



UNIVERSIDAD HISPANOAMERICANA

LICENCIATE DEGREE FOR ENGLISH TEACHING CAREER

THESIS SUBMITTED TO OBTAIN THE LICENCIATE DEGREE FOR ENGLISH TEACHING

**THE IMPACT ENGLISH EDUCATIONAL ONLINE APPS TO ENHANCE THE ORAL
PERFORMANCE IN NINE YEAR STUDENTS OF LICEO DE MIRAMAR DURING THE III
QUARTER OF 2021**

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2022

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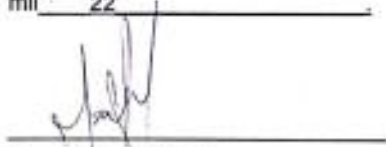
Official Letters

Sworn Statement

DECLARACIÓN JURADA

Yo Jonathan Mesen Segura, mayor de edad, portador de la cédula de identidad número 6-0332-0987 egresado de la carrera de Enseñanza del Inglés de la Universidad Hispanoamericana, hago constar por medio de éste acto y debidamente apercibido y entendido de las penas y consecuencias con las que se castiga en el Código Penal el delito de perjurio, ante quienes se constituyen en el Tribunal Examinador de mi trabajo de tesis para optar por el título de Licenciatura en la enseñanza del Inglés, juro solemnemente que mi trabajo de investigación titulado: The Impact English Educational Online Apps to Enhance the Oral Performance in nine year students of Liceo de Miramar during the III quarter of 2021, es una obra original que ha respetado todo lo preceptuado por las Leyes Penales, así como la Ley de Derecho de Autor y Derecho Conexos número 6683 del 14 de octubre de 1982 y sus reformas, publicada en la Gaceta número 226 del 25 de noviembre de 1982; incluyendo el numeral 70 de dicha ley que advierte; artículo 70. Es permitido citar a un autor, transcribiendo los pasajes pertinentes siempre que éstos no sean tantos y seguidos, que puedan considerarse como una producción simulada y sustancial, que redunde en perjuicio del autor de la obra original. Asimismo, quedo advertido que la Universidad se reserva el derecho de protocolizar este documento ante Notario Público.

En fe de lo anterior, firmo en la ciudad de San José, a los 28 días del mes de Marzo del año dos mil 22.



Firma del estudiante

Cédula: 6032 987

Thesis Tutor's Letter

Puntarenas, 02 de abril del 2022.

Señor:
Diego Torres Moreno
Director-Enseñanza del Inglés
Universidad Hispanoamericana

Respetable jefe:

El estudiante **Jonathan Mesén Segura**, Cédula de identidad número: 603320987, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado: **"THE IMPACT ENGLISH EDUCATIONAL ONLINE APPS TO ENHANCE THE ORAL PERFORMANCE IN NINE YEAR STUDENTS OF LICEO DE MIRAMAR DURING THE III QUARTER OF 2021"**, el cual ha elaborado para optar por el grado académico de Licenciatura en Enseñanza del Inglés.

En mi calidad de tutora, he verificado que se ha hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación, antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos, conclusiones, recomendaciones y propuesta.

De los resultados obtenidos por la postulante, se obtiene la siguiente calificación:

a)	ORIGINALIDAD DEL TEMA	10%	10%
b)	CUMPLIMIENTO DE ENTREGA DE AVANCES	20%	15%
c)	COHERENCIA ENTRE LOS OBJETIVOS APLICADOS, LOS INSTRUMENTOS APLICADOS Y LOS RESULTADOS DE LA INVESTIGACIÓN	30%	27%
d)	RELEVANCIA DE LAS CONCLUSIONES Y RECOMENDACIONES	20%	19%
e)	CALIDAD, DETALLE DEL MARCO TEÓRICO	20%	19%
	TOTAL		90

En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Licda. Judy Villalobos Montero
Cédula de identidad: 1-1226-0984
Carné Profesional N°: 76441

Thesis Reader's Letter

San José, 7 de abril de 2022

Universidad Hispanoamericana
Carrera: Enseñanza del Inglés

Estimado señor

El estudiante **Jonathan Mesén Segura** Cédula de identidad **603320987** me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "*The Impact English Educational Online APPS to Enhance the Oral Performance in Nine Year Students of Liceo de Miramar during the III Quarter of 2021*", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

Firma
Nombre: MSc. Roy Alfaro Alfaro
Cédula 203060905
Carné ---

Dedictory

This research is dedicated to God, my support, my provider. Also, my mom, the biggest example of dedication and consistency. Thank you, mom, for believe in me, for the second chance you gave me. This is the right time, God's time. I want to make you proud. You did a great job. Thank you, mom, for always being there for me and for helping me fulfill this dream. I also dedicate this to my children; I love you with all my soul. My sisters, Dad and nephews. Thank you, professor Judy, for your support and professionalism through all my career, you are a great person and excellent human being.

Acknowledgments

First of all, I want to dedicate this to God, who has always been with me, even though I don't deserve it, he had always set the right people, the right tools, the right time.

I want also to dedicate this to my mother, who has taught me the value of persevering courage, of never giving up, the courage to never leave things despite the fact that time goes by the years never come back.

Abstract

In this research developed during a quarter at the Liceo de Miramar in 2021, it aims to demonstrate that the oral ability and production, the development of oral ability can show an increase, the objective of this research is developed through 6 chapters, of which it aims to prove that the use of technological online applications improve oral production in students. This research was carried out in order to test the use of Duolingo application as part of the English oral production. The introduction suggest that it is possible to take advantage of these skills students have to make them practice English with DUOLINGO to improve the teaching-learning process weather they have an internet connection or not. The purpose is that we can use the application as support for the students' learning process and oral production. The general objective of the research is to determine the impact of English Educational online apps to enhance the oral performance in nine grade students at Liceo de Miramar during the third quarter of 2021.

Resumen

En esta investigación desarrollada durante un trimestre en el Liceo de Miramar en el año 2021, se pretende demostrar que la habilidad y producción oral, el desarrollo de la habilidad oral puede presentar un incremento, el objetivo de esta investigación se desarrolla a través de 6 capítulos, de los cuales se tiene como objetivo demostrar que el uso de aplicaciones tecnológicas en línea mejora la producción oral en los estudiantes. Esta investigación se realizó con el fin de probar el uso de la aplicación Duolingo como parte de la producción oral en inglés. La introducción sugiere que es posible aprovechar estas habilidades que tienen los estudiantes para hacerlos practicar inglés con DUOLINGO para mejorar el proceso de enseñanza-aprendizaje, tengan o no conexión a Internet. El propósito es que podamos utilizar la aplicación como apoyo al proceso de aprendizaje y producción oral de los estudiantes. El objetivo general de la investigación es determinar el impacto de las aplicaciones educativas de inglés en línea para mejorar el rendimiento oral en estudiantes de grado nueve del Liceo de Miramar durante el tercer trimestre de 2021.

CHAPTER I
PROBLEM STATEMENT

During the research, the purpose is to determine the process of assimilation of English and its relationship with the technological applications that promote oral development in seventh grade students of the Liceo de Miramar, including its oral production and possible improvements. This research requires a deep understanding of the reasons why many adolescents who are the future of the country are affected by situations related to the process of assimilation of the English language, and how by implementing applications, oral development is promoted in students to develop their English level.

1.1 PROBLEM STATEMENT

The research is carried out with students from Liceo de Miramar, aged between 12 and 14 years old, in the province of Puntarenas, during the third quarter of 2021. The main problem of this research is that the MEP English curriculum do not allow teachers to improve or enhance their abilities and that is impacting on the oral production, this has become in a huge disadvantage of the learning and teaching process.

What is the impact of English Educational online apps to enhance the oral performance in section 9-5 of Liceo de Miramar during the III quarter of 2021?

1.1.1 Antecedents of the Problem

According to the research conducted by The Simce of the year 2012, carried out by the Chilean Ministry of Education states that:

An unfavorable result for Chilean education, as regards the subsector of Universidad del Bío-Bío-Sistema de Libraries-Chile 10 Foreign language English. The results were announced on June 6, 2013, whose Simce was rendered by 186,385 students from 2,688 establishments nationwide. The test revealed an important gap between

socioeconomic groups and dependencies. In this way, 83.3% of the students of the high socioeconomic group certify their studies, while in the low one only reaches 0.8% who handle the language. On the other hand, 81% of the students of paid private schools certified the language; while in the subsidized ones it only did 15% and in the municipal ones 7%. Meanwhile, 18% of the students obtained an A2 or B1 certification. That is, 31,854 students certified their level of English, an increase of 9 thousand students more than in 2010 they managed to certify the domain. This test is taken for middle school students and three A1 levels are measured; A2; and B1 being the latter the highest and requirement for the middle room. (p.11).

In conclusion, it can be mentioned that those students who come from a higher socioeconomic level will have access to private schools, where better academic results are obtained compared to subsidized and municipalized ones, causing an abysmal segregation in Chilean education. Self-esteem is the variable that has inspired the most studies: In 1976, D. Franks and J. Marolla in their research called:

Efficacious action and social approval as interacting dimensions of self-esteem: a tentative formulation through construct validation" studied self-esteem and they found that it has two dimensions, an external one (as the others feel about oneself) and an internal University of Bío-Bío-Sistema de Libraries-Chile 11 (as one feels about themselves). They found that both dimensions are important in school performance, being the most important internal dimension. They, too, noticed that a higher source of self-esteem is the feeling that one has the ability to succeed. If the researcher feels people could learn, that positive feeling can enable the student to learn. This feeling of competition comes from having a higher self-esteem. In 1997, "Impact of inclusion education on academic achievement, student behavior and self-esteem, and parental attitude" was published by Daniel and King studied the effects of self-esteem on the

inclusion of accommodation versus non-accommodation. Among their findings are that low self-esteem affects academic achievement. And not only are the students affected, but the attitudes of the parents were also affected by their children who are in the inclusion rooms. They also found that the behavior negatively impacted in the inclusion rooms. In addition, they found that self-esteem is negatively affected when students are placed in the inclusion rooms. (p.11)

During 2015, the study by Mary Jane Abrahams called "Self-esteem and its relationship with learning English was a significant example, the jail" studied 43 inmates (37 men and 6 women) volunteers from two of the jails in Santiago, the Former Penitentiary and the Women's Penitentiary Center. The convicts came from various sections of their institutions, depending on their behavior, the crime committed, and the penalty received. This study aimed to discover if the inmates' self-esteem can be seen Universidad del Bío-Bío-Sistema de Libraries-Chile 12 significantly enhanced through an English teaching-learning process. The results showed a significant increase in the inmates' self-esteem, as well as in their social relationships and their performance in English, so it can be evidenced that the possibility / need to select teaching strategies and systematize activities that develop core values for each individual, specifically self-esteem, and that simultaneously help improve the learning performance of the foreign language.

In 2005, Raúl Montes de Oca Rodríguez published a study called "Self-esteem and English language: a first discussion" deals with the importance of the affective part in learning, in this case, a foreign language such as English, in The Costa Rican medium. The evidence suggests that there is a significant correlation between self-esteem and academic performance and oral production is affected. The research suggests that there is a significant correlation between low self-esteem and the negative attitude towards learning a foreign language and oral production or between low self-esteem and the feeling of incompetence for learning that language.

1.1.2 Problematization

The process of assimilation of English and its relationship with applications that promote oral development in seventh grade students at the Liceo de Miramar involves not only assimilating the causes that are affecting seventh grade students, but also analyzing different scenarios that may be the causes that teachers are doing with the students or not according to the curriculum and try to give a solution or possible causes that are interrupting the process of assimilation of a good or required level of English for seventh grade students.

1.1.3 Justification of the Problem

The purpose of the research is to find the most determining problem that is affecting the educational process of the students of Liceo Miramar in the English language. The process of assimilation of English and its relationship with applications that promote oral development in seventh grade students at Liceo de Miramar during the third quarter of 2021 with seventh graders is not being accomplished at the Lyceum.

The assimilation of a language in Liceo de Miramar is not being carried out efficiently.

Therefore, this research will allow the use and technological applications of didactic activities and methodological strategies for the correct assimilation of the English language.

In this research work the purpose is intended to determine the factors that limit or affect the oral comprehension of the English language in the seventh-grade students during the third quarter 2021 including its oral production as well, belonging to the Liceo de Miramar, Puntarenas Province, Montes de Oro Canton, Miramar District. It is required with this investigation to know in depth the causes of why many adolescents that are the future of the country being affected by situations, personal or educational problems and make their studies aside. There are many causes that give rise to the development of desertion in a good number

of population, a population with relevance in the seventh grade of the school, since this being the first level to attend, is the most vulnerable for young people in knowing and having new experiences that disorient them or having an emotional damage, a family problem, etc., and this being the first level and missing four more levels that they decide to defect or not want to learn the language, as they come and take the easy and short way without taking into account that time passes quickly and is worth gold, and in the future they will have to face many consequences and labor challenges that are essential to the command of the English language. All these causes and situations will be studied and analyzed with more focus in the present research work.

Also, to find out what are the reasons why students of the Liceo de Miramar are not speaking English at the level desired and, what produces the interruption of the process with their level increasing? What reasons are impacting the English level required when facing the last trimester and finishing seventh grade? With the development this topic it is intended to find those answers to verify why the students are not developing the required level, the level that is needed at the end of the last trimester of the seventh year. Also, to find out what factors are being involved and what is being done by the administrative authorities, principals, educational advisors and teachers to review, verify and correct possible weaknesses on the education process so that the desired speaking level gets achieved and the one that the students need to accomplish so they can be prepared and have the knowledge to face the proper speaking level of Conversational English workshop for higher levels.

1.2 PROBLEM FORMULATION

How is the process of assimilation developed to promote the English and its relationship with applications that promote oral development in seventh grade students at Liceo de Miramar during the III quarter of 2021? It is developed with the aim and the need

that the students of the Liceo Miramar can acquire an improvement in the development of the English language through pedagogical activities and technological strategies to improve the language in students at Miramar High School and analyze the relation with several applications that enhance the oral development and production in seventh graders of the institution.

1.3 RESEARCH OBJECTIVES

1.3.1 General Objective

To determine the impact of English Educational online apps to enhance the oral performance in nine grade students at Liceo de Miramar during the third quarter of 2021.

1.3.2 Specific Objectives

- 1) Establish adequate applications to improve oral performance in nine grade students of the Liceo de Miramar during the third quarter of 2021
- 2) Implement oral applications to the student's English oral practices and their interaction in the class
- 3) Measure the student's oral performance after the implementation of applications to enhancing oral performance

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The information obtained in this research will allow verifying which are the problems that affect the process of assimilation of the English language in students. This project aims to distinguish and determine the factors that stimulate the process of English assimilation and the relationship with applications and technology. The students of Miramar High School in a

determined period from June to August 2020, the study aims also to benefit the high school students and teachers didactic materials.

1.4.2 Limitations

Among the difficulties encountered during the instrument's application practice process, several can be mentioned; initially, there was an indisposition of the students since they were a little embarrassed in some cases and not willing to start production practices due to their low English level. During the research, the students initially had little participation, then, their level was improving until a comfort was achieved an acceptance and a greater participation.

As a second point of difficulties, it can be also mentioned the facilities where they took the classes, did not have adequate tools of audio and video in which the students were affected by the same and, they have been affected since the material and technological tools were damaged or not working properly. Therefore, it was proceeded to get personal own tools to develop the instruments and practices with the students.

Student behavior was also another limitation, not all of them wanted to cooperate with the order and practices. Lot of work was necessary to keep everyone up to speed.

Another issue encountered was the time to develop each lesson, time were reduced due to extracurricular activities.

CHAPTER II

THEORETICAL FRAMEWORK

This chapter mentions the historical context of the Liceo de Miramar educational center in which the study is carried out. Theory based on other research is presented in order with the subject under study and with explicit concepts of different authors and themes. According to assimilation seeing by Piaget's theories on significant learning and their application in the teaching process can be mentioned. Piaget stated on the article assimilation by Actualidad en Psicología, (2017):

Assimilation is a term that refers to a part of the adaptation process initially proposed by Jean Piaget. Through assimilation, we incorporate new information or experiences into our existing ideas. The process is somewhat subjective because we tend to modify experience or information in some way to fit our pre-existing beliefs. (para.1-3)

The following points are cited, among others:

- Significant learning.
- Significant learning in the first teaching and its relationship with previous knowledge.
- Assimilation processes.
- Fundamental tools.
- Application of technology.
- Oral communication.
- Technological relationship.
- Technological application.
- Oral Development.
- Technological Materials.
- Technological tools.
- Significant Learning.

It is worth mentioning that they have been addressed by authors with different theoretical orientations. Therefore, it is possible to find in them multiple points of convergence that allow to build a proposal enriched in their intersubjectivities and develop different points of view.

2.1. HISTORIC CONTEXT

2.1.1 Background of the organization or community

According to the Miramar Lyceum Magazine produced and developed in 1996, by the Lyceum and, the local newspaper "Oro Nuevo", in its editorial of December 20th, 1970. Said among other things "Thanks to the perennial commitment of a Pro college committee and of a town and Professor Mesias Espinoza Porrás, approved the creation of the school, the seed was sown and ended happily everyone's contest, we must ensure that this plant begins to grow and is made on the fertile ground so that it gives many good fruits".

In a small historical review, towards the year of 1967, a group of neighbors of the canton of Montes de Oro decided to organize and form a development association. Between the ideas that said group had are to build a communal house and to create a secondary school center. The last of these ideas took a lot of strength after a homily that the priest José María Galán y Becerra offered. Starting in 1968, the enthusiasm had grown and, that caused a few neighbors headed by Professor María Isabel Morgan Ulloa and the gentlemen we have Elizondo Oliverio and Manuel Arguedas Chaverri addressed the Minister of Public Education and they presented the idea to Mr. Guillermo Barabási Vargas, minister of that portfolio, nothing was born to consent, but when he returned from San José, the Miramar people built a Pro college committee. This fight group was chaired by Celimo Elizondo Oliverio, the vice presidency was held by Abraham Vázquez Paniagua, he worked as Secretary, Alfonso Elizondo Murillo very

close to the board of directors and with identical functions were Ramón Rodríguez Montoya and Alban Bermudez León. Many other collaborators in the Pro Colegio committee but the nature of this document prevented us from naming them all.

Two years later the idea of creating the school was already totally rooted in many Parents and young people eager to improve. Their managers were still infused by the fighting spirit that characterizes them and most of all because of the fact of traveling to Esparza and Puntarenas was very uncomfortable, many students traveled on foot and the ticket was not free but each young person was looking for a way to pay it.

In 1970 the Pro college committee organized several shifts and civic parties; with that they collected some money to face the first expenses that the future institution could cause. These activities again started with the collaborative and disinterested spirit of the members of the committee. In February 1971, taking advantage of the visit of José Figueres Ferrer, president of the republic, that would make to Chacarita, several members of the committee among those who were Mario Ureña met with the head of state this I tell them to talk with the education minister Uladislao Gámez this same day Professor Mesias Espinosa Porrás of Liceo José Martí visited Miramar and harangued his neighbors to stay in the fight.

Increased with this initiative, the Pro Colegio committee commented on raising the clandestine enrollment which would constitute a form of pressure for the Ministry of Education. Professor Álvaro Pérez Jiménez, director of the Liceo Esparza School, very committed to the cause, closed the enrollment for all students from Miramar and forced them to enroll in the new Miramar institution, the fight continues the school year of 1971 began and the Miramar Lyceum opened its doors with an initial enrollment of approximately 154 students and without authorization from the ministry. The first teachers came from Puntarenas and they taught

without receiving any kind of economic relationship. Between these teachers, Mesias Espinoza is remembered as a symbolic director.

A few days later, the Higher Council of Education officially agreed to the creation of the Miramar Lyceum whose constitutive law number 4291 had already been approved since December 17, 1968. The first 13 teachers were officially appointed together with the first director Carlos Luis Méndez Aries. Finally, it must be remembered that the Miramar Lyceum began to teach in some classrooms provided by the José María Zeledón Brenes school in that physical plant, it remained 3 years and 5 months until the land was currently acquired where the pavilions and classrooms are currently located, this land was acquired with money raised from the fairs that had been made in the Pro college committee. Its price was 30,000 colones, symbolic amount that Hernán Aguilar Rojas wanted to charge.

Appendant: Ministerio de Educación Pública de Costa Rica.

Province: Puntarenas

Cantón: Montes de Oro

District: Miramar

Regional Department of Education: Puntarenas. District 01

Schedule: Monday to Friday, from 7:00 am to 5:15 pm.

Telephone: 2639-9069

Physical Address: 200 Meters south from Miramar Principal Market, Miramar.

2.2 THEORETICAL CONTEXT – CONCEPTUAL

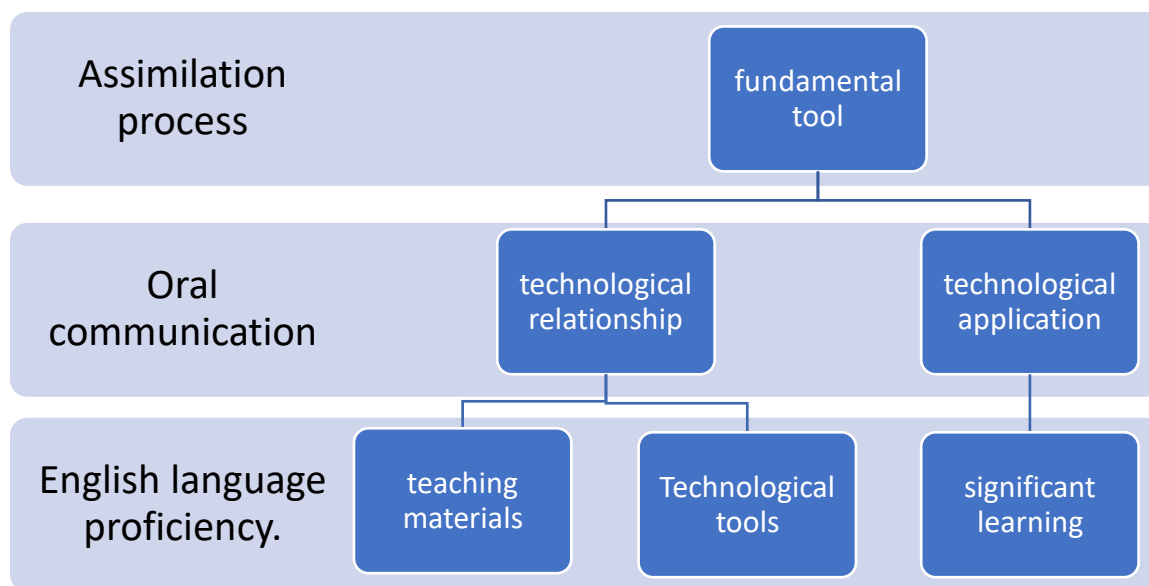
Mapping method to build the theoretical framework

As per the best seller written by R.H. Sampieri on his 6th edition, (2014) he states, mapping is a key to implement ideas and the organizational climate:

This method involves preparing a conceptual map and based on this, deepening the review of the literature and the development of the theoretical framework.

Like any concept map, its clarity and structure depend on our selecting the appropriate terms, which in turn is related to a focused approach. We will explain it with an example.

(p.109)



Mapping method 1

2.2.1 Assimilation Process

According to Actualidad en Psicología (2017), indicates that assimilation according to Piaget:

Assimilation is a term that refers to a part of the adaptation process initially proposed by Jean Piaget. Through assimilation, we incorporate new information

or experiences into our existing ideas. The process is subjective because we tend to modify experience or information in some way to fit in with our pre-existing beliefs. Assimilation plays an important role in how we learn about the world around us. (para.1-4)

This investigation aims to find the different ways and the roles played by both the teachers as the language driver and or conductor and also as the student receives that information. The assimilation process it is important that they come detailed from which the teacher plays a crucial role, it is also important to emphasize that without an adequate assimilation process, the desired objectives that an ongoing student of his / her school year must have are not achieved.

It also takes the hand of another way to identify what type of materials the educator uses to facilitate this assimilation process in the student; it is important to be able to use different types of teaching tools in order to develop both the objectives and the desired oral level.

2.2.2. Fundamental tools

To be able to explain the concept, according to the magazine EDU.com (2019), states that:

Pedagogical tools are a fun way to promote the game. They offer open opportunities to build towers, symbolize by drawing, personifying, or making three-dimensional productions; play with light and shadow, imitate and develop motor or manual precision games. (para.5)

In other words, utilizing the indicated tools to develop the education process is simply fundamental, the teacher must be creative, must use all the available teaching resources, both technological and specifics, to transmit this knowledge to their students, must be conspicuous,

and must highlight the student's interest. Being very creative, the teacher is responsible for using this equipment that manages to capture the attention of their students. It simply plays a role of entertainment the teacher must use all those pedagogical weapons all that can be used to develop that knowledge what is available must be used in an effective way.

As per mentioned by the magazine this is an opportunity to build bridges to open channels for games to be creative to capture attention and in a way also build relationships that promote the development of the language in a more special way.

2.2.3 Oral Communication

To explain with more details, in reference to Significados.com, (2017) the researcher can imply:

Oral communication is one that is established between two or more people using a language or code shared through a physical means of transmission, which traditionally was the air, although today we can add the telephone or videoconference. Oral communication allows us to transmit to the person with whom we speak information, ideas, feelings, emotions, beliefs, opinions, attitudes, etc. To carry out oral communication, we use the voice to reproduce the sounds of the language, form words and create messages that contain the information that we want to transmit to our interlocutor. For oral communication to take place, there must be at least two people involved who alternately perform the role of sender (the one who delivers the information) and receiver (the one who receives it). The transmitted information is known as a message. This message is elaborated according to a system of linguistic sounds corresponding to a code or language. (para.1-5)

It states that oral communication is going to be the way in how the researcher can transmit a message from one individual to another. It does not matter from which point of view, the communication is going to be essential to be able to transmit ideas, knowledge, thoughts and emotions. The communication is basic to be able to develop the English language. The students, according to the study to be carried out, must have a very good transmission of ideas, it is intended to be able to use, the necessary means to develop that relationship, increase the oral communication between the students either by phone, audio, video, conferences, in groups or through a virtual application. The important matter is that oral communication is carried out.

2.2.4 Technological Relationship

The technological relationship, plays an important role, according to Redator Rock Content, (2019), states that:

We understand that educational technology is about the use of technological devices for educational purposes. Currently, the staff of educational centers have the possibility of acquiring the internet, computers, digital boards, mobile phones and tablets to share their knowledge or organize classes and assignments.

These facilities have managed to adapt educational methods to the digital age, where there are a greater number of teaching and learning resources for both teachers and students. Students can access much more information through the implementation of new technologies that, by the way, also open new spaces for play and expression, such as games and blogs. (para. 9-12)

According to what the author says, the technological relationship is in itself everything that is used within the class that comes from a technological medium, in other words, it goes hand in hand with the access to technology that educational centers have.

The students sometimes, have been decimated by technology because their institutions are not properly equipped or do not have the minimum technological means to be able to develop a more interactive class hand in hand with technology. Today, students mostly have more access to technology through their phones, through their tablets, through the internet and everything that can be used to develop communication and oral assimilation performance through technology will always go hand in hand with improvements, with ease of processes, with quality improvement and a greater acquisition of the language in a more specific way.

2.2.5 Technological Application

As per the GCF Global (2021) states that: “A technology application is a computer program designed as a tool to perform specific operations or functions. Generally, they are designed to facilitate certain complex tasks and make people's computing experience easier”. (para.1)

The author talks specifically about computational technology and other technology applications but, it can be taken from any technological point.

The application of technology is the specific way to implement improvements to the information process of production communication in a better and more efficient way.

Technology goes hand in hand with improvement goes hand in hand with self-sufficiency goes hand in hand with implementation of techniques goes hand in hand with more efficient and faster interaction.

Technology is a great tool for the teacher and the student to facilitate the ways of developing the language of developing the assimilation and applying the applied technology that today is fundamental for any process for any situation for any possible job in the future. Nowadays, teachers and students are mostly capable of handling technology in very efficient ways. Before, today they take games, for example, to a more applied technological level and they have been

shown to help improve their cognitive abilities. As per María Griselda Gómez in Iberoamerica Divulga (2015), states that:

Learning processes, like all of humanity's actions, have evolved; They have gone from a memory, descriptive and little participatory methodology to being analytical and investigative that allows and requires students to use technological tools and the incorporation of ICT into education by educators and institutions, taking into account the student occupies a leading role in the process. In the digital age in which we live, where the new generations are trained within it, a technological education of quality and excellence becomes necessary and a priority, for which it is necessary to break with any scheme and paradigm in terms of education, It is urgent that educators raise their faces and realize that the new generations are learning in a different way and not in a traditional way and that their motivation is based on the new Information and Communication Technologies (ICT). Today, the rise of the internet, the development of game consoles, high-tech cell phones and their massification, have managed to mutate social relationships, forging a cyberculture in which society is immersed. (para.4-8)

2.2.6 Mobile Phone Used and Features

Nowadays the access to technology has evolved in ranges it cannot even imagine, to describe the access to technology of communication has spread. Years ago, mobile phones where only used for phone calls and text messaging. Nowadays, they have evolved into portable computers. Modern phones have a variety of features that simply were not possible years ago: Mobile phones are not just for voice communication anymore. College students can

access the Internet, send or receive text messages, check email, and even video chat with others quite literally from the palm of their hand (Kuznekoff & Titsworth, 2013).

Texting, the ability to send short messages to another person, is perhaps one of the most popular features of modern cell phones (Kuznekoff & Titsworth, 2013). It can be seen on the impact that Facebook chat and WhatsApp have. They also give people the ability to stay in contact with a lot of people. It might be true that mobile phone can act as distractors in class; however, Patrick j. Kiernan and Kazumi Aizawa suggested that mobile phones represent a language learning resource worthy of further investigation.

2.2.7 The used of Cellphone and the teacher's perception

It is also important to clarify; most teachers face a lot of difficulties getting students' attention due to the use of cellphone during class. PhD, Maryellen Weimer, (2015) in her blog "How Concerned Should We Be about Cell Phones in Class?" class and fight against students' behavior. She suggested that teachers make a lot of noise when students use their cellphone while we keep using our devices when we are in a professional development workshop, faculty meetings, and academic gatherings of various sorts (Weimer, 2015). Rather than fighting against students the use of mobile devices, teachers should take advantage of this to develop some activities to support the teaching-learning process. That can be used to catch the students' attention and have them interested on the topic. What is being suggested is that mobile phones can be used to support the learning, but we need to have a real control management to have them concentrated on the class activity and avoid them surfing on internet wasting time.

The goal of this study is to test whether the English classes can be supported using cellphones. Ben Jonson in his blog "How to Manage Cell Phones in the Classroom", (2016), on the Transhuman Daily, Johnson suggested that there are a lot of research supporting that the

brain not being able to focus on more than one thing at a time. He concluded that the use of cellphone is something in fashion as the Walkman was in the past. On the other hand, it is considered in this research that mobile devices have evolved with technology, and they are no longer fashion devices since they are used to keep in touch with others. Rather than putting a satanical meaning, teachers can take advantage of students' usage of cellphones and use them to support the English classes as well as have students distracted while learning. Johnson 'How to manage cell phones in the classroom' states on his blog (2016), stated:

Today's students are doing by being virtually physically attached to the mobile phones is no different to what the Sony Walkman generation did. I remember it as if it were yesterday. A Walkman was a portable cassette recorder and if you could afford it, you could have a radio with it as well. According to Johnson his students liked to play music to themselves via earbuds, which by the way also excluded any other audible noise....in this case the teacher. (para. 2)

2.2.8 Classroom Impact

One of the considerations the researcher must investigate is the impact to the class, the aspect that can affect negatively within the classroom is the students' attention.

According to the article by M^a Dolores Villena Martínez, Purificación Pérez García, Antonio Muñoz García. (2021):

Smartphones (SMPs) play a vital role in the lives of young people and in the university classroom. There are few studies of the use of SMPs by university students, and the existing knowledge is inconsistent and lacking consensus. This article shows the validity of a theoretical model of the use of SMPs in higher education, in the context of the theory of uses and gratifications, and the knowledge gained from previous studies on the use of SMPs by adolescents. (para.1)

Recent studies exploring the effects of texting/posting on student learning outcomes have relied on information processing theory as a basis for arguing that texting can cause distractions that hamper students' learning. Different studies out of the educational environment give results that texting or posting might impede information processing (Kuznekoff & Titsworth, 2013). However, this research pretends to measure if it is possible to take advantage of mobile phones as tools to develop good English classes.

In essence, the researcher can imply, mobile devices can be used to develop classroom activities so they can improve the learning process. But it must be taken into consideration, teachers must make sure students keep the activities academic. That means always monitor students' work to ensure they are concentrated on the class activities and not using their devices to perform personal activities and or distractions.

2.2.9 Duolingo, App definition

Duolingo is a web-based application that can be used in the language learning process. Duolingo is a free app created by Luis Von Ahn and Severin Hacker in November 2011. Its slogan is "Free language education for the world. (Munday, 2016)". This application can be used on its desktop version as well as its mobile device version for mobiles. In the case of the mobile devices, there is an application that must be installed before students can start to use the features.

There are big differences between the web and the mobile versions. The mobile version of Duolingo does not have as many areas as the web version has. It is limited to the tree and the Lingot Store, although the teacher still can see there the leaderboard with information about the people you follow. The Teacher can set up daily goals (the minimum being 10 XP per day), and the app will send the teacher reminders and notifications if the goal has not been completed that day (Munday, 2016). To practice, the researcher will need to enter the skills by clicking on

it. Once you click on a skill, it is presented with the available number of lessons for that particular skill. Each lesson lists the words (up to eight) that it will review. In addition to the lessons, each skill can be just reviewed in general, once the researcher has completed all the lessons or have tested out of that skill (Munday, 2016).

One of the good features for this application are, students will have the option to work on it while no internet is available after it is installed. The offline option will allow students to practice and complete tasks when the internet is down or not available.

2.2.10 Duolingo Educator's field

Recognizing that many educators were using this tool with their students, as evidenced by the numerous discussion boards posting to that effect, Duolingo opened a new area in its website in January 2015, dedicated to teachers who want to use the platform with their classes. The new area, <https://dashboard.duolingo.com/>, allows educators to create "groups" or classes. This generates a link, which can be sent to students so that they can join the group. In the dashboard, the teacher can monitor students' progress in several ways. The dashboard shows the time the student logged in, the lesson or practice he/she completed and the XP he/she obtained. A weekly report is sent by email, which includes all the work students have done during that time. In addition, there is now a dedicated area in the Discussion Forums just for educators' concerns and ideas. So, keeping track of progress and missing tasks are an incredible way to measure the students' progress.

This dashboard did not exist when the study described here was conducted, and the instructor had to follow each student to see how many lessons they had completed. This new dashboard should facilitate the work of educators immensely and make this tool much more useful, as suggested in this study. (Munday, 2016, p.88)

2.2.11 Duolingo – Advantages-Disadvantages

Advantages

- Easy to access application since students can access it via web or mobile application
- It is a free application what means that students will not need to pay anything for using it
- Students can practice everywhere at any time since they can access the application from their cellphones.
- The application will remind them to complete the daily practices, so they do not forget it.
- It is an easy-to-use application for students and students enjoy practicing with it (Munday, 2016).

Disadvantages

- It tends to be very traditional since it is based on translation, dictation, and pronunciation (Munday, 2016).
- The accuracy of the translation because it not always accepts other versions (Munday, 2016).
- Students with prepay mobile plans might see their balance runout.
- Teachers might not get the permission from the principal to develop classroom activities using students' mobile devices.
- Keeping the lesson academic might be difficult to control by the teacher depending on the number of students and the classroom management he or she has.

2.2.12 English Language Proficiency

The language proficiency also plays an important role, according to Interbenavente.es (2020), states that:

Learning a secondary language is of great importance and utility: even more so when it comes to assimilating knowledge and concepts with respect to one of the most relevant languages in today's world society: English, which is one of the most widely spoken languages in today's world society. You speak practiced by millions of people, even though it is not the native form of their language. This is due to the fact that in many countries it is imposed as a compulsory second foreign language, achieving that practically the majority of the population knows at least the basic concepts of it, and can be understood by another person of any nationality "splashing" the language (para.1)

The command of the English language today is fundamental. It is the language that is practically the most spoken in the world as per the author, and it is imperative that the Costa Rican population can develop orally efficiently starting at high schools around the country. Therefore, good techniques, good assimilation and good development of learning. Through the different pedagogical strategies hand in hand with the technological activities and applications allow the mastery of the foreign language to be improved in the nine-year student population.

2.2.13 Teaching Materials

The teaching materials is one of the fundamental pieces of the transmission of knowledge and of the development and assimilation of the oral processes of the foreign language. This is vital to transmit the knowledge in an appropriate and appropriate way to the students. The material plays a fundamental role because if it is not used in an adequate way or it is developed in the indicated way, it is counterproductive for the development of the student's oral and written skills.

The didactic materials come totally to enrich the knowledge of the student come to facilitate means and strategies also to develop the contents of the teachers are previously designed for the Improvement and reach of didactic objectives.

According to Universidad Palermo (2015), states that:

Didactic resources are those didactic or educational materials that serve as mediators for the development and enrichment of the student, favoring the teaching and learning process and facilitating the interpretation of content that the teacher has to teach. Teaching is considered as that in which a given knowledge is communicated on a subject, and learning is considered as the acquisition or instruction of new knowledge, ability or capacity. These resources serve as a fundamental axis within the knowledge transmission process between the student and the teacher because they generate a need for participation. Its mode of representation when issuing information is essential for its assimilation by the receiver, since its correct use will condition the effectiveness of its training process.

The term resource or material, according to San Martín (1991), refers to those artifacts that, incorporated in teaching strategies, contribute and contribute meaning to the construction of knowledge. They are considered didactic because the teacher presents a different learning situation, transmitting the information in an interactive way, so it captures the student's attention in a way that enhances the adequacy and stimulation of their response in order to raise the quality and efficiency of pedagogical actions, presenting themselves as supports and instruments to increase motivation to learn. (para.7-8)

These resources as per the University of Palermo of are totally to enrich the knowledge of the students' learning, with the research carried out, it is also about demonstrating that any assimilation process must be accompanied by specific materials in order to improve teaching contribute to the knowledge of those instruments of the that the University refers can also be classified in different ways here there are also two specific cases established, the study carried out by the Faculty of Design and Communication of Universidad of Palermo (2015), also mentioned on:

Conventional materials

- Printed matter such as books, photocopies, newspapers, documents, among others. They serve as an extension of the content given in class. In them, the concepts are fixed, and the contents are extensively developed, being the result of work and reflection and should be, consequently, the indisputable reference of what is exposed in class.
- Didactic boards such as the blackboard, this medium has become an essential icon for the development of any learning activity within the classroom. Proper planning of their use will allow them to be more effective as a means of learning.
- Manipulable such as concept maps, cardboard. Being a support or tool for the student to put the content into practice.

Unconventional materials

- Sound like cassettes, records, radio programs.
- Projectable still images such as slides and photographs.

The slide was for a long time the best way to bring the external reality into the classroom, presenting it with a high degree of iconicity.

- Audiovisuals such as movies, videos, television.

- Simulation techniques, in which a hypothetical approach to reality through direct experiences such as dramatizations, resolution of cases, among others. (para.9-11)

2.2.14 Technological Tools

All the technological tools are fundamental to improve the oral production, as per Straps (2020), in its blog of Types of Technological Tools, they implied that:

Technological tools are those programs or applications that allow us to have access to information, and are available to all people, in most cases, free of charge. The use and application that is given to these tools will depend on the needs and characteristics of each user. (para.1)

Technological tools are everything that can be called an application, or simply a program that comes to help open channels has to open sources of information and access to improvements that are usually always going to be available to everyone, and are relatively free of charge or whether they are going to be freely accessible for end users, in this case the students. That is what is intended in most institutions throughout the country, where the student gets access to information technologies that are with no additional charge and that come to the improvement of knowledge; the application to carry out the tasks in a more systematic, more up-to-date manner and with greater options to increase knowledge, all these tools obviously need user characteristics to be carried out.

2.2.15 Significant Learning

As per Docentes Al día, (2019), on their blog by David Ausubel and the theory of Jean Piaget, they state:

The term Meaningful Learning was proposed by David Ausubel, an American psychologist who was influenced by the cognitive aspects of Jean Piaget's theory, and raised his Theory of Significant Learning by Reception, in which he notes that learning occurs when material it is presented in its final form and relates to the students' prior knowledge. His perspective of learning is based on the term of cognitive structure, which is defined as the set of knowledge that an individual possesses in a certain field of knowledge. When these existing knowledges are related to the new information, not in a sum of concepts, but in an interactive link, learning is generated. To highlight this feature, David Ausubel introduced the inclusive concept in this process, which works as a means for this link (para.1-3)

The significant learning proposed by the psychologist David Ausubel goes beyond cognitive aspects also raised by theories such as Piaget's that one more learning comes by reception and, is also based on the result or its final version, this learning goes beyond what is the structure cognitive of an acquired knowledge that determines in the field of education. In this case that knowledge will be related to new information added to new concepts what is intended with this in another way of learning, it is also to measure that knowledge that is significant and that I get to make a base that the study will not have to forget that easily.

2.3 HYPOTHESIS

The greater students' knowledge and assimilation, the student will be able to enrich their knowledge and improve the assimilation of the English language.

2.4 Theoretical Framework Design

Specific Objectives	Variable	Themes Breakdown	Sources
Establish adequate applications to improve oral performance in nine grade students of the Liceo de Miramar during the third quarter of 2021.	Oral performance in nine grade students of the Liceo de Miramar during the third quarter of 2021	2.2.1 Assimilation Process 2.2.2. Fundamental tool	<p>Actualidad en Psicología 2017, <i>What is assimilation according to Piaget?</i> Retrieve from: https://www.actualidadenpsicologia.com/que-es/asimilacion/</p> <p>Magazine EDU.com 2019, “<i>Pedagogical tools, a resource to enhance the development of children through play</i>”. Retrieve from: https://revistaedu.co/secciones/tematicas-educativas/las-herramientas-pedagogicas-un-recurso-para-potenciar-el-desarrollo-de-los-ninos-por-medio-del-juego/1401/</p> <p>Oral communication 2017, “<i>What is Oral Communication</i>”. Available at Significados.com. Retrieve from: https://www.significados.com/comunicacion-oral/</p>
Implement oral applications to the student's English oral practices and	Online applications to the student's English oral practices and their	2.2.3 Oral Communication 2.2.4 Technological Relationship 2.2.5 Technological Application 2.2.6 Mobile Phone Used and Features	<p>Oral communication 2017, “<i>What is Oral Communication</i>”. Available at Significados.com. Retrieve from: https://www.significados.com/comunicacion-oral/</p> <p>Redator Rock Content, 2019, “<i>Technology in education: innovative resources to improve educational quality</i>”. Retrieve from: https://rockcontent.com/es/blog/tecnologia-en-la-educacion/amp/</p>

<p>their interaction in the class</p>	<p>interaction in the class</p>	<p>2.2.7 The used of Cellphone and the teacher's perception</p> <p>2.2.8 Classroom Impact</p> <p>2.2.9 Duolingo, App definition</p> <p>2.2.10 Duolingo Educator's field</p> <p>2.2.11 Duolingo – Advantages-Disadvantages</p> <p>2.2.12 English Language Proficiency</p> <p>2.2.13 Teaching Materials</p> <p>2.2.14 Technological Tools</p> <p>2.2.15 Significant Learning</p>	<p>GCF Aprende Libre, (s.f.), <i>What are the applications?</i> (P.22) Retrieved from: https://edu.gcfglobal.org/es/cultura-tecnologica/que-son-las-aplicaciones-o-programas/1/</p> <p>Gómez Zea, María Griselda, Iberoamerica Divulga, 2015, “<i>Por qué utilizar las TIC</i>”. Retrieved from: https://www.oei.es/historico/divulgacioncientifica/?Por-que-utilizar-las-TIC</p> <p>Kuznekoff, J. H., & Titsworth, S. (2013, February 12). The Impact of Mobile Phone Usage on Student Learning. Retrieved from University of Georgia. Computer Science, Retrieved from: https://www.tandfonline.com/doi/full/10.1080/03634523.2013.767917?scroll=top&needAccess=true</p> <p>Weimer, M. (2015, October 14). How Concerned Should We Be About Cell Phones in Class? Retrieved from FacultyFocus: http://www.facultyfocus.com/articles/teaching-professor-blog/how-concerned-should-we-be-about-cell-phones-in-class/</p> <p>Ben Johnson, (2015). The Transhuman daily, 'How to manage cell phones in the classroom' Blog, http://transhumandaily.blogspot.com/2016/01/blog-review-ben-johnson-how-to-manage.html</p> <p>M^a Dolores Villena Martínez, Purificación Pérez García, Antonio Muñoz García. (2021) Is the smart mobile phone transforming university educational reality? <i>Interactive Learning Environments</i> 29:5, pages 835-847. Retrieved from:</p>
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			<p>https://www.tandfonline.com/doi/abs/10.1080/10494820.2019.1707694</p> <p>Munday, P. (2016). Duolingo como parte del curriculum de las clases de lengua extranjera. RIED. Revista Iberoamericana De Educación a Distancia, 19(1), 83–101. https://doi.org/10.5944/ried.19.1.14581</p>
			<p>Interbenavente.es, 2020. Importance of English proficiency Retrieved from: https://interbenavente.es/art/21235/importancia-del-dominio-del-ingles</p> <p>Universidad Palermo, 2015. “<i>The didactic resource. Uses and resources for learning within the classroom</i>”. Retrieved from: https://fido.palermo.edu/servicios_dyc/publicacionesdc/vista/detalle_articulo.php?id_articulo=11816&id_libro=571</p> <p>Straps, 2019. Types of technological tools. Retrieved from: https://www.astraps.com/articulo/1389/tipos-de-herramientas-tecnologicas/</p> <p>Docentes al día, 2019, “<i>Meaningful learning: definition, characteristics and examples</i>”. Retrieved from: https://docentesaldia.com/2019/05/26/aprendizaje-significativo-definicion-caracteristicas-y-ejemplos/</p>

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 TYPE OF RESEARCH

3.1 .1 Purpose Applied

This is an applied research because it seeks to find a solution to a problem found in Liceo de Miramar, which consists in finding out the factors interrupting the process of English's assimilation and its relationship with the applications that promote oral development in seventh grade students of the Liceo de Miramar during the third quarter of 2021 and also external issues in their environment in which students face various difficulties in order to develop a proper English oral assimilation and, be able to reproduce words effectively and, develop the learning process to communicate correctly in the English language in their first years of school. Its goal is limited to the collection of data, but to the prediction and identification of the relationships that exist between two or more variables.

According to Investigation Techniques, (2020), stated that: "An applied research carried out in an everyday context to solve specific problems of individuals, organizations and / or industries is called applied research. (para.9)".

3.1.2. Temporal Dimension

The Cross-sectional research is which the research falls into, in this type of study, researchers observe at one point in time. Starting from that point. The project has been carried out and the information has been collected and analyzed for students of the Miramar Lyceum in a certain time from October to November of 2021.

According to Rodriguez M, Mendivelso, F. (2018) states that: "The cross-sectional design is classified as a single-based observational study that usually has a dual purpose: descriptive and analytical. It is also known as a prevalence study or a cross-sectional survey; Its

primary objective is to identify the frequency of a condition or disease in the population studied".
(p.142)

3.1.3. Framework

Within the framework of the research, it is micro and magnitude in this research there are short time factors in which the data are evaluated. Therefore, the scope or magnitude will be micro when it is developed. Which is an average of just over 2 months.

The study will be applied to a 30% of nine grade population having only section 9-5.

3.1.4. Framework – Nature

Quantitative research

The qualitative research is one that is responsible for collecting data most likely, quantities can also be used, numbers can be used, different types of values or instruments, closed questions can be used, databases to deal with general practitioners with a type of statistics. In this type of research according to some studies carried out, students are asked questions in order to analyze or know statistical data to see what the level of English is acquired and to see if the applications that are going to be proposed will determine a level of improvement in the language.

According to the research developed by Marketing E-nquest, (2018):

A quantitative research is one that allows collecting and analyzing numerical data in relation to certain variables, which have been previously established. This type of market research studies the relationship between all the quantified data, to achieve a precise interpretation of the corresponding results. (para.1)

3.1.5. Character of the research

The work is descriptive in nature because it seeks to publicize in detail the aspects and reasons why the objectives are failing to complete a specific required level for the seventh year. It is intended to describe very precise details that affect language development in students to level.

As per the OK Diario, (2021), they state that:

Unlike the exploratory method, the descriptive method is conclusive. This means that it collects quantifiable data that can be analyzed for statistical purposes in a target population. This type of study therefore has the form of closed questions, which limits the possibilities of obtaining exclusive information. (para.2)

In other words, the author can be used to collect also other kind of characteristics such as sex, age, gender, etc. OK Diario also confirms:

It is also often used to collect sociodemographic characteristics (age, income, marital status, sex, etc.) of a particular group. This information can then be studied as it is, measuring its evolution over time, or be the object of deeper analysis (correlation, segmentation, comparison with a reference point and other statistical techniques). (para.5)

3.2 SUBJECTS AND RESEARCH SOURCES

3.2.1. Subjects / Analysis Unit

The information collected for the development of this research project has been compiled from the students and teachers of the institution. According to any study or research has as reference a set of study units or elements that can be people, students and teachers. The study aims to know the characteristics of the whole and generalize to all results or conclusions that are obtained. This set of study units is what is technically called in statistics the study population or simply population. A very simple way to define the population is like the total

or aggregate of the study units. A population can be finite or infinite. A finite population has the limited number of elements, while an infinite number is an unlimited number. " The population is the students of seventh grade of the Liceo de Miramar.

The subjects for this research are the 9th grade students from the Liceo de Miramar in the first trimester in the 2021. The sample is about 20 percent of the total population from the 9th grade current students at Lyceum. The researcher will collect data from 29 students in total approximately, in which 18 men between 14 and 15 years old and 11 women between 14 and 15 years old.

3.2.2. Primary Sources

Within this research, the following theses were taken as a reference for both nationally and internationally. Said information in these documents was helpful to guide the study path in this afore mentioned investigation.

Author	University or Organization	Country	Year
Abdel-Rahman Al, Eiadeh and others.	Ajloun National University.	Jordan.	2016.
Ceballos Parra.	Bio Bio University.	España.	2014.
Mateos.	Universidad Complutense de Madrid	España.	2016.
Herrera.	Universidad de Costa Rica.	Costa Rica.	2016.
Corella.	Universidad Estatal a Distancia.	Costa Rica.	2017.

Kuznekoff, J. H., & Titsworth, S.	University of Georgia.	U.S.A.	2013.
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3.2.3. Secondary Sources

Within this investigation, the following documents were taken from websites shown below:

Author	Title	Year
GCF Global.	<i>What are the applications?</i>	2021
Docentes al día.	<i>Meaningful learning: definition, characteristics, and examples.</i>	2019
Gómez Zea, María Griselda.	Iberoamerica Divulga.	2015
Interbenavente.es.	Importance of English proficiency.	2020
FacultyFocus.com	Importance of English proficiency.	2015
tandfonline.com	Interactive Learning Environments.	2021
significados.com	Meanings.	2021

3.2.4. Tertiary Sources

In this research, the following scientific articles were taken from journals as references:

Nombre del artículo	Magazine name	Number / Year
<i>Pedagogical tools, a resource to enhance the development of children through play.</i>	Magazine EDU.com.	N (7). 2019.
How to manage cell phones in the classroom'.	The Transhuman daily	2015.
Duolingo como parte del curriculum de las clases de lengua extranjera.	Revista Iberoamericana De Educación a Distancia	2016.

3.3 SAMPLING SELECTION

3.3.1 Population

The population is conformed with about 1240 students from 7th to 11th level to sum a total of 42 groups and 32 staff personal including professors and administrative

As per the website significados.com, (2021) the definition states:

By population, we usually refer to the set of human beings that make life in a certain geographic space or territory. That is, it usually refers to the human population. By extension, the word population is also used to refer to the set of houses and other infrastructures that occupy a space, in a similar way to the term 'locality'. (para.1-2)

3.3.2 The sample

The Sample is about all students of 9th grade students for a total of 32 students which belong to section 9-3, all of them from Conversational English assignation.

According to significados.com, (2021), they state that:

Sample is a portion of the totality of a phenomenon, product or activity that is considered representative of the total also called a representative sample. Sample comes from showing being that it makes known to the interested parties or objective public results, products or services that exemplify or serve as a demonstration of a type of event, quality or standardization. In statistics, the sample is a portion extracted by specific methods that represent the results of a totality called population using probability, such as, for example, "the statistical sample of 100 people who undergo a survey to know the satisfaction of a product (para.1-3)

3.3.3 Probabilistic

According to Carrasquedo, K, (2021), states:

They are based on the principle of equiprobability, since each element of the universe has a known and non-zero probability of being in the sample, that is, all the elements of the universe can be part of the sample, Probability measures the frequency with which a result is obtained by carrying out a random experiment, of which all possible results are known, under sufficiently stable conditions. (para.2-3)

The author mentions also the way in which the Probabilistic sampling is taken,

Carrasquedo, K, (2021):

Probabilistic sampling how They are based on the principle of equiprobability, since each element of the universe has a known and non-zero probability of being in the sample, that is, all the elements of the universe can be part of the sample. (para.4)

3.3.4 Non – Probabilistic

In this type of sampling, statistical terms are not used, it is basically, more to the concept of the person who performs the work, it is not defined, it is not something completely finished because different opinions will intervene that can come out in any part of the investigation; therefore, it is something that is done more empirically as explained by the author

Also, as per the same author quoted previously, Carrasquedo, K, (2021), “It is not carried out under probabilistic selection norms, during its processes opinions and personal criteria of the researcher intervene or there is no well-defined or validated norm. For this reason, it is the one that is used empirically. (para.15)”

3.4 INSTRUMENTS AND TECHNIQUES

The type of instruments that are intended to be used for research are mainly aimed at students or professors in this type of instrument. The research will use the survey, marking with an x the most indicated or precise response to the information required to be able to take from the point of view of both the student and the educator, the questions will be closed ended in order to have a greater objectivity and an exact coverage of possible answers.

According to [significados.com](https://www.significados.com), (2021) they state that a survey is:

A data collection technique for social research. The word comes from the French *enquête*, which means "research". As such, a survey is made up of a series of questions that are directed to a representative portion of a population, and its

purpose is to find out states of opinion, attitudes, or behaviors of people regarding specific issues. (para.1-2)

As another technique who will be used is the questionnaire, this will also be another instrument of measurement to develop the research, according to significados.com, (2021), they state that:

A questionnaire is one that raises a series of questions to extract certain information from a group of people. The questionnaire allows to collect information and data for its tabulation, classification, description and analysis in a study or investigation. In this sense, questionnaires can be used as data collection instruments, or as an evaluation tool in the school environment. (para.1-3)

3.5 OPERATIONALIZATION OF VARIABLES

Specific Objective	Variable	Conceptual Definition	Operational Definition	Instrumental Definition
Establish adequate applications to improve oral performance in nine grade students of the Liceo de Miramar during the third quarter of 2021	1.Oral performance in nine grade students of the Liceo de Miramar during the third quarter of 2021.	The conceptual definition, skills and methods for solving a problem, taking into a count factor such as Phonological factors, Linguistic factors, Cognitive Factors, Socio-psychological factors and other factors. Oral comprehension is regarded theoretically as an active process in which individuals concentrate on selected aspects of aural input, form meaning from passages, and associate what they hear with existing knowledge. Cognitive psychology defines comprehension as information processing.	If 90 to 100 percent of students answer positively, the variable will be considered high. If 70 to 89 percent of students answer positively, the variable will be considered intermediate. If 1 to 69 percent of students answer positively, the variable will be considered low.	Teacher strategies to develop oral skills will be measured by a survey with close and open answer question, a check list, result given by an oral test, and an interview to the professor
Implement oral applications to the student's English oral practices and their interaction in the class	2.Online applications to the student's English oral practices and their interaction in the class.	The conditions are the circumstances affecting the way in which people live or work, especially about their safety or	If 90 to 100 percent of students answer positively, the variable will be considered high. If 70 to 89 percent of students answer positively, the	The factors that impact the oral skills attitude in the English lesson will be measure by a survey with close and open answer question.

		well-being. They have a significant influence on or determine (the manner or outcome of something).	variable will be considered intermediate. If 1 to 69 percent of students answer positively, the variable will be considered low.	
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CHAPTER IV:
ANALYSIS AND INTERPRETATION OF THE RESULTS

4.1 Analysis of the Diagnosis of the Situation

4.1.1 Description of the participants

The participants are the students from nine grade from the Liceo de Miramar from Miramar Puntarenas for the third quarter of the 2021 scholar year. The quantity used for the data recollection are 32 student's total. The 9th grade students for a total of 32 students which belong to section 9-3, all of them from Conversational English assignation.

Students' Survey results

The information collected regarding the student's perception of weather Duolingo impact was productive or negative, nine-year students installed the application on their mobile devices and complete the first 5 skills of the program. The skills are the Intro, Greetings, Trips, Restaurants and People 1. The purpose was to get the students try the application and test if it could catch their attention. As well as if they think it is useful for their learning process and to measure the student's oral performance after the implementation of applications during the class and to enhance the oral performance of English.

4.2 Interpretation or explanation of the results

4.2.1 VARIABLE #1 (DEPENDENT)

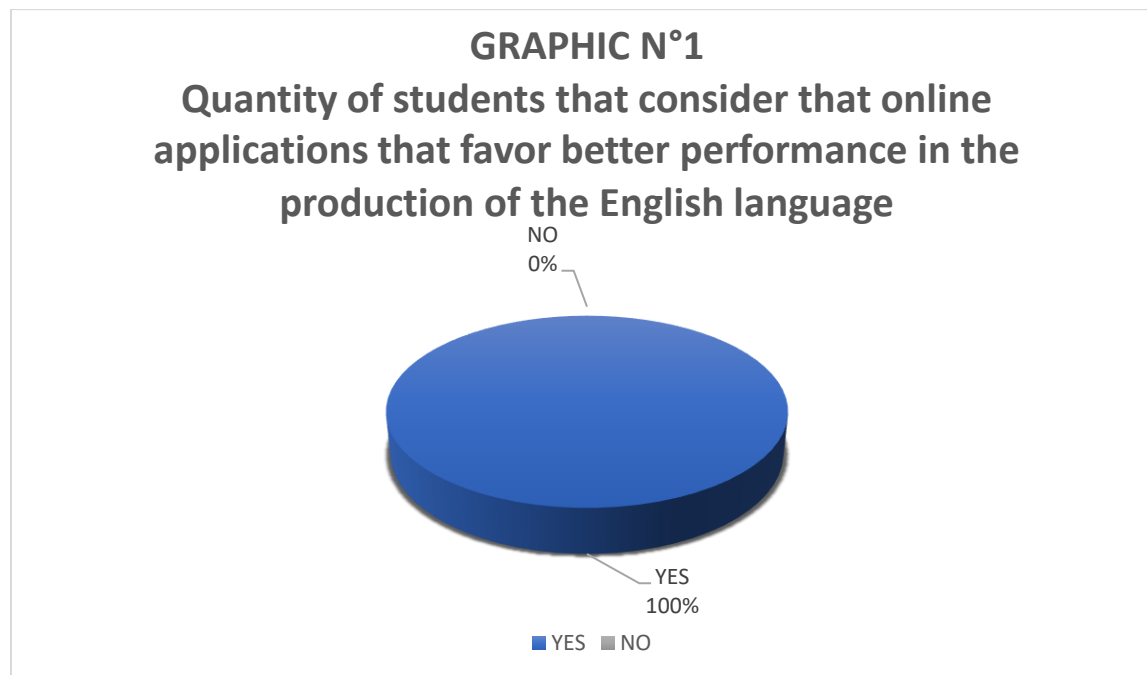
The variable number one refers to the oral performance in nine-year students of the Liceo de Miramar during the third quarter of 2021. According to McLeod, S. A. (2019), he states:

The independent variable is the variable the experimenter manipulates or changes, and is assumed to have a direct effect on the dependent variable. For example, allocating participants to either drug or placebo conditions (independent variable) in order to

measure any changes in the intensity of their anxiety (dependent variable). In a well-designed experimental study, the independent variable is the only important difference between the experimental (e.g. treatment) and control (e.g. placebo) groups. (para.2-3)

By the analysis of the previous instrument, it is important always to confirm, the number of students in which they stated affirmative (YES) where described within the graphics and its numbers, and the number of students which they stated negative (NO) were also noted on it. Those instruments were applied by teacher and the information collected was anonymous due to the fact, they did not require to write their names.

QUESTION 1



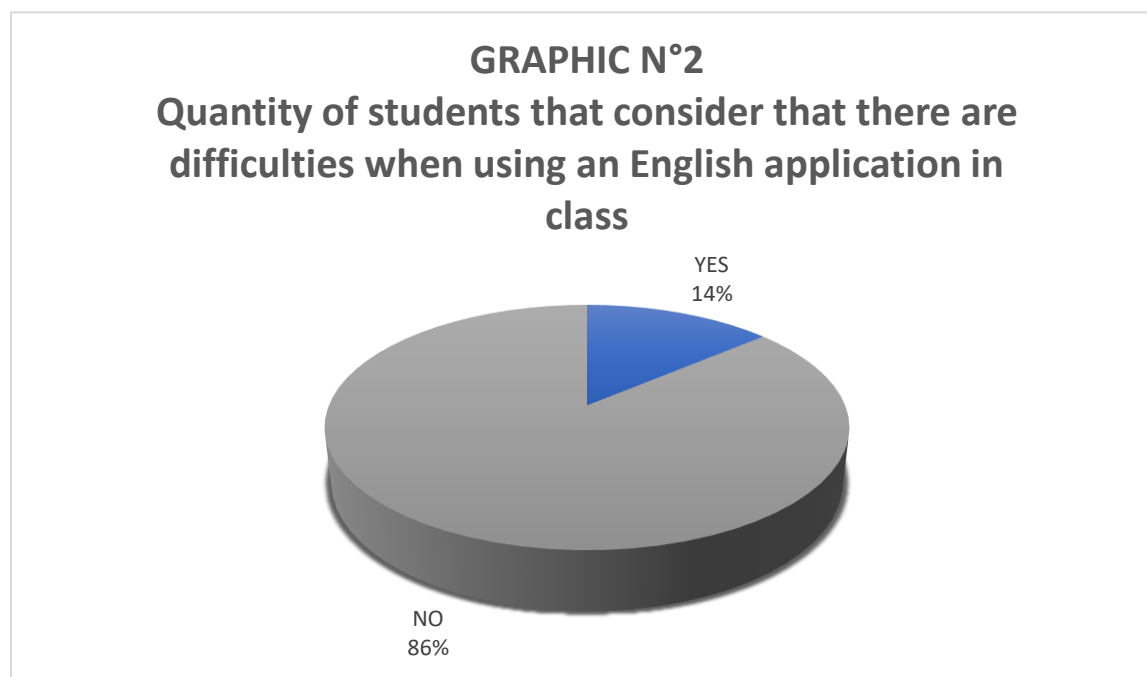
Graphic 1

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°1 corresponds to the question number one from the survey proposed for variable #1 and it shows the quantity of students that consider that there are additional online applications that favor better performance in the production of the English language, showing as a result that 100% of them like said yes and 0% of them said no.

As result, 29 students stated affirmative (YES) and no students stated negative (NO).

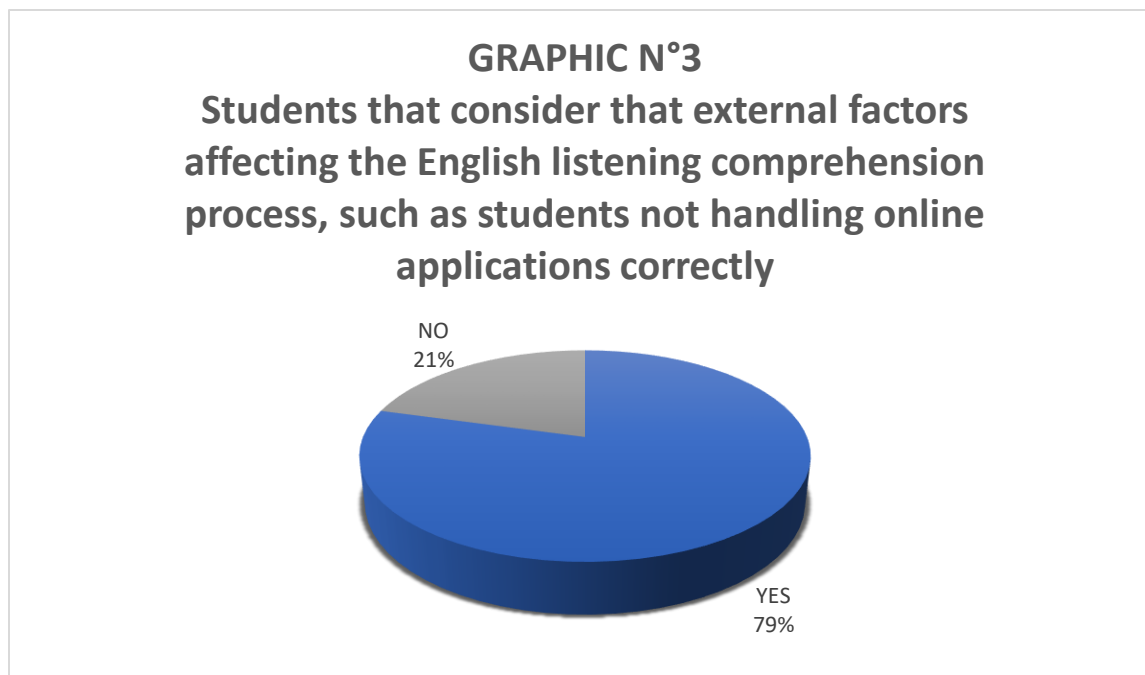
QUESTION 2



Graphic 2

Source: Field work Jonathan Mesén Segura, November 2021

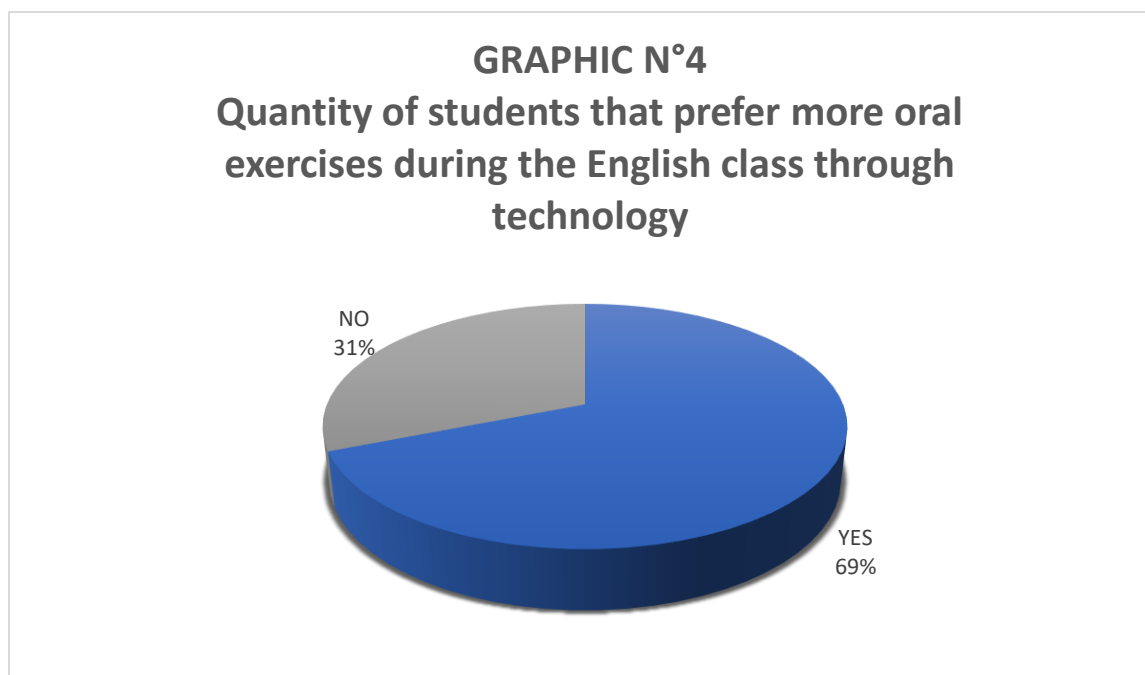
Graphic number N°2 corresponds to the question number two from the survey proposed for the variable #1 and it shows the quantity of students that think there are some kind of difficulties when using an English application in class, showing as a result that 86% of them said that there were some difficulties and 14% of them said that there were any difficulties. As result also of the graphic, 4 students stated affirmative (YES) and 25 students stated negative (NO).

QUESTION 3

Graphic 3

Source: Field work Jonathan Mesén Segura, November 2021

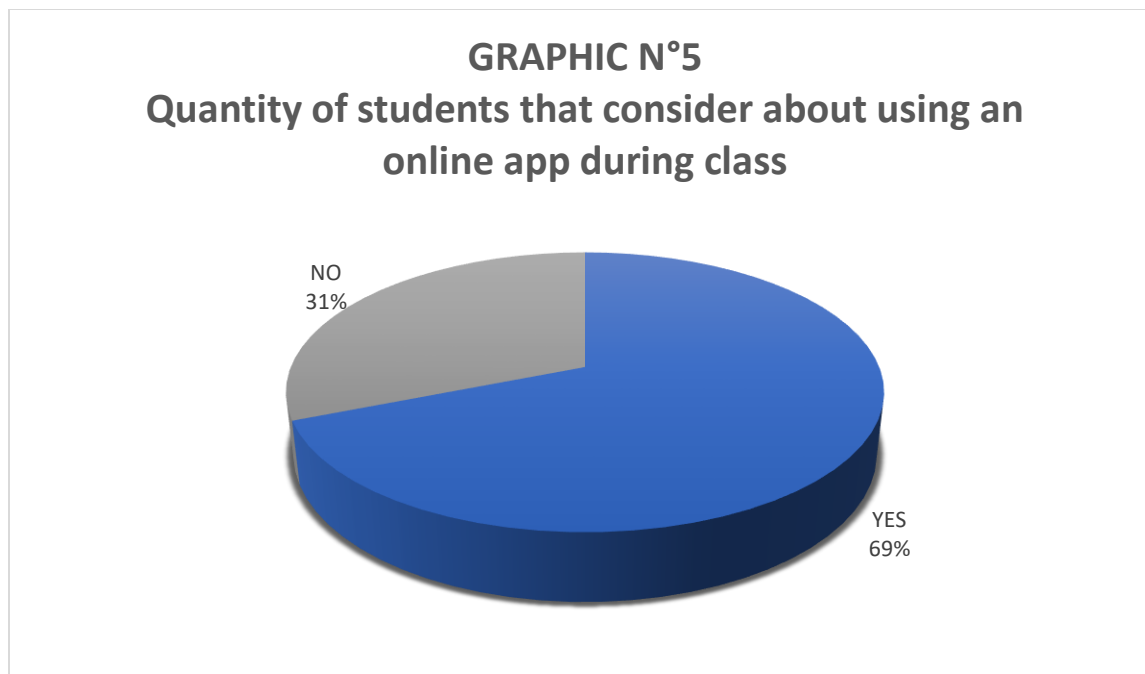
Graphic number N°3 corresponds to the question number three from the survey proposed for the variable #1 and it shows the quantity of students that consider that external factors are affecting the English listening comprehension process, such as students not handling online applications well, indicating as a result that 79% said yes and 21% said no. As result also of the graphic, 23 students stated affirmative (YES) and 6 students stated negative (NO).

QUESTION 4**Graphic 4**

Source: Field work Jonathan Mesén, November 2021

Graphic number N°4 corresponds to the question number four from the survey proposed for the variable #1 and it shows the quantity of students that prefer more oral exercises during the English class through technology, which indicates that 69% prefer oral exercises and 31% said that they do not prefer oral exercises. As result also of the graphic, 20 students stated affirmative (YES) and 9 students stated negative (NO).

QUESTION 5

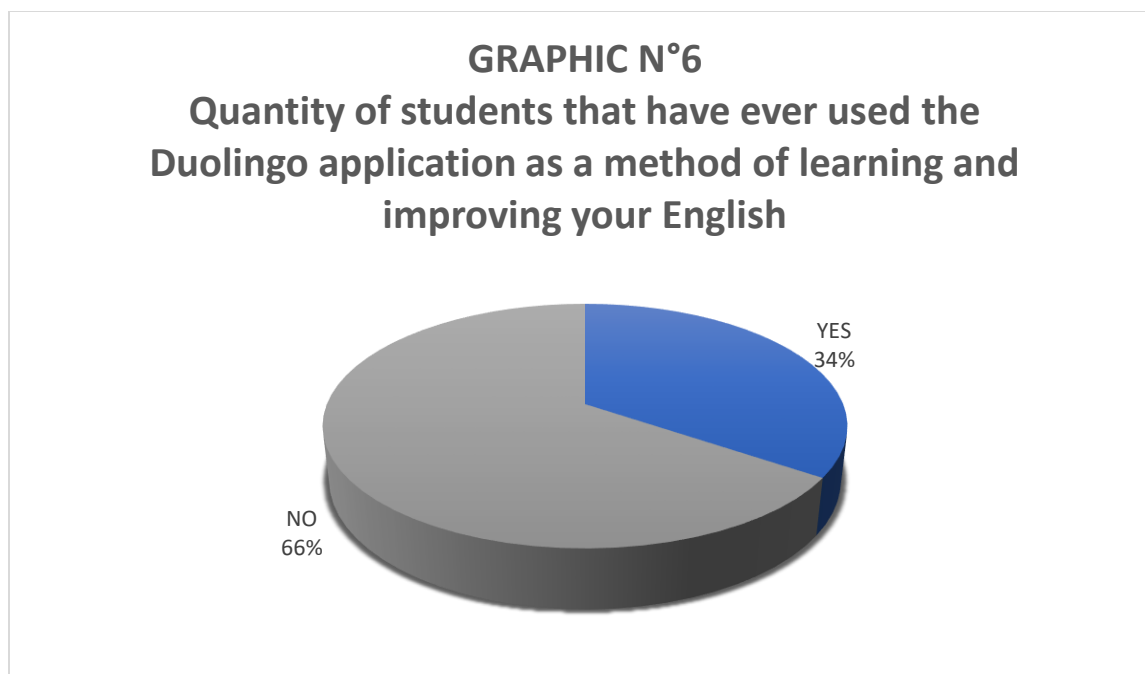


Graphic 5

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°5 corresponds to the question number five from the survey proposed for the variable #1 and it shows the quantity of students that consider about using an online app during class, showing as a result that 91% of them said that they have an English background and 9% of them do not have an English background. As result also of the graphic, 20 students stated affirmative (YES) and 9 students stated negative (NO).

QUESTION 6



Graphic 6

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°6 corresponds to the question number six from the survey proposed for the variable #1 and it shows the quantity of students that have ever used the Duolingo application as a method of learning and improving your English, showing as a result that 34% of them said yes and 66% of them said that no. As result also of the graphic, 10 students stated affirmative (YES) and 19 students stated negative (NO).

4.2.2. VARIABLE #2 (INDEPENDENT)

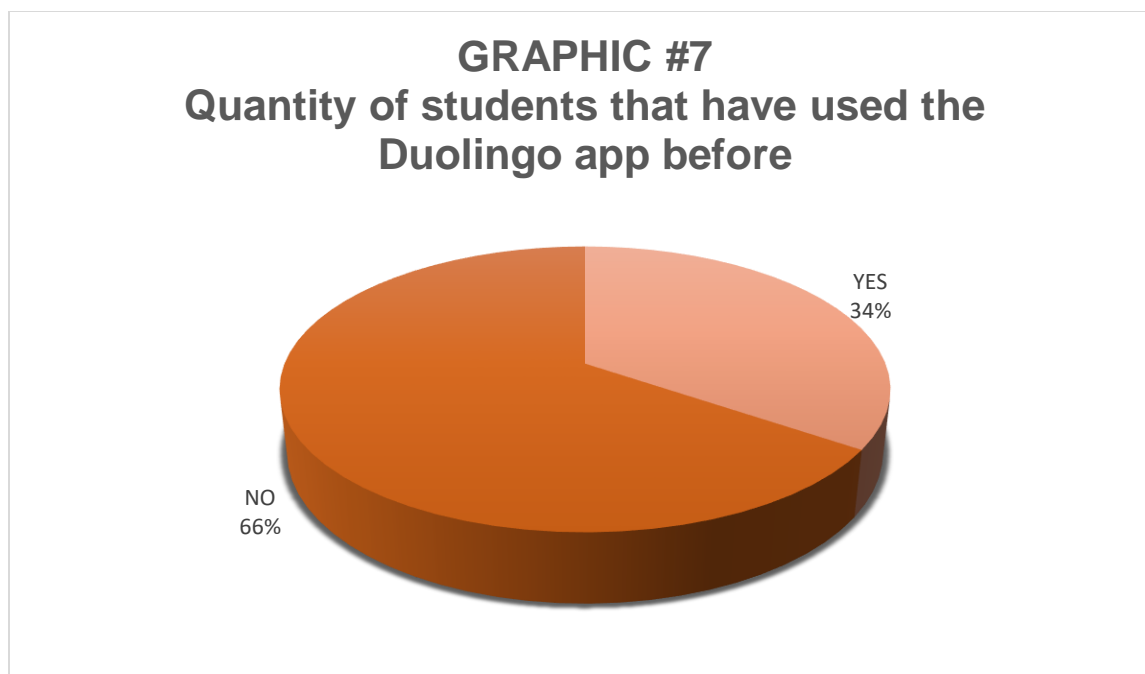
The variable number two refers to Implement online applications to the student's English oral practices and their interaction in the class. According to McLeod, (2019), he stated:

The dependent variable is the variable being tested and measured in an experiment, and is 'dependent' on the independent variable. An example of a dependent variable is depression symptoms, which depends on the independent variable (type of therapy). In an experiment, the researcher is looking for the possible effect on the dependent variable that might be caused by changing the independent variable. (para.4-5)

Within the application of this instrument, also, the number of students in which they stated affirmative (YES) were described within the graphics and its numbers, and the number of students which they stated negative (NO) were also noted on it. Those instruments were applied by teacher and the information collected was anonymous due to the fact, they did not require to write their names.

Some answers might have different measurement criteria including other values described on the graphics and tables, including variables like, maybe, agree, disagree, strongly agree, strongly disagree, etc.

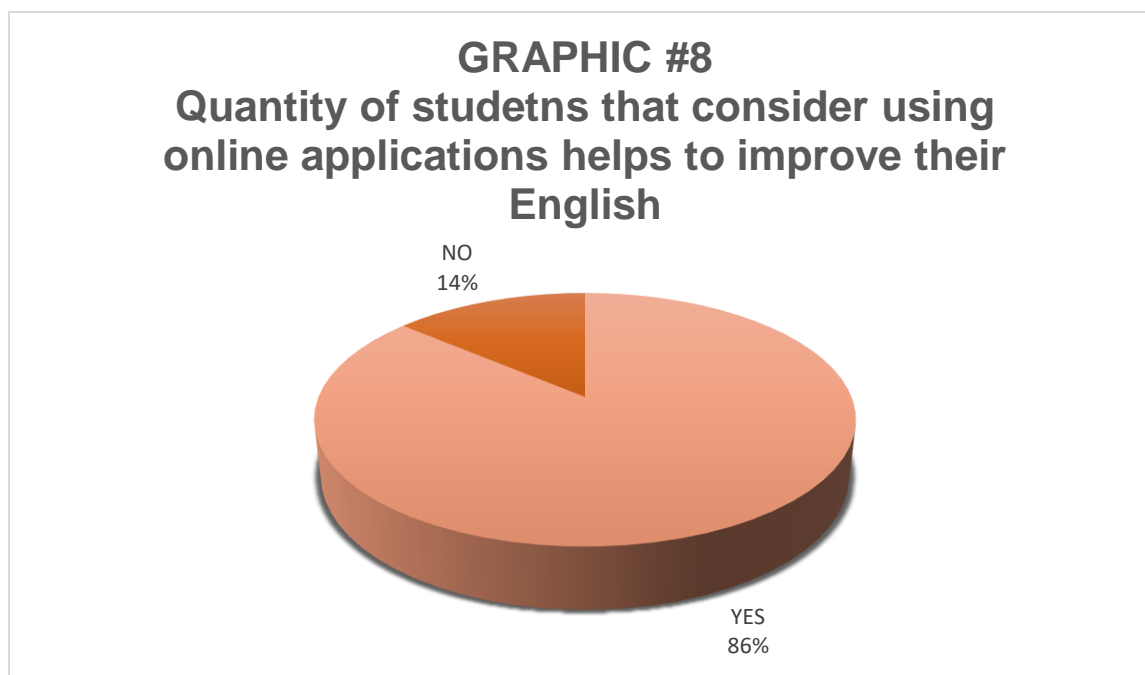
QUESTION 1.



Graphic 7

Source: Field work Jonathan Mesén Segura, November 2021

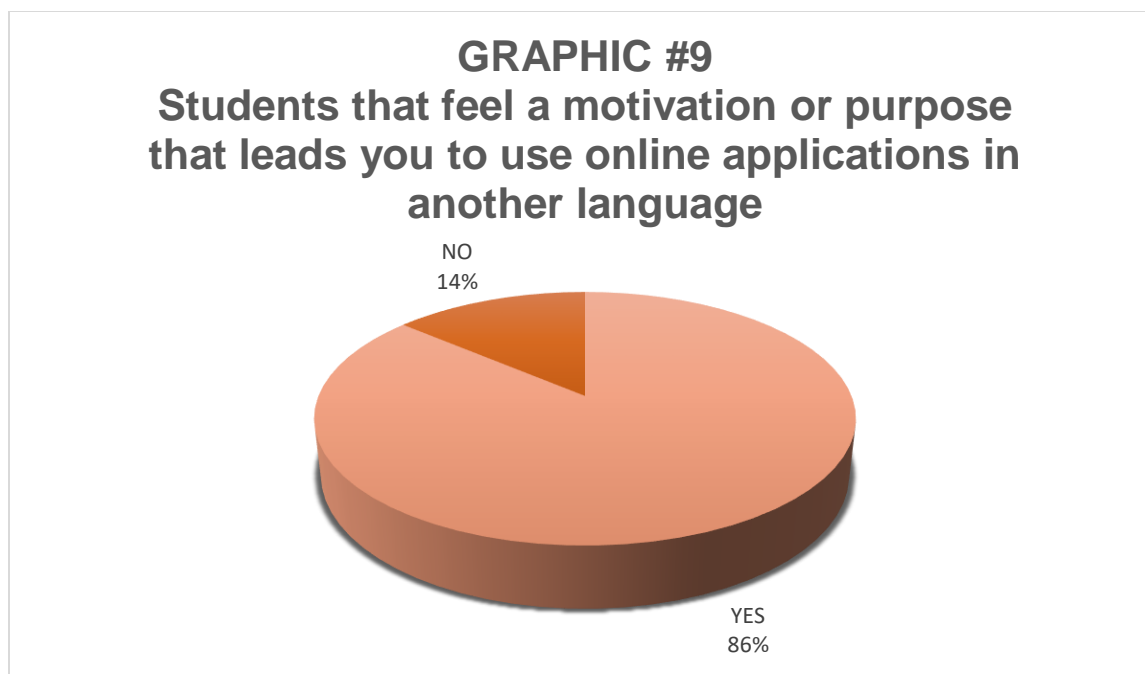
Graphic number N°7 corresponds to the question number one from the survey proposed for the variable #2 and it shows the quantity of students that have used the Duolingo app before, showing that 57% said that they are interested in learning another language and 43% said they are not interested in learning another language. As result also of the graphic, 10 students stated affirmative (YES) and 19 students stated negative (NO).

QUESTION 2**Graphic 8**

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°8 corresponds to the question number two from the survey proposed for the variable #2 and it shows if the students consider that using online applications, helps to improve their English, showing that 86% said yes and 14% said no. As result also of the graphic, 22 students stated affirmative (YES) and 4 students stated negative (NO).

QUESTION 3

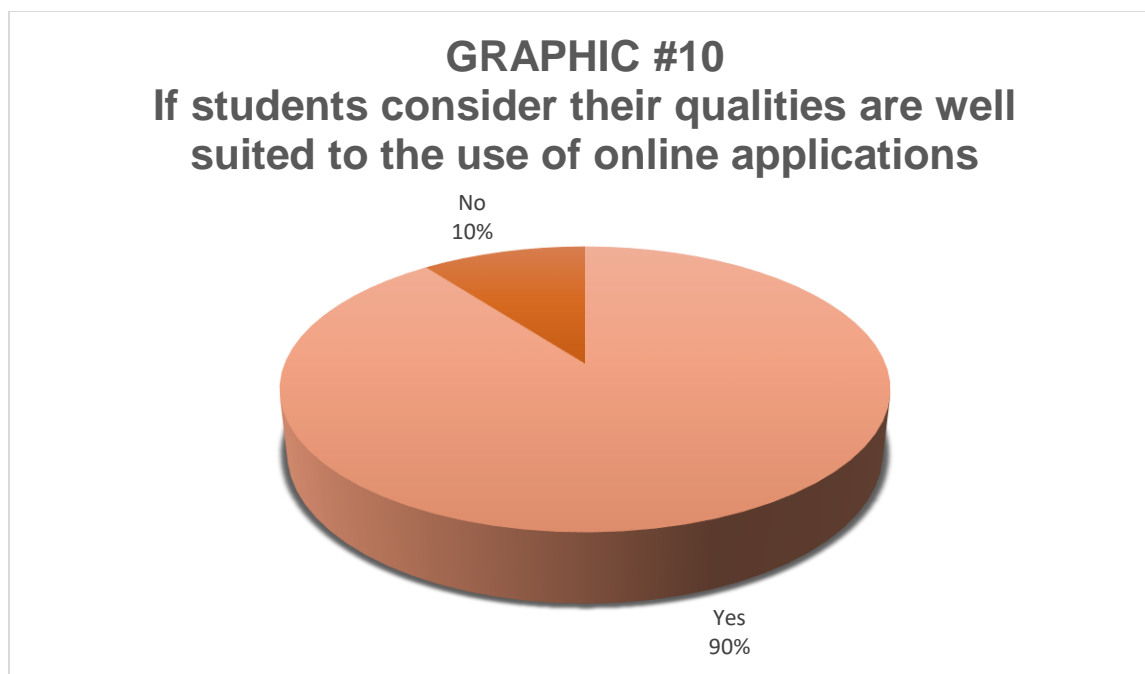


Graphic 9

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°9 corresponds to the question number three from the survey proposed for the variable #2 and it shows the number of students that feel a motivation or purpose that leads you to use online applications in another language, and it shows that 86% said yes and 14% said no. As result also of the graphic, 25 students stated affirmative (YES) and 4 students stated negative (NO).

QUESTION 4

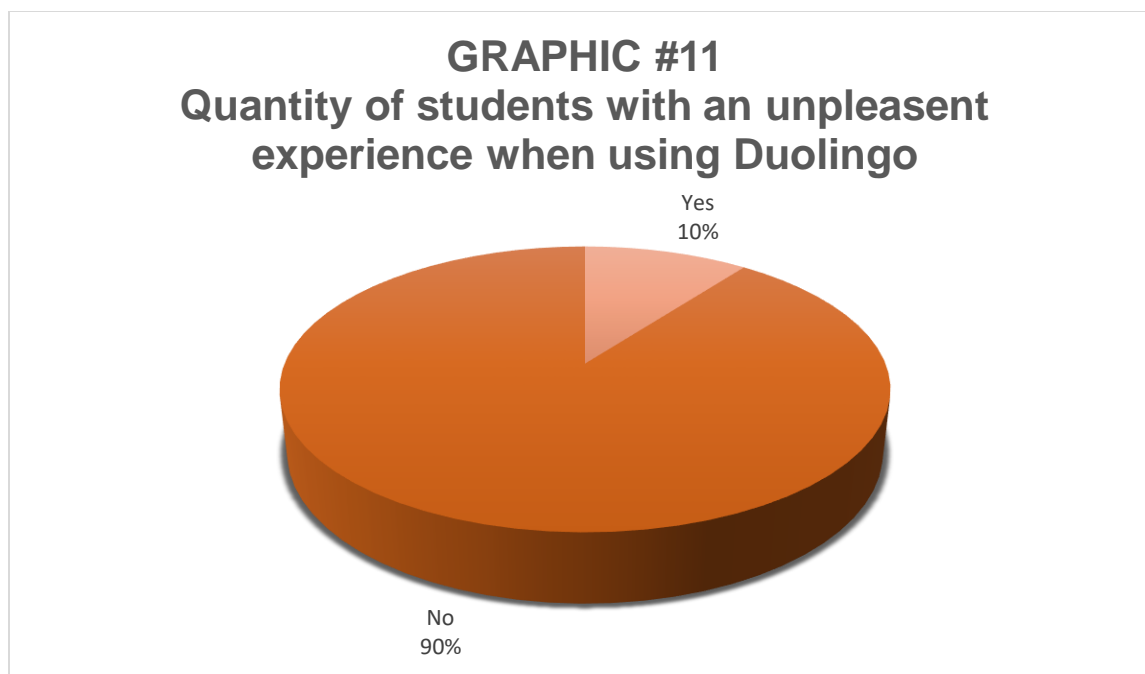


Graphic 10

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°10 corresponds to the question number four from the survey proposed for the variable #2 and it shows that quantity of students that consider their qualities are well suited to the use of online applications, the results are: 64% do consider their qualities good and 36% do not consider their qualities good. As result also of the graphic, 26 students stated affirmative (YES) and 3 students stated negative (NO).

QUESTION 5

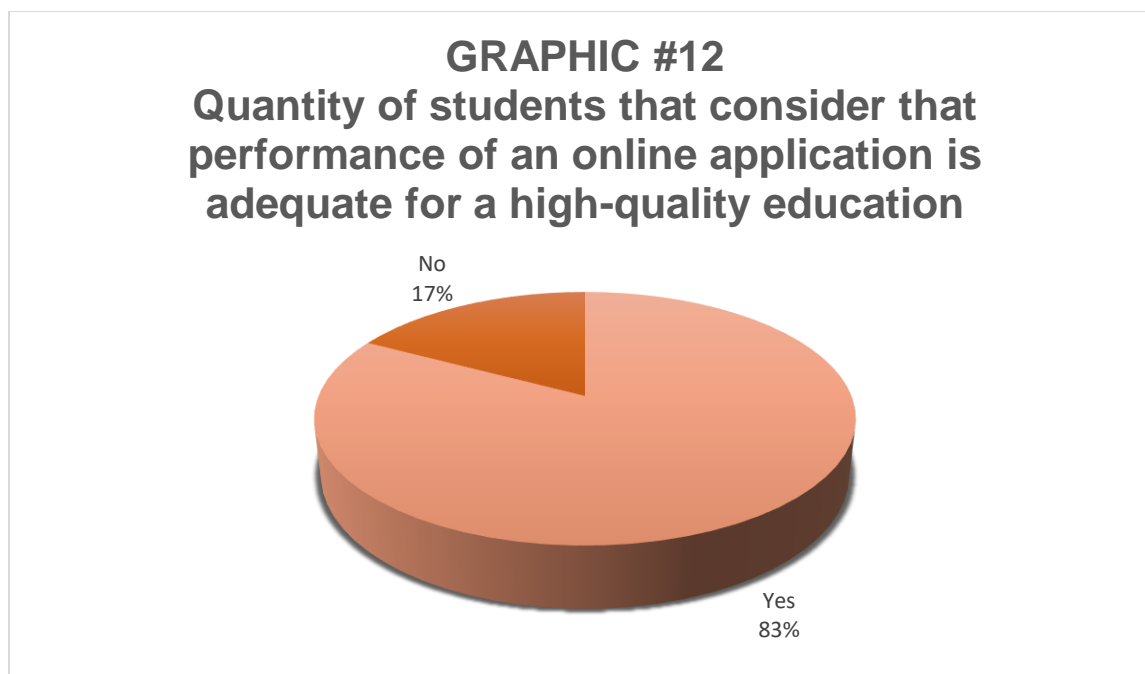


Graphic 11

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°11 corresponds to the question number five from the survey proposed for the variable #2 and it shows, the number of students who consider that they have had an unpleasant experience when using Duolingo. 79% said yes, they have and unpleasant experience when learning English and 21% said no. As result also of the graphic, 3 students stated affirmative (YES) and 26 students stated negative (NO).

QUESTION 6

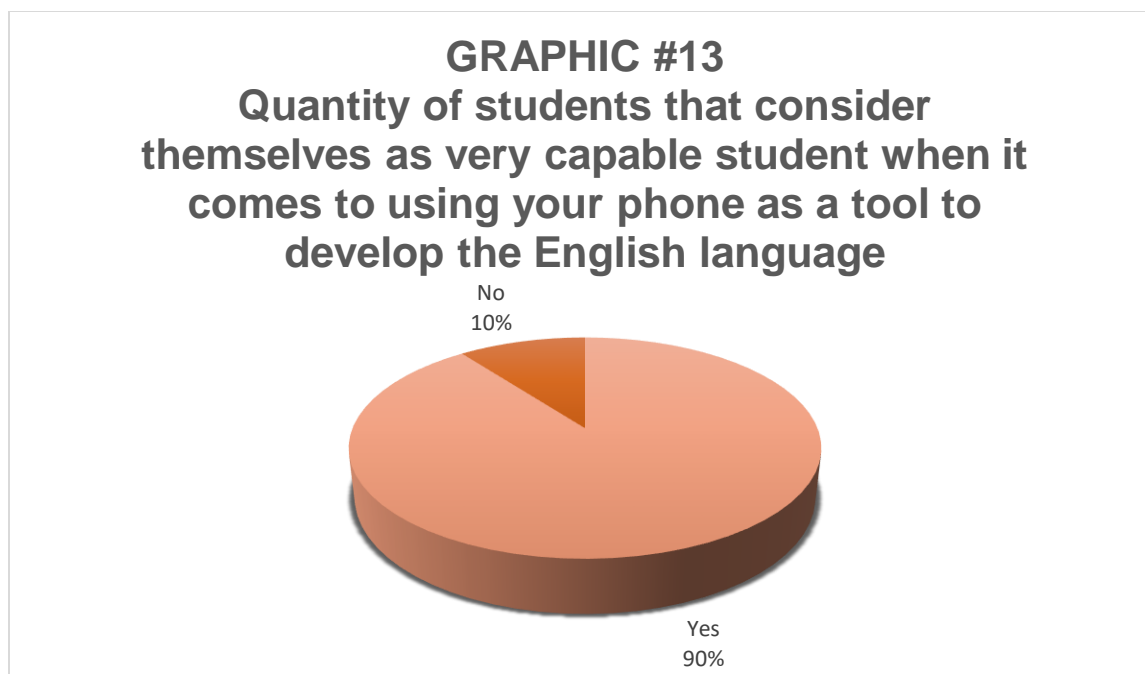


Graphic 12

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°12 corresponds to the question number six from the survey proposed for the variable #2 and it shows, the number of students who consider that performance of an online application is adequate for a high-quality education. The 82% said yes and 18% said no. As result also of the graphic, 24 students stated affirmative (YES) and 5 students stated negative (NO).

QUESTION 7



Graphic 13

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°13 corresponds to the question number seven from the survey proposed for the variable #2 and it shows, the number of students who consider themselves as very capable student when it comes to using your phone as a tool to develop the English language: 67% said yes and 33% said no. As result also of the graphic, 26 students stated affirmative (YES) and 3 students stated negative (NO).

4.2.3. Duolingo Results - Survey

The Measure the student's oral performance after the implementation of applications to enhancing oral performance. In this case, we will collect also the amount of data after the online application was used and utilized, the author also states, McLeod, (2019):

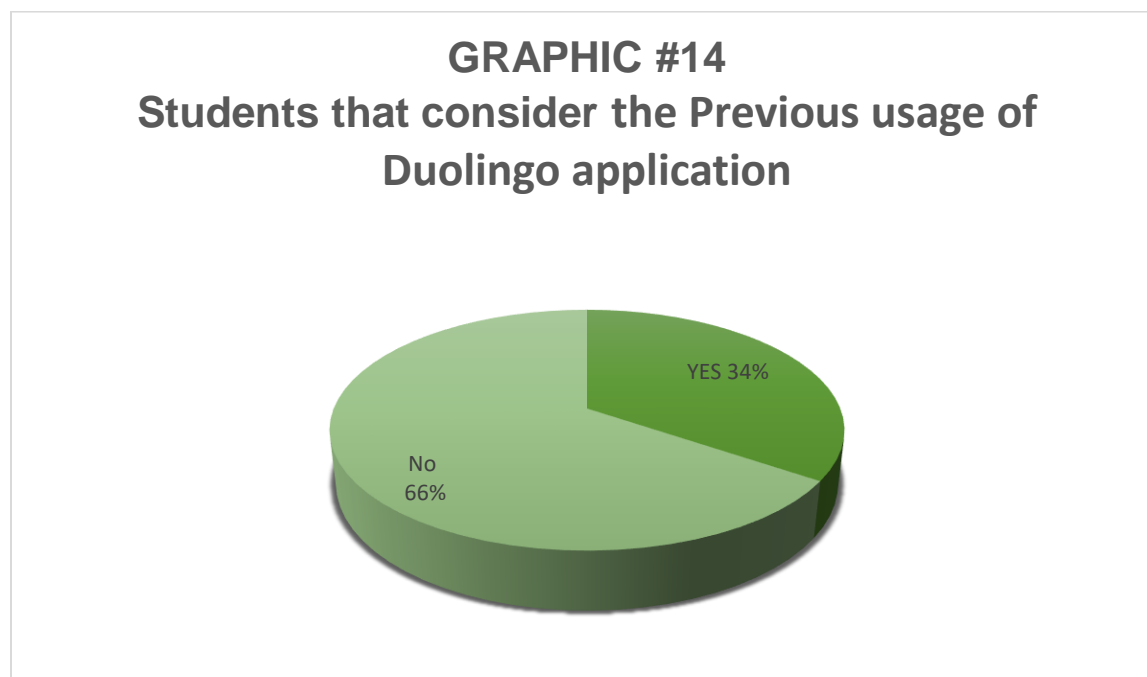
In this particular example the type of information is the independent variable (because it changes) and the amount of information remembered is the dependent variable (because this is being measured). To ensure cause and effect is established it is

important that we identify exactly how the independent and dependent variables will be measured, this is known as operationalizing the variables. (para.7-8)

By the analysis of this instrument, it is important as well to establish, the number of students in which they stated affirmative (YES) where described within the graphics and its numbers, and the number of students which they stated negative (NO) were also noted on it, as well there are also other criteria answer notated on this instrument as possible answers including, maybe, etc.

Those instruments were applied by teacher and the information collected was always anonymous.

QUESTION 1



Graphic 14

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°14 corresponds to the question number one from the survey proposed for the variable #2, the number of students who considered the used application Duolingo before; 34% said that they consider the use of Duolingo before and 66% did not consider it. As result also of the graphic, 10 students stated affirmative (YES) and 19 students stated negative (NO).

QUESTION 2

Chart #1: The students' Satisfaction regarding Duolingo usage

Aspects	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
Duolingo was easy to use	4%	0%	4%	18%	74%
Duolingo was helpful to study English	4%	0%	13%	4%	79%
I enjoyed learning English with Duolingo	4%	0%	8%	9%	79%
I am satisfied with Duolingo	4%	0%	9%	13%	74%

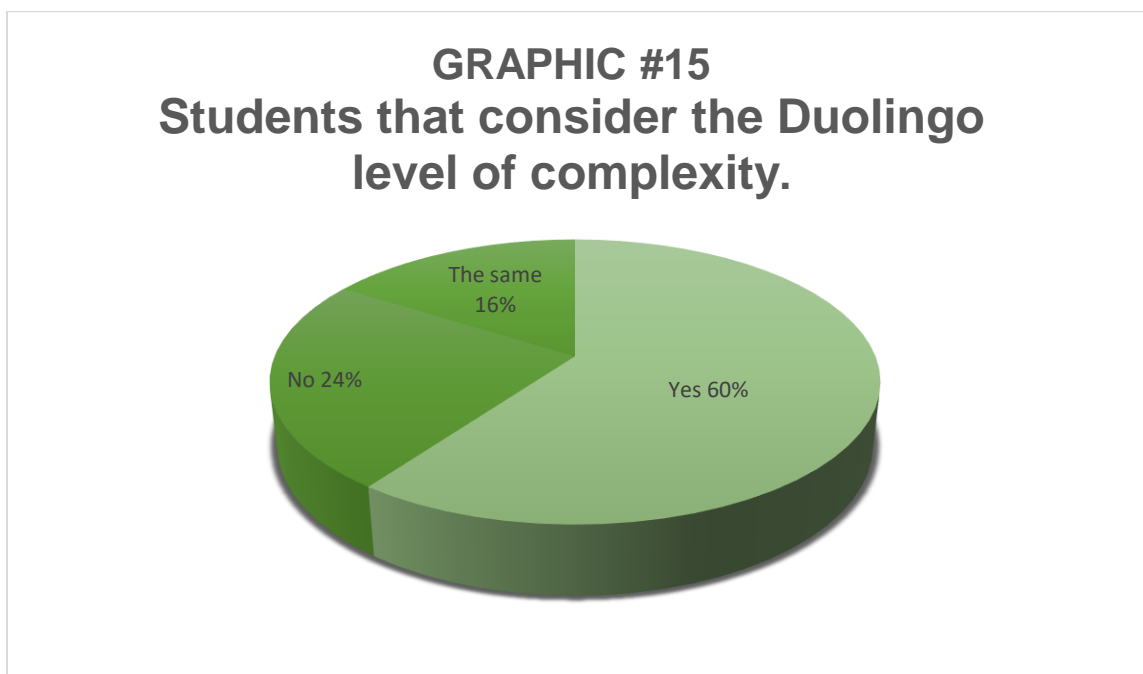
Chart #1

Source: Field work Jonathan Mesén Segura, November 2021

Within this chart, it is shown that Duolingo application is an easy-to-use application since seventeen students were strongly agree and four were agree, that represent 74% and 18% respectively. Only one student was Neither Disagree nor Agree and one student was Strongly Disagree, each student represent 4% on their category. Is also shows that Duolingo is helpful to study English because eighteen students were strongly agreeing and one was agreed, they represent 79% and 4% respectively. Three students were Neither Disagree nor Agree that represent 13%. And one student was Strongly Disagree for a 4%. We can also say that students enjoy learning English with Duolingo because eighteen students were strongly agreeing and two

were agree, this is the 79% and 9% respectively. Two students were Neither Disagree nor Agree and one student was Strongly Disagree, they represent 9% and 4% respectively. Finally, we can say that students feel satisfied with the use of the application since seventeen students were strongly agree and three were agree, two of the Neither Disagree nor Agree and one student was Strongly Disagree.

QUESTION 3



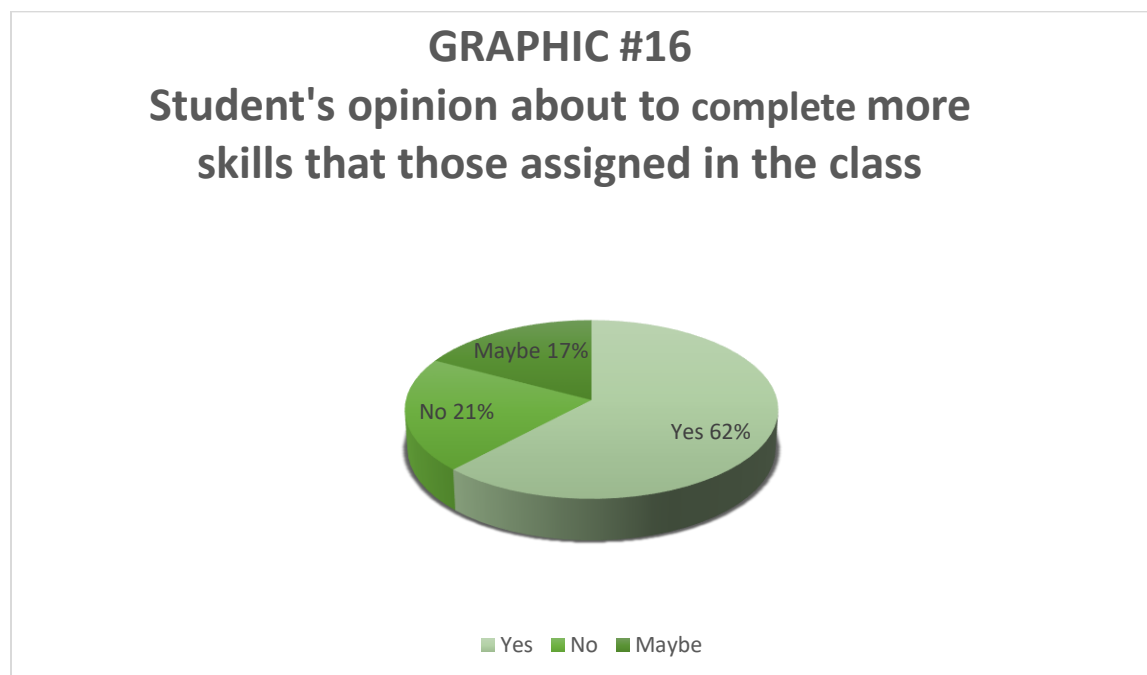
Graphic 15

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°16 corresponds to the question number three from the survey proposed for the variable #3, number of students that consider that Duolingo exercises at home would be a better than a traditional paperwork- handouts related; 60% said yes and 24% said no but 16%

consider it as the same. As result also of the graphic, 15 students stated affirmative (YES) and 6 students stated negative (NO) and 8 students answered (the same).

QUESTION 4

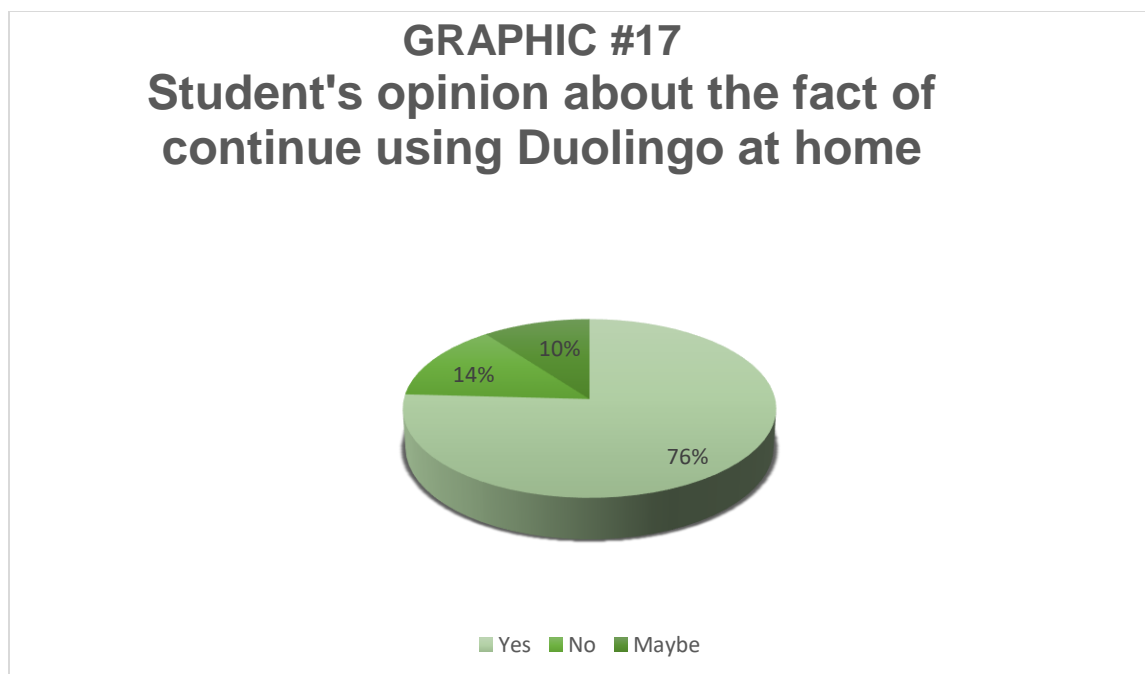


Graphic 16

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°17 corresponds to the question four from the survey proposed for the variable #2, and it shows the quantity of students that consider about completing more skills that those assigned in the class: The 62% said Yes, the 21% said No and the 17% said might consider the possibility. As result also of the graphic, 18 students stated affirmative (YES) and 5 students stated negative (NO) and 5 stated (maybe).

QUESTION 5



Graphic 17

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°18 corresponds to the question five from the survey proposed for the variable #2, and it shows the quantity of students that consider the fact of continue using Duolingo at home; 76% said Yes, 14% No and 10% they might do it. As result also of the graphic, 22 students stated affirmative (YES) and 4 students stated negative (NO) and 3 stated (maybe).

QUESTION 6

Recommendation of Duolingo to colleagues or friends

Very unlikely	0	1	2	3	4	5	6	7	8	9	10	Very likely
Number of Students						1	3				19	
Percentage						4%	13%				83%	

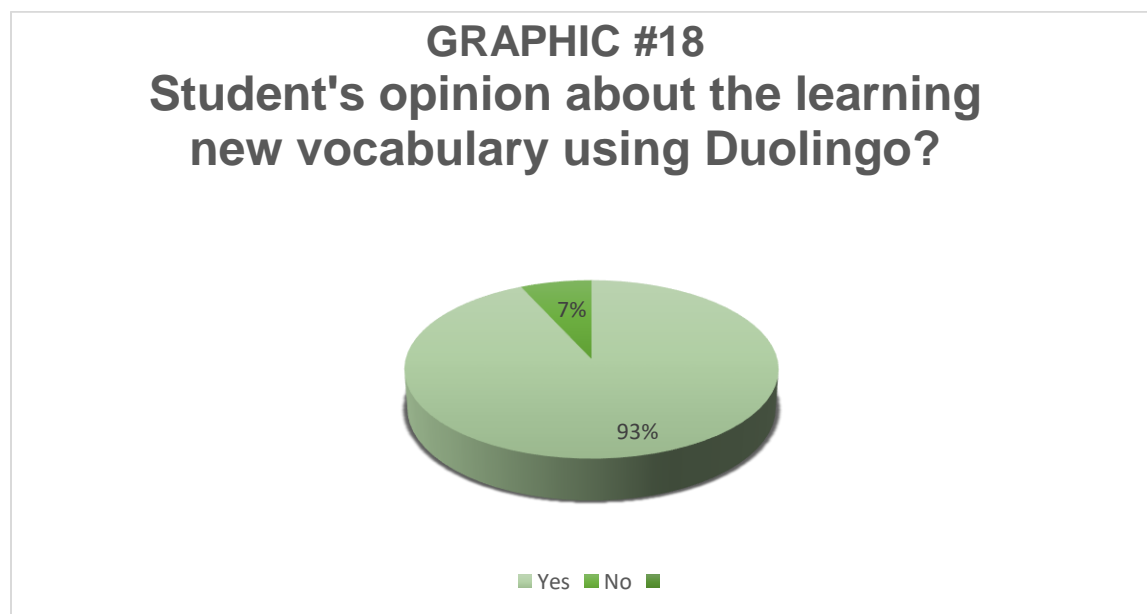
Chart # 1

Source: Field work Jonathan Mesén Segura, November 2021

Source: Field work Jonathan Mesén Segura, November 2021

Chart #2 corresponds to the question six from the survey proposed for the variable #3, and it shows the students opinion about how likely are you to recommend Duolingo to a classmate or friend? (On a scale from 0 to 10); 83% said Very Likely and 13% selected 6 on the scale and 4% selected 5 on the scale.

QUESTION 7

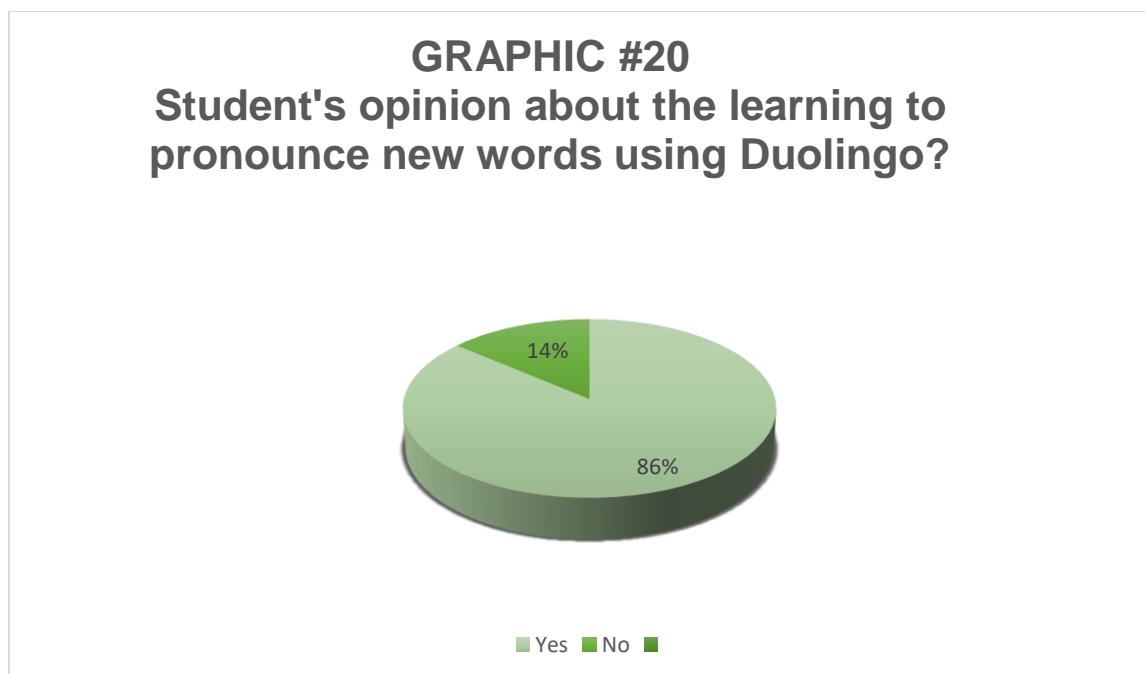


Graphic 18

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°19 corresponds to the question five from the survey proposed for the variable #2, and it shows the quantity of students that learned new vocabulary using Duolingo application; 93% said Yes, 7% No. As result also of the graphic, 27 students stated affirmative (YES) and 2 students stated negative (NO).

QUESTION 8



Graphic 19

Source: Field work Jonathan Mesén Segura, November 2021

Graphic number N°20 corresponds to the question five from the survey proposed for the variable #2, and it shows the quantity of students that learned to pronounce new words using the Duolingo application; 86% said Yes, 14% No. As result also of the graphic, 25 students stated affirmative (YES) and 4 students stated negative (NO).

Chapter V:

Conclusions and Recommendations

5.1 CONCLUSIONS

5.1.1 CONCLUSIONS FOR VARIABLE #1

The variable number one refers to establish adequate Applications to Improve Oral Performance in nine grade students of the Liceo de Miramar during the third quarter of 2021 .

1. Students from Liceo de Miramar like English as a foreign language classes and but lack of new ideas and or applications to improve oral performance.
2. Students like oral English, but they rarely interact with technology and apps during the class.
3. The majority of the students feel that the teacher has motivated them to speak and participate during the English lesson and oral activities.
4. The technique most used by the professor during the English class is oral repetition as well as the professor's instruction. No technology was used.
5. According to the operational definition proposed for this variable, the strategies used by the teacher and its effect in students' attitude is high.

5.1.2 CONCLUSIONS FOR VARIABLE #2

The variable number two refers to the Implementation of oral Applications to the student's English Oral practices and their interaction in the class.

1. According to the graphics analyzed in this variable, more than half of the students in nine years, are women, and most of them are interested in learning a second language, as for the men in comparison with women, most of them like the idea of learning a foreign language using the correct online activities to enhance the oral part.

2. Even though, students do not have the desired level at this far in their curriculum, they do tend to feel motivated and they are been leaded to improve the oral performance by the use of online apps like Duolingo.
3. Another graphic result for this variable shows that students manifest that they to do not have difficulties with the interaction with technology to improve oral production of another language.
4. According to the graphic analyzed, a high percentage of students have the correct abilities to desired abilities to use the phones as instrument of increment of oral performance.
5. For this variable, according to the operational definition, the number of students who faced any difficulties using the app Duolingo is low.

Also, in the other hand, the measurement of the date collected from the student's oral performance after the Implementation of Applications to enhancing oral performance using Duolingo.

1. According to the operational definition for this variable, a high percentage of students notice an increase in the amount of English oral practices during the implementation weeks, students tend to use more technology in class than simple regular worksheets.
2. A high percentage of students notice no technology complications while using online activities on the Duolingo app and will recommend it to a friend,
3. For this variable, students notice an improvement in the oral performance used by the professor in class.
4. Also, most of the students considered that online practices help them to enhance English speaking in class.
5. Students are also implying or considered that they are willing to complete the unassigned online activities outside the production time.

5.2. Recommendations

5.2.1. Recommendation for Variable #1

1. As a conclusion of the information gathered from the nine-grade students from Miramar high school. It concludes that the correct establishment and adequate applications choosing, helps to improve oral production, enhances their level of understanding, since classes are interactive and fun.
2. Based on the information gathered from nine-grade students from Miramar high school it is considered that the students are in most of cases determined to exploit the technology instruments to promote the learning of the language.
3. Based on the data collected and investigation, the Teachers who most often use technology in their class are developing a better knowledgeable student with better English skills.

5.2.2. Recommendation for Variable #2

1. Based on the information gathered from nine-grade students from Miramar high school It is considered that the implementation of a good interactive app like Duolingo, definitely affects in a positive way to increase the oral and listening skills as well, so is production.
2. According the information, the students are in most of cases It concludes that the lack of technology creativity or use, are affecting the production, those factors are a big influence in their English studies and education in general.
3. According to the collected data, it concludes that the students who are using the online apps, helps them to interact more and enables more channels to increase possibilities and options to creating a better oral production.

5.2.3. Recommendations after the use of Duolingo App

1. It is concluded that the students of Miramar High School who used the app, did see a step ahead of their level in English.

2. Based on the data collected, the nine-grade students from Miramar high school, it is concluded that oral production has been affected when not using online apps and activities.
3. According to the research, The Students and even teachers of Miramar High School think as a conclusion or considered that students have more chances of improvement when using online apps.

5.3 Limitations

Among the difficulties encountered during the instruments application practice process, several can be mentioned initially, there was an indisposition of the students since they were a little embarrassed in some cases and not willing to start production practices due to their low English level .As per the research the work and what was developed, the students initially had little participation, then, their level was improving until a comfort was achieved an acceptance and a greater participation.

As a second point of difficulties, can be also mentioned, the facilities where they did not have adequate tools of audio and video in which the students were affected by the same and, they have been affected since the material and technological tools were damaged on not working properly. Therefore, it was proceeded to get our own tools to develop the instruments and practices with the students.

Student behavior was also another limitation, not all of them wanted to cooperate with the order and practices. Lot of work was necessary to keep everyone up to speed.

Another issue encountered was the time to develop each lesson, time were reduced due to extracurricular activities. Students were tempted sometimes to use another personal apps not related to classes when they were using the cellphones, despite the teacher's indications.

Chapter VI: Proposal

6.1 Name of the proposal

Implementation of Duolingo App for improvement of Oral Production during the third quarter of 2021.

6.2. Place of Development, population involve.

This proposal was developed at the Liceo de Miramar, applied to Conversational English students from 9th grade of the institution.

6.3. General Objective and Specific.

6.3.1 General Objective:

Analyze the use of Duolingo App to enhance student's oral production at the Liceo de Miramar students and its interaction by end-users with the technology.

6.3.2 Specifics objectives:

1. To promote the usage of Duolingo app to improve oral production.
2. Stablish advantages and disadvantages of the usage of Duolingo application in the learning process.
3. Identify the students' behavior while using the Duolingo application on their cellphones

6.4. Development of the proposal.

The purpose of the research generates many areas of improvement by carrying out the instruments and applying the tools that undoubtedly helped the students in a positive impact on the use of the technology lessons, it can be seen that many of the students mostly and practically developed confidence and improvement with the resources and online tools applied. Many students are involved in audio-visual activities and carrying out these tools online approximately 98% of the students had technological instruments such as cellphones, computers and others, where they could involve their classes and also in their homes.

The main idea with this project, most likely is pretend to research how meaningful or effective is the use of DUOLINGO application to promote and improve the English oral skills in class; taking advantage of the fact that most students have access to technology nowadays. The researcher should take advantage of technology and the techniques acquired by the students of the Liceo de Miramar. The research with the use of DUOLINGO does not pretend to show researcher, how diverse a class can be in terms of knowledge acquisition during regular magistral class, but it also tries to promote the use of technological devices/apps in our classrooms and make them part of the acquisition of the language towards the oral implementation tools and improvement. The use of Duolingo had a primary objective of developing and to improve the oral production of the English language. The students participated in the activities with very tangible results. Students who initially did not want to participate at all in class, now they were signing and expressing their interest in learning a second language. With this research it is intended to encourage both the students and the current teacher of the group to use online tools in a better and greater way that enhance tools to help students efficiently. The nine-year students need to be stimulated in the technological areas, it has been instilled basically in one way to teach including mostly sheets and papers which has been shown that it does not help in a totality to the desired level for students finishing their seventh year. Teaching the course, the teacher managed to see an improvement and a big difference from day one to the end, where more and better activities were implemented where the resources already listed in the institution were used properly and effectively. The approach of the students is essential to provide them with confidence and provide support to promote a culture that nobody is wrong and/or pronouncing incorrect is also a basic part of this project.

Students will use their phone and or computer at the laboratory at the high school facilities and start using the oral activities with the app or the website at: <https://www.duolingo.com/>.

Operational chart

Proposal Objectives	Variables	Definition	Instrument	Sample
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<p>1. To promote the usage of Duolingo app to improve oral production.</p>	<ul style="list-style-type: none"> - Mobile Phone Usage and Features. - The Use of cellphones and the teachers' perception. - Classroom Attention. - Duolingo definition of the app. - Educator's Area in Duolingo. - Duolingo Application in Costa Rican Educational System. 	<p>It is seen that the access to technology has evolved in ranges we cannot even imagine.</p> <p>One aspect that can affect negatively within the classroom is the students' attention.</p> <p>Duolingo is a web-based application that can be used in the language learning process.</p> <p>Duolingo opened a new area in its website in January 2015.</p> <p>According to a communication of the presidency of the republic of Costa Rica recently 350 English teachers are trained to use Duolingo platform in the classroom.</p>	<p>Observation</p>	<p>Students</p>
<p>2. Stablish advantages and disadvantages of the usage of Duolingo application in the learning process.</p>	<ul style="list-style-type: none"> - Advantages. - Disadvantages. 	<p>Advantages are ways to have beneficial effects of the Duolingo application on language learning.</p> <p>Disadvantages refer to Duolingo application setting an unfavorable position or condition</p>	<p>Interview</p> <p>Survey</p>	<p>Teacher</p> <p>Students</p>

		in language learning.		
3. Identifying the students' behavior while using the Duolingo application on their devices.	<ul style="list-style-type: none"> - Lack of access to cell phones. - Inappropriate use of devices. - Parent support and approval. - Motivation as an Educational tool. - Debates about Cellphones. - Innovating Ideas. 	<p>There were two students in the class who did not have a cell phone in some practices.</p> <p>At the beginning of the third quarter school year, researcher and students set rules together so the students would share ownership of the rules.</p> <p>The Liceo authorities allow the use and permission for the students to use cell phones in the classroom for the research purposes.</p> <p>Teachers need to think about what motivates students and not what motivates them.</p> <p>This researcher suggests that English teachers can use applications like Duolingo to support the students' learning process.</p> <p>It is time to open minds and take advantage of the reality that adolescents are living.</p>		Students

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6.5 Annexes

Hispanic American University Puntarenas - 2021

VARIABLE SURVEY #1

Professor Jonathan Mesen – Miramar High School 2021.

Poll

General Objective: To determine the impact of online English educational applications to improve oral performance in ninth grade students at Liceo de Miramar during the third quarter of 2021.

Specific objective: To establish adequate applications to improve oral performance in ninth grade students at Liceo de Miramar during the third quarter of 2021.

Responses are confidential and will be considered for research purposes only.

Instruction: Mark the answer given, the option that you consider most related to you.

Questions:

1. Do you consider that there are additional online applications that favor better performance in the production of the English language?

Yes _____ No _____

2. Do you think there are any difficulties when using an English application in class?

Yes _____ No _____

3. Do you think that external factors are affecting the English listening comprehension process, such as students not handling online applications well?

Yes _____ No _____

4. Do you prefer oral exercises during the English class through technology?

Yes _____ No _____

5. Do you consider using an online application during class?

Yes _____ No _____

6. Have you ever used the Duolingo app as a method of learning and improving your English?

Yes _____ No _____

VARIABLE SURVEY #2

Hispanic American University Puntarenas

Student Jonathan Mesen

Poll

Specific objective: To implement oral applications to the student's oral practices of English and their interaction in the class.

Survey 1

VARIABLE SURVEY #2

Hispanic American University Puntarenas

Student Jonathan Mesen

Poll

Specific objective: To implement oral applications to the student's oral practices of English and their interaction in the class.

Responses are confidential and will be considered for research purposes only.

Instruction: Mark the answer given, the option that you consider most related to you.

Questions:

1. Have you used the Duolingo app before?

(YES)___ (NO)___

2. Do you think that using online applications helps to improve your English?

(YES)___ (NO)___

3. Do you feel a motivation or a purpose that leads you to use online applications in another language?

(YES)___ (NO)___

4. Do you consider that your qualities are well suited to the use of online applications?

(YES)___ (NO)___

5. Have you ever had a bad experience using Duolingo?

(YES)___ (NO)___

6. Do you consider the performance of an online application adequate for a high-quality education?

(YES)___ (NO)___

7. Do you consider yourself a very capable student when it comes to using your phone as a means to develop the English language?

(YES)___ (NO)___

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Survey 2

App- Duolingo' Survey

The following questions have been developed to analyze the use of Duolingo Application to improve the English learning process. Also, it is intended to check if students like to develop class activities using the application. The information is confidential. Please answer the questions in a completed way according to your opinion.

1. Have you used application Duolingo before?

- Yes
 No

2. Do you agree with the following statements?

	Strongly Disagree	Disagree	Neither Disagree nor agree	Agree	Strongly Agree
Duolingo was easy to use					
Duolingo was helpful in studying English					
I enjoyed learning English with Duolingo					
I am satisfied with Duolingo					

8. did you learn to pronounce new words using Duolingo?

- Yes
 No

3. Do you think completing Duolingo exercises at home would be a better than a traditional paperwork- handouts related?

- Yes
 No
 The same

4. Would you complete more skills that those assigned in the class?

- Yes
 No
 Maybe

5. Will you continue using Duolingo at home?

- Yes
 No
 Maybe

6. How likely are you to recommend Duolingo to a classmate or friend? (on a scale from 0 to 10)

	0	1	2	3	4	5	6	7	8	9	10	
Very unlikely												Very likely

7. did you learn new vocabulary using Duolingo?

- Yes
 No

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Survey 3

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San José, 04/07/2022


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