking advantage of the facilities provided by the new technological era. For this reason, the use of self-learning strengthens the acquisition of new vocabulary in students with the help of the inverted classroom methodology that allows students to generate their own knowledge with the guidance of the tutor-teacher, thus making them the main protagonists of their learning. That is why the present research is carried out in the eighth-grade students of the Abelardo Moncayo school with the objective of proposing self-learning activities for the development of vocabulary with the help of the Duolingo application. As well as to develop a teaching-learning guide applying the inverted classroom, seeking in this way the development of language skills in an easy and fun way of learning, breaking stereotypes of traditional teaching of the English language. This research was developed on a scientific basis with a mixed method applied to the research population in order to obtain qualitative and quantitative data on vocabulary learning, after knowing the results obtained through data analysis, it was possible to determine the need to apply technological tools in the classroom to strengthen learning. Consequently, a proposal is established to help improve the development of language skills, especially the acquisition of vocabulary, applying current methodologies that allow students to maintain interest in the topics presented and serve for communication in a real environment. Finally, the conclusions and recommendations about the guide are expressed, since it is important to highlight that the use of a new methodology can improve the language learning in a different way, taking advantage of the facilities provided by the current era, such as technological tools, thus solving the needs of students in learning English as a second language.

Key words: self-learning, vocabulary, inverted classroom, Duolingo, ICTs

RESUMEN

La presente investigación surge de la necesidad de mejorar la educación en relación al aprendizaje de nuevo vocabulario del idioma inglés aprovechando las facilidades que brinda la nueva era tecnológica. Razón por la cual el uso del auto aprendizaje fortalece la adquisición de nuevo vocabulario en el estudiante con la ayuda de la metodología del aula invertida que permite al estudiante generar su propio conocimiento con la guía del docente tutor convirtiéndolo de esta forma en el protagonista principal de su aprendizaje. Es por ello que la presente investigación se lleva a cabo en los estudiantes del octavo grado del colegio Abelardo Moncayo con el objetivo de proponer las actividades de auto aprendizaje para el desarrollo del vocabulario con ayuda de la aplicación Duolingo. Así como también desarrollar una guía de enseñanza aprendizaje aplicando el aula invertida, buscando de esta manera el desarrollo de las destrezas del idioma de una manera fácil y divertida de aprender rompiendo estereotipos de la enseñanza tradicional sobre el idioma inglés. Esta investigación fue desarrollada con base científica con un método mixto aplicado a la población de investigación con la finalidad de obtener datos cualitativos como cuantitativos sobre el aprendizaje del vocabulario, luego de conocer los resultados obtenidos mediante el análisis de datos se pudo determinar la necesidad de aplicar herramientas tecnológicas dentro del aula escolar para fortalecer el aprendizaje. En consecuencia, se establece una propuesta que ayude a mejorar el desarrollo de destrezas del idioma especialmente la adquisición del vocabulario aplicando metodologías actuales que permitan al estudiante mantener el interés sobre las temáticas expuestas y le sirvan para una comunicación en un ambiente real. Finalmente se expresa las conclusiones y recomendaciones sobre la guía ya que es importante resaltar que el uso de una nueva metodología puede mejorar en el aprendizaje del idioma de una forma diferente aprovechando las facilidades que brinda la era actual como son las herramientas tecnológicas solventando así las necesidades que tiene los estudiantes sobre el aprendizaje del inglés como segunda lengua.

Palabras clave: autoaprendizaje, vocabulario, aula invertida, Duolingo, TIC

CONTENT TABLE

INTRODUCTION	1
OBJECTIVES.....	3
General Objective:	3
Specific Objectives:	3
CHAPTER I THEORETICAL FRAMEWORK	5
1.1. English language.....	5
1.1.1. Language skills	6
1.2. Vocabulary Learning	7
1.2.1. Vocabulary teaching-learning methods.....	8
a. The Direct Method.....	8
b. The Natural Approach.....	9
c. Flipped Classroom	10
1.3. Self-learning.....	10
1.3.1. Self-learning Techniques	11
1.3.2. Technologicals tools.....	12
1.4. Self-learning with the Duolingo App.....	15
1.4.1. Ways to learn with the Duolingo App.....	15
CHAPTER II: METHODOLOGY	17
2.2.1. Methods.....	17
2.2.2. Techniques	18
2.2.3. Instruments	19
2.3. Research questions.....	19
2.4. Operationalization matrix of variables.....	20
2.5. Population	21
2.6. Procedure and data analysis	21
CHAPTER III: RESULTS AND DISCUSSION	22
3.1. Survey applied to students in the eighth year of Basic Education	22
Figure 1	22
Figure 2	23
Figure 3	24
Figure 4	25
Figure 5	26
Figure 6	27

Figure 7	28
Figure 8	29
CHAPTER IV: PROPOSAL	30
4.1. Proposal name:.....	30
4.1.1. Proposal theme:	30
4.2. Guide presentation:	30
4.3. Proposal objectives:	30
General Objective:.....	30
Specific objectives:	31
4.4. Content to be covered	31
<input type="checkbox"/> During the class.....	31
<input type="checkbox"/> After the class	31
STAGE 1: BEFORE THE CLASS	42
STAGE 2: DURING THE CLASS.....	44
STAGE 3: AFTER THE CLASS.....	47
Conclusions.....	72
Recommendations.....	73
References:	74
ANNEXES	79

LIST OF TABLES

Table 1:	11
Table 2	15
Table 3:	32
Table 4	47
Table 5	59
Table 6	71

LIST OF FIGURES

Illustration 1: The common reference levels	6
Illustration 2: English language difficulty	22
Illustration 3: Appropriate level of English vocabulary	23
Illustration 4: The teacher generates an active participation of the English vocabulary. ...	24
Ilustración 5: Technological tools to increase vocabulary.....	25
Ilustración 6: Student identifies application used by teacher for vocabulary	26
Illustration 7: How often does the teacher use technological tools to develop vocabulary?	27
Illustration 8: Student interest in expanding vocabulary in class	28
Illustration 9: The use of technological tools can help to improve vocabulary in the classroom.....	29
Ilustración 11: Formal and informal Greetings.....	44
Illustration 12: Talk about travel	56

INTRODUCTION

Nowadays, learning a new language is a substantial factor for the personal development of human beings, which is why it is important to strengthen it the academic cycle progresses. However, learning a new language is a path that must be traveled with a correct teaching support that provides the facilities that are required to learn. Because the English language is one of the most spoken languages in the world, which is why it opens many doors in the professional field, to be able to solve the need of the human being to seek personal improvement and professional welfare.

On the other hand, technology has advanced in an extraordinary way, many electronic devices and digital platforms have been created, this in order to provide greater benefits and facilities to all people, for this reason the educational community aims to establish a connection between technology and innovation to improve student learning. Consequently, the ministry of education takes as part of its curriculum the mastery of the English language, over the years it seeks to implement the necessary methods according to the needs of students, to find benefits and success in learning the language is why if technology advances it is essential to adapt it to education to be more effective and easy to assimilate (Obando & et.al., 2017).

Well, when talking about education, it is understood in the way of acquiring knowledge based on a teaching process known as method based mainly on principles previously studied with the intention of solving a problem. In Ecuador the command of the English language remains below the standards in education in relation to other countries, because the methodology applied has become obsolete as time passes, because it maintains a traditional methodology where the tutor teacher remains as the main author in the classroom treating the student as empty vessels to be filled with knowledge. This has caused a great impact on the students' learning, since they have not obtained good results in the last years in language learning.

In this way, students feel pressures and low motivation when acquiring English as a new language, however this traditional methodology is still in force in education, completely wasting the technological materials provided by the current era, now, knowing the problems in the classroom, it is also evident that the methodology of self-learning remains untapped, and the benefits it provides cannot be evidenced (Andrade & Bastidas, 2021).

Another problem that can be seen in the classroom is the low dependence on technological resources where the student does not have the possibility to take as a resource the advances of the current era for the benefit of learning vocabulary which is of vital importance as it is necessary for proper communication in the language, several research articles, journals, doctoral theses, etc.. raise the same problem with similar issues due to the scarcity of resources found in the classroom at the time of teaching the class where the student can obtain low results in the development of their language skills mainly in learning vocabulary either by didactic factor or human factor, where teachers are not yet updated to the current era.

Having said this and as stated above, this research work is presented with methodological and scientific bases obtained from academic and bibliographic resources of high impact such as journals, theses, books and scientific material that support in a truthful way the applied research process that presents the following theme, the self-learning strategy for vocabulary development through the Duolingo App application in the Abelardo Moncayo Educational Unit in the academic period 2022-2023.

Learning the English language as mentioned above allows people to develop their communication skills at a global level, since this language is spoken in most countries in the world, making it a necessity for people to be able to master it and speak it with correct pronunciation. For this it is important to strengthen the bases of knowledge where it is learned. With the help of new technologies, learning a new language is easier to assimilate because it broadens expectations with applications, web pages, online documents, etc. An endless variety of resources that can be used by students as autonomous work, seeking in this way that the student becomes the main actor in the teaching-learning process.

The main idea to solve the problem is to find a way to implement a current methodology where the student can feel free and motivated to learn about the English language, which is divided into several skills that are of vital importance for its correct use, among them is the development of vocabulary, which is the focus of this research. For this reason, it is intended to couple new technologies to education, thus seeking to provide a more efficient education that helps to generate the learning of students at all levels of study.

One of the important components for learning to be effective is the role played by both the teacher and the student where knowledge is created, since through the use of current technology tools, English language proficiency can be effectively generated. Therefore, the self-learning methodology is an open door to optimize both time and didactic resources found in the network.

For this methodology to be carried out successfully, several authors state that in order to apply self-learning there must be a direct connection between teacher-student where the teacher plans correctly the use of didactic material and online resources that can help the student in his learning as well as the student maintains a sense of responsibility and the necessary interest in the language he wishes to learn, since technology is very broad which could generate distractions and divert his path to mastering the English language (Guevara, 2015).

Well, in order to solve the present problems found in the classroom, the research presents self-learning as an answer to the low development of vocabulary of the English language, which offers certain benefits for those who are learning a language as a second language, in addition to this for the proper development in the classroom it is important to mention that the inverted classroom is a methodology that provides the facilities for teaching and learning according to the needs of students making the most of the resources offered by the technological era, through a study guide designed to explain and adapt step by step the teaching of the language using as a main factor the Duolingo app, which offers a number of

lessons that help the student to strengthen learning in a fun way, either in class or through independent work from the comfort of home, learning and developing an active participation in the classroom and critical thinking when communicating and sharing their knowledge.

Duolingo app is a technological tool that helps the student with interactive activities focused on the development of each of the skills in the language thus taking advantage of the resources offered by the internet. being an easy access interface, the application motivates the student to learn a language at the pace that the user registers in the classes starting from the most basic and elementary to the most complex of English thus improving self-esteem and self-confidence when expressing themselves in the language.

Finally, for vocabulary learning to be effective, the presence of the teacher plays a fundamental role as a learning guide who presents the planning and resources for the class to be taught successfully, since the inverted classroom is nothing more than presenting a topic before the class so that the student can prepare autonomously and generate his own knowledge and questions and then share them in the classroom in the form of a debate so that his questions are resolved together with the other classmates. In this way the English language is used in a meaningful way without feeling forced in any way using the facilities provided by the technological era and in turn maximizing the student's interest in learning a second language.

OBJECTIVES

General Objective:

Propose Self-learning Strategies to Increase Vocabulary Using Duolingo App in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023.

Specific Objectives:

- Determine the theoretical bases of Self-learning Strategies to Increase Vocabulary Using Duolingo App.
- Diagnose the methodologies used in the classroom.
- Design a didactic teaching-learning guide that promotes vocabulary self-learning using the Duolingo App.

This research work is divided into four chapters which are explained in detail in each of its chapters below:

Chapter I: It presents the theoretical bases necessary to contribute to the development of the research variables where the methodologies applied and the technological tool used are presented.

Chapter II: Details the methodology used for the research, detailing the type, methods, techniques, instruments, research questions, operationalization of variables, participants, procedure and analysis.

Chapter III: The analysis and discussion of the data obtained through the research instruments applied to the research population is presented.

Chapter IV: The design of the didactic guide to promote self-learning of English vocabulary in the classroom is established by applying the inverted classroom methodology using the technological tool Duolingo App, designed in the application (Canva, 2023).

Finally, the conclusions and recommendations drawn from the research are summarized.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English language

The English language has its origin in the time of British writer William Shakespeare in the late sixteenth and early seventeenth century, with more than four hundred million people who have as their mother tongue the English language. Over time it became popular to the point of increasing the number of speakers of the language to use it as a second language because they are used in large countries such as England and the United States (Chacón, 2011).

On the other hand, the growth of speakers of the English language had its direct participation due to factors such as the First World War in which the United States and England were involved in establishing the language in different countries of the world. (Chacón, 2011).

In this way, the English language is considered one of the most spoken languages in the world being considered an important part of the national curriculum in the Republic of Ecuador as a foreign language established by the (Ministerio de Educación del Ecuador, 2016).

Thus the English language is applied only in class in most cases being unproductive because the practice in the classroom is limited, resulting in a deficient learning for free communication in this language (Beltrán, 2017).

1.1.2. The Common European Framework of Reference for Languages (CERF)

The Common European Framework or CERF is a system based on defining a person's proficiency in the English language starting mainly from an A1 scale related to the basic level of proficiency and finally a C2 for people who are fully proficient in the language. Cambridge University Press & Assessment, (2023).

The scales established in the CERF are not limited to certain fields used in the language but are directly related to the four skills of the language, which at an educational level allows to recognize more broadly the capabilities that a student has to develop in the language as a second language (Cambridge, 2011).

According to several studies in Ecuador there is a low performance in the learning of the English language showing that in the educational units there is only an A1 or A2 level in the CERF scale.

The different scales of the CEFR are established in the following graph:

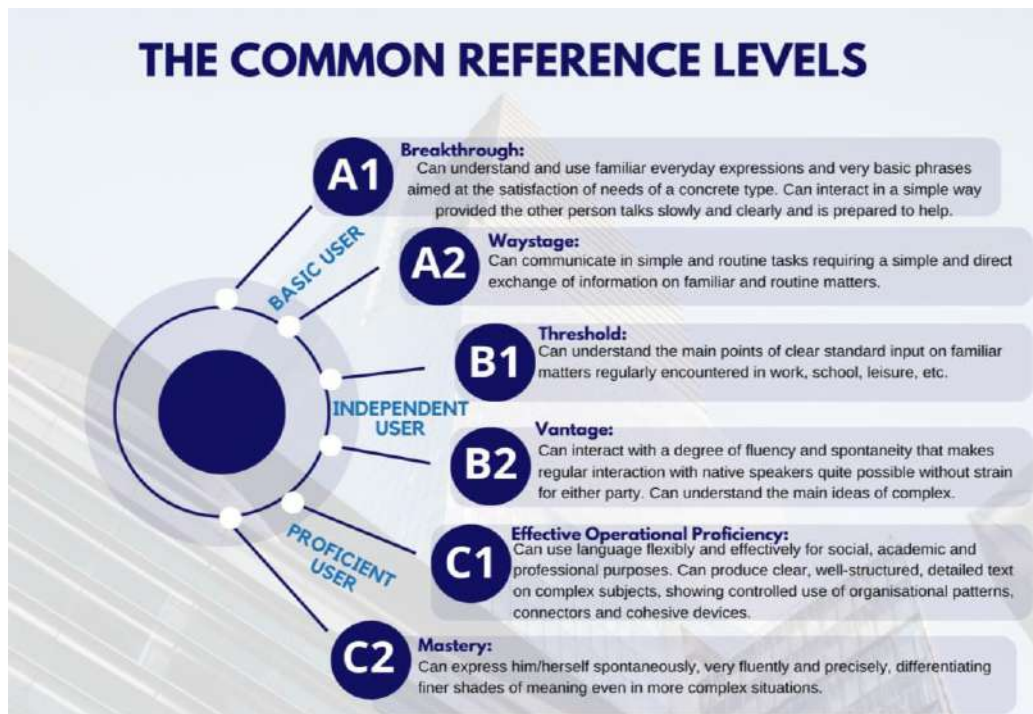


Illustration 1: The common reference levels

Source: (Cambridge, 2011)

1.1.3. Language skills

The English language is divided into four skills or abilities that the student achieves through learning these are reading, writing, listening and speaking:

-Reading: It is the process by which a person deciphers or tries to understand a text, normally this skill works together with the other skills because it is necessary to understand the text that is being read since it is in the native language. For the development of this skill the reader uses certain reading techniques such as skimming, reading superficially to understand the text or scanning for specific information within the text according to his/her interest. (Hernández C. E., 2014).

-Writing: The skill of writing is the process by which an individual can express himself freely through the set of ideas, thoughts or opinions with the help of the other skills, this skill can be defined in different ways depending on the use that is required either in essays, classic literature, magazine articles, etc.. Each of them has its grammatical uses where the writer can express himself freely, in short, the skill of writing is the correct use of the grammatical rules of the language to convey a message through ideas or thoughts (Iftanti, 2016).

-Listening: It is one of the four skills in charge of receiving and analyzing communication, this skill is divided into five stages: hearing, understanding, remembering, evaluating and responding, being one of the most important skills in the English language, because it allows interpersonal communication with native speakers.

This skill is often interpreted as the ability to listen, but it is very different because the listening skill consists of recognizing sounds originating from a language and interpreting them in a way that serves for successful communication (Tyagi, 2013).

It is important for the student to develop this skill because it allows free communication in the environment in which they find themselves, if the student is good at developing this skill it helps to raise their self-esteem because they feel confident to understand the messages or tasks that can be entrusted to them without any problem.

-Speaking: Skill is the set of knowledge in a psychological process that allows human beings to communicate effectively in a particular language. This skill has different definitions depending on the context, since it can be known as the oral expression of symbols in a language, as well as the free use of communication in a given environment. In the educational context it will be used as the free communication of a person using verbal and non-verbal symbols within a conversation (Leong & Masoumeh, 2017).

With the above, it is important to underline that the speaking skill consists of the free expression that the student has in the classroom, since by knowing the grammatical rules of the language they can express themselves correctly using pronunciation and verb tense to be understood by the other students. Although it is one of the most difficult skills to master, students can practice it autonomously or in groups to improve their oral expression.

In order to master the language, it is necessary that the student can successfully complete these different stages throughout the learning process, which will be recognized through the CERF system, which establishes the student's percentage of mastery of the language.

1.2. Vocabulary Learning

Learning is the acquisition of new knowledge through educational processes aimed at solving complex situations and knowledge for the development of a skill or ability. One of the main factors for meaningful learning is the student's predisposition to learn new vocabulary because there must be a balance between the teacher's teaching and the student's predisposition to learn, so that the student can relate previous knowledge with the new knowledge learned (Chacon & Martinez, 2020).

The study of vocabulary in this context is the means by which the student acquires a set of new words that help them to communicate achieving in this way to be understood by means of short phrases, words, verbs or prepositions, reason why the student must know their correct use, pronunciation and intonation since by means of it he will be able to be understood within the communication he wants to communicate (Nation, 2001).

Therefore, it is important to emphasize that vocabulary learning processes are linked to the teacher's teaching techniques because the new knowledge acquired is memorized in the short-term memory and this must be reinforced for meaningful learning to take

place, otherwise it would become a fully memoristic learning process. If a relationship is established between the use of language and the growth of the human being, they are very similar because as the human being grows in an environment they learn and assimilate content, on the other hand, if the human being is exposed directly to the language they want to learn, they will learn slowly as time goes by and generate significant learning (Congo, et.al., 2018).

1.2.1. Vocabulary teaching-learning methods

a. The Direct Method

The direct method of language teaching is a process that allows the student to be taught and exposed directly to the language they want to learn, omitting at all possible the use of the mother tongue in the classroom. The direct method originated in 1880 in Germany in response to the traditional grammar-translate method (British Council, 2023).

The method consists of the development of a new language without the need for the literal translation of each word but rather the demonstration and use of material that satisfies the learner's curiosity (Batool, et.al., 2015). It is often related or confused with the natural method of teaching because it has a lot of similarities when applied in this case as both methods are a form of direct contact of the student with the language to be learned, but it is not so their procedures when teaching differ (Agapova, 2021).

As mentioned above, the direct method is a way of demonstrating the language, which means that it requires various resources that facilitate its use, in this case, real and visual material is applied to demonstrate the meaning of a word (Bovée, 1919). The success of this type of method is the correct use of material because if it is intended to omit the native language many times the student could be confused or distracted in their learning for them it is important to maintain the interest of students with relevant material that contributes to their knowledge (Cagri, 2013).

In this way, the direct method is focused on language production, which is why it has a greater effect on productive skills such as listening and speaking.

- **Advantages**
 - Uses demonstration as a teaching method
 - Generates student participation at all times
 - Develops the use of body language to transmit knowledge.
 - Teaches with the language not about the language.
 - Improves interest in learning due to interaction with students.
- **Disadvantages**
 - Learning success is highly dependent on teaching style.
 - It specializes in the development of listening and speaking as a priority.

- The method omits grammatical rules in its learning.

b. The Natural Approach

This method was developed by Dr. Stephen Crashen and Tracy Terrell at the University of San Diego California, with the purpose of teaching in a leisurely manner to beginner students who want to learn a new language using an untraditional method, similarities can be found with the communicative method of learning because it focuses directly on communicating with others without the need for a pattern of grammatical rules using purely the language you want to learn as the main language (Richards & Rodgers, 2014).

The main bases for the development of this method of teaching learning is to simulate the way of teaching as the mother tongue was obtained (Diller, 1981). The natural method is subdivided into four important phases: pre-production, which consists of carefully observing the language being learned without the need for drastic pronunciation, just trying to recognize and analyze the meanings and sounds heard in the new language (Rodríguez, 2021).

The second stage comprises early production in this stage the student may use short sentences or words without the correct grammatical form because he is in a phase of early recognition and mastery of the language. This being the case in the first steps of a child who is learning to speak does not use grammatical rules correctly but expresses the simple need to communicate.

Stage three, emergent spoke: in this part of learning the student feels forced to elaborate longer sentences, although in a very basic way, but with the purpose of being understood in a better way and speak it in an emergent way according to his need for this stage the student knows or manages to interpret more clearly the language because he feels the need to communicate and be understood.

Stage four is intermediate fluency: in this stage the student is able to communicate freely with his peers in a clear and concise way, this has direct influence depending on the time of exposure to the language that is required to learn because the student can relate what he has learned and apply it without the need of a teacher to explain the grammatical rules that represents the native language he handles.

Consequently, the success of learning with this type of method consists a lot in remembering how the student acquired his mother tongue because it consists in being exposed to the language he needs to learn as long as possible, since this will allow him to advance in his learning by going through each of the stages mentioned above (Cari & Pampa, 2021).

c. Flipped Classroom

The flipped classroom concept has as its origin to fulfill a need from the adaptations in the teaching environment because this teaching method seeks to meet the needs of the student at the time of acquiring new knowledge. (Harvard University, 2023).

The term flipped classroom was first used by chemistry teachers Dr. Jonathan Bergmann and Aaron Sam's who sought to enhance the teaching of their subject because students were constantly missing classes, this led him to recognize the importance of using the materials available to them such as digital books where students can find a variety of information that allows them to enhance their learning (The Flipped Classroom, 2023).

The Flipped classroom method is a concept of autonomous learning that allows students to generate discipline in their studies, giving them flexibility and active participation throughout their learning process.

- **Benefits of using flipped classroom**

- Allows the teacher to be involved in teaching in a personalized manner
- Creates flexibility in learning
- Creates active participation in the classroom
- Involves the student's family in self-directed relationships
- Creates a learning discipline
- Potentiates the use of digital tools in the teaching and learning process.

- **Drawbacks of using flipped classroom**

- The teacher must plan the time and mode of use in class to maximize achievements.
- Distractions may appear at the time of learning
- The teacher must be sure that all students have the necessary materials for learning.

Although it is a good alternative to maximize learning time, it is important that the student keeps control and notes of the entire class in the autonomous stage because the questions asked in the class discussion will mean successful learning. When applying the flipped classroom, the teacher must understand and manage correctly the tools and time to be used in each class to avoid distractions and lack of interest at the time of learning (Basantes, et.al., 2017).

1.3. Self-learning

Self-learning has its origin in the 60's where it was presented for the first time. It was mainly aimed at teaching medicine, but over time it has been adapted to the needs of

education, which is based on the presentation of problems in their learning and thus establish a connection with previous knowledge. The phases of this type of learning consist of obtaining questions or difficulties that are generated in their learning and then share them with their classmates, finally being solved within the class by the tutor thus obtaining a more explicit and meaningful knowledge. (Loyens, et.al., 2008).

At the time of learning the student is frustrated or encapsulated in their learning, due to lack of motivation or low self-esteem in class, this is a very influential factor when acquiring new knowledge, which is why self-learning with the help of technological tools promotes motivation as it shows greater facility for the development itself, thus reflecting the ease it provides in learning allowing him to have confidence in their actions through the different alternatives to feel free to learn, very different from the situation that lives within the school classroom (Sarceda, et.al., 2019).

1.3.1. Self-learning Techniques

Self-learning is a process that helps to strengthen the knowledge that the student currently has. Nowadays, technological progress has generated a number of ways of learning in which we can highlight self-learning, allowing the student to be the direct author of his knowledge, thus generating a more active being in the (Andrade & Villarreal, 2020).

From this the new technologies contribute in this form of study due to the easy access to information such as: web pages, online books or interactive applications that help the student with self-learning without the need of a guide, but also an important factor to consider for the application of self-learning is important to distribute correctly the time and way of study (Obando, et.al., 2017). For this, the following self-learning techniques that the student can apply during his study stage are presented below.

Table 1:
Self-learning techniques

SELF-LEARNING TECHNIQUES	
Techniques	Benefit
1. Read	Reading allows the student to acquire knowledge autonomously, reviewing online blogs, magazine articles or books of their interest. The effective way to help oneself with reading is to remember what has been read before and to take notes of important facts.
2. Take notes	visual The concept of visual notes comprises the acquisition of content through graphs in articles or graphic organizers

	that help simplify learning for the reader depending on the degree or difficulty of the subject to be learned.
3. Educative videos	Nowadays digital platforms offer a wide range of possibilities in obtaining information, the best-known platforms are YouTube or flipgrid that allows the user to obtain information for their academic training or also share content of importance for future research.
4. Online Courses	Online courses are a great way to help improve self-learning because they are modules designed to better understand a subject with courses based on interactive material that allows the student to give their opinion or in turn understand topics that had difficulty.
5. Applications and software of learning	Technological progress has generated a great controversy at the time of imparting knowledge, due to the creation of applications that complement the development of learning with applications such as: Edu cup, Elsa speak or Duolingo App this help especially the learning of the English language in a personalized way, with appropriate lessons according to their level of mastery of the language starting from a basic to advanced level.

Source: *Alsina, et.al., 2019. Created by: Andres Chunchir*

1.3.2. Technologicals tools

These are virtual environments where the student can find study material such as: texts, images, videos, audios, etc. These allow to exercise in a clear manner the learning in an autonomous way, obtaining results according to the compromise and constancy at the moment of developing a subject. (Martínez, 2020).

That is why the technological tools for the development of the English language in this case are a set of documents prepared based on the need of each of the students, reason why the student can make use of them in an appropriate way to strengthen their learning, however, they cannot achieve complete success autonomously because they need the organization of a tutor or guide to support their doubts or inconveniences at the time of learning (Lamos, 2019).

a. Benefits to learning with technological tools

Technological tools are part of the ICTs that facilitate learning in a controlled environment with interactive activities (Aquae Fundación, 2023). Day by day technology in education has been advancing by leaps and bounds designing activities according to the needs of each user, thus generating active participation and

cultivating values in each of the students, which is why we can highlight certain benefits such as:

- It develops critical thinking and the facility to teamwork.
- It is flexible in the tasks due to the personalized lessons according to the level of mastery of the subject matter.
- Promotes active participation, improves self-esteem and motivation in students.
- It renews teaching and learning methods, thus optimizing study time and generating successful learning (Alburqueque, et.al, 2021)

b. Digital platforms

Those are Internet servers that allow free access to content of a subject, its main idea is to facilitate learning by optimizing the resources necessary for its proper development, they are mainly characterized by providing study facilities to users due to the fact that they have the necessary material to solve the needs (Villalobos & Chávez, 2023). The following are the most used digital platforms for English language learning:

- **Wall Street English:** Is an English learning platform that provides personalized classes with native instructors and customized lessons that strengthen the learning of all language skills. Its teaching is adapted to the user's schedule since it is available 24 hours a day with proactive classes that motivate the student to learn the language. It also offers a certification according to the Common European Framework of Reference for Languages (Wall Street English, 2023).
- **Open English:** Is a virtual platform founded in 2006 in Caracas Venezuela and later moved to Miami, Florida, which allows the free learning of the language. With native teachers who use an active learning methodology and guarantee language mastery since they have flexible schedules, as well as preparation for proficiency exams and material tailored to the needs of the user. This learning program in turn offers a certification according to the Common European Framework of Reference and the service is 24 hours a day with classes every 30 minutes throughout the year (Open english, 2023).
- **YouTube:** Is a video sharing interface that allows the student to obtain important content for language learning. It was founded in 2005 in California by Steven Chen Jawed Karim and Chad Hurley. This platform was initially created for entertainment, but due to its high demand, it became a learning medium for different types of topics, since it has informative, educational, musical or entertainment videos. This application provides a wide range of content in which the student can learn autonomously without the necessity of a tutor (YouTube, 2023).

- **Flipgrid:** Is an interactive learning space that has functionality similar to a social network was created in 2014 by Charles Miller with an initial idea of being a discussion center. It is currently owned by Microsoft and was adapted for education as it allows to keep in touch with the teacher virtually due to the option of maintaining a virtual classroom where the student can share videos or comments in a scheduled study center (Flip, 2023).

Mainly this tool allows the free content and opinion of students on a topic thus forming a center of communication or debate.

c. Digital applications for language learning

With the development of mobile devices the increase of applications for all types of use has grown exponentially due to the high demand it has on users, in this way it is important to mention that in education has undergone a great change in the way of imparting new knowledge, adapting to their classes a technological material taking advantage of the facilities provided by an application (Paz, 2017).

That is why the developers of applications thinking about the welfare of education have generated a number of applications that contain material according to the needs of the user that are very useful for learning new knowledge (Andrade & Villarreal, 2020). The following are the most relevant for learning a new language:

- **Lyrics training:** Is an application that is designed to teach languages in a fun way for users, due to the use of music videos with the favorite songs of each of them, thus teaching new vocabulary or phrases that are used when singing, it also offers a karaoke option where the student can sing the whole song and finally observe his score and result with errors and successes. It is currently a widely used tool for learning the English language as it has a range of songs that can be used to learn effectively (Lyrics Training, 2023).
- **Duolingo:** It is an application designed for language learning that allows the user to choose from a variety of available languages, it was created in 2011 with the intention of strengthening self-learning and teaching a new language in a fun way. It contains several lessons that are designed from a level of difficulty that the user can modify, as well as for the type of need either to: strengthen the study, travel or interact with native speakers (Duolingo, 2023).
- **Cake app:** Is an application developed for language learning where the student can learn vocabulary and short phrases used daily. Its easy interface allows free mobility over the application. It also offers different topics in its lessons such as family, friends, travel, business, etc. Where the learner is able to set the level of difficulty either beginner intermediate or advanced according to their needs. This application has been used efficiently within the

school environment due to the multiple options it offers for the development of language (Mena, 2020).

- **EducUp:** Is a language learning application that was designed based on the need of students to learn a second language. It was created in the year 2022 with an easy to master interface as it employs interactive teaching methods so that the student does not lose interest in learning. The application has writing lessons, listening skills development and also visual resources that allow you to optimize learning in each of your classes (EducUp, 2023).

1.4. Self-learning with the Duolingo App

Self-learning for the development of language skills with the Duolingo App is becoming more relevant every day because the application provides different ways to learn the language, being mainly the use of the methodology based on gamification where the student gets a reward at the end of each lesson, this generates greater interest in each of their lessons since they get a double benefit: the strengthening of the four language skills as well as a prize for each stage passed (Herrera, 2022).

1.4.1. Ways to learn with the Duolingo App

Duolingo App offers a number of benefits or ways to learn in its interface because it starts from the simplest to the most complex in language learning, seeking to replace traditional learning by using simple activities where students can have fun while learning, thus provoking a meaningful constructivist learning (Ubarnes, et.al, 2022).

Table 2

Ways to learn with Duolingo App

WAYS TO LEARN WITH DUOLINGO APP	
Types	Benefits
1. Duolingo's lessons	Each section of Duolingo App contains a certain number of lessons depending on the difficulty of the topic. The lessons offer the strengthening of the four language skills in their different scales. In each section the Duolingo lessons offer a certain vocabulary for the student to acquire throughout the lesson.

2. Narrative stories	In the story lesson Duolingo app offers narrative stories in native audio where the student can develop listening skills as well as reasoning and analysis in their multiple-choice exercises, finally at the end of the task the student will observe the time and mistakes made within the lesson.
3. Interactive activities	In the interactive lessons the student can strengthen the speaking skill since the application provides the option to send audios as part of the task in relation to the topic to be learned, as well as the development of the writing skill where the student can write and be evaluated through writing.
4. Custom task	In the personalized task the student finds different types of activities from: translation of short or long words, ordering sentences in a text, joining words with their respective pairs or even recognizing errors within a text, thus maximizing the learning of the language to be learned.

Source: *Ubarnes, et.al., 2022. Created by: Andres Chunchir*

1.4.2. Benefits of learning with Duolingo App

Duolingo App offers a great variety of benefits when working with its interface since it offers learning from the most basic level to an advanced level in different sections such as the use of the application for studies, for travel, for free communication and hobbies among (Duolingo, 2023). Being an application with a free and easy to work with interface, the student can learn autonomously without the mandatory need of a guide or tutor since the application accompanies the student step by step with personalized exercises according to the need (Monje, 2022).

In the above mentioned, the application offers lessons with different topics that start with a basic vocabulary where the student can learn while having fun, there is also a section of stories where the student can maximize the development of listening skills as it offers audios where the student finds multiple choice answers, On the other hand, it is important to highlight that the development of this skill directly influences the mastery of the language as well as the use of auditory resources such as music within the lessons helps with motivation and the mastery of new vocabulary. At the end of each section there is an evaluation stage where the knowledge obtained in each lesson will be tested (Andrade, et.al., 2018).

CHAPTER II: METHODOLOGY

2.1. Type of research

The investigative project is based on a mixed approach investigation, because it presents two types of quantitative and qualitative methodology which are used in various ways within the investigation. The quantitative method allows the researcher to obtain numerical data through pages, books and magazines that support the veracity of the research, all with the aim of obtaining numerical data through exploration and description of the population to later be able to relate them statistically in relation to the investigated population with which hypotheses of the problem to be investigated can be made, which will be necessary to answer the research questions (Hernández & Mendoza, 2018).

On the other hand, when talking about the qualitative approach, it gives way to a more open field in research because it uses characteristics, opinions or comments collected through an interview or observation in the field of action, this type of research allows one to enter the problematic in an inductive way because the researcher must interact in the field of action without altering in any way the free action of the investigated population, that is, an exhaustive observation of the process in which the population develops in its environment is carried out in order to be able to in this way, propose objectives that help to benefit the solution of the problem investigated (Hernández & Mendoza, 2018).

2.2. Methods, techniques and instruments

2.2.1. Methods

For the development of the present investigation, the following methods were used that contributed to a great extent to the approach of an evident solution to the investigated problem.

- **Inductive method**

It is the process by which the researcher goes from the particular to the general in the problem, this is obtained through an exhaustive observation in the field of action, which allows generating a certain general idea after an analysis and classification of facts. After observing the object studied in a natural environment in various ways, the inductive method contributed significantly to the research because an inference is created about the problem inside the school classroom in order to establish the proper conclusions of a general nature in the research.

- **Deductive method**

It is the reasoning process that starts from general ideas to reach a specific conclusion in the field of research applying laws or theories in singular cases, in this research deductive method was an important pillar to generate a valid hypothesis of the problem based on general ideas obtained through observation and after induction of the problem in the field of study in this case it helps to recognize a problem that is found inside of the school classroom in eighth grade students of basic education.

- **Synthetic analytical method**

This method is a set of processes to break down a whole and reintegrate part by part, the application in the project was on a larger scale in the theoretical framework because to carry out a correct investigation it was broken down into theoretical sub-themes, whether explanatory or descriptive form in this way support or argue about a possible hypothesis presented in the research.

2.2.2. Techniques

Investigation techniques are a set of tools or processes that are used to collect information in a truthful and reliable manner, therefore the techniques used in this investigation are the following:

- **Observation**

It is the process by which the researcher connects with the field of action obtaining in detail the processes carried out by the object of study, ordering it in a synthetic and systematic way, in this way the observation was applied in the classroom of the eighth grade of parallel BGE "A" of the Educational Unit "Abelardo Moncayo" compiling the information in a notebook in a synthesized way, so that it contributes to recognizing the problem in relation to the training and management of the vocabulary of the English language.

- **Survey**

Survey is a tool that allows the researcher to obtain structured information, it is commonly used with elaborated questions maintaining a specific order to obtain responses from a small group or researched population, it is characterized by obtaining information to be processed into statistical data later. Therefore, this technique contributed to the research when applying a questionnaire with structured questions that were applied to the students in person in relation to the mastery of the English language vocabulary and the use of technological tools for better learning in the school classroom.

- **Interview**

It is a research technique that allows the researcher to ask a series of questions through direct interaction with the studied subject, which can be elaborated through an interview with structured, unstructured and semi-structured questions in the field of action, thus collecting information, opinions or teacher's point of view without proposing any interference or opinion developed in their field, therefore this technique was used personally by the teacher of the English area of the eighth grade of BGE, who interpreted and analyzed each of the semi-structured questions in the interview thus contributing to the research in the field of study.

2.2.3. Instruments

The research instruments are tools that facilitate the obtaining of qualitative and quantitative data in the research field which are directed by a technique that aims to contribute to the investigation of the project, therefore the instruments applied in the investigation are the following: test, questionnaire, interview script, field diary and recorder.

2.3. Research questions

After carrying out an exhaustive analysis in the school classroom that mentions the academic performance of the students in the English language has certain variations or difficulties to be assimilated, which gives rise to the following research questions: What is the level of vocabulary mastery of the students about the English language? How does self-study contribute to the development of new vocabulary of the English language for students? How to design a self-study guide to increase new vocabulary of the English language using the Duolingo App?

2.4. Operationalization matrix of variables

<i>Variables</i>	<i>Indicators</i>	<i>Technique</i>	<i>Source of information</i>
<i>Learning new vocabulary in English</i>	The English language	Observation	Teacher Students
	The Common European Framework Language		
	Language skills		
	Vocabulary learning		
	Ways to learn vocabulary		
	Vocabulary teaching-learning methods and techniques		
<i>Self-learning through the Duolingo tool</i>	Self-learning	Observation	Teacher Students
	Self-learning techniques	Survey	
	Technology tools	Interview	
	Digital applications of language learning		
	Self-study with Duolingo App		
	Understanding and dissemination of the results found		

2.5. Population

The following research work is primarily focused on helping students who have a deficiency in the mastery of English language vocabulary. For this purpose, as a population or research sample, it was made up of 38 students from the eighth grade of basic general education of the Unit Educational "Abelardo Moncayo" belonging to the city of Atuntaqui canton Antonio Ante, province of Imbabura for which the parallel "A" and the teacher of the English area were taken into account as a research sample to know their capacities and shortcomings when it comes to teach and learn the English language itself that once the research has been proven, they will serve as a contribution to improve the oral expression of the students, that is, to help to increase the vocabulary of the students in the classroom.

2.6. Procedure and data analysis

After knowing the population of students to be surveyed, the knowledge or command they have of the language was observed in order to carry out the necessary research tools such as the survey and the interview in relation to the mastery of the language, which were later approved by the expert teachers, in the subject of English which have semi-structured questions focused on obtaining specific data on the problem investigated.

Subsequently, the research tools were presented to the highest authority of the educational unit for their respective approval and application in the classroom, for which the general objective of these surveys was explained to the students and the teacher of the English area to be answered correctly with the sincere opinions of the students who had the necessary time to be able to respond to the instrument applied.

Finally, the data obtained contribute to the resolution of the investigated problem to later present a proposal which helps to improve the problems presented by the students. These collected data were compiled in the SPSS version 25.0 program for the tabulation and analysis of the same results that are reflected in statistical graphs.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Survey applied to students in the eighth year of Basic Education

After recognizing the problems found in the learning of vocabulary of the English language in the students of the Educational Unit "Abelardo Moncayo" of eighth grade of Basic Education parallel "A" through a survey carried out to the students with their respective approval and knowledge of the grade of interest that the survey requires to contribute to that investigation, a questionnaire was raised with eight questions that will help with the investigation on the use of Duolingo as a technological tool to increase vocabulary in the English language, through self-learning. For this, the following results were obtained, which will be detailed below:

Figure 1

Do you think that English is a difficult language to learn?

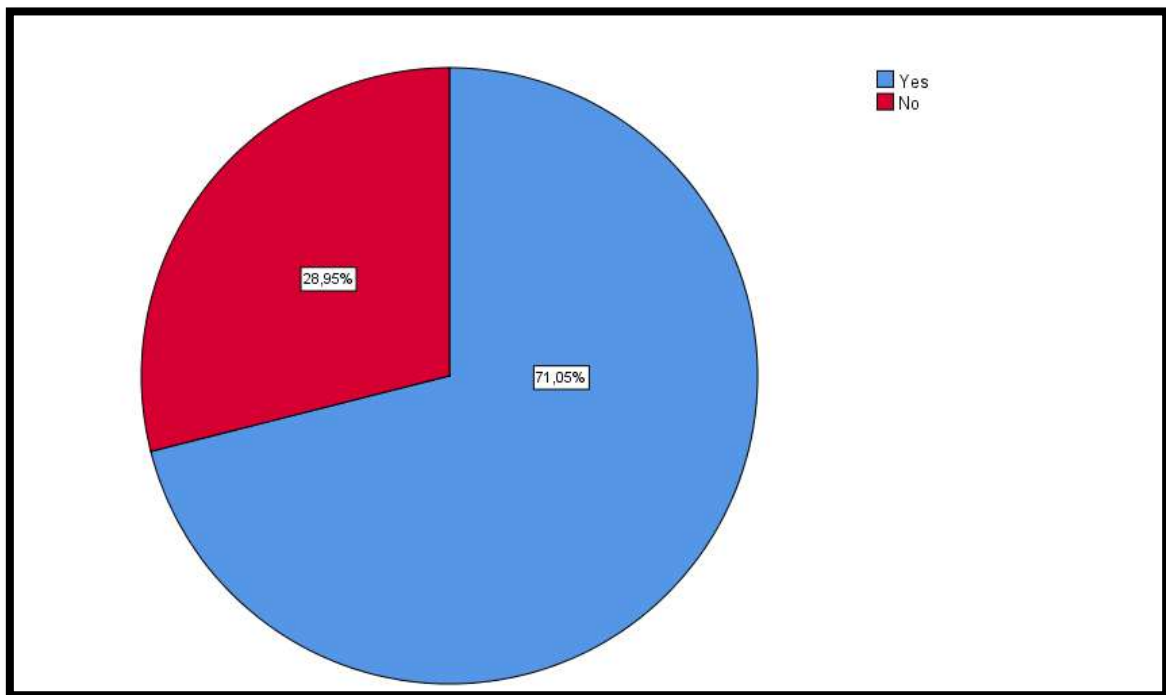


Illustration 2: English language difficulty
Created by: Andres Churchir

The following graph demonstrates the difficulty that students have learning the English language, which is why 71.05% of the respondents express that it is a difficult language to learn because it contains different grammatical structures that can be difficult to remember when using them. According to the author, learning a new language can be complex for some, while for others it can be done very easily, thus having certain setbacks in their learning (Torres, et.al, 2018).

On the other hand, it is essential to apply different methodologies according to the learning of each one of the students. That is why, after analyzing the answers of the surveys,

it shows that indeed for the majority some may find it difficult to learn the language, but for a small percentage it is easy to learn.

Figure 2

Do you feel that the vocabulary that you own until here is enough to communicate in class?

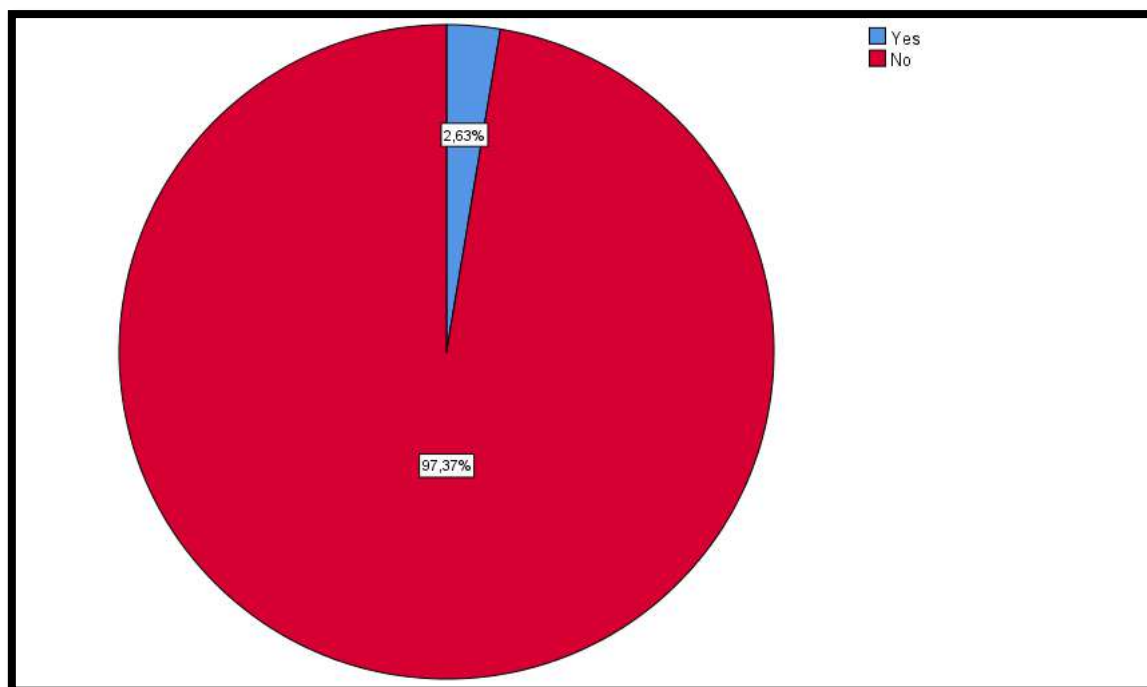


Illustration 3: Appropriate level of English vocabulary
Created by: Andres Churchir

For the correct development of the English language, it is essential to work with a basic vocabulary that helps other people to understand in the environment, being the case of the aforementioned in the research question, it is considered that the students feel that in a 97.37% they do not have enough vocabulary to work in the classroom, which is why vocabulary is considered an important part of the English language and it is necessary to reinforce it. Using the words of Saralegui (2021), he expresses that, after the rotative method, games can be applied to help the student to generate a significant learning and thus obtain reinforcement in their process without the need of being forced to memorize verbal tenses which will be applied in class.

After to know the opinion of the students, it is necessary to state that the students feel the group of words they use in their class is insufficient because it does not allow them to communicate easily in the classroom, however, if the correct methodology is applied, this problem could improve significantly.

Figure 3

Does the teacher generate active participation in classes to strengthen the learning of new vocabulary?

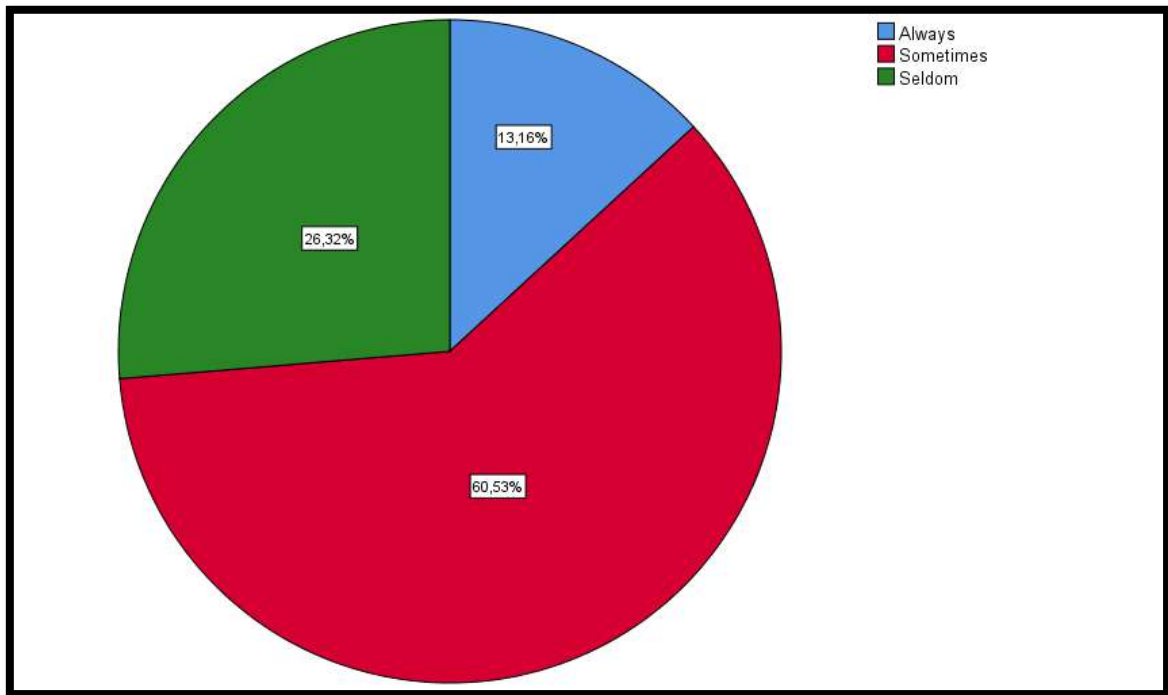


Illustration 4: The teacher generates an active participation of the English vocabulary.
Created by: Andres Churchir

In the educational field, English language skills must always be accompanied by correct practice and management so they can be reinforced, that is the reason why the teacher's guide is essential, since when they use a correct methodology that generates the active participation can reinforce and generate new knowledge in the students, with the aforementioned, the graph expresses that according to the opinion of the students, 60.53% say that sometimes the teacher promotes the active participation, on the other hand, a 26.32% expresses that teachers seldom promote a participatory activity in the school classroom.

In the opinion of Inca, et.al (2021) states that "One of the urgent problems of modern methods of teaching foreign languages is the organization of teaching children of different ages using gaming technologies. The educational process states the task of finding the means to maintain the interest of students in the studied material and activate their activities throughout the entire lesson.

Figure 4

Does the teacher use technological tools to increase vocabulary?

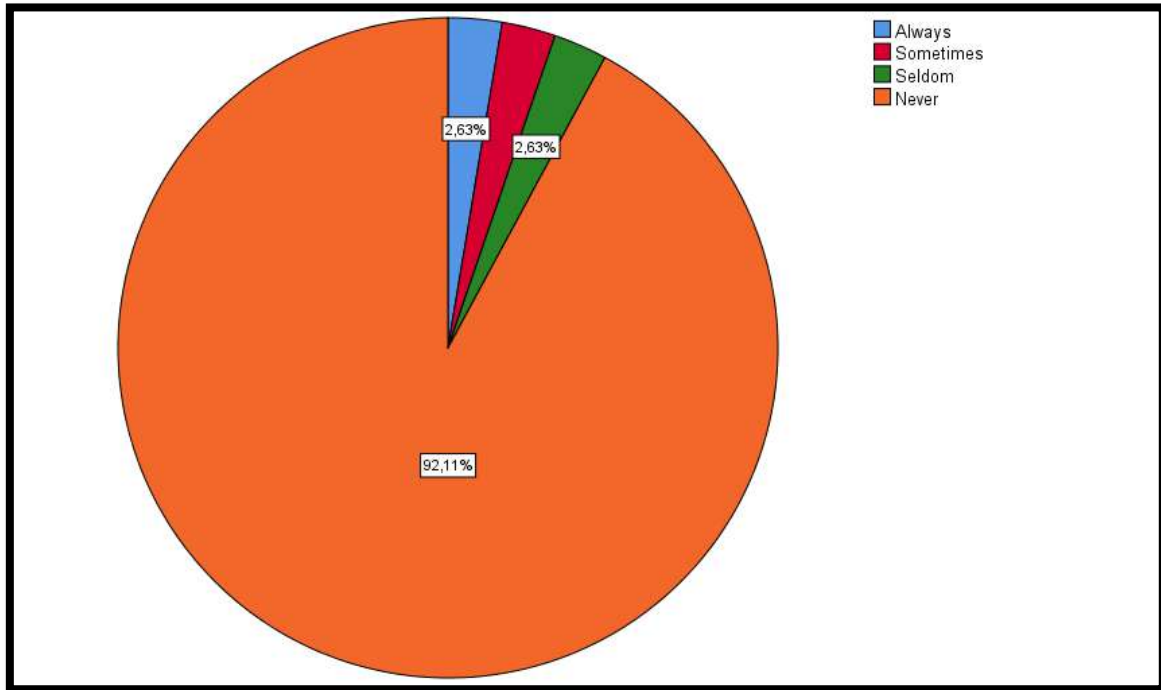


Ilustración 5: Technological tools to increase vocabulary

Created by: Andres Churchir

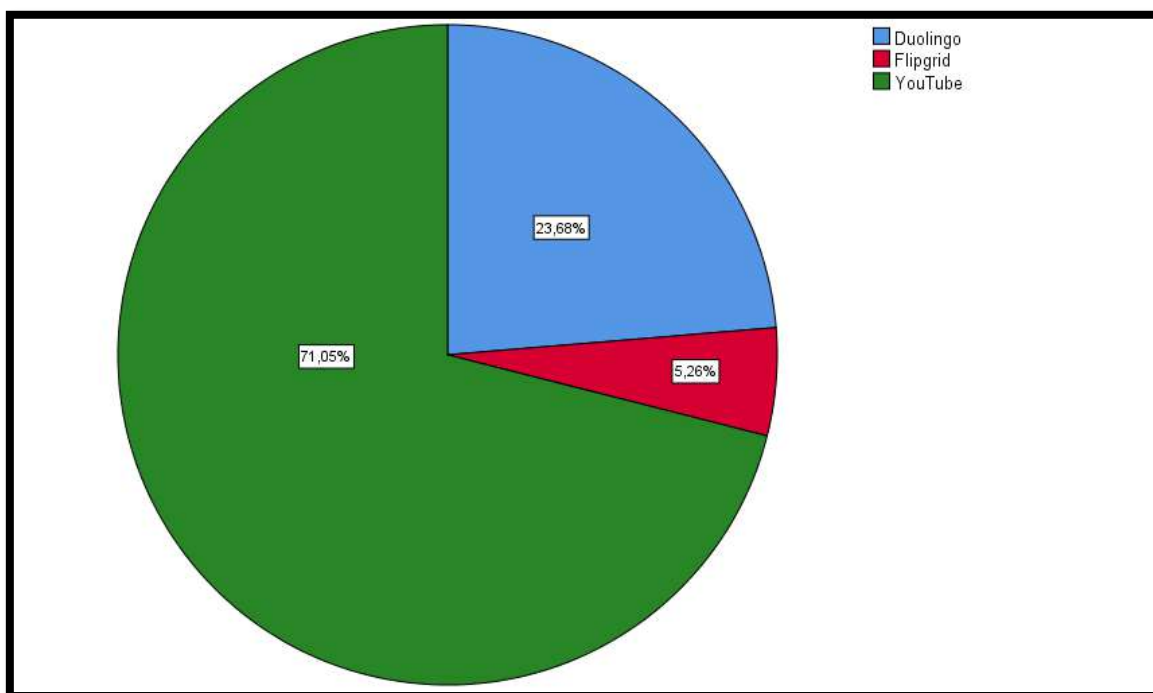
The technological advance in society has generated great changes in current education, this is due to the teaching of the English language requires certain modifications for adapting to today's society, through the use of technological tools that facilitate both teaching and learning.

However, after the survey carried out, the students generated the following response, that in a 92.11% the technological tools have not yet been considered in the school classroom for learning English language vocabulary. To achieve greater a performance in classes, it is necessary to plan in advance and use the range of benefits generated by working with technological tools, either occasionally or daily with the unique objective of improving education, as stipulated by the rights of students detailed in the constitution (Almeida & Moya, 2019).

After knowing the opinion that the student has about the use of technological tools as a teaching way, it can be seen that if digital applications are used, they can improve their knowledge in relation to the learning of a second language.

Figure 5

Identify the digital tools that your English teacher uses to increase vocabulary in the class?



*Ilustración 6: Student identifies application used by teacher for vocabulary
Created by: Andres Chunchir*

After analyzing the problems generated by technological advances in education, it is important to recognize that the YouTube platform has become one of the main sources for learning the English language due to its various classes and topics that help improve the student and either through the development of vocabulary or a better understanding of the grammar that is studied in the school classroom. Although it is known, the Duolingo platform is one of the help sources the student has to learn the language, with 23.68% of the total respondents having used it to develop language skills. According to (Rico, 2017).

The skill that can be acquired through the use of technological tools is the oral ability, since the use of platforms such as YouTube or series in the original language help to considerably improve the use of the language. Indeed, when the connection between the use of technological tools and classwork is established, an increase in mastery in vocabulary acquisition is achieved helping the student to improve their learning, on the other hand, the use of the Duolingo platform is also a medium that helps not only to know the meaning of words but also their correct pronunciation and its different variations in different educational contexts.

Figure 6

How often does the teacher use technological tools to develop vocabulary in classes?

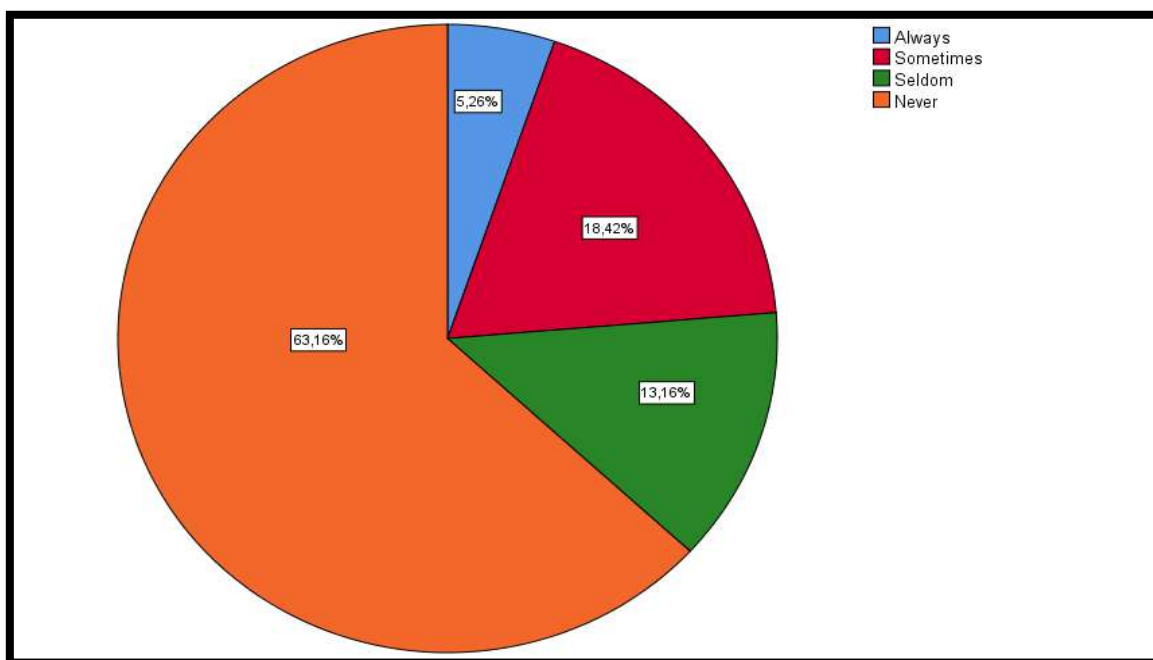


Illustration 7: *How often does the teacher use technological tools to develop vocabulary?*
Created by: Andres Chunchir

Self-learning in the current era is one of the factors that contributes to the learning of language skills, this being the fundamental basis in the teacher's guide in the school classroom, for this reason when the teacher implements the use of technological tools, it contributes to learning of the student, however, after the survey carried out to the students, the use of the same is not reflected on a larger scale, being that the highest percentage of the total expresses that said material is not applied to the development of the vocabulary of the English language.

The facilities provided by the use of technological tools expand a wide range of opportunities so that both the teacher and the student can successfully learn new vocabulary through the use of the same within the school classroom, applications that offer videos, chats or blogs contribute to the development of language skills (Rico, 2017).

It is important to consider that the use of technological tools helps to complement student learning. However, after knowing the responses of the students, a question arises if the teacher uses activities with technological tools could enhance student learning because currently the benefit offered by new technologies is not used.

Figure 7

Are you interested in increasing your vocabulary in the English classes?

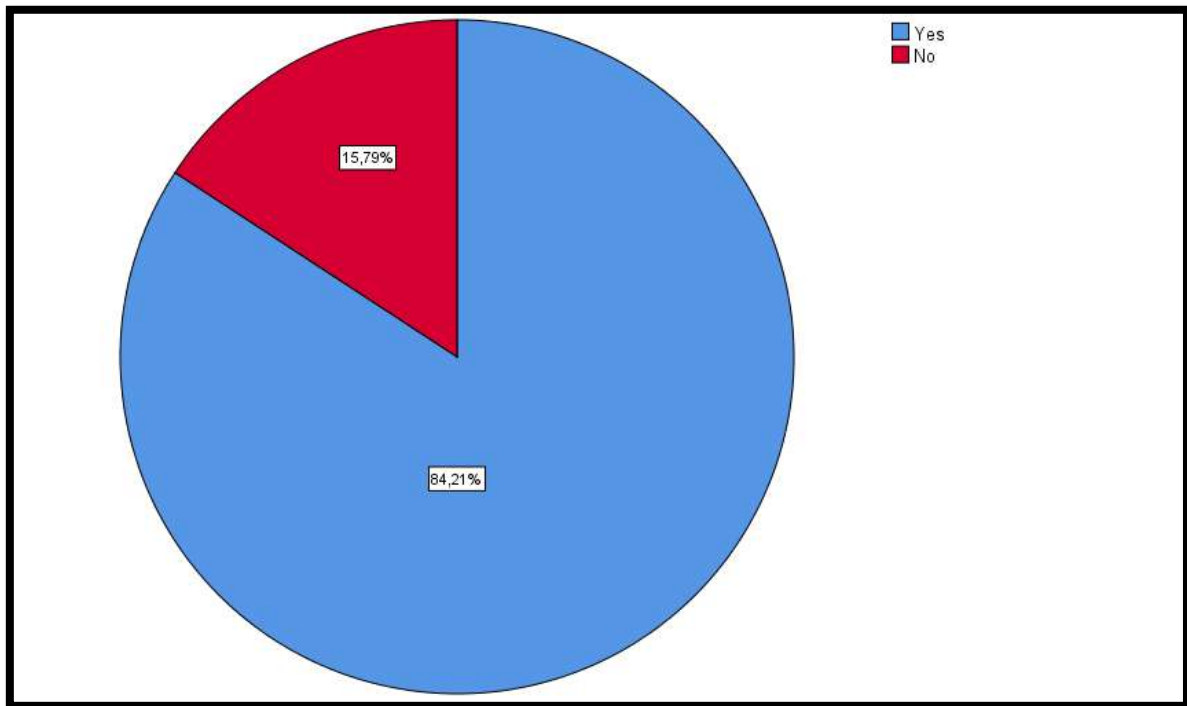


Illustration 8: Student interest in expanding vocabulary in class
Created by: Andres Chunchir

Interest and self-discipline are factors that guarantee success in learning the English language. In this sense, it should be considered that if the student is predisposed to learn, the learning will be effectively assimilated, taking into consideration question number 7 of the survey carried out. It reflects that 84.21% are predisposed to learn a second language making use of the new technologies that currently exist.

As (Álvarez & Rojas, 2021) mentions, the interest that a person shows in learning comes from the intention to learn that activity, this reflects a natural interest derived from curiosity and the desire to learn.

When there is a predisposition on the student's part of the student in question to learn a second language, it is a fundamental basis for learning it and, as the graph expresses, there is some interest on the part of the students to learn about a new way of reinforcing the vocabulary they use in their classroom.

Figure 8

Do you think that using technological tools will help you improve your vocabulary in classes?

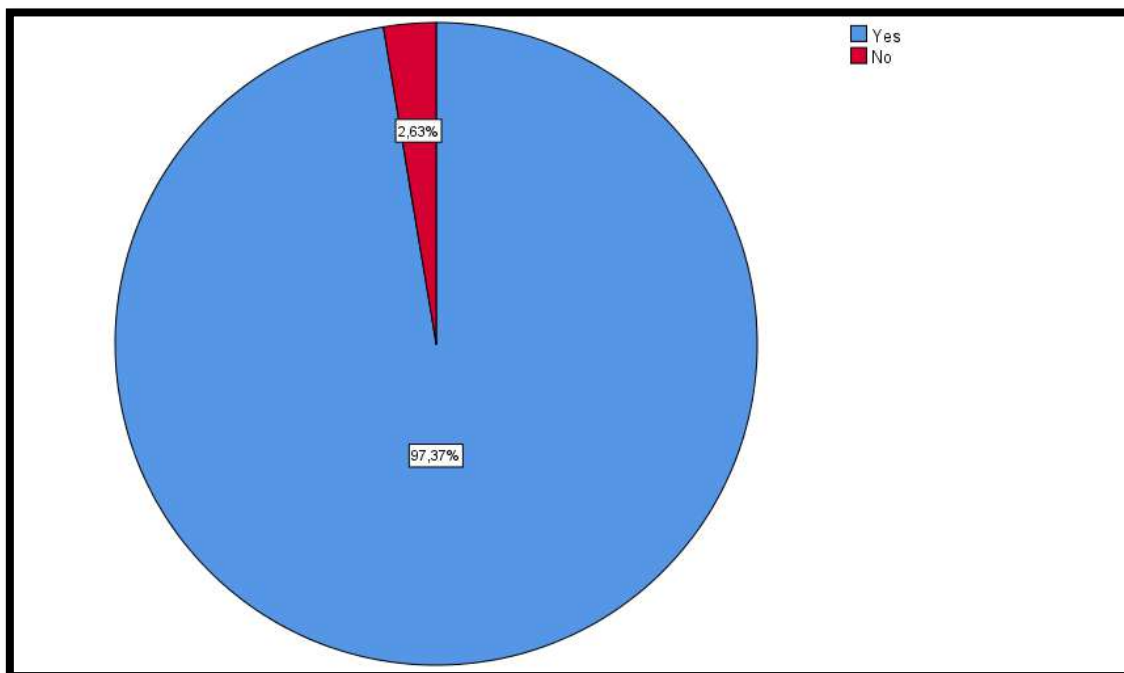


Illustration 9: *The use of technological tools can help to improve vocabulary in the classroom.*

Created by: *Andres Chunchir*

When knowing the technological advance that today's society has, it is essential to be updated in education to potentiate the teaching and learning of the English language. Technological tools provide support to students when they require personalized tutoring in applications such as YouTube, Duolingo, among others. The student can work with a number of activities that contribute to their self-learning and if they are carried out inside the school classroom, they will guarantee the success of learning the English language. However, after the survey, the students estimated in a 97.37% that the use of technological tools contribute to their academic development in relation to the use and development of new vocabulary for a better management of the second language that is required to be learned.

The use of technological tools contributes to a better communication between the teacher and the student, creating an environment where they can learn both continuously and independently, either remotely or through homework activities, the use of technological tools facilitates the learning of the English language (Jiménez, 2018).

When the use of technological tools is applied in the classroom, the bond that exists between the teacher and the student is strengthened because its use facilitates the understanding of the subject matter dealt with in class and with this reinforces their knowledge and generates a meaningful student learning. Consequently, if we talk about the use of technological tools, the student agrees completely since it could improve the command of the language or, the development of the skills required for its correct learning.

CHAPTER IV: PROPOSAL

4.1. Proposal name:

Using the Duolingo App to increase vocabulary through self-study in students of eight grade

4.1.1. Proposal theme:

Learning together with Duolingo App

4.2. Guide presentation:

The level of importance of the didactic guide is based mainly on promoting self-learning as a means for the development of new vocabulary of the English language, thus reinforcing the knowledge that the teacher imparts through a modern didactic that allows the students to develop in a cooperative, dynamic and autonomous way with problems and examples that are managed in the environment that surrounds them, thus looking for strengthening the importance and management of the English language.

By means of the present guide the teacher has a reinforcement where he can be supported to strengthen the language teaching because with the advance of the technology the methodologies must be updated so that the student can maximize his learning because in the last years the learning of the English language has had a declining to maintain the traditional methodology. This guide is raised to generate the self-learning awakening the interest of each one of the students.

Finally, this educational proposal is aimed at students in the eighth grade of general basic education of the Educational Unit "Abelardo Moncayo" focused on the subject of English Language, based on the first three modules of the Duolingo App where it demonstrates the main pillars to communicate in the language starting from greetings and personal presentations, followed by the use of vocabulary that concerns to traveling around the world in English-speaking countries and finally the management of phrases and vocabulary that allows communication within a restaurant, places of entertainment and so on. With the help of this didactic guide it is intended to encourage self-learning and the development of skills for a free global communication in English-speaking countries.

4.3. Proposal objectives:

General Objective:

Design a didactic learning guide to promote self-learning of the English language through the use of the Duolingo App as a technological tool for eighth-year BGE students at the U.E. "Abelardo Moncayo"

Specific objectives:

- Design didactic and interactive exercises through the Duolingo App, adapting it to the contents of the English language curriculum of the eighth grade of BGE.
- Create an evaluation rubric and a metacognitive rubric for each module in order to know the students' English language proficiency.

4.4. Content to be covered

This didactic guide is based on self-learning, approaching three teaching-learning modules where the technological tool Duolingo App is used to develop creativity and self-confidence in students when acquiring a second language, which will be used and adapted along the school period.

Inside the didactic guide the modules are based on the inverted classroom methodology which consists of three stages before, during and after the class:

- **Before the class:** the students must apply the autonomous work through the development of a section established in the Duolingo App planned by the teacher, which will help them to acquire new knowledge before the teacher uses the tutorial guide.
- **During the class:** Teacher will help the student with the new subject to be treated through a warm-up activity, a methodological explanation and the development of a practical activity where the students can demonstrate their acquired knowledge with the Duolingo App. Subsequently, a group activity will be carried out to encourage a teamwork and the development of communicative skills through the presentation of the topics discussed in class. It will be assessed with an evaluation rubric that will show us aspects to be considered on the management and development of the topic, as well as the metacognitive environment in learning the new language.
- **After the class:** The feedback provided by the teacher becomes an important factor since it helps the students to recognize their mistakes and promotes learning, in this way the student will be able to perform the activities of the next section in Duolingo App.

The correct manner of working within this guide is presented in the form of cycles that start from module 1 and pass through the aforementioned stages and start again in the first stage of the next module. It should be noted that the use of vocabulary is a set of processes that allow students to match their previous knowledge with the new learning that the guide can provide. In this framework, the Ministry of Education (2016) states that "Knowing vocabulary assures that learners can use the words they already know to build word recognition and hold ideas and thoughts in short term memory as meaning is constructed" (p. 264).

In this way, another important factor is self-learning because through this discipline the students can learn and generate questions that help them to improve in the development of

learning process. This is why the guide provides a wide variety of possibilities that allows the student to learn new vocabulary through the Duolingo App. The following table presents the topics to be covered in each module established in the teaching-learning guide.

Table 3:

Content of the didactic guide

LEARNING TOGETHER WITH DUOLINGO APP	
Module	Topic
1	Order at a café, say hello and introduce yourself <ul style="list-style-type: none"> • Lesson 1: Order a coffee • Lesson 2: Say hello and introduce yourself • Lesson 3: Good morning story
2	Talk about travel <ul style="list-style-type: none"> • Lesson 1: Story: Lin's travel • Lesson 2: Talk about travel • Lesson 3: Story Excuse me • Lesson4: Story Delivery
3	Order in a restaurant, ask for and give information <ul style="list-style-type: none"> • Lesson 1: Order food and drink • Lesson 2: Story The new boy • Lesson 3: Order in a restaurant • Lesson 4: Story The coffee shop

Source: Duolingo, 2023. **Created by:** Andres Churchir

LEARNING

TOGETHER WITH

Duolingo App

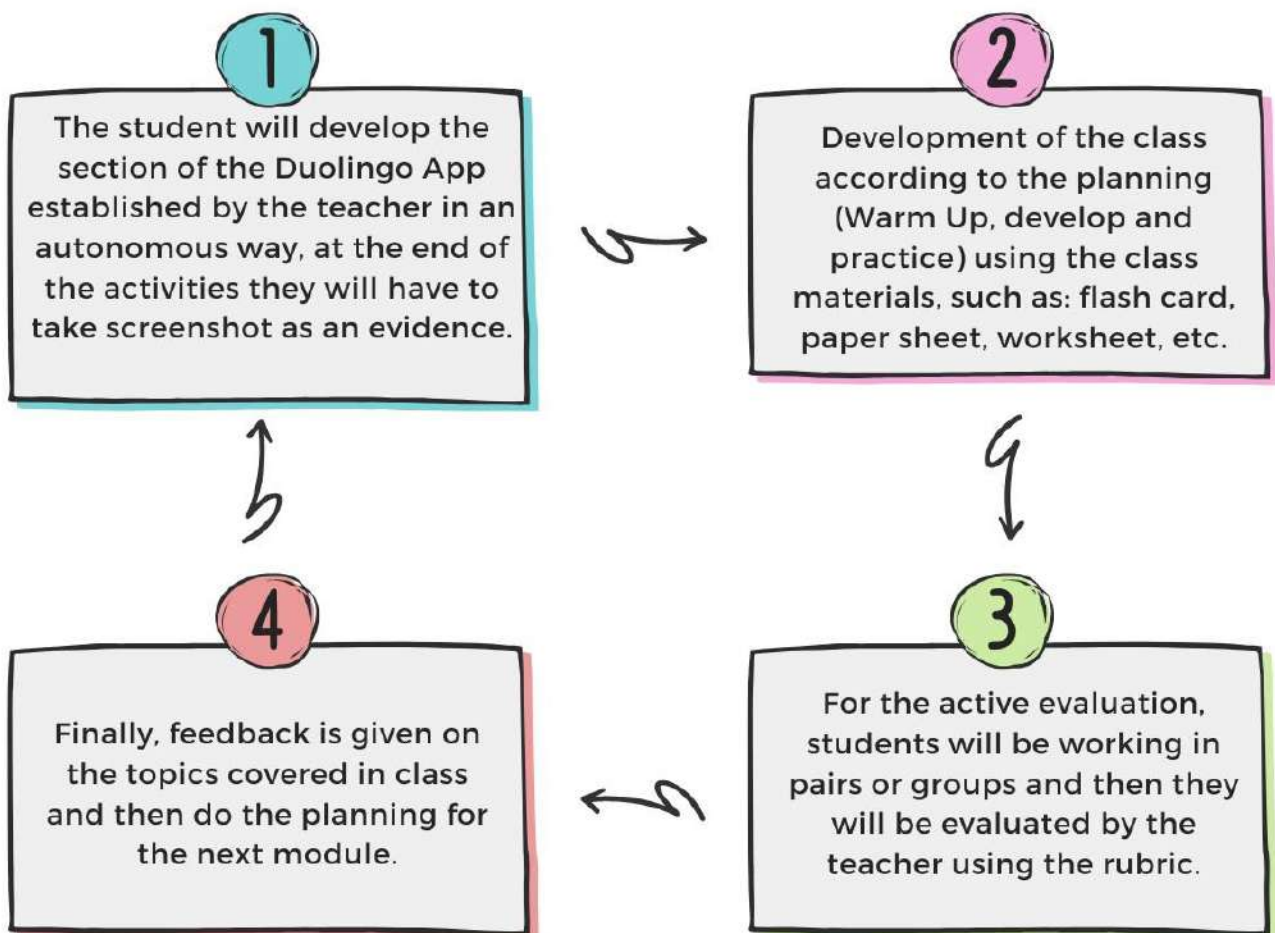


HOW TO USE DUOLINGO APP FOR TEACHERS



Download the Duolingo App in the play store and log in, select the English language, choose the beginner class and take the diagnostic test, choose the 3-day routine to start and finally create your profile.

The learning guide is based on the inverted classroom methodology, so the students will do the activities of each section of the Duolingo App before starting the class. That is why the teacher must provide the necessary time for the development of the activities. The development of the class will be specified below:



WELCOME TO DUOLINGO APP

STEPS TO ENTER THE CLASS WITH DUOLINGO APP



Install Duolingo from Play Store



Opening the Duolingo App



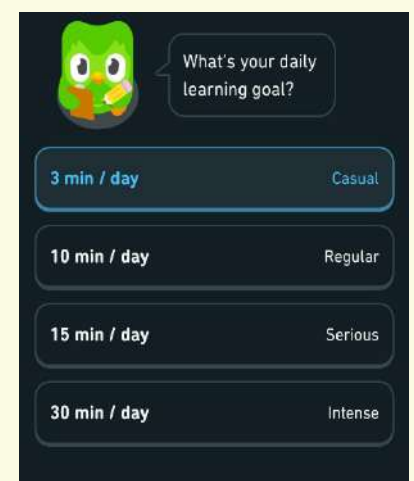
Select English language



Choose English beginner level



Choose to boost my studies



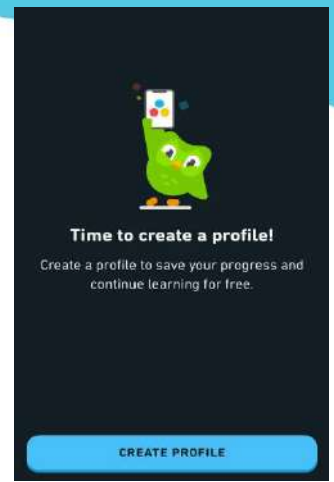
Select 3 minutes a day



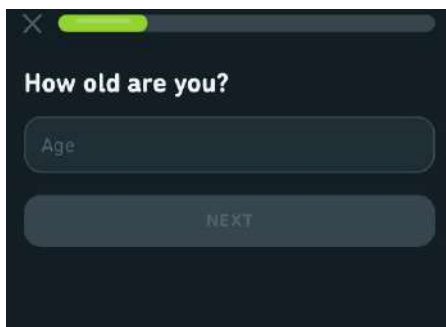
Select learning English for the first time



Take the diagnostic test



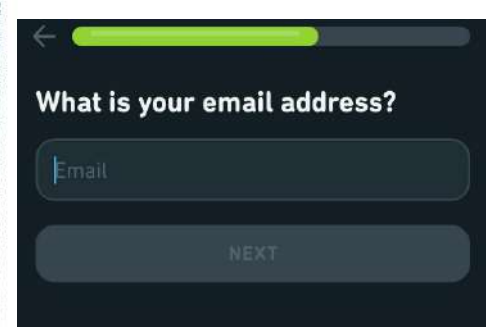
Create your profile



Enter your age



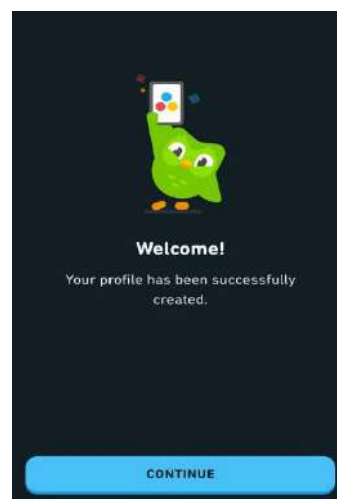
Enter your name



Write your email address



Write a password



You have created your profile



Welcome to section 1

INDEX

1

MODULE

Order a coffee, say hello and introduce yourself

pág. 01



2

MODULE

Talk about travel

pág. 11



3

MODULE

Order in a restaurant, ask for and give information.

pág. 23

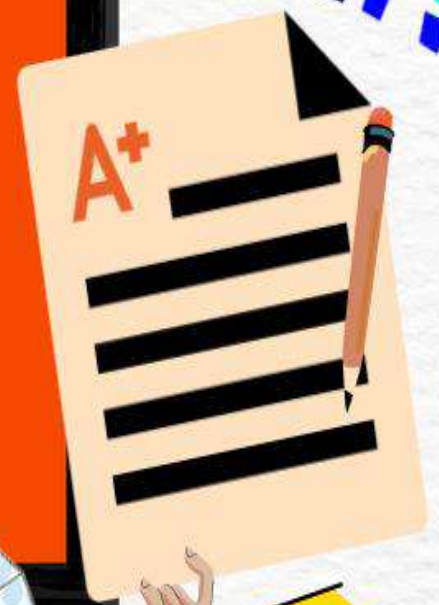


A large orange chalkboard with a lightbulb icon and the number 1.

1

MODULE

Order a coffee, say hello and introduce yourself





ABELARDO MONCAYO HIGH SCHOOL

Av. Luis Leoro Franco
Atuntaqui-Ecuador
Teléf. (06) 290-6135

colegioamoncayo@yahoo.com

ACADEMIC PERIOD

2022 – 2023

SKILL PLAN WITH PERFORMANCE CRITERIA

1. INFORMATIVE DATA:

Teacher: Andres Chunchir

Area: English

Grade: Eight

N.º planning unit: 1

Title of the topic: Personal information

Specific objectives for planning unit:

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

2. PLANNING

Skills with performance criteria to be developed:

EFL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)

Key evaluation indicators:

I.EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

Transversal axis: Respect and punctuality

Period: 1

Starting week: Unit 1

Methodological Strategies

Inverted Classroom

Resources

Indicators for the performance criteria

Evaluation Activities/ Techniques / instruments

Stages

Teacher

Student

-Duolingo App
-Worksheet
-Board
-Markers

-Identifies words and expressions in a conversation.
-Asks and

-Evaluation activities:
Observation recording
-Techniques:
Observation
-Instrument:

1. Before the class

-Present the class objective with the level of difficulty for the student's level of study.
-Develop the worksheet with the most important activities of Duolingo app section 1.

- Complete the activities of section 1 in the Duolingo App platform and take a screenshot at the end of all the activities.
-Print and take the screenshot as evidence.

-Dictionary
-Work Activities
-Evaluation Rubric

answers personal information questions.

Observation guide

2. During the class

- Perform a quiz game as Warm Up with topics related to section 1 of the Duolingo App.
-Explain about the topic "greetings and personal presentation".
-Facilitate the worksheet to the student with exercises according to section 1 of the app.
-Develop the Rol Play activity in pairs that consists of simulating a traveler asking for information about a new place applying presentation, greetings, asking for and giving information. Which will be evaluated by means of a rubric.
- Provide the respective feedback to the student.

- Participate actively in the Warm Up activity.
-Attend, take notes and ask questions pertinent to the class topic.
-Fill out the worksheet in the established time.
-Receive instructions from the teacher to perform the activities of the Role Play.
-Perform the collaborative work to present the Rol Play activity.



<p>3. After the class</p>	<ul style="list-style-type: none"> - Provide instruction to perform Duolingo App section 2 for the next class. -Review of student worksheets.. 	<ul style="list-style-type: none"> - Use the teacher's feedback on the activities worked on in class in future work. -Perform the activities in section 2 of the Duolingo App. 			
----------------------------------	--	--	--	--	--

3. Curriculum adaptations

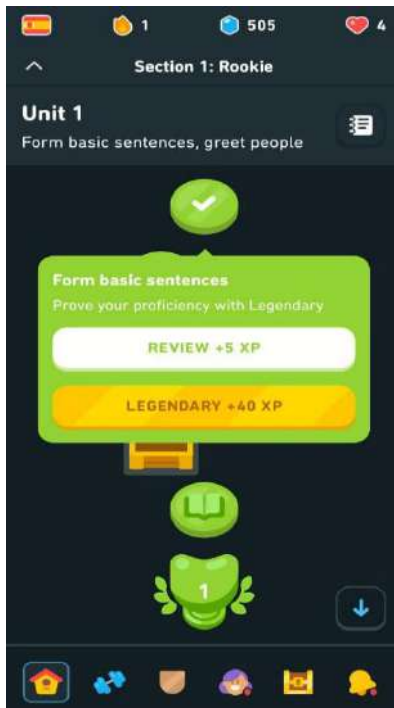
Specification of the educational needs	Specification of applied adaptation	
ELABORATED BY	REVIEWED	APPROVED
Teacher: Andres Chunchir	Area coordinator:	Firma:
Signature:	Signature:	Signature:
Date:	Date:	Date:



STAGE 1: BEFORE THE CLASS
AUTONOMOUS WORK IN DUOLINGO APP

SECTION 1

- **Order a coffee**



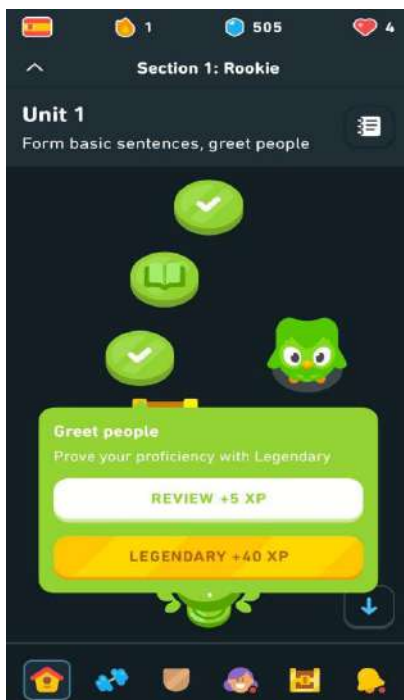
Source: Duolingo App
Created by: Andres Churchir

The activity in section one consists of 4 learning lessons where the student will learn new vocabulary and connect it to previous knowledge. Each activity has a finish phase where the student can observe the time of completion and the percentage of correct answers.



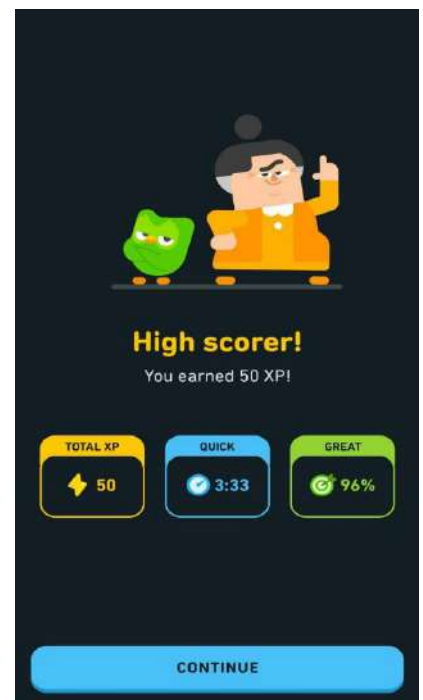
Source: Duolingo App
Created by: Andres Churchir

- **Say hello and introduce yourself**



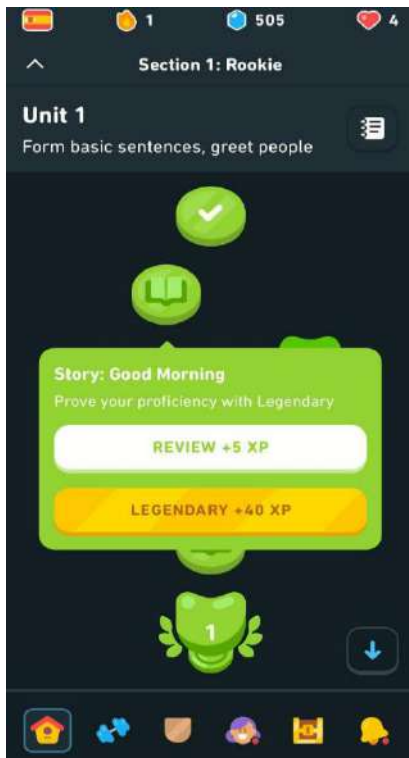
Source: Duolingo App
Created by: Andres Churchir

In the lesson Greet and introduce yourself the student will find 5 lessons with vocabulary from the previous activity to reinforce their knowledge, as well as new vocabulary.



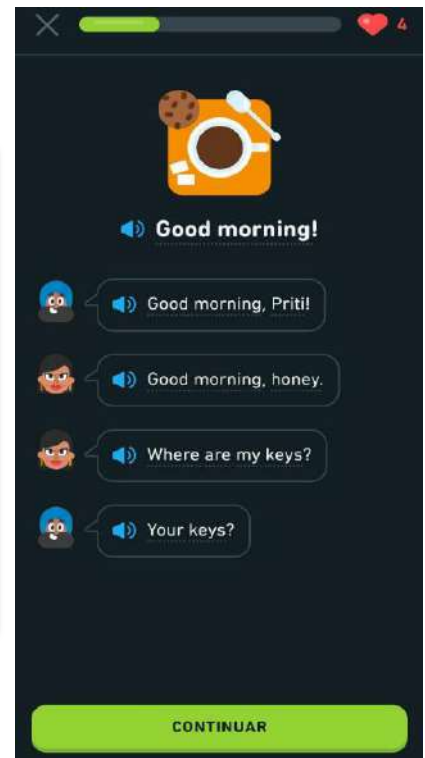
Source: Duolingo App
Created by: Andres Churchir

- **Good morning story**



Source: Duolingo App
Created by: Andres Churchir

This activity is a reinforcement of everything learned because it is a story to fill in the blanks using vocabulary from previous lessons, this will help the student with the development of



Source: Duolingo App
Created by: Andres Churchir

- **Note:** At the end of all the lessons in section 1 the student should take a screenshot of the activities performed as evidence of their autonomous work, as shown in the picture below.



Source: Duolingo App
Created by: Andres Churchir

STAGE 2: DURING THE CLASS

WARM UP: QUESTIONS GAME

- **Teacher starts the class saying the following questions: (The questions are adapted to the class topic)**

Good morning

How are you?

Did you like the Duolingo App?

What topic did you deal with in Duolingo App?

Explanation: The Warm Up is used to awaken the interest of the students. Through this activity we can observe the previous knowledge of each student.

Development: The teacher will explain the formal and informal greetings found in the eighth-grade book English A1.1. (Ministerio de Educación del Ecuador, 2016)



Ilustración 10: Formal and informal Greetings

Fuente informativa: Ministerio de Educación del Ecuador, 2016

- **Practice:** The teacher will give the students the worksheet to do the activities which contains those that were covered in the explanation as well as in the autonomous work.

WORKSHEET



NAME: _____

COURSE: _____

DATE: _____

1. Write the name of the picture:



2. Match with the correct answer:

- cariño
- tú
- bebe
- sal
- dónde

- you
- where
- salt
- honey
- drink



3. Complete the dialogue:

Good, and you? Spain, and you?

Yes, with sugar, please Good, thanks! How are you?



4. Write in the correct column the formal and informal greeting and farewell

FORMAL	INFORMAL

- Hi
- Hello
- Good morning
- Bye
- Hey
- See you!
- Bye bye
- Goodbye



- **Evaluation: Role Play**

The activity consists of a traveler who meets an English teacher in a park and he asks for information about the place. One student will pretend to be a traveler from other country where he introduces himself and greets him in an informal way, the other student will be the English teacher who greets him in a formal way and gives him the information that he needs. This activity will use the vocabulary learned in the Duolingo application in section 1 and also the formal and informal greetings explained above.

Note: The activity will be evaluated through an evaluation rubric.

Evaluation Rubric

Names: _____

Date: _____

Evaluation Indicators	Great 2 points	Satisfying 1.5 points	It can be better 1 point	Regular 0.5 point	Assignment
Use of the vocabulary learned in the Duolingo App					
Correct tone of voice and language pronunciation					
Fluency and topic mastery					
Correct grammar used in class					
TOTAL					/8

Metacognition:



- **Metacognition ladder: (2 points)**



4 Explain in which situations I will use what I have learned

3 How did it help you to learn new vocabulary in your process of learning English?

2 Do you think that the use of technological tools helps your learning?

1 Do you think that in the future you can give your personal information?



STAGE 3: AFTER THE CLASS

Table 4

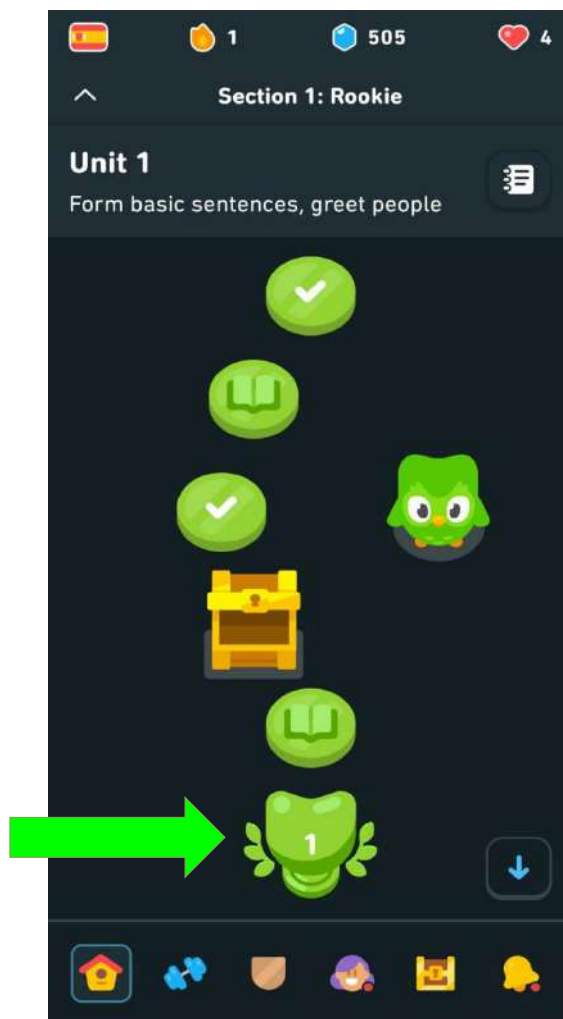
Activities after the class

FEEDBACK

Teacher	Student
The teacher will give feedback on the topic covered in class that will help the student improve in learning new vocabulary.	The student will perform the activity review lesson 1 of the Duolingo App.
The teacher will prepare a lesson plan using module 2 of the Duolingo learning guide	The student will perform section 2 of the Duolingo App in self-study.

Created by: Andres Churchir

Note: The activity reviews section 1 of the Duolingo App consists of developing activities with vocabulary related to the vocabulary previously learned both in the autonomous section and the teacher's explanation.



Source: Duolingo App
Created by: Andres Churchir



2

MODULE

Talk about travel



3





ABELARDO MONCAYO HIGH SCHOOL

Av. Luis Leoro Franco
Atuntaqui-Ecuador
Teléf. (06) 290-6135

colegioamoncayo@yahoo.com

ACADEMIC PERIOD

2022 – 2023

SKILL PLAN WITH PERFORMANCE CRITERIA

1. INFORMATIVE DATA:

Teacher: Andres Chunchir

Area: English

Grade: Octavo

N.º planning unit: 2

Title of planning unit: Talk about travel

Specific objectives for planning unit:

OG.EFL3. Access greater flexibility of mind, creativity, enhanced linguistic intelligence, and critical thinking skills through an appreciation of linguistic differences. Enjoy an enriched perspective of their own L1 and of language use for communication and learning.

2. PLANNING

Skills with performance criteria to be developed:

EFL.2.1.10. Recognize when to speak and when to listen while working in pairs or small groups in class by following classroom instructions and simple commands.

Key evaluation indicators:

IEFL.2.5.1. Learners can apply turn-taking and ways to express to others when something is not understood in short conversations. (J.3, S.1, S.4)

Transversal axis: Respect and harmony among nationalities

Period: 1

Starting week: Unit 2

Methodological Strategies

Inverted Classroom

Resources

Indicators for the performance criteria

Evaluation Activities/ Techniques / instruments

Stages

Teacher

Student

- Duolingo App
-Worksheet
-Board
-Markers

- Recognizing new vocabulary related to travel.
- Correctly applying the present simple

- **Evaluation activities:**
Observation recording
- **Techniques:**
Observation

<p>1.Before the class</p>	<ul style="list-style-type: none"> - Develop the class objective with the level of difficulty for the student's level of study. -Develop the worksheet with the most important activities of Duolingo section 2 	<ul style="list-style-type: none"> - Complete the activities of section 2 in the Duolingo App platform and take a screenshot at the end of all the activities. -Print and take the screenshot as evidence. 	<ul style="list-style-type: none"> - Dictionary -Work Activities -Evaluation Rubric 	<p>with the vocabulary learned.</p>	<p>-Instrument: Rubric</p>
<p>2.During the class</p>	<ul style="list-style-type: none"> - Perform a mimic game with a flash card such as Warm Up with topics related to section 2 of the Duolingo App (attached flash card). -Explain about the topic "the use of the present simple tense with the topic of travel". -Facilitate the worksheet to the student with exercises according to section 2 of the app. -Develop the Rol Play activity in a group of 3 to 4 people simulating a travel agency where they give information about tourist places to travelers. Which will be evaluated by means of a rubric - Provide the respective feedback to the student. 	<ul style="list-style-type: none"> - Participate actively in the Warm Up activity. -Attend, take notes and ask questions pertinent to the class topic. -Fill out the worksheet in the established time. -Receive instructions from the teacher to perform the activities of the Role Play. -Perform the collaborative work to present the Rol Play activity. 			
<p>3.After the class</p>	<ul style="list-style-type: none"> - Provide instruction to perform Duolingo App section 2 for the next class. -Review of student worksheets. 	<ul style="list-style-type: none"> - Use the teacher's feedback on the activities worked on in class in future work. -Perform the activities in section 3 of the Duolingo App.. 			

3. Curriculum adaptations

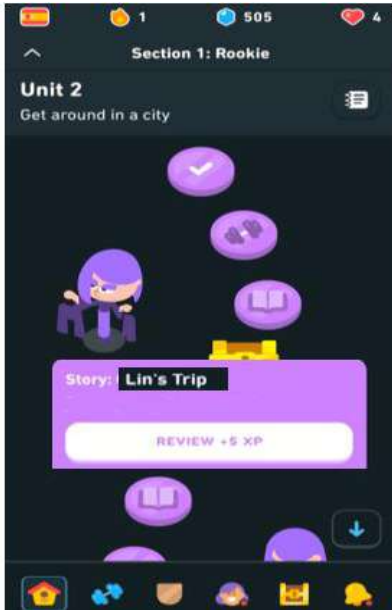
Specification of the educational needs	Specification of applied adaptation	
ELABORATED BY	REVIEWED	APPROVED
Teacher: Andres Chunchir	Area coordinator:	
Signature:	Signature:	Signature:
Date:	Date:	Date:

STAGE 1: BEFORE THE CLASS

AUTONOMOUS WORK IN DUOLINGO APP

SECTION 2: Talk about travel

- **Story: Lin's travel**



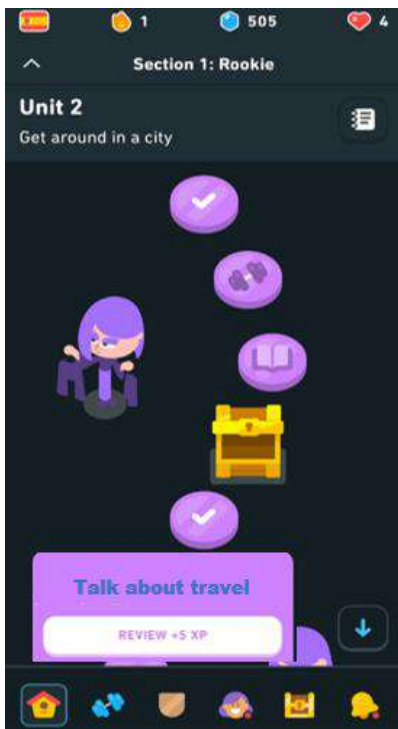
Source: Duolingo App
Created by: Andres Churchir

The story helps the student to develop language skills by using vocabulary from the previous activities.



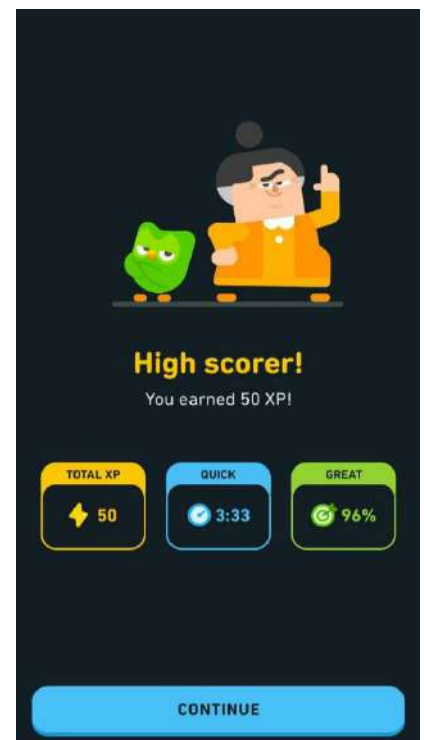
Source: Duolingo App
Created by: Andres Churchir

- **Talk about travel**



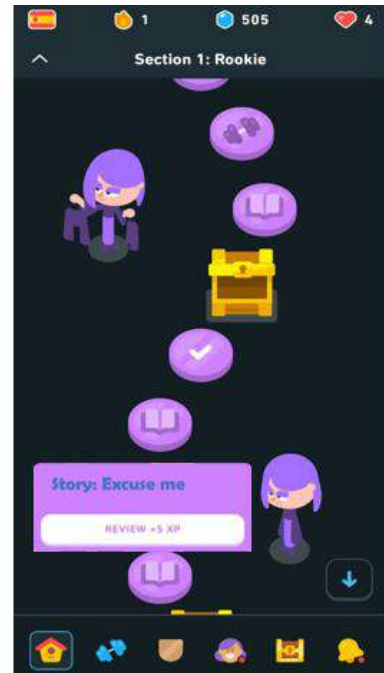
Source: Duolingo App
Created by: Andres Churchir

This activity has 5 lessons that help you learn new travel vocabulary, starting with a basic level of challenge and gradually increasing the difficulty.



Source: Duolingo App
Created by: Andres Churchir

- **Story: Excuse me**



Source: Duolingo App
Created by: Andres Churchir

The story excuse me refers to the use of different words related to presentation and conversation between two people in a travel environment.



Source: Duolingo App
Created by: Andres Churchir

- **Story: Delivery**



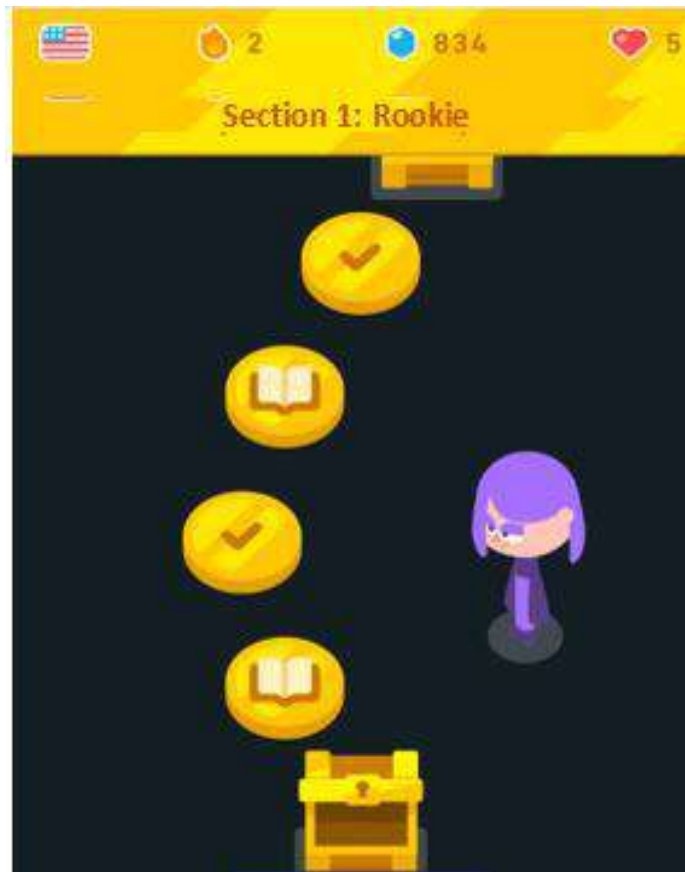
Source: Duolingo App
Created by: Andres Churchir

The delivery story explains previously studied vocabulary, where the student must answer multiple-choice questions based on the context of the story.



Source: Duolingo App
Created by: Andres Churchir

- **Note:** At the end of all the lessons in section 2 the student should take a screenshot of the activities performed as evidence of their autonomous work, as shown in the picture below.



Source: Duolingo App
Created by: Andres Chunchir

STAGE 2: DURING THE CLASS

WARM UP: FLASH CARD

- **Explanation:** For the Warm Up activity the teacher performs the mime game with the use of the flash cards found below. The game consists of working in pairs where one student mimes expressing the means of transportation on the card given to them by their teacher while the other student guesses the means of transportation. The Warm Up is used to awaken students' interest as well as creativity and teamwork.

FLASH CARD

Cut the cards and play the game.



- **Development:** The teacher will explain the use of the present simple tense with vocabulary related to travel found in the eighth grade English A1.1 book. (Ministerio de Educación del Ecuador, 2016)

Friends Around the World

1. Look at the words in **bold** and circle the one you hear.

Good morning! I'm Diana.
I'm **Chile / Chilean**.
This is my host family.

This is Mrs. Bernard. She
is **Japan / Japanese (a)**.

This is Kate.
She's from **England / English**.
She's 16 years old **(b)**.

This is Mr. Bernard.
He's from **France / French**.
He's 50 years old **(c)**.

This is Alexis. He's my
housemate.
He's **Greece / Greek (d)**.

Listening Strategy
Listen many times to
confirm specific information.

Illustration 11: Talk about travel
Source: Ministerio de Educación del Ecuador, 2016

- **Practice:** The teacher will provide the worksheet for students to complete the activities which contains activities that were covered in the explanation as well as in the autonomous work.

WORKSHEET



NAME: _____

COURSE: _____

DATE: _____

1. Unscramble the words:



Inpea



kiccte



rnucoty



rotapir



saporspt

2. Find the words in the word search:

E	C	D	E	R	R	S	P	I	Q	P
W	A	R	R	I	E	M	T	N	T	M
R	E	R	E	U	S	O	I	E	G	S
A	O	M	S	A	T	A	R	R	A	O
O	E	R	T	V	R	A	E	A	V	R
S	C	A	A	T	O	E	A	M	P	E
N	O	D	U	R	O	E	O	S	M	I
O	A	E	R	S	M	R	I	N	I	I
R	T	E	A	I	R	O	N	R	O	M
I	N	I	N	E	A	E	R	E	H	W
N	O	I	T	A	V	R	E	S	E	R

RESTROOM

TRAIN

RESERVATION

WHERE

RESTAURANT



3. Complete the dialogue:



I am from and you?

the

Canada

welcome

Where is the to Barcelona?

hotel

passport

bus



4. Write the sentences in the correct order.

traveling

She

around

enjoys

Europe



for the winter

The

are traveling south

birds



The

airport

plane

the

in

is

waiting



Maria

goes

every

morning

to

school



- **Evaluation: Role Play**

The activity consists of working in groups of 3 or 4 students where they will simulate a travel agency that promotes different tourist destinations providing information to different travelers. One student will pretend to be a travel agent who explains to a foreign traveler the different destinations that Ecuador has, giving information about travel time, the means of transportation that can be used to get to the destination and the costs of the trip. The other students will ask different questions to learn more about the tourist destination. In this activity we will use the vocabulary learned in the Duolingo application in section 2 and also the teacher's explanation on the topic of travel.

Evaluation Rubric

Names: _____ Date: _____

Evaluation indicators	Great 2 points	Satisfying 1.5 points	It can be better 1 point	Regular 0.5 point	Assignment
Use of new travel vocabulary					
Correct tone of voice and language pronunciation					
Collaborative and communicative teamwork					
Creativity in participation					
	TOTAL				/8

Metacognition:



- **Metacognition ladder: (2 points)**



- 4 **Would you like to travel to another country to apply what you have learned?**
- 3 **How did it help you to learn new vocabulary in your process of learning English?**
- 2 **If the situation arises, would you like to provide information about tourist places to a native speaker?**
- 1 **Do you think that in the future you can talk about travel in English?**



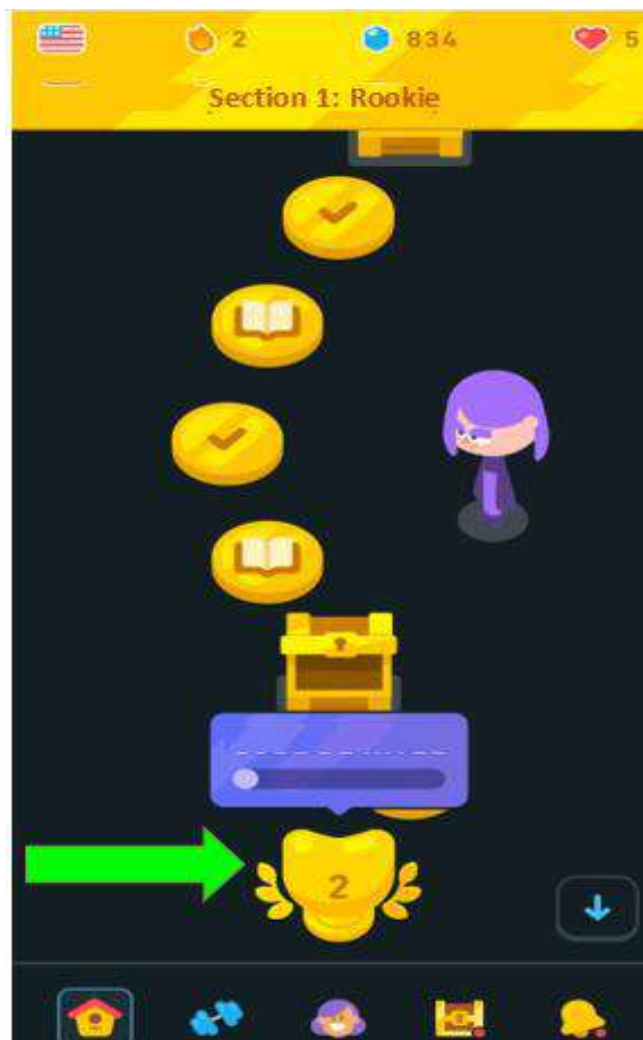
Table 5

Activities after the class

FEEDBACK	
Teacher	Student
The teacher will give feedback on the activity that will help students improve their learning of new travel vocabulary.	The student will perform the activity review lesson 2 of the Duolingo App.
The teacher will prepare a lesson plan using module 3 of the Duolingo learning guide.	The student will perform section 3 of the Duolingo App in self-study.

Created by: Andres Churchir

Note: The activity reviews section 2 of the Duolingo App, which consists of developing activities with vocabulary related to travel, that was observed both in the autonomous section and in the teacher's explanation.



Source: Duolingo App
Created by: Andres Churchir



MODULE

Order in a restaurant, ask for and give information



THANK YOU





ABELARDO MONCAYO HIGH SCHOOL

Av. Luis Leoro Franco
Atuntaqui-Ecuador
Teléf. (06) 290-6135

colegioamoncayo@yahoo.com

ACADEMIC PERIOD

2022 – 2023

SKILL PLAN WITH PERFORMANCE CRITERIA

1. INFORMATIVE DATA:

Teacher: Andres Chunchir

Area: English

Grade: Octavo

N.º planning unit: 3

Title of planning unit: Orden in a restaurant, ask for and give information

Specific objectives for planing unit:

OG.EFL4. Deploy a range of learning strategies, thereby increasing disposition and ability to independently access further (language) learning and practice opportunities. Respect themselves and others within the communication process, cultivating habits of honesty and integrity into responsible academic behavior.

2. PLANNING

Skills with performance criteria to be developed:

FL.2.1.1. Exchange basic introductions and limited personal information in class using simple present tense in order to get to know their peers. (Example: where one lives or goes to school, etc.)

Key evaluation indicators:

EFL.2.3.1. Learners can use basic personal information and expressions of politeness in short dialogues or conversations. (J.2, J.3)

Transversal axis: Armonic Convivence

Period: 1

Starting week: Unit 3

Methodological Strategies

Inverted Classroom

Resources

Indicators for the performance criteria

Evaluation Activities/ Techniques / instruments

Stages

Teacher

Student

- Duolingo App
-Worksheet
-Board
-Markers

-Recognize phrases using in a restaurant.

- Evaluation activities:
Observation recording
- Techniques:
Observation

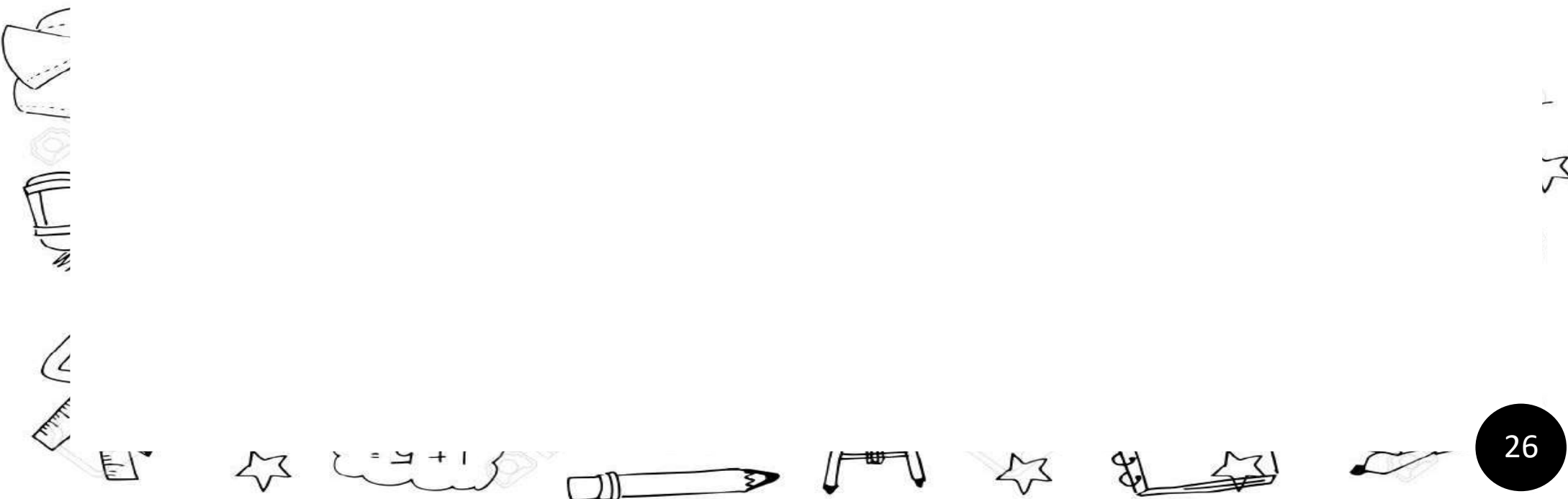
<p>1. Before the class</p>	<ul style="list-style-type: none"> - Develop the class objective with the level of difficulty for the student's level of study. -Develop the worksheet with the most important activities of Duolingo section 3 	<ul style="list-style-type: none"> - Complete the activities of section 3 in the Duolingo App platform and take a screenshot at the end of all the activities. -Print and take the screenshot as evidence. 	<ul style="list-style-type: none"> - Dictionary -Work Activities -Evaluation Rubric -Piece of paper 	<ul style="list-style-type: none"> -Asks and give information about food. 	<p>-Instrument: Attitude Scale</p>
<p>2. During the class</p>	<ul style="list-style-type: none"> - Develop the Guessing Game in pairs as Warm Up which consists of working in pairs, one of them will carry a card with a food stuck on his forehead and will have to guess what food it is by asking questions to his partner who will answer only yes or no. -Explain the topic "order in the restaurant". -Provide the student with the worksheet with exercises according to section 3 of the app. -Develop the Role Play activity in groups of three people that consists of taking the role of the waiter and two diners who will order their favorite food and at the end the check. Which will be evaluated by means of a rubric. -Provide the respective feedback to the student. 	<ul style="list-style-type: none"> -Participate actively in the Warm Up activity. -Attend, take notes and ask questions pertinent to the class topic. -Fill out the worksheet in the established time. -Receive instructions from the teacher to perform the activities of the Role Play. -Perform the collaborative work to present the Rol Play activity. 			



3. After the class	- Provide instruction to perform the following section of Duolingo App for the next class. -Review of student worksheets.	- Use the teacher's feedback on the activities worked on in class in future assignments. -Perform the activities in the following section of the Duolingo App.			
---------------------------	--	---	--	--	--

3. Curriculum adaptations

Specification of the educational needs		Specification of applied adaptation	
ELABORATED BY		REVIEWED	APPROVED
Teacher: Andres Chunchir		Area coordinator:	Firma:
Signature:		Signature:	Signature:
Date:		Date:	Date:

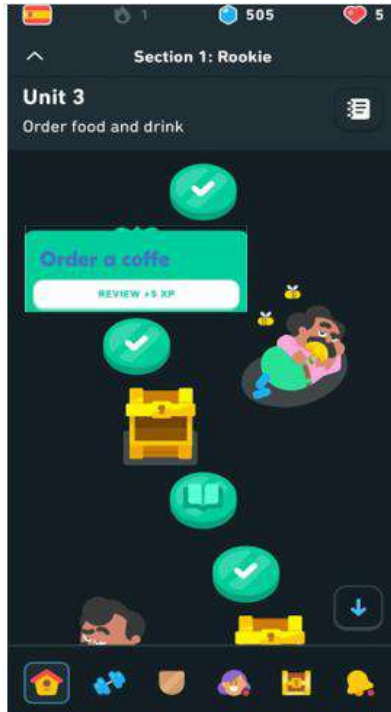


STAGE 1: BEFORE THE CLASS

AUTONOMOUS WORK IN DUOLINGO APP

SECTION 3:

- **Order food and drink**



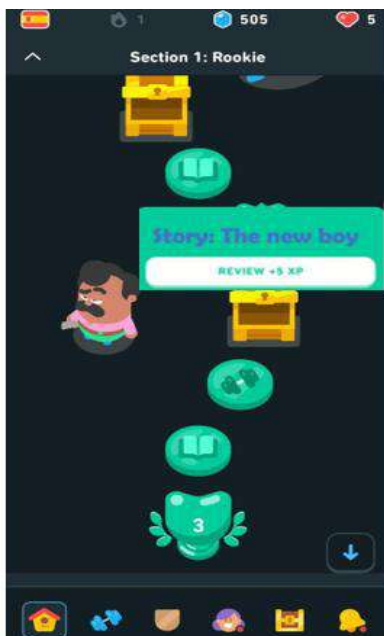
Source: Duolingo App
Created by: Andres Chunchir

The activity "order in a café" contains 4 learning lessons where students learn different words that help them develop their language skills.



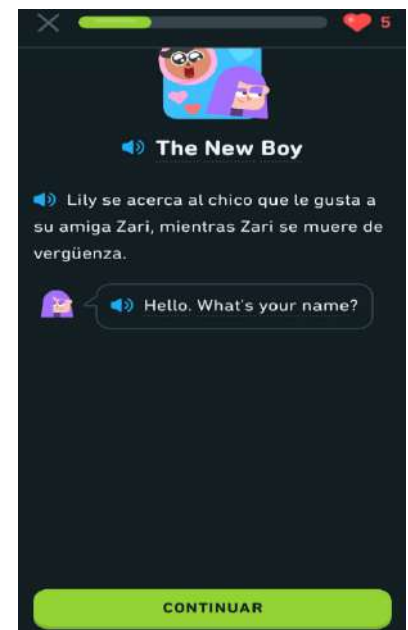
Source: Duolingo App
Created by: Andres Chunchir

- **Story: The new boy**



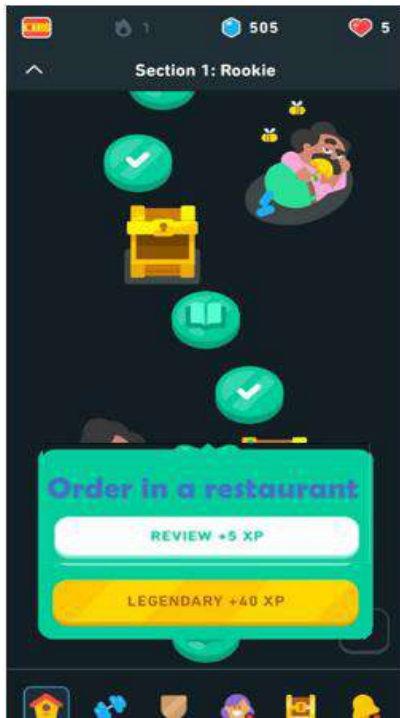
Source: Duolingo App
Created by: Andres Chunchir

In the story "the new boy" the student observes vocabulary related to conversations with people from other countries, using vocabulary previously discussed.



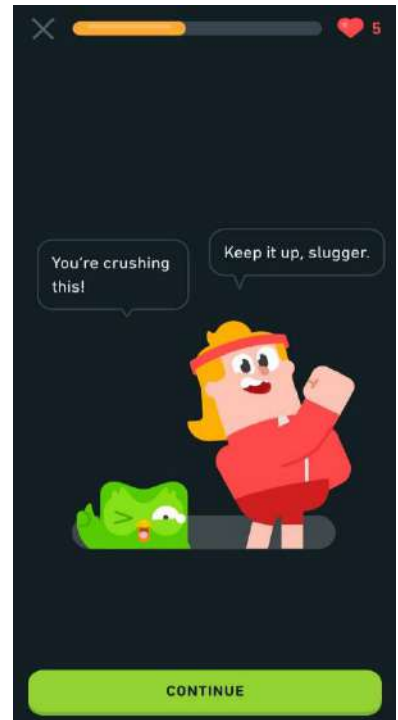
Source: Duolingo App
Created by: Andres Chunchir

- **Order in a restaurant**



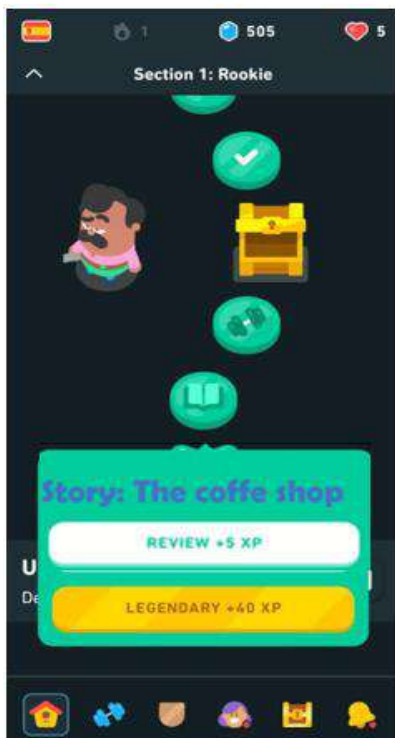
Source: Duolingo App
Created by: Andres Chunchir

The activity ordering in a restaurant contains 4 lessons where new vocabulary related to the menu, types of food and asking for the bill is used.



Source: Duolingo App
Created by: Andres Chunchir

- **Story: The coffee shop**



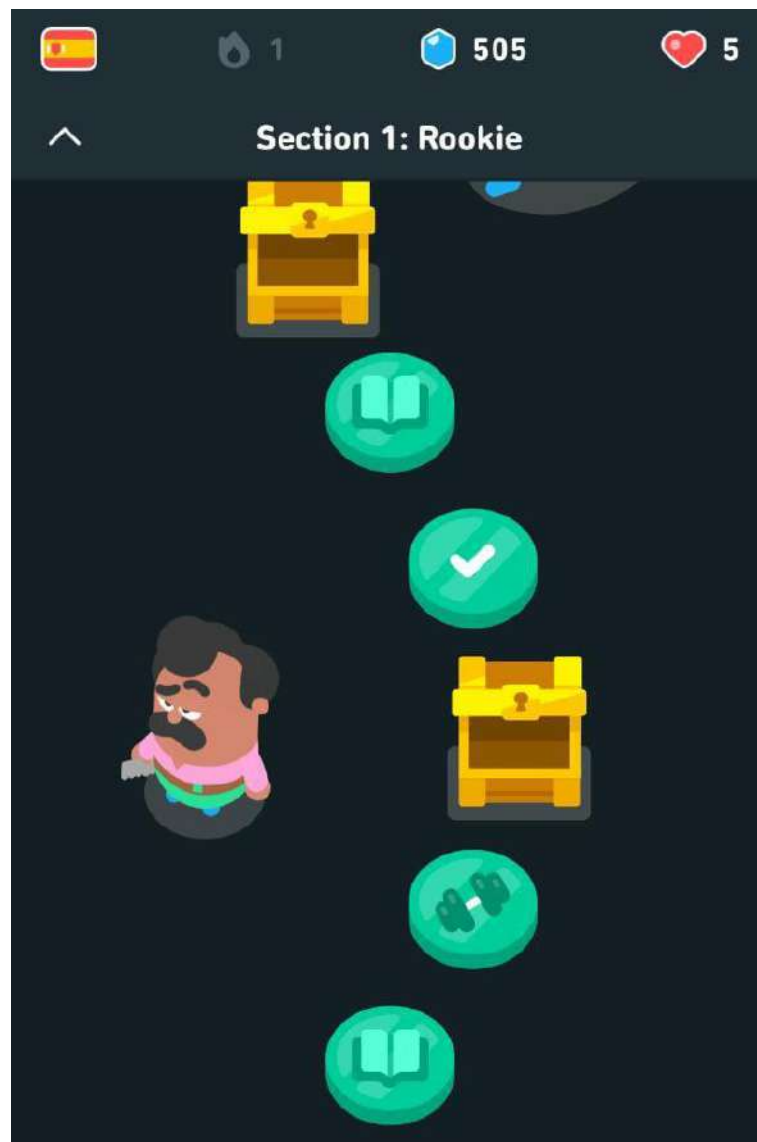
Source: Duolingo App
Created by: Andres Chunchir

The activity ordering in a restaurant contains 4 lessons where new vocabulary related to the menu, types of food and asking for the bill is used.



Source: Duolingo App
Created by: Andres Chunchir

- **Note:** At the end of all the lessons in section 3 the student should take a screenshot of the activities performed as evidence of their autonomous work, as shown in the picture below.



*Source: Duolingo App
Created by: Andres Churchir*

STAGE 2: DURING THE CLASS

WARM UP: FLASH CARD

- **Explanation:** For the Warm Up activity the teacher performs the guessing game that consists of working in pairs where one student has a card stuck on his forehead and must ask questions to his partner to guess the type of food that has the card, the other student will answer the questions with yes or no. Once the type of food is guessed, the roles are exchanged with a new card.

PIECE OF PAPER

Cut the cards and play the game.



- **Development:** The teacher will explain the use of the present simple tense with vocabulary related to travel found in the eighth grade English A1.1 book. (Ministerio de Educación del Ecuador, 2016)

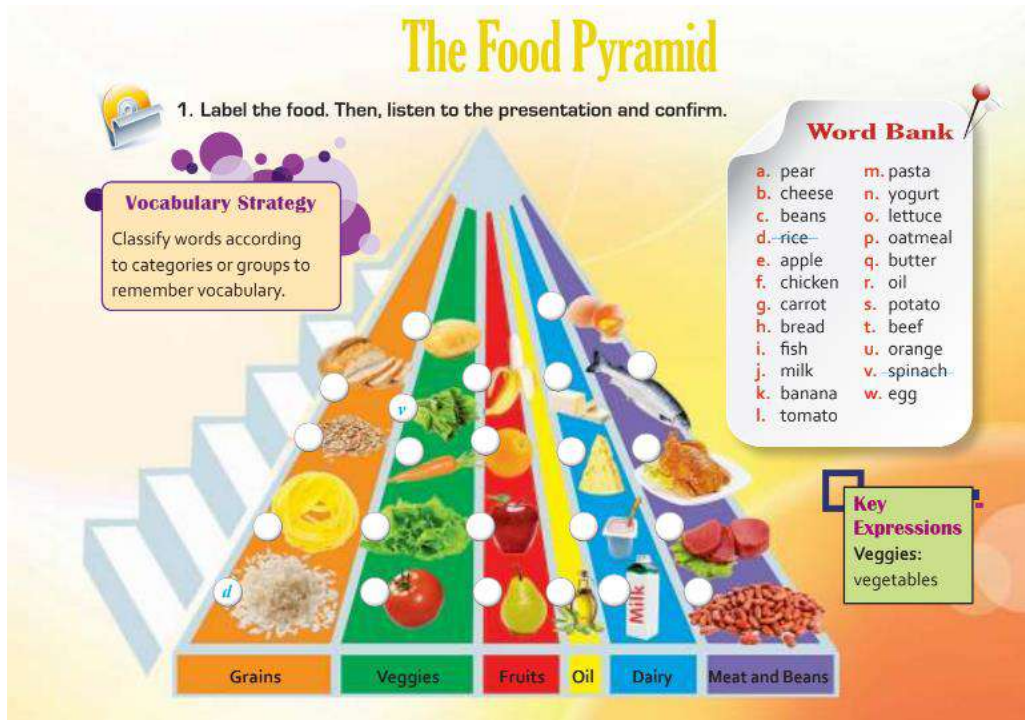


Illustration 4: Food classification
Source: Ministerio de Educación del Ecuador, 2016

- **Practice:** Teacher will provide the worksheet for students to complete the activities which contains activities that were covered in the explanation as well as in the independent work.

WORKSHEET



NAME: _____

COURSE: _____

DATE: _____

1. Unscramble the words:

FOOD

1. _____
2. _____
3. _____
4. _____
5. _____

coffee

soup

hamburger

tea

lemonade

pasta

milk

table

glass

pizza

fish

water

DRINKS

1. _____
2. _____
3. _____
4. _____
5. _____

2. Find the words in the word search:



I need a _____ please.

thank

Canada

good

menu



I need a table for _____ please.

welcome

Spain

five

ticket



I want a delicious _____

sandwich

check

pizza

dollar

3. Complete the dialogue:



Hello! My name is Camila. I like soup and juice for the morning



Hi! I'm Matt. I have fruits for lunch



Hello! My name is Alisson. I have chicken, salad and grapes for breakfast

4. Write the sentences in the correct order.

A



I need the restroom please.

The check is for three dollars

I want a small salad please

The restaurant is in Chicago

B



C



D



- **Evaluation: Role Play**

The activity consists of working in groups of 2 or 3 students where they will simulate being a waiter and a diner in a restaurant, where a student will ask for the menu to choose his favorite dish and at the end the bill. In this activity they will apply the vocabulary learned about ordering in a restaurant that was observed in the autonomous work and in the explanation in class.

Evaluation Rubric

Names: _____ Date: _____

Evaluation indicators	Great 2 points	Satisfying 1.5 points	It can be better 1 point	Regular 0.5 point	Assignment
Use of appropriate vocabulary	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Correct tone of voice and language pronunciation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Collaborative teamwork	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Creativity in participation	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
				TOTAL	/8

Metacognition:

- **Metacognition ladder: (2 points)**

4 *Would you like to recommend your favourite dish for a native speaker?*

3 *How did it help you to learn new vocabulary in your process of learning English?*

2 *If the situation arises, would you recognize fruits and vegetables in a supermarket?*

1 *Do you think that in the future you can ask your favourite food in a restaurant?*

STAGE 3: AFTER THE CLASS

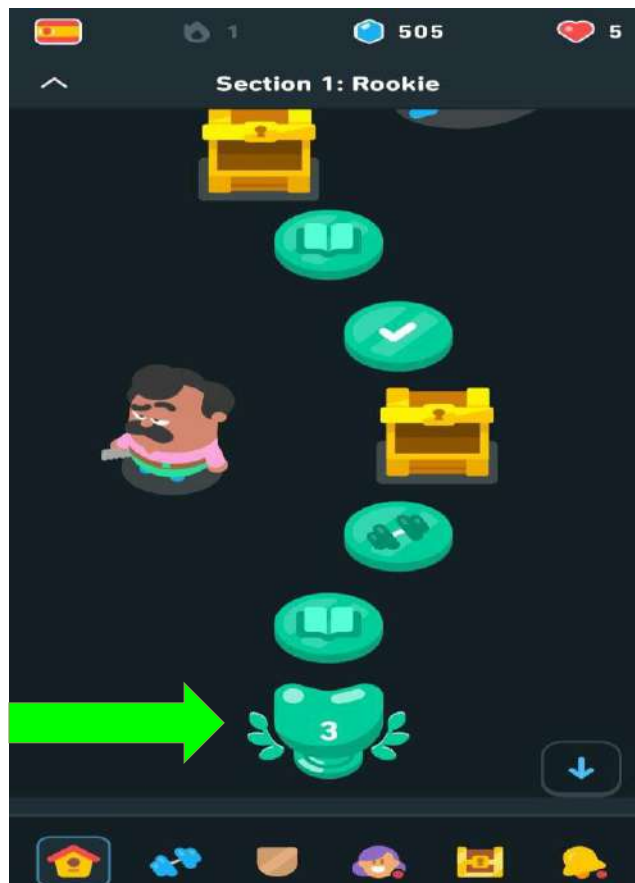
Table 6

Activities after the class

<i>FEEDBACK</i>	
Teacher	Student
The teacher will give feedback on the activity that will help the student improve in learning new vocabulary about ordering in a restaurant.	The student will perform the activity review lesson 3 of the Duolingo App.
The teacher will prepare a lesson plan using module 4 of the Duolingo learning guide.	The student will perform section 4 of the Duolingo App in independent work.

Created by: Andres Chunchir

Note: The activity reviews section 3 of the Duolingo App, which consists of the development of activities with vocabulary related to ordering in a restaurant, which was observed both in the autonomous section and in the teacher's explanation.



Source: Duolingo App
Created by: Andres Chunchir

Conclusions

It is important to mention that the development of English as a foreign language is indispensable for the personal development of human beings, since it allows a better lifestyle and personal growth, thus providing peace of mind and economic solvency to people. On the other hand, the report presents the theoretical bases necessary for the research to be viable and to be carried out with the respective parameters within the institution.

After knowing the reality that is lived within the educational community, it is important to mention that the Abelardo Moncayo school was applied in a field research with a mixed approach, that is to say, applying both surveys with multiple choice questions focused on the collection of qualitative and quantitative data in relation to the use of technological tools within the school classroom, obtaining as a result a low use of technological tools

The new methodologies can contribute on a large scale to meaningful and quality learning, always starting from the most basic to the most complex in education. For this reason, it is worth noting that after the study conducted, the educational unit presents certain aspects that need to be improved in relation to the mastery of new technologies and current methodologies of education due to the fact that it was evident that technological tools are used in a low percentage to develop language skills.

The creation of a study guide is an option for the use of new methodologies in education that allow the student to learn in a meaningful way that helps to improve the use and acquisition of new vocabulary through the use of self-learning and the development of the inverted classroom methodology within the classroom.

Recommendations

Recommending the use of new methodologies with active participation is essential because the use of self-learning is a solution to the low performance found in students in relation to learning English as a second language, using the Duolingo app exponentially improves their oral expression and the development of language skills.

Applying a current methodology is necessary for meaningful and quality learning because it provides several benefits that is why applying the methodology of the inverted classroom is a great option for language learning because it covers what is necessary for the proper development of skills in the classroom, making the student the main protagonist of knowledge through active learning with critical and analytical thinking.

It is important to recognize that after reviewing the problems of the school studied, it can be recommended that the use of the didactic guide learning together with Duolingo app is a viable way to reinforce vocabulary learning in eighth grade students of the Abelardo Moncayo school.

Recommending the use of the guide and socialization to the educational community is essential to demonstrate how it can be applied in the classroom as well as the benefits of its correct use at each stage of learning new English vocabulary.

References:

- Agapova, T. (2021). Direct method of teaching foreign languages: pros and cons. *Pedagogical Journal*, 133-138.
- Alburqueque, M., Laura, K., Noa, S., Medina, G., Lujano, Y., & Pilicita, H. (2021). A new perspective from English language teaching. Invisible learning and its contributions to foreign language acquisition. *Revista Innova Educ.*, 140-148.
- Almeida, M., & Moya, M. (2019, agosto). Los problemas de aprendizaje en la enseñanza del idioma inglés. Quito, Ecuador: Pontificia Universidad Católica del Ecuador.
- Alsina, M., Canaleta, X., Cubeles, A., & Torres, R. (2019). Self Directed Based Learning, a learning methodology for online programs. *Repositorio Universidad de Zaragoza*, 325-330.
- Álvarez, J., & Rojas, J. d. (2021). Motivación y aprendizaje del idioma inglés: una perspectiva conceptual. *Atlante. Cuadernos de educación y desarrollo*, 1-20.
- Andrade, C., Barba, J., & Bastidas, G. (2018). Influence of music in english in the teaching of a second language in the Universidad Técnica del Norte. *Revista Conrado*, 40-44.
- Andrade, C., Bastidas, G., Fabre, P., & Portilla, G. (2021). Comparative Study of English Language Learning Motivation of Senior High School Students in Rural and Urban Contexts of Ibarra and Atuntaqui. *Universal Journal of Educational Research*, 741-747.
- Andrade, G., & Villarreal, J. (2020). Las aplicaciones móviles como herramientas de apoyo en el autoaprendizaje del idioma inglés. Quito, Ecuador: Universidad Central del Ecuador.
- Aquae Fundación. (2023, junio 28). *Diez ventajas de las TIC en educación*. Retrieved from <https://www.fundacionaquae.org/wiki/beneficios-nuevas-tecnologias-educacion/>
- Basantés, A., Naranjo, M., Gallegos, M., Guevara, S., & Quiña, J. (2017). Aprendizaje móvil en el aula. *Ecos de la academia*, 61-69.
- Batool, N., Anosh, M., Batool, A., & Iqbal, N. (2015). The Direct Method: A Good Start to Teach Oral Language. *Journal of Literature, Languages and Linguistics* , 53-55.
- Beltrán, M. (2017). El aprendizaje del idioma inglés como lengua extranjera. *Revista Boletín Redipe*, 91-8.
- Bové, A. (1919). Teaching Vocabulary by the Direct Method. *The Modern Language Journal*, 63-72.

- British Council. (2023, junio 30). *Teaching English*. Retrieved from <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/direct-method>
- Cagri, M. (2013). The Direct-Method: A Good Start to Teach Oral Language. *International Journal of Academic Research in Business and Social Sciences* , 182-184.
- Cambridge. (2011). *Using the CEFR: Principles of Good Practice*. University of Cambridge.
- Canva. (2023, Enero 25). *Canva*. Retrieved from <https://www.canva.com/>
- Cari, Y., & Pampa, N. (2021). Effectiveness of the Natural Approach method in the oral lexical competence of English students from the Language Institute of a private university. *Revista Espacios*, 124-143.
- Chacón, M. S. (2011, mayo). Diseño de un módulo en el idioma inglés orientado al desarrollo y la potencialización de la habilidad receptiva (reading), productiva (writing) en el quinto ciclo de la especialidad de inglés de la Universidad Técnica de Cotopaxi, periodo 2008-2009. Iatacunga: Universidad Técnica de Cotopaxi.
- Chacon, M., & Martinez, S. (2020, septiembre). Aprendizaje de vocabulario en inglés nivel intermedio con el uso de técnicas de gamificación a través de la herramienta Duolingo en los estudiantes de grado once. Bogotá, Colombia: Universidad de Santander UDES.
- Congo, R., Bastidas, G., & Santos, I. (2018). Some considerations on the relation thought-language. *Revista Conrado*, 155-160.
- Diller, K. (1981). Natural methods of foreign-language teaching: can they exist? What criteria must they meet? *The New York Academy of Sciences*, 75-86.
- Duolingo. (2023, junio 29). *Duolingo*. Retrieved from <https://www.duolingo.com/>
- EducUp. (2023, junio 30). *¡Aprende fácil y divertido con EducUp!* Retrieved from <https://educup.io/?lang=es>
- Flip. (2023, junio 18). *Es divertido aprender con Flip*. Retrieved from <https://info.flip.com/es-us.html>
- Guevara, S. (2015). Procesos lingüísticos y factores que influyen en la adquisición del idioma inglés. *Ecos de la academia*, 99-113.
- Harvard University. (2023, junio 30). *The derek bok center for teaching and learning*. Retrieved from Flipped Classrooms: <https://bokcenter.harvard.edu/flipped-classrooms>

- Hernández, C. E. (2014). El B-learning como estrategia metodológica para mejorar el proceso de enseñanza-aprendizaje de los estudiantes de inglés de la modalidad semipresencial del departamento especializado de idiomas de la Universidad Técnica de Ambato . Madrid: Universidad Complutense de Madrid.
- Hernández, R., & Mendoza, C. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. México: McGRAW-HILL INTERAMERICANA EDITORES, S.A. de C.V.
- Herrera, C. J. (2022). "Duolingo" como herramienta interactiva en la ayuda del aprendizaje de un segundo idioma. Puebla: Universidad Iberoamericana Puebla Repositorio Institucional .
- Iftanti, E. (2016). Improving students writing skills through writing journal articles. *Lingua Scientia*, 2-22.
- Inca, N., Herrera, Z., Ruiz, E., & Céleri, S. (2021). Aspects and problems of learning a second foreign language, possible solutions through educational games technologies in the teaching of English. *Alpha Publicaciones*, 29-41.
- Jiménez, J. A. (2018). The use of ICT (Information and Communication Technology) in the Teaching of English: The case of the School of English, University of Panama. *Revista especializada. Acción y reflexión educativa*, 22-43.
- Lamos, M. M. (2019). Mitos y Realidades del Uso de las TIC en la Enseñanza del Inglés con Fines Específicos. *Revista de lenguas modernas*, 233-250.
- Leong, L.-M., & Masoumeh, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 34-41.
- Loyens, S., Magda, J., & Rikers, R. (2008). Self-Directed Learning in Problem-Based Learning and its Relationships with Self-Regulated Learning. *Edu Psychool Rev*, 411-427.
- Lyrics Training. (2023, junio 28). *LyricsTraining y el Aprendizaje de Idiomas*. Retrieved from <https://es.lyricstraining.com/about>
- Martínez, M. (2020). Digital Tools to Facilitate the Learning of the English Language. *Con-Ciencia Boletín Científico de la Escuela Preparatoria*, 28-32.
- Mena, C. D. (2020). "CAKE – LEARN ENGLISH APP AND THE ENGLISH LANGUAGE VOCABULARY". Ambato, Ecuador: Universidad Técnica de Ambato.
- Ministerio de Educación del Ecuador. (2016). *Currículo de los niveles de educación obligatoria*. Ecuador: MINEDUC.

- Ministerio de Educación del Ecuador. (2016). *English Level A1.1 Teenagers Octavo grado EGB*. Quito: Grupo Editorial Norma S.A.
- Monje, M. C. (2022). M-learning (Duolingo App) and the listening skills. Ambato, Ecuador: Universidad Tecnica de Ambato.
- Nation, P. (2001). *Learning Vocabulary in Another Language*. Cambridge University Press & Assessment.
- Obando, J., Guevara, S., & Andrade, C. (2017). English Language Learning Interaction through Web 2.0 Technologies. *Ecos de la academia*, 145-155.
- Open english. (2023, junio 15). *Open english*. Retrieved from https://www.openenglish.com/?utm_source=google&utm_medium=cpc_brand&utm_campaign=EC-GSN-Brand-Exact-adult&adgroup=Brand-Exact&utm_content=RSA-Generic&utm_term=open%20english&matchtype=e&network=GSN&device=c&location=9069557&campaignid=342834274&adgroupid=
- Paz, A. M. (2017). *The teaching of english through apps*. Universidad de Cantabria.
- Richards, J., & Rodgers, T. (2014). *Approaches and Methods in Language Teaching*. Londres: Cambridge University Press.
- Rico, S. C. (2017, abril). *La ayuda de las Nuevas Tecnologías en el aprendizaje del inglés como lengua extranjera*. Madrid: Universidad Pontificia Comillas.
- Rodríguez, S. A. (2021). *Strategies based on the natural approach to reinforce the english-speaking skill in sophomores*. Ibarra, Ecuador: Universidad Técnica del Norte.
- Saralegui, L. E. (2021, febrero 25). *LEARNING ENGLISH VOCABULARY USING GAMES, AT AN EARLY AGE*. Universidad de Cantabria.
- Sarceda, C., Caldeiro, M., & Guevara, S. (2019). Perception of technology as an assessment tool. A comparative analysis from the learner's perspective. *Digital Education Review*, 216-228.
- The Flipped Classroom. (2023, junio 30). *Visión-What is the Flipped Classroom*. Retrieved from <https://www.theflippedclassroom.es/what-is-innovacion-educativa/>
- Torres, G., Vanega De León, L., & Britton, A. (2018). An insight analysis of the difficulties that sixth graders have in learning English in the province of Panama. *Revista De Iniciación Científica*, 119-121.
- Tyagi, B. (2013). Listening : An Important Skill and Its Various Aspects. *The Criterion An International Journal in English*, 1-8.

- Ubarnes, Y., Valeta, M., Madera, D., & Muñoz, I. (2022). Duolingo como herramienta didáctica para contribuir en el mejoramiento del proceso de enseñanza-aprendizaje del idioma inglés. *ActaScientiae Informaticé*, 2-4.
- Villalobos, V., & Chávez, M. (2023). Diseño Estratégico: Plataforma Digital para el Aprendizaje y Satisfacción del Inglés de Estudiantes Wixárika, México. *entro de Estudios en Diseño y Comunicación* , 157-175.
- Wall Street English. (2023, junio 26). *¡Cada vez son más los estudiantes que lograron sus metas gracias a Wall Street English!* Retrieved from https://english.wallstreetenglish.com.ec/aprende-ingles-quito?utm_term=wall%20street%20english&utm_campaign=%5BNBD%5D+-+Quito+-+Cursos&utm_source=adwords&utm_medium=ppc&hsa_acc=4397015882&hsa_cam=19833725447&hsa_grp=146350875519&hsa_ad=651474575652&hsa_src
- YouTube. (2023, junio 22). *YouTube*. Retrieved from <https://www.youtube.com/howyoutubeworks/policies/copyright/>

ANNEXES



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Ibarra, 24 de noviembre de 2022

Magister

Congo Maldonado Ruben Agapito

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto “Self-learning Strategies to Increase Vocabulary Using Duolingo App in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023.” Previo a la obtención del título de: Licenciatura en Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Manuel Andres Chunchir Sibri

C.C.: 100423189-8



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

Firma del Evaluador
C.C.: 1001417235

Apellidos y nombres completos	Congo Maldonado Rubén Agapito
Título académico	MSc.
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	racongo@utn.edu.ec
Teléfono	0998693662

Fecha de envío para la evaluación del experto:	24-11-2022
Fecha de revisión del experto:	24-11-2022



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA –
FECYT



PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 24 de noviembre de 2022

Magister

Alarcon Ramos Marcela Elizabeth

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar las entrevistas y encuestas de Investigación del Proyecto “Self-learning Strategies to Increase Vocabulary Using Duolingo App in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023.” Previo a la obtención del título de: Licenciatura en Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Manuel Andres Chunchir Sibri

C.C.: 100423189-8



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

.....

.....

.....



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			

Alarcón Ramos Marcela Elizabeth

Firma del Evaluador
C.C.: 1001929239

Apellidos y nombres completos	Alarcón Ramos Marcela Elizabeth
Título académico	MSc
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	mealarconr@utn.edu.ec
Teléfono	0980338494

Fecha de envío para la evaluación del experto:	24-11-2022
Fecha de revisión del experto:	24-11-2022



UNIVERSIDAD TÉCNICA DEL NORTE
 Facultad de Educación, Ciencia y Tecnología - FECYT
English Major



TEACHER'S INTERVIEW

Theme: Self-learning Strategies to Increase Vocabulary Using Duolingo app in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023.

Objetive:

Collect information to develop a didactic guide to contribute with Self-learning Strategies to Increase Vocabulary Using Duolingo app in Freshman Students of Abelardo Moncayo High School.

✍ The information collected will be strictly confidential and used for academic purposes.

Informative data

- Gender: Female Male Others
- Years of teaching: 1 - 5 6 - 10 More than 11
- Years working in the institution : 1 - 5 6 - 10 More than 11
- What degree do you own :

1. How would you rate your students' level of English vocabulary: Very good, good or bad? Why ?

.....

2. What are the main problems that you have identified in your English class in relation with your student's vocabulary?

.....

.....
3. **In your opinion what is the best way to increase vocabulary in your students?**

.....
.....

4. **From your professional experience, do you consider that self-study is important in the process of increasing English vocabulary ?**

.....
.....

5. **Have you implemented technological tools to promote the development of vocabulary in your students?**

.....
.....

6. **What technological tools have you used to develop your student's vocabulary?**

.....
.....

7. **How often do you use technological tools in your vocabulary classes?**

.....
.....

8. **Have you used Duolingo App as a technological tool in the development of your student's vocabulary ?**

- Yes
- No

9. **Do you think that the use of the Duolingo app as a technological tool facilitates your student's English vocabulary improvement?**

.....
.....

THANK YOU FOR YOUR COOPERATION



SURVEY FOR STUDENTS

Theme: Self-learning Strategies to Increase Vocabulary Using Duolingo app in Freshman Students of Abelardo Moncayo High School, Academic Period 2022-2023.

Objective:

Collect information to develop a didactic guide to contribute with Self-learning Strategies to Increase Vocabulary Using Duolingo app in Freshman Students of Abelardo Moncayo High School.

Your answers will be used for research purposes only, please answer honestly.

Instructions:

- The survey is anonymous to guarantee the confidentiality of the information provided.
- Please, read each of the questions below carefully and answer them by marking with an X the option that you consider convenient.

1.- Informative data:

- Age: _____ years
- Gender: Male Female Other

2. Do you think that English is a difficult language to learn?

Yes No

3. Do you feel that the vocabulary that you own until here is enough to communicate in classes?

Yes No

4. Does the teacher generate active participation in classes to strengthen the learning of new vocabulary?

Always Sometimes Seldom Never

5. Does the teacher use technological tools to increase vocabulary?

Always Sometimes Seldom Never

6. Identify the digital tools that your English teacher use to increase vocabulary in the class (You can choose more than one option)

Duolingo Es-lab Flipgrid YouTube

7. How often does the teacher use technological tools to develop vocabulary in classes ?

Always Sometimes Seldom Never

8. Are you interested in increasing your vocabulary in the English classes?

Yes No

9. Do you think that using technological tools will help you improve your vocabulary in classes?

Yes No

THANK YOU FOR YOUR COOPERATION