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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGISTER EN PEDAGOGÍA DEL INGLÉS COMO LENGUA EXTRANJERA**

TEMA:

Applying Duolingo as an English learning Tool to promote good writing skill for A2 level.

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DEDICATORIA

The development of this methodological proposal is dedicated to my family, my wife and children, who have been a fundamental part and a crucial support throughout the entire process and development of the study. I deeply appreciate their patience and tolerance in the face of the long hours away from home for classes over a long period. In addition, I extend my gratitude to my true colleagues and fellow teachers of the master's degree, who have contributed information, knowledge and have been like a family throughout the study process. Their collaboration, support and encouragement have shown that camaraderie and teamwork are essential to achieve the proposed goals.



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RESUMEN

El propósito y objetivo de esta investigación es implementar, ejecutar y dar a conocer la efectividad del uso de la aplicación Duolingo para la educación y aprendizaje de los educandos en la materia de inglés, la cual se ejecutará durante el segundo trimestre del presente año Régimen Sierra, esta actividad Se realizará con los recursos que dispone la institución educativa como lo es el laboratorio de computación, el cual cuenta con internet, esto mejorará pedagógicamente la producción escrita y oral del inglés como segunda lengua. Este tema de investigación y aplicación permitirá la inclusión de treinta y cinco estudiantes de secundaria de la Unidad Educativa Leoncio Cordero Jaramillo, los mismos que presentan un nivel muy bajo en cuanto a escritura, expresión de textos narrativos y argumentativos. Se utilizarán instrumentos que permitirán obtener los mejores resultados cuantitativos y cualitativos en calificaciones y porcentajes basados en el conocimiento de los estudiantes, lo que ayudará a defender y sostener la investigación. Entre los instrumentos más destacables se encuentran cuestionarios, entrevistas, lecciones, listas de comparación, estos documentos revelarán en porcentajes definitivos la mejora y progreso de los alumnos en relación al aprendizaje del idioma inglés con la aplicación Duolingo. De esta manera se podrá observar el progreso de los estudiantes quienes demostrarán mayor confianza al hablar y escribir en un segundo idioma (inglés). Este trabajo investigativo involucra a toda la comunidad educativa quienes se beneficiarán directa e indirectamente como docentes, estudiantes, padres de familia y autoridades; ya que se puede comprobar la mejora positiva en los resultados en el adquisición del inglés.

Palabras clave.

habilidades de escritura, enfoques pedagógicos, estrategias de enseñanza, inglés como lengua extranjera, sistema de actividades con Duolingo.



ABSTRACT

The intention and objective of this research is to implement, execute and publicize the effectiveness of the employment of the Duolingo application for teaching-learning with students in the subject of English, which will be executed during the second quarter of this year Sierra Regime , this activity will be carried out with the resources available to the educational institution such as the computer laboratory, which has Internet, this will pedagogically improve writing and speaking of the English language as a second language. This research and application topic will allow the inclusion of thirty-three high school students from the Leoncio Cordero Jaramillo Educational Unit, who present a very low level in terms of writing, expression of narrative and argumentative texts. Instruments will be used that will allow obtaining the best quantitative and quantitative results in grades and percentages based on the students' knowledge, which will help defend and sustain the research. Among the most notable instruments are questionnaires, interviews, lessons, comparison lists, these documents will reveal in definitive percentages the improvement and progress of students with respect to learning English with the Duolingo application. In this way, the progress of students will be observed, who will demonstrate greater confidence when speaking and writing in a second language (English). This investigative work involves the entire educational community who will benefit directly and indirectly as teachers, students, parents and authorities; since the positive improvement in the results in learning the English language can be verified.

Keywords.

writing skills, pedagogical approaches, teaching strategies, English as a foreign language, activity system with Duolingo.



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Introduction

Currently, Information and Communications Technologies (ICT) have revolutionized the way of life, both at work, socially, economically and especially educationally. These digital tools range from electronic devices to online platforms, radically transforming education by providing instant access to information, facilitating global communication, and offering interactive learning experiences.

This thesis proposal is framed in the lines of pedagogical and technological research based on the constructivist current of several philosophers such as Vygotsky, Piaget, John Dewey among others, as well as the topics of research, evaluation and application of education. Models and innovation, pedagogical programs, both established by the Bolivarian University of Ecuador.

Talking about pedagogy in an educational center, as a teacher is a very broad and extensive topic, since each of the various teaching methods helps to form citizens from childhood to youth with the necessary knowledge to function in daily life. For this reason, a topic that is very important for today's young people will be applied, applying educational activities focused on technology, through which they can have more significant achievements for students according to the current technological level. According to the Ministry of Education, in general terms, 9th grade students must achieve level A2 which represents proficiency in English. This level allows them to communicate and establish communication in everyday situations using commonly used expressions and basic vocabulary. in accordance with the Common European Framework (CEFR).

The topic of the thesis is "Applying Duolingo as an English learning Tool to promote good writing skill for A2 level" which will help the teaching of young people from higher levels of primary education at the A2 level, students between 13 and 14 years old who are in the ninth year of high school with a number of 35 participants who come from a lower-



middle social class where they mostly form dysfunctional homes, that is, made up only of the mother or only of their father. Due to the high migration caused by the lack of opportunities in the country, with a mestizo class ethnic group with deep-rooted cultural roots where love for their religion and interest in cultivating their customs and traditions prevails, this Leoncio Cordero Jaramillo Institution It is located in the urban zone of the south of Cuenca, it has approximately 850 students from ages of 5 to 17 years, it is a fiscal institution run by the Ministry of Education that complies with the proposed technological implements and requirements. in innovation and technologies applied to education.

That is why with the Duolingo application and based on the difficulties encountered through the studies carried out in relation to writing in this group of students, we will improve writing with better management of spelling rules, punctuation marks and writing knowledge.

With this theme aims to keep active and obtain new learning in classes that go hand in hand with the new technologies that are implemented in education to strengthen the links between teaching-learning and active technology. Considering that, in the educational center, at the level of study in which this topic will be applied, the lack of basic knowledge of English is observed as problematic, due to the students' little interest in having a traditional and unremarkable education, the same as the students present low academic performance, difficulties in vocabulary, little writing in English writing, affecting society personally and institutionally.

The main objective of this topic is to use a platform with didactic activities to improve students' writing skills, focusing on the use of the Duolingo platform through activities that can help them cultivate previous and new knowledge such as: correct handling of spelling, punctuation marks, writing in students of the 9th grade of General Basic Education of the Leoncio Cordero Jaramillo Institution in the city of Cuenca.



As Pitter L cooper mentions, in recent years, educators across various fields and academic tiers have expressed worry over the perceived deterioration in their students' writing proficiency, a concern that is now being echoed by legislators. Presently, 35 states have enacted or are contemplating laws that require statewide assessment of students' writing capabilities. **(Cooper, 2014)**

The specific objectives of this proposal are:

- Incorporate writing exercises via the application of Duolingo, allowing students to apply their knowledge of vocabulary, grammar and structure; These exercises should progressively challenge students to construct coherent written responses.
- Increase gradually the complexity of writing activities to align with students' advancing language proficiency. This progression will ensure that students are continually motivated to improve their writing skills as they progress through the Duolingo curriculum.
- Promote collaborative learning by incorporating group activities or debates based on the writing and conversation exercises offered by the Duolingo platform, establishing a feedback mechanism where students indicate their experience with the Duolingo platform.
- Improve writing skills through a diagnostic that will allow us to analyze the writing deficiency that the students have. this will improve students' ability to express ideas coherently and effectively in writing, develop competence in the organization and structuring of written content, and strengthen the use of vocabulary and grammar in written compositions diagnostics.

Explaining the importance of writing throw a questionnaire with some interrogatives like:

Do you consider Duolingo to be a teaching-learning process of writing for the use of the language?



What is the current status of the development of writing skills for language use in ninth grade?

What elements should be taken into account when developing the system of activities to promote writing in ninth grade?

What is the best way to promote meaningful writing learning in ninth grade? .

Developing critical thinking will help encourage students to think critically and express their points of view convincingly both in writing and orally, fostering the ability to analyze and evaluate information for effective communication.

The independent variable of the research is the "use of Duolingo as an essential part of learning a new language", which represents the particular teaching strategy used to increase the writing skills of ninth grade students. Duolingo will also be used to learn and practice vocabulary related to writing, grammar, such as keywords, use of connectors and useful expressions that encourage the creative expression of each of students. Duolingo's review function will also be used to reinforce long-term attention in each of the applied lessons by completing sentence construction exercises to improve the ability to organize ideas in a coherent and fluid way. In such a way that students not only learn the language but also understand and appreciate the English-speaking culture. **(Habibie, Jurnal Bahasa dan sastra Inggris, 2020)**

The dependent variable of this study is "Writing Skills", which refers to the measurable results or levels of competence exhibited by students in a variety of aspects of writing that is, the results will be measured as to why students cannot write in English easily. According to **(Abdul Aziz Rifaat, Nyayu Yuyu Suryani, 2022)** Writing is fundamentally a complex process that involves several stages. Each of these stages should be followed to produce quality writing. These stages include setting goals, generating ideas, organizing information, selecting appropriate language, drafting, reading and reviewing, revising, and editing



(Peha, 2003). A writer must go through each stage sequentially to achieve a well-crafted final product (Caulfield, 2020).

This research topic will be descriptive and will focus on detailing and analyzing the characteristics, practices and dynamics present in the educational environment. Through methods such as surveys, observations and documentary analysis, this type of research seeks to provide an accurate view of various aspects, such as the demographic composition of the students, the teaching methodologies used, the availability of educational resources. This descriptive approach not only allows us to capture the current reality of English teaching, but also lays the foundation for more in-depth research that can address other teaching didactics for our students.

It is convenient to let it be known that this topic will be executed and related to the constructivist pedagogical current that provides students with all the tools for autonomous learning, which affirms that "knowledge is not a copy of reality, but a construction of the human being." referring to what the Swiss psychologist John Dewey points out. highlights "this learning model seeks for the student himself to build his own knowledge based on previous teachings", in other words, it allows him to build his own procedures to solve problems. On the other hand, this constructivist current tells that teaching-learning It adapts to each need that the student has in his social environment; generating autonomy in him, awakening his skills, analysis and resolution of each of his problems. **(Berrocal Santos, 2014)**

Likewise, it can be interpreted as a dynamic, participatory and interactive process where the subject is the builder of his or her own learning. and the teacher is the guide who provides the tools and mechanisms to achieve his or her own education. According to Verenikina, a notable aspect of Vygotsky's theory is the assertion that instruction is most efficient when students engage in



activities within a supportive learning environment and when they receive guidance mediated by appropriate tools. **(Verenikina, 2003)**

It is worth mentioning that this research topic will be executed with an easily accessible and application program that is in line with the needs of our students, such as the application of Duolingo as the most used English language teaching method in the world and easy access. It will be much easier to strengthen students' skills and abilities. This topic is very interesting since new technologies have a very important and significant value in the education of today's society, that is, they are immersed in the daily life of students, today almost all students have a computer or a cell phone that allows them to work with digital platforms.

It should be noted and indicated that ICT are tools that support, process and store very useful information and this allows development in the educational field; ICT is a source of communication and information that has changed many aspects of life, especially in fields such as medicine, tourism, business, law, banking, engineering and architecture, the impact of ICT on The last two or three decades have been enormous, and why not say it and highlight it in education since it is the daily source of learning in our classrooms. The way these fields operate today is very different from the way they operated in the past. But when education is analyzed, it can indicate that they are no longer an option but a necessity that must be mastered by all teachers in this digital age. **(Das, 2019)**

This indicates that the technological application of Duolingo in the teaching-learning process is increasingly gaining strength since it is a tool that helps to learn and/or teach a new language in a more active and autonomous way, being the most popular for language teaching, in addition the student can be a builder of his own knowledge, adapting his time and rhythm for each learning, achieving free and fun. all those who interact with it. On the other hand, this platform is very easy to acquire through the global Internet network, it is



worth mentioning that this application can be downloaded on any basic mobile device that has Android systems; such as cell phones, laptops, desktop computers, among others, being convenient and economical.

Duolingo is a language learning platform and is designed for anyone who wants to learn new dialects in a fun and effective way, which makes students want to work more and more on this didactic and teaching-friendly platform, due to its wide range of resources available, since each person learns differently. For the first time in history, it is known that a group of people analyzes the need for global learning where millions of people can use it effectively and adapted to the needs of our students in a visual, auditory and kinesthetic way.

Finally, it is necessary to make known that the teaching-learning of this topic will be carried out based on the skills and abilities of listening, reading, writing and understanding English as a fundamental basis for the meaningful learning of students in a foreign language, to do this, the various tools and advantages offered by the Duolingo platform will be taken into account, such as: audio exercises, open forums, essays, evaluation exercises, among others. It also offers the student to practice autonomously, making it possible for the student to have their own schedule. study and access 24 hours a day, 7 days a week, achieving the desired learning with the use of new technologies.

The organization for this proposal is divided in three different chapters. The first chapter explains the theoretical framework based on depend variable which is the difficulties in “writing” and independent variable where it will be explained “ The use of Duolingo as an essential part of learning a new language”, after that in the chapter 2 provides the research methodology part and initial diagnosis and highlights the particular areas of examination that will be taken into account in the investigation process, and finally, chapter 3 presents the implementations and the consequences of the proposal based on the previous instruments showed in chapter 2 and its validation.



1 Chapter 1 Theoretical Framework

Theoretical underpinnings of the language acquisition process for writing purposes.

In today's global context, English plays a significant role as an international language, making it essential for everyone to have at least a basic understanding of it. Moreover, English is currently the most widely taught foreign language worldwide, indicating that the majority of students across the globe acquire some level of proficiency in English. Consequently, the development of the four macro-skills in English - reading, writing, listening, and speaking - is crucial for English learners. **(Srinivas, 2019)**.

As **(Yongqi G & Robert K. J., 1996)** mention in their article entitled Vocabulary Learning Strategies and Language Learning Outcomes, they say that vocabulary, being a fundamental component of language is particularly important since students need to acquire a wide range of words to learn effectively articulate your thoughts. The acquisition of an extensive vocabulary makes it easier to express ideas in writing. Writing serves as a means of communication, which is why it is important to know how to write. (page 644).

Cynthia Joyc points out in her research that direct communication occurs through speech, while indirect communication involves transmitting messages through writing, which must be understandable to the reader and also. On the other hand, she also mentions that direct communication is prevalent in low-context cultures, which tend to be more culturally diverse and value individualism, independence, and self-sufficiency.

Due to this diversity, there are not many shared assumptions about the context of communication, therefore direct communication is the responsibility of the speaker so it must be very clear. In contrast, indirect communication is common in high-context cultures, where meaning is conveyed through nonverbal behaviors (such as pauses, silence, and tone of voice), implications,



euphemisms, and a shared understanding of the communication context. The main objective of such communication is to maintain harmony and save face through writing or other forms of communication. **(Joyce, 2012)** .

For that reason, this chapter presents the theoretical foundations that support the teaching-learning process of writing for, as well as the English foreign language (EFL) curriculum for ninth grade through the analysis of different approaches, strategies and techniques on the writing process that students must consider today.

Research problems.

The intention of this chapter is to describe in an organized manner the following aspects of the research: description of the issue, research question, the general objective, the specific objectives, the justification and the local, national and international background that served as theoretical support and methodological to guide the study based on the learning of writing using Duolingo as a fundamental tool for teaching-learning.

According to the background of the study above, the researcher

identify some problems as follows:

- Students have low writing ability.
- Most students have low writing interest
- Student motivation to write is still low
- Students have difficulty writing because they do not have adequate vocabulary that can affect their writing skills.

Description of the problem.

(Cecilia Cánnepa et al, 2018) Indicates in their research that the main problem of education in Latin America, especially in Ecuador at all levels is being conditioned by the Ministry of Education because teachers of all



disciplines, and particularly those in the area of training in the English language, are obliged to adapt to theoretical and practices that the ministry gives them, in addition the reduction of weekly class hours has been another factor that has notably affected public education students, on the other hand the topics contained in the study plans which invite them to design projects and/or or pedagogical proposals that favor and strengthen training principles. The current Ecuadorian educational system in this matter is of little help, due to the lack of materials such as books, modules, English laboratories and other materials that are very necessary for effective learning.

Language skills.

Communication according to the Royal Spanish Academy is the “Action and effect of communicating or communicate, Language is the divine gift of God. It is language that distinguishes man from animals. Language is man’s finest asset. Language does mean a collection of words strung together in sentences but each word having a separate identity and meaning. In fact, the words are brought together in special ways to give a highly systematic order from which we get a meaning. **(Royal, 2004)**

Language is not random behavior but is systematic where certain orderings are accepted as having prescribed meanings. For example, “The sun is shining” is not the same as “Is the sun shining”. **(Husain, 2015)**. In addition, English is also a language used to express thoughts and feelings of a social group. But it is a foreign language that today is used in the vast majority of countries.

The writing process for learning a new language.

Writing is acknowledged as a crucial component among the four primary language skills essential for language acquisition. Moreover, it is esteemed as one of the most effective proficiencies inside the realm of English as a Second Language (ESL) instruction.



Hedge indicates that writing is a cognitive activity that requires critical thinking and knowledge acquisition. The writing process involves employing various strategies to effectively manage the gradual development of a written text, which includes tasks such as setting objectives, brainstorming, organizing information, selecting appropriate language, drafting, reading and revising, and finally editing. Writing in a second language is often complex and challenging for many individuals (**Hedge, 2020**).

Janet Emig (**Emig, 2020**) mentions that writing is fundamentally integrative in a basic and organic way. It activates all the functionality of the brain, involving both the left and right hemispheres. While some misconceptions describe writing as primarily a left-brain activity due to its linear end product, the process actually requires the involvement of both hemispheres. The right hemisphere, however, appears to make at least three, perhaps four, important contributions to the writing process (probably to the creative process in general).

First, several researchers, such as Geschwind and Snyder of Harvard and Zaidal of Cal Tech, through markedly different experiments, have very tentatively suggested that the right hemisphere is the sphere, even the seat, of emotions. Second, Howard Gardner, in his important study of brain damage, points out that our sense of emotional appropriateness in speech may reside in the correct sphere. Third, the right hemisphere appears to be the origin of intuition, sudden insights, visual images, and abstract thoughts that form as complete visual or spatial entities, which serve as initial metaphors in the creative process.

In a manner similar to the viewpoint expressed earlier, Florence (**Bacabac F. E., 2019**). emphasizes in her article 'Toward Writing in the Disciplines through Critical Thinking' the significance of instructing college students in effective writing within specific academic disciplines. She stresses the importance of engaging students in writing assignments and in-class activities to enhance their writing skills within particular subject areas.



Florence highlights the importance of writing as a crucial skill that aids students in comprehending scholarly articles by closely examining their writing style and the information they convey. She advocates for collaborative work and discussions among students to facilitate better learning. She underscores that class discussions and presentations contribute to students' critical thinking abilities and comprehension of discipline-specific writing. The focus presented by Florence is valuable as it indicates that teaching students how and what to write has a significant impact on their proficiency. **(Woodham-Smith, 2017)**

From the above discussion, it can be argued that learning to write in a new language requires a lot of commitment in language education, due to its dependence on practice and understanding of three other linguistic skills, such as: listening, read and speak. Furthermore, the cultivation of metacognitive skills is essential. Students must set clear objectives for their writing, systematically plan their execution, and self-assess its structure and coherence. Additionally, students must employ cognitive skills, such as analysis and synthesis, throughout the writing process. This requires a thorough examination of available sources and integration of your findings into a coherent written work.

Schmitt and Rodgers highlight the collaborative aspect of writing in "An Introduction to Applied Linguistics", suggesting that it is influenced by the environment in which it takes place. They also emphasize that writing strategies can be acquired through practice and direct instruction. They argue that effective writing involves identifying the primary purpose of writing and focusing on specific elements, such as exploration, identifying discrepancies, and reality testing. Schmitt and Rodgers propose that the development of writing skills involves a combination of implicit and explicit instruction. They envision the teacher's role not only as a writing educator, but also as an active writing instructor, providing guidance and feedback to students while allowing independent practice. These insights are particularly relevant for ninth grade students who are learning to



write, as they may work independently on some aspects of writing, while others may need teacher guidance. **(Schmitt, Rodgers, 2020)**

According to **(Doni Samaya, E. Suryadi, 2020)**, the act of writing is extremely important. Writing is essentially the process of combining individual letters to form words, phrases, and sentences, which are meaningful units of language. Nevertheless, the conceptualization of writing within the realm of education is more complex than the aforementioned statement. Within the realm of education, the act of writing is believed to have been conceived with specific objectives in mind, aiming to fulfill certain outcomes within the process of learning. Thus, it is essential to consider that when composing a paragraph, writing should be structured coherently, with proper organization, adhering to a central theme or single topic. This involves organizing thoughts through the process of clarification and ensuring that the paragraph adheres to specified criteria.

It is essential to communicate that, to enhance writing skills, one must not only consider the various perspectives of the aforementioned authors but also analyze diverse pedagogical approaches, strategies, and frameworks proposed by scholars and educators.

The article by **(Sidi Youssef and Ouidani , 2022)** titled "Main Approaches to Teaching Writing in EFL/ESL Contexts: A Literature Review" delves into the characteristics of writing as a language skill, emphasizing the need for deliberate instruction and practice. Understanding the various teaching approaches in English as a Foreign Language (EFL) or English as a Second Language (ESL) settings is crucial, despite the absence of a universal method. This thorough analysis highlights the significance of integrating practice into writing instruction, ultimately enhancing proficiency among EFL and ESL learners. Below, we will explore the application of specific approaches that underscore the vital role of practice in teaching writing skills:



The controlled-to-free writing approach, rooted in the Audio-lingual method, predominantly focused on spoken language instruction in the 1950s and 1960s. It begins with practicing grammar exercises on individual sentences before progressing to copying, altering, or revising paragraphs. Emphasis is placed on accuracy, pattern replication, and error correction, overlooking the importance of both accuracy and fluency in communication. This method primarily concentrates on sentence structure, neglecting real-life communication and the significance of vocabulary, writing style, and audience. It excessively prioritizes the technical aspects of writing, insisting on error-free sentences, distinguishing itself from other writing teaching methods.

The communicative approach to writing emphasizes the importance of considering the purpose and audience of the writing, encouraging students to write authentically. This approach challenges the notion that only teachers are the primary audience for student writing, instead advocating for involvement of other students or individuals who engage, respond, and provide feedback. By presenting specific real-life situations, this approach assists students in selecting appropriate information, language, and level of formality. Educators may find this approach beneficial, particularly in diverse classrooms with students at varying levels of writing proficiency. More advanced students can offer support to their peers in developing their writing skills.

However, it is important to recognize that students may occasionally experience confusion, leading them to seek guidance from their most reliable source - the teacher, apart from taking into account the diverse perspectives on each approach, educators should thoughtfully evaluate which writing teaching method is most appropriate. This decision should not rely solely on their teaching preferences but should primarily focus on addressing their students' requirements, considering that effective writing instruction should encompass correctness, fluency, creativity, and efficient communication.



Some fundamental contributions are those of Graham and Perrin 2007 since they have developed teaching strategies based on evidence which has allowed them to focus on all types of students and not just on a small group that faces some challenges. To fulfill this objective, Graham and Perin provide a range of strategies in their publication in their book called "Writing Next" as indicate **(Soiferman, 2017)**.

These strategies are designed to improve students' writing skills and foster their development as proficient writers.

Writing strategies: Teaching strategies benefit struggling and proficient writers, aiding in their academic and real-life competencies.

Summarization: Understanding summarization rules helps students write effective summaries, conveying essential information efficiently.

Collaborative writing: Students benefit from collaboration, enhancing specific writing skills through group work.

Specific Product Goals: Setting clear objectives for writing assignments enhances students' competence and confidence in writing.

Word Processing: Using word-processing software has a positive effect on writing quality, especially for struggling writers.

Sentence combining: Helps students create complex and sophisticated sentences by combining simple ones.

Prewriting: Engaging in activities before writing aids in structuring their writing effectively.

Inquiry Activities: Engaging students in data examination fosters critical thinking and research abilities, preparing them for effective written development.

Process Writing Approach: Writing a lot, focusing on real readers, and giving personal help has a medium impact on writing quality.



Studying models: Studying and copying examples of well-written pieces has some positive effects.

Writing for Content Learning: Helps students learn about a subject with a steady positive effect on their understanding of the content.

Furthermore, **(Fitzpatrick, 2022)** offers additional strategies related to time in writing and the brainstorming technique those are:

Free Writing Time: Allowing daily free writing stimulates students' imaginative faculties and fosters self-assurance in their writing abilities.

Oral Brainstorming: Collaborative oral brainstorming enhances idea generation and helps students structure their thoughts before writing. Integrating these strategies within instructional practices enables teachers to enhance ninth-grade students' writing abilities, fostering active participation, analytical reasoning, and a conducive writing environment in the educational setting.

Using Duolingo to improve writing skills.

On the contrary, regarding the Ecuadorian curriculum, the importance of achieving mastery of the English language and its integration into the curriculum is recognized. The 2016 curriculum revision emphasizes the inclusion of approaches such as content and language integrated learning (CLIL), which emphasizes that learning a new language can be based on the teaching of new content not only of English but also in contents of other subjects, Direct Method and The Cognitive Academic Language Learning Approach (CALLA), as well as strategies used by educators to address challenges related to vocabulary, grammar and syntax. This requires the use of effective teaching methods, clear instructions, and opportunities to improve writing skills. **(Delgado et al., 2018)**

That is why it has been necessary to implement new methodological strategies that help the 21st century student to improve their writing in the English language because one of the great difficulties is not being able to write



and of course not being able to communicate with others English speaking people.

As Bravo Israel mention the Ecuadorian educational system knows about the importance of learning the English language and has integrated it into the study plan; The 2016 curricular plan, recognizing that not all Ecuadorian students are L1 Spanish speakers, because the population has various degrees of bilingualism. In addition to being aware of the needs of a linguistically and culturally diverse population, this plan provides a foundation and framework for English language acquisition, while recognizing and allowing students, regardless of their background, to integrate into the environment. **(Bravo, 2019)**

The Content and Language Integrated Learning (CLIL) as a pedagogical innovation.

CLIL (Content and Language Integrated Learning) is an educational approach in which subjects or content (including science, history, mathematics, etc.) are taught in a foreign language, in this case, English. This method combines the teaching of content with the acquisition of language skills, promoting simultaneous learning of curricular content and language. Therefore, some principles of the Clil are determined.

Connection between CLIL and Duolingo's use in English learning

Duolingo is a language learning tool that integrates gamified features to maintain users involvement in learning vocabulary, grammar, and listening skills. While it doesn't explicitly follow the CLIL (Content and Language Integrated Learning) approach, it can still support CLIL in several ways. Duolingo helps students practice the English needed for their CLIL lessons by offering vocabulary and exercises relevant to their subjects, such as natural sciences, math, history among others. It also enriches students' vocabulary, reinforces basic language skills like grammar and pronunciation, and motivates them to practice English outside the classroom through its fun, game-like experience. **(Barre, 2021)**



According to **(Moate, 2011)** The original meaning of the term pedagogy was to accompany the student as they were taken to the place of learning. This concept is thought-provoking and serves as a fitting metaphor for contemporary views of learning as both a social and individual endeavor. If CLIL fundamentally influences how learners are brought to the learning environment, understanding this process is crucial for advancing CLIL-based education in both theory and practice.

This article aims to contribute to the development of a CLIL pedagogical framework by proposing a new interpretation of communication in CLIL, building upon a previous article that reconsiders the integrated nature of CLIL. It is important to acknowledge the significance of communication in education and CLIL specifically. While classroom communication and learning activities extend beyond spoken language, conversation has been identified as the most common tool utilized in teaching and learning contexts **(Littleton et al., 2007)**.

The original meaning for the term pedagogy was to walk alongside the pupil as he was delivered to the place of learning (van Manen 1991). This is an intriguing notion and in many ways an apt metaphor for modern conceptualizations of learning as a social and individual activity. If CLIL, however, fundamentally affects the ways in which learners are 'delivered to the place of learning', an understanding of this process is necessary in order to develop and enhance CLIL-based education in both terms of theory and practice. This paper hopes to contribute to the development of a CLIL pedagogical framework by suggesting a reconceptualization of talk in CLIL and is an extension of an earlier article which revisits the integrated nature of CLIL. **(Moate J. , 2010)**

Furthermore, as per the 2016 curriculum guidelines, while students are expected to attain a specific level of English upon completing General Basic Education, a significant portion of the language acquired in earlier levels will be



applied during the initial years of Superior Basic Education (8th, 9th, and 10th EGB), albeit in a different context and in connection with a new and suitable language. Consequently, in the first year of secondary education, students will primarily concentrate on grammar and vocabulary, incorporating new content-specific terminology aligned with the CEFR levels until they finish high school.

Given that this research focuses on the writing abilities of ninth-grade students, this skill should be recognized as a fundamental proficiency requiring attention and enhancement to enable effective communication in English. Therefore, the Ecuadorian English as a Foreign Language (EFL) curriculum examines approaches and tactics to improve the writing skills of 9th-grade students.

ICT AND EDUCATION

Information and Communications Technology (ICT) plays an increasingly essential role in our daily lives, and its demand continues to expand within the field of education. Utilizing images, audio, video, presentations, or a blend of these for instructional purposes represents the application of ICT in education. Therefore, the concept of ICT in education involves leveraging information and communication tools to enhance the provision of education in all aspects.

TEACHING WRITING THROUGH ICT

According to (Kusumawardhani, 2019) Technology can be used in teaching or learning activity. It can be used to enhance the learners' English skills, such as listening, speaking, reading and writing. Technology then is expanded into ICT which is meant to be implemented in every aspect such as education, especially English lesson. Web sites, computers programs, presentation software, electronic dictionaries, chatting and emails, CDs and video clips are kinds of technology which can be used in teaching learning activity in the classrooms. The application of the technology depends on the English skills that are going to teach, the condition in the classrooms and also the learners ability.



WRITING IN THE DIGITAL AGE

As is known, writing is a fundamental part of learning a new language this means that writing has changed in the digital age. Nowadays everyone is considered an editor, because every day it is published for social networks, chats and emails and so on. However, from then on new vices began to emerge in communication, which may have existed before, but were not very noticeable. Now communication has become much simpler due to the need to send a message in the shortest possible way. (Lauren et al., 2019)

However, this has been detrimental because when writing in WhatsApp, messenger, tick toc and so on, spelling mistakes, punctuation marks and many other things that are necessary for correct learning are not corrected, either in the mother tongue L1. or in a foreign language L2.

DUOLINGO AS A DIDACTIC RESOURCE TO LEARN ENGLISH.

The thesis introduces a new online learning platform called Duolingo, which is envisioned as a groundbreaking development in language learning and global communication. The discussion focuses on the online e-learning format of Duolingo, although there are plans for it to be accessible offline as well.

- The Duolingo app for language learning stands as the most widely used method for language acquisition globally. The company's aim is to provide free, enjoyable, and easily accessible education for all.
- Engaging in learning through Duolingo is enjoyable, and research demonstrates its effectiveness. Progressing through lessons earns you points and unlocks new levels, facilitating the enhancement of practical communication skills.
- Apart from its primary language learning tool, the company has developed the Duolingo English Test, an inexpensive and convenient language certification solution accepted by numerous institutions worldwide.



ADVANTAGES OF USING THE DUOLINGO PLATFORM.

Duolingo offers numerous features designed to facilitate rapid language acquisition for students, including daily word lists, interactive discussions with other users for sharing, and enhanced immersion for more advanced learners. Through the use of the Duolingo application, students can focus on enhancing and mastering English vocabulary.

Duolingo serves as a platform for students to enhance their vocabulary, and educators can incorporate it into the classroom to aid students in vocabulary mastery. Vocabulary plays a crucial role in the acquisition of English as a foreign language as it connects the four essential skills: speaking, listening, reading, and writing. This necessitates the development of teaching methods and instructional resources to enhance the quality of interaction between teachers and students.

One strategy for utilizing Duolingo involves using games to facilitate the mastery of new vocabulary, providing an engaging approach to learning. Duolingo was designed as a language learning platform with translation at its core. An important feature of Duolingo is the Badge, which serves as a means to set and achieve learning goals, thereby motivating students to progress in their English studies. **(Anisa et al., 2021)**

According to Nelly Cunalata's dissertation, in 2021, family and legacy were the main reasons people in the US started learning with Duolingo. Learning the language of one's native tongue can also help you communicate and connect with older relatives and those who still speak the language. It can also help you learn more about your family's places of origin, and it helps the brain stay alert and focused, so learning a language forces the brain to focus, look for patterns, and solve problems. In addition, older adults who learned a new language consistently showed an improvement in their cognitive functions. (Cunalata, 2021)

Similarly, learning another language allows you to express familiar ideas in completely different ways, through new words and grammar. This can help when you feel blocked when thinking or writing! Using a new language can act as a spark



for creativity – writers like Nabokov used multiple languages to delve into different memories and perspectives.

MOTIVATION AND PARTICIPATION OF STUDENTS WITH THE USE OF DUOLINGO.

It is worth mentioning at this point that motivation is a fundamental part of modern learning since students are afraid when writing and speaking due to the insecurity they present, especially students in the fiscal sector. The Duolingo tool seeks to draw the student's attention, motivate and encourage the use of the English language at all times inside and outside of class, through different tools that Duolingo has that serve to motivate the student and make the class more enjoyable, because Duolingo has activities like games aligned with modern learning such as; Writing and pronunciation exercises that improve users' skills in the language. These activities help to practice grammar, expand vocabulary and perfect pronunciation in an interactive and effective way. (Tuti Hidayati & Sari Diana, 2019)

As Fani Indrawan and his colleagues mention in their article . Duolingo is designed to ignite students' enthusiasm for learning English by offering a range of features. Apart from serving as a platform for honing listening, reading, speaking, and writing skills, Duolingo provides grammar and vocabulary practice, linguistic structure, and translation exercises. Additionally, the platform offers an interactive feature that allows users to engage with other learners, which can encourage more active English language study. However, in terms of competitiveness, Duolingo may not be as effective in fostering students' desire to compete and achieve higher scores than their peers. **(Fani Indrawan et al.,2003)**

GAMIFICATION OF ENGLISH TEACHING WITH THE DUOLINGO APPLICATION.

In the 21st century, the process of teaching and learning is closely related to the use of gamification. Many English teachers are using gamification as a media to help them in teaching. For the teacher, the use of gamification in teaching and learning process can make the students have fun and interesting learning. For some



students, the gamification might be helpful for them in learning English. Therefore, the researcher wants to find out students' perceptions of using Duolingo application as a media in learning vocabulary. (Jaelani, 2020)

In this research, the researcher used are questionnaires and interview to find out students' perceptions. more specifically, (Munday, 2016) revealed that most of students nowadays have owned smartphones, and almost 66% of the population of the world had one of these phones by the end of 2015. These smartphones or mobile devices can be outfitted with a wide range of applications that can be used for specific purposes; one of these is gaming or gamification used to acquire foreign languages. One media of gamification, called Duolingo, will be the center of this research.

DUOLINGO FUNCTIONS TO IMPROVE ENGLISH WRITING.

Duolingo offers several functions to help users enhance their English writing skills. These functions are designed to provide practical tips and exercises aimed at boosting confidence and overall proficiency in writing. Here are some of the key features:

➤ Reading Practice for Vocabulary and Grammar Exposure 1:

Reading Duolingo Stories exposes users to vocabulary, grammar structures, and writing conventions, which they can eventually utilize in their own writing.

➤ Users can practice reading in their new language through Duolingo Stories, providing a fun and easy way to improve reading skills.

➤ Writing Exercises After Reading.

Users are encouraged to model their writing based on the content they read, allowing them to summarize parts of the story in their own words to earn bonus XP.

Duolingo provides hints to help users get started and the option to incorporate feedback to make their responses sound more natural.

➤ Integrated Writing Practice in Lessons.



Duolingo incorporates writing practice into lessons from the beginning, helping users build their writing skills alongside other language skills such as listening, reading, and speaking.

➤ Scaffolding Approach to Writing.

The platform carefully structures the teaching of writing, starting with simpler words and phrases and gradually progressing to longer, more independent writing.

Exercises include using word banks, tapping on written words to trigger sound recordings, and transitioning to open-ended exercises for more independent writing.

➤ Challenges and Opportunities for Practice:

Advanced learners can challenge themselves by turning off the word bank and using the keyboard to type in the language for more independent writing.

Duolingo encourages users to incorporate writing practice into their everyday routine, such as writing a shopping list, installing a keyboard in the language, and engaging with language communities through writing.

➤ Encouragement for Regular Practice.

Duolingo's "strength bars" system encourages regular writing practice, emphasizing the importance of establishing a routine to improve writing abilities, even if the writing is not intended for publication.

➤ Encouragement to Challenge Yourself.

The platform encourages writers to challenge themselves by writing more quickly or slowly, exploring new genres, and adopting unusual points of view, fostering continual growth and improvement in writing skills.

APPLICATION OF VOCABULARY IN WRITING WITH THE USE OF DUOLINGO.

The multiple needs of current education have led to the implementation of new educational resources in its strategies and methodology, which allow capturing the attention of students, leaving aside traditional education and giving way to ICTs in the new generations.



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That is why when browsing the Duolingo platform, students are not only ready for exercise activities but will also exercise their minds, helping to develop skills in the area of English. Strengthening grammatical understanding, vocabulary, the creation of narrative texts, argumentative communication skills in English, improving the ability to solve problems. It has been proven that students who use the application have greater understanding and practice of writing in English, as well as the motivation to learn this new language and dedicate as much time as possible to practicing their activities, developing a better knowledge of the English language. **(Habibie, 2020)**



2 Chapter 2

Methodology for the Investigation and Diagnosis

This research proposal is a planned strategy whose objective is to improve the teaching and learning of the English language based on writing in 9th year students of basic general education with average ages of 13 to 14 years of the UE. Leoncio Cordero Jaramillo of the city of Cuenca until obtaining an adequate level according to the Ecuadorian curriculum, this chapter contains a description of the stages of the research process and its purpose. The description of the methodology responds to the objectives of the study that allows finding solutions to the problem by implementing new technological strategies through the Duolingo platform. The instruments developed, their application and main results obtained are also described.

Research Scope.

To comprehensively understand the essence of the proposal, the fundamental variables of the proposal topic were carefully analyzed " Applying Duolingo as an English learning Tool to promote good writing skill for A2 level" to improve skills of writing in ninth grade students in the E.U. Leoncio Cordero Jaramillo in the city of Cuenca, for this, "The use of the Duolingo platform" was used as an independent variable and "writing skills" as a dependent variable.

After consciously examining each term carefully and consulting reliable sources, these definitions were integrated: The first variable, "Use of the Duolingo platform," can be defined as a language learning platform that uses a gamified approach to help students improve their writing skills in different languages, including English. It also offers a variety of interactive activities, writing exercises, and immediate feedback, making it an effective tool for the development and practice of English writing. Its playful approach and ability to adapt to students' individual skill level make it suitable for improving English writing skills in an entertaining and effective way.

On the other hand, for the last variable, called "writing skills", taking as reference various investigations, the ability to write can be called the ability to express



ideas, thoughts and messages in a clear, coherent and effective way through of written language. This skill involves understanding and applying grammar, sentence structure, appropriate vocabulary, as well as the ability to organize and present information logically and persuasively. Additionally, writing skill involves the ability to adapt writing style and tone depending on purpose and audience, allowing one to communicate effectively in different contexts and written formats.

Paradigm.

The research is based on a combination of qualitative and quantitative approaches, that is, a mixed method, to fully understand the improvement of writing skills in ninth grade students, through the application of a specific instruction method called "activity system." The adoption of this mixed methods strategy is motivated by several factors. First, by integrating qualitative and quantitative methodologies, researchers can gain a deep understanding of the research. Qualitative methods allow for a comprehensive exploration of complex issues such as student experiences and social interactions within the framework of the instructional approach. In contrast, quantitative methods provide the ability to produce numerical data, which can be used to identify patterns, trends, and statistically significant variations in measurable outcomes related to writing proficiency. (Elizabeth Halcomb, 2015)

Using multiple data sources and methods that validate and support the findings of a research study is known as triangulation. This improves the credibility of the results by consolidating conclusions drawn from various data sources, thus strengthening the overall findings of the study. Therefore, using surveys, interviews, and observations as data collection tools facilitates triangulation, allowing for the inclusion of diverse points of view and multiple data sources. The use of triangulation in this study reinforces the validity and reliability of the research by minimizing potential bias and providing a more comprehensive understanding of the phenomenon being studied.



To thoroughly understand the core of the proposal, the key variables of the topic "Using Duolingo to Improve Writing in 9th Grade Students at E.U Leoncio Cordero Jaramillo" are carefully examined. These variables include "Writing Skills" as the dependent variable and "Using Duolingo as an Essential Part of Learning a New Language" as the independent variable. After independently analyzing each term and consulting credible sources, the definitions are synthesized into a unified statement. "Writing Skills" are defined as a structured and coordinated arrangement of organizational components intended to perform specific writing functions, following established procedures to create a coherent and integrated output. Meanwhile, the "use of Duolingo as an essential part of learning a new language" involves adapting information and communication technologies (ICT) to modern learning environments, where Duolingo offers a range of dynamic activities that enhance learning and writing opportunities.

Type of Research.

The study conducted experimental field research to gather empirical data from the school environment, involving students and classroom activities. Through the implementation gamification and of role-playing activities, the researchers were able to observe and interact with students, collecting real-time data via pre-tests, post-tests, surveys, and classroom observations. This approach was vital in comprehending the practical implications and effectiveness of role-playing activities within the specific school context. Furthermore, the field research method facilitated the collection of both quantitative and qualitative data, aligning with the chosen mixed methods approach and providing a comprehensive understanding of the research question. Hence, the utilization of field research was deemed most suitable for achieving the study's objectives and generating valuable insights for educators and researchers interested in language learning and teaching practices.

Research context:

The Leoncio Cordero Jaramillo Educational Unit is a fiscal institution run by the Ministry of Education of Ecuador with a Sierra-regime Secular Education, it has



the levels of basic, general and high school education with a population that ranges between 850 students and 40 public servants among teachers, service personnel and administrators; This educational institution provides its services in the south of the urban area of the city of Cuenca between Antonio Llorente Camino Viejo a Baños streets 3 -79 and canton Santa Rosa , Yanuncay parish and Santa Marianita del Arenal sector. The students who belong to this school come from different social classes and family structures. The students belong to the ninth EGB class in the afternoon section. Their ages are between 13 and 14 years old. The means and resources have been provided by the educational institution, the parents and the area teacher. The interaction with students has been presential and virtual.

Research stages.-

The study was segmented into six phases: problem delimitation, literature review, development of research tools, implementation of the tools, data analysis, and compilation of conclusions and recommendations. Initially, an observation checklist was utilized to gather information about the institutional problem, constituting the diagnostic phase for defining the study's focus and selecting the appropriate methodology. Subsequently, the researcher conducted a review of prior studies and projects related to the subject matter. The third phase involved creating research tools, including a pretest, posttest, survey, and interview, which were vetted and approved by experts. In the fourth phase, the researcher administered these tools to the participating students to collect data for analysis. The fifth phase entailed analyzing the data to derive insights into the students' progress. Finally, in the sixth and final phase, the study's findings, conclusions, and recommendations were presented in a comprehensive report summarizing the study's outcomes.



Table 1

Stages of the research project.

Stages of the research project	Description	Activities	Performers
Delimitation of the problem	Define the object of the study and the methodology.	Review of previous information and researchers.	Researcher Tutor
Literature review	Define the Theoretical Framework.	Explore bibliographic information.	Researcher
Elaboration of Instruments	Establish the required criteria to obtain data for the study.	Elaboration of pretest, posttest, survey, and interview.	Researcher Experts to validate the instruments.
Application of Instruments	Apply the instruments to gather information.	Apply for the pretest, posttest, survey, and interview.	Researcher
Data analysis	Elaborate a report with the results to realize the	Application of the statistical analysis for the data attained to infer conclusions.	Researcher



	situation of the students.		
Final report of data and conclusions	Gather the results of the investigation.	Elaborate a final report with the data and write conclusions and recommendations.	Researcher

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Student Survey on writing Skills.

The student survey was a self-report questionnaire designed to assess students' perceptions of their writing skills and experiences they have had during their period of study. The survey included questions related to students' confidence in writing in English, the difficulties they encounter, their participation in English conversations outside the classroom, their perception of their speaking skills improving over time, and the benefits they associate with the activities that Duolingo has. The survey used a percentage scale with response options ranging from 0% to 100% and from "Never" to "Always."

Table 2

Operationalization matrix – the use of the Duolingo platform.

Operationalization matrix – the use of the Duolingo platform.					
INDEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS FOR INSTRUMENTS DESIGN SURVEY	SCALES



The use of the Duolingo platform.	Duolingo is a useful language application that can provide learners with practical and systematic steps to learn a new language on their own. (Nushi & Eqbali, 2017).	Type of Activities Engaged	Demonstrate the specific types of activities or exercises learners engage with on Duolingo.	understand different types of exercises to enhance their language learning experience on Duolingo.	100% 80% 60% 40% 20% 0%
		Grammar and syntax	Measure the improvement in students' grammatical accuracy after using the platform.	Conveying information in simple sentences.	100% 80% 60% 40% 20% 0%
		Diversity in writing exercises.	Identify the parts of a paragraph.	Identify essential components that constitute a well-structured paragraph	100% 80% 60% 40% 20% 0%
		Real-world Application	Show the ability to use language skills and knowledge learned in the classroom in	Understand whether the Duolingo platform significantly contributes to your ability to	100% 80% 60% 40%



			real-life situations.	learn and master a new language.	20% 0%
		Vocabulary expansion and enrichment	Demonstrate the capacity to acquire and applied vocabulary and phrases across different topics and contexts as covered in the Duolingo language modules.	Analyze Duolingo platform helped to acquire more vocabulary.	100% 80% 60% 40% 20% 0%

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Table 3

Dependent variable.

DEPENDENT VARIABLES	CONCEPTUAL DEFINITION	DIMENSIONS	INDICATORS	ITEMS FOR INSTRUMENTS DESIGN SURVEY	SCALES
Writing Skills Enhancement	"Writing skills enhancement": corresponds to the repetitive process of improving and refining the	Fluency.	Coherence and Organization	Develop better fluency when writing	Always, Usually, Often, Sometimes, Never
		Content.	Writing challenges	Write simple and difficult	Always, Usually, Often, Sometimes,



understanding, skill and quality of expressing ideas, thoughts and information through writing. Houser (2012)			content according to their level.	Never
	Grammar	Grammatical structure in sentences.	Conveying information in simple sentences.	Always, Usually, Often, Sometimes, Never
	Syntax.	the correct usage of grammar.	Conveying information in simple sentences.	Always, Almost always, Often, Sometimes, Never
	Vocabulary.	Improve vocabulary through writing.	Vocabulary Development organization of ideas	Always, Almost always, Often, Sometimes, Never

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Diagnostic Test.

The diagnostic evaluation carried out was a written exam designed to assess the English writing skills of the ninth year EGB students at the Leoncio Cordero Jaramillo school in the city of Cuenca. The test consisted of a series of open-ended questions that encouraged students to talk about themselves, describe their daily routines, mention their favorite hobbies, and share their interests in books, stories, or news. This approach served as a starting point for assessing students' written proficiency before introducing activities to the Duolingo platform. (see in Annex 7)

Pre and Post-Test Assessments.

The pre- and post-test assessments were written tasks based on writing skills. Both assessments were focused around the topic of the students' favorite places or activities. During the pre-test, students were asked to provide brief descriptions of their favorite latest trip,



while in the post-test they were asked to engage in more detailed and complex conversations about their last traveling. Pre- and post-test assessments focused on students' ability to use appropriate vocabulary, sentence structures, and speaking fluency. These evaluations aimed to measure the progress made by students in their writing skills after the intervention of Duolingo activities.

Pre-Test Assessments.

Objective: Collect information based on the mastery and linguistic skills of students focused on the writing skills

Based on Writing Skills, It is focused on knowing fluency, content, grammar and syntax and vocabulary.

1. write with coherence and organization, what do you like to do in your free time?
2. How often do you try to write something in defiance of some obstacle?
3. Write a paragraph about your favorite trip?
4. Do you consider that transmitting information in sentences is simple? yes or no.
5. . What is more difficult for you when you write in English?.

Post-Test Assessments.

Objective: To evaluate the effectiveness of the problem-based learning intervention to improve students' written communication skills, taking writing as a starting point.

Based on the specific objective two main clauses were formulate.

The most significant aspects were:

1. Do you consider Duolingo to be a teaching-learning process of writing for the use of the language?
2. What is the current status of the development of writing skills for language use in ninth grade?
3. What elements should be taken into account when developing the system of activities to promote writing in ninth grade?



4. What is the best way to promote meaningful writing learning in ninth grade?

After the intervention, post-test evaluations will examine the identical areas and concentrate on detecting any alterations in students' self-assurance, fluency, and writing competence. Furthermore, they will gather feedback regarding the perceived influence of problem-based learning on students' writing progress and the efficacy of this method in enhancing their abilities. These assessments will supply qualitative details about the efficacy of the intervention and provide valuable perspectives to supplement the quantitative data gathered via other assessment tool, as is represented in annex 11

Implications for the Methodological Proposal.

In the context of improving writing skills, there are several dimensions to consider, and teachers play a critical role in this goal. It is the teacher's responsibility to provide students with practical writing tasks. By helping our students overcome challenges such as grammar and structure, this will establish a starting point. Furthermore, they will be encouraged to acquire the ability to enrich their vocabulary through motivations, which will also help them to effectively organize their ideas. This will mean that the more tools our students are provided with, the more significant the acquisition of writing skills will be. In addition, feedback from teachers will also be an incentive when it comes to facilitating improvements in writing skills.

Description of the methodological proposal

This research utilizes a mixed-methods approach, combining qualitative and quantitative methods, to thoroughly investigate how the Duolingo platform can improve writing skills among ninth-grade students in Basic General Education. The mixed-methods approach allows for a comprehensive understanding by integrating different perspectives: qualitative methods explore students' experiences and interactions within the instructional framework, while quantitative methods provide statistical insights into writing proficiency improvements. This combination of methodologies facilitates triangulation, enhancing the study's credibility by corroborating results from multiple data sources, such as surveys, interviews, and observations.

The proposal aligns with Professor Larry M. Lynch's perspectives on effective grammar instruction, which advocate for a balanced approach incorporating both explicit and implicit



grammar teaching. His recommendations emphasize the integration of innovative methods to address various writing aspects, including syntax and vocabulary development. Our approach reflects these insights by blending pedagogical strategies with gamification elements, aimed at motivating students and enhancing their writing skills through engaging, game-based activities.

The methodological proposal is designed to meet the needs identified in the initial diagnosis, focusing on a student-centered approach that leverages gamification to improve writing. Key research questions guiding the study include: What theoretical foundations support writing instruction in language learning? What is the current status of writing skills development in ninth-grade students? How can Duolingo be effectively implemented to enhance writing? And, how efficient is the proposed activity system in improving writing skills? Addressing these questions will clarify the theoretical basis, current status, and effectiveness of the proposed intervention.

Population Sample:

Delimitation of population, sample, and sampling.

The Leoncio Cordero Jaramillo school in Cuenca city had a total population of 850 students. However, for the purpose of this study, a sample of 33 students was chosen. According to (Simcus, 2023) Convenience sampling is a non-probability sampling method where data is collected from an easily accessible and available group of people. The individuals in the sample are selected not because they are most representative of the entire population, but because they are most easily accessible to the researcher.

Non-probability sampling means that researchers choose the sample instead of randomly selecting it, so not all population members have an equal chance of participating in the study. the sample represents a subset of the population with shared or similar characteristics.

The sampling method employed in this research is purposive or intentional, which is a non-probabilistic approach. This selection was based on specific considerations or criteria: 1) The selected group possesses an A2 English proficiency level. 2) All students attend the same school. 3) The group follows the same class schedule. 4) English is a mandatory subject for all students. 5) The students' ages range from 13 to 14 years old. 6) The students have available time



to take part in the study. 7) The parents of these students have consented to and authorized their children's participation in this research.

Table 4

Population Sample

Sample, Participants	Populations,	Sample Population	Sample percentage
WOMEN		19	58%
MEN		14	42%
TOTAL		33	100%

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Description of the Evaluation and validation of the Proposal.

The evaluation and validation of the proposed methodological approach to improve writing skills among ninth-grade students of basic general education involved a global and multifaceted process aimed at evaluating its effectiveness and impact on the development of English language writing. The validation process involved both formative and summative evaluation techniques, as well as strict validation by experts on the subject.

Expert Validation:

To rigorously validate the information in my thesis proposal, as well as each of the operational matrices, the thesis tutor, an expert in the linguistics of the English language, was the evaluator of the design, methodology, proposals and theories applied in teaching. of the writing of the English language; allowing his observations and suggestions to help effectively improve the educational proposal.

Summary Evaluation:

The final evaluation served to assess the final result of the use of the Duolingo application in writing the English language in ninth grade students. A follow-up test



was carried out with the same characteristics as the initial evaluation, which served to assess the improvement in the students' writing when creating paragraphs related to their hobbies and daily life. When making a quantitative comparison, the process achieved was determined through the intervention time. Thus, the summative evaluation was an instrument that allowed us to know the effectiveness of the proposal to improve English language writing in the designated course.

Description of the Data Processing of the Diagnostic Stage.

The data obtained during the diagnostic phase were related to a methodical and exhaustive process of obtaining, organizing and analyzing the data obtained from the evaluation carried out on the students during the process. This stage was very important to know the abilities and skills in writing of the ninth-grade students, since at the same time they were the guide for the execution of my methodological proposal.

Data Collection and Compilation.

Data processing began with the collection of raw data from the diagnostic assessment. The responses from both the diagnostic assessment and the pre-assessment, which contain assertive and non-assertive responses, were recorded and assembled into a well-structured data set. Additionally, assessment feedback to students, which covered viewpoints, attitudes, and experiences, was collected and arranged for later examination.

Inputting data and encoding:

The results obtained were subjected to careful interpretation. Each of the results were entered and addressed through a digital system, guaranteeing their precision and veracity. Each of the responses were classified into thematic segments, allowing the data to be quantified, thus helping to identify important and valuable themes.



3 Chapter 3: Presentation and Validation of the Proposal

This chapter introduces a methodological proposal that involves a platform-based system of activities aimed at improving writing skills in ninth-grade students. It is grounded in a comprehensive review of theories, teaching methods, and strategies developed by prominent educational experts and researchers specializing in teaching writing in English as a second (ESL) or foreign language (EFL). The chapter also details the proposal's structure, components, and validation process.

Foundations, objective, characteristics and requirements of the proposal.

This proposal emphasizes the linguistic importance of students setting clear goals, developing ideas, organizing information, and choosing suitable language. Inspired by the work of authors like Samaya, Suryadi (2020), and Hedge (2000), the aim is to provide ninth-grade students with fundamental tools for effective written communication. Through interactive activities, students will develop strategies for the stages of writing: pre-writing, drafting, editing, revising, and publishing, enabling them to express their ideas on various topics.

Likewise, experts such as Schmitt and Rodgers (2020) support the notion that writing skills can be improved through structured activities. With teachers offering direct instruction and modeling, students are encouraged to actively practice, allowing them to explore, assess, and choose their writing style. In line with this, the proposal will feature engaging activities that integrate implicit grammar instruction with authentic materials and specially tailored exercises to capture students' interest.

Methodologically, building on the work of Graham and Perin (2007) with a focus on collaborative learning, the Ecuadorian curriculum outlines a clear 5-stage process that incorporates CLIL, the Direct approach, and the communicative approach. This structure supports the development of writing skills and enables educators to design activities centered on real-world and diverse topics within a specific subject area, integrating a range of skills. The primary objective is to strengthen writing abilities by leveraging students' prior



knowledge and experiences. Grammar is introduced contextually, allowing students to understand different language patterns embedded in the proposed activities.

From a pedagogical perspective, teachers should strive to offer equal opportunities for all students, using the strengths of more proficient learners to assist those who may struggle. As a result, this approach includes pedagogical strategies that align with their recommendations, such as:

- a. Summarization helps students focus on key ideas and gather important details from short texts.
- b. Collaborative writing allows students to learn from each other, improving their writing skills through peer interaction.
- c. Sentence-combining activities support students in creating more complex and refined sentences.
- d. Prewriting strategies are integrated into the teaching process to help students organize their ideas more efficiently.

The authors of this proposal recognize the value of inquiry-based activities in fostering critical thinking. By studying models and engaging in inquiry activities, students can develop their abilities to create new works based on previous ones. In this way, pedagogy plays a central role in enhancing students' writing skills, making it an integral part of the proposal.

The main objective of this proposal is to develop a comprehensive set of activities designed to improve the writing skills of ninth grade EGB students. This system will be based on the linguistic, methodological and pedagogical principles discussed above, providing students with key writing skills such as constructing sentences, organizing paragraphs, ensuring grammatical correctness and using vocabulary effectively. In addition, it will include interactive tasks, writing practice and peer feedback using the Duolingo platform to engage students in improving their writing, aligning with the respective standards set by the Ecuadorian curriculum for their grade.



The proposed activity system is highly adaptable, as it is crafted to accommodate the diverse learning needs of ninth-grade students. It acknowledges variations in students' writing skills and offers different teaching approaches to address these differences. For instance, during the prewriting phase, a range of prompts or exercises can be provided to match various learning styles and proficiency levels. Each part is structured with practice tasks or exercises. Throughout the writing process, students are typically given organized prompts, templates, or guidelines to help them effectively shape and develop their ideas.

This proposal offers a practical solution by considering the available resources, time limitations in a ninth-grade classroom, and the curriculum and modules set by the Ministry of Education. This ensures the activities are both feasible and implementable within the provided educational framework. Additionally, aligning the activities with the Ecuadorian curriculum guarantees they address the required learning objectives and standards outlined by the educational system. As a result, these activities become highly relevant and beneficial for ninth-grade students, particularly since the Duolingo platform offers multiple activities that can be seamlessly integrated.

In order to efficiently implement the proposed activities to improve ninth grade students' writing skills, teachers will take into account a number of prerequisites. Among some specific things that can be considered, the researchers mention that the duration of each activity in the use of the Duolingo platform would be in five stages that vary from 10 to 30 minutes per day, depending on the needs of the students. The frequency with which the activities will be carried out will be according to the schedule of the English teachers and, in all units, it will be useful to use the different stages of the writing process, since the modules have some activities that focus on writing skills and the Duolingo platform can be introduced for such activity.

Furthermore, the materials and resources used in this study were carefully selected to ensure their relevance and appropriateness to the research objectives. Also, the layout of the classroom environment and the English lab play an important role in improving writing skills due to the use of the Duolingo platform. In the prewriting stage, for example, students



may engage in independent work online, but in the revision stage, they may be required to collaborate in pairs or small groups in order to analyze their mistakes among themselves.

Another important aspect of teaching is the role of the teacher, which includes tasks such as giving instructions, providing constructive feedback, facilitating interactive discussions, and offering additional technological resources such as working with an effective tool. Feedback and revision are key components of academic writing, involving a detailed review of content, structure, and language to identify areas for improvement. This activity will demonstrate how feedback is provided to students and guide them through the process of revising their work.

Therefore, the next step for the researcher was to thoroughly review the National Education Curriculum and the Unit Development Plans known as (PUD) before beginning to develop the design of activities and detail the fundamental topics using the Duolingo tool. In addition, some of the activities mentioned by the interviewed teacher were taken into account. In this way, the implementation of this methodological proposal can guarantee that its teaching plan is firmly anchored in the educational framework and the needs of today, at the same time, it will take into account the knowledge and practical experiences of the teaching community.

System of activities for enhancing writing skills in ninth graders. Structure and components.

Table 5

System of activities

Component	Activity	Objective	Skills Developed
1. Vocabulary Building	Duolingo Writing Prompts. Introduction to Duolingo Prompts: Teacher briefly introduces how Duolingo prompts work and the	To expand students' vocabulary and improve their ability to use	Vocabulary usage, spelling, word formation



	<p>importance of practicing writing regularly.</p> <p>Quick Vocabulary Check: Using the last Duolingo lesson, the teacher reviews key vocabulary and phrases that will be used in the writing prompts.</p> <p>Individual Writing: Students log into Duolingo, select a writing prompt, and write 5-6 sentences using the target vocabulary and grammar.</p> <p>Peer Feedback: Students swap notebooks or devices and provide constructive feedback on each other's sentences, focusing on grammar and vocabulary usage.</p> <p>Class Share: A few students volunteer to share their sentences with the class. The teacher guides a discussion on common strengths and areas for improvement.</p> <p>Wrap-up: Teacher provides final feedback and highlights the importance of consistent practice with writing prompts.</p>	<p>new words in context.</p>	
2. Sentence Formation	<p>Sentence Construction Exercises</p> <p>Introduction to Sentence Construction:</p> <p>Teacher explains the importance of constructing grammatically correct sentences using new vocabulary.</p> <p>Duolingo Grammar Review: Teacher reviews a recent Duolingo lesson, focusing on grammar rules</p>	<p>To practice constructing grammatically correct sentences using vocabulary from Duolingo lessons.</p>	<p>Grammar, sentence structure, syntactic awareness</p>



	<p>(e.g., verb conjugation, sentence structure).</p> <p>Duolingo Sentence Construction: Students log into Duolingo and complete sentence construction exercises, forming 5-6 sentences with given prompts.</p> <p>Sentence Sharing and Peer Review: Students pair up and share their sentences, offering feedback on grammar accuracy and sentence structure.</p> <p>Class Sentence Sharing: Volunteers read their sentences aloud. The teacher and peers discuss common mistakes, focusing on grammar and word order.</p> <p>Wrap-up and Final Feedback: Teacher highlights key takeaways from the lesson, encouraging students to continue practicing sentence construction.</p>		
3. Punctuation and Capitalization	<p>Error Detection and Correction.</p> <p>Introduction to Error Detection: Teacher briefly introduces common writing errors (grammar, punctuation, spelling) and why detecting errors is important.</p> <p>Review of Duolingo Exercises: Teacher reviews previous Duolingo exercises where common errors occurred, discussing key grammar and punctuation rules.</p> <p>Duolingo Error Detection Task: Students log into Duolingo and complete error detection activities,</p>	To enhance students' understanding of punctuation and capitalization through error identification.	Writing mechanics: punctuation, capitalization



	<p>identifying mistakes in sentences provided by the platform.</p> <p>Peer Review: Students swap devices or notebooks and review each other's work, identifying any missed errors and providing suggestions for improvement.</p> <p>Class Correction Review: Teacher leads a discussion where students share common errors they encountered and explain how they corrected them.</p> <p>Summary and Final Feedback: Teacher summarizes key points about error detection and correction, and encourages students to continue practicing.</p>		
4. Grammar Reinforcement	<p>Writing with Grammar Focus</p> <p>Introduction to Grammar Focus: Teacher explains the importance of accurate grammar in writing and introduces the specific grammar rule (e.g., past tense or subject-verb agreement) that will be the focus of the session.</p> <p>Duolingo Grammar Review: Teacher reviews the grammar rule using examples from recent Duolingo lessons (e.g., sentences in the past tense).</p> <p>Writing Practice on Duolingo: Students log into Duolingo, choose a grammar-focused writing exercise, and write 5-6 sentences using the specific rule. For example, if the focus is on the past tense, they will write sentences in the past tense.</p> <p>Grammar Check with Peers: Students exchange their written</p>	To strengthen students' ability to apply specific grammar rules in their writing.	Grammar accuracy, coherence



	<p>sentences with a partner. Each student checks their peer's work for proper use of the target grammar rule, providing feedback.</p> <p>Class Sharing: A few students share their sentences with the class. The teacher and students discuss common errors and how to correct them, focusing on grammar.</p> <p>Wrap-up and Final Feedback: Teacher summarizes key grammar points and gives constructive feedback on students' use of grammar in writing.</p>		
5. Peer Review and Feedback	<p>Collaborative Writing Reviews.</p> <p>Warm-Up.</p> <p>Ask students to open Duolingo on their devices and choose a vocabulary practice session related to "opinions" or "describing things."</p> <p>Spend 5 minutes practicing key vocabulary that they might use in writing reviews (e.g., "good," "interesting," "boring," etc.).</p> <p>Collaborative Writing.</p> <ul style="list-style-type: none"><input type="checkbox"/> Divide students into small groups (3-4 students each).<input type="checkbox"/> Each group will write a short review together using the review structure from the introduction.<input type="checkbox"/> Students can use Duolingo during the task to look up or practice words they might need (e.g., descriptive words, opinions).<input type="checkbox"/> Encourage students to keep it simple and focus on communicating their main ideas.	To develop critical thinking and revision skills through peer feedback in Duolingo discussion forums.	Collaborative learning, critical thinking, revision skills



	<p>Peer Feedback.</p> <p>Each group reads the other group's review and uses a simple feedback checklist:</p> <ul style="list-style-type: none">• Is the review clear?• Did the group give their opinion?• Was the review easy to understand? <p>Quick Reflection.</p> <p>Ask students to reflect as a group:</p> <ul style="list-style-type: none">• How did Duolingo help you during the activity?• What was the most fun part of writing together?• What can you improve for next time?		
6. Writing Challenges	<p>Weekly Writing Challenges</p> <p>Vocabulary Building with Duolingo.</p> <ul style="list-style-type: none"><input type="checkbox"/> Students log into Duolingo and select a topic (e.g., "Descriptive Words," "Adjectives," or "Opinions").<input type="checkbox"/> Set a 10-minute timer for students to complete as many vocabulary exercises as possible within that time.<input type="checkbox"/> After the timer, ask students to write down 5 new words they learned and share them with a partner. <p>Quick Writing Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> Give students a writing prompt related to the vocabulary practiced (e.g., "Describe your dream vacation")	To improve writing fluency and creativity by participating in timed challenges on various topics.	Writing fluency, time management, creativity



	<p>or "Write about a fun weekend activity").</p> <ul style="list-style-type: none"><input type="checkbox"/> Ask students to write a short paragraph (5-6 sentences) using at least 3 new words they learned from Duolingo.<input type="checkbox"/> While they write, they can refer back to Duolingo for vocabulary support if needed. <p>Duolingo Grammar Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> Students return to Duolingo and complete a grammar challenge based on the weekly focus (e.g., past tense, adjectives, etc.).<input type="checkbox"/> After the challenge, ask students to apply what they've practiced by writing 2-3 sentences in their notebooks using the grammar structure (e.g., "Write 3 sentences in the past tense about what you did last weekend"). <p>Peer Review and Feedback.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students pair up and exchange their writing from the Quick Writing Challenge.<input type="checkbox"/> Each student reads their partner's paragraph and gives one positive comment and one suggestion for improvement.<input type="checkbox"/> Allow students to make quick revisions to their writing based on the feedback.		
7. Translation Practice	<p>Translating Sentences/Paragraphs.</p> <p>Duolingo Translation Practice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students log into Duolingo and select a Translation Practice module.	To practice translating texts from native language to English,	Translation skills, language comprehension



	<ul style="list-style-type: none"><input type="checkbox"/> Set a 10-minute timer, during which students must complete as many sentence translations as they can. They can translate from English to their native language or the other way around, depending on the focus.<input type="checkbox"/> Encourage them to write down any difficult words or phrases they encounter during the translation for discussion later. <p>Sentence Translation Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> After completing the Duolingo translation practice, ask students to take 5 sentences from the module they worked on and translate them independently into their notebooks (e.g., from English to Spanish or vice versa).<input type="checkbox"/> Once translated, have students pair up and compare their translations. If they find differences, they should discuss why they translated the sentence differently. <p>Paragraph Translation Practice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Give students a short paragraph in English (3-4 sentences) and ask them to translate it into their native language. Alternatively, if working on the reverse, provide a paragraph in their native language to be translated into English.<input type="checkbox"/> Students can use Duolingo's vocabulary and grammar sections to assist them during the task.<input type="checkbox"/> After finishing, students swap their translations with a partner and review each other's work for any errors or suggestions.	reinforcing comprehension.	
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	<p>Duolingo Error Analysis.</p> <ul style="list-style-type: none"><input type="checkbox"/> After the peer review, students return to Duolingo and search for explanations or vocabulary they struggled with during their translation.<input type="checkbox"/> They must correct any mistakes in their translation based on the insights from Duolingo and their peer's feedback.<input type="checkbox"/> Ask them to rewrite the corrected sentences or paragraphs in their notebooks.		
8. Creative Writing Tasks	<p>Short Stories or Descriptive Paragraphs.</p> <p>Vocabulary Warm-Up with Duolingo.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students log into Duolingo and select a vocabulary module related to descriptions or storytelling (e.g., "Places," "People," or "Adjectives").<input type="checkbox"/> Students should complete as many vocabulary exercises as they can in 10 minutes.<input type="checkbox"/> After completing the module, ask students to note down 5-6 new words they learned that could help them describe characters, places, or emotions. <p>Descriptive Sentence Practice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Provide students with a simple prompt (e.g., "Describe your favorite place" or "Write about a memorable character").<input type="checkbox"/> Using the vocabulary they practiced on Duolingo, students write	To encourage creative expression and descriptive writing using vocabulary and grammar from lessons.	Creative expression, descriptive writing, coherence



	<p>3-4 descriptive sentences related to the prompt.</p> <p><input type="checkbox"/> Encourage them to use at least 3 new words from Duolingo in their sentences.</p> <p>Writing a Descriptive Paragraph.</p> <ul style="list-style-type: none">• Students choose between two options:<ol style="list-style-type: none">a) Write a short story (5-6 sentences) based on a personal experience.b) Write a descriptive paragraph about a person, place, or object.• Encourage students to use Duolingo if they need help finding additional vocabulary or grammar tips.• Once completed, students can read their paragraphs aloud to a partner or small group. <p>Duolingo Grammar Boost.</p> <ul style="list-style-type: none">• Have students complete a Duolingo grammar module related to past tense or descriptive adjectives.• After the module, ask them to return to their descriptive paragraph or short story and identify ways to improve their grammar or add more descriptive details.		
9. Progress Tracking and Self-assessment	Duolingo's Progress Tracker and Self-assessment Tools. Progress Tracker Exploration.	To motivate students by tracking their progress and reflecting on	Self-reflection, goal-setting, writing improvement



	<p><input type="checkbox"/> Ask students to log into their Duolingo accounts and navigate to the Progress Tracker section.</p> <p><input type="checkbox"/> Have them explore their learning stats: XP earned, lessons completed, streak, and skill levels.</p> <p><input type="checkbox"/> Give them a short worksheet with the following prompts:</p> <ul style="list-style-type: none">• How many XP do you currently have?• What is your highest level skill?• Which skill needs more attention (i.e., at the lowest level)? <p><input type="checkbox"/> After exploring, students can pair up and compare their progress with a partner.</p> <p>Goal Setting Based on Progress.</p> <p><input type="checkbox"/> After reviewing their Progress Tracker, students write down two specific goals for the next week of practice. Examples:</p> <ul style="list-style-type: none">• "Complete 3 lessons on verbs."• "Earn 100 XP in vocabulary practice." <p><input type="checkbox"/> Have them write these goals on a worksheet or in their notebooks.</p> <p><input type="checkbox"/> Students will then share their goals with a partner or the class.</p> <p>Self-assessment Reflection.</p> <p><input type="checkbox"/> Guide students to Duolingo's Self-assessment Tool (if available in their</p>	their writing improvement.	
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account) or prompt them to reflect on their performance in Duolingo. They should consider:

- Which areas (vocabulary, grammar, translation) do they feel confident in?
- Which areas do they find most challenging?

Ask them to write a short reflection (4-5 sentences) answering:

- "What have I learned this week?"
- "What do I need to improve?"

Students can voluntarily share their reflections in pairs or small groups.

Weekly Check-in and Feedback.

At the start of each week (or end of class), have students check their Duolingo progress and goals.

In pairs, students will discuss:

- Did they meet their goals? Why or why not?
- What was the most challenging part of their practice this week?

Based on the discussion, students can adjust their goals for the following week and note any tips shared by their peers.

Duolingo Challenge.

Challenge students to earn a set amount of XP (e.g., 50 XP) within a limited time using Duolingo.



	<ul style="list-style-type: none"><input type="checkbox"/> Set a timer for 5 minutes, and allow students to work on any lesson they choose.<input type="checkbox"/> Afterward, ask them to check their progress, and reflect on their speed and accuracy.		
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This set of activities reflects the importance of using a platform that helps strengthen writing when learning a new language, taking into account that each of these activities are related to the use of this important tool with the purpose of increasing a new vocabulary in the lexicon of each of the students, and also making them a key and useful part when writing a text. On the other hand, it is also based on how to correctly use punctuation marks and other grammatical forms necessary to obtain an appropriate language and, above all, correct writing.

Validation of the Proposal

The validation of this proposal is a crucial step to confirm its effectiveness and relevance in real educational contexts. This process involves an in-depth evaluation combining both theoretical and practical methods. In the validation phase, special attention was paid to factors such as class size, students' socioeconomic background, availability of resources, and English proficiency levels. The adaptability of the proposal in different educational environments was assessed to ensure its applicability and success in various scenarios.

In addition, the researcher conducted a grammar review on teaching writing in EFL environments by utilizing platforms such as Duolingo, integrating the knowledge of leading scholars and practitioners, including contributions from:

- Halimi, (2020) emphasized that to write effectively, students need a solid understanding of foreign languages, including vocabulary, punctuation, grammar, spelling, style, and related aspects.



- Warschauer, M and Matuchniak, T, (2010) explains that digital tools and the internet are a great help for language learning, Warschauer has explored how technology can support language acquisition and writing skills.
- Graham, (2011) An advocate of the use of digital tools in English as a Foreign Language (EFL) environments, mentions that Stanley has written extensively on the use of social media, blogs and other online resources to improve students' writing and communication skills, thus emphasizing the importance of implementing ICTs in learning a new language.
- In the same way Bacabac F, (2010) has explored the use of technology in focused subject areas, showing how digital tools can enhance writing instruction through targeted topics.

These educators and researchers have paved the way for technology-based approaches to teaching writing, creating frameworks and applications that help students develop their skills in engaging, collaborative, and supportive digital environments. Based on this, the planned activities require 9th grade students to write well-organized paragraphs, focusing on grammar, coherence, connectors, paragraph length, and relevance of information. The platform activities allow for a thorough evaluation and validation of the proposed framework.

The activities will last 10 phases, which are divided as follows:

Phase 1: Duolingo Activity with Daily Writing Prompts: Students completed a lesson about nationalities and travel. In this activity, they did a short essay. After the lesson, students wrote 3-5 sentences about a place they want to visit, using the vocabulary and grammar from the lesson. After that, students were able to share and discuss their sentences in pairs to receive feedback and corrections.

Phase 2: Translation Practice

This activity was done with the help of the Duolingo platform, in which they completed an additional vocabulary and grammar lesson, doing a translation exercise where students chose three sentences from Duolingo and translated them into their native language or vice versa. They



then expanded the sentences by adding details through a Group Review, sharing their translations and expansions, where they were able to discuss whether the vocabulary and grammatical structures were used correctly.

Phase 3: Short Summaries

Students completed a set of lessons (on a specific topic such as travel or nationalities), then wrote a short summary (3-5 sentences) about what they learned in the lessons, practicing coherence and cohesion.

Phase 4: Vocabulary in Context

This phase was done on the Duolingo platform through an activity that allowed students to complete advanced vocabulary lessons on the chosen topic. Students then created a short paragraph using at least five new words they learned. The teacher provided feedback by revising the sentences or paragraphs to improve accuracy and use of the new vocabulary.

Phase 5: Mini Dialogues

Students completed a lesson on conversational phrases by conducting a short dialogue about two characters, their nationalities, and favorite places to visit. Students practiced through a role-play in pairs writing and argumentation, improving fluency and accuracy in the use of conversational vocabulary.

Phase 6: Descriptive Writing

This activity combined interactive practice, allowing for guided writing, and collaborative feedback to develop students' writing proficiency by enabling the ability to connect words to visual concepts.

Phase 7: Story Building

By following stories and facing new vocabulary and structure challenges, students felt more motivated to look up the meaning of new words and expressions, which fostered deeper learning and increased interest in the language. Furthermore, story building in Duolingo was an



effective tool for language learning, as it made the process more dynamic, contextualized, and motivating, which favored the acquisition and consolidation of new language skills.

Phase 8: Error Analysis

This activity fostered a metacognitive approach by transforming errors into learning opportunities. Reviewing errors in Duolingo helped identify patterns of difficulty, while written correction strengthened grammatical understanding and self-assessment skills. Group discussion promoted collaborative learning, allowing students to contrast ideas and receive new perspectives, and explaining corrections in their own words consolidated concepts. This comprehensive approach developed language skills, critical thinking, and independent learning, and provided a reflective and effective learning experience.

Phase 9: Weekly Diary

The weekly diary allowed for detailed tracking of student progress, including statistics on lessons completed, skills mastered, and areas that need more attention. This helped students visualize how they are gradually improving, and set clear goals. With access to ongoing tracking, the portfolio highlights which areas of the language require more practice. This includes grammar, vocabulary, pronunciation, etc. This constant feedback allowed students to focus their time and effort on weaknesses and progress more efficiently.

Phase 10: Peer Review

Creating short texts allowed students to consolidate what they have learned by writing short texts (5-6 sentences) daily using Duolingo vocabulary and grammar. In addition, text sharing and written feedback on grammatical accuracy, coherence, and vocabulary use helped improve long-term retention.

The activity system was not only developed based on the information gathered from the writing review and the ninth grade curriculum requirements, but was also infused with the author's creativity. Based on his past experience and knowledge, the author created these activities in an innovative way. For example, the author made known the importance of writing



in learning a new language by using the Duolingo platform to practice writing 3 to 5 sentences a day on the topic of places of preference for traveling.

The origin of the second activity goes back to a translation exercise using three Duolingo sentences, which were translated into the native language and reviewed as a group to identify certain shortcomings in their writing and to be able to provide feedback.

As for the third activity on brief summaries of nationalities and travel, it was reinforced by writing sentences using vocabulary with coherence and cohesion.

The execution of the activity on a brief summary was developed based on the experiences lived by the students in the previous vacations about the trips made to other places.

In the fourth activity, the writing of a paragraph was requested in which the students discovered new words and expressed new vocabulary. To verify that the learning was coherent after writing the paragraph, a mini dialogue was held between the students in relation to the places visited, improving the fluency and precision of the vocabulary.

After that, a descriptive writing of a character was applied, which allowed the practice of writing. In the same way, the following activity continued, which was the creation of stories in Duolingo, applying what was learned about writing and allowing for deeper learning. Next, the exchange of stories was applied where, among peers, the errors of each of their stories could be verified and feedback was provided. Duolingo is a platform that allows you to save and compile the work done as a diary where your beginnings and progress regarding the use of spelling in writing were reviewed.

The effectiveness of the proposed methodology, implemented through the Duolingo platform, will be assessed through a post-test and the scoring of the final writing assessment, known as the Duolingo English Test (DET). These assessments will provide an overview of the improvements that ninth grade students have made in key aspects covering writing skills, including vocabulary, paragraph organization, content, and grammar usage.

The questions and assessment criteria used in the researchers' final test were the same as in the initial test. The initial test comprised six questions, ranging from the easiest to the most



difficult (see Annex 7), and the final question involved identifying a basic vocabulary. This mirrored the process of the activity system. The intention was to assess whether the objectives had been achieved, especially since the results of the first test were not as successful as desired. By employing the same test, the educator will observe a change in the students' development. The results of the final test of the six questions applied to thirty three ninth grade students reveal the following:

Question 1: The latest results reveal that twenty-six students obtained scores ranging from good to excellent. It is noteworthy that seven students, despite not initially obtaining a good score, demonstrated an improvement in their performance. These data highlight a significant progress between the students and the author compared to the initial study. In the first assessment, only seven students reached the specified proficiency levels, while the other students struggled and obtained a score between three and zero. This highlights the impact of participation in the initial activity, the "Vocabulary Skills", in improving the acquisition of basic vocabulary and the use of prior knowledge, thus facilitating the overall improvement.

Continuing with question 2 of the final test, which focused on the correct use of grammar, ninth grade students obtained higher scores, while two received lower scores. This contrasts with the five able students who obtained outstanding scores and the three who obtained a score between zero and one in the initial assessment. It is illustrated that the process employed in Activity four of the system, called 'Vocabulary in Context', where students developed the ability to identify verbs in their simple past and participle tenses, served as a starting point to enable them to recognise the basic components of a sentence, namely the subject, the verb and the complement.

In Question 3 of the initial assessment, thirteen students demonstrated a good and average understanding of paragraph structure, however, three of them were unable to recognise how a paragraph works. Unlike the initial text, circumstances changed in the final text, with eighteen students confidently identifying the parts of a paragraph, although eight students had some difficulties in identifying the main idea. With this as a basis, the author states that the activities called 'Descriptive Writing', 'Story Building' were relevant in helping students recognise each



part of the paragraph in this question. In each of those activities, students had to build a descriptive paragraph.

In question 4, seventeen students demonstrate a great ability to complete basic sentences, while two students demonstrate poor or no competence in identifying the correct phrase to complete sentences. On the contrary, in the final test, nineteen students master the skill of correctly completing sentences. Seven of them can manage and acquire basic knowledge on the subject, and none have minimal knowledge, taking advantage of the aspects learned in the previous activities of the system.

Regarding question five regarding writing a personal paragraph, four students reflect that they have good paragraph writing skills while three are completely unaware of writing in the initial test. On the contrary, in the final test it was shown that fourteen students can efficiently develop paragraph writing and four students are on their way to learning. Continuing with question six regarding knowing and identifying basic vocabulary according to their level, according to the initial test, three students were able to correctly identify adjectives and adverbs while fourteen students had difficulty identifying the words correctly, one of the students was completely unfamiliar with the activity. When applying the final test to this question, it is shown that nine students successfully completed the activity and there were no students with scores of zero.

In these activities, all the components are consolidated into a cohesive work, incorporating considerations of grammar, organization and coherence into a unified piece.

Table 6 This table shows the different aspects of writing that were evaluated to determine the degree of difficulty they have when writing a short paragraph.



Table 6

Tabulation of diagnosis initial evaluation

ENTRANCE TEST													
Category	12	11	10	9	8	7	6	5	4	3	2	1	0
Vocabulary Skills (5 pts)								7	0	12	10	3	2
Grammar knowledge (10pts)			5	7	10	1	0	0	6	0	1	2	1
Sentence Writing (4pts)									7	6	17	0	3
Paragraph Structure (4pts)									17	5	9	1	1
Personal Paragraph Writing(6pts)							4	9	7	10	0	0	3
Basic written vocabulary (12pts)	3	0	7	0	0	8	6	0	5	0	3	0	1

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Table 2 shows the various writing aspects that were evaluated. Each row represents a different category, and the columns show the results of individual questions and the number of students who fell into each of those categories



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Nota. Fuente: Angel Quizhpi.

In addition to validating the activity system through the results obtained in the final test, the author examined the progress of the thirty-three students in the final activity. This offered crucial information about the effectiveness of the system. A notable difference lies in the final test, where students independently tackle each activity based on specific aspects of the system. The Duolingo app promoted collaborative work with support from the educator and peers. The results of the final activities show significant mastery of writing skills. Interestingly, students were more enthusiastic during the development of the activities using the Duolingo platform and the use of the technology itself, unlike the test where time pressure was a factor. Undoubtedly, the writing skills of the thirty-three participants have improved. However, it cannot be denied that we encountered some drawbacks during its development, such as grammatical errors, although not extensively, and most were corrected during the process of implementing the system. The author is clear that guiding his group of students toward greater writing competence remains an ongoing task in future classes, where they will be monitored and guided to improve their writing performance.



CONCLUSIONS:

- Ninth grade students have the potential to improve their capacity for complex cognitive processes and sophisticated language skills when their needs are met. On the other hand, educators can facilitate this growth by providing students with the opportunity to learn written language in a meaningful context. Teenagers, with their strong preference for technology-related topics, are more likely to thrive in an interactive learning environment.
- The topic chosen for this proposal, encompasses elements that through exercises including phrase translation, sentence completion, and dictation improve vocabulary skills, addressing reported weaknesses, not only improve students' vocabulary but also foster their writing skills. This involves contextual use and study of required vocabulary, allowing students to expand their vocabulary repertoire and select appropriate words for more challenging tasks in later assignments.
- This proposal provides students with the opportunity to improve their vocabulary and apply unfamiliar terms within sentences. This process requires an understanding of grammatical principles within a well-organized framework, teaching sentence structure, subject-verb agreement, and other grammatical components. The step-by-step approach begins with identifying commonly used words and gradually progresses to constructing sentences and paragraphs, as seen in the various stages of the proposal.
- Collaborative learning groups are essential because they motivate peers to work as a team, share ideas, and offer constructive feedback. This methodology creates a positive learning environment, decreasing the fear of making mistakes and encouraging active participation in each activity. By focusing on detecting areas for improvement and highlighting individual skills, self-confidence is strengthened, allowing students to more confidently face more complex challenges in the future.
- The proposed system is designed to adjust to different learning styles, adapting to the particular needs of students who have difficulties in specific areas of writing. This personalized approach not only offers specific support to address their concerns, but also



incorporates innovative strategies, such as focused practice exercises, continuous feedback, and multimedia resources, which facilitate understanding and mastery of writing. In addition, the system promotes a progressive learning process, allowing students to advance at their own pace while reinforcing key skills, such as organization of ideas, textual cohesion, and proper use of grammatical structures.

- In the final writing tasks, students demonstrate the integration and effective use of the skills developed throughout the learning process. These activities allow for the assessment of not only their ability to apply the strategies worked on in the system, but also their progress in key areas such as text structure, correct use of grammar, coherence, and cohesion in their writing. In addition, these final tasks serve as a diagnostic tool to identify individual strengths and possible areas for improvement, allowing educators to adjust future interventions or reinforce specific aspects. Upon completion of the process, students gain confidence in their writing skills and in their ability to transfer what they have learned to more demanding academic and personal contexts.



RECOMMENDATIONS

Based on his experience using this system with ninth grade students and actively participating in the implementation process during class hours, the author recommends that future educators who want to adopt it consider the following observations:

- To implement this system effectively, the educator should begin with a general review of prior knowledge related to the topic. This may include brief reading, listening, or speaking activities that are aligned with the students' interests and level. Such activities will allow students to relate new information to previously acquired knowledge, activating their mental schemas and providing a meaningful context for learning to write.
- In addition to teacher and peer support, it is essential that students have complementary resources that facilitate their progress during the most demanding activities. Materials such as bilingual dictionaries, lists of irregular verbs, verb tense conjugation charts, grammar references, and the use of platforms such as Duolingo can be valuable tools. These resources will not only boost students' confidence, but will also serve as practical guides when forming sentences, writing paragraphs, or structuring entire texts.
- It is essential that the educator model each stage of the process using concrete and familiar examples for students. Providing clear, sequenced, and precise instructions will ensure that students understand the purpose and development of each activity. Visual and auditory modeling, accompanied by practical demonstrations, will serve as a reference for students when tackling complex tasks.
- Before introducing new activities, it is recommended to progressively review the tasks developed in previous classes. This process of continuous feedback helps to reinforce the acquired learning, improve areas that present difficulties, and highlight the relationship between activities, allowing students to understand the connectivity and purpose of the system as a whole.
- On the other hand, organizing students in pairs or small groups (triads) facilitates the development of activities in a collaborative and equitable manner. This strategy ensures a



balance between the different skill levels, allowing less skilled students to receive support from their more advanced peers. Teamwork encourages interaction, peer feedback, and joint knowledge construction, benefiting both the less skilled and the more advanced by promoting active participation and meaningful learning.

- Although the activities are designed to be implemented as part of a comprehensive system, they can also be adapted to address specific areas or topics individually. Therefore, it is recommended to explore both modalities: as a complete system for progressive writing development, or independently to cover specific topics such as basic vocabulary, grammatical structures, routines, procedures, personal experiences, and everyday events. This flexibility maximizes the system's potential by adjusting to the particular needs of students and the learning objectives of the course.

In addition to this, the Duolingo platform has a variety of activities that are very useful for students of this age, as it greatly facilitates learning in a dynamic and participatory way.



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ANNEXES



APPENDIX 7 (DIAGNOSTIC DATA)



MINISTERIO DE EDUCACIÓN
DIRECCIÓN DISTRITAL 01D02 / CUENCA-
SUR



UNIDAD EDUCATIVA
“LEONCIO CORDERO JARAMILLO”

DIAGNOSTIC EVALUATION

Student:		Course:	9th
Teacher:	Lcdo. Ángel Quizhpi	Parallel:	A
Area:	English as a foreign language	shift:	Afternoon
Subject:	English	Date	

Estándares Curriculares o de Aprendizaje		Indicadores			
<p>Listening Comprehension: Understand phrases and expressions commonly used in everyday situations (for example, conversations about family topics, work or studies).</p> <p>Describe past experiences and events. - Expresses simple opinions on familiar topics. Engage in longer conversations about topics of personal interest. - Use basic connectors to link ideas.</p>		<p>Learners can expose information and ideas in simple transactional or expository texts on familiar subjects in order to influence an audience to use these features appropriately in one's own writing. (L3, C S.3, J.2) (Ref. I.EFL.4.15.1.)</p> <p>Learners can grasp the general meaning of spoken texts set in familiar everyday contexts and infer changes in the topic of discussion. REF. (I.EFL.4.6. C l.3, S.1, J.4)</p>			
Instrucciones	ESCALA DE VALORACIÓN		EVALUACIÓN CUANTITATIVA	EVALUACIÓN CUALITATIVA EQUIVALENTE	
	ESCALA CUALITATIVA				ESCALA CUANTITATIVA
	Domina los aprendizajes requeridos	DA R			9,00-10,00
	Alcanza los aprendizajes requeridos	AA R			7,00 -8,99
	Está próximo a alcanzar los aprendizajes requeridos	PAR			4,01 - 6,99
No alcanza los aprendizajes requeridos	NA R	≤4	/10		
ACTIVITIES TO EVALUATE THE ACHIEVEMENT OF WRITING LEARNING					
ITEMS (evalúa el nivel de logro de los aprendizajes)					
<p>Learners can expose information and ideas through simple transactional or expository texts on familiar subjects using conventions and features of English appropriate to audience and purpose. (R C EFL 4.4.1.)</p>				Dif.	



1. Write and Complete the sentences with the correct form of present perfect tense.


5

1. _____ his word well? **(he/not/keep/?)**
2. I _____ many yet. **(not/have)**
3. But we _____ work before us. **(get)**
4. I'm sure I _____ you. **(not/ask)**
5. She _____ that place for many years. **(fill)**

2. Write and complete the table with the verbs in the simple past and past participle. (V3)

10

PRESENT	SIMPLE PAST	PAST PARTICIPLE
Do	DID	DONE
Play		
Take		
Think		
Love		
Drink		

Understand phrases and expressions related to areas of most immediate priority within the personal domains, provided speech is clearly and slowly articulated. (Example: daily life, free time.) (Ref. EFL 4.2.1.) 

3. Write one sentence with each one of the following traits to describe a person you know.

4













funny: _____

short: _____

honest: _____

fat: _____



<p>She is painting _____.</p>  <p>carefully careful</p>	<p>Pablo is a _____ student.</p>  <p>good well</p>		
<p>Miss Marie is _____.</p>  <p>happy happily</p>	<p>Mr. Sebastian is talking _____.</p>  <p>quietly quiet</p>		
<p>The baby is _____.</p>  <p>quietly quiet</p>	<p>Laura sings _____.</p>  <p>beautifully beautiful</p>		
<p>The boy is _____.</p>  <p>sad sadly</p>	<p>Turtles walk _____.</p>  <p>slow slowly</p>		
<p>She eats _____.</p>  <p>neat neatly</p>	<p>She writes _____.</p>  <p>quickly quick</p>		
<p>This lesson is _____.</p>  <p>easy easily</p>	<p>They are singing _____.</p>  <p>loud loudly</p>		
Ponderation		Total	/ 41
			/10

<p>Elaborado por: Docente(s): Lcdo. Ángel Quizhpi</p>	<p>Revisado por: Coordinador de área: Lcdo. Ángel Quizhpi</p>	<p>Aprobado por: Vicerrectora: Mgst. Jorge Zhuño</p>	<p>Validado por: Rectora: Mgst. Doris Edith Montero Ortiz</p>
Firma	Firma	Firma	Firma
Fecha	Fecha:	Fecha:	Fecha:



APPENDIX 8 (SURVEY)



Interview to students.

Objective: To gather students' perceptions and self-assessments regarding their writing and speaking skills in English, the challenges they face, their improvement over time, and the usefulness of tools like Duolingo in enhancing their language learning experience.

Dear students, the following interview will explore the challenge students face in identifying the method and strategies used by the teacher to improve writing skills and how some resources used by the teacher enhance writing instructions. Thank you for your contributions.

Activity: **Student Writing Skills Survey**

This survey is intended to gather information about your experiences and perceptions related to writing in English during your period of study. Your responses will help improve learning strategies and activities.

Section 1: Writing Skills

Choose your best option according your perception

1. **How confident are you in your ability to write in English?**
 2. 0% (Not confident at all) to 100% (Completely confident)
3. **How often do you face difficulties when writing in English?**
 - Never / Rarely / Sometimes / Often / Always
4. **What aspects of writing in English do you find most challenging?** (Choose all that apply)
 - Grammar
 - Vocabulary
 - Spelling
 - Sentence structure
 - Generating ideas
5. **Do you feel that your writing skills have improved over time?**
 - 0% (Not at all) to 100% (Completely improved)

Section 2: Speaking Skills and Activities

6. **How often do you participate in English conversations outside the classroom?**
 - Never / Rarely / Sometimes / Often / Always
7. **Do you feel that your speaking skills in English have improved over time?**
 - 0% (Not at all) to 100% (Completely improved)



APPENDIX 11 (LESSON PLANS FOR THE PROPOSAL)

Component	Activity	Objective	Skills Developed
1. Vocabulary Building	<p>Duolingo Writing Prompts.</p> <p>Introduction to Duolingo Prompts: Teacher briefly introduces how Duolingo prompts work and the importance of practicing writing regularly.</p> <p>Quick Vocabulary Check: Using the last Duolingo lesson, the teacher reviews key vocabulary and phrases that will be used in the writing prompts.</p> <p>Individual Writing: Students log into Duolingo, select a writing prompt, and write 5-6 sentences using the target vocabulary and grammar.</p> <p>Peer Feedback: Students swap notebooks or devices and provide constructive feedback on each other's sentences, focusing on grammar and vocabulary usage.</p> <p>Class Share: A few students volunteer to share their sentences with the class. The teacher guides a discussion on common strengths and areas for improvement.</p> <p>Wrap-up: Teacher provides final feedback and highlights the importance of consistent practice with writing prompts.</p>	To expand students' vocabulary and improve their ability to use new words in context.	Vocabulary usage, spelling, word formation
2. Sentence Formation	<p>Sentence Construction Exercises</p> <p>Introduction to Sentence Construction:</p>	To practice constructing grammatically correct sentences using vocabulary	Grammar, sentence structure, syntactic awareness



	<p>Teacher explains the importance of constructing grammatically correct sentences using new vocabulary.</p> <p>Duolingo Grammar Review: Teacher reviews a recent Duolingo lesson, focusing on grammar rules (e.g., verb conjugation, sentence structure).</p> <p>Duolingo Sentence Construction: Students log into Duolingo and complete sentence construction exercises, forming 5-6 sentences with given prompts.</p> <p>Sentence Sharing and Peer Review: Students pair up and share their sentences, offering feedback on grammar accuracy and sentence structure.</p> <p>Class Sentence Sharing: Volunteers read their sentences aloud. The teacher and peers discuss common mistakes, focusing on grammar and word order.</p> <p>Wrap-up and Final Feedback: Teacher highlights key takeaways from the lesson, encouraging students to continue practicing sentence construction.</p>	from Duolingo lessons.	
3. Punctuation and Capitalization	<p>Error Detection and Correction.</p> <p>Introduction to Error Detection: Teacher briefly introduces common writing errors (grammar, punctuation, spelling) and why detecting errors is important.</p> <p>Review of Duolingo Exercises: Teacher reviews previous Duolingo exercises where common errors occurred, discussing key grammar and punctuation rules.</p>	To enhance students' understanding of punctuation and capitalization through error identification.	Writing mechanics: punctuation, capitalization



	<p>Duolingo Error Detection Task: Students log into Duolingo and complete error detection activities, identifying mistakes in sentences provided by the platform.</p> <p>Peer Review: Students swap devices or notebooks and review each other's work, identifying any missed errors and providing suggestions for improvement.</p> <p>Class Correction Review: Teacher leads a discussion where students share common errors they encountered and explain how they corrected them.</p> <p>Summary and Final Feedback: Teacher summarizes key points about error detection and correction, and encourages students to continue practicing.</p>		
4. Grammar Reinforcement	<p>Writing with Grammar Focus</p> <p>Introduction to Grammar Focus: Teacher explains the importance of accurate grammar in writing and introduces the specific grammar rule (e.g., past tense or subject-verb agreement) that will be the focus of the session.</p> <p>Duolingo Grammar Review: Teacher reviews the grammar rule using examples from recent Duolingo lessons (e.g., sentences in the past tense).</p> <p>Writing Practice on Duolingo: Students log into Duolingo, choose a grammar-focused writing exercise, and write 5-6 sentences using the specific rule. For example, if the</p>	To strengthen students' ability to apply specific grammar rules in their writing.	Grammar accuracy, coherence



	<p>focus is on the past tense, they will write sentences in the past tense.</p> <p>Grammar Check with Peers: Students exchange their written sentences with a partner. Each student checks their peer's work for proper use of the target grammar rule, providing feedback.</p> <p>Class Sharing: A few students share their sentences with the class. The teacher and students discuss common errors and how to correct them, focusing on grammar.</p> <p>Wrap-up and Final Feedback: Teacher summarizes key grammar points and gives constructive feedback on students' use of grammar in writing.</p>		
5. Peer Review and Feedback	<p>Collaborative Writing Reviews.</p> <p>Warm-Up.</p> <p>Ask students to open Duolingo on their devices and choose a vocabulary practice session related to "opinions" or "describing things."</p> <p>Spend 5 minutes practicing key vocabulary that they might use in writing reviews (e.g., "good," "interesting," "boring," etc.).</p> <p>Collaborative Writing.</p> <ul style="list-style-type: none">• Divide students into small groups (3-4 students each).• Each group will write a short review together using the review structure from the introduction.• Students can use Duolingo during the task to look up or practice words they might need (e.g., descriptive words, opinions).	To develop critical thinking and revision skills through peer feedback in Duolingo discussion forums.	Collaborative learning, critical thinking, revision skills



	<ul style="list-style-type: none">• Encourage students to keep it simple and focus on communicating their main ideas. <p>Peer Feedback.</p> <p>Each group reads the other group's review and uses a simple feedback checklist:</p> <ul style="list-style-type: none">• Is the review clear?• Did the group give their opinion?• Was the review easy to understand? <p>Quick Reflection.</p> <p>Ask students to reflect as a group:</p> <ul style="list-style-type: none">• How did Duolingo help you during the activity?• What was the most fun part of writing together?• What can you improve for next time?		
6. Writing Challenges	<p>Weekly Writing Challenges</p> <p>Vocabulary Building with Duolingo.</p> <ul style="list-style-type: none"><input type="checkbox"/> Students log into Duolingo and select a topic (e.g., "Descriptive Words," "Adjectives," or "Opinions").<input type="checkbox"/> Set a 10-minute timer for students to complete as many vocabulary exercises as possible within that time.<input type="checkbox"/> After the timer, ask students to write down 5 new words they learned and share them with a partner.	To improve writing fluency and creativity by participating in timed challenges on various topics.	Writing fluency, time management, creativity



	<p>Quick Writing Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> Give students a writing prompt related to the vocabulary practiced (e.g., "Describe your dream vacation" or "Write about a fun weekend activity").<input type="checkbox"/> Ask students to write a short paragraph (5-6 sentences) using at least 3 new words they learned from Duolingo.<input type="checkbox"/> While they write, they can refer back to Duolingo for vocabulary support if needed. <p>Duolingo Grammar Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> Students return to Duolingo and complete a grammar challenge based on the weekly focus (e.g., past tense, adjectives, etc.).<input type="checkbox"/> After the challenge, ask students to apply what they've practiced by writing 2-3 sentences in their notebooks using the grammar structure (e.g., "Write 3 sentences in the past tense about what you did last weekend"). <p>Peer Review and Feedback.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students pair up and exchange their writing from the Quick Writing Challenge.<input type="checkbox"/> Each student reads their partner's paragraph and gives one positive comment and one suggestion for improvement.<input type="checkbox"/> Allow students to make quick revisions to their writing based on the feedback.		
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<p>7. Translation Practice</p>	<p>Translating Sentences/Paragraphs.</p> <p>Duolingo Translation Practice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students log into Duolingo and select a Translation Practice module.<input type="checkbox"/> Set a 10-minute timer, during which students must complete as many sentence translations as they can. They can translate from English to their native language or the other way around, depending on the focus.<input type="checkbox"/> Encourage them to write down any difficult words or phrases they encounter during the translation for discussion later. <p>Sentence Translation Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> After completing the Duolingo translation practice, ask students to take 5 sentences from the module they worked on and translate them independently into their notebooks (e.g., from English to Spanish or vice versa).<input type="checkbox"/> Once translated, have students pair up and compare their translations. If they find differences, they should discuss why they translated the sentence differently. <p>Paragraph Translation Practice.</p> <ul style="list-style-type: none"><input type="checkbox"/> Give students a short paragraph in English (3-4 sentences) and ask them to translate it into their native language. Alternatively, if working on the reverse, provide a paragraph in their native language to be translated into English.	<p>To practice translating texts from native language to English, reinforcing comprehension.</p>	<p>Translation skills, language comprehension</p>
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	<ul style="list-style-type: none"><input type="checkbox"/> Students can use Duolingo's vocabulary and grammar sections to assist them during the task.<input type="checkbox"/> After finishing, students swap their translations with a partner and review each other's work for any errors or suggestions. <p>Duolingo Error Analysis.</p> <ul style="list-style-type: none"><input type="checkbox"/> After the peer review, students return to Duolingo and search for explanations or vocabulary they struggled with during their translation.<input type="checkbox"/> They must correct any mistakes in their translation based on the insights from Duolingo and their peer's feedback.<input type="checkbox"/> Ask them to rewrite the corrected sentences or paragraphs in their notebooks.		
8. Creative Writing Tasks	<p>Short Stories or Descriptive Paragraphs.</p> <p>Vocabulary Warm-Up with Duolingo.</p> <ul style="list-style-type: none"><input type="checkbox"/> Have students log into Duolingo and select a vocabulary module related to descriptions or storytelling (e.g., "Places," "People," or "Adjectives").<input type="checkbox"/> Students should complete as many vocabulary exercises as they can in 10 minutes.<input type="checkbox"/> After completing the module, ask students to note down 5-6 new words they learned that could help them describe characters, places, or emotions.	To encourage creative expression and descriptive writing using vocabulary and grammar from lessons.	Creative expression, descriptive writing, coherence



Descriptive Sentence Practice.

- Provide students with a simple prompt (e.g., "Describe your favorite place" or "Write about a memorable character").
- Using the vocabulary they practiced on Duolingo, students write 3-4 descriptive sentences related to the prompt.
- Encourage them to use at least 3 new words from Duolingo in their sentences.

Writing a Descriptive Paragraph.

- Students choose between two options:
 - a) Write a short story (5-6 sentences) based on a personal experience.
 - b) Write a descriptive paragraph about a person, place, or object.
- Encourage students to use Duolingo if they need help finding additional vocabulary or grammar tips.
- Once completed, students can read their paragraphs aloud to a partner or small group.

Duolingo Grammar Boost.

- Have students complete a Duolingo grammar module related to **past tense** or **descriptive adjectives**.
- After the module, ask them to return to their descriptive paragraph or short story and identify ways to improve their



	grammar or add more descriptive details.		
9. Progress Tracking and Self-assessment	<p>Duolingo's Progress Tracker and Self-assessment Tools.</p> <p>Progress Tracker Exploration.</p> <ul style="list-style-type: none"><input type="checkbox"/> Ask students to log into their Duolingo accounts and navigate to the Progress Tracker section.<input type="checkbox"/> Have them explore their learning stats: XP earned, lessons completed, streak, and skill levels.<input type="checkbox"/> Give them a short worksheet with the following prompts:<ul style="list-style-type: none">• How many XP do you currently have?• What is your highest level skill?• Which skill needs more attention (i.e., at the lowest level)?<input type="checkbox"/> After exploring, students can pair up and compare their progress with a partner. <p>Goal Setting Based on Progress.</p> <ul style="list-style-type: none"><input type="checkbox"/> After reviewing their Progress Tracker, students write down two specific goals for the next week of practice. Examples:<ul style="list-style-type: none">• "Complete 3 lessons on verbs."• "Earn 100 XP in vocabulary practice."<input type="checkbox"/> Have them write these goals on a worksheet or in their notebooks.	To motivate students by tracking their progress and reflecting on their writing improvement.	Self-reflection, goal-setting, writing improvement



	<input type="checkbox"/> Students will then share their goals with a partner or the class.		
10. Self-assessment Reflection.	<p>Self-assessment Reflection.</p> <input type="checkbox"/> Guide students to Duolingo’s Self-assessment Tool (if available in their account) or prompt them to reflect on their performance in Duolingo. They should consider: <ul style="list-style-type: none">• Which areas (vocabulary, grammar, translation) do they feel confident in?• Which areas do they find most challenging? <input type="checkbox"/> Ask them to write a short reflection (4-5 sentences) answering: <ul style="list-style-type: none">• "What have I learned this week?"• "What do I need to improve?" <input type="checkbox"/> Students can voluntarily share their reflections in pairs or small groups. <p>Weekly Check-in and Feedback.</p> <input type="checkbox"/> At the start of each week (or end of class), have students check their Duolingo progress and goals. <input type="checkbox"/> In pairs, students will discuss: <ul style="list-style-type: none">• Did they meet their goals? Why or why not?• What was the most challenging part of their practice this week? <input type="checkbox"/> Based on the discussion, students can adjust their goals for the		



	<p>following week and note any tips shared by their peers.</p> <p>Duolingo Challenge.</p> <ul style="list-style-type: none"><input type="checkbox"/> Challenge students to earn a set amount of XP (e.g., 50 XP) within a limited time using Duolingo.<input type="checkbox"/> Set a timer for 5 minutes, and allow students to work on any lesson they choose.<input type="checkbox"/> Afterward, ask them to check their progress, and reflect on their speed and accuracy.		
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APPENDIX 12 (PROPOSAL AND SCHEDULE)

Month	Activities	Materials
April	Guidelines for the presentation of Appendix 1	
	Guidelines for conducting research in educational contexts	
	Analysis of the feasibility of the proposed topic	
May	Guidelines for writing the introduction (Appendix 2)	
	Write their first draft of the introduction	
	Feedback for the introduction	
	Apply the survey	Survey
	Analyze the data obtained in the pretest and survey.	Pretest with answers Survey with answers Computer
June	First draft Chapter 1	



	Feedback for chapter I	
July	Write Chapter II	
	Analysis of Chapter II: Guidelines & feedback	
August	Analysis of Chapter II: Guidelines & feedback	
	First draft Chapter III	
September	Analysis of Chapter III: Guidelines & feedback	
October	Introduce the research project to ninth graders.	Pretest worksheet
	Administer a pretest to evaluate students' current writing skills and vocabulary knowledge.	
	Apply the survey	Survey
	Analyze the data obtained in the pretest and survey.	Pretest with answers Survey with answers Computer



November	Apply the pre-writing stage <ul style="list-style-type: none">- Instruct students to read the text about Traveling individually.- Form pairs for collaborative work.- Distribute the “Cookie Vocabulary Challenge” activity sheets.- Give an example of the activity and ask learners to finish the assignment adding vocabulary terms that better describe the trip taken on the last vacation.	“Writing Challenges activity sheets.
	-. Have students log into Duolingo and select a vocabulary module related to descriptions or storytelling -. Students should complete as many vocabulary exercises as they can in 10 minutes. -. After completing the module, ask students to note down 5-6 new words they learned that could help them describe characters, places, or emotions.	Creative Writing Tasks



	<p>Duolingo Translation Practice.</p> <p>Works in Duolingo platform and select a Translation Practice module.</p> <p>Take 10-minute timer, during which students must complete as many sentence translations as they can.</p> <p>Translate from English to their native language or the other way around, depending on the focus.</p> <p>Encourage them to write down any difficult words or phrases they encounter during the translation for discussion later.</p>	Translation Practice
	<p>Progress Tracker Exploration.</p> <p>log into their Duolingo accounts and navigate to the Progress Tracker section.</p> <p>Have them explore their learning stats: XP earned, lessons completed, streak, and skill levels.</p> <p>Give them a short worksheet with the following prompts:</p>	Progress Tracking and Self-assessment.
	<ul style="list-style-type: none">• Guide students to Duolingo's Self-assessment Tool Posting content on Facebook and bulletin boards• write a short reflection (4-5 sentences) answering:• Check writing reflections based on the context"	Self-assessment Reflection.
December	<p>Application of Final test</p> <p>Review of tests.</p>	Final test



	Data analysis	
	Development of conclusions and recommendations, preliminary pages, abstract, appendixes	

APPENDIX 12 (Rubric)

Table 8

Rubric.

INSTRUMENTS' EVALUATION RUBRIC				
ASPECTS TO EVALUATE	QUALIFICATION SCALE			
	EXCELLENT	GOOD	REGULAR	BAD
	100	80	50	35
Fluency.	The text has good fluidity and coherence in its development.	The text is fluid but does not have much coherence.	The text lacks fluidity and does not have good coherence.	The text contains poor fluency and lacks coherence.
Content.	Develops well the topic of modal verbs in English, with relevance and care	Develop the topic well with relevance	Develop the topic with relevance	Develop the topic with minimal relevance



Grammar	Has adequate command of various grammatical structures and languages.	Proper handling of various structures and idioms; one or another possible error.	It has possible errors in a variety of structures.	It has possible frequent grammatical errors, even in basic structures
Syntax.	Use idioms and idiomatic expressions effectively and in the appropriate context	Uses some idioms and idiomatic expressions correctly, but somewhat unnaturally	Has difficulty incorporating idioms and idiomatic expressions into your writing appropriately.	Has limited knowledge of idioms and idiomatic expressions, and their use is incorrect or non-existent.
Vocabulary.	Has a good vocabulary and uses appropriate words in his writing.	Has a limited vocabulary and uses simple words in his writing.	Has a very limited vocabulary and repeats the same words frequently	Has a very limited vocabulary and his writings lack lexical diversity.

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