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**The Use of Mobile Entertainment Application, Doulingo as a
Tool to improve Pronunciation in Seventh Graders at Centro
de Atención Prioritaria Higuito during the Second Quarter of
2023.**

**Thesis Submitted to Obtain the Bachelor in English with concentration in
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Dedication

To my older brother Barry Klein, who always taught me to be the best in everything I do and mostly to enjoy all the things in life, and to pursue my dreams.

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Abstract

English language has made a big impact in Costa Rica every day we have more people who come to the country and are native speakers or know how to speak the language fluently, the idea is that also people from Costa Rica can speak the language and learn to communicate.

Learning the language sometimes is not so interactive there is a big amount of the population that does not want to learn English at all because they see it very complex or in other aspect, they considered it boring, that's the reason Duolingo is a good strategy for learning and improve the pronunciation of the students that were having a hard time learning English or considered it unnecessary.

This investigation research will analyze the attitudes and difficulties that the students have during classes and will try to apply the Duolingo app has a method of improving the pronunciation and learning of the English language to see if an entertaining method has a very engage on the students of the Centro Educativo de Atencion Prioritaria Higuito.

Resumen

El idioma inglés ha causado un gran impacto en Costa Rica cada día tenemos más personas que vienen al país y son hablantes nativos o saben hablar el idioma con fluidez, la idea es que también las personas de Costa Rica puedan hablar el idioma y aprendan a comunicarse.

Aprender el idioma a veces no es tan interactivo, hay una gran cantidad de la población que no quiere aprender inglés porque lo ven muy complejo o en otro aspecto lo consideran aburrido, por eso Duolingo es una buena estrategia para aprender y mejorar la pronunciación de los estudiantes que tenían dificultades para aprender inglés o lo consideraban innecesario.

Esta investigación analizará las actitudes y dificultades que tienen los estudiantes durante las clases y tratará de aplicar la aplicación Duolingo como método para mejorar la pronunciación y el aprendizaje del idioma inglés para ver si un método entretenido tiene más repercusión en los estudiantes del Centro Educativo de Atención Prioritaria Higuato.

Chapter I

Introductory framework

The pronunciation is the act or manner of speaking a word (Nordqist,2020), pronunciation is the way in which a word is expressed, the pronunciation has been present during centuries on the world and it is important for a good communication between diverse persons. Pronunciation has 4 varies word stress, sentence stress, linking and intonation.

Pronunciation come from the Latin "to announce" that means make a public and typically formal declaration about a fact, occurrence, or intention. Main idea of it is to speak or communicate and several ways with someone.

In the world English is consider has the main language to learners because it opens a lot of opportunities for studies, work, communicate and even in a search of a better life, English is the universal language in the world and in most of the countries you will have a big amount of population that know how to speak it, so this can show how important it is nowadays to know English and to speak it with others, by seen the importance it can bring in the commerce and also in finance people can generate money with the English language.

English is the most widely spoken language in the world in 2022, with more than 1.4 billion speakers. Of these, approximately 379 are native speakers, while the rest have learned this language as a second language and the numbers everyday increase because people are looking to migrate and work in the USA and they know that if they can speak English fluently it will be very easy to achieve a job in the country and start generating in a commerce or even starting their own business.

Costa Rica is one of the Latin American countries where its population knows more about the English language, according to the international school Education First. This consists of the main foreign language studied in the country, in addition to being taught in a compulsory way in almost all the educational centers of the nation. English is emerging as the most chosen foreign language as a subject, by Costa Rican students, for

take the high school exam, mandatory to enter any university in Costa Rica. (Constenla Umaña, 2011)

1.1 Problem Statement

At present, most jobs and businesses need and ask their employees to have knowledge of English and at least be able to speak it or identify the words when speaking with someone who can speak this language, so that they can communicate out of necessity with others. and by the fact of using English with native people who only know how to speak that language, in this way the teaching received from school, institutes, educational centers and colleges is also observed. In this way, today the preparation of English students has been done with a lot of emphasis on the pronunciation part because it has been an area where more complications have been found and today the educational system has been in charge of implementing more classes. more teachings and also technology has done its part with learning tools at hand even in our cell phones they can study what is the effect of important topics such as the pronunciation of English as a second language.

In accordance with Lacocca(2005)“You can have brilliant ideas, but if you can’t get them across, your ideas won’t get you anywhere”. This quote emphasized the importance that a good pronunciation and communication has across the barriers and even in your own country.

In this regard with the study of Universidad La Salle Saltillo (Lasallesaltillo,2022) they pointed out that English is the most widely spoken language international base on countries and the third in terms of millions of people, hence the importance of knowing it perfectly, so we will be able to communicate with a greater number of people and it will be useful to us in all areas of our life. Currently there are millions of people who also use it as an alternative to a neutral auxiliary language, simple by design and not conditioned by changes in world powers.

In Costa Rica English in considered important because the only way you can graduate in high school is approving an exam that consider English has one of the most important subjects, Costa Rica has 7 provinces and in all of them English is provided by the schools, the zone where English is mostly speak is in Limon, Puntarenas and Guanacaste all of them are zone of a lot of tourism from people of USA and Canada and

even though native speakers came to this places, the people who live in here are not very well pronouncing the words and English and in most of the cases they have struggles when they are communicating with English speakers.

Duolingo “It is a playful application. It allows learning vocabulary through different games. The lessons flow smoothly, and the app is intuitive. Between us, the app is really good to start playing with a new language” (Patricia,2020) and the investigation question of the tesis is the improvement of technology has been very helpful and now people can study with app like if they are playing even with each other?

Objectives of the investigation

1.2 General objective:

To analyze the different tools and procedures to translate sentences from Spanish into English in the Centro de Atención Prioritaria Higuito.

1.3 Specific objective:

To identify the problems of pronunciation that the students have during the process of learning how to pronounce words.

To apply different activities to achieve a better learning on the pronunciation of the students.

To evaluate the outcome that the student will have after all the progress that they will obtain.

1.4 Justification.

The goal of the investigation is to search the different apps tools that the professor and students can use in order to learn English to speak it better and to pronounce in the proper way, most of the people do not know the existence of that applications so the

investigation will be to promote this and make them more common in the learning so the students can use them to learn English from scratch and also to make their pronunciation almost perfect or close to the native American speaking so in the future if the students are talking with Americans or people who has an excellent pronunciation they will not have any struggle at the moment that are talking with them and can make it fluently and naturally, the investigation emphasizes in the growing of the students the underground of the investigation is to study the best mobile applications for the students in order for them to pronounce better when they are trying to speak with L2 speakers and also with native Americans who are people with the English has a first language, the technology has been an enormous advantage and the way it may so easy to look information it also became very convenient for learn English and also to improve in the presentations or homework's that the professors can leave to see how much the student have learn during classes.

On the other hand who will take benefits of the investigation: on the investigations there will be several persons who will be benefits or get the advantages the families of the students will be able to improve the learning of their kids without looking for extra classes online or spending money with professors having classes apart of the regular class that the students already have, the students will be benefit because they can study or learn at any moment only using their cell phone has a tool to practice the pronunciation in their cell phones, they can also do it with their friends or even with their parents so this makes it more easier and entertain to learn at the moment. The professors can use it has a tool to make the students evolve their speaking day by day and notice the improvement that they can achieve from day one until the moment they considered the students are better, the ones who will take the biggest advantages of this study will be the students because they are the ones that can learn English at any moment and use it for homework's, exposition, and even for the exams because this tool make everything easier for them. The investigation will be relevant first for the professor to make easier the way to make the students learn and also to help them to be more pro-active, and also the there are some professor that they pronunciation is not has good has it should so this app also can make him improve the areas where he is having a hard time, the second will be the students that nowadays use the phone for everything most to see their social media, so they can now take advantage of this and start using the phone to learn to pronounce and

repeat words and they can also practice with parents, and students friends to make it more entertain and make the learning more dynamic at the moment.

What's the practical application of your research: to put in practice the research the idea is to use a mobile phone or if you don't have one you can use a tablet or laptop, and go to the search bar in google and type the name of the app tool that will help your pronounce abilities this app also can be download in the app store and its free so it is not complicated obtain the tools, also when you are on the interphase of the app it is very easy to use it you can put it in your own language at first and then choose the language that you want to learn in this case, English and it very practical cause the experience when you start to pronounce is fun you can start with easy sentences because they have different levels, you can choose between beginner, medium or expert, this can make the learning experience quicker and you can have a real time progress of the evolution that you are having day by day using the app for learning. The hard time that the students have when they are trying to learn pronunciation when they have issues with some words that are difficult to repeat, with this they can spend time to practice the hours that they like would like during the day and then can make a presentation and speak fluently during it, also when they know a word in Spanish but not in English in real time they can use the tool and it will help you giving the translation of the word and pronouncing it so you are learning a new word and also how to say it, also it can help the students that usually pays classes and spend a lot of money on it or need tutors to make expositions, this can improve their abilities and they can start to do it on their own to see how much they have learn since they start to using this app tool for improving in the English area.

The present investigation arises from the need to emphasize the pronunciation and seek to refine it for educational purposes mainly and in the future for work or business, the purpose is also to see the various modalities and ways of learning it in a more strategic and simple way at the same time, this would help teachers to maintain a more viable rhythm during classes and make students more versatile as well as see faster progress in each student's pronunciation. The research seeks to provide information that will be useful for the entire educational community and even for the country in general to improve knowledge and give a greater scope in learning better pronunciation.

1.5 Antecedents

The story of the theme starts from the idea of improve the abilities of the students to start to pronounce better, from long time ago it has been very important the pronunciation because in most of the cases the grammar don't generate issues but, when people go to America and speak with native Americans, they notice the huge difference when they speak with people in the United States.

Using apps for pronunciation training: An empirical evaluation of the English File Pronunciation app. the study explores the potential of the English pronunciation evolution using apps to help foreign language learners improve their pronunciation. Participants were 52 Spanish EFL learners enrolled in an English Studies degree. Pre- and post-tests were used to assess the participants' perception and production (imitative, controlled, and spontaneous) before and after training. The targets addressed were a range of segmental features that tend to be fossilized in the interlanguage of advanced Spanish EFL learners, namely English. Training took place over a period of two weeks in which participants used the English File pronunciation app for around 20 minutes a day. Participants were randomly assigned to two groups (control and experimental). However, after the post-test, the group that had acted as control started to receive instruction and, after two weeks, took a second post-test, therefore acting as experimental too. Training fostered substantial improvements in the learners' perception and production of the target features, although the differences between groups were not statistically significant for every sound or in every task. Fouz-González, J. (2020)

When teaching a second language, it is important to think about how to teach different tenses using smart devices. Mora, Zamora, Ramírez, and Garita (2017) at Universidad de Costa Rica, conducted an investigation to facilitate the learning of the past simple and past participle of irregular verbs in English through the applications for smart devices. Moreover, virtual education is implemented not only in schools and high schools, but also in universities as Salgado (2015) at the Catholic University of Costa Rica Anselmo Llorente and LaFuente, investigated under the topic "Teaching and learning in a virtual mode from the experience of graduate students and professors of the Latin American University of Science and Technology (ULACIT)."

Apps for developing pronunciation in English as a second language, pronunciation is one of the core skills of speaking which is necessary for successful communication to take place, and the lack of instruction might result in lack of confidence

to speak, or difficulties to understand and be understood in the Second Language. A realistic goal in pronunciation teaching is to enable learners to surpass the threshold level so that pronunciation will not detract from their ability to communicate, and also to make their communication more intelligible. In order to reach that goal, learners must be provided with opportunities to practice perception and production of the most important segmental and suprasegmental features of pronunciation, through activities that include presentation, listening, and practice focused on both form and meaning, all of them followed by feedback. Since the 1960's, studies have investigated how technology can be applied in order to enhance language learning. As technology, once restricted to computers, has not only evolved but gone mobile, the field of Mobile Assisted Language Learning emerged. In MALL, mobiles are devices which are portable and personal, and these features added to their connectivity enable learners to practice the L2 at the most suitable time and place for them. This may not only increase the time engaged in language learning activities, but also allow learning to happen in more naturalistic settings, which could lower the barriers between what happens in the classroom and in students' lives. The applications, or apps, which focus on language learning seem to be helpful to support pronunciation instruction, providing practice of receptive and productive skills of pronunciation and offering immediate feedback, in an environment which allows for comfort and unlimited attempts toward confidence.

El ingles en Costa Rica: requisito indispensable en un mundo globalizado this article presents the results of a research project carried out at the School of Modern Languages at the University of Costa Rica. A diagnosis was done to determine the country's specific English language needs. At present, many companies, both Costa Rican and international, require bilingual personnel. Therefore, proficiency in a foreign language, especially English, has become an essential tool in securing good employment. Personnel have to be able to use the language to cope with specific job-related situations. This requires planning English for Specific Purposes courses; that is, designing courses whose content is based on job-related tasks, and strategy training that helps students compensate for their limited language skills. Based on this diagnosis, the skills required by Costa Rican teachers to meet the specific language needs of the country were established. A qualitative methodology was used. (Fiszbein, Cosentino y Cumsille, 2016).

Apps for foreign language learning at the University of Murcia the results of a research whose purpose was to know the use made in the university field of mobile devices and the applications used in the subjects taught in foreign languages. Based on an ex post facto descriptive research design, 86 students from the Faculty of Education of the University of Murcia participated in the sample. A questionnaire was used to collect data made and, validated by the validation procedure by expert judgments and the reliability was analyzed using Cronbach's alpha. The results show that Apps are adequate tools for language learning, although they are not used as such in the different educational, university and non-university environments.

Un proyecto de realidad aumentada en el aula de inglés present Augmented Reality as a tool that facilitates learning, while discovering what kind of applications and educational materials can be made with this technology and how they can be used in the classroom to enhance and consolidate the language skills of our students in the area of English as a foreign language. The methodology used reinforces pupils' social skills through the exchange of ideas and collaboration, facilitates pupils' media and information literacy and during the research they develop their ability to search, select, compare and analyze information. The project presented here will give students the opportunity to put into practice the four language skills promoted in the area of English as a foreign language: listening, speaking, reading and writing. Consequently, given that all these aspects are observed and evaluated by both the students and the teacher. *Revista Estudios*, (42), 2021.

1.6 Scope

There are many goals that the researcher wants to prove during this investigation research. Those objectives that can be significant for a big part of the population that can take advantage of the results obtained from this research. If professors and educators from other educational institutions in Costa Rica can take some of their time and read this document, they can observe how their class method can drastically be improved in quality and motivation for all their students. Here, it is able to show the limits of the investigation research and the results that can be found at last after experimenting with the students that in this case they are the target population, the goal are seventh graders at Centro Educativo de Atencion prioritaria de Higuito. As part of the desired projections, it can be mentioned that this research looks for the following:

- Create an environment in which the students can speak fluently in English without being scared
- Analyze if Duolingo is helpful to improve and learn new words and also how to pronounce them.
- Develop the research using the internet for education manners such as Duolingo to give a better use to the internet.

Chapter II

Theoretical Framework

This chapter provides a review of relevant literature in the field of mobile learning and mobile-assisted language learning (MALL). It consists of four major parts. The first part of the literature review focuses on the concept of mobile learning. The second part seeks to identify the existing learning theories in relation to mobile learning. After that, the concepts of mobile-assisted language learning (MALL) and its difference to computer-assisted language learning (CALL) are reviewed. Examples of analysis and evaluation of the implementation of MALL and current mobile apps for language learning are also examined.

2.1 Literature Review

The purpose of this form is to concretely examine the corpus of theory that has accumulated in regard to an issue, concept, theory, phenomena. The theoretical literature review help establish what theories already exist, the relationships between them, to what degree the existing theories have been investigated, and to develop new hypotheses to be tested. Often this form is used to help establish a lack of appropriate theories or reveal that current theories are inadequate for explaining new or emerging research problems. The unit of analysis can focus on a theoretical concept or a whole theory or framework.

2.1.1 The Concept of Mobile Learning

No one can deny that the whole world is going mobile. The proliferation of mobile phones and other portable and wireless devices has dramatically changed the way we learn, communicate, and even live. The use of these mobile technologies has proven to

align well with educational goals such as expanding learning opportunities, improving student performance, supporting learning needs, goals, and learning style differentiation, and instilling trust. I'm here learning materials to students who would otherwise have no access to them.

Recent considerations on mobile learning emphasize the broader context of learning as part of the mobile lifestyle, rather than just focusing on technical aspects. Mobile learning to formal or informal learning delivered via handheld devices and potentially available anywhere, mobile learning increases student mobility. With laptops and personal mobile devices, learners can engage in more flexible, accessible and personalized learning practices without boundaries. In addition to learning motivation, mobile learning devices can significantly enhance the sense of individuality and community of learners by actively participating in various social, collaborative and joint activities.

A comprehensive three-part section on mobility based on current literature: Technology Mobility, Learner Mobility, and Learning Mobility. The mobile technologies mentioned by El-Hussein and Cronje mainly include advanced mobile his devices such as smartphones, PDAs and his portable computers. Equipped with Wireless Application Protocol (WAP) and his Wi-Fi capabilities, these devices can deliver study instructions and materials over the Internet. Therefore, learners can access learning content anytime, anywhere.

Finally, mobile learning increases the mobility and dynamics of learning processes and information flow. Mobile learning enables new forms of education such as personalized, learner-centered, contextual, collaborative, ubiquitous and lifelong learning.

2.1.2 Learning Theories in Relation to Mobile Learning

The growing interest in mobile learning has resulted in the initiation of numerous projects in mobile learning applications. Examining how these projects are underpinned by different learning theories and paradigms will help educators and technology developers better understand mobile learning from a pedagogical perspective. Existing learning theories related to mobile learning include behaviorism, cognitivism,

constructivism, situational learning, problem-based learning, context-aware learning, collaborative learning, lifelong learning, and informal learning.

In behavioral paradigms, learning occurs and is facilitated by appropriately reinforcing associations between specific stimuli and responses. In mobile learning, association occurs when mobile devices present learning material, receive responses from learners, and provide appropriate feedback that forms reinforcement.

This paradigm uses a submission model where information is sent from the tutor (mobile device) to the user for learning to occur. Despite the limitations of mobile device viewing capabilities, the use of mobile devices as a vehicle for delivering learning materials is becoming more popular. 'Practice and feedback' is a popular activity in mobile phone language learning apps. Other activities include tests, exercises, and quizzes. Some scholars argue that behavioral scientists may encourage learners to simply review and memorize what they have learned. However, reinforcement may encourage learners to actively respond rather than passively receive information.

With respect to constructivist learning, learners actively construct new concepts or ideas based on previous and current knowledge. Learners are encouraged to be active knowledge builders. Learning is facilitated when learners are challenged with problems or situations to solve direct information. Learners then actively build their knowledge and build interactive models. The constructivist paradigm is associated with context- and content-aware mobile learning, such as exploration and problem-solving questions and decision-making applications, and collaboration and interaction in mobile learning, such as communication via mobile phones and interaction between learners. A paradigm of situational learning that is particularly relevant to mobile learning is context-aware learning. Mobile devices are portable and can be used in a variety of situations, through which learning can be enhanced.

Collaborative learning is another learning theory related to mobile learning. Collaborative activities encourage, facilitate and enhance learning through social interaction and collaboration among students. Mobile devices allow learners to not only exchange data and messages between devices, but also communicate over common data networks. Another theory that is particularly relevant to collaboration with mobile devices is conversation theory, which describes learning in terms of conversations between

different knowledge systems. Effective learning occurs when learners are able to converse with each other and share knowledge about the world. For example, if two people can understand each other's knowledge through mutual communication, they can share their understanding of the world and learn simultaneously. However, while mobile technology does not make it difficult to present ideas and provide advice at the descriptive level, it has limitations in examining student misconceptions about providing practical advice at the behavioral level. That said, technology can definitely provide a common learning environment for learners to communicate with others via mobile phones and emails.

In addition, informal and lifelong learning paradigm refers to activities that support learning outside a dedicated learning environment and formal curriculum. The points out that learning is constant and influenced by the environment. Informal learning is random and learners may not even recognize it as learning. Finally, the use of mobile technology provides learning and teaching support for coordinating learners and learning activity resources, and general administrative support. Examples include assisting teachers with dance reports, checking student performance, or effective personal organization. These features may result in positive rewards and support overall learning activity.

In the previous section, we examined the main learning theories and paradigms that apply to mobile learning. They are behaviorist learning, constructivist learning, situational learning, collaborative learning, informal and lifelong learning, and learning and teaching support, as summarized in Table 1. Although these selected learning theories and paradigms are by no means mutually exclusive, the following chapters can provide a general background for the analysis and evaluation of current English learning mobile apps.

Mastery Learning Theory “holds mastery constant and allows time to vary while traditional instruction holds time constant and allows mastery to vary” that over 90% of students can master content given the right context and learning tools for their learning style, even with a learning difficulty or disability present. In applied Mastery Learning Theory, students are provided with a variety of instructional procedures utilizing varied forms of interaction, learning and instruction. Teachers are expected to cater for a variety of students’ learning styles, rather than students catering for teachers’ teaching styles. This was a shift in educational thinking and practice in the 1960s because teachers had

been all providing the same type of teaching style and assignment and assessment requirements for students in the same time allotment. Students who did not master the material had been thought to be either lacking effort or incompetent in their learning abilities. The fault or responsibility had rarely been placed on the teacher at that point.

Sense of Community Theory defined community as “a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members’ needs will be met through their commitment to be together” (p. 9). They also determined the vitality of community to a person’s very being. “Each of us needs connections to others so that we have a setting and an audience to express unique aspects of our personality”. Sense of Community is a basic need of every person and does not exclude the classroom or a learning environment. There is also a spirit of belonging together, an authority that can be trusted, an awareness that trade and benefits come from being together, and sharing experiences becomes an art

Sense of Community is a necessary component not only of humanity, but also of the world of education in the virtual has applied this theory with his Classroom Community Likert scale measurement tool that has been implemented into empirical research for various qualitative and quantitative studies with virtual learners. It makes a difference in a student’s perception of involvement in the learning experience and can ultimately impact the learning achievement outcome and satisfaction of students taking a particular course online. The need for a sense of community does not exempt any ethnicity, gender, or age group, and is also valid with English Language Learners in the classroom, and is desired in an online community. Also implemented his Classroom Community Likert Scale into Distance Education and the virtual learning classroom. Many researchers and theorists in the world of education are trying to create methodologies, criteria, and curriculum guidelines for fostering a sense of community in the virtual classroom, because a sense of community affects performance, satisfaction and retention in virtual programs. However, the question that arises after a literature review is whether traditional classrooms also need a virtual sense of community. Rather than solely researching how to create a sense of community into the virtual classrooms, how does bringing a virtual sense of community aid in performance, perceived sense of community, and retention in the traditional classroom, specifically for language learners?

Mobile-Assisted Language Learning (MALL) – from mobile phones to tablets. In addition to mobile phones, there are other mobile devices that can be utilized for language learning in many of the same ways that phones are used. Mobile-Assisted Language Learning (MALL) is defined as “formal or informal learning mediated via handheld devices which are potentially available for use anytime, anywhere (Kukulska-Hulme & Shield, 2008). These devices can include phones, tablets, electronic dictionaries, MP3 players, and gaming devices

The devices also offer connectivity which helps in the areas of language acquisition and community. Studies show that MALL devices foster self-study, which in turn increases the acquisition of the English language. Language learners who study individually outside the classroom expand such language skills and areas as listening, reading, vocabulary, and grammar. The literature suggests that the initial debate in the use of mobile phones for language learning had to do with preference, availability and usability of mobile phones. Some arguments claiming that mobile phone technology is not the most desired form of technology for language learning versus a PC desktop computer concerned the small size of the screen, the cost of using the mobile phone for every assignment based on Internet usage and mobile Internet plans, as well as the fact that the PC could be used in a quieter environment. Some other reasons why language learners preferred the use of a mobile phone for language learning were that the material can be accessed and completed anytime and anywhere, as well as that it was faster to use the mobile device as a language learning tool, because there was no time delay in waiting for the computer to boot up for usage. However, as time has progressed, more specific uses aside from the Internet are becoming evident with a mobile phone in association with language learning enhancement. Now SMS texting and video recording are utilized in addition to social networking opportunities that can all be engaged through a mobile device. Tablets are another growing area of MALL devices that can enhance English language learning. Studies show that language learners typically favor tablet devices in the English language acquisition process. Tablets can provide many applications for learning English. However, while mobile phone ownership is mostly universal, the percentages of students that own tablets is much smaller. In one particular study testing the usage of tablets to learn English, only one student in a classroom owned a tablet, while every student had a mobile phone.

Selected MALL applications in language learning

Social networks

Nearly 1 in every 5 minutes spent online is on a social networking site. Social networking sites now reach 82% of the world's online population, representing 1.2 billion users around the world. Social Networking ranked as the most popular content category in worldwide engagement. Shortly after SNSs first came on the scene in 2005, Boyd and Ellison (2007) provided the following definition of this new phenomenon: We define social network sites as web-based services that allow individuals to:

1. Construct a public or semi-public profile within a bounded system
2. Articulate a list of other users with whom they share a connection
3. View and traverse their list of connections and those made by others within the system

Some of these networks that are being utilized as educational tools inside and outside the classroom include Twitter, Facebook, LiveMocha and blogs. Twitter is a social networking tool that allows subscribed users to post and receive messages, or read others' messages called "tweets". These tweets allow for only 140 characters per message transmitted. Twitter has been utilized as a teaching tool to help students with writing skills by creating mini blogs with Twitter accounts. With the number of tweets averaging around a billion a week now, Twitter is becoming a language educational tool to foster community and provide language practice outside the classroom. Recommends that Twitter can be used to help students "crystallize thoughts, focus attention and make connections". There are few empirical studies published regarding Twitter and its educational benefits, but of those empirical studies that are published, findings point to the fact that Twitter can enable students to engage with each other and their professors, while improving their overall grades and language abilities. Social presence is a theory serving as "the basis for building successful communities of inquiry and the other dimensions of cognitive and teaching presence".

Empirical research showed that "generally speaking, students' attitudes were favorable and they seemed enthusiastic about the opportunity for additional communication outside of the classroom to continue to improve their language study" The findings also revealed that students were very willing to use the Twitter technology and share their thoughts and life activities with friends through the Twitter platform

Minimal empirical research exists regarding Facebook and language learning. However, Facebook has been utilized to create a learning community for classrooms that can be kept private. These learning communities provide the opportunity for students to discuss specific topics, or hold conversations with their classmates that can be interjected and moderated by the teacher to help guide the conversation and the grammar. Other studies primarily used Facebook as a community for finding and meeting other language learners and joining social groups working towards the same goals of language learning. With the same concept as Facebook, but with technologies more specific to language learning, LiveMocha is rising as a potentially more useful resource for language learners. With 350,000 users from over 200 countries, LiveMocha is designed to specifically connect language learners to allow them to practice their language skills with other members of the social network (Harrison & Thomas, 2009). Special features of LiveMocha designed to assist language learners with practical language skills are as follows:

1. Audio comments: members can record voice messages and practice pronunciation

2. Peer review: users can choose to allow other members to read, review and leave comments for other learners

3. Group chat sessions: weekly meetings with tutors from LiveMocha to ask questions about language learning

SMS texting

Seventy-five percent of all teenagers send texts using short message services (SMSs). They are more likely to send a text than talk on the phone, send an email, do instant messaging, or even message on a social networking chat. In the world of education, and specifically language learning, empirical studies show that students are interested in learning vocabulary via SMS in order to digest small doses of vocabulary in a mobile location. The literature shows that students are able to learn by repeatedly looking at vocabulary lists on their phone that can be sent by the teacher during the week. Students can memorize spelling, practice iterating the meaning, and look up words in the dictionary when unsure, just using their mobile phone to verify correct information.

Videos

When watching videos, people experience feelings which enhance the learning capabilities. Videos trigger the senses at a heightened level, which provides a greater opportunity to retain more details from the experience. Learning outcomes of video learning can include the following:

1. Grab students' attention
2. Focus students' concentration
3. Generate interest in class

With these learning outcomes in mind, videos become a vital component to learning in and outside the classroom, with a specific impact on language learning outcomes. According to the literature, videos are processed using “core intelligences of verbal/linguistic, visual/spatial, musical/rhythmic, and emotional, left and right hemispheres, triune brain, brain wave frequencies, and video-brain conclusions”. Students can utilize mobile devices to engage with videos on YouTube, or to record their own videos to play for classmates. YouTube videos can offer information to students, provide shortened lectures to practice listening skills in smaller segments, as well as tutorials that can aid in information variables for students.

Virtual worlds

Have been little researched in the field of education and language learning. However, the empirical research findings provide legitimacy to the fact that language learning can be enhanced through these environments. Some of these conclusions point to the fact that virtual worlds provide anonymity, expedited community, feelings of immersion and emotional attachment. This allows students to engage more freely and with greater confidence than with the inhibitions that would naturally be in effect when meeting in a traditional classroom setting in person and face-to-face. The negative association with virtual worlds and language learning is the need for every participant to have an up-to-date computer and network, firewall problems, as well as enhanced computer skills.

The virtual world programs have also been reported to record anti-social behaviors among virtual world participants. According to the literature, some additional positive aspects of virtual world programs that enhance language learning are that

students can learn new words and expressions, improve their language skills and work at their own pace. The virtual environment holds the students' attention more than regular classes do, while having an avatar also makes students feel more involved. Other research also shows that virtual networks offer interaction predominantly in the English language. Therefore, it provides more exposure to the English language, while opening a virtual location to practice English language skills.

Voice recognition

Software has been found to be a helpful tool in language learning, with software programs that can “listen” to language learners practicing pronunciation and repeat back correct pronunciation of words spoken by the learner. Mobile phone technology utilizes minimal versions of this software to allow for voice recognition of placing calls, texts, giving commands, or asking questions. The iPhone has been the leader in mobile phone technology providing “Siri” with the launch of the iPhone 4s. The iPhone Siri software allows a person to speak into the phone and ask questions or give commands associated with the phone. This includes acquiring trivia, directions, and authorizing commands to the phone to call or text contacts listed in the iPhone (apple.com). Android software-based mobile devices also offer a version of voice command technology.

Mobile phone technology is expected to increase in voice recognition ability and offerings to support a more extended version of voice recognition software and provide greater assistance to language learners using their mobile devices.

Blackboard virtual learning software

Discussion boards offer a collaborative learning environment, which can put the acquired language knowledge into practice. Homework assignments can be posted and offered to students indefinitely, with no opportunity to miss them. Grades can be provided privately and not violate in-school regulations for students. Reading and writing can be improved as students can learn by practicing their writing skills and reading their peers' posts in discussion board forums. Voice memoring provides the option for students to listen to the professor or other native speakers to hear correct consonant, vowel, syllable, and total word pronunciation. Video tutorials and lectures can be offered in Blackboard to enhance the learning environment for students. As mentioned before, videos engage

the senses at a deeper level, allowing for deeper understanding, as well as enhance information retention on the part of the student

2.1.3 Application of MALL in the light of selected theoretical frameworks

While looking at various theoretical frameworks identified to justify the use of mobile technologies to aid language learning, there is an opportunity to apply the concepts of the paradigms identified in this literature review. Various usages of mobile devices aid learners in mastering the language concepts and practices. The ability to read, write, learn vocabulary, practice speaking and pronunciation, and engage multiple senses aids in deeper learning and mastery of learning and practice. Mastery Learning Theory has been utilized to empirically provide evidence that various teaching methods applied to a student's needs can aid in deeper, sustained memorization in language learning (Berk, 2009). Looking at how Mastery Learning Theory offers various teaching methods to accommodate various learning needs of students would in theory be well applied to mobile technology use because so many different learning styles can be accommodated on a mobile phone. However, this theory has not been applied to other aspects of mobile technology that would help fit the theoretical framework, such as LiveMocha. Sense of Community has been found to increase performance and satisfaction in online learning environments such as Blackboard (Rovai, 2009). Engaging other language learners in social communities such as Facebook, Twitter, and LiveMocha offers the opportunity to build a sense of community online. However, there is not enough data in existence to validate all of the mobile phone technologies available that are being utilized to help with language learning. Therefore, more research would need to be executed in order to provide justification for the already growing practice of mobile phone technology with language learners. The advantages of applying MALL education practices in learning English include the opportunities for learning anytime, anywhere, in a self-study mode and in a learning community. Students can learn anytime and anywhere, because mobile devices are portable and offer connectivity in any location beyond the classroom. Self-study increases, because language learning tools are offered to the student, empowering learners to engage in the process of language acquisition without the teacher present. A learning community is available because of the various applications offered with mobile devices such as Blackboard, Facebook and LiveMocha. The disadvantages include the continued engagement required by teachers to format applications to coincide with

classroom learning and the fact that not all students have access to every type of mobile device that can be utilized to enhance the language learning process. Also, it is important to be open to step outside the traditional language learning practices that are simply put on the Internet, rather than learning and engaging in new applications available for incorporation into the English classroom. Teachers can, however, focus on mobile phone technology as ownership of those devices is more universal.

2.1.4 Mobile-Assisted Language Learning

Since the concept of Mobile Assisted Language Learning (MALL) was first introduced, the use of mobile devices to support language learning has become a new subdivision of both Mobile Learning and Computer Assisted Language Learning (CALL). The mobile devices such as smartphones and PDAs enable continuous and spontaneous access and interaction in a variety of environments, facilitating new ways of learning.

This, despite the fact that most learners struggle without support and guidance from their teachers, mobile learning is more. It focuses on what learners do with their mobile devices. Until recently, most of MALL's publications focused on describing the implementation of the project. There are still relatively few reports in the literature on learner-initiated mobile language learning activities. The mobile device greatly help these highly motivated learners to communicate about word meanings with their classmates and lectures outside the classroom.

2.1.5 Mobile Apps for MALL

Mobile devices include mobile phones, smartphones, PDAs, and tablets. All of them are available in MALL. Most MALL activities now seem to use mobile phones. This study focuses specifically on smartphones as mobile devices for MALL. Smartphones combine telephony and computing capabilities, digital cameras, videos, MP3/MP players, mass storage, Internet access, and network capabilities such as Facebook and Twitter in one compact system.

With the evolutionary development of smartphones, a new market for mini software called apps, short for applications, has grown rapidly. Today, new iPhone or Android smartphone users can freely select and download smartphone/mobile apps

from hundreds of thousands of His apps on app stores such as Apple's App Store and Google Play. Among 's wide range of iOS and Android apps, there are quite a few apps that facilitate second/foreign language learning. A study was recently conducted to evaluate mobile apps for learning English. In a project looking at some of the most popular iPhone apps developed for learning English pronunciation

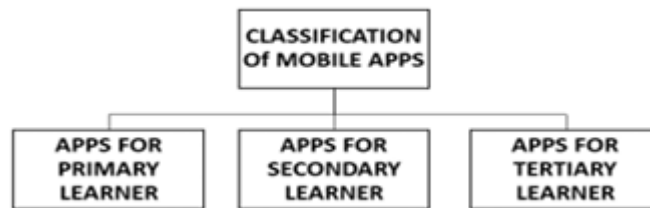
Great potential for mobile apps to practice and improve certain aspects of English pronunciation. Individual phonemes, accents and intonations. Feedback is recognized as one of the main limitations of the current app. When it comes to analyzing and evaluating electronic learning materials, we must consider not only the hardware, software, and the actual content of the materials, but also how the app facilitates. The end goal is to examine how resources facilitate learning and to what extent their use reflects sound learning theories.

The usage of Mobile phones has undergone a drastic change beginning with downloading a ringtone to many software applications in a single phone. Though mobile learning is not new, latest mobile devices with upgraded features have triggered interest among many instructors for applying this new technology in learning.

Apps are the short form of the phrase “application software” generally downloaded from “app stores such as App Store, Google Play, Windows Phone Store, and BlackBerry App World”. Mobile apps are a software application which is intended to run on iPhones, tablets and other mobile devices. Some of the apps are free to download and some others are paid. Mobile apps categories include gaming, entertainment, and education. APP Usage Statistics: □ Number of iOS app downloaded (2015)– 25 billion □ Number of Android app downloaded (2015) – 50 billion □ A group of the population between the ages 18 to 24 years averagely spends “90.6 hrs. on Smartphone apps, 34.7 hrs. on tablet apps” monthly.

2.1.6 Classification of Mobile Learning Apps

The statistical data of mobile apps exhibits the rapid progress in numerous apps being developed and downloaded every year by people around the world. English learning apps available in the app stores are plenty and choosing the right app is definitely a tiresome job. The difficulty lies on the part of the learner to choose the right app and the question lies here is which app is best and suited to the particular level of the learner? To aid the learner's apps can be classified as follows,



2.1.6.1 Primary Learners

As mobile devices march toward ubiquity, they are finding their way into the hands of the early learners. Early learners include children of a very young age who use mobile devices to interact and for playing games. Reviewers and instructors have experimented mobile devices with children to uplift their learning. This integration of technology into learning fetched positive outcome that resulted in effective learning.

Apps for children have the potential to educate them. There are more educational apps available in the app store, choosing the right one for children can change the way they look at the process of learning. Benefits of mobile application in Education include

- More social
- Entertainment
- Round the Clock Availability

Recent studies show a significant increase in the usage of mobile devices among young children. They get excited in using these devices because it gives them a lot of joy. Preschool children lack the ability of discretion to judge what is good and what is bad for them especially in handling the mobile devices. The duty lies here both with parents and teachers to act as a decision-maker in guiding them in the choice of the correct or suitable content which produces no harm for children but in turns enhances their learning.

Primary learners include children belonging to the age group 3-10 years. Children of this age group learn the English language beginning with alphabets, later on to recognition of the letters, sounds of the alphabets, tracing the letters to write. They are interested in listening to animated rhymes songs and stories. Learning the Colors of different objects, shapes, name of animals, fruits, vegetables and more can enhance their vocabulary acquisition. Mobile apps are developed to meet the need of

the children belonging to this age group. Apps which are good are mentioned in the below table which suits for primary learners.

2.1.6.2 Secondary Learners

Students of age group 12-17 belong to the secondary level of learners. The use of a mobile device affords a way to attain students in a way that they are adapted to. “It gives them active control of their learning in the palm of their hands”

Equipping the learning apps can change the regular lecture classroom and students learning interest can increase. As primary learner learns the basics of the language, the secondary will move to the next level of learning the language. Language skills like Listening, speaking, reading, writing skills will be acquired by these learners. On the other hand, they will learn grammar, vocabulary and meanings, pronunciation, spellings and more on the part of language acquisition.

2.1.6.3 Tertiary Learners

Tertiary level learners include college students and adults’ group of learners. With the accelerated development of Apps about learning English and the popularization of mobile devices among college students, students have become increasingly interested in the learning benefits that apps on mobile devices bring. According to the relevant research, the Mobile-Assisted Language Learning (MALL) can not only enhance students’ English ability but also increase students’ learning motivation. Seemingly, it is helpful and efficient for college students using mobile devices to learn English by themselves the rapid development of app technologies has made these English learning apps have the capability to integrate different media, for example, text, picture, animation, audio and video can be integrated in order to create a multimedia instructional material, as well as prompt students’ interest in studying.

There are a lot of apps referring to learning English for college students who have an easy access to these resources and materials. But the reality is that the App market is like a jungle. There is too much software for college students to choose and use.

Obviously, there is a lack of recommendation about relevant apps and suggestions about how effectively to use them to learn English.

Mobile assisted language learning improves the listening skill of the students which is proved by Kim (2013) in his experimental study. The participants include 44 university students of different discipline who were split into two separate groups. The control group comprised of 24 participants and 20 participants in the experimental group. The authentic listening material of apps proved effective in improving the listening skill of the college students. The mean score had a significant difference the analysis proved that technology intervention enhanced the listening skill of the students.

2.1.7 Teacher and Student Roles

In order to achieve the goals from a class under e-Learning, it is important to take in consideration the roles that both teacher and student, will fulfill. This will contribute with the fluency of the class because each instruction will be perfectly followed, and each topic can be successfully given. By knowing the roles from each member of the class, eLearning can be worked even better.

2.1.7.1 Teacher's role

As stated by the Ministry of Education, Guyana (2019), "Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble." The main part of the teachers is crucial in a classroom because they have to direct their students during each class, so they must be very careful about every movement and section they take. Moreover, the Ministry of Education, Guyana (2019) mentions that the teacher must have a curriculum, which he or she must follow; as with this, teachers will provide the knowledge to their students in an organized way. The teachers use the student's curriculum through the years in order to provide knowledge to the students and they can use many ways to provide it including a variety of activities like lectures, group activities, oral presentations and hands-on activities. Secondly, teachers must take care of the environment of the class being whether positive or negative. The

teacher needs to manage a class with a happy and comfortable atmosphere, because students mimic their teacher's actions, so they will be happy if the class is. In addition, they are the main responsible ones from the behavior of the entire class, because it is reflected by the actions that the teacher takes. In addition, it is very important to adapt each situation to the class, as there are students with special needs that may not learn in the same way as his or her classmates. If there is a case in which a student requires special help, the teacher in charge must take care of that situation in the best way, so the student can get the best experience when learning and can be able to reach all the objectives for the class. In this research, it will be possible to identify the teacher role during classes at Centro Educativo de Atencion Prioritaria Higuaitp, by observing some of them, and analyzing the way in which the professor works to see if his role helps in order to improve the pronunciation, the academic performance and engagement in classes.

2.1.7.2 Student's role

On the other hand, as Professor Richard (2019) answers a question submitted by Luoyang Normal University, China: Students must dedicate the class time into listening to what the teacher says in order to make sure they understand all, pronunciation patterns and organization of the words. Then, they need to repeat what their teacher says, so they can mimic every detail in order to speak as clear as possible in case they need to apply it into a conversation or speech. Lastly, students must ask and respond as many questions as possible, so they can have all the information clear and this will also help them perform with the best and dominate all the topics ready to apply them in what they need, whether for a unique school assessment and exam or life. If the professor and the students follow each and every step during each session where Duolingo method is applied, they will successfully accomplish all the task that are meant to be completed. For this, Professor Richard (2019) suggests some activities that teachers can use in order to achieve the roles of their students in every class in which pronunciation is used. Also, it is clear to aggregate that all the activities must belong to each grade and knowledge on the students. some of the activities that can be used in a given class are dynamic activities, repetition of words, and question and answer activities. In this investigation, it will be possible to analyze the role that the students at Centro Educativo de Atencion Prioritaria Higuaito had, by examine some of them, and observing the manners in which they put effort along with the professor to observe if the role improves their pronunciation abilities and grades during the classes.

Chapter III

Methodological Framework

This chapter describes how the study was conducted. The overall approach to analysing and evaluating mobile apps in this study is based on content analysis of materials and user evaluation. Two main methodological approaches include quantitative analysis of learning materials and group interview as a qualitative research method for studying user evaluation.

3.1 Research Approach

Research objective provides researchers with a clue to how research is designed and what aim of the research has, as well as give a guideline in order to execute an effective and successful study (Kent, 2007). A research purpose can be classified into three types: exploratory, descriptive and explanatory (Saunders, Lewis & Thornhill, 2009). Exploratory studies are used so as to seek fresh insights; to ask questions and to assess phenomena in a new light (Robson, 2002). Thus, new ideas and theories are generated by it. The aim of a descriptive study is to measure the “sizes, quantities, or frequencies” (Hedrick, Bickman & Rog, 1993). Explanatory studies are based on exploratory researches; endeavor to investigate the factors why something occurs and display relationships between variables (Neuman, 2003). For explanatory study, it is useful to apply quantitative strategy and statistical tests (Saunders et al., 2009; Kent, 2007). The purpose of our thesis is to find out whether college students can make progress in English study by using mobile apps with self-regulated learning approach, and to investigate undergraduates’ attitudes towards it. Then, we will study further which apps are more helpful and efficient for college students to practice in their speaking, listening and reading, respectively. This is the characteristic of an explanatory study

Research began by exploring current studies on vocabulary learning and its importance in the process of language learning and mobile learning in education and academic level. Review of vocabulary learning importance focused on previous studies

and different modes of vocabulary learning, incidental learning and direct study and categorizes mobile learning as an incidental acquisition. Later in the literature a review of multimedia assisted language teaching in vocabulary acquisition and its benefits and barriers are included.

3.2 Research Design

The design using the before-and-after study design is used to study this change in comparison to the usual traditional approach in vocabulary learning. A survey questionnaire is employed to explore the significance of the change in class participation, students' confidence, and the use of multimedia after the testing.

In order to answer our research questions, we adopt a mix of qualitative and quantitative research strategy to investigate the effect and students' attitudes when they use apps that are installed on their mobile devices to learn English by themselves; to evaluate which apps are helpful and efficient to learn English in specific aspects: speaking, listening and reading ability. In order to deal with these, them, our research incorporates two methods: a semi-structured interview and an experiment. Qualitative data will be collected by the semi-structured interview.

The goal of qualitative research is to gain holistic, comprehensive and affluent data (Walker et al. 2008). On the other hand, Qualitative research is to understand a phenomenon, and generate words, rather than numbers, as data for analysis (Patton & Cochran, 2002). A semi-structured is a qualitative method of research used in the social sciences (Bryman & Bell, 2011). According to Bernard (1998), the semi-structured interview provides reliable and comparable qualitative data; and allows informants the freedom to express their views in their own terms. In our study, semi-structured interview method is used to investigate college students' attitudes towards using mobile apps to learn English; to investigate what English learning apps they are willing to use; and to collect interviewees' suggestions about using online English learning resources to learn English among college students.

3.3 Information Sources

The data sources in this study were students that we will examine their backgrounds history and with that we can gathered info to achieve our main goals. The idea was to search information about the pronunciation issues in classes and for the meaning of the word pronunciation, aswell to search for the app Duolingo and gave some examples about how it works and the benefits that the app can have if you used it for educational purposes, it was done with a population of 12 students, while the researcher spoke with 5 students which had low pronunciation ability level, 4 students which had medium pronunciation , and 3 students that had a bigger progress than the other groups levels. There was for each class a sample. The researcher knew about those students' pronunciation level from class observation.

Data sources are mainly classified into primary and secondary data (Gulnazahumad, 2013). Primary data is that data is collected specifically for the research project being undertaken (Saunders et al., 2007). In other words, primary data is always unknown before research being undertaken and obtained directly for a specific research project (Currie 2005). Secondary data is collected through qualitative methodology or qualitative research, and they have already been published in any form such as journals, books and magazines (Gulnazahumad, 2013). Secondary data is collected by someone other than the user. Primary data, by contrast, are collected by the investigator conducting the research (McCaston, 1998). In this study, the primary data, gathered from through the interviews and experiment by the authors, will be processed and analyzed in order to investigate the research question and sub questions as well as to test the hypothesis.

3.4 Analysis Categories

It is divided into two categories, namely:

- 1) Pronunciation
- 2) Apps

The first category, pronunciation, refers to whether the apps follow (or not) the steps expected to be taken in order to teach the selected pronunciation features. the way in which a word or letter is said, or said correctly, or the way in which a language is spoken the second category, Apps refers to computer software, or a program, most commonly a small, specific one used for mobile devices. The term app

originally referred to any mobile or desktop application, but as more app stores have emerged to sell mobile apps to smartphone and tablet users, the term has evolved to refer to small programs that can be downloaded and installed all at once. Learning with Duolingo is fun, and research shows that it works. With quick, bite-sized lessons, you'll earn points and unlock new levels while gaining real-world communication skills.

3.5 Data collection Instruments

The questionnaire is meant to find out the students' responses toward the suggest technique. This technique was used to support the data from the other instruments, the writer sets a close question type, it means that he gives the students some questions followed by some possible answers. They are asked to choose an appropriate answer from the options provided about the use of picture to improve speaking according to their opinion. The indicators measured and elaborated in questionnaire were:

- a. The students' opinion about the reading in English.
- b. The students' opinion on the use of strategies to teach reading.
- c. The teacher' role in the application of strategies to improve the students' reading skill.
- d. The general evaluation.

According to Ary (2010), questioner is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researcher uses questionnaire to collect the data, because by using questionnaire, the answer will be well organized. According to Cresswell (2012), there are three types of the questions: a. Close-ended question is the researcher poses a question and provides pre-set response options for the participant.

Open-ended questions are questions for which researchers do not provide the response options; the participants provide their own responses to questions. c. semi-closed-ended questions: This type of question has all the advantages of open- and closed-ended questions. The technique is to ask a closed-ended question and then ask for additional responses in an open-ended question. The questioner of this research is made from the combination of close-ended and open-ended questions. Close-ended questions

are provided the optional answer that is Yes/No. While, the 15 open-ended questions are made because the researcher does not provide the optional answer, so the students answer the questions by their own responses and in their own words

3.6 Collection data process and data analysis

The writer read about the definition of teaching reading's methods or strategies that were written in the text book. Then the writer does observation of the application of the methods or strategies used by the teacher in the classroom. The writer observed the teaching-learning techniques that happened in the classroom. The writer interviewed the teachers that use the methods or strategies, and asks about the teaching system and other data related to the application of the all methods or strategies. And also, the writer asked the teacher documentation. In addition, the writer gave questionnaire to the student about their response of reading methods or strategies used by their teacher.

Data analysis is a process of gathering, modeling, and transforming data with the goal of highlighting useful information, suggesting conclusions, and supporting decisions making. The writer used descriptive in the data analysis technique. In this research, the writer interviewed the teacher, observed to the teacher and the students in the teaching-learning process. Then the writer described the interview result, the observation result and the influence of the all methods or strategies used by the teacher in teaching reading through the students' reading responses.

First, the data obtained through the interview and documentation that was analyzed by using descriptive analysis. Then, the researcher interviewed the English teacher as the informant and also documented the result in notes. The researcher used the interview guidelines to prepare the data which was analyzed to get the data about the use of strategies in teaching reading and also the ways to apply the strategies in teaching reading to improve students' reading skill. After that, the data result was analyzed descriptively to know the answer of the first and second question of the statement problems. The researcher interviewed the English teacher after every classroom observation meeting.

Second, the data obtained through observation was analyzed by using descriptive analysis. To prepare the data, the researcher used observation checklist. The observation

checklist form was marked based on the situation of teaching learning process in the classroom. Then, it was documented in the checklist form and arranged based on the list criteria of material, technical and also teacher and students' activities in the classroom. The writer described the implementation of reading strategies or methods used by the teacher based on the indicators that supported in implementation of the use reading strategies or methods in reading teaching. The researcher will evaluate the reaction and attitudes of the students based on the method and whether or not they are learning in a best way and if they are getting motivated and enjoying the classes. Those classes will be attentively planned in order not to improvise and to be clear in everything way go the best way planned. The class plans will be modified with the app of Duolingo and will include three major parts: objectives, activities, and assessments followed by the topic that the teacher will need to be cover during that period of classes.

The last data was obtained through the result of the questionnaire guidelines. The questionnaire is given to the students.

Chapter IV

Analysis and Interpretation of Results

The analysis of this research work was carried out on a sample of the total population. In order to apply the survey, a brief introduction and explanation was made for each question so that students do not have any doubts or confusion at the time of answer the questionnaire.

Through the tabulation of data, it was possible to obtain quantitative results that, when carefully analyzed and interpreted in order to generate solutions and application new techniques teaching strategies. With this analysis, all the information gathered will carry with the conclusion of the whole investigation research, as this can associate the information stated in previous chapters with real life evidence. Therefore, the data provided by each instrument will be examined and analyzed. After analyzing the results,

proper conclusions and recommendations can be taken out to do better in future related researches.

4.1.1 Interview

With the interview, the investigator could know how much the English professor of the children from 16 to 42 years old at Centro Educativo de Atencion prioritaria de Higuito knew about Duolingo and its different speaking and learning techniques, as well as to find out if there has been any progress and evolution in their academic program. In this case, one professor was interviewed the name of the professor of the Centro Educativo is Jhonny Solis a well-prepared English teacher who already have more than 5 years of experience teaching English. He said that his teaching philosophy revolves around fostering a student-centered learning environment. I believe in creating a safe and inclusive space where every student's voice is valued. I strive to be approachable and encourage open communication, allowing students to ask questions and express their thoughts freely. I also believe in incorporating various teaching strategies and hands-on activities to cater to diverse learning styles education can have a transformative impact on students' lives. I find great joy in witnessing my students' growth and development, both academically and personally. Knowing that I've made a positive difference in their lives is incredibly rewarding. Through all the answers, the professor demonstrated that he knew about the topic however, he never applied it before during classes because he is not used to the internet or Duolingo app. This also could be demonstrated after observing the first class that he gave to the students. This led to a good introduction with the students with whom the researcher will work during the next days. Moreover, the professor also explained that the institution objective was to form bilingual students and people of good to the country. For this reason, the professors were working very hard trying to improve the students' academic performance knowledge and interaction between each other during classes.

After carrying out and analyzing the surveys on group technological strategies and oral proficiency in the English language, in students to the were obtained following results.

These interview questions are designed to help you gain a comprehensive understanding of the teacher's teaching philosophy, classroom management style, and commitment to student success

In this section of the investigation, the results collected through the different instruments applied during the experimental phase, will be analyzed. With this analysis, all the data collected will lead with the conclusion of the whole research, as this can relate the information stated in previous chapters with real life evidence. Consequently, the data provided by each instrument will be mentioned and analyzed. After analyzing the results, proper conclusions and recommendations can be taken out to do better in future related researches.

Question 1: Have you used tutorials on the internet (ex Youtube) to promote your own English language learning?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 2: Does your teacher use or create activities that simulate real situations for the application of what has been learned?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	70	63,6 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	0	0 %

TOTAL	110	100 %
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Question 3: Do you have access to the use of app mobile to make learning more dynamic and interactive?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 4: Does the learning of the English language develop through the use of technology of guided and structured activities from the internet

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 5: Have you used blogs in English to express your ideas in a way more dynamic?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 6: Have you used wikis to publish and share information on English?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 7: The activities that appear in the mobile app contain exercises of pronunciation?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 8: During the English class, does your teacher select the vocabulary from according to the topic of conversation?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 9 Does your teacher adapt your language of according to the context presented?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

Question 10: Do the topics presented in the English class for the development of dialogues and conversations are of interest to you?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	20	18,1 %
Never	10	9,09 %
TOTAL	110	100 %

QUESTIONARIE

N°	QUESTION	Always	Frequently	Rarely	Never
1	Have you used tutorials on the internet (ex Youtube) to promote your own English language learning?	✓			
2	Does your teacher use or create activities that simulate real situations for the application of what has been learned?	✓			
3	Do you have access to the use of app mobile to make learning more dynamic and interactive?	✓			
4	Does the learning of the English language develop through the use of technology of guided and structured activities from the internet	✓			

5	Have you used blogs in English to express your ideas in a way more dynamic?			✓	
6	Have you used wikis to publish and share information on English?			✓	
7	The activities that appear in the mobile app contain exercises of pronunciation?	✓			
8	During the English class, does your teacher select the vocabulary from according to the topic of conversation?	✓			
9	Does your teacher adapt your language of according to the context presented?	✓			
10	Do the topics presented in the English class for the development of	✓			

	dialogues and conversations are of interest to you?				
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With the interview, the investigator was able know how much students the professor had in charge, the age of the students was around from 16 to 42 years old at Centro Educativo de Atencion Prioritaria this was the education center were the students prepared, the idea is to increase their performance in pronunciation using Duoling and their academic grades. The professor was the one who got interviewed in this case. The professor demonstrated that he has a good preparation and knowledge. This also was demonstrated by the way of how he provides classes he let us know that he had years giving classes in that school and that he is very proud and happy in his working environment and his students. He said that his personal objective in the school is To promote positive character traits such as integrity, respect, responsibility, and empathy among students, preparing them to be responsible and ethical citizens and to create an inclusive and diverse learning environment that celebrates the uniqueness of each student and promotes cultural awareness and acceptance this in order to nurture students' intellectual, social, emotional, and physical growth, helping them become well-rounded individuals.

With this been said, it shows a good interaction with students with whom the researcher will work in the future. The teacher also explained that the school's objective was to improve English as a second language in students the reason is that in the zone most of them never used to receive English classes before so the main idea is to make them know the language and can have more working opportunities in the future when they try to look for a job.

Question #1: Does the students in CEAP used internet or networks to improve pronunciation?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	30	27,27 %
Never	0	0 %
TOTAL	110	100 %

Source: self-made

According to the data obtained, it can be seen how the students, which corresponds to 100% of those surveyed, have ever used tutorials to promote their own learning, giving a positive result for the acquisition of knowledge.

Question # 2: How you do to improve the pronunciation during classes?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Practice	60	54,5 %
I read	10	9,09 %
All of the above	10	9,09 %
Others	30	27,27 %
TOTAL	110	100 %

Source: self-made

According to the teacher there is a 100% when it comes to creating activities that help them simulate situations that exist in daily life so they can improve the pronunciation.

Question #3: In previous years, have there been problems with the pronunciation?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	30	27,27 %
Never	0	0 %
TOTAL	110	100 %

Source: self made

According to the data obtained from this survey, it could be noted that in the institution 54,5% of students have issues with the pronunciation.

Question # 4: Why some teacher don't use the internet has an advantage?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
All	0	0 %
Some	20	18,1 %
Few	40	36,3 %
None	50	45,4 %
TOTAL	110	100 %

Source: self-made

According to the teacher 45,4% of the students affirm considered that English uses guided activities and structures already set up and don't use the internet well.

Question # 5: According to your perception, do students work better when they are able to use internet to complete works?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
All	60	54,5 %
Some	20	18,1 %
Few	20	18,1 %
None	10	9,09 %
TOTAL	110	100 %

Source: self-made

According to the data observed in this survey, it is clear that according to the students, 54.5% have barely had the opportunity to use blogs. It should be taken into account that without a doubt these can help to express their ideas using the English language in a more dynamic and meaningful way.

Question # 6: Do you leave online homework's?

Table

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	50	50 %
Frequently	50	50%
Rarely	0	0 %
Never	0	0 %
TOTAL	100	100 %

Source: self-made

According to the results obtained, the percentage 100% is divided on 50 and 50 with always and frequently, the teacher says "he prefer to make it mix so the students will not get bored or used doing the same things".

Question #7: What challenges do you find in a regular class?

ALTERNATIVE	FREQUENCY	PERCENTAGE
All	50	45,4 %
Some	0	0 %
Few	0	0 %
None	10	9,09 %
Others	50	45,4 %
TOTAL	110	100 %

Source: self-made

According to the results obtained, it can be seen that 45,4% find it in all like the structure on the school and the equipment to give class and even in the students.

Question # 8: Do you think that students are affected socially as they do not interact with their peers?

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	30	27,2 %
Never	0	0 %
TOTAL	110	100 %

Source: self-made

According to the data obtained in this survey, 54,5% the professor mentioned that it was hard because at home or with other kids, they find it embarrassed to used English and practice it.

Question # 9: Do the students understand why the internet is so important nowadays

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	30	27,2 %
Never	0	0 %
TOTAL	110	100 %

Source: self-made

According to the data and as mentioned by 54,5% the students knows and values why the internet has such a big impact in school

Question # 10: Has class development been affected due to lack of student participation

ALTERNATIVE	FREQUENCY	PERCENTAGE
Always	60	54,5 %
Frequently	20	18,1 %
Rarely	30	27,2 %
Never	0	0 %
TOTAL	110	100 %

Source: self-made

According to the data obtained from this survey, 54,5% the students believe that the topics presented call their interest. This result shows that in. The teacher looks for topics for the development of dialogues and conversations according to the tastes that the students could have and that helps them to participate more during the classes.

4.1.2 Observation

To analyze the evolution of the students the observation was done face to face in Higuito de Desamparados at Centro Educativo de Atencion Prioritaria de Higuito. The researcher observed two classes. Both observations were done in 2023. With the observations, the investigator could appreciate and notice the attitudes the manners that the students have in class and more important the relationship they have with the professor also, a very clear point was to observe if they participate in class and how they pronounce words when they were asked to speak using the English language, the students in seventh grade were using the usual method of the teacher that gives the English lessons. While observing the class, the investigator was verifying through a checklist students' c capacities, pronunciation and speaking abilities to analyze them later, also the way the teacher provides the class was been closely checked to understand the idea that he has of giving classes in that way when the researcher has the opportunity to give the class and prove his investigation with the students it will be easier since he already checked the conducted of the students with the professor of the Educational Center, the researcher was very glad of all the information he was able to gathered during all this process.

4.1.2.1 Group Observation

The class observation was done in June 2023, the researcher reaches since 5:30pm to observed the time that the professor will arrive and also to check if all the students reach at the time that the class start, the class started at 6:00pm, and by the time only 3 students were missing and only 1 of them gave a justification because of the traffic the other 2 never gave an explanation but they reach 10 minutes after the class begin. the professor came to the classroom and greeted his/her students, four boys came close to him and give a fist pump happily. The professor did the same and start to speak about the national team of Costa Rica and that they are playing very bad this in order to make a conversation with the four students with this the researcher was able to notice that the professor have a real good relationship with his students. The professor started with their daily routine, which included taking attendance and ask how the family is to make them feel comfy. The classroom environment was conducive to learning, with clear displays of instructional materials and a well-organized setup. The teacher fostered a positive and respectful atmosphere, encouraging students to express their ideas without fear of judgment. Then, he asked the students about their days off, he asked to them what they do during their weekend, elaborating a conversation. After finishing the conversation, the teacher starts to introduced them to the topic they were going to study, which was the Present Progressive Tense. The teacher asked them two introductory questions. Guys, do you know what the Pronouns are? Do you know when to use it? Most students did not know or remember the topic the few students that know gave some examples, generating a little conversation; while others were very confused because they didn't remember having studied this topic in any moment. The professor starts to explain the topic with sentences on the whiteboard and showing them step by step the technique structure they had to follow. After giving them a lot of examples and having explained the topic to the students, he asked the students for examples and asked them to explain to their classmates the structure of the sentences they were forming to see if everyone understood. One by one, the students came to the board to create their sentence. When the activity finish, and as an extra practice, the professor told them that they were going to do something different. Therefore, he gave each student pictures of nature, things, animals or persons doing different activities and told them that in different places of the class they had to look for words to form sentence that best described the picture that they were granted before. Moreover, the students had to use the correct structure and use what was explained to them to see how much they learn. The professor said the words "now start looking

for the pictures” and the students initiate looking to all the class in order to find the words they needed to create their sentences. They all were moving through all the classroom, competing between each other to see who can come first and complied with the professor's demands. After approximately 9 minutes, all the students manage to grab pictures, they were all checking the desk of other students to observe how much words they had. Three students just had 2 to 3 pictures so it was not enough words to complete the assignment they learn during the class.

The students ended the activity very happy and even tired some were sweating from searching around the class. They were all talking and sharing their experiences that had when they look around the classroom to complete the task. Due to their excitement and energy, the students began to participate more; consequently, the professor had to ask them to be quiet in order to review what they did. The professor called the students one by one to show the picture and read the whole sentence to the class. Some of the students completed the task successfully, while others still did not apply the structure the correct way. After seeing this, the professor checks the topic and reminded the students of how the structure was. Later as the class was almost done, it was close to the break time, the teacher told them that if they want, they could eat something and he will dismiss the class because he has the other group of seventh graders to give class. Students quickly grab everything and went to the food areas. When some of them finished eating, they start to talk between them and sharing videos through the phone. Meanwhile, the professor starts to speak with the investigator asking if he like the class and how the students work in at was very satisfactory to observe the professor during the class and to see how the students try to give their best during the class. To give the final hook at the end of the observation class and like an expression of gratitude the researcher took some candies and he decide to give one to each student to see how they will respond with this and also to create a good environment the moment that he will give the class to them, they were all very glad and thank the investigator for that gesture, this in order to make a better relation between the investigator and the students. Overall, it was evident that the teacher was dedicated to providing quality education and fostering a supportive learning environment. The students' engagement even though they are not so active participating they do have a positive learning experience; a well-structured class plan not only helps students achieve their learning goals but also provides a smoother and more enjoyable teaching experience like the professor just did. Flexibility is key that the professor used and the researcher can also used in his favor in this case. the observed group session demonstrated a positive and engaging learning environment. The teacher's effective instructional strategies contributed to active student participation. By

adding the duolingo learning method in the future, the overall learning experience can be further enriched.

4.1.3 Class Planning

The researcher first got into the class and introduce himself; he told them that when he takes the role as the teacher that the classes are going to be different in a good way and that he will need their help to make all the project function they were all very excited and say that they were going to put all the effort possible to make it work. To get students more engaged during the classes, 5 classes were planned using lesson plan techniques with activities that could catch students' attention, following the method asked by the high school, as well as the topics that the students should study by this period of the year. With this, student's participation and pronunciation would increase. The lesson plans included objectives for each skill that should be practiced, a warmup, activities, and assessment in order to evaluate them. There were 11 students in total. Throughout the classes, students did appreciate the effort and dedication of the researcher and the new activities that were brought to the classroom. Some of the students that were very nervous and quiet at the beginning, started to be more confident about themselves and to participate more during the class. This made clear evidence that the lesson plans were working properly for all students. Techniques and activities apply in lesson plans needed to be adapted to each of the students, so all could fulfill the final objectives. On June 6th, the first class was taught. There were 11 students in the class, all of them in the class. The topic was the Speaking Animals using pronouns. To start, the researcher stated the objectives; Identify the animals with its respective sound and make a comparison with sounds, pronunciation and images. The students will start to put pressure on each other by making animal sounds and the other students will have to look for the animal's name and pronounce the best possible way, some of them had a hard time looking for the animals, but most of them manage to find the correct one and pronounce every moment better each word. As part of the activity all the students had to repeat the animal's name to check the way that they pronounce there were some of them nervous, but they still try to make it. Some students start talking about funny facts based on their own pets and they try all of this pronouncing in English so the researcher was able to see the evolution during the class, they even interrupted each other to come up with more ideas, which meant that participation and interaction increased. As assessment the researcher put some words on the white board and make all the students repeat and practice the word to see how much their pronunciation improve. When they finished this

activity, students kept talking about these activities as they were very motivated and happy, they shared with each other their answers, through this, it was observed that students felt more comfortable with this kind of activities and made them interact more. The next class was based on listening and speaking Produce correct sentence structure about different social events, and its respective interactions. For the warm up the students has to create an invitation to show it to the class. As a sample for them to know the structure of an invitation letter, then expose it to the class use Duolingo with the words that you need to improve. The students start creating the invitations they were even asking for help to each other and also were using the duolingo app in order to pronounce all the words correctly in the moment that they had to step ahead and expose in front of the class, they were laughing and having a good time while working on the assignment and they were using the internet for educative purpose like duolingo. They all picked different exercise for the class, the most elaborated were the ones who had to invent games because it has to be collaborating with a partner and everything has to be in the English language so even if they had a hard time, they must give all the explanation using the second language. The students start singing in other activities has an idea to create activities collaborating This created participation and interaction, as students talked a lot, and even helped each other to use the correct structure for the sentences they had to create. To evaluate students' performance, the researcher starts to make some questions to the students and analyze the answers that they gave in the class this in order to see how much they learn during the class and if they really learn during this practice using Duolingo.

With the lesson plans, which are attached to the annexes, the classes in which the investigator interacted with the target population (students from 16 to 42 years old at Centro Educativo de Atencion Prioritaria de Higuito) could be more organized and, all the times, could be managed. In this way, the students learned all the objectives in a more dynamic way using the internet for educational purposes and included more than one ability to complement their learning. In addition, those students got engaged and interacted more their speaking abilities improve a lot, which was one of the main goals of the investigation. Moreover, the researcher provides more than only one class to prove the effectiveness of Duolingo, internet and its application in this Education Center in Higuito. In general, the researcher performed his classes successfully during the time he got to spent with the students. A big quantity of the students performed excellent during the activities and using the app for the topics, which showed that the use of Duolingo and internet could give positive results in their speaking and the academic performance. Even though the class was already finished the students kept in the Duolingo app

pronouncing words and upgrading their stage level because they were competing to see how much that can improve in the language during the class that was already finished and they still were asking the researcher to pronounce words so they can say them the way that it is supposed to be so during the break the students were practicing with the researcher in class and he let them know that improving pronunciation requires practice and exposure to the language spoken by native speakers. Listening to authentic audio or engaging in conversations with native speakers can aid in developing accurate pronunciation. Language learning resources, such as pronunciation guides, online courses, and language exchange programs, can also be helpful in refining pronunciation skills. But that in this case the app Duolingo that is not so popular is the one that is going to help them with the English pronunciation and they notice that the app was very helpful during the class, so when they finished their questions about the words and how to use Duolingo they all leave to recess and the researcher could checklist all the things that he was able to learn about the students and the push that Duolingo gives to the English learners.

Group Observation (Terraba B)

They were 13 students in total. There were 5 girls and 8 boys, who ranked between 19 to 37 years old. All of them respectful and they have a very good behavior. Something the researcher was able to notice while observing them, was that they did not speak in English during the class meaning that they not participate. They talked a little bit between them, but they did not talk in English. The teacher had to call them several times to participate and reminded them that it should be in English. They spoke and participated only when the professor was telling them a lot of times to do it and with very easy words and by the way, they had very varied interests. For all the subjects in the English language, the professor used different methods and techniques. For the speaking part, it was allowed to talk in Spanish however the professor encourage them to try to do it in English the most, they could ask the professor to translate some words. Despite of that, for most of the Terraba students, it was very difficult to communicate in English.

The researcher observed that they were actually good at English, the main issue was that they were very introverted, nervous and timid, after knowing that from the students the researcher starts to create a supportive environment where students feel safe to express themselves without fear of criticism or ridicule so he was able to speak with all of them and they did not have a problem replying to the researcher in English after he gave them that trust

and helpful way of communicating, also he applied some practice communication skills the idea of this is to engage in conversations regularly to practice your communication skills. This can also be done with friends, family, colleagues, or in social groups in this case the researcher apply it between the students so they can feel less nervous and can participate more in class. While observing the professor, the researcher noticed that he used different kind of activities in his classes, such as presentations, videos, songs, etc. With this, the methodology implemented was the one of multiple intelligences. he always had activities in every class, so students could develop their skills. Furthermore, students enjoyed the activities on the board and they learned a lot with this method. Besides these activities, students also work on their books, notebooks, and homework's. It was observed that although the students do not participate much and they were not interacting with each other or with the teacher in English, they all were completing their tasks, assessments and homework's. This group had a good behavior, as most of the students keep a quiet environment while the teacher was talking or giving instructions. During class, students were able to finish all their stablished practices. The researcher notices that there was a student that was having a hard time during the class in this case he was the older student in the class and he had problems with reading so the researcher start to council him and encouraging the student to keep giving his best effort, the professor said that he can council and give him support if he need it so he can work together like his school partners and that making him feel very good and appreciate the help that was given to him, the researcher also offer different teaching strategies methods and learning approaches to cater to diverse learning styles and strengths. The researcher after said that he will be monitoring the progress which means that he will continuously monitor students' progress and provide feedback to help them stay on track and address any emerging challenges promptly. Then the researcher applies the Duolingo instrument of learning, the researcher will analyze each one of them and conclude if there is any way to improve, English pronunciation, speaking with other fellows can be family, friends or unknowns and academic performance during lessons using Duolingo. Analyzing the results of these will be very helpful for the professor and students at Centro Educativo de Atencion Prioritaria de Higuito because they can take the best out of the internet that it can be a great tool for learning in the proper way and the pronunciation will be more accurate using this app for learning because it is very complete and all sense and also very interactive and the students look very motivated when they were working on the project, also the professor of the school during the class was very optimist and he even download the app to begin learning more about it, the teacher in middle of the class said that he want to used that app to leave homework's to the students and to encourage them

to speak more the English language because he noticed that the students were losing the nervous part of them and were trying to learn with the funny experiences that Duolingo has on the app, he mention that internet is an important tool but is not used the proper way so that this idea will encourage the students to combine both the phones and internet and also the learning method the pronunciation and upgrade the academic grades the students seemed very excited because most of them feel tired of just working on books and writing a lot of paragraph, a large group said that they almost never complete homework's but they reply that if the researcher left any homework that will be using Duolingo that they will give the best effort possible and bring it to the class, with this been said the researcher though about a little homework just to see if that was true in they had to look for seven complicated words and pronounce them in front of the class and if they did good, they will get the points of the homework and all of them agreed with the idea, so, we can see that the students get used to the app Duolingo very fast because it is very easy to use and also with this learning method we can learn a lot and they can enjoy the time the used it like they did it class and like they will do at home with the homework that the researcher leave for the students they all notice that they can have fun and at the same time with their friends working, learning and doing funny things, much people never though it can be possible at first learning new words and working during with the phone for academic purposes but if the students really want to learn and the appreciate new learning method like the students did at the moment, it is very easy to apply this method and to have results in a short period of time.

Chapter V

Conclusions and Recommendations

5.1 Purpose of the conclusion

In order to wrap up an investigation report, the conclusions are obtained. According to the scientific Method (2020) A conclusion is a statement based on experimental measurements and observations. It includes a summary of the results, whether or not the hypothesis was supported, the significance of the study, and future research. In other words, with the conclusions, the researcher will demonstrate the impact and effects of the instruments used on this project, if they worked as planned, and if the target population could learn and take advantage of the results obtained. Further in this chapter, a description of the conclusions based

on the research will be viewed task by task, also some important facts and recommendations in order to make sure that researchers can follow the same method and it can be able to apply on investigations with no issues or problems.

5.2 Conclusions

As been said before, a detailed description of the information gathered of the investigation will be detailed task by task. In that way, all results can be overview in a more assemble manner of way. Therefore, the next conclusions were determined after completing the whole investigation process.

5.2.1 To analyze the issues the students had on pronunciation manners

After observing the students' attitudes and asking them several questions, it was concluded that most of them present difficulties in the pronunciation using the English language. Those challenges where not hard to work on, some others needed more time, effective ideas and different methods.

After using Duolingo in their classes and creating lesson plans with activities that Help on the speaking side, it was observed that the difficulties they had at the beginning of the classes were clearing off and they can improve at great speed in the English language. Although, students have been dramatically affected by this change, they must understand that an important part of life is learning to adapt to the circumstances that they will be facing day by day.

5.2.2 To apply Duolingo like a format of learning to pronounce

From this objective, the conclusion that was obtained was that certainly, the Duolingo app was a method that helped boost the target students,

as based on the results gathered, students improve more in the pronunciation ambit and also on their classes. In addition, both the class observation phase and the correct techniques adapted to each and every student, allowed the researcher to get to know them better and to make sure they will successfully concrete all the objectives for the demand classes, homework's and even exams, consequently, to improve their current English skills into a more fluent and clearer one. Within the techniques that were brought and used, students enjoyed the

most the activities present by the researcher, as they were much more interactive, and this clearly helped them to improve and know better what they have learned.

5.2.3 To affect students' performance outcome during classes after the application of Duolingo

During the search of the theory that reinforce this research, we could obtain that by applying the Duolingo method and by including in the activities more interactive situations to the students, their class production improved a lot. It is important to take into consideration that the students have a lot of complications at home and they are also on adult ages so it was a bit harder to work with them in the aspect of trying to provide all new information to their ways of studying.

5.4 Restatement of the Research Question

For this investigation, the problem that the investigator decided to resolve was how to improve pronunciation in classroom and academic performance by improving classroom pronunciation with seven graders at Centro de Educacion Prioritativa de Higuito during the second quarter of 2023. After the whole investigation was gathered together and with the support of the tutors' instruments for this project in order to improve classroom pronunciation problem, the researcher needed to take in count the background of the target audience to know how to implement methods that involved the students in their need during classes in a way in which they could improve their pronunciation, as well. In this instance, with this specific target audience, their improvement at the time of implementing Duolingo for pronunciation, was remarkable.

5.5 Unexpected Results

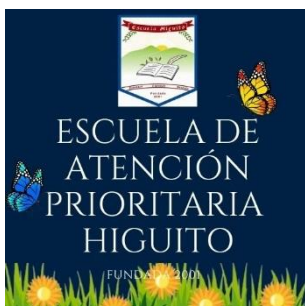
During the analysis phase, many results were obtained when working with the target population, which were adults from 16 to 42 years old at Centro Educativo de Atencion Prioritaria de Higuito, Costa Rica. These outcomes were positive because it could be shown that the objectives of the research could help the target population and set a new beginning for the students, as well as for the professors. Meaning that, some of the most relevant results will be mentioned. First, within the unexpected results, it is necessary to show that students reacted

way better than it was supposed to be because at the beginning, when the observations were performed, students were timid and nervous, so their speaking skills were very bad and had issues/problems to talk. Although, by carefully choosing the activities and instruments used within the lesson plans, students were more productive to orally express their ideas and interact more even if they were not correct in all the ideas among them and with the teacher, as well. In addition, they also now know how to connect to the different rules and structures implemented in the language. Moreover, students really appreciated the effort that the teacher did. This because they did not manage to interiorize all topics at first, but with patience and more techniques, they were able to really learn and apply all that knowledge. These leading students to have an open perspective, and improving the pronunciation for future knowledge regarding difficult circumstances. Also, students at Centro Educativo de Atención Prioritaria de Higuato demonstrate more dedication to learn as they upgrade their standards of comprehension after interacting with the new execution techniques within the pronunciation method. When all of this started, the students who did not try to speak or participate at all, they were exactly the ones who ended up taking the most part during classes. This demonstrates that with a correct manner of approach, students can take a big part in all the activities and also, we can see the potential they really had, even when they don't have like a clear idea about the topics.

5.6 Recommendations

Primary, it was very crucial to initiate the class rules. Including chatting based on the topics such as appropriate attire, raising their hand to participate, use the phone to put the app when it was mentioned. Then, my recommendation for the teacher is to make easy and accessible content and material. This means, decrease fence of comprehension, guarantee that all information shared is reachable to all the students, including those with disabilities. Also, to teaching English career to the future students, trying to generate unity between companies and schools with the focus of providing the tools to the students of low resources. Finally, in order to make students participate in class, it is clearly notable to take into consideration activities that motivate their attitude. As children, need to absorb in a way in which they feel positive. Consequently, because of the circumstances that we have nowadays, it is even more important to generate a habitat comfier and entertain, and lessons can go fluently.

Annexes



Student: Jewisson Alberto Senior Francis

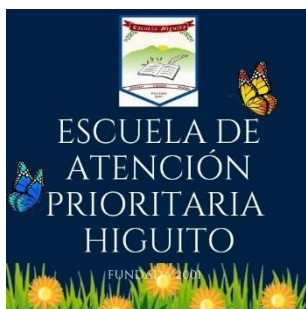
This interview was created the students of Centro Educativo de Atencion Prioritaria Higuito 'for the investigation The use of mobile entertainment applications, Duolingo as a tool to improve pronunciation in Centro de Atencion Prioritaria Higuito students during the Second Quarter 2023.

Objective: To analyze the different tools and procedures to translate sentences from Spanish into English in the Centro Educativo y Atencion Prioritaria de Higuito.

The interview will be applied face to face in the school two hours before the classes begins. The interviewer will ask the questions to the teacher and write his answers by hand.

1. For how long have you been giving classes in Centro Educativo de Atencion Prioritaria Higuito?
2. For how long have you been giving lessons to this group?
3. In previous years, have there been any problems of students dropping the course?
4. Do you think that the teaching method has been on slope?
5. According to your knowledge, students enjoy the classes?
6. What difficulties have you had along the years giving classes?
7. What challenges do you find at this school?
8. Do you think that students are affected by not interacting with them using the English language?

9. Do the students understand all the information provide during classes?
10. Has participation during classes changed?
11. Has class development been affected due to lack of student participation?
12. Does the class interaction has changed through the years?
13. Has the student's attention been affected during classes? Explain.



Observation checklist

Professor: Jhonny Solis

Researcher: Jewisson Senior

Grade: Seventh graders or Terraba.

Measure	Observed	Not observed
Students participate during class		
The professor used tools during class		
The students pay attention on class		
The professor interacts with the students		
The professor used technology during the class		
Students have a good teamwork		
Students understand the instructions given by the professor		
The class is dynamic or interactive		
The professor leaves any type of extra work		

Instructor name: Jhonny Solis / Jewisson Senior

Seventh graders or Terraba

Linguistic objectives By the end of lesson, students will be able to	Mediation Strategies	Evaluation of learning outcomes At the end of the activity, students will be assessed
<p>Speaking/ Listening (Animals)</p> <p>Identify the animals with its respective sound and make a comparison with sounds, pronunciation and images.</p> <p><u>Content source</u></p> <p>Duolingo APP</p>	<p>WU: Students will say the sound of an animal and the others have to look for the animal in the Duolingo app</p> <ol style="list-style-type: none"> It will be presented the animals through sounds. They will have to repeat exactly how the Duolingo App say the word of the animals. Students will see pages with the names of the animals and the respective pronunciation to associate. Teacher will ask the students questions throughout a dynamic activity, in order to practice the vocabulary. There will be a flashcard, in order to have the vocabulary. At the end, there is a fill in the blank in which they are going to write the animal associate. 	<ul style="list-style-type: none"> ○ Visualizing animals through Images and the app. ○ Repeating vocabulary to achieve a better pronunciation. ○ Answering wh-questions and simple questions through practice. ○ Understanding grammatical structure verbally and written on the whiteboard, records, and verbal repetition. ○ Assuming a rational thinking relating animals with their respective names and sounds on English. ○ Understanding the vocabulary given by teacher and classmates through oral repetition and Duolingo App.

<p><i>Linguistic objectives</i></p> <p><i>Students will be able to</i></p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i></p> <p><i>Ss will be assessed by</i></p>
<p>1. Writing/Speaking. (Let's Party)</p> <p>a. Produce correct sentence structure about different social events, and its respective interactions.</p> <p>Content Source: Web page Duoling APP</p>	<p>WU: Create an invitation to show it to the class. As a sample for them to know the structure of an invitation letter, then expose it to the class use Duolingo with the words that you need to improve. (4min, to expose)</p> <p>Ss will pick three of the following activities to develop.</p> <ol style="list-style-type: none"> 1. Create a T.V add about a party invitation in class using vocabulary seen in class about invitations to a social event. 2. In groups create an outline in which something bad happened in the party. 3. Do a poster to paste in a public space inviting to a massive party run by you. 	<ol style="list-style-type: none"> a. Forcing students to interact between them and improve teamwork situations. b. Creating social situations in which the students can practice their oral skills and practice in a safe controlled environment. c. Acquiring vocabulary useful to interact in a daily basis with English speakers. d. Improving the use of social media in the

	<ol style="list-style-type: none">4. In groups simulate a scenario in which you discuss about the last party you went to.5. Play a party game with the whole class of their choice, afterwards discuss about the experience: liked, disliked, opinions about the activity and if they've played it before at a party.6. Invent a cooperative game we could play at a party.7. Translate a whole paragraph of your favorite party song.8. Figure out with the materials within the class how to run a good end of course party example.9. Write about a personal experience of the worst party they've been at.	education of the Ss.
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	CLOS: Ask the students questions about their last birthday party, in order for them to use the vocabulary learned in class. (5min)	
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Instructor's name: Jewisson Senior/Jhonny Solis

Region: _____

San Miguel

Subject: Planning Vacations

Level: 7th grade or Terraba

<i>Linguistic objectives</i>	<i>Mediation Strategies</i>	<i>Evaluation of learning outcomes</i>
At the end of the lesson, students will be able to...		At the end of the activity, students
<p>1. Speaking / Reading (Planning Vacations)</p> <p>a. Describe the places students visited on their vacations.</p>	<p>WU: YouTube video explaining different destinations in your holiday or days off. (2mins, Direct Method). https://www.youtube.com/watch?v=wCSApEityOO</p> <p>PRS: Students will have to read and present in front of the class the places they like to visit on vacation(5mins).</p> <p>1. a. Teacher is going to put videos so the students can grab ideas for the presentation.</p> <p>PRS: Students will see a world map to choose countries they would like to visit, the season of preference, city, when to visit it, planning their trip with a budget and where to stay during the visit. (10mins).</p> <p>CLOS: Teacher is asking general questions of the topic. He is asking student to review topic for the exam.</p>	<p>Speaking / Reading</p> <p>Selecting 5 touristic points students like the most in the worksheet.</p>

Instructor's name: Jewisson Senior/Jhonny Solis
 Subject: Healthy decisions, better future
 Level: 7th grade or Terraba
 Date: _____

Region:
 School Term:

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<p><i>Linguistic objectives</i></p> <p>At the end of the class, students will be able to...</p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcome</i></p>
<p>1.Speaking / Reading (Healthy Choices, Better Life)</p> <p>a. Explain a recipe with their correct concepts.</p> <p>Content Source</p> <p>Learn English (https://learnenglishkids.britishcouncil.org/worksheets/cooking)</p>	<p>WU: It's a video that explain how to prepare a pizza.</p> <p>https://youtu.be/NN_xjwniMLM</p> <p>PRS: The students are going to see the ppt presentation to learn the vocabulary.</p> <p>a. Students are going to watch a video</p>	<p>Speaking / Reading</p> <p>Showing a recipe with a collage to all the class.</p>
	<p>and then explain to the students the steps and recipes used.</p> <p>PRS: Students are going to do draw a collage their favorite food, but the drawing should contain the ingredients and the result. At the end of class two students are going to present their collage, describing the recipe.</p> <p>CLOS: Students are going to line up and answer questions of the teacher related to the topic.</p>	

Instructor's name: Jewisson Senior
 Subject: Describing physical attributes
 Level: 7th grade or Terraba

Region: San Miguel Higuera

<p><i>Linguistic objectives</i></p> <p><i>By the end of the lesson, students will be able to</i></p>	<p><i>Mediation Strategies</i></p>	<p><i>Evaluation of learning outcomes</i></p> <p><i>At the end of the activity, student will</i></p>
<p>Listening/ Speaking</p> <p>a. Produce sentences to describe physically different parts of the human body.</p> <p>Content Source Wordwall (https://wordwall.net/en-us/community/physical-appearance)</p>	<p>WU: Teacher will show a game of soccer, and students need to describe how the players look like.</p> <p>PRS: With extra material, teacher will explain adjectives you can use to describe an appearance.</p> <p>PRT: In the activity, students need to pick up 2 out of 5 activities.</p> <ol style="list-style-type: none"> 1. Students will create their own exercise for a certain part of the body. 2. Student will play Simon Says activity to describe their bodies. 3. Students will do a roleplay of a gym beginner and an expert to explain their physical changes through months. 4. Students need to draw a person with the specification that teacher gives. 5. Tell us about how you see yourself. <p>Closing: A question session and reviewing all vocabulary.</p>	<p>a. Producing stories about your own physical attributes.</p> <p>b. Roleplaying using personal or someone else's experiences.</p>

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