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**Licenciatura en Enseñanza del Ingles**

The Effectiveness of Using Social Media to Enhance Fluency  
Communication on Eleventh Grade Students in Marco Tulio Salazar in  
Aserrí

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Licenciatura en la Enseñanza del Inglés

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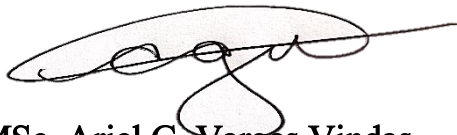
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He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; 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.

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## **Jury's approval sheet**

## **Dedicatory**

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## **Abbreviations**

MEP: Ministerio de Educación Pública

ESL: English as a Second Language

EFL: English Foreign Language

## **Abstract**

This research project is based on the problems in the public education system specifically talking about the English teachers who do not use the foreign language to teach their classes. This project implements the use of Duolingo as a multimedia tool that allows the improving process of the Speaking skill and self-confidents in eleventh graders students in the academic English classes at Marco Tulio Salazar high school in Aserrí during the second semester of 2023. Teachers have a new teaching tool on social networks such as Duolingo for using a new tool in to improve speaking skills and self-confidents in high school students. The purpose of this research is to analyze the effectiveness of using. This research is important because Duolingo is expected to help improve students speaking skills if used optimally. Duolingo is a website and an application designed to learn different languages to do a certification in English.

## **Resumen**

Este Proyecto está basado en el problema del Sistema de educación pública hablando específicamente acerca de los profesores de inglés quienes no usan el idioma extranjero para enseñar sus clases. Este proyecto implementa el uso de Duolingo como herramienta multimedia que permite el proceso de mejora de la habilidad de hablar y la confianza en sí mismos en estudiantes de undécimo grado de las clases de inglés académico del colegio Marco Tulio Salazar de Aserrí durante el segundo semestre del 2023. Los docentes tienen una nueva herramienta de enseñanza en redes sociales como Duolingo para utilizar nuevas herramientas para mejorar las habilidades de habla y la confianza en sí mismos en estudiantes de colegio. El propósito de esta investigación es analizar la efectividad del uso. Esta investigación es importante porque se espera que Duolingo ayude a mejorar las habilidades de expresión oral de los estudiantes si se usa de manera óptima. Duolingo es un sitio web y una aplicación diseñada para aprender diferentes idiomas para realizar una certificación en inglés.

## **Introduction**

This project talks about the importance of applying apps to increase the fluency of the English language at the Marco Tulio Salazar school in Aserrí. Therefore, it explains them how to implement Duolingo to improve said skill, and thus it is going to show them different tools that teachers have when taking classes. Finally, this project seeks to demonstrate that using Duolingo application, students improve their fluency when expressing themselves in English classes.

The purpose of this research is to analyze the effectiveness of using. This research is important because Duolingo is expected to help improve students speaking skills if used optimally. Duolingo is a website and an application designed to learn different languages to do a certification in English. Users learn English, French, German, Portuguese, Italian, Catalan, and more Spanish-speaking courses. Therefore, it has a language incubator, which allows the development of new courses. The results are being completed today, so speaking entails a psychomotor process that starts when the ear detects the nerves' sound waves as brain impulses. This implies a series of cognitive and affective mechanisms. Speaking is a skill that students must master to use English fluently.

However, mastering a speaking skill is not easy because it is a process of understanding grammar and vocabulary to understand what is heard. This project consists of search solutions for increasing speaking level using as a tool phrase in students of 11th grade in Aserrí. Every person speaks to music, so if they speak any phrase they like, the students can create a habit in their minds to understand a foreign language such as English better. On the other hand, students have many social media such as Duolingo for hearing a phrase in any place where they have access to the internet. Furthermore, the phrases are stimulating, which the professor can use since

a student is a baby in a kinder garden. This stimulating start in the improvement of the speaking skill following instructions that the phrase provides. After that, the level of English increases because they understand better the meaning of the words. The professor can use different phrases genres to adapt to the class, including all the students. When communicating, students must pay attention to what the other person is talking about and then respond by conveying ideas. Among many alternatives to improve speaking skills, students should use technology to improve their speaking skills. Learning social media such as Duolingo can be used by students to improve their English skills, especially.

The project aims to highlight the importance of using language learning apps, specifically Duolingo, to enhance English language fluency among students at the Marco Tulio Salazar school in Aserrí. It emphasizes the implementation of Duolingo as a tool to improve language skills and introduces various teaching tools available to educators. The ultimate goal is to demonstrate that the use of the Duolingo application leads to improved fluency in English expression during classroom activities.

The research seeks to analyze the effectiveness of using Duolingo in enhancing students' speaking skills when utilized optimally. Duolingo is a website and application designed for learning different languages, including English, through certification programs. The study recognizes that speaking is a complex psychomotor process involving cognitive and affective mechanisms that begin with the ear detecting sound waves and transmitting them as brain impulses.

Speaking is identified as a crucial skill that students must develop to achieve fluency in English. However, mastering speaking skills is challenging as it requires an understanding of grammar, vocabulary, and the ability to comprehend spoken language. To address this, the project proposes using phrase s as a tool to increase students' speaking abilities. Since everyone

speaks to music, students can create a habit of better understanding a foreign language, such as English, by engaging with phrases they enjoy. Additionally, the availability of social media platforms, including Duolingo, allows students to access phrases and audio content from anywhere with an internet connection. These stimulating phrases can be used by teachers to initiate the improvement of speaking skills, starting from a young age in kindergarten. As students better understand the meaning of words, their English proficiency levels increase. Teachers can employ various genres of phrases to accommodate the diverse interests of the students.

In terms of speaking skills, the project suggests that students should utilize technology, such as language learning apps like Duolingo, to improve their oral proficiency. Duolingo and similar social media platforms provide opportunities for students to practice speaking and engage in English language activities outside the classroom. By leveraging these technological tools, students can enhance their speaking skills and effectively convey their ideas while communicating. Overall, the project aims to demonstrate the effectiveness of using Duolingo and other language learning apps in improving speaking and speaking skills among students, ultimately enhancing their fluency in English.

**CHAPTER I**  
**RESEARCH PROBLEM**

## **1.1. Problem Approach**

What is the effectiveness of using Duolingo to enhance the fluency communication on eleven graders students in Liceo Nacional Virtual Marco Tulio Salazar in Aserrí?

### **1.1.1. Problem Background**

The extended speaking task requires a test-taker to respond orally to four prompts: a picture description, two different written prompts, and an aural prompt (test-takers can speak the aural prompt a maximum of three times). The difficulty level of these tasks (high, intermediate, or low proficiency) is determined by the test-taker's performance on the previous portion of the test.

The second international article consulted Ulfah Maria (2020) with the topic: The effectiveness of Using English phrase to Teach Speaking Skill of the Senior High Students in Samarinda. It is realized for IAIN Samarinda, Indonesia Murphey's suggest that many English teachers have long recognized that song and music work well in language classes. The statement shows that teachers can use a song as a medium to overcome the student's difficulties in speaking and improve their speaking ability. A creative teacher can also teach English through phrase since that provides a break from the textbook and workbook.

It is new and interesting for them. Therefore, with this situation, they are motivated, especially in learning speaking. It means the song can be the media that make the students enjoy learning speaking in the class. The methodology used is quantitative, and the following conclusion is obtained, responding to the object of study of the research, when the author indicates that in the previous statement mentioned in chapter one, the researcher wanted to know whether using the English song as a media is effective to teach a speaking skill at the tenth-grade students of Samainda or not. Moreover, the researcher carried out an analysis of quantitative

data. The data is obtained by giving a test to the experimental class after giving different learning to both classes.

The subjects of this research are divided into two classes. They were experiment class (X Language and culture) and control class (X Social 3). Before the test was given to the students, the researcher gave a pre-test. The researcher prepared the instrument for the test. Before the learning activities are conducted, the researcher determined the materials and lesson plan of learning. In this research, the researcher shows the pre-test score of the experimental and control group. The students' scores that were taught using English phrase, the students' scores that are not taught using English phrase, and the statistical result.

After the data were collected, the researcher analyzed them. The first anathemas data is from the beginning of the control class, and the experimental class is taken from the pre-test value. It is used to know the significant difference before treatment. Another analysis data is from the ending of the control, and the experimental class is taken from the post-test value. It is used to prove the truth of the hypothesis that has been planned. It is recommended that teaching speaking skill using English phrase is effective based on the testing.

Furthermore, the differences between the students' atmosphere when they are taught using phrase and the students who taught without phrase in the teaching and learning process can be seen in the coming chapter. The researcher found many advantages of using phrase in teaching and learning English. One of them can motivate the students, make them easy to understand and make learning speaking fun. The result can be said that the control class activities are not as good as the experiment class, and using English phrase is better than the dictation.

In the third international article consulted L. Parra-Gavilánez, X. Calero-Sanchez (2020) with the topic: students` perception of the use of phrase to improve the speaking skill. It is realized for Universidad Técnica de Ambato (Ecuador). Speaking has been considered one of the

difficult skills to be developed in the learning-teaching process of English as a Foreign Language. This has caused the constant demand for methods and strategies that contribute to the improvement of the speaking skills of learners. In addition to this, technology has gained considerable attention in language education, encouraging teachers to apply technological tools that motivate and facilitate the enhancement of language skills. However, deeper studies and a better understanding of the contribution of the use of computer programmers that help to improve the speaking skill are needed in the field of EFL (English as a Foreign Language).

This study explores university students' perceptions of using programmer phrase to improve their speaking skills. A survey was conducted through the administration of a questionnaire distributed to 28 EFL students. The data collected were analyzed through a quantitative method by applying a t-test to compare statistical differences. The results indicated that phrase and technology motivated learners to enhance their speaking skills, confirming the benefits of music in the learning process.

The methodology used is quantitative, and the following conclusion is obtained, responding to the object of study of the research when the author indicates that: teaching English as a Foreign Language has been seen as a social and cognitive challenging process in which the development of the language skills has been the topic of debate among educational practitioners and researchers. It seems that throughout the history of English language teaching, speaking has been the weakest skill of EFL students that demands a high level of motivation and a very active process in which the learners integrate the received message with the creation of meaning in their minds (Hichem, 2013 as cited in Ulum, 2015).

In order to motivate and involve learners in a meaningful process that helps them improve their speaking skills, teachers have implemented in their classes many activities in

which the use of phrase has served as useful tools for learning a language without putting pressure on the students. However, little attention has been paid to the relationship between the use of phrase and the improvement of the speaking skill in the Ecuadorian context.

Based on beyond, it is recommended: Speaking together with speaking are considered the most important skills in the learning process of a language since they are connected in the reception and production of messages in which meaning is the goal of communication rather than language as it makes sense of speech (Bano, 2017; Fauzi & Angkasawati, 2019). However, the first stage involved in first and second language acquisition is speaking.

### **1.1.2. Problematization**

Based on Quesada Cordero. M (2022) Costa Rica want: achieving this goal is a complex task that requires the application of many solutions at once, all increasing students' exposure to a foreign language so that they can function in a wide range of situations. However, in the words of Manuel Rojas, academic advisor and coordinator of the Alliance for Bilingualism at the Ministry of Public Education (MEP): "What we don't evaluate, we can't improve or control." In other words: if Costa Rica wanted its students to speak English, the country first had to start evaluating their language skills. This was a big challenge in a country where national exams were limited to written questions and lacked alignment to any meaningful language standard. (pa.1)

According to the previews quote, the problems in the public education system specifically talking about the English teachers who do not use the foreign language to teach their classes. This project implements the use of Duolingo as a multimedia tool that allows the improving process of the Speaking skill in eleventh graders students in the academic English classes at Marco Tulio Salazar high school in Aserrí during the second semester of 2022.

Teachers have a new teaching tool on social networks such as Duolingo for a new tool in phrase to improve speaking skills and self-confidents in college students.

### **1.1.3. Justification**

Based on the problem that the students have with the speaking skill, this project is important because the majority of the time the fluency that they present are not the timely, so based on this fact the professor have the possibility of promoting what in his class the students speak in English for increasing the level using Duolingo. Therefore, it is a form to encourage the students that a useful technique to learn a language is to speak to the word of the foreign language all the time. With that technique, they can increase their level of English because the human brain creates such as custom speaking to the language frequently.

Based on Nurtetengteng, Sudiby, and Feni Kolin Karolina (2018), the students need to speak because: “they are suggested to include phrase in language learning as well. The people in the world had heard words since they were born until they died. So, speaking the words has been habitual and liked by everybody. Besides that, by words, they can provide a simple lesson on a hot, boring day.” (p.72)

The investigation is relevant because the researcher wants to prove that phrases are useful in teaching English. If any professor uses phrases in a class, he creates a good atmosphere between the students. Consequently, the students acquire better knowledge so that the professor can work on the speaking skill. Many students present many difficulties since they do not understand what the professor says. Speaking is a part of the speech where the student must be relaxed to receive the information and give a good answer. On the other hand, this investigation searches to implement social media such as Duolingo to increase speaking skills since adolescents very much use the app.

Certainly! In addition to using social media platforms such as Duolingo to increase speaking skill, the project recognizes the widespread usage of these apps among adolescents. Duolingo, in particular, offers a vast repository of videos in various languages, including English. By leveraging this platform, teachers can tap into the students' familiarity and affinity for Duolingo, making it an effective tool for enhancing speaking abilities. The integration of Duolingo in language learning allows students to access a wide range of authentic audiovisual content, such as music videos, interviews, documentaries, and educational channels. This exposure to real-life language usage helps students develop their speaking comprehension skills by exposing them to different accents, speech patterns, and vocabulary in context.

Moreover, Duolingo offers interactive features such as subtitles and closed captions, allowing students to follow along with the audio while reading the text. This visual support enhances comprehension and provides additional reinforcement for language learning. Teachers can utilize Duolingo by curating playlists of relevant and engaging videos aligned with the curriculum and language objectives. They can select videos that cater to the students' interests, incorporating topics such as popular culture, sports, or science. This personalized approach fosters student engagement and motivation, as they are more likely to be invested in content that aligns with their preferences.

Furthermore, Duolingo provides opportunities for interactive learning through comments sections and discussion forums. Teachers can encourage students to engage in conversations related to the videos they watch, facilitating peer-to-peer interaction and language practice. This social aspect of Duolingo enhances the communicative aspect of language learning and allows students to connect with other English language learners or native speakers worldwide. In conclusion, integrating Duolingo as a tool for enhancing speaking skills takes advantage of its popularity and extensive content library. By harnessing the engaging nature of

audiovisual content and the interactive features of the platform, teachers can create dynamic learning experiences that improve students' speaking comprehension and foster their enthusiasm for language learning.

## **1.2. Formulation of the Problem**

How can the integration of Duolingo as a multimedia tool effectively address the challenge of improving the speaking skill among students of eleventh graders in Liceo Nacional Virtual Marco Tulio Salazar in Aserri?

## **1.3. Objectives**

### **1.3.1. General Objective**

- a) To determine the tools that Duolingo offers to plan actions in the process of increasing the fluency and communication of eleventh graders students in the English classes of the Marco Tulio Salazar school in Aserri.

### **1.3.2. Specific Objectives**

- a) To recognize the level of fluency in communication on eleven graders students in Marco Tulio Salazar by implementing the pre-test using Duolingo as the main tool.
- b) To determine the fluency and communication using the benefits of Duolingo as the main tool on eleven graders students in Marco in Marco Tulio Salazar in Aserri
- c) Identify the appropriate activities of Duolingo for improving the fluency in communication on eleven graders students in the academic English classes in Marco Tulio Salazar in Aserri.

## **1.4. Scopes and limitations**

### **1.4.1. Scopes**

The researcher wants to achieve better speaking fluency using Duolingo as a tool. Consequently, students can increase their vocabulary by speaking phrases and implementing the technology in English teaching. Professors avoid the traditional teaching methods because to update with the new tools that the technology provides to the professors. Therefore, this research seeks to ensure that students manage to increase their fluency to express themselves in the English language using the methodology of a pre-test and a post-test to check if the Duolingo application manages to function as a tool for student learning.

The Marco Tulio Salazar Virtual National School is located in Aserri. What this school is looking for is the temporary application as a "Program of New Educational Opportunities for Young People" and to have the creation of a formal academic high school that offers the III Cycle of Basic General Education and the Cycle of Diversified Education to a student population adolescent whose ages are in the range of fifteen to eighteen years. Unlike the other regular schools of Academic Secondary Education.

It employs a didactic strategy based on self-learning techniques and with a mixed methodology of distance education and face-to-face education. It cannot be considered for any purpose as an open educational institution or as a Youth and Adult Education Program, with a geographic location, they cannot access the traditional educational system. This can become the option of continuity so that graduates of Third Cycle of Tele secondary can join and complete Diversified Education. Therefore, it can provide the opportunity to attend the III Cycle of Basic General Education and Diversified Education, through a National College system that adapts to the needs of the target student population, but without causing instability and without diminishing the quality of education.

For that, it provides that the National Virtual School is an Institution with its own administration, subject to the rules that govern the operation of the formal Academic Secondary Education Colleges, with the exceptions of its particular nature, with a central headquarters of Academic Direction- Administrative and with "decentralized classrooms" located in the different Regional Directorates of Education. Such as regular academic colleges, the Marco Tulio Salazar Virtual National College offers the Third Cycle of Basic General Education with three levels: seventh, eighth and ninth years, and the Diversified Education Cycle with two levels: tenth and eleventh years.

The subjects that make up the Marco Tulio Salazar Virtual National School Curriculum are annual and have the same objectives and curricular contents approved by the Higher Council of Education as the corresponding subjects of the formal Academic Secondary Education Curriculum. Students who enter the National Virtual School for the first time must take and pass the course "Self-learning techniques and distance study". The Curriculum includes for the Third Cycle the subjects of Spanish, Foreign Language, Social Studies, Civic Education, Mathematics and science. First-time students must take "Distance Study Techniques". The Diversified Cycle Curriculum is made up of the subjects of Spanish, English, Social Studies, Civic Education, Mathematics and Biology. c. Students are required to take the complete block of all subjects corresponding to the level at which they are enrolled.

The registration requirements are: Be between the ages of 15 and 18, at the latest at the time of your first enrollment, Diploma of Completion of the II Cycle of Basic General Education or its equivalent officially recognized by the MEP to enter the Seventh Year. Certification of having passed the seventh or eighth year, issued by an officially recognized public or private school, to enter the eighth or ninth year respectively. Diploma of Completion of the III Cycle of Basic General Education or its equivalent officially recognized by the MEP to enter the Tenth

Year. Certification of having passed the tenth, issued by an officially recognized public or private school, to enter the eleventh year. o Prove that he was not enrolled in another educational modality in the school period immediately prior to the one that he is going to enroll (except for students who graduated from the III Cycle of Tele secondary who can join this National Virtual College in the tenth year of the Diversified Cycle).

A student who had reached the upper age limit of 18 years old at the time of his first enrollment and who has remained in this School without interruptions, can remain in it up to a maximum age of 25 years; After this age, they will be relocated to one of the Adult Education programs offered by the Ministry of Public Education. To qualify for the title of Bachelor in Secondary Education, students must necessarily present and pass the National Bachelor Tests.

#### **1.4.2. Limitations**

Among the limitations that the researcher can find is access to the population since the project will be carried out in a night school, so on many occasions many students are absent from class. In addition, another limitation is that it works with the Internet, and this can fail the day the instrument is applied. Therefore, the researcher must consider that the students have a low level of English, so they must adapt the material so that the results are as real as possible.

**CHAPTER II**  
**THEORETICAL FRAMEWORK**

## **2.1 Theoretical Framework**

In this chapter, all the categories of analysis are developed, which help support the researcher's theory. The information in this chapter supports the researcher's theory, which he puts into practice when carrying out the instrument. Thus, check whether everything reflected in the books can be carried out with the students.

## **2.2 Historic Context (school background)**

In the teaching of qualitative learning research should be promoted by managing sources of consultation that carry out theoretical reflection for the development of any academic activity, and that students are able to reason what they are investigating to facilitate their learning. Teachers must convey in students the need to innovate and question about a class topic, likewise they must be convinced that true learning arises from the processes of analyzing the situations that support questioning, reflection, and the construction of knowledge.

If all teachers take their daily work as an object of reflection and systematization and use the tools of qualitative research in the classroom. They are able to turn it into a learning area where innovations and transformations in the students' knowledge arise. It is also important to consider that if the student puts the research into practice, he or she are able to achieve meaningful learning and especially if the teacher points out the importance of this strategy, the student is able to see that research is a valuable tool for learning to learn.

Research as a teacher's responsibility implies a change in teaching and learning, since it activates the capacities of the human mind and can make students become critical and reflective. In addition, it should be considered that the experiences of any teacher who applied research in the classroom are related to their qualitative learning. The role of the teacher in the qualitative learning is to motivate students to permanently question the world, and they must also consider

that at the end of any research process. Students are expected to have an active, critical, self-critical, and committed attitude to situations that are presented to him in his environment where he operates.

As a teacher, they must consider that teaching is not simply about transmitting knowledge, but it is necessary to transmit practical knowledge, attitudes, and values where the research strategy intervenes because students must learn to generate new knowledge through this strategy, which it allows them to have another vision that leads them to see the reality of their social environment. As a facilitator of knowledge, they must teach students how it was taught, discuss procedures, so that they observe how what is being taught was created and based on their personal experience, propose guidelines for change that allow the development of Efficient way the student's mentality and the change in teachers.

It is necessary to consider the need to train teachers in research theories, methods, and techniques, so that they can improve their teaching practice in the classroom. Research is a strategy that generates the development and skills of students by analyzing their information to build new knowledge. Research is considered a valuable teaching tool that strengthens the learning process. If the teacher uses research in his educational practice, the critical reflection of his own activity and that of his students, improves qualitative learning. The Marco Tulio Salazar Virtual National School is located in Aserri. What this school is looking for is the temporary application as a "Program of New Educational Opportunities for Young People" and to have the creation of a formal academic high school that offers the III Cycle of Basic General Education and the Cycle of Diversified Education to a student population adolescent whose ages are in the range of fifteen to eighteen years. Unlike the other regular schools of Academic Secondary Education.

It employs a didactic strategy based on self-learning techniques and with a mixed methodology of distance education and face-to-face education. It cannot be considered for any purpose as an open educational institution or as a Youth and Adult Education Program, with a geographic location, they cannot access the traditional educational system. This can become the option of continuity so that graduates of Third Cycle of “Tele Secundaria” can join and complete Diversified Education. Therefore, it can provide the opportunity to attend the III Cycle of Basic General Education and Diversified Education, through a National College system that adapts to the needs of the target student population, but without causing instability and without diminishing the quality of education.

For that, it provides that the National Virtual School is an Institution with its own administration, subject to the rules that govern the operation of the formal Academic Secondary Education Colleges, with the exceptions of its particular nature, with a central headquarters of Academic Direction- Administrative and with "decentralized classrooms" located in the different Regional Directorates of Education.

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Curriculum is made up of the subjects of Spanish, English, Social Studies, Civic Education, Mathematics and Biology. c. Students are required to take the complete block of all subjects corresponding to the level at which they are enrolled.

The registration requirements are: Be between the ages of 15 and 18, at the latest at the time of their first enrollment, Diploma of Completion of the II Cycle of Basic General Education or its equivalent officially recognized by the MEP to enter the Seventh Year. Certification of having passed the seventh or eighth year, issued by an officially recognized public or private school, to enter the eighth or ninth year respectively. Diploma of Completion of the III Cycle of Basic General Education or its equivalent officially recognized by the MEP to enter the Tenth Year. Certification of having passed the tenth, issued by an officially recognized public or private school, to enter the eleventh year. o Prove that he was not enrolled in another educational modality in the school period immediately prior to the one that he is going to enroll (except for students who graduated from the III Cycle of Tele secondary who can join this National Virtual College in the tenth year of the Diversified Cycle).

A student who had reached the upper age limit of 18 years old at the time of his first enrollment and who has remained in this School without interruptions, can remain in it up to a maximum age of 25 years; After this age, they are relocated to one of the Adult Education programs offered by the Ministry of Public Education. To qualify for the title of Bachelor in Secondary Education, students must necessarily present and pass the National Bachelor Tests.

The class is made up of 25 students who are subdivided into 10 women and 15 men with one age. The course presents great differences in its learning rates. The students come from lower-middle class families from the surroundings from Aserri, some of them have brothers or sisters in the same school, who help them and worry about their tasks and jobs constantly. When

working with the course, it becomes evident that approximately 10% of children have learning disorders: attention deficit, hyperactivity, slow learning, and visual acuity .

The relationship of the students in class and outside of it is quite good, there is no type of discrimination, being able to work in groups perfectly. Above the rest there is the figure of a student establishing himself as the leader of the group. He is a very attractive boy, with a lot of acceptance within the group of girls and standing out as the best student. As for professor, it should be noted that from the first moment he was at their service and always available in all aspects both internal and external to the class, having a class methodology in which he tried to integrate all the students in the class dynamics through questions, suggestions, attending perfectly to the needs of each children encouraging them and giving strength in the most difficult moments of each class, so that all felt an integral part of the class.

It is faithful to the philosophy that children should learn by discovering things themselves, and this is how he made it known to them from the first moment, inviting them to do so when they had to teach, so they too, since it is the most inclusive way and efficient as possible, always attending to a system of cooperation / participation avoiding possible individualistic behaviors, although it is true that sometimes he resorted to authoritarian methods such as raising his voice to maintain order as a last measure, and always having tried everything before without obtaining no positive result.

The professor always tries to be close to the students so that they better capture ideas, but knowing how to be in their place, that is, being close to them, but without being considered "their colleague" but rather their teacher, since otherwise the laps would have taken it and it would not have been successful. This working method, if they know how to handle it, in my opinion is the best since it favors a relaxed atmosphere in class and a certain complicity with each student.

## **2.3 Conceptual framework**

### **2.3.1 The level of fluency in communication**

#### **2.3.1.1 Teaching**

Based on Siregar. S. (2019), teaching is a process that it seems clear that the study of mental models on different natural phenomena, before and after a teaching and learning process can provide them with data on its effectiveness and on the variables that can intervene in its development, in order to improve it. Educational intervention. However, this analysis is not without its difficulties. On the one hand, the significant problem of studying with clarity and validity what mental model the students have on a certain phenomenon, situation, fact, or object, and on the other, determining which learning strategies are the most favorable to provoke a good change in the model. (p. 10).

According to the previews quote, there are many types of mental models. This forces the teacher to maintain constant diagnostic tests to find the students' weaknesses and reinforce the bases and teaching methodologies. This implies that They must be very creative and responsible when teaching students to ensure success in their studies and life.

There are various types of mental models that students possess, and teachers play a crucial role in understanding and addressing these models to ensure effective learning. One of this process is to apply Duolingo for increasing the fluency of speaking when students work in a task presentation, so it is essential for teachers to conduct regular diagnostic tests to identify students' weaknesses and areas that require reinforcement. These diagnostic assessments help teachers gain insights into individual students' learning styles, strengths, and areas of improvement.

By understanding the mental models of their students, teachers can tailor their teaching methodologies and approaches to accommodate different learning preferences. Duolingo has

different types of models for applying to the students depending on the level. They need to be creative in designing engaging and interactive lessons that cater to diverse learning styles, including visual, auditory, kinesthetic, or a combination of these. This creativity ensures that students remain motivated and actively participate in the learning process. Responsibility is another key aspect of a teacher's role in shaping students' success in their studies and life.

Teachers are responsible for creating a supportive and nurturing learning environment that promotes growth and development. This involves providing timely and constructive feedback, fostering a positive classroom culture, and offering guidance and support to students in their academic journey.

#### **2.3.1.2 Duolingo as a teaching tool**

Doulingo is being as a future in learning language. It can easily access and provides a lot of language. So, it so helpful to those who want to learn a new language. Duolingo has a lot of features which can help the learners easily in learning language, such as list words every day. (Siregar. S.2019, p.25)

According to the previous quote, it can be defined that the ability to speak is the first step to acquiring knowledge because the human being needs to talk to recreate a repetition of the action that is carried out. Therefore, it can be observed that to carry out a conversation. One must second speak to know that one must answer about the topic developed in the conversation. The speaker is the second step that takes the person to be able to execute the speaking skill. Speaking helps the person to have a greater knowledge of the issues because speaking to the mind stores all the information heard. The speaking skill is the second ability for working to the hour of acquiring a foreign language. When a person is acquiring a language, he must complete two roles: active and passive or combination of both. In passive speaking, the person repeats all the sounds that the teacher makes to pronounce the word. Active speaking is when the person

interprets what the teacher says. In this case, the student gives the same meaning as what the teacher says. Duolingo has activities that help to the students according of the level that they present. Finally, exist people that use both methods for increasing their speaking skills.

### **2.3.1.3 The Importance of Speaking in Communicative Language Teaching**

The communicative language teaching is important for learning the speaking skill because speaking is the most significant part of communication as it is pivotal in providing a substantial and meaningful response. Especially in learning a language for a communicative purpose, speaking plays a vital role. It helps the language learner acquire pronunciation, word stress, vocabulary, and syntax, and the comprehension of messages conveyed can be based solely on tone of voice, pitch, and accent. (Quesada Cordero. M, 2022, para. 6).

Speaking comprehension and oral language are closely related. They have many aspects in common; To achieve an adequate development of oral expression, work should be favored jointly by speaking, following orders, ordering sequences of events seen or heard, selecting keys to reconstruct the speaker's message, among others, can contribute to this end. For effective learning and successful participation in the life, it is necessary to ensure that children attend and concentrate. For some decades, it should be noted that " speaking" had not been conceived as a learning goal; children have been intended to speak without being taught.

Today speaking is conceived as an indispensable element in the communication process.

Communication is the skill they acquire in their lives that allows them to send messages to another person. They build their messages from their ideas and feelings and transmit them through their words and actions. This process is called encoding. Upon receiving their message, these speakers must decode it to understand it. They can pronounce the words and observe the actions, but they often infer their meaning themselves. Effective communication requires that they correctly interpret messages to deliver a response. Duolingo provides vocabulary to the

students for sending in a better way the message to the receptor. As human beings, one of the most important achievements is communication. They can talk to people at the other end of the country, the planet, and even on the moon with today's technology. However, when it comes to communicating face-to-face, they often face real difficulties. They have trouble sharing what students want. It is equally difficult for them to speak carefully and fully understand what the other has said.

#### **2.3.1.4 Communicative Language Learning**

Based on European Framework (n.d.), the teacher gives additional information, gives clues, and gives a chance to students to discuss the contents of the speaking activity that speak to according to the topic. (p.13). The communicative approach can be seen to subordinate the study of the formal aspects of languages to their use with communicative fines. Duolingo emphasis falls on the processes involved in the use of language, that is, on the study of meanings, their expression, understanding, and negotiation during interactions. This conception of what a language is and how it is learned cannot do without the approach to the culture in which language acts as a communication vehicle. The importance of the component culture in communication processes and the need to incorporate it into language programs to facilitate understanding and intercultural understanding in recent years.

The communicative approach promulgates teaching centered on the student, on their needs, both communicative and learning. This supposes a loss of prominence on the part of the teacher and programs in favor of greater autonomy for students. Therefore, greater responsibility in making decisions about their learning process. The analysis of needs and the negotiation with the students thus constitute the axis on which the teachers' performance.

### **2.3.1.5 Teacher**

According to Schratz M. (2010), a teacher is an important part for acquiring knowledge: as a teacher of English as a foreign language, teach speaking skills through phrase at times both as a part of their method and due to demands of students to spice up the course content. Nowadays, music and song have been developed in many genres of music offered with modern music instruments. (p.98).

Teachers and parents are the best examples for children, the mirror to reflect and help them learn to speak. Duolingo is a great tool to teach the communicative ability of active speaking. Student can include in their didactic programming educational that teach speaking and encourage cooperation in the group of children. In addition, in the classroom, they have the possibility of putting into operation a series of guidelines that they must transmit to their students, which help them to teach and to speak. Some examples of how to teach speaking are: Teach them students to look at the speaking person. They should pay attention to what they are saying and how they are saying it. It is important to speak with interest, without interrupting and without judging, being open to other ideas that do not have to coincide with theirs. It is key to know that are the main ideas of the speech. They are speaking to and respecting the time of the interlocutor.

Teachers and parents play a crucial role as role models for children, and they serve as mirrors to help children learn and develop their speaking skills. Exercises of Duolingo can be a powerful tool for teaching active speaking and enhancing communication abilities. By incorporating educational exercises of Duolingo into their teaching programs, teachers can create engaging and interactive activities that promote speaking skills and encourage cooperation among students.

Within the classroom setting, teachers have the opportunity to implement specific guidelines to teach speaking skills. Teach students to actively observe the speaker: Encourage students to pay attention to both verbal and nonverbal cues. They should observe how the speaker is delivering their message, including body language, tone of voice, and facial expressions. Foster interest and attentiveness help students develop a genuine interest in what the speaker is saying. Encourage them to speak actively, without interrupting, and without passing judgment. This creates an environment where ideas can be shared openly, and students learn to value diverse perspectives.

Identify the main ideas teach students how to identify and extract the main ideas from a speech or conversation. This helps them focus on the key points being communicated and enhances their comprehension skills. Respect the speaker's time emphasize the importance of respecting the speaker's time and giving them the opportunity to express their thoughts fully. Encourage students to wait their turn to speak and avoid interrupting others. By instilling these guidelines and practicing active speaking in the classroom, teachers can help students develop effective speaking skills, which are vital for effective communication and understanding.

#### **2.3.1.6 Motivation and Vocabulary**

It is important because the result of the analysis shows a significant positive correlation between students' habits. (Millenaar and Jacinto, 2010, p. 74). There are different criteria and ideas about the use of phrase to improve speaking. One of them has to do with the selection of songs so that it is in favor of learning and motivation. Another criterion is related to the theme of the program so that the objectives are met.

Therefore, it would be best if they looked at the needs of the students, the level of language they have, and the students' tastes. In relation to the theme and the needs of the students, if Duolingo involves speaking recognition, it is important then to select a phrase that

makes a description of a situation that students like. If the students' language level is low, simple recognition and completion exercises should be carried out. In addition, students should be guided with exercises of pre-speaking, during speaking, and post-speaking. Finally, students can be included in the selection of phrase through a questionnaire or a list of phrases. So that, they have the options to choose.

When designing language learning programs and selecting materials, it is crucial for teachers to consider the individual needs of their students, their language proficiency level, and their interests. By tailoring the program to align with these factors, teachers can create a more engaging and effective learning experience. In the context of teaching speaking skills, if the program involves practicing the recognition of the past tense, for example, it would be beneficial to select a song that includes descriptions or narratives in the past. This provides students with a contextualized and enjoyable way to practice using the target language structure.

Based on students with lower language proficiency levels, it is important to provide simpler recognition and completion exercises that align with their abilities. This ensures that they can actively participate and experience success in their language learning journey. To guide students throughout the learning process, teachers can incorporate pre-speaking, during speaking, and post-speaking exercises. Pre-speaking activities can include introducing vocabulary related to the song, discussing the topic, or brainstorming ideas. During the speaking phase, students can actively speak to the song, follow along with the lyrics, and engage in comprehension tasks. Post-speaking activities can involve discussions, role-plays, or creative projects based on the song's content. These exercises reinforce the language learned, encourage critical thinking, and enhance overall language proficiency.

Furthermore, involving students in the song selection process can enhance their engagement and motivation. Teachers can use questionnaires or provide a list of phrases for

students to choose from. This empowers students by giving them a sense of ownership over their learning and ensures that the selected phrase align with their interests and preferences. By considering the needs, language levels, and tastes of the students and incorporating pre-, during, and post-speaking exercises, teachers can create a more personalized and effective learning experience that promotes active engagement and progress in language acquisition.

### **2.3.1.7 Having Understand Every Word**

According to Siliwangi Ikip (2018), understanding is difficult since: teachers give the students perception that every word spoken by the speaker is important to give the context meaning. However, the important thing is not only relying on every word, but the meaning of the sentence given by the speaker. (pa.2).

Regarding years, the way of teaching the English language was based on specific study techniques. Normally this learning method is effective for mathematics, History, Chemistry, and even Physics because, after all, they are subjects or fields of knowledge with more weight in theory and exact processes. However, in the case of language and languages, that method does not work. To learn English is not only enough to study, that is, to learn grammar, memorize vocabulary, carry out practices and different exercises; It may be useful in the future to master the language more, but it is not ideal to start learning. The importance of speaking is that when they are babies and children, they only identify the phonemes of their language, and they do not consider the others because it does not resemble what they have become used to since they were born. When they grow up, not constantly identifying sounds, it is difficult to understand other languages. Their brain does not register these strange sounds as words, which produces a blockage in the face of that new language.

Studies confirm that using Duolingo, people can learn the rest of the skills (Speaking) much faster. The best way to improve the other basic aspects of the language is to focus first on

speaking. On the other hand, it is much more effective to speak to the sounds of the new language that them want to learn silently than to pronounce them so that their perception is not distracted from the same phoneme and sound that the word produces., and, instead of memorizing it, being able to assimilate it. The best way to learn a new language is to repeat every time that students need for improving their pronunciation. Moreover, if they even want to improve this method, it can be enhanced with images with subtitles, depending on each person's level. Not only is it enough to acquire adequate theory or knowledge, but they have to interpret the sounds of other languages as messages with meanings.

### **2.3.1.7 Understanding Fast, Natural Native Speech**

It is important to understand fast and natural speech because Learners often ask the teacher to slow down and speak clearly if the teachers speak too fast. However, the problem is, when the teacher does so, it does not help students overcome everyday informal speech. The speakers must practice this kind of situation. The use of the phrase is aimed to solve the several problems above. It is hoped to increase the student's quality of joining a speaking class. (Siliwangi Ikip, 2018, pa.3).

This study talks about how to understand spoken English. Understanding English is one of the most typical challenges for students of Hispanic English or any other language. In today's, Duolingo Provide tools to that give them a new and different approach to what they have seen so far in everything related to speaking comprehension and how to improve comprehension in English. In effect, until now, everything has been reduced to practice, to speaking, to doing test-type exercises with which they did more training on how to get right in this type of test.

Therefore, they were taught that the more them expose their ideas in English, they understand better the information because it is important that students have bases of what they are talking for if any parson ask something, they have the possibility of to know what they have

to say. That is partly true, and it is one of the points to work on to develop understanding better, but researches would say that this is more the quantitative phase. Today's secret is more focused on a first phase never worked before, and that would be a qualitative, quality, technical phase to learn to understand spoken English. The key and secret are summarized in sound good, understand better. This refers to the fact that the better they pronounce, join the words, and finally intonation, the more the student can grasp the sounds better and understand them.

This is vitally important because a mistake they make in trying to understand English is that they must understand the words of a sentence separately. This is almost impossible since native speakers of English put all the words together as if they were sentences. Therefore, their goal to improve understanding in English should be to try to understand complete sentences as if they were a single word. For that, nothing like considering all these points of the union of words.

### **2.3.2 Activities of Duolingo for improving the fluency in communication**

#### **2.3.2.1 Duolingo English test**

Educational exercises of Duolingo are very important in the classroom, no matter what the age of the students. Because the focus of using exercises of Duolingo in class is to help the students learn and have fun. While playing, the students can be relaxed, exercise, and tease their friend. Apart from having fun, the students learn at the same time, they acquire a new vocabulary along with its spelling and pronunciation. The students begin to realize that they have to speak or pronounce the words clearly if they want others to understand what they are saying. (Siregar. S.2019, p.25)

According to the preview quote, speaking phrases have some advantages, such as strengthening the students' vocabulary since it is fun to learn. In many cases studying becomes something tedious when studying should be a way of life for the students. Therefore, it is a way of working the brain because the student has to remember everything that is needed to make that

sound and what is its meaning in their native language since they need to make that conversion in the use of words to know what is being talked about and not just dedicate themselves to saying nonsense words.

Another advantage of knowing how to speak is that the student becomes familiar with the structure of the language being studied. It is not only speaking, but everything has a structure that is studied with grammar and put into practice with speech but to carry out all the previous steps, they must have to speak for understanding. It is presented in class that phrase is a relaxant, so this leads the student to have a better attitude to receive all the knowledge provided by the teacher, and with these new activities can be carried out such as discussions of the feelings or facts that he wants show phrase.

### **2.3.2.2 Speaking Difficulties**

Based on Siregar (2019) because the speaking difficulties relate to each student's habit. Sometimes, they do not practice the necessary times for improving their speaking skill. (p.22). When it comes to learning a new language, there are many difficulties since they are not used to the sounds of that language. However, in many cases, the same students make difficulties because they do not see the importance of learning a new language.

They do not give it the importance it needs, so learning the new language is much more difficult. In many cases, they do not understand what is being said, so a negative layer affects the learning process by not achieving that. In other cases, when the teacher does not have a good pronunciation or when he reads, he does it very quickly, and the student is left without understanding what the teacher is trying to communicate. Therefore, they are given a material that is not suitable for their level of English, so this means that the teacher, before doing any activity related to speaking, must evaluate to measure the level in the students and be able to take them an activity that does not affect their learning process. However, working with instruments

such as speaking for detail, speaking for the main idea, pre-test, and post-test, the professor finds the form for minimizing the difficulties of teaching speaking.

### **2.3.2.3 Speaking for detail**

Siregar. (2019) the speaking for detail is Speaking for details is something they do every day. They just understand the topic, which in this case does them no good. Students sometimes need to speak for details. To point this out, use the same dialogue, but this time set this task. (p.29). There are many ways to practice speaking to improve this ability. One of them is speaking in detail that consists of people's daily lives, nothing more than in this case it must be done in the studied language to increase vocabulary, so they do not forget the words. for example: when the professor arrives to the class and decide to use Duolingo for increasing the speaking skill. So, he projects on the white board some phrases that Duolingo gives to students to repeat for many times. Then they dedicate themselves to repeating all the lyrics of the phrase until they reach the point that they teach them. So, at the end of the class students can pronounce in a good way the phrase with its respective intonation.

Practicing speaking in detail by incorporating the language into daily life situations is an effective way to improve speaking skills and expand vocabulary. One practical approach is to encourage students to describe their daily activities or routines using the studied language. For example, when a student goes to the supermarket, they can try to articulate the names of the products they need to buy in English. This exercise helps reinforce vocabulary retention and ensures that words are not forgotten.

Additionally, when students encounter new products or unfamiliar words in their daily lives, they can take the opportunity to research and learn the correct pronunciation. By repeating the pronunciation multiple times, students reinforce their understanding and pronunciation skills. Another common habit among teenagers that can be leveraged for language practice is singing

along to phrase. Students can dedicate time to learning and repeating the lyrics of phrase in the target language. This activity not only improves pronunciation and intonation but also provides an opportunity to practice speaking comprehension and internalize new vocabulary and expressions.

By integrating the language into daily activities and utilizing tools of Duolingo such as describing routines or engaging with phrase, students develop the habit of using the language actively and continuously. This approach reinforces vocabulary retention, improves pronunciation, and boosts overall speaking proficiency. Encouraging students to incorporate the language into their daily lives in meaningful ways helps solidify their language skills and makes language learning a more immersive and enjoyable experience.

#### **2.3.2.4 Speaking for the main idea**

Speaking for main ideas mean that the speaker wants to get a general idea of what is being said. (Siregar. S.2019, p.25). Interpretation is another way to improve speaking since the student changes all the words said by the teacher but keeps the same main idea of the conversation. With this, the student works on various aspects such as the analysis, the interpretation of the information, and the creation of new sentences keeping the same line of what is spoken.

Duolingo is a valuable method for improving speaking skills. By interpreting what the teacher says and rephrasing it using their own words while maintaining the main idea, students engage in a higher level of language processing. This activity involves analysis, interpretation of information, and the creation of new sentences that convey the same meaning as the original conversation. Duolingo exercises challenge students to actively speaking, comprehend, and think critically about the content being discussed. They need to understand the context, extract the key points, and then express those points using their own language and sentence structures. This

process enhances their comprehension skills and encourages them to think creatively in the target language.

By practicing phrases with Duolingo, students develop their ability to express ideas accurately and fluently. They learn to manipulate language and adapt it to their own style while still conveying the intended message. This exercise also promotes a deeper understanding of the content being discussed and encourages students to actively engage in the conversation. Furthermore, interpretation exercises can be designed to focus on specific linguistic aspects, such as grammar, vocabulary, or sentence structure. This allows students to refine their understanding and application of these elements while practicing their speaking skills.

Overall, Duolingo exercises provide a valuable opportunity for students to engage in active speaking, critical thinking, and creative language production. By analyzing, interpreting, and rephrasing information, students enhance their speaking abilities and develop a deeper understanding of the target language using Duolingo exercises.

#### **2.3.2.5 Dictation**

In the dictation task, the test-taker speaks a spoken phrase (the length varies according to the difficulty level of the task, but usually about a sentence or two), and then must type it using a keyboard. The test-taker has one minute to complete the task and can speak the phrase up to three times. (Wagner E, 2020, para,12) The important reason for learning to speak is dictation using Duolingo as a learning tool is that it gives the possibility of to be the necessary time for repeating all the time that the students need, so speakers do not always say exactly what they mean. That is, important aspects of meaning are sometimes implied rather than stated. Speakers must "speak between the lines" to figure out what is meant. it can conclude that all the skills involved in speaking above are important to improve speaking skills for students in the classroom.

Speakers often convey messages that go beyond the literal words they use, and learners need to develop the ability to read between the lines to fully grasp the intended meaning. To become proficient speakers, students need to develop various skills, including active speaking, critical thinking, interpretation, analysis, and the ability to express ideas clearly and fluently. These skills are crucial for understanding implied meaning, recognizing non-verbal cues, and effectively conveying messages in real-life communication situations.

Using Duolingo, their speaking skills in the classroom, students become better equipped to navigate the complexities of spoken language, including the nuances, implied meanings, and contextual factors that shape effective communication. They learn to interpret not only the explicit words spoken, but the underlying intentions, emotions, and cultural cues embedded in the conversation. In summary, all the skills involved in speaking, such as active speaking, critical thinking, interpretation, and the ability to express ideas clearly, are important for improving speaking skills in the classroom. Developing exercises in Duolingo, this skill allows students to understand implied meaning, effectively communicate their thoughts and intentions, and engage in meaningful interactions with others.

#### **2.3.2.6 The use of Speaker Procedure**

Based on Wagner. E (2020) says there are plenty of ways to use Duolingo in class, but this study considers the proposals to determine the most suitable procedure to effectively use English songs and help students to improve their speaking skills. (para. 2). The procedure is follows: Pre-speaking that is Pre-teach only critical vocabulary Establish context Create motivation for speaking, Extensive speaking that is General questions on context and attitude of speakers, Intensive speaking that is Pre-set questions in intensive speaking. Checking answers to questions, and finally Post speaking that is functional language in speaking passage learners infer

the meaning of unknown words from the sentences in which they appear final play; learners look at a transcript.

This stage involves pre-teaching critical vocabulary that students encounter during the speaking activity. By familiarizing students with important words beforehand, they are better prepared to understand and engage with the spoken content. Extensive speaking this phase involves general questions related to the context and attitude of the speakers. Students engage in extended speaking, sharing their thoughts, opinions, and experiences related to the topic. This encourages fluency and the ability to express ideas more broadly. Intensive speaking in this stage, pre-set questions are provided to guide students in focused and in-depth discussions. These questions prompt students to analyze the content more closely, critically think, and provide specific details or explanations. The goal is to develop accuracy and precision in their speaking skills.

Checking answers to questions this step involves reviewing and checking the answers to the questions posed during the intensive speaking activity. It allows for clarification and verification of students' understanding and ensures comprehension of the content discussed. Post-speaking focuses on practicing functional language in a speaking passage. Students work on inferring the meaning of unknown words from the sentences in which they appear. This reinforces vocabulary acquisition and helps students develop strategies for understanding unfamiliar words in context.

Final play involves students looking at a transcript of the spoken content, providing them with a written representation of the dialogue or conversation. It allows for further analysis, comprehension, and reinforcement of the spoken language. By following this procedure, students are exposed to different stages of speaking practice, including pre-teaching vocabulary, engaging in extensive and intensive discussions, checking answers for comprehension, practicing

functional language, and analyzing transcripts. This structured approach aims to enhance both fluency and accuracy in students' speaking skills, fostering their ability to understand and communicate effectively in spoken language contexts.

### **2.3.2.7 Bottom-up Process**

The Bottom-up Process is defined as the process the speaker uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Students involve perceiving and parsing the speech with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic, and interpretive.<sup>20</sup> It means more focus on the grammatical relationship in words, so the speakers understand the sounds, words, intonation, grammatical structure. (Calderon v, 2021, p.15).

In the teaching of the English language, since its inception, most speaking activities are carried out to evaluate and not teach speaking. However, evaluating a skill without having previously taught it is not acceptable; it is not for the ability to read, write or speak and therefore should not be acceptable in the case of speaking. speaking is rather a tool to present grammatical structures, introduce vocabulary, promote debate or discussion of a topic, or to measure what the student is capable of speaking; playing a recording and "asking comprehension questions or asking students to complete or identify tasks is simply evaluating." In addition, when the Duolingo exercises use in the speaking process, two types of phrase processing are revealed: bottom-up processing, which involves the recognition of the minimum units of the language, phonemes, and words, which involves recognizing sounds, words, meanings, and sense according to context and top-down processing.

An important point about the need to prioritize teaching over evaluating speaking skills in English language instruction. Speaking activities should serve as opportunities for students to actively learn and develop their speaking comprehension abilities, rather than solely being used

for assessment purposes. Speaking is indeed a valuable tool for various instructional objectives, such as presenting grammatical structures, introducing vocabulary, fostering debates or discussions, and measuring students' speaking abilities. It provides a platform for students to apply what they have learned and engage in meaningful communication. By incorporating speaking activities into lessons, teachers create opportunities for students to practice and refine their language skills in a communicative and interactive manner.

When it comes to the speaking process, it can be characterized by two types of phrase processing: bottom-up processing and top-down processing. Bottom-up processing involves recognizing and decoding the smallest units of language, such as phonemes and words, and gradually building comprehension from these elements. On the other hand, top-down processing involves using contextual cues, background knowledge, and overall comprehension strategies to understand the meaning of a spoken phrase. The effective speaking instruction should incorporate Duolingo in both bottom-up and top-down processing to develop students' speaking comprehension skills comprehensively. By providing practice in recognizing and decoding individual sounds and words, students build a foundation for understanding the linguistic components of spoken language. Simultaneously, fostering top-down processing skills helps students understand meaning and context, making use of their existing knowledge and applying various comprehension strategies.

By emphasizing teaching rather than just evaluating speaking skills, educators can create a more balanced and comprehensive approach to language instruction. By providing opportunities for students to actively engage in speaking activities, teachers can promote the development of both bottom-up and top-down processing skills, enhancing students' overall speaking comprehension abilities.

### 2.3.2.8 Top-down

According to Calderón V (2021), Top-down Process is defined as: the speaker uses what they know of the context of communication to predict what the message contains. (p.16). In the same way that learning to read implies reading many of different styles, learning to speak necessarily implies speaking to many phrases of different styles, which are appropriate for the level of knowledge of the language, and which are interesting and motivating, considering the age and interests of the students. As is done for the development of reading, intensive and extensive speaking activities should be performed that imply the recognition of the theme, the central idea, interpreting the message, anticipating, inferring. Duolingo has two processes occur simultaneously and make it possible to understand the message. Although, in the language teaching-learning process, speaking activities can be separated and directed at one or the other process, and activities are not always carried out in which the integration of both processes is achieved, as it should be.

To develop speaking skills effectively, it is important to incorporate both intensive and extensive speaking activities. Intensive speaking activities involve focused discussions that require learners to recognize the theme, central idea, interpret the message, anticipate, and make inferences. These activities allow learners to analyze and delve deeper into the content, promoting comprehension and critical thinking. On the other hand, extensive speaking activities provide learners with opportunities to engage in broader conversations and express their thoughts and opinions on a wide range of topics. These activities encourage fluency, spontaneity, and the ability to engage in meaningful communication.

It is essential to recognize that the processes of recognizing the theme, central idea, interpreting the message, anticipating, and inferring occur simultaneously during speaking activities. The integration of these processes allows learners to fully understand and convey the

intended message. Therefore, speaking activities should be designed to promote this integration and provide learners with opportunities to practice both processes in a coherent and meaningful way. In language teaching and learning, it is important to ensure that speaking activities are not isolated and solely focused on one aspect of language processing. By integrating both bottom-up (recognizing linguistic elements) and top-down (using contextual and background knowledge) processes, speaking activities become more holistic and reflective of real-life communication situations.

By incorporating a range of speaking activities that include intensive and extensive tasks, teachers can provide learners with a comprehensive and balanced approach to developing their speaking skills. This approach encourages learners to engage with different types of spoken phrases, facilitates understanding and expression, and fosters overall proficiency in spoken language.

### **2.3.2.9 Exercises to teach Speaking**

There are some Duolingo exercises for working speaking skill such as:

Speaking skill plays a crucial role in personal and professional success and master students' performance with the language that is not their first. Because speaking is such a complex activity, or a broad field of activities, inculcating good speaking habits in students requires the instructor to address each of these types of speaking processes. Perfecting speaking skill helps students master the topic's content, ask incisive questions, and think critically about the content. (Quesada Cordero M.2020, p.25).

Duolingo is important to highlight that the materials and activities used in the language classroom can attract students' attention and, at the same time, increase the effectiveness of the comprehension of speaking using Duolingo. Relevance establishes that, depending on the

students' interests, the contents of the speaking lesson, and the result, which is the objective of the information, they should be as meaningful as possible. When activities do not work, they hardly attract their attention.

For speaking comprehension lessons, teachers can use teaching materials and materials of interest to students and adapt them by developing activities prior to the speaking comprehension exercise and after it. The transfer principle states that any relevant material involves the reproduction of real situations. This fact implies that students must learn in class not only aspects that work in school but those that can be applied to daily life.

#### **2.3.2.10 Providing explicit instruction of specific word**

Based on Muddin.A.2018) there is defined such as phrase can motivate a positive emotional approach to language learning, word can inspire the student to express his/her attitude towards what he has heard. (p.11). The decision to work with the methodology of Duolingo with the words or phrases that it provides are after seeing these needs of the students, knowing that there was no motivation and added to this the pleasure that students have for music, as this gave the guideline to think about how to encourage motivation and improve their speaking skills students through words. Finally, carrying out this didactic proposal, it is expected that student results for the institution are better at the academic level, raising the institution's recognition regarding foreign language teaching.

Today Duolingo is one of the most important tools values for teaching in the class since it is present everywhere representing different situations of the human being whether happiness, sadness, emotion, love, disappointment, etc. Therefore, it is considered a very valuable tool for teaching the English allows the teacher a different resource of innovative teaching within educational experiences; as mentioned above, Duolingo represents different states of the learning

process being. Therefore, it is easier to motivate the student to learn the new language through the lyrics of the phrase, making relationships also with his experiences.

### **2.3.2.11 Phrase as Authentic Material**

States that a phrase is a great language package that bundles culture, vocabulary, speaking, and grammar. phrases facilitate the practice of rhythm, stress, and intonation of English language patterns. In addition, the author affirms that phrase can also provide a relaxed and motivating lesson (Muddin.A.2018, p.16).

The use of phrase as teaching aids in Duolingo is to help bring children closer together. According to the previews quote put director of studies, individuals to "the sounds, accents, and rhythmic patterns of the language, but also with the vocabulary, intonation, grammatical and conversational exchanges," according to the theory put forward by the school's director of studies. Music positively affects language accent, memory, grammar, and mood, fun, and motivation. Along with the development of the mother tongue, several points support and justify the acquisition of a foreign language in children in the first levels of teaching: phrase produce a positive feeling. Children may not understand all the words in the song, but they do not feel as inhibited as adults to sing or act for themselves.

There are different ways and procedures for presenting a Duolingo exercise in their class. It all depends on the level they have in class, the simplicity of the exercise of this app, and the time available, as it is usually quite tight. phrase usually present a large amount of linguistic material in a natural context. Therefore, the phrase stick in the student's mind, and the words and expressions used are more easily memorized. In addition, the phrase offers many possibilities for constant repetition and revision as important mechanisms of acquisition of language. Practicing intonation through phrase by reciting is, about all, very fun and very effective.

### 2.3.2.12 Content of the exercises

Based on Sisdianty and Anifah (2018), content exercises are:

When teachers use phrase to improve speaking, they must be attentive to the content of the phrase because depending on the possibility, they are instilling values that are not suitable for the students, and this can harm them in their future lives because they could put into practice what the phrase want to give to engender. On many occasions, adolescents speak to phrase that are not suitable for their ages, affecting their daily use of vocabulary. (p.23)

The quote is very expressive. Some convey love and emotions, some tell a memorable and moving story, and others embody dreams and ideals, while others remind them of the past. The phrases are abundant in themes or topics and expressions that echo in the students' hearts. The use of Duolingo as teaching aids is believed to help bring children closer together. Individuals to "the sounds, accents, and rhythmic patterns of the language, but also with the vocabulary, intonation, grammar, and conversational exchanges. Along with the development of the mother tongue, several points support and justify the acquisition of a foreign language in children in the first levels of teaching: phrase produce a positive feeling. Children may not understand all the words in the song, but they do not feel as inhibited as adults to sing or act for themselves. Thus, the phrase supports the acquisition of vocabulary and structures.

There are different ways and procedures for presenting a song in their class. It all depends on the level they have in class, the simplicity of the song, and the time available, as it is usually quite tight. word usually present a large amount of linguistic material in a natural context. The words in the phrase are meaningful to the student, which influences the acquisition in a very positive way. Therefore, the phrase stick in the student's mind, and the words and

expressions used are more easily memorized. In addition, the phrases offer many possibilities for constant repetition and revision as important mechanisms of acquisition of language. All very fun and very effective.

### **2.3.2.13 Pre-test**

According to Abdullah S, Esmail Z, and Saieed M (2014), professors can use another technique such as pre-test to improve speaking because the pre-test is a method for recollecting the level of knowledge that students have. (p.10) The diagnostic evaluation is a process in which an evaluation matrix is elaborated. The instruments are designed and applied; the information obtained is processed. The problems that their students present are determined. The problem identified represents an opportunity to propose strategies and activities that respond directly to the needs of the students. This process can take an average of one week, where the teacher applies instruments to identify capacities and attitudes, that is, to establish a "starting point" that allows later comparisons, for that reason, the diagnostic evaluation is important since it generates information about the situation. The professor makes a prove for knowing what the level of the students is before to use Duolingo.

Diagnostic evaluation involves the creation of an evaluation matrix and the design and administration of assessment instruments to gather information about students' capabilities and attitudes. The obtained information is then processed and analyzed to identify the specific problems or areas of need that students may have. The diagnostic evaluation serves as a starting point for understanding students' current abilities and challenges. It provides valuable information that allows teachers to identify the areas where students require additional support or intervention. This process typically takes about a week, during which the teacher administers various assessment instruments to gather data about students' skills, knowledge, and attitudes.

By conducting a diagnostic evaluation, teachers gain insights into students' strengths, weaknesses, and overall readiness. This information serves as a foundation for developing appropriate strategies and activities tailored to address the identified needs of the students. It helps ensure that instructional approaches are targeted and responsive, focusing on areas where students require additional support and providing opportunities for growth and improvement.

The diagnostic evaluation process is essential as it generates valuable information about the initial situation of the students. It establishes a baseline from which future comparisons can be made, allowing for ongoing assessment and monitoring of student progress. By understanding students' initial abilities and needs, teachers can make informed decisions about instructional planning and tailor their teaching methods to meet the specific requirements of their students. Overall, the diagnostic evaluation plays a vital role in providing teachers with valuable information about students' abilities and needs, enabling them to design effective strategies and activities that directly address those needs. It serves as a foundation for individualized instruction and facilitates ongoing assessment and progress monitoring.

#### **2.3.2.14 Test**

Following with the previews step, the professor must use the test that consists of explaining the methodology of the exercise for better comprehension, and he works on the issues that students presented in the pre-test. (Abdullah S, Esmail Z, and Saieed M, 2014, p.10) A test is carried out to confirm the knowledge that an individual masters on a specific subject. The tests are made up of a series of questions, each of which must be properly answered. The tests can contain questions with honest answers, which are the ones that can be answered freely, and the questions with multiple answers, which are the ones that give them the option of answering different answers.

The inclusion of different question formats allows test creators to assess various cognitive abilities and knowledge levels. Honest answer questions evaluate the test-taker's understanding and recall of specific information, concepts, or facts. Multiple-answer questions, on the other hand, assess higher-order thinking skills, such as critical thinking and decision-making, as the test-taker must analyze and evaluate options to determine the most appropriate answers. It's important for test-takers to read and understand each question carefully before selecting or providing an answer. The professor explains the uses of Duolingo exercise for increasing the fluency of to speak in class.

Proper test preparation, including studying the subject matter, reviewing relevant materials, and practicing with sample questions, can help improve performance on tests and increase the likelihood of providing correct answers. Overall, tests serve to assess knowledge and understanding. By incorporating different question types, tests can effectively evaluate the test-taker's proficiency and provide insights into their mastery of the subject being assessed.

#### **2.3.2.15 Post-test**

Based on Abdullah S, Esmail Z, and Saieed Moslemi N (2014), the final step consists of a final exam where the professor proves if their students learn. (p.10). Final and partial exams are part of the educational process. They are an instance in which the teacher can determine to what extent the students have mastered the contents explained during the semester. Depending on the course duration, there maybe two or three exams that depend on the educational institution. The exams take different forms. There are oral and written exams and practical work or expositions where students must demonstrate knowledge of the subject through developing a related project. However, there is an educational stream that analyzes the true importance or need of final exams.

They serve as assessment tools for teachers to gauge students' understanding and mastery of the content covered throughout the semester or course. The frequency of exams,

whether there are two or three, typically depends on the specific educational institution and the duration of the course. These exams can take various forms, including oral and written exams, practical work, or presentations. Each format assesses different skills and knowledge areas.

Oral exams involve direct verbal students, teacher. Where students are required to respond to questions or discuss specific topics. Written exams typically consist of answering questions, solving problems, or writing essays to demonstrate understanding and application of the subject matter. Practical work or project-based assessments allow students to showcase their knowledge and skills through hands-on activities, such as conducting experiments, creating artworks, or designing projects relevant to the course material. These assessments often involve application, critical thinking, and creativity.

However, there is ongoing debate and discussion in the field of education regarding the true importance or necessity of final exams. Critics argue that exams can create a high-stakes and stressful environment for students, potentially leading to test anxiety and a focus on rote memorization rather than deep understanding and critical thinking. As a result, some educational streams emphasize alternative assessment methods that promote continuous evaluation and a more comprehensive understanding of students' abilities. These alternatives may include project-based assessments, portfolios, presentations, group projects, or ongoing class participation and engagement.

The selection and implementation of assessment methods should align with the educational goals, objectives, and values of the institution and instructors. It is essential to consider a balanced approach to assessments, incorporating a variety of methods to assess different skills and promote a holistic evaluation of students' knowledge and abilities. This can help provide a more comprehensive view of students' progress and promote meaningful learning

experiences. At the end of the post-test, the professor creates a comparison graph in which he wants to see the improving of the students after to use Duolingo.

### **2.3.3 The benefits of Duolingo**

#### **2.3.3.1 Technological Tool**

According to Siregar. (2019), students need technological instruments for: "(...) their training for the use of ICT applied to subjects with functional diversity due to disability, the first point is the strong marginality of these works in the Latin American context (...)." (p.106). It should be noted that training for information and communication technology such as Duolingo is essential to engage with the media since, in all work environments, the use of Duolingo in cell phones, and computers is implemented to develop their jobs. Suppose students in some rural areas do not count on this team. In that case, the incursion into today's society is complicated since the entire planet uses technology to the maximum. Awakening this knowledge in students from an early age ensures success in their field of work.

Duolingo is a language learning platform that offers numerous benefits to language learners. Here are some of the key advantages of using Duolingo accessibility is accessible to a wide range of learners as it is available as a website and a mobile application. Learners can access the platform anytime and anywhere, making it convenient for self-paced learning provides a user-friendly interface that is intuitive and easy to navigate. The platform offers clear instructions, interactive exercises, and progress tracking, making it suitable for learners of all ages and levels.

Duolingo incorporates gamification elements, making the learning process engaging and enjoyable. Learners earn points, badges, and progress through levels, creating a sense of achievement and motivation to continue learning offers bite-sized lessons that are designed to be completed in short sessions. This approach fits well into busy schedules and allows

learners to make consistent progress, even with limited time available to utilize an adaptive learning algorithm that personalizes the learning experience for everyone. The platform adjusts the difficulty level and content based on learners' performance, ensuring targeted and effective learning.

It offers a wide range of language courses, including popular languages such as English, Spanish, French, German, and many more. Learners can choose the language they want to learn and have access to comprehensive lessons and exercises focuses on developing essential language skills, including reading, writing, speaking, and speaking. The platform offers a balanced curriculum that covers vocabulary, grammar, and comprehension skills, allowing learners to develop a well-rounded understanding of the language.

Duolingo provides a supportive and interactive community of language learners. Users can participate in discussion forums, compete with friends, and connect with other learners worldwide, fostering a sense of belonging and motivation offers free access to its core features, making it a cost-effective option for language learning. Learners have the option to upgrade to Duolingo Plus for an ad-free experience and additional features, but the free version is highly functional and valuable on its own seeks user feedback and incorporates improvements based on user suggestions. The platform constantly evolves to enhance the learning experience and address the needs of learners. Duolingo provides an accessible, engaging, and effective platform for language learning. It combines technology, gamification, and adaptive learning to support learners in developing language skills at their own pace.

### **2.3.3.2 Intellectual Development**

There are many deficiencies for a reason: Many studies show the inequalities that characterize the processes of insertion to work of young people. As a consequence of the

profound changes in the world of work and the breaks in the link between education and employment. (Millenaar and Jacinto, 2010, p. 74).

Such as has been seen, development cannot go hand in hand with inequality. To prosper, it is necessary to provide all kinds of benefits to students regardless of urban or rural. Until everyone is helped in the same way, they do not have a country with greater opportunities in the labor field, and this leads to more poverty since if the person looking for the job is very young, they does not accept it due to a lack of experience and if it is an older people do not accept it either due to their high age, so Duolingo has the opportunity of to offer to the students the capacity of to increase the intellectual development because it has exercises where students learn about many topics. In summary, there should be an equal benefit for all regardless of who they are. If they talk economically, it is obvious that a large school needs more budget.

However, it would be best not to forget small schools with minds full of dreams and equality. Concerning Ballesteros, Gil, Jiménez, Malik, Mata (2010), what matters is to be yourself because it is necessary to think that students are all equal in terms of dignity. It would be necessary to stop using diversity as a pretext for social inclusion. This is a challenge to the extent that diversity is evident, but equality is the fruit of a moral conviction. (p.54). The previous example described refers to the fact that they should all have the same benefits since they are equal to a more developed area, they must have the same attention as any other school, they do not speak of the same amount of money provided to a large school but rather that they feel excluded from society and are not advancing in the same way to the free zones.

This means that people from rural areas find social inclusion more difficult when arriving at a free trade zone to get work. This means that Costa Rica is an immoral country since if they were given the same attention to all areas, could have a change of mentality in people

because they would not feel less than others and would fight to have a better life.ck of attention, on many occasions they cannot be carried out.

### **2.3.3.3 Inequality.**

Based on Huaylupo Alcázar, J. (2018), the inequalities are not bad at all since:

Inequalities are not pure negativity; where a glance seems subordination and discipline, it is also possible to see forms of care and protection, or where they identify sanction of practices, there is also approval. Likewise, inequalities are not exclusively the product of the relationships between the different subjects, but rather what other structural, political, and economic elements - as mentioned at the beginning - determine the forms that such relationships take. (p.19).

It should be added that it depends on how the inequality is seen. It can be good or bad; it is good when it is unfounded out of respect, that is, if a person scolds another, they must be respected whether they like it or not because that age inequality gives the person who scolds or corrects a higher level of experiences and experiences, instead When inequality is used to offend and belittle another similar it is being used in a bad way since all are equal "flesh and blood" is no longer someone because of what they have at a material level but how that person is ethical.

In a few words, the human being is defined by what it is and not by what is material, and this occurs a lot in educational centers and turns to bully because some can have better things than others and are in charge of making fun. They humiliate those who cannot possess such materials, so Duolingo gives the opportunity that every student can learn around Costa Rica.

Inequality that is based on respect and mutual understanding can be beneficial. For example, when a person with more experience or knowledge offers guidance or correction to another person, it can contribute to personal growth and learning. Respecting and valuing the

wisdom and experiences of others can foster positive relationships and create opportunities for personal development.

However, inequality becomes problematic when it is used to offend, belittle, or discriminate against others. When inequality is used to demean or humiliate individuals based on their material possessions, it can lead to harmful situations like bullying. In such cases, individuals are judged and mistreated based on superficial factors such as material possessions, rather than being valued for their character, ethics, and intrinsic worth as human beings. It is crucial to recognize that every individual, regardless of their material possessions, deserves respect and dignity. The true measure of a person's worth lies in their character, values, and how they treat others, rather than external factors. Creating an inclusive and respectful environment in educational centers involves promoting equality, empathy, and appreciation for individual differences.

Educational institutions play a vital role in fostering a culture of respect, acceptance, and inclusivity, and they help with technological gadgets in which Duolingo is incorporated. By promoting values such as empathy, understanding, and kindness, schools can contribute to creating a supportive environment where all students feel valued and included, regardless of their material possessions. In summary, while inequality can have positive aspects when rooted in respect and mutual growth, it becomes detrimental when used to demean or discriminate against others based on superficial factors. Promoting a culture of respect, empathy, and inclusion is essential to counteract the negative effects of inequality and create a nurturing environment where every individual is valued for who they are rather than what they possess.

#### **2.3.3.4 Opportunities**

Opportunities are very important because the current society and its vision of reality challenge them to teach science from a socio-constructivist paradigm. Faced with this, school

Scientific Research becomes an opportunity to promote scientific competencies, so it is necessary to have spaces for dissemination, such as the Science Fairs. (Wagner E ,2018, para. 2).

Based on the exceeding, today's people have the vision of competition and try to achieve what they propose, although low-income people are the same. However, due to life circumstances, they do not have the facility of having some technological equipment. They are often discriminated against instead of seeing how they are helped by not buying it but lending it to perform their tasks. If the above were done, this behavior would open the doors with hundreds of opportunities for students to develop in their field and stand out from ordinary people.

Discrimination based on economic status can further perpetuate inequality and limit opportunities for individuals who do not have the financial means to acquire necessary tools. It is crucial to recognize that individuals from low-income backgrounds may possess talent, intelligence, and potential, but they may face barriers in accessing resources that can help them excel. One way to address this issue is by promoting inclusivity and offering support to individuals who may not have access to technological equipment. Instead of discriminating against them, it is essential to foster a spirit of collaboration and provide opportunities for borrowing or sharing resources, so Duolingo give to the opportunity of acquiring a new language without to pay a course. Students only have to be perseverant and try to make the exercise of the best way. By doing so, doors can be opened for students from all backgrounds to develop their skills and talents, enabling them to stand out and excel.

Creating programs or initiatives such as Duolingo that provide access to technology and other resources can help level the playing field and provide equal opportunities for learning and growth. This can be achieved through collaborations between educational institutions, community organizations, and businesses to ensure that students from low-income backgrounds have access to the tools they need to succeed. Moreover, it is important to foster a mindset that

values and supports diversity and inclusion. Recognizing and appreciating the unique talents and perspectives that individuals from different socioeconomic backgrounds bring can contribute to a more equitable society and provide opportunities for all to thrive.

Addressing the challenges faced by individuals from low-income backgrounds in accessing technology and resources requires a collective effort. By promoting inclusivity, collaboration, and providing support, they can create an environment where everyone can develop their skills and stand out, regardless of their socioeconomic circumstances.

#### **2.3.3.5 The Indicator of Habit in Speaking English**

Based on Wagner E (2018), it is important because The Indicator of Habit in speaking English phrase and speaking skill contends that habit can be acquired by doing exercise. The number of repetitions, as every repetition strengthens the disposition left by previous exercise their frequency. (para.2). Students work on the skill of speaking using Duolingo out of the classroom, not just to get them over their difficulties in it. However, through extra-class work, the students have more time and varied environments to practice, automate, and refine the processes involved in understanding oral.

Duolingo help to students be more responsible is beneficial because learning can be more effective as students control this process since it allows them to know what they are prepared for. Therefore, the students responsible for their learning can continue outside of class and transfer these strategies to other subjects. Therefore, if the student begins to be responsible for strengthening their ability to speak outside the classroom, he internalizes strategies for improving the skill. Over time, they build the habits to practice their oral comprehension.

Encouraging students to take responsibility for their learning is indeed beneficial. When students take ownership of their learning process, they become more engaged and motivated, leading to more effective learning outcomes. By having control over their learning, students can

assess their own preparedness and make informed decisions about how to further develop their speaking skills. Being responsible for their learning extends beyond the classroom and allows students to transfer the strategies and techniques they learn to other subjects and real-life situations. It promotes the development of independent learning habits, self-reflection, and self-assessment, which are valuable skills for lifelong learning.

When students take the initiative to strengthen their speaking and speaking abilities outside the classroom, Duolingo internalize the strategies and techniques for improving these skills. Over time, with consistent practice and habit-building, students can enhance their oral comprehension and fluency. This independent practice reinforces the learning process and contributes to the long-term development of their speaking skills. Teachers can support students in becoming more responsible for their learning by providing guidance, resources, and opportunities for extra-class practice. They can encourage students to engage in activities such as language exchange programs, conversation clubs, watching movies or TV shows in the target language, or participating in online language communities.

These experiences further expose students to authentic language use and help them develop their oral comprehension skills. Fostering student responsibility in practicing and improving their speaking skills outside the classroom is crucial for effective language learning. By taking ownership of their learning process, students can transfer strategies, build independent learning habits, and develop their oral comprehension skills over time. Teachers play a significant role in supporting and guiding students in this process, providing opportunities for practice and offering resources to enhance their language learning outside the classroom.

### **2.3.3.6 Online Resources for Developing Speaking Skill**

Quesada Cordero. M. (2022). communication through social networking is important because various internet communication tools such as Duolingo are available online. Audio and video lessons are found in abundance online to support teaching and learning of speaking skills. Duolingo help learners gain knowledge about any of the subject matter and accent of the speaker. Learners can also adjust and choose activities according to their time and interest. (para. 3).

Girls and boys enjoy Duolingo and movement, so they should be provided with a happy environment that allows them to externalize all the energy they have inside; this should be invited to reflect through the hearing about the different sounds, rhythms, and phrase they speak to. Therefore, this is important to promote singing activities of speaking to recordings and creating presentations where to express themselves through their own words. Therefore, it recommends that the teacher use background music while the students work. Visits to the symphony or to observe a presentation should be planned.

Creating a happy and inclusive environment that encourages students to externalize their energy through music and movement is beneficial for their overall development. By providing opportunities for students to explore different sounds, rhythms, and phrase, they can develop an appreciation for music and its role in self-expression. Promoting speaking activities, and speaking to recordings allows students to engage actively with music and language simultaneously. These activities can enhance their speaking skills, rhythm, pronunciation, and overall communication abilities. Additionally, creating musical instruments can be a fun and interactive way for students to get involved in music-making and express their creativity.

Using background of to practice how to make a presentation while students work can create a positive and stimulating atmosphere, helping to foster concentration and motivation.

Music has been found to have a positive impact on mood, cognition, and memory, and incorporating it into the learning environment can enhance the overall learning experience. Planning visits to the symphony or musical performances provides students with opportunities to experience live music and witness the power of music in a different context. These outings can broaden their understanding and appreciation of music, expose them to different genres and styles, and inspire their own musical explorations.

Overall, integrating music and movement activities into the learning environment creates a joyful and dynamic atmosphere that supports students' self-expression, creativity, and overall development. By embracing music as a tool for learning, teachers can engage students in meaningful ways, enhance their language skills, and create memorable and enriching experiences.

## **2.4 Hypothesis**

Through the application of the app Duolingo that has actions plans in the learning process in the students, it searches to improve the fluency communication in English classes.

### **2.4.1 Variable definition**

#### **2.4.1.1 The level of fluency in communication**

The level of fluency in communications means that students have more possibilities of to find a job in a future, and they can express better when they make an activity in the class.

#### **2.4.1.2 The benefits of Duolingo**

Duolingo presents many benefits such as the students can repeat the times that they want for pronouncing better the phrase, and it has the possibility of to use it without to pay a member ship.

#### **2.4.1.3 Activities of Duolingo for improving the fluency in communication**

With the benefit mentioned in the previews point, Duolingo helps to students for having a major self-comfortable, and they can to express better when use the English language.

#### **2.5 Hypothesis operationalization**

Through the application of the app Duoligo that has actions plans in the learning process in the students, it searches to improve the fluency communication in English classes.

## **CHAPTER III**

### **Methodological Framework**

This chapter the methodology of the investigation and population they work with within the data collection. Therefore, it explains the entire process carried out to collect the data and the instruments they use.

### **3.1 Type of investigation (descriptive)**

#### **3.1.1 Purpose**

Based on Ariñez (2018) explains the purpose of a research as follows: “the purpose of the research is based on the contributions that is going to give, this could be production or creation of knowledge in the studied field”. (p.26). Based on the above, the concept of ethnomethodology can be related to all those people who face situations in daily life. A clear example that can be given in the students of Public education in Costa Rica which students fight against access to technological tools due to the lack of internet, thus each student in the not too distant future has a knowledge competence practical, linguistic and of interaction that can be observed and recorded, but not egalitarian since students of public education have the problem that in many of their English lessons they receive them in Spanish. Hence, their speaking level is very unfavorable.

Students in public education face obstacles related to access to technological tools and the lack of internet connectivity. These challenges can significantly impact their ability to engage with digital resources and participate in online learning activities. This situation creates an inequality in terms of practical knowledge, language skills, and interaction abilities, particularly when it comes to learning English. The unequal access to resources and language instruction can contribute to a disadvantage in the speaking skills of students. When students receive English lessons in Spanish, it can limit their exposure to authentic English language use and impede the

development of their speaking comprehension abilities. Speaking comprehension is a crucial component of language learning and can significantly impact overall language proficiency.

Addressing these inequalities and improving access to resources and quality language instruction is essential for creating a more equitable educational system. It requires efforts at various levels, including government initiatives, educational policies, and teacher training programs. Efforts can be made to provide students in public education with equal opportunities to access technological tools, such as providing internet connectivity in schools or offering computer labs and resources for digital learning. Additionally, there is a need to ensure that English language instruction is delivered effectively in English, with a focus on developing speaking skills through authentic and engaging materials.

Professional development programs for teachers can also play a crucial role in equipping educators with the necessary skills and strategies to address the specific needs of students in public education. This includes training teachers in effective English language instruction, incorporating technology in the classroom, and promoting inclusive practices that support students from diverse backgrounds. These challenges and promoting equal access to resources and quality language instruction, the educational system can work towards reducing inequalities and providing a more equitable learning environment for all students.

### **3.1.2 Temporal dimension (transversal)**

In this area, the research projects limiting terms of the time of application. The temporal dimension establishes the investigation of an attitude or topic progress during a specific period. Transversal and Longitudinal dimension are the two temporal contexts in which research can be developed. In this case, this research is established by a Transversal dimension because it analyzes and comprehend in depth the topic, this means in detail, more than just analyze the behavior of the topic in long term. (Ariñez,2018)

Based on the previous quote, the design of a cross-sectional investigation that measures one or more variables at a given moment. The information of a cross-sectional study is collected in the present and, sometimes, from past characteristics or behaviors or experiences of individuals. Due to its exposure, it can be classified as observational, at a given moment; due to its temporality, it is retrospective; its unit of analysis is an individual and it is measured at a single moment.

Cross-sectional studies are considered observational because they do not involve any intervention or manipulation by the researcher. Instead, they observe and measure variables as they naturally occur in a specific population or sample. The temporal nature of a cross-sectional study can be retrospective, meaning that it collects information about past characteristics or behaviors. This retrospective aspect allows researchers to gather data about historical factors that may influence the current state of the variables under investigation.

The unit of analysis in a cross-sectional study is the individual. Researchers collect data from a sample of individuals at a single point in time, rather than following them over an extended period. This design provides a snapshot of the population at that specific moment, allowing researchers to examine the relationships between variables and make inferences about the population as a whole. Cross-sectional studies are particularly useful for examining the prevalence, distribution, and associations of variables within a population. They can provide valuable insights into the characteristics and patterns of a particular group at a given moment. However, cross-sectional studies have limitations in establishing cause-and-effect relationships since they do not involve longitudinal data collection or experimental manipulation.

A cross-sectional investigation is a research design that measures one or more variables at a specific point in time, capturing information about individuals' characteristics, behaviors, or

experiences. It provides a snapshot of the population and allows for the examination of relationships and patterns within that specific timeframe.

### **3.1.3 Frame (micro)**

According to Ariñez (2018), he mentions that this means the magnitude and extension of the organization, areas, subject matter that is meant to be investigated. This refers to how much the research covers, which depends on the existence of economic resources, time, number of researchers and the amount of knowledge of the subject matter.” (p.28)

In the data collection, the researcher puts into practice the instruments which show if the social media of Duolingo improves the speaking ability in the seventh-year students at the Marco Tulio Salazar school in Aserrí, so the researcher puts a certain number of phrases with three repetitions of each and at different speeds so that it is better understood in the class. After this face, the researcher leaves the students to speak to these phrases for the next class and thus compare the initial and final data. Every day different rhythms are encompassed all the tastes of the students. In the end, they are interviewed about how they felt about the activity and some reconstructive criticism to improve said activity. This interview covers feelings. Vocabulary learned motivation to go to class and some other aspects.

In the application of this instrument, the researcher reproduces various audio to measure the speaking level of the class. The next day, the teachers give some tips to improve speaking and play a video on several occasions to speak visually. After this, it plays the video's audio to see if it is better to speak to it visually than just having the possibility of speaking. Finally, on the third day, the final exam is done to see the growth of the students before and after giving tips to improve their speaking.

### **3.1.4 Research approach (qualitative)**

Based on Fernández, Hernández, Baptista (2014), education has different approaches such as the qualitative approach is also guided by significant research areas or themes. However, instead of clarity about research questions and hypotheses preceding data collection and analysis (as in most quantitative studies), qualitative studies can develop questions and hypotheses before, during, or after (p.7). Such as mentioned above, for qualitative research, they can have hypotheses throughout the data collection process, and this leads them to how the research progresses, to have new questions and to improve the ones they already had or to change some because how the process is progressing, they can go on clarifying those questions that are formed to one at the beginning of the investigation.

In qualitative research, the research process is often iterative and dynamic, allowing for the generation and refinement of hypotheses throughout the data collection process. Unlike quantitative research, where hypotheses are typically formulated before data collection, qualitative research is more open-ended and exploratory in nature.

As researchers engage with the data through methods such as interviews, observations, or document analysis, they immerse themselves in the participants' perspectives and contexts. This deep immersion often leads to new insights, unexpected findings, and the emergence of new research questions.

Throughout the data collection process, researchers continuously analyze and interpret the data. They engage in a process of constant comparison, seeking patterns, themes, and connections within the data. As they make sense of the data, researchers may refine their initial research questions or develop new ones that are more grounded in the data itself.

The iterative nature of qualitative research allows for a flexible and responsive approach. As researchers uncover new information and gain a deeper understanding of the research topic, they can adapt their research questions and hypotheses accordingly. This process of refining and adapting research questions is known as theoretical saturation, where researchers reach a point where new data no longer significantly alters the emerging themes or concepts.

The dynamic nature of qualitative research also encourages researchers to engage in ongoing reflection and reflexivity. Researchers critically examine their own biases, assumptions, and preconceptions that may influence the research process. This self-reflection allows for a more nuanced understanding of the data and ensures that researchers remain open to new insights and perspectives.

In summary, qualitative research allows for the development and refinement of hypotheses throughout the data collection process. The iterative and dynamic nature of qualitative inquiry allows researchers to adapt and evolve their research questions based on the emerging findings and insights gained from engaging with the data. This flexibility and openness contribute to the richness and depth of qualitative research and enhance its ability to generate nuanced understandings of the research topic.

### **3.1.5 Character (descriptive and correlational)**

Descriptive research refers to the methods that describe the characteristics of the variables under study. This methodology focuses on answering questions relating to the “what” than the “why” of the research subject. The primary focus of this research is to simply describe the nature of the demographics understudy instead of focusing on the “why. (n.d, 2021)

Descriptive research can be used for multiple purposes and in a variety of ways. Without a doubt, this type of research is very useful within the field of observation and analysis

of the nature of phenomena. If they carry out a survey, it is best to ask closed questions in order to obtain the greatest amount of information in the shortest possible time. The useful thing is to find behaviors, patterns, traits or opinions about certain phenomena.

Correlational research is a type of research method that involves observing two variables in order to establish a statistically corresponding relationship between them. The aim of correlational research is to identify variables that have some sort of relationship do the extent that a change in one creates some change in the other. (n.d, 2020)

The usefulness and main purpose of correlational-explanatory studies is to know how a concept or variable can behave, knowing the behavior of another or other related variables, as well as providing a sense of understanding of the phenomenon to which they refer and indicating regularities. Methodologically, this type of study is recommended for the analysis of a case or a situation with a certain intensity in a short period of time.

When analyzing the problem of the functioning of families in situations of social risk, its influence on the integral development of the personality of their offspring and the role of educational institutions in their care through the school-family relationship strategy, it was determined the selection of this type of study because the heterogeneous nature of the process to be studied is appreciated, which conditions the descriptive, interpretative, and evaluative level all at the same time, to explain the performance of the educational function of families in situations of social risk. Well, it allows them to focus on a specific case or situation and identify the different interactive processes that make it up. Its use is feasible in humanist-interpretive designs.

## **3.2 Sources and Subjects of information**

### **3.2.1 Subjects**

Based on Mata Solis Luis Diego (2021), the sample helps: In this article they present some ideas and clarifications about the concept of study subjects and their distinction with respect to the population and the sample in research with a quantitative and qualitative approach.

When they talk about study subjects, they refer to a type of scientific research whose information gathering process is carried out through the application of methods and techniques that involve consultation work and conversation with people, which is field research; in contrast to documentary research, in which the information is obtained from the consultation and analysis of various documentary sources.

The study subjects are those people or groups of people who are part of the groups whose characteristics, opinions, experiences, living conditions, among other features and attributes are of particular interest for research with a quantitative or qualitative approach. (pa.1,2,3). Regarding the course of the dissertation and statistics of our project, there is a sample in the Marco Tulio Salazar school students counting the teacher. Referring to the previous quote, the sample is a fragment of all the people that make up the entity where one does or are directed their project. This is because it depends on the place there is a large population. It would not be easy to work with them, and their instrument would be widely extended. Therefore, they have to be very precise in what they ask and explain well what are done since the people selected as a sample may refuse to help us.

### 3.2.2 Sources (primary, secondary, tertiary)

Table 1

Author	Article	Year
Abdullah S, Esmail Zare B, Saieed Moslemi N	The Effect of Video-Based Tasks in BUNUT PESAWARAN in the Academic year of 2016/2017	2014
Calderón Víctor Raquel	Developing speaking skill through the use of authentic videos with tenth graders at Colegio Nacional Virtual Marco Tulio Salazar Santa Cecilia Branch	2021
Huaylupo Alcázar, J.	Social inequality and coloniality of power Rev.	2018
Millenaar, V. Jacinto, C	Desigualdad social y género en las Muddin.A.2018). The use of Duolingo to improve students` vocabulary.	2015
Muddin.A	The use of Duolingo to Students` vocabulary.	2018

	University Darrussalam- Banda Aceh.	
Quesada cordero. M	How Costa Rica transformed the way it assesses its English students	2022
Schratz M	European Teacher	2010
Siregar. S	Improving Students` vocabulary mastery through Duolingo game at nineth grade of MTS Al- Ittihadiyah Laut dindang	2019
Solehudin, N	The Correlation between  Students´ speaking English phrase Habits and their speaking Skill at the Second Semester of Eleventh Grade of MA AL-Islam teacher Training Faculty State Islamic University of Raden Intan Lampung	2018

Warner.E	Duolingo English Test, Revised Version July 2019	2020
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### 3.3 Population and sample

#### 3.3.1 Probabilistic or no probabilistic

Based on Lauten Thomas (2023) he explains that cluster sampling is a method of probability sampling that is often used to study large populations, particularly those that are widely geographically dispersed. Researchers usually use pre-existing units such as schools or cities as their clusters. (pa.2). According to the previews quote this investigation is probabilistic because the type of sampling is cluster, so in a class always have many students with different genre “women and men”, and they are part of the population that is investigated for searching if Duoligo works in to increase the communication in English classes. So that, when the researcher goes to apply the instruments, he goes to mix the students for looking if Duolingo works better in women or men students.

### 3.4 Instruments

Researcher uses a survey to prove how students can improve their speaking skills using YouTube for such an instrument. Researchers choose the topic about cloth, and they develop the class using Duolingo for ten minutes. With this, students can stimulate their speaking, and they can learn a new vocabulary. After that, the researcher proves if the students learned with the grammar translations method that consists of the professor talking in a native language and target language to create a better explanation. Students can comprehend the topic. Therefore, the researchers can use another audio-lingual method that contains different techniques such as repetition or dramatization. Regarding repetition, the professor can repeat all vocabulary heard

by Duolingo or create a dramatization. Researchers can ask students to create dramatization using the vocabulary heard by Duolingo.

### **3.4.1 Interview**

Based on Gayou (2013), a research tool is an interview since: "An interview is a conversation that has a structure and purpose. In qualitative research, the interview seeks to understand the world from the interviewee's perspective and to break down the meanings of their experiences. "(p.109)

The previous example described makes them think that students have conversations that carry a purpose and the desire to set goals and train as professionals even with technological resources. They look for a way to make the world understand that they are highly successful despite their deficiencies and demonstrate it with their own experiences. These technological resources, such as the Duolingo tool, help students create a habit of speaking to word or phrase in English and thus improve their speaking skills.

### **3.4.2 Photography**

According to Gayou (2013), photography is a different way of presenting an investigation because: "The use of photography is born from the phenomenological current, as a different proposal from the positivist one; the vision of social phenomena would be carried out with the actor's own perspective (...). "(p.113)

As has been seen, significant moments come in the lives of each of these students. They are phenomena that is not easy to repeat and sometimes almost impossible to live again, for example, moments in which the students graduate, they reward on their excellent performance or simply want a memory for their future, thanks to photography, each of these aspects are possible and easy to relive each of these important moments.

### **3.4.3 Pre-test, Test, and Post-test**

According to Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), for the growth of speaking, a series of steps are needed for its improvement and carrying out a previous exam to know the level of the students is a good way to know where the teacher has to focus the teaching techniques and to check if the is students learned they are given a final exam. With this, the professors know if they must change something in their methods of teaching this skill.

### **3.4.4 Survey**

For Singleton & Straits (2009), a survey instrument is defined: "the collection of information from a sample of individuals through their responses to questions" This type of research allows for various methods to recruit participants, collect data, and utilize various methods of instrumentation. Survey research can use quantitative research strategies (e.g., using questionnaires with numerically rated items), qualitative research strategies (e.g., using open-ended questions), or both strategies (i.e., mixed methods). As it is often used to describe and explore human behavior, surveys are frequently used in social and psychological research.

## **3.5 Variables operationalization (conceptual, instrumental, and operational)**

### **General Objective**

To determine the tools that Duolingo offers to plan actions in the process of increasing the fluency and communication of eleventh graders students in the English classes of the Marco Tulio Salazar school in Aserri.

**Table 2**

<b>Specific Objective</b>	<b>Variable</b>	<b>Conceptual Definition</b>	<b>Instrument Definition</b>	<b>Operational Definition</b>
To analyze the level of fluency in communication on eleven graders students in Marco Tulio Salazar by implementing the pre-test using Duolingo as the main tool.	the level of fluency in communication	The fluency of learners during interactions with the professor in English classes	Instrument: Interview. The interview to the professors shows if the using of Duolingo helps to the students to increase the level of fluency in communication.	The instrument is valid if the professor answers affirmative the 70% of the questions.
To determine the fluency and communication using the benefits of Duolingo as the main tool on	The benefits of Duolingo	The researcher implements Duolingo in English classes for increasing the fluency in communication.	Instrument: Survey The researchers apply a survey to the students for proving if they found the	If the results of the survey proving that the 70% of the students found benefits for increasing the

<p>eleven graders students in Marco in Marco Tulio Salazar in Aserri</p>			<p>benefits of Duolingo for increasing the level of fluency in communication</p>	<p>level of fluency in communication are valid</p>
<p>Identify the appropriate activities of Duolingo for improving the fluency in communication on eleven graders students in the academic English classes in Marco Tulio Salazar in Aserri.</p>	<p>Activities of Duolingo for improving the fluency in communication</p>	<p>With the application of the activities that Duolingo has, the students improve the fluency in communication.</p>	<p>Instrument: Yes/No Questionnaire. The researcher uses some activities that Duolingo provide for increasing the level of fluency in communication.</p>	<p>If the 70% of the students mark Yes, it means that the activities help them to increase the level of fluency in communication, and if the 70% mark No the activities does not help them.</p>

**CHAPTER IV**  
**ANALYSIS AND INTERPRETATION OF DATA**

This chapter explains the results based on the use of Duolingo in English classes for the increasing of the level in fluency communication. It shows on graphics the percentage data of the students when they use Duolingo comparing when they do not use Duolingo. Therefore, it shows the data of the instruments use the researcher when the investigation is applied.

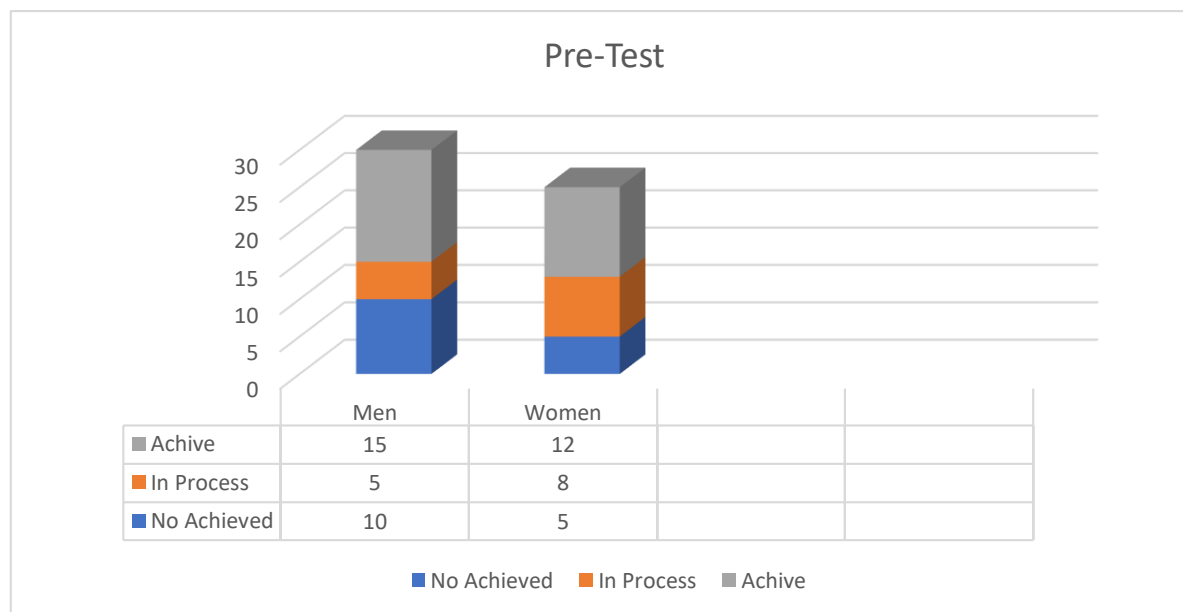
## Results and Analysis of Data

To achieve the objectives set at the beginning of this research, the information obtained through the different instruments applied was emptied for better analysis and interpretation. In addition, tables are made in the word application for a better interpretation of the results. The qualitative analysis presented below is carried out according to the relationship between the objectives, variables, dimensions, indicators, and items established in the data collection instrument managed to appreciate more clearly the trend of the responses and the data collected.

### 4.1 Actual situation diagnostic

#### 4.1.1. Data description

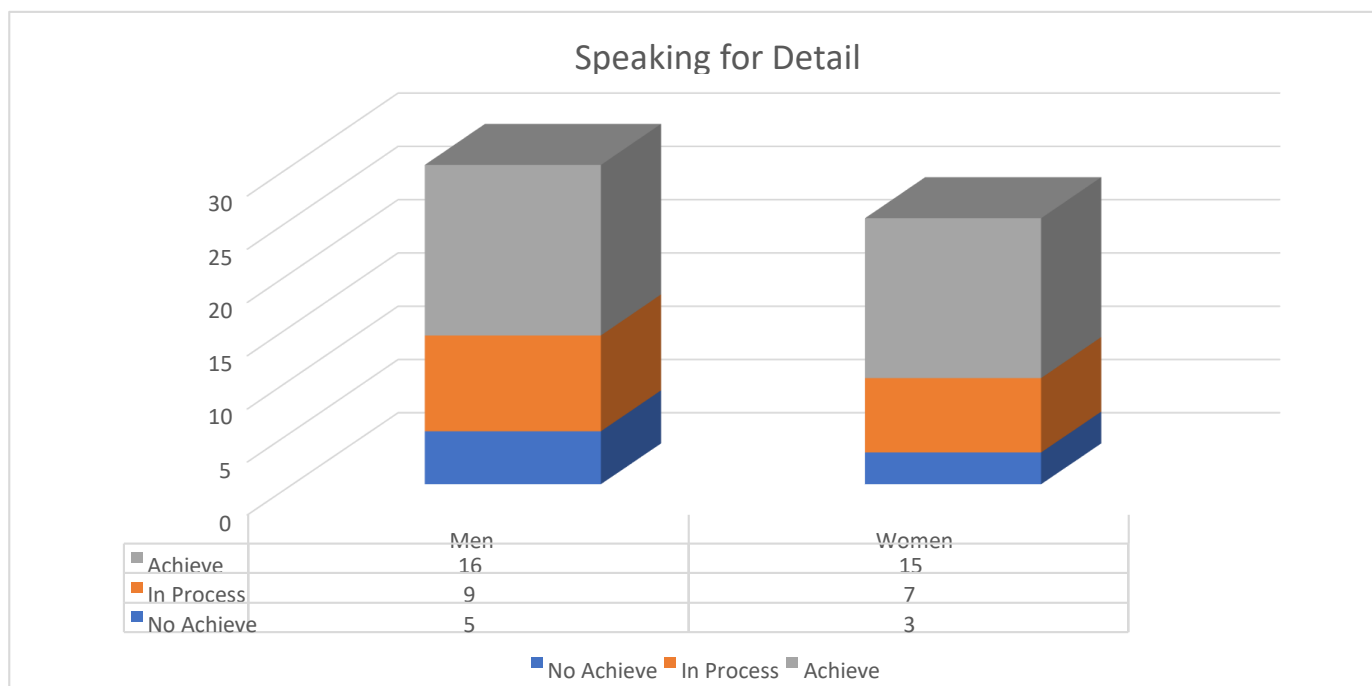
Graphic #1 Pre-Test



**Source:** This data was obtained from the evaluation made to the students.

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that ten men and five women failed to complete the exercise. Five percent men and eight percent women managed to complete at least half of the exercise. Finally, it can be interpreted that fifteen percent men and twelve percent women managed to complete the exercise fully. With the use of this information, they may evaluate the exercise performance of the tenth-year pupils at the Marco Tulio Salazar school in Aserrí. It appears that more men than women thoroughly completed the exercise, whereas more women than men appeared to have failed to do so. The students who finished the task at least partially fall between the two groups. They might want to take into consider elements like the difficulty of the exercise, how long it took to complete, and any other context that could affect the results in order to undertake a more thorough analysis of speaking abilities. Without other information, this data may not be sufficient for a thorough review of listening abilities, but it does provide a basic grasp of achievement levels. With the above data, it is possible to have a base in which the level of Speaking skill that the eleven-year students of the Marco Tulio Salazar school in Aserrí have can be analyzed.

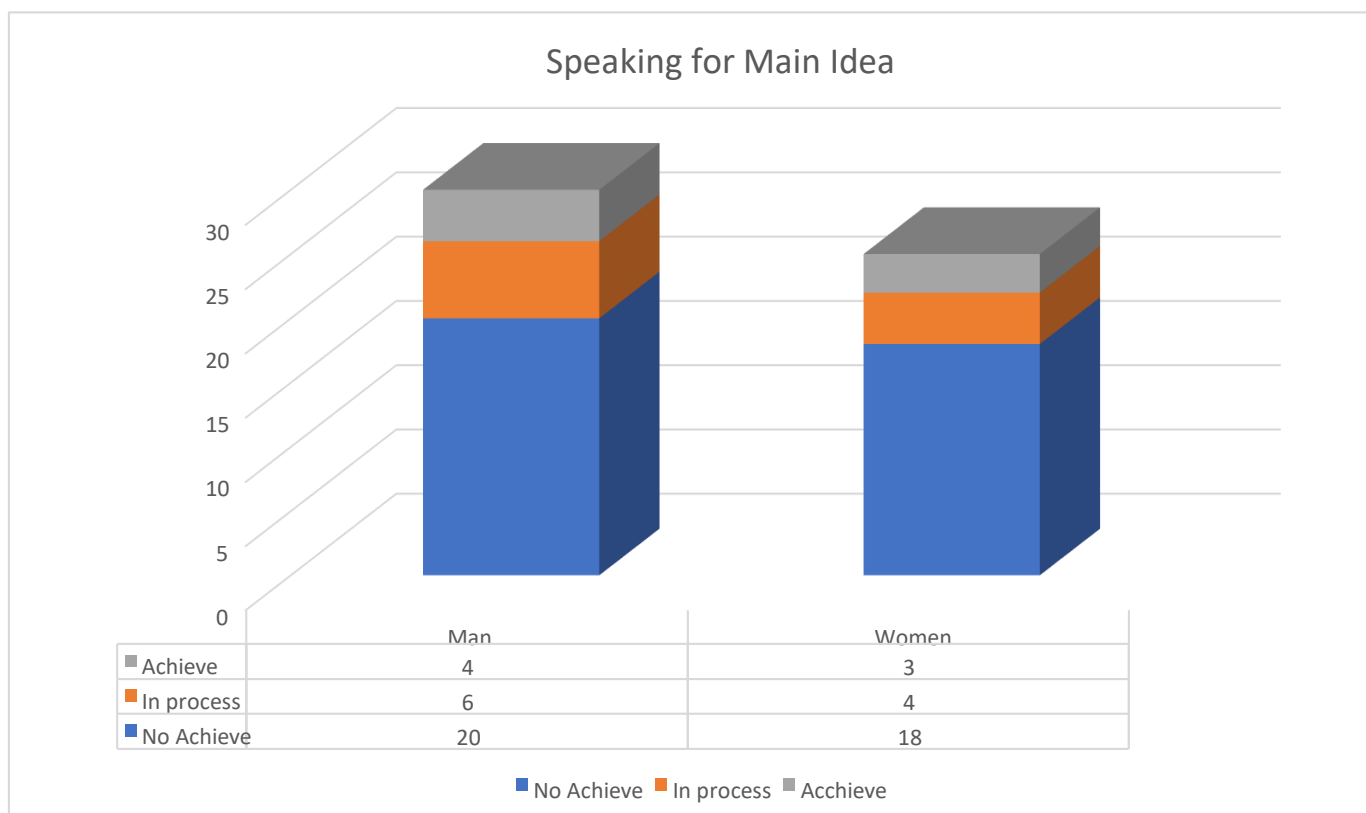
Graphic #2 Speaking for Detail



**Source:** This data was obtained from the evaluation made to the students.

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that five percent men and three percent women failed to complete the exercise. Nine percent men and seven percent women managed to complete at least half of the exercise. Finally, it can be interpreted that sixteen percent men and fifteen percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh-year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

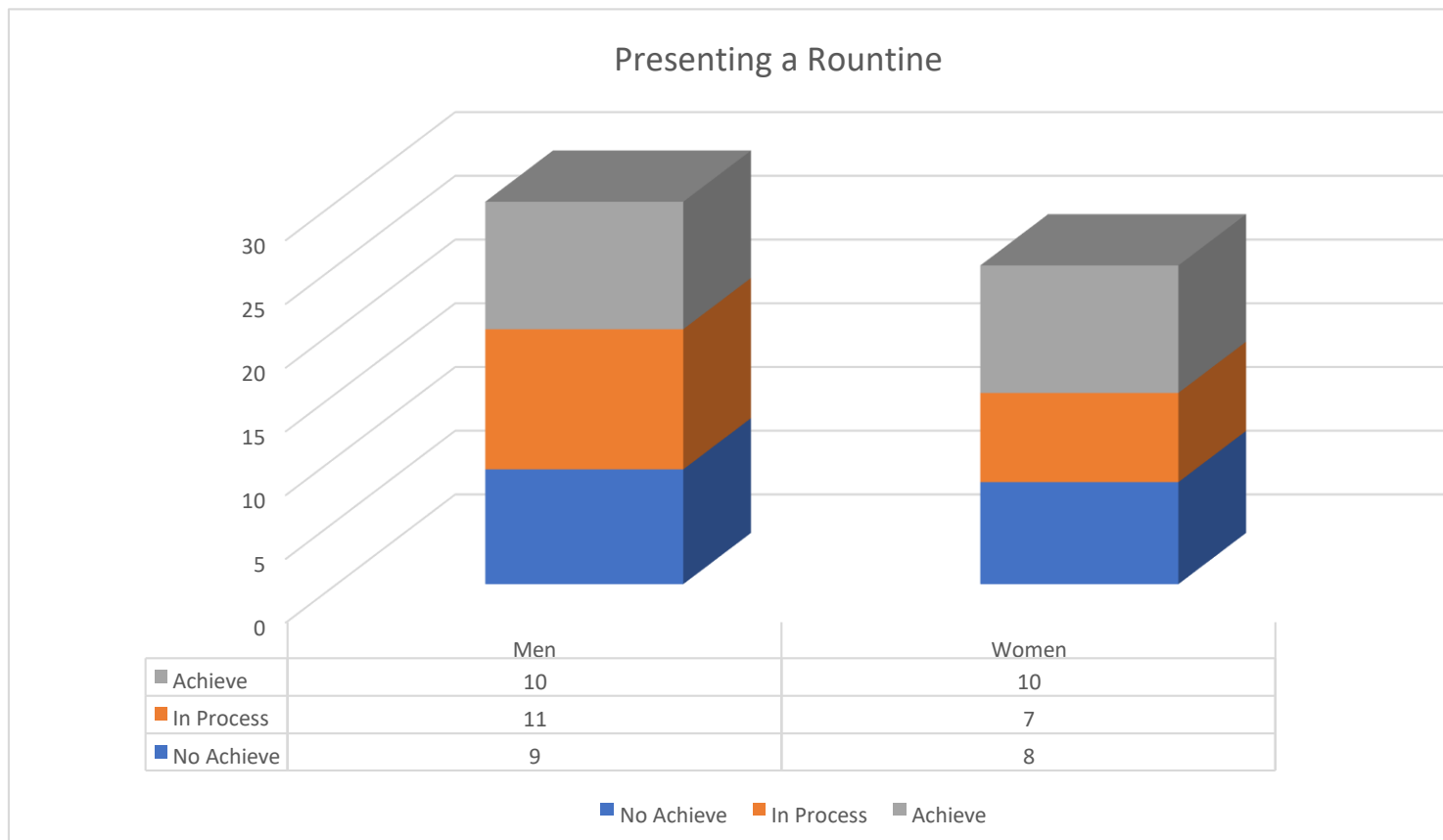
Graphic# 3 Speaking for the main idea



**Source:** This data was obtained from the evaluation made to the students.

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that twenty percent men and eighteen percent women failed to complete the exercise. Six percent men and four percent women managed to complete at least half of the exercise. Finally, it can be interpreted that for percent men, and three percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

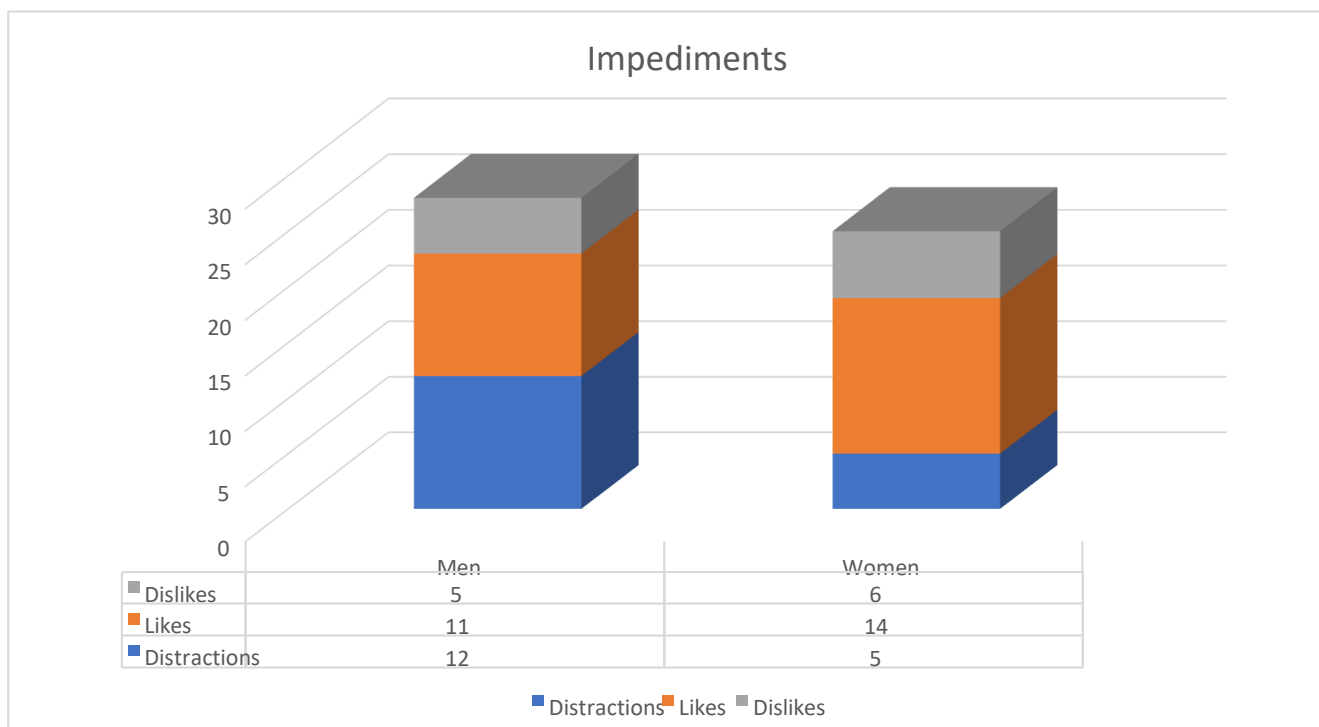
Graphic# 4 Presenting a Routing



**Source:** This data was obtained from the evaluation made to the students.

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nine percent men and eight percent women failed to complete the exercise. Eleven percent men and seven percent women managed to complete at least half of the exercise. Finally, it can be interpreted that ten percent men and ten percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

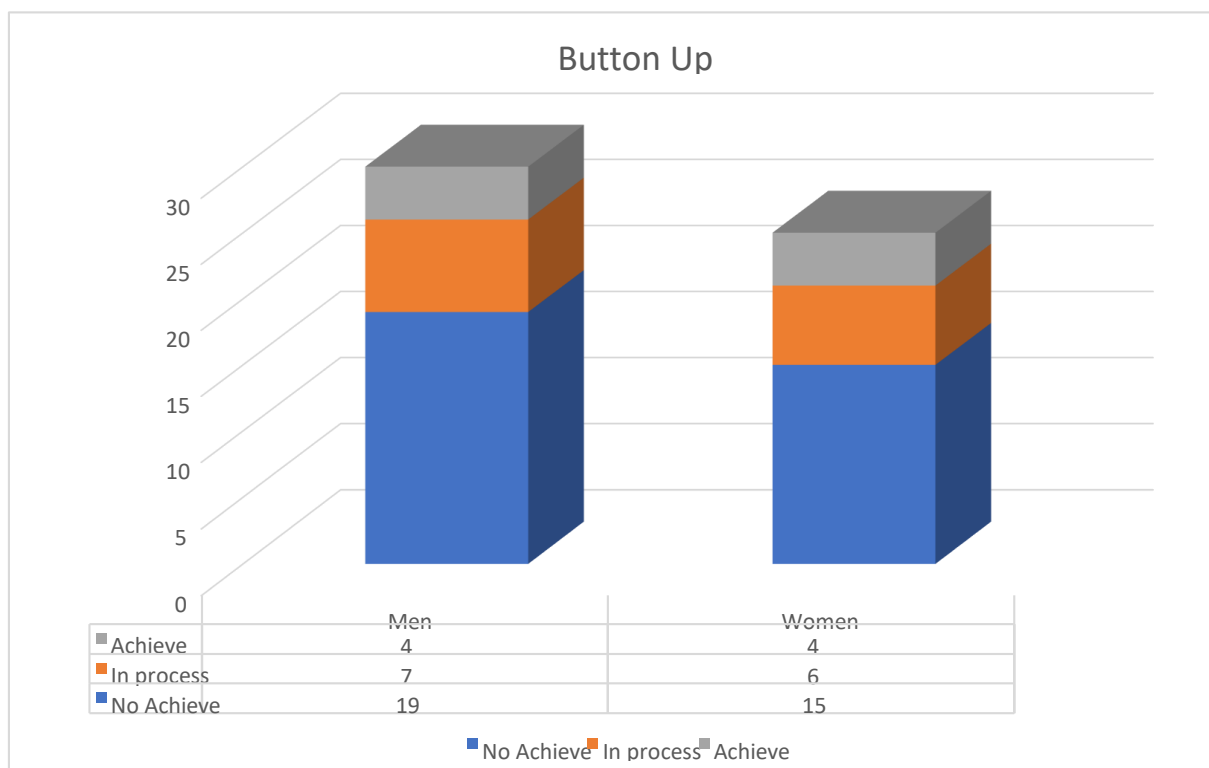
Graphic# 5 Impediments



**Source:** This data was obtained from the evaluation made to the students.

Based on the previous graph, blue means distractions. Orange means likes, and grey means dislike, so it can be interpreted that twelve percent men and five percent women did not complete the exercise because they were distracted by their cell phones, classmates, and the sound coming from outside. Eleven percent men and fourteen percent women liked the exercise modality since it was different from what they found every day in the classroom. Finally, it can be interpreted that five percent men and six percent women did not like the exercise since the music was not to their liking or they were not interested in increasing their Speaking skills.

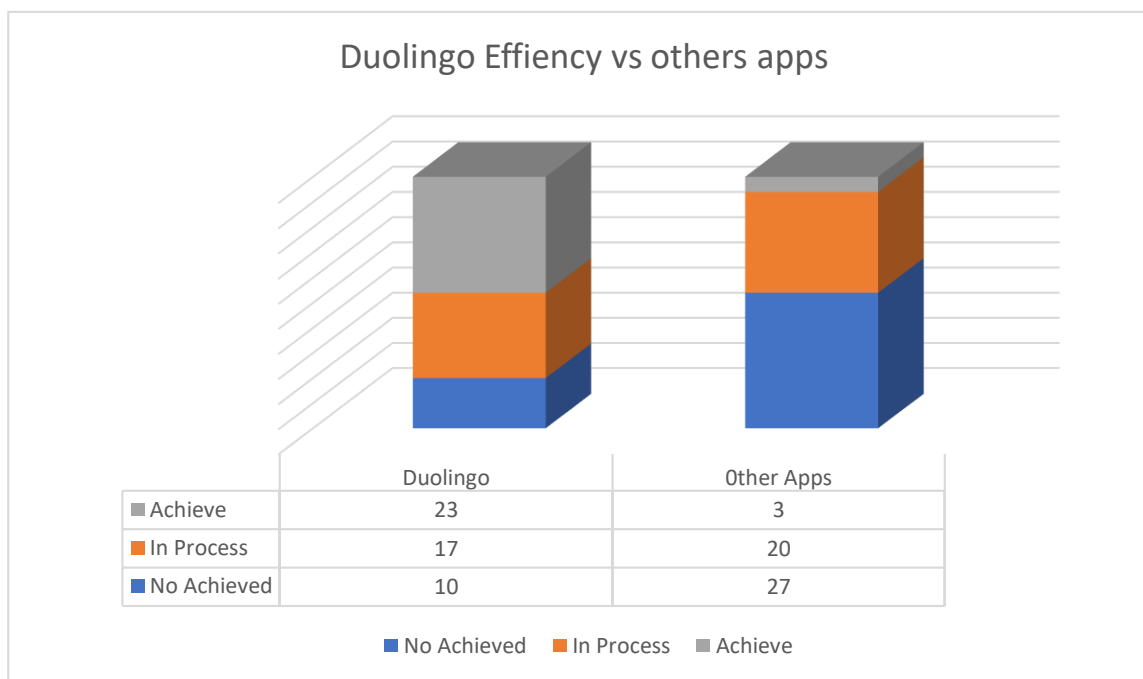
### Graphic #6 Button Up



**Source:** This data was obtained from the evaluation made to the students.

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nineteen percent men and fifteen percent women failed to complete the exercise. Seven percent men and six percent women managed to complete at least half of the exercise. Finally, it can be interpreted that four percent men and four percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

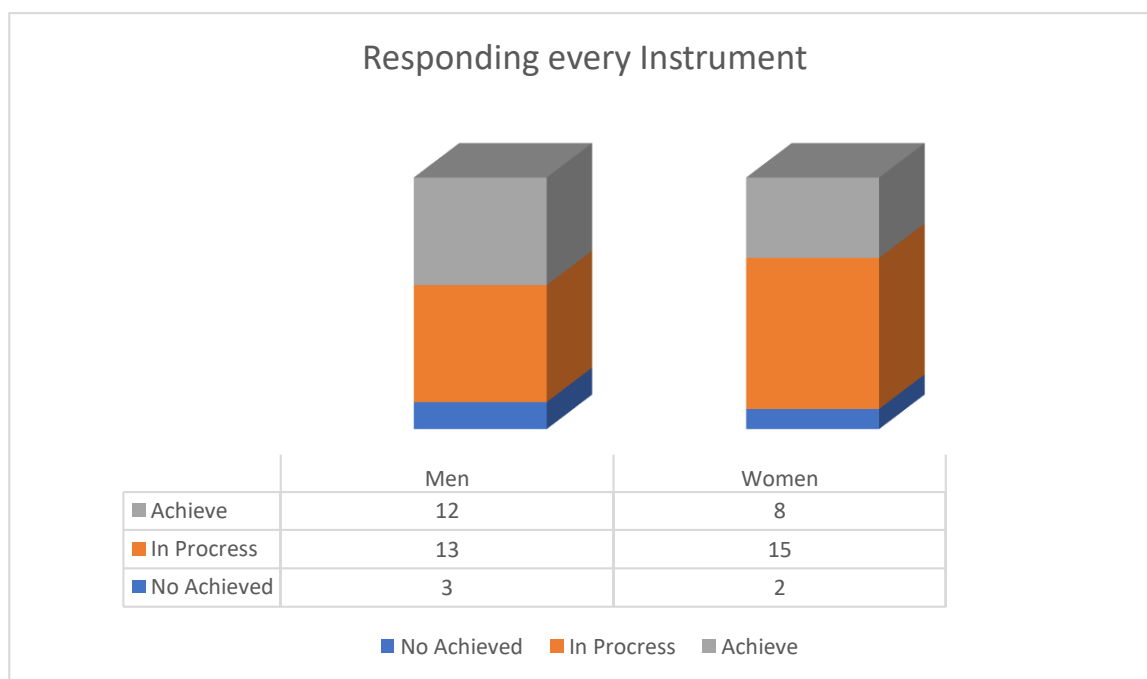
Graphic #7 Duolingo efficiency vs other apps



**Source:** This data was obtained from the evaluation made to the students.

Regarding the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that Duolingo has a better function because ten failed to complete the exercise. With the other apps, twenty-seven percent people failed to complete the exercise. Seventeen percent people could manage to complete at least half of the exercise, and with the other apps, twenty percent people could manage to complete at least half of the exercise. Finally, it can be interpreted that twenty-three percent people managed to complete the exercise fully, and three percent people managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

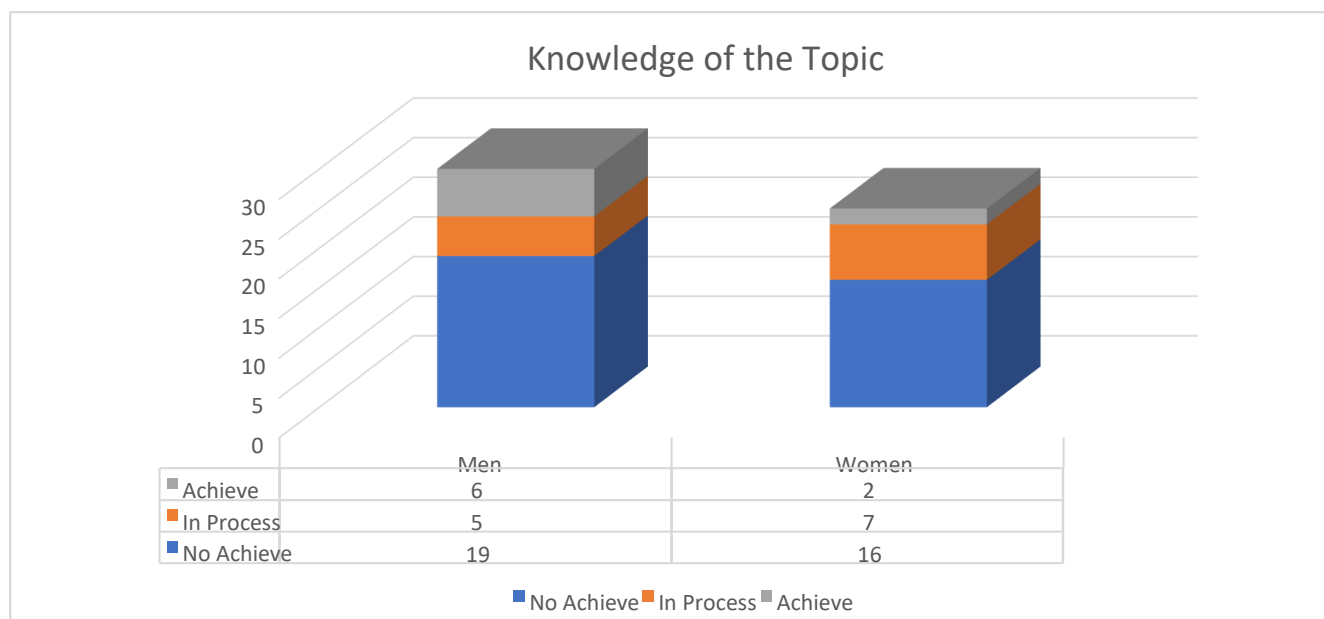
Graphic #8 Responding Every Instruments



**Source:** This data was obtained from the evaluation made to the students.

Based on the graph above, blue means no answer, orange means in process, and grey means to answer, so it can be interpreted that three percent men and two percent women failed to complete the exercise because they decided not to participate in the activity. Thirteen percent men and fifteen percent women participated in some exercises. Finally, it can be interpreted that twelve percent men and eight percent women participated in all instruments. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

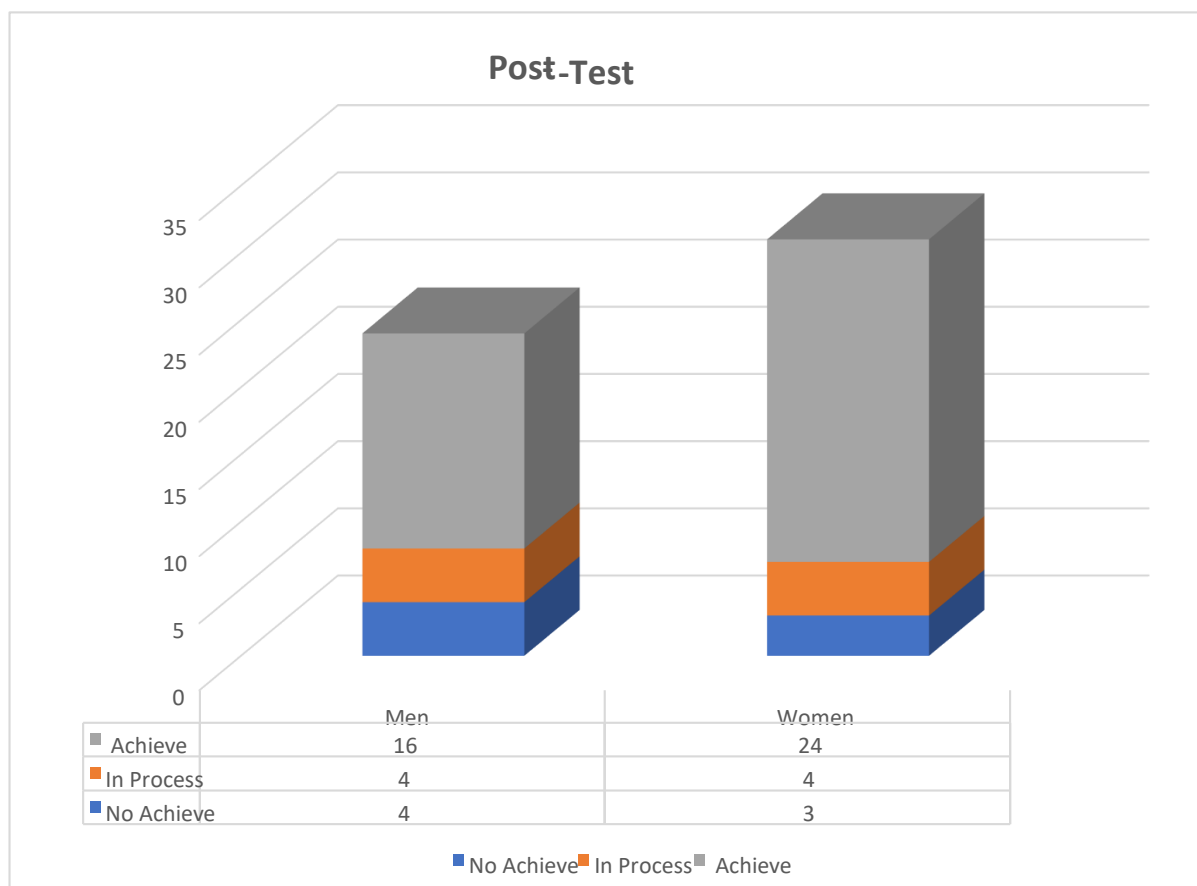
Graphic #9 Knowledge of the topic



**Source:** This data was obtained from the evaluation made to the students.

According to the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that nineteen percent men and sixteen percent women failed to complete the exercise. Five percent men and seven percent women managed to complete at least half of the exercise. Finally, it can be interpreted that six percent men and two percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

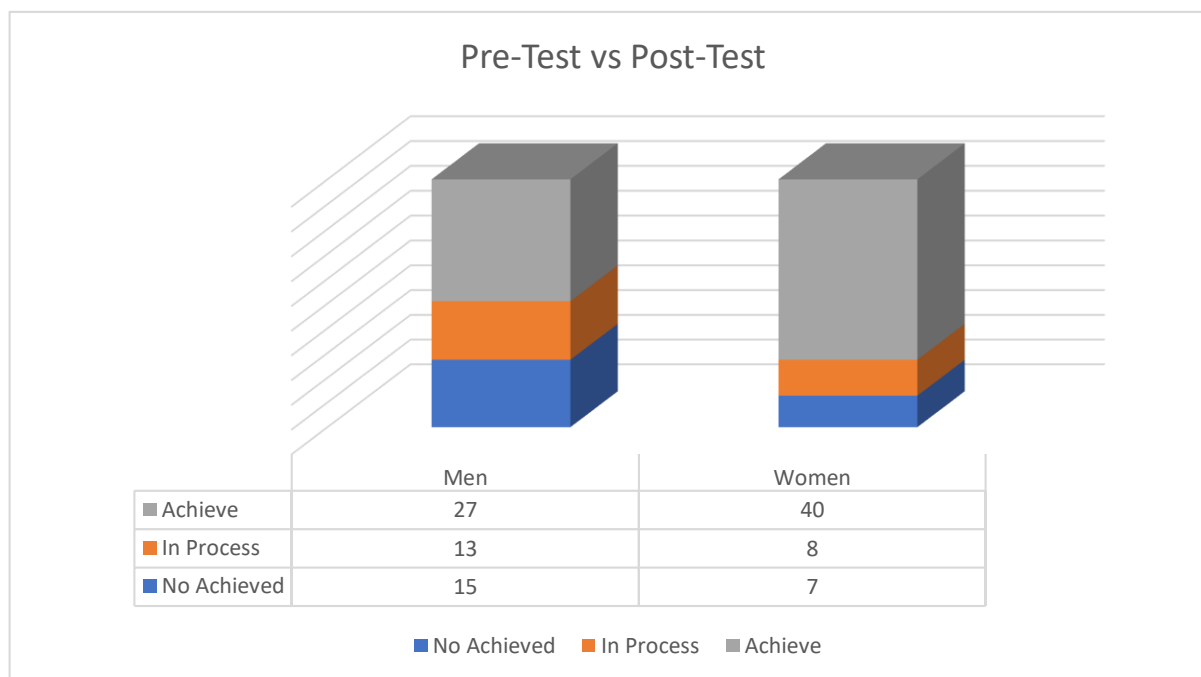
Graphic #10 Post-Test



**Source:** This data was obtained from the evaluation made to the students.

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that four percent men and three percent women failed to complete the exercise. Four percent men and four percent women managed to complete at least half of the exercise. Finally, it can be interpreted that sixteen percent men and twenty-four percent women managed to complete the exercise fully. With the above data, it is possible to have a base in which the level of Speaking skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

Graphic #11 Pre-Test vs. Post-Test



**Source:** This data was obtained from the evaluation made to the students.

Based on the graph above, blue means no achieve, orange means in process, and grey means to achieve, so it can be interpreted that fifteen percent men people failed to complete the exercise in the pre-test. Thirteen percent students managed to complete at least half of the exercise in the pre-test. Finally, it can be interpreted that twenty-seven percent people managed to complete the exercise fully in the pre-test. On the other hand, it can be interpreted that seven percent people failed to complete the exercise in the post-test. Eight percent students managed to complete at least half of the exercise in the post-test. Finally, it can be interpreted that forty percent people managed to complete the exercise fully in the post-test. With the above data, it is possible to have a base in which the level of skill that the eleventh -year students of the Marco Tulio Salazar school in Aserrì have can be analyzed.

Ultimately, the results are positive and reflect that Duolingo, pre-test, and post-test can be useful tools in our classrooms. The students' impressions on the activity carried out in class are good,

and it is reflected that teachers know the potential of the portal. However, unfortunately, we cannot know if they take advantage of it in different ways or if only used for the projection of videos in the classroom, which, on the other hand, is liked by the students.

#### **4.1.2. Analysis and interpretation of results (include graphics interpretations)**

The analysis and interpretation of results are presented in an integrated considering the results obtained from applying the technique of interview and discussion group. The analysis that emerges is presented in order according to the objectives that guided the present investigation.

#### **4.1.3 Observation**

In the application of the instruments, the researcher was able to observe the behavior of the variables from the objective reality, which allowed to arrive at the formulation of general judgments of the why of the problem that the students of the public sector in the education of Costa Rica present such a low level of Speaking in the English language. Techniques for carrying out fieldwork various empirical techniques or data collection techniques are used that describe the routine, the problems, and the meanings of the reality studied.

Techniques such as a case study or a diagnostic test are used to know the level of English in which the students are, personal experiences, observation records, and focus groups, among others. For the realization of this research work, the technique of direct observation was used. Direct observation is a useful way to discover all the aspects that have to do with the object of study. It consists of the rigorous appreciation of the characteristics and circumstances in which certain events occur and the behavior of what is investigated. The researcher should establish observation lists and records to focus on the important details related to the topic.

Current times have revealed a new teaching modality where dynamics have transcended into virtual space. Today, the main tool of the process has not been complicated for teachers to include the best learning methodologies within English teaching since the use of virtual

platforms is flexible, becoming a collaborative and very effective tool in learning foreign languages. This, in effect, leads to exploring various virtual platforms, such as the use of apps that make it possible to take advantage of technological resources to create learning environments, but also teacher training on the subject of virtuality, since teachers need as well as university students are digitally competent to promote environments that motivate students "to make critical use of technology not only in the classroom but also at home, in their social life and their leisure environments the last point in which the development of the Speaking skill finds ample space.

In this sense, there is a great variety of useful virtual tools to promote the learning of English. However, in practice, the process is not easy to assume, as the university learner of the language. they may experience a kind of setback in their understanding of oral speech each time they come into contact with a community of speakers, with a new accent, or when they approach a topic whose vocabulary they are not familiar with. This occurs because the individual does not have a sufficient schema to decipher and negotiate the meaning. This explains why it is easier for students to understand what the teacher says, who is spoke frequently, and with whom they share the same accent and speed of speech production; than understanding a native speaker.

Thus, it is understood that the university student does not have the necessary tools to defend himself when confronted with this situation. Therefore, since higher education is the last level to achieve proficiency in English, such as Speaking, more dynamic methodologies must be promoted from virtuality. However, from the research carried out, the results indicate that teachers do not use technological resources as an English teaching method, due to the lack of knowledge regarding the use of technological means that facilitate the English language teaching, teachers do not use technological resources as a method of teaching—teaching English,

due to the lack of knowledge regarding the use of technological means that facilitate the teaching of the English language.

It has been shown that the use of apps in the English language, in general, becomes an essential element to promote significant learning in this area, wherefrom the studies developed it generates autonomy in the student in the process, because today, the use of so-called mobile technology has increased widely. Thus, in Speaking skills, the use of the app generates spaces of autonomy for the student to learn independently, and in the classroom or virtual classroom, forges spaces for permanent group practice. The important thing is to understand that when using the best app, it depends a lot on the personal interest, where permanent practice and independently of the exercises carried out in the classroom allow the university to develop this competence. It is also skillful to practice it with native speakers and complement it with an app. However, this process requires perseverance and real interest in improving the Speaking skill, since most of the time, it is performed independently.

#### **4.1.4 Evaluation rubric**

A rubric is a tool that helps assess student learning by making students themselves also know their mistakes through self-assessment. The rubric itself is a document that describes different levels of quality of a task or project, giving informative feedback to students on the development of their work during the process and a detailed evaluation of their final works. Rubrics are useful as a learning tool for students as they allow them to evaluate their work and that of others. The rubric always has to be delivered to the students before starting the project or task. It must have two elements: a vertical column that contemplates the evaluation criteria of a project or task. Moreover, a horizontal column with the degrees of quality of those criteria would be the insufficient, the mediocre, and the best of them.

#### 4.1.5 Questionnaire

A questionnaire is defined as a research instrument that consists of a set of questions or other types of prompts to collect information from a respondent. These are typically a mix of closed and open questions. This tool is used for research purposes that can be both qualitative and quantitative. The design of the questionnaire depends on the type of information that needs to be collected. Qualitative questionnaires are used when there is a need to obtain exploratory information or to test a hypothesis.

After having defined what a questionnaire is, it can be said that it is important for this research because it gives them a reference to the basic knowledge that students have about the Speaking skill. This instrument was applied to know the musical genres that the eleventh -year students of the Marco Tulio Salazar school in Aserri and thus adapt the other instruments to their tastes for better learning. Such as a result of this questionnaire, it can be interpreted that students present a low level of knowledge about obtaining information from tools that help them increase their Speaking level since, in classes, they only have phrases on Duolingo. They answer certain related questions to the video.

Some questions asked in this questionnaire were how did the students feel when applying an activity without a prior explanation of the topic? The researcher was looking for this question to know the students' mood since they asked if the test was going to be evaluated for their regular course grade since they were not doing very well on the test. By expressing their expectations, the student assumes, in a certain way, a commitment to what they expect from other classmates and the teacher. In turn, the teacher and the group must take into consider and respond to the expectations of each student. If not, the individual and group commitment is broken, and the learning process may be unsuccessful.

The commitment and, in general, the attitudes of the students and the teacher is the backbone of individual and group achievements, which is manifested in many ways, for example: arriving on time to class with a margin of tolerance, regularly attending, looking for sufficient and pertinent information on the topics and, after reading, bring it to class to share and analyze it. This knowledge exploration offers a diagnosis of how students are in terms of certain basic concepts and notions related to research. Some strengths and limitations are detected in them. Another question was what the musical genre was most listened to, and most of them answered reggaeton. This prediction is important for the research because, in this way, the type of genre most listened to by students could be sought. So that, when performing the exercises, they feel more comfortable, but as is well known, this genre does not present the appropriate content for teaching. The last important question in this questionnaire was how accessible was the use of Duolingo for them? With this question, it was tried to know the access that the students have to this application to give them later some tips to improve the Speaking skill using this application.

The students who took the questionnaire are Duolingo users and are used as a resource in the classroom. It is conceivable that it is a form of keeping the students entertained. However, they seem to think that the phrases and phrases that they see in class are not chosen without following any criteria, but rather they are related to subjects. In another order, the students believe that Duolingo is useful for learning, and few people do not find any use in presenting videos of the website in their classes. Some, to understand a thing, there is no better way than to see a demo and when some resources are missing in classes such as, for example, science, students can see how a reaction is carried out chemistry thanks to a Duolingo video or, in geography class, they can visit the highest peaks of Europe through a video or, in the class of literature, they can see a video representing a work that is being studied.

Finally, the students are very familiar with Duolingo. However, language teachers could show them that it can also be helpful to see videos in other languages to improve their proficiency. That can be a place to find information about what interests them. Position that most are interested in their own Duolingo channel or already have it, they could propose activities that included them producing their videos.

#### **4.1.6 Interview**

Speaking comprehension is a basic function in the socialization of being Human - Helps them build relationships and interact with the people surround; enriches their perceptions. An empathic understanding favors agreement, creates relationships and communities. It also plays a critical role in learning. Given that oral presentation has been the privileged means to impart knowledge in class, attentive and effective Speaking is often associated with higher academic performance.

After having defined what an interview is, it can be said that it is important for this research because we can obtain information about what the professor in charge of this group thinks about the instruments that were applied for data collection. In this interview, the teacher talks about the difficulties that arise when teaching the Speaking skill since there are too few lessons that she has during the week to focus on just one skill. This skill takes longer to teach since not all students have the same vocabulary level, and many times it is not that they do not speak well but that they do not know how to spell the word "teacher comments." Therefore, the professor comments that the instruments applied for this research are appropriate. However, it takes a long time to be applied, and time is wasted in teaching the other topics, so they must be equitable when distributing class time to work on various skills.

One of the questions that the teacher asked in the interview was why public education students present such a low level of Speaking skills? This question seeks to know some of the

difficulties that the public sector has in teaching this skill and how the teacher seeks to work this skill. Therefore, the teacher is asked about the use of the pre-test and post-test. This question seeks to know the accessibility that exists in the public sector to apply this type of technique. Finally, the teacher is asked about the incorporation of Duolingo to teach the Speaking skill. This question seeks to know the viability of including technological tools in the teaching of English.

Therefore, the professor mentioned that Duolingo is a free service for storing, managing, and broadcasting videos through a registration account. Thanks to tools-free material in any video or audio format, users and visitors can upload, search, view, and download it. In general, Duolingo is a meeting point for those who want to show and watch a video; circumstance favorable for teaching and learning activities. The tool combines several basic and complex media characteristics. Basic as are their symbolic, formal, flexible, and reinforcing manipulation. In addition, it is dynamic allows the change of perceptual order parameters (speed, quality, mode, and screen display) and cognitive. (Transfer and insertion options in other media). Complex measurements are related to account and channel management since the conceptual and procedural should be articulated to manage libraries and subscriptions. These manipulations form transferable cognitive skills for the management of other tools. The tool enables the search and selection of various videos and information sources that can impact making, repairing, perfecting, and improvising mental constructions. Duolingo can be an amplifier of intellectual possibilities. Even broadcasting live (video improvised now or casting), share and write comments to it, almost the same.

#### **4.1.7 Pre-Test**

Based on Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), professors can use another technique such as pre-test to improve Speaking because the pre-test is a method for recollecting the level of knowledge that students have. (10)

This instrument is important because it is already possible to practice the results obtained from the questionnaire. With this exercise, it is possible to have more exact data of the level of the Speaking skill that the students have since it is carried out without any explanation of how to improve this skill. Therefore, with the pre-test, the reality of each student can be identified, comparing it with the reality intended in the objectives of, and thus knowing the level of knowledge we have in a given field. The diagnosis marks the starting point of the educational and training process of our students. It allows them to properly guide each of the activities to be carried out to achieve meaningful learning.

One activity that worked for this pre-test was to reproduce three times short audio to analyze the level of Speaking skills. The audio was Do not Stop me Now, so the students had to write the word that was missed in the white space. Another audio was about bitcoin, a popular topic at this moment, so the students had to write in the white space the word that was missed. Therefore, the professor reproduced audio where the students had to write the same word using the Speaking for detail.

In the graph where they can see the results, they are divided into No achieve, which means that the student could not write any of the missing words or failed to complete 49% of the exercise. Therefore, in-process means that the student completed the exercise from 50% to 69%.

Finally, achieve means that the student achieves 70% to 100% completion of the exercise

#### **4.1.8 Post-Test**

According to Abdullah Sarani, Esmail Zare Behtash, and Saieed Moslemi Nezhad Aran (2014), the final step consists of a final exam where the professor proves if their students learn. (p.10)

Exams are one of the most important moments in a student's life; it is the key moment in which their knowledge and the evolution of their learning are shown, which in many cases causes stress and anxiety. However, it depends on the type of exam and the personality of the student. The

post-test is important as it helps them how effective our instruments were. In this activity, they can see if the objective could be achieved, which is to see if activities such as Speaking for detail, speaking for the main idea, and white space work to improve this ability.

One activity that worked for this post-test was to reproduce three times short audio for analyzing if the students learned in the pre-test and the professor's explanation for acquiring the tips and increasing the Speaking skill. The audio was Radio Ga Ga, so the students had to write the word that was missed in the white space. Another audio was about healthy habits that is an important topic at this moment, so the students had to write in the white space the word that was missed. Therefore, the professor reproduced audio where the students had to write the phrases for Speaking for the main idea.

In the graph where they can see the results, they are divided into No achieve, which means that the student could not write any of the missing words or failed to complete 49% of the exercise. Therefore, in-process means that the student completed the exercise from 50% to 69%. Finally, achieve means that the student achieves 70% to 100% completion of the exercise.

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

Considering the results obtained, a tool such as Duolingo allows the reflection, improves understanding, and positively influences activities of construction and reconstruction of knowledge in this context. Duolingo is one of the social networks with the highest level of preference throughout the world. Its use in the academic context is not new, but it is innovative in the practical field because it allows a greater level of the students' approach with themes that emerge in the teaching and learning process. The high penetration of Mobile devices among the student population is causing significant growth among social media users in this population niche known as digital natives.

The context of continuous connection and direct access to the Internet uses networks such as Duolingo. Duolingo has tremendous educational potential both in face-to-face education and distance education since it is a free resource that provides flexibility to learning autonomy. However, many of the benefits it presents have not yet been explored. Moreover, they assure that from the launch date, Duolingo 's site has been an invaluable tool for teachers worldwide, in any of the teaching disciplines.

The use of audiovisual resources is an opportunity for innovation in education. The training process has a powerful ally in Information and Communication Technologies to overcome certain pitfalls. Today, teaching finds a foothold in the available resources. Their teachers have full knowledge and frequently use the Duolingo tool for academic purposes, allowing them to support teaching-learning with students dynamically. The progress of this study is part of the line of taking advantage of educational opportunities offered by this type of network. The learning process of the various disciplines is facilitated with the inclusion of this type of resource. In a context in which the reading level is at decadence is also valid that those at the forefront of educational processes think of novel ways to attract students' attention, mainly

children and teenagers. Hence the importance of using applications such as Duolingo in the process of teaching and learning.

## **5.1 Conclusions**

In this framework, the Duolingo social network is a platform with much capacity for interaction that has a wide variety of audiovisual content that could be categorized if desired. For example, there are users interested in being entertained, informed, and trained. The importance of visual learning lies in the implementation of tools that develop the skills of thought. Such visual learning techniques teach students to clarify their thinking, process, organize and prioritize new information.

One factor that has contributed to this fundamental change is access to the Internet through different electronic devices such as computers, tablets, and smartphones, as this medium allows people to have more and better access to textual and audiovisual information and save time and money by not having to travel to specific places of study or having to buy phrases high cost. Current generations adapt quickly and naturally to advances technological in all fields, including the educational field.

Duolingo is one of the resources most attended by public education. However, with very good educational intentions, it does not achieve disruptive trends in public behavior: more interested in music and entertainment than education. The most requested academic initiative of the Web represents a hope to guide the public towards a world full of possibilities for learning any subject. In education, it will become favorable to the extent that it adds more educational quality and little entertainment, marketing, and sports. The studies on Duolingo that were carried out in this research describe its usefulness in content management and formation of learning communities and the formation of student skills for the search, selection, storage, and evaluation

of the content of own or someone else's authorship. In this way, Duolingo is presented as a space of opportunity to develop research on the impact on teaching-learning processes.

According to the specific objective to recognize the level of fluency in communication on eleven graders students in Marco Tulio Salazar by implementing the pre-test using Duolingo as the main tool, it can be concluded that based on graph #1, it can be concluded that most of the students have a good speaking level because most of them managed to complete the exercise in a good way. It should be noted that the exercise applied was very simple since they had to write the same word throughout the text. This shows them that the application of speaking for detail in a pre-test reflects that it is a good way of induction for the students since they are not exerted to the maximum. Thus, the teacher familiarizes them with the activities to increase their speaking skill.

Based on graph #2, it can be concluded that most of the students have a good speaking level because most of them managed to complete the exercise in a good way. In this exercise, the teacher gave some tips for realizing this type of exercise. This shows them that speaking for detail reflects that it is a good way of induction for the students since they are not exerted to the maximum. Therefore, the teacher is familiarizing them with the activities to increase their speaking skill.

Based on graph #3, it can be concluded that most students do not have a good speaking level because most of them did not manage to complete the exercise in a good way. Already in this exercise, he required greater retention of words to write them in the blank space. This shows them that the application of the speaking for the main idea reflects that it is a good way to know how much vocabulary the students have and their retention ability. In addition, this exercise reflects that it can be applied with students who have enough vocabulary to know the proper way

to write words. Therefore, it can be concluded that this exercise is suitable for comparing writing a single word to write an idea. Based on the graph, the difference is very noticeable.

Based on graph #4, it can be concluded that most of the students have a good speaking level because most of them managed to complete the exercise in a good way. Already in this exercise, he required greater retention of words to write them in the blank space. This shows them that the application of white space reflects a good way to know how much vocabulary the students have and their retention ability. In addition, with this exercise, it can be concluded that it does not matter if the words are different but that the students find it difficult to write complete ideas.

A very important factor to consider when introducing these elements in the classroom is that they must be adequate. It is necessary to make an important selection, or else the learning will not be significant. For this reason, they must consider the characteristics of our students, which are not only related to their level of English, but that has to do with their culture, their origin - nowadays the percentage of international students in classrooms has increased dramatically important - or their age. Therefore, it is important to consider other aspects that concern the phrases itself, such as its duration and structure, the type of language you use, and whether or not it may be offensive. Of course, the material obtained from Duolingo has to be related to the subject's curriculum to some extent, in such a way that aspects that are being worked on in class are exploited but in a different way. It all depends on the capacity they have to be creative and get to know their students, their tastes, their interests and take advantage of that in their favor.

According to the specific objective to determine the fluency and communication using the benefits of Duolingo as the main tool on eleven graders students in Marco in Marco Tulio Salazar in Aserri, the need for a space in which young people can express themselves and feel

identified so that they do not seek answers in the wrong places. Considering that they prefer to spend more time with their friends because they feel a sincere company, who does not judge them and where they can get some degree of support. However, they are in the same stage as them to make the same mistakes.

Duolingo is an entertainment platform. However, considering the success stories presented in the research, it is shown that the phrases found in these apps help improve speaking skills. This strategy is used to implement new methods focused on children and young people who are the target audience of this monograph, to entertain and educate them differently from the conventional one. It is important to accompany children and adolescents to be able to train and strengthen in values to be participants in their reality and its future. Duolingo is a container. A place to export what they create with the rest and, with the right group of students, they can work on very interesting projects in which they create their phrases, link them together, and therefore also practice producing oral language far from limiting itself to speaking to phrases, which has become clear that it is very useful, but it is not the only thing that Duolingo offers.

According to graph #5, it can be concluded that for the teaching of speaking, the maximum possible concentration should be had because the audio of a language that is not native is being listened to. Any impediment can disturb the attention of the students and affect their learning process. Therefore, the researcher can conclude that distractions inside the classroom are the main impediment that teachers have inside the classroom since they like to be on the phone a lot and see who happens outside, so they cannot concentrate on what is being said audio. According to graph #6, it can be concluded that for the teaching of speaking, a phrase does not help them because they are speaking to the audio and observing at the same time what happens in Duolingo. Of all the instruments applied in this research, the Duolingo has the worst results for increasing speaking in students.

According to graph #7, it can be concluded that most of the students have access to this app compared to the others that do not present a didactic resource to improve their speaking skills. Therefore, it can be concluded based on the interview with the teacher that it is the most accessible and easy app to search for information on the subject to be taught. Regarding graph #8, it can be concluded that after applying all the instruments, the students are in the process of increasing their speaking since, in some, they did well and others poorly. The students do not present the appropriate speaking level for the grade they are in since they are 10th year students, and the level achieved is compared to the 8th year of a private institution.

Therefore, it is important to mention that the survey results helped the investigation know a little about the students about their perspective on their speaking. In many of the responses, they reflected that they had good speaking, and at the time of carrying out the exercise, it was not like that. Then this survey helped to gain an understanding of how the group worked.

According to the specific objective to identify the appropriate activities of Duolingo for improving the fluency in communication on eleven graders students in the academic English classes in Marco Tulio Salazar in Aserri, the conclusions that Duolingo emerges as a powerful tool to support education, allowing teachers to design their tasks differently. Multimedia requires planning for its incorporation into education since its success not only depends on the material being attractive but also on whether the objectives for which it was designed are worked on correctly. The learning strategies must be made up of the informative part, plan the student's performance, monitor the execution, and finally evaluate the results obtained so that it works as expected—the use of multimedia to develop learning strategies. More than ever, the teacher is a facilitator of learning and must always prepare learning opportunities for their students, and they must stimulate their desire to learn.

Based on the results of this research, they can say that the tutorial phrases are multimedia elements that allow the informative part of the speaking skill teaching process in a dynamic way that attracts the student to follow it as a guide in said process. Tutorial phrases as a teaching strategy rather than learning are very well regarded. They allow the content to be reviewed as many times as necessary until the student achieves the desired knowledge or the development of a proposed skill. The use of different senses for learning allows this to be achieved in a better way.

Tutorial phrases as a learning strategy allow information to be received visually and audibly to practice later effectively and obtain the desired learning result. In computer science, Duolingo tutorials are currently taking many directions due to the ease they allow learning and focus their attention on performing only one task at a time. Hence, the student puts all his attention and interest into the development of that skill or knowledge.

Regarding graph #9, it can be concluded that the students did not present any knowledge of some phrases applied to the instruments, making it difficult to carry out the exercise because, in many cases, it was not the music they liked. Regarding graph #10, the students could conclude if they had an increase in the speaking skill using the previous instruments since, in the pre-test, the level was below that obtained in this instrument, and the same techniques were used as speaking for detail, speaking for the main idea, and white space. This indicates that with awareness and dedication of time to implementing these techniques, students can increase their speaking skills.

Based on graph #11, it can be concluded that the pre-test and post-test if can increase the speaking skill because the results obtained in this graph indicate that with a good development of activities to know what the level of English of the students are you can take a test in which it is adapted to their needs and their learning process is not affected, which is the

most important thing. It is important to mention that students have important progress in their speaking because, such as in the post-test results in chapter IV, the students can better resolve the exercise of speaking for detail, speaking for the main idea, and white space.

## 5.2 Recommendations

Based on the previews conclusions, the researcher can recommend to the professor that:

- ✓ ***Integrate Duolingo into the curriculum:*** Considering the results obtained in the investigation, Duolingo is a supplementary tool in the curriculum for teaching speaking skill.
- ✓ ***Content Selection:*** Pay careful attention to the selection of Duolingo courses and materials. Choose content that aligns with the curriculum and learning objectives to maximize its effectiveness.
- ✓ ***Teacher Training:*** Provide training and support for teachers to effectively integrate multimedia resources such as Duolingo into their teaching methods. Teachers should be comfortable using these tools and understand how to incorporate them into lessons when they work with speaking skill.
- ✓ ***Regular Assessment:*** Continuously assess students' progress in speaking skills using pre-tests and post-tests implementing Duolingo. This help tracks improvements and identify areas where additional support
- ✓ ***Customized Learning Paths:*** Encourage students to use Duolingo at their own pace. Allow them to choose learning paths that align with their interests and proficiency levels.
- ✓ ***Monitor Distractions:*** Be aware of potential distractions, especially when using Duolingo. Ensure that students are fully engaged in the learning process and minimize disruptions during lessons.

- ✓ ***Feedback and Reflection:*** Foster a culture of feedback and reflection. Encourage students to provide feedback on their experiences with Duolingo, and use this feedback to make improvements.
- ✓ ***Promote Collaboration:*** Encourage collaboration among students when using Duolingo. They can work on projects together, and support each other's learning, and help with any technique for pronouncing better a word that is difficult to do.

# **CHAPTER VI**

## **PROPOSAL**

This proposal consists in to apply Duolingo such as a new tool in English, so the researcher wants to use other techniques that they do not use during the applications of the instruments in this investigation. Therefore, the purpose of the proposal is to show that Duolingo does not works only with the speaking skill but works with the skill that the professor wants to teach.

### **Improving the confidence in class**

**Instructor's name:** Ricardo Cisneros

**Region:** Desamparados

**Subject:** English

**School term:** III Trimester

**Level:** Eleventh  
nov

**Weeks (biweekly plan):** 14<sup>th</sup> nov to 25<sup>th</sup>

**Date:** August 19th, 2022

**Plan number:** 9

**General Objective:** Analyze to Duolingo uses such as tool for increasing the level of the four skills in students of 11th grade in Marco Tulio Salazar in Aserrí.

<p><b>Linguistic objectives</b></p> <p><b>By the end of the week the ss will be able to:</b></p>	<p><b>Mediation Strategies</b></p>	<p><b>Evaluation of learning outcomes</b></p>
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<p>1. Identify the using of the simple present and simple present continues.</p>	<p><b>Writing Activity</b></p> <p>The professor will explain about the simple Present and Present Continuous. After that, the students have to write some sentences in present tense about obtained from Duolingo, so if the sentences that they watch in Diolingo is not in the present tense and present continuous, they have to pass in the correct way. Finally, they have to present in the front of the class.</p> <p><b>Reading Activity</b></p> <p>The Professor will show some expressions from Duolingo, and students have to write and highlight the sentences in simple present and present continuous. The professor pick a student for explaining to the class why does it sentences is in present or present continuous.</p>	<p><b>With guidance of the teacher, students:</b></p> <p>Making different exercises, students will differentiate the correct forms of simple present and simple present continues.</p>
<p>R2. Recognize different forms of conjugate the verbs in simple present and present continuous.</p>	<p><b>Speaking Activity</b></p> <p>The students have to search in Duolingo a topic where they can create a dramatization, and present to the group.</p> <p><b>Listening Activity</b></p> <p>The Professor play an audio of an expression obtained from Duolingo and student have to answer the question about personal information. The student will be chosen radon.</p>	<ul style="list-style-type: none"> <li>Recognizing the structure, students will differentiate different forms of conjugate the verbs in simple present and present continuous.</li> </ul>

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## **Annexes**

## Annex #1 Speaking Fluency Assessment Rubric

Categories	0-Not able to perform	1-Inadequate	2-Needs improvement	3-Meets expectation	4-Exceeds expectations
<b>Vocabulary</b>	Uses only few words and expressions or inadequate vocabulary.	Uses only basic, simple vocabulary and expressions. Sometimes uses inadequate vocabulary, which hinders the student from responding properly.	Uses limited vocabulary and expressions and makes frequent errors in word choice. Does not try to use new words learned in class or expand vocabulary and expressions.	Uses varied vocabulary and expressions learned in class, and makes only a few errors in word choice.	Uses appropriate expressions and a wide range of vocabulary learned in and out class.
<b>Grammar</b>	Can't use appropriate sentence structures. Can't put words in proper word order.	Uses only basic structures and makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only a few errors.	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.
<b>Pronunciation</b>	Can't understand what the student says.	Frequent problems with pronunciation and intonation. Voice is too quiet to hear. Hard to understand.	Pronunciation, rhythm and intonation errors sometimes make it difficult to understand the student.	Pronunciation, rhythm and intonation are almost clear and accurate, but only occasionally difficult to understand.	Pronunciation, rhythm and intonation are almost always clear and accurate.
<b>Overall Fluency</b>	Speaks very little or doesn't speak at all.	Speaks with much hesitation, which often interferes with communication.	Speaks with some hesitation, which sometimes interferes with communication.	Speaks with some hesitation, but it doesn't usually interrupt the flow of conversation.	Speaks smoothly with little hesitation and doesn't interrupt the flow of conversation. Speaks with confidence.
<b>Interaction</b>	Can hardly communicate; always misses questions from the teacher and can't respond.	Ideas and purpose is not clear; usually does not respond appropriately or clearly and as the result, needs a lot of help communicating.	Tries to communicate, but sometimes doesn't respond appropriately. Sometimes ideas are not clear and hard to understand.	Focus on the conversation most of the time and <b>communicate</b> effectively; generally, responds appropriately and tries to develop the interaction.	Gives clear ideas. Communicates effectively; almost always responds appropriately. Keeps the conversation going by asking follow-up questions.

**Annex #2 Lessons Plans****Improving the confidence in class****Instructor's name:** Ricardo Cisneros**Region:** Desamparados**Subject:** English**School term:** III Trimester**Level:** Eleventh**Weeks (biweekly plan):** 20<sup>th</sup> sep to 27<sup>th</sup> sep**Date:** August 19th , 2022**Plan number:** 3-4

<b>Linguistic objectives</b>  <b>By the end of the week the ss will be able to:</b>	<b>Mediation Strategies</b>	<b>Evaluation of learning outcomes</b>
1. Identify different forms of creating a sustainable world.	<p>The professor makes some oral questions about technology for analyzing what is the level of Speaking skill. <b>20 minutes</b></p> <p>The teacher provides some tips about how to use Duolingo for increase the level of speaking. <b>10 minutes.</b></p> <p>Students and professor provide a practice about to pronounce the words obtained from Duolingo. <b>10 minutes.</b></p>	<p><b>With guidance of the teacher, students:</b> Making different exercises, students will differentiate the functions of a computer.</p>

**Annex#3****Improving the confidence in class****Instructor's name:** Ricardo Cisneros**Region:** Desamparados**Subject:** English**School term:** III Trimester**Level:** Eleventh**Weeks (biweekly plan):** 20<sup>th</sup> sep to 27<sup>th</sup> sep**Date:** August 19th , 2022**Plan number:** 3-4

<b>Linguistic objectives</b>  <b>By the end of the week the ss will be able to:</b>	<b>Mediation Strategies</b>	<b>Evaluation of learning outcomes</b>
<p>Understand the importance of healthy eating habits.</p>	<p>The teacher shows in Duolingo some phrases about to have a healthy eating habit. <b>10 minutes</b></p> <p>The students speaks about what they think about the previews video <b>15 minutes</b></p> <p>Based on the previews phrases, students create a presentation about the favorites healthy habits that they have. <b>55 minutes</b></p>	<p><b>With guidance of the teacher, students:</b> Making different exercises, students will differentiate between healthy and non-healthy habits.</p>

**Annex #4****Improving the confidence in class****Instructor's name:** Ricardo Cisneros**Region:** Desamparados**Subject:** English**School term:** III Trimester**Level:** Eleventh**Weeks (biweekly plan):** 20<sup>th</sup> sep to 27<sup>th</sup> sep**Date:** August 19th , 2022**Plan number:** 3-4

<b>Linguistic objectives</b> <b>By the end of the week the ss will be able to:</b>	<b>Mediation Strategies</b>	<b>Evaluation of learning outcomes</b>
Comprehend the content of an audio..	The teacher reproduces the song of queen don` t stop me now five times for proving if the students increasing the vocabulary. After that, the professor provides a letter of the song for singing. <b>40 minutes</b>	<b>With guidance of the teacher, students:</b> Making different exercises, students will differentiate between healthy and non-healthy habits.

Don't Stop Me Now

Queen

Tonight I'm gonna have myself a real good time

I feel alive

And the world I'll turn it inside out, yeah  
I'm floating around in ecstasy  
So, (don't stop me now)  
(Don't stop me)  
'Cause I'm having a good time, having a good time  
I'm a shooting star leaping through the sky  
Like a tiger defying the laws of gravity  
I'm a racing car passing by like Lady Godiva  
I'm gonna go, go, go  
There's no stopping me  
I'm burnin' through the sky, yeah  
200 degrees  
That's why they call me Mister Fahrenheit  
I'm travelling at the speed of light  
I wanna make a supersonic man out of you  
I'm having such a good time  
I'm having a ball  
(Don't stop me now)  
If you wanna have a good time just give me a call  
(Don't stop me now)  
'Cause I'm having a good time  
(Don't stop me now)  
Yes, I'm havin' a good time  
I don't want to stop at all

Yeah, I'm a rocket ship on my way to Mars

On a collision course

I am a satellite I'm out of control

I am a sex machine ready to reload

Like an atom bomb about to

Oh, oh, oh, oh, oh, explode

I'm burnin' through the sky, yeah

200 degrees

That's why they call me Mister Fahrenheit I'm travelling at the speed of light

I wanna make a supersonic woman of you

Don't stop me, don't stop me Don't stop me, hey, hey, hey Don't stop me, don't stop me

Ooh, ooh, ooh, I like it

Don't stop me, don't stop me

Have a good time, good time

Don't stop me, don't stop me, ah

Let loose, honey, all right

Oh, I'm burnin' through the sky, yeah

200 degrees

That's why they call me Mister Fahrenheit

I'm travelling at the speed of light

I wanna make a supersonic man out of you

I'm having such a good time

I'm having a ball

(Don't stop me now)

If you wanna have a good time (alright)

Just give me a call

(Don't stop me now)

'Cause I'm having a good time

(Don't stop me now)

Yes, I'm havin' a good time

I don't want to stop at all

La-da-da-da-dah

Da-da-da-ha

Ha-da-da, ha-ha-ha

Ha-da-da, ha-da-da-ah

### **Annex #5 Questionnaire**

How accessible was the use of Duolingo for them?

What is Duilingo and how does it work?

What the musical genre was most spoke to by them?

How to find or discover phrases of interest on Duolingo?

How did the students feel when applying an activity without prior explanation of the topic?

### **Annex #6 Interview**

What do you think about the implementation of Duolingo in class?

What do you think about the implementation of pre-test and post-test in class?

Why do public education students present such a low level of Speaking skill?

How can professor include more activities of Speaking in class?

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