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PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO EN LENGUA INGLESA CON MENCIÓN EN ENSEÑANZA Y EDUCACION DE SISTEMAS EDUCATIVOS EN TEFL

TEMA

The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018

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RESUMEN:
This study involves the use of websites in education to enhance the English learning process in 10th grade students at Unidad Educativa América del Sur High School during the shool year 2017-2018. The purpose of this research is to provide specific information to teachers and students about interesting and innovating educational websites that can contribute with a wide variety of contents that provide the support that students need in learning a foreign language. These websites can be used at any time and place by learners in order to practice and master the four language skills such as listening, speaking, reading and writing. The achievement is that students get the knowledge through the use of an academic website as Duolingo. This site allows intrinsic motivation in students to improve the learning. The outcomes of this research project were taken into consideration using class observation, survey and an interview to the English teacher. These instruments were applied to know the main problem that was the lack of using technology in the classroom. For that reason, it is necessary to find a posible solution and make some recomendations for teachers that if they do a good use of all the resources that technology offers nowadays, the learning process will be suceed.

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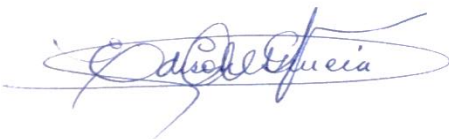jmoraz@ulvr.edu.ec

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En mi calidad de Tutor(a) del Proyecto de Investigación **The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018**, nombrado(a) por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: *"***The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018***"*, presentado por los estudiantes EDISON TULIO GARCÍA ESPINALES Y LOURDES ISABEL BARRE REYES como requisito previo a la aprobación de la investigación para optar al Título de **LICENCIADO EN LENGUA INGLESA CON MENCIÓN EN ENSEÑANZA Y EDUCACION DE SISTEMAS EDUCATIVOS EN TEFL**, encontrándose apto para su sustentación

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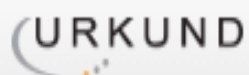
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DEDICATION

This research Project is dedicated to our families because their support has always been motivating us to achieve this important goal in our lives. We will always appreciate all they have done for us. We want to dedícate this Project to ourselves because of the hard effort that we have had along of the development of this Research Project.

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INTRODUCTION

Technology is an essential part in our lives. We can get information from Internet and use this information to enrich our knowledge. The access to this information is what makes the English learning process easier and provides the support that is required at any time and place.

The use of technology is increasing faster and is adapted in the field of Education, for that reason technology plays an important role in the educational learning process, so the use of websites take an advantange because they provide the opportunity to be updated with knowledge. A great work can be carried out if teachers and students make a good use of these sites and develop the competences to guarantee the learning.

The use of educational websites is gaining importance in most teachers that want to incorporate into daily classes. This model is employed as an educational strategy into the classrooms to perform the needs that can have some students.

Students must be prepared in different aspects to face the world today, both personally and professionally. Internet provides to students the possibility to fulfill any necessity in learning using it. One of the aspects of the English learning process is to provide student with rich knowledge about technology which allows them to be productive in real life situations.

The lack of the use of technology at Unidad Educativa America del Sur High School is one of the problems in this institution, is essential for teachers and students to be aware of the modern technologycal facilities that Internet offers with the main objective which is to enhance the English Language Learning System.

Due to this, it is essential to find an educational site that helps students to develop proficiency without having doubts about the use of technology. In addition, children love interesting and funny classes, so students feel motivated using technology as one of the most current options.

The main purpose of this investigation is to let students know that the use of technology can help them with a better understanding and enrichment in the learning process to improve the abilities that they have using different websites, In that way they can be successful in any learning task.

This project has four chapters:

Chapter I, is about the benefits of using websites in education to enhance the English learning process, so the development of this chapter deals with the background information of the problem, the purpose and importance why this work is carried out, and approach the goals and objectives that are mentionated in the project.

Chapter II, is based in the theoretical framework, it consists in the development of the theory basically in the variables that are deeply investigated to get specific information that can be used efficiently through the progress of the topic of this proposal. There are citations and comments that can give a different point of view about previous works.

Chapter III, defines the Methodology of the Investigation with all the characteristics that help in the development process, the use of instruments that are applied to get the information. The population and sample are the people that are investigated to conduct the study. The resource or materials to carry out this project, timeline to indicate the steps and tasks completion. Data Analysis Method refers to the methods that are applied as surveys, class observation, interviews, etc. Results refer to charts or graphs that show a report of the results of the investigation.

Chapter IV, deals with recommendations and solution of the problem, this section provides detailed information about the use of websites to promote the learning in students and the use of external instruments that ensure the understanding and the capability of handle these implements.

1. THE RESEARCH PROBLEM

1.1 Background of the Problem.

The Unidad Educativa America del Sur High School is a privated institution that is located in Los Rosales, in Duran City. The population in this institution is around 450 students, there are 2 English Teachers in the whole school. This School counts with an English Department.

During the learning process at Unidad Educativa America del Sur, teachers were noticed that there was a poor use of any Educational Website. Teachers were not creative during the teaching process, also students acquire the language in a traditional way that consist in students taking a passive role and receiving the knowledge that teachers have without using any technological resource, for that reason students are not motivated to learn.

There are many reasons why we chose this topic. The first one, is that students become aware about the use of some educational websites such as https://www.duolingo.com, that provide the guidance and the specific information they need to practice and master any skill that they want to improve. Another reason is to make classes more interesting because students love the use of anything that has a close relation with the use of computers and technology.

To engage the students´ attention, teachers must incorporate the use of educational websites to involve learners in the English learning process. Most of them have a challenge because not all the institutions are well equiped with the facilities for teaching and learning. Another restriction is that not all the teachers are qualified to make a good use of the modern technological trends that are offered by the Internet.

The purpose of this research is to provide specific information about the use of different educational websites to enhance the English learning process and the opportunity to practice and learn the English language using technology.

1.2 Statement of the Problem.

How does using websites in education enhance the English learning process for students of the Unidad Educativa América del Sur High School during the academic year 2017-2018?

1.3 Systematization of the Problem

The use of educational websites with didactive activities to improve the English learning in 10th grade students at Unidad Educativa America del Sur High School.

- What are the advantages in using websites in English learning?
- How the use of ICT improve the development of language skills?
- What are the objectives of using ICT?
- What are the characteristics of using websites in Education?

1.4 Broad Objective:

To provide specific information about the use of educational websites that technology offers to enhance the English learning process in 10th grade students at "Unidad Educativa América del Sur High School"

1.5 Specific Objectives:

- To apply different theoretical approaches that websites offer for the learning process.
- To identify educational websites used as a didactic strategy in English language teaching.
- To practice with some students Duolingo.com
- To understand the benefits of using Duolingo.com

1.6 Justification of the Study

Our research work has relation according to the research lines and sublines of the Education Faculty such as socio-educational inclusion, attention to diversity, comprehensive education of young people, in that way the development of communicative skills for teachers and students through investigation and innovation using virtual environments to improve their learning. This Research lines contribute to the professional profile of teachers and allow them to develop strategies to become a lider in the educational field and handle different contents that promote a major participation of students, supporting them to analyze and be critical at the moment of discussing any topic in class.

1.7 Scope and Delimitation of the Study.

The 2 variables that are involved in this research are the use of websites in Education, and the improvement of the English Language Learning. The institution where the study takes place is at Unidad Educativa América del Sur High School. It is a private school, the sample of this research involves a class of 45 students from 10th grade during the academic year 2017-2018, where the use of academic websites will be applied. The aim of this investigation is to let teachers and students know the benefits of using websites pages to improve the English learning process

1.8 Research Questions.

1) What is the impact of using Duolingo in education?
2) Are teachers well trained to teach English using technology in the classroom?
3) Do you think that the use of technology can enhance the learning process?
4) In what way does the use of academic websites improve students´academic performance?
5) Will the use of websites promote communication and interaction among all participants in the virtual learning community?
6) Will the use of websites promote the autonomous work of the students?
7) Does the use of websites promote a more active and participatory learning in students?
8) Does the use of websites allow students to reglect, discuss, analyze and synthesize as English Language Learner?

1.9 Identification of Variables

Independent Variable: Websites in Education

Use the web as a didactic resource more, so teachers and students can go to search for support materials, extension, and repository of notes or experience.

Dependent Variable: The Learning process

The term refers to the acquisition and transmission of knowledge and values

1.10 Operationalization of Variables

Independent Variable: Websites in Education

Table 1 Independent Variable

Conceptual definition	Operational definition	Dimensions	Indicators	Instruments
Websites in Education	Use the web as a didactic resource more, so that students and teachers can go to it in search of support materials, extension, repository of notes or experiences	Educational web sites Websites with educational content: Resources for teachers and students	Types of educational web sites Use of Educational Websites as teaching strategies Duolingo.com Didactic considerations	Class Observation Survey Interview

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Dependent Variable: Learning process

Table 2 Dependent Variable

Conceptual definition	Operational definition	Dimensions	Indicators	Instruments
Learning process	The term refers to the transmission of knowledge and values	ICTs Learner´s improvement using technology Virtual environments in learning	Main characteristic of ICTs. Main advantages Advantage of ICTs in the education Didactic objectives in teaching English throught ICTs. ICT for high school education ICT in teaching English ICT and the development of language skills.	Personal resources classroom portfolio with evidence

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

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2. RESEARCH THEORICAL FOUNDATIONS

2.1. Literature Review

On December 2012 was presented for the vice-rector's office of research and undergraduate of the National Pedagogical University of Francisco Morazán, the dissertation named *The Use of multimedia to enhance the learning of ninth grade students* by Javier Antonio Nolasco Argueta, as a requirement to choose the master's degree in pedagogical research.

The results were analyzed according to the statistics in which the experimental group using interactive methodologies was observed using multimedia resources, since good results were obtained, and it is concluded that using web sites, the learning can be improved. (Nolasco, 2012)

Pilar Cámara (2013) developed a project on "The use of virtual platforms as a didactic resource in philosophy" whose research was carried out throughout the academic period 2004-2005 and as proposed in the philosophy class where has been introducing a series of changes in the learning. In addition, it has been verified how these changes have been affecting to the class of real philosophy and how in diverse occasions, this one has approached to this kind of ideal philosophy.

2.2 THEORETICAL FRAMEWORK

Ausubel's Meaningful Learning Theory

According to (Ausubel, 1960) stated that *"the learning of students depends on the previous cognitive structure that is related to the new information"* is considered that the learning of the new knowledge is based on what is already known to the construction of knowledge. It begins with the observation and recording of events and objects through concepts that we already have. We learn by building a network of concepts and adding new ones to existing ones.

Significant Learning Theory addresses each of the elements, factors and conditions that ensure the acquisition, assimilation, and retention of content that is offered to students, so it acquires meaning for them. In this way, Ausubel distinguishes three fundamental types of meaningful learning.

Representational Learning: Basic type of meaningful learning. It assigned meanings to certain symbols (words) which are identified with their referents objects, events and concepts.

Conceptual Learning: Concepts represent regularities of events or objects and are also represented by symbols or categories that represent abstractions of essential attributes of referents.

Propositional Learning: The task is not to learn meaningfully what isolated or combined words represent, but to learn what the ideas expressed in a proposition mean, which in turn constitute a concept. In this type of learning the task is not to learn an isolated meaning from different concepts that constitute a proposition, but the meanings of it.
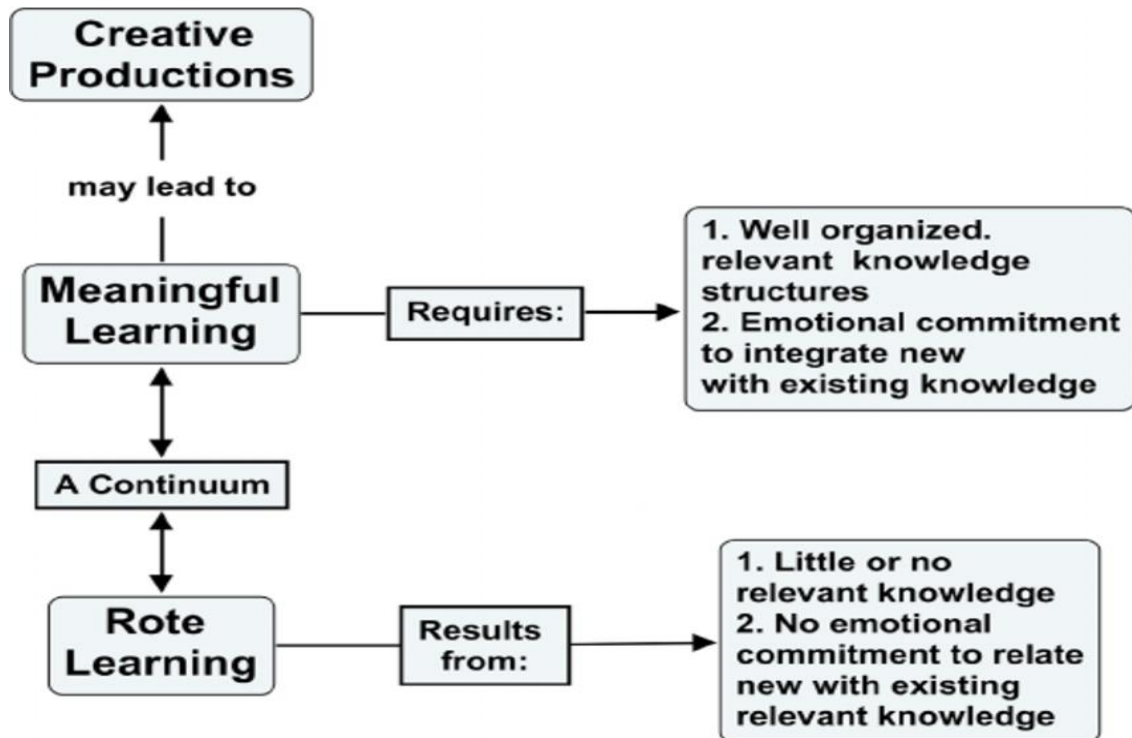
Figure 1 Ausubel's Meaningful Learning Theory

Source: Alberto J. Cañas 2006

Paulo Freire's Critical Pedagogy

Paulo Freire, analyzes through his works the relations between oppressor oppressed establishing the foundations to understand liberating education and its possibilities. This author promoted the theory through the educational practice, also raised that in the understanding of the problems is implicit a reflection that leads to an effective action.

In general, it is understood by critical pedagogy that orientation of education that refers to a philosophical theory whose object is to review the postulates that have been justifying the socio-educational and habitual practice of our Western civilization (Rojo, 1997)

- The characteristics of critical pedagogy are the process of negotiation that facilitates the understanding of the meanings of reality. For this reason, the importance of the formation of self-consciousness

- Seeks social transformation for the benefit of all. Education as an emancipatory action must consider the social inequality existing in the world; as well as to acquire a commitment of justice and equity to the emancipation of dominant ideologies.

- It seeks autonomy and self-empowerment. It should enable teachers, and the educational community in general, to identify restrictions and enhance capacities so that these are the basis for self-improvement.

- It also mentions other elements that critical pedagogy requires and are the following: participation, communication, meaning, humanization, transformation and contextualization.
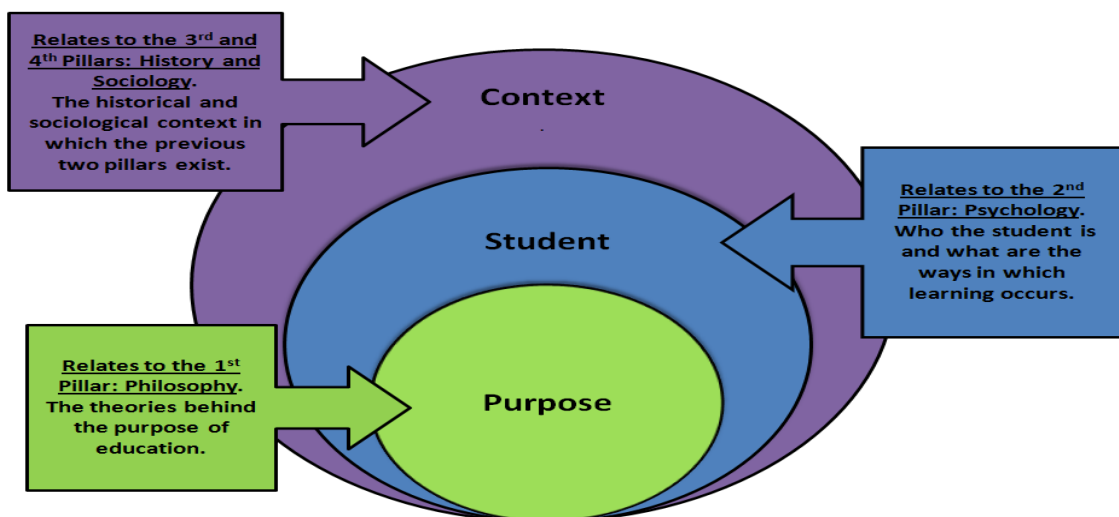
Figure 2 Paulo Freire's Critical Pedagogy

Source: Wordpress

Piaget's Constructivist Theory

According to Piaget's constructivist theory, there are two principles in the teaching and learning process: learning as an active process, and complete, authentic and real learning (Piaget, 1978)

• Learning as an active process

In the process of lodging and assimilation of information, direct experience, mistakes and the search for solutions are vital. The way the information is presented is the most important. When information is introduced as a form of response to solve a problem, it functions as a tool, not as an arbitrary and solitary fact.

• Learning: complete, authentic and real

Meaning is built on how the individual interacts meaningfully with the world around him. This means that solitaire skills exercises, which attempt to teach a lesson, should be emphasized to a lower grade. Students in classrooms designed with this method come to learn these lessons, but learning is easier if at the same time they are committed to meaningful activities that exemplify what you want to learn. According to this theory, students should be emphasized in the classroom in complete activities, to the treatment of individual skills exercises; authentic activities that are intrinsically interesting and meaningful to the student, and actual activities that result in something of more value than a score on an exam.

2.2.1. Educational Web Sites

According to (Motiño, 2013) is defined as a space in which information of all kinds is offered in education, considered as educational websites, these web spaces have a variety of activities that support various actions, such as personal and educational, among others, its main functions are:

- Allows to search and locate information on any topic
- Helps to distribute information
- Provides information with activities to teachers
- Allows communication between people
- Improve the learning process
- Motivates and entertains.

2.2.2. Types of Educational Websites

Table 3 Types of Educational Websites
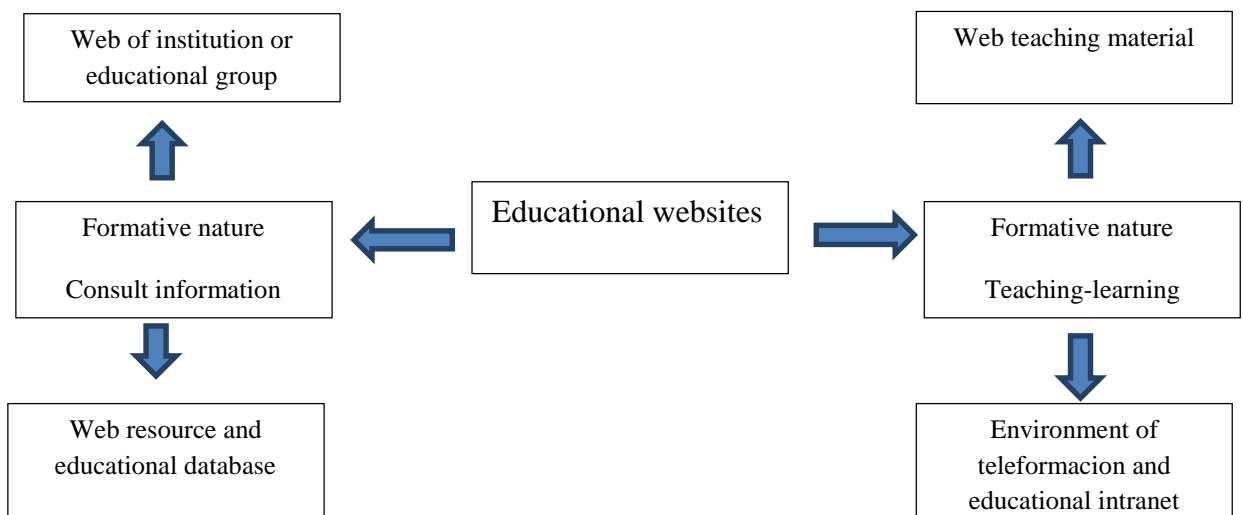
Source: Manuel Area Moreira 2003

Websites related to education are classified into four groups:
- Institutional websites
- Web resource and database
- Web environment of education and educational intranet
- Didactic material

a) **Institutional websites:** It is a web site that institutions use for communication instead of commercial function. Therefore, an institutional site and its contents are mainly intended to:

- The different partners of the company
- People seeking information about the company or group
- Investors, shareholders and financial analysts
- People looking for work or internships.

b) **Web of resource and educational database:** They are informative in nature since they provide to the internaut data in form of document, links, software, addresses, resources for teachers, this type of web like the previous one is for informative issues, and not educational.

c) **Web environment of education and educational intranet:** Are those websites restricted to information and for their access require the input of a password and user, are usually sites dedicated to distance education, often use specific software called platforms, this type of web is usually used by universities.

d) **Didactic material:** Also named tutorials that offer materials developed for teaching and learning, that is why they present characteristics unlike the other websites. (Area & García , 2013)

2.2.3. Use of Educational Websites as Teaching Strategies

The didactic strategies are the product of a constructive and creative activity of teachers, can be defined as the following: The teaching strategy is the set of procedures supported by teaching techniques, which aim is to bring to the didactic action, that is, to achieve the learning objectives.

Teaching strategies should be designed in such a way that they stimulate the students to observe, analyze, comment, formulate hypotheses, find solutions and discover the knowledge for themselves. Organize classes as environments for students´ learning.

2.2.4. Websites with Educational Content: Resources for Teachers and Students

The resources represent a real treasure for the educational work likewise the web sites with educational content to expand the knowledge acquired in class, material, exercises, summaries, games, multimedia material and monographs that can help to expand and practice what they have learned in class. Below are some resources that will serve as usefulness in the development of the teaching-learning process of students. (Tucker, 2014)

- Duolingo

Duolingo is a website and social project aimed at free language learning and certification of the level of English.The site offers courses in many languages such as English, French, German, Portuguese, Italian, etc. In addition, this website has been created to make language learning more funny and effective.

Figure 3 Duolingo

Source: Seth Stevenson

2.2.5. Didactic Considerations.

The ability to combine many media, in a single virtual environment, provides teachers and students with a variety of creative possibilities like never. Although the existence of possibilities does not change by itself, teaching or learning, can act as a motivating element to try new didactic courses.

Virtual environments have more storage capacity, versatile and are becoming more secure, but what stands out most is the communicative capacity and its interactive possibilities. Possibilities that we already intuited and began to prove. These possibilities have been overcome by what we offer the virtual environments that we know as educational websites.

Students who start using a virtual website do it first just by curiosity or perhaps suggestion or mandate of a teacher, but after a while they decide to enter and begin to take charge of their own learning, although only at certain times. On the other hand, they discover new possibilities of communication with both their peers and their teachers.

2.2.6. ICTs is Information and Communication Technologies:

All those technologies that are applied in the processes of generation, processing, storage, transmission and reproduction of information, and in communication processes of any kind. These technologies range from material infrastructures of networks and equipment, computer programs and systems, to modeling and methods of processing and representing the information (BOSCO, 2012)

In the 1980s, the expression *"Information Technologies"* was used, in which reference was made to information and communication. This expression was translated like "Tecnologías de la Información".

And it is usually accompanied by the "Communication", resulting in the abbreviated form "TIC or TICS in the plural. In English the abbreviation ICT is used or ICTs that correspond to *"Information and Communication Technologies"*

2.2.7. Main Characteristic of ICTs

ICT uses three channels, the text channel, the image channel and the sound channel. The last one is less widespread.

- The textual channel: Information related to the use of the CD-ROM or site, expository type, narrative, article, literary text.
- The image channel: Fixed, animated, synthesized, icons.
- The sound channel: Music, songs, letters (dialogue, monologue, instructions on using the CD-ROM or the site).

2.2.8. Main Advantages

According to (Marqués, 2013)

- They are easily accessible to any type of information, textual, iconic, and sound.
- They allow to make any type of process of data in a fast and reliable way: writing and copying of texts, calculations, creation of databases, treatment of images, etc.
- They allow immediate, synchronous and asynchronous communication. Thanks to this, we can establish contacts with people from our surroundings in a matter of seconds.
- It offers almost unlimited information storage capacity that we can not only transport on digital media but also access to it from a computer even in the open air.

- They increasingly automate and simplify our tasks and allow us to present them better and easier.
- Increasingly, greater interactivity in both scientific and playful subjects.
- Use increasingly homogenous digitalization codes for the recording and processing of any type of information: texts, images, voice, etc.

It should be noted that despite the advantages of ICTs, there are also many disadvantages, such as: cultural, economic, such as constantly incorporating new equipment, technicians, transmission speed, software compatibility, etc., security or continuous training for those who wish to use them.

2.2.9. Advantages of ICTs in Education

Nowadays, people believe that technologies are progressing considerably, we as future teachers, must know how these technologies work. We are increasingly concerned about this reality, as teachers we have to be updated with the changes in the learning process based on educational technologies. This reality must be addressed as soon as possible. Even today, we can see that some educators have little or no ICT in their teaching. The reason why they do not use them is maybe they still do not see its usefulness. Therefore, society needs to develop new guidelines to better understand the future generation.

- The social media allow an easy exchange of information, which is an advantage for the educational community. In fact, the whole public participates and can exchange and produce content, which can be very interesting. It is enough to relate to the people who publish the information that interests us and to exchange information with these people. It is even possible on Facebook, for example, to create groups that can talk about a topic in which all members of the group can publish information related to the topic. This allows an interesting exchange between users. Social media is a great opportunity in the field of education to talk about the big issues by creating debates. Be careful, because some information may be false or bad, but when using social media, they can have great benefits.

- ICT in schools can really help students with disabilities or with learning disabilities. In fact, there are several programs that can help the success of the students to be able to learn like others. ICTs are a very good solution for them and allow the integration of some students.

- ICT is a good method that teachers can use with their students to learn better. With ICT, teachers can make Power Point presentations in order to make the material more visual for students, to facilitate their understanding and to get more attention from students. On the other hand, some ICT can be very interesting at the moment of learning, and this tool can also be an excellent teaching material.

2.2.10. Didactic Objectives in Teaching English through ICT

There are some didactic objectives that should be used in the English class with the help of ICT:

- Focus on learners more than on the teacher, through negotiation and goal management.
- The recognition of the English language as a mean of communication and as an essential tool for accessing to information sources.
- Promote tutoring with special emphasis on teaching "on-line". The teacher should guide and advise students about how to take good decisions.
- Diversified resources within the communicative approach.

2.2.11. ICT for High School Education

The high school stage is considered particularly appropriate to introduce and take advantage the full potential of ICTs as we work with ages in which the development of skills and attitudes are in continuous formation and development. ICTs should help to encourage students the intrinsic motivation and curiosity towards self-knowledge and learning. Which has nothing to do with learning to pass a test. Another important aspect to consider is the extent to which ICTs

facilitates the achievement of traditional goals and they facilitate a better transition from school to the working life.

It seems that, to make this possible, teachers must become promoters inside the classroom, in which ICTs and cognitive skills play a great role. It is only possible, if the teachers are well trained, in the use of ICTs and in their applications, in the improvement of teaching-learning processes.

On the other hand, if you want ICTs to develop their potential, the role of the teacher should change as:

- The delivery of content is no longer enough. Now we must be a facilitator. It should promote critical thinking activities, collaborative learning, search for information through the Internet, etc.
- You need to keep in touch with networks of teachers with whom to exchange experiences and knowledge.
- It should review its methodologies and adapt them to the new requirements of human thought
- It must review the evaluation methods, adopting those that the technology provides to facilitate the work and the new skills should be evaluated.
- Many of the traditional resources have become obsolete by the abundance of resources, which can be found on the web.

2.2.12. Virtual Environments in Learning

"A virtual learning environment is a space with restricted access, conceived and designed for people who access it to develop processes of incorporation of skills and knowledge through Telematic systems". (Hellers, 2012).

It is not only a question of taking a course, but also of learning activities it is understood as virtual classrooms within the medium of teaching as affirms (Turoff, 2015) "a virtual classroom is a teaching and learning method inserted in a system of communication through the computer"

2.2.13. ICT in Teaching English.

In recent decades, it has gone from the so-called traditional education to the digital education, all people can be both broadcasters and recipients of knowledge through a computer with an internet connection. The student is becoming the protagonist of his processes and develops his skills for approach and solving problem. (Crawford, 2013)

They make that in the construction of the knowledge, the center is the student and not the teacher, since if a great variety of technological tools found on the Internet like webquests, blogs, wikis, social networks are well applied to the teaching and learning process, in this case ICT will help and offer many advantages in teaching and learning.

2.2.14 ICT and the Development of Language Skills.

According to (Gómez, 2016) with the introduction of ICT in learning environments, it is essential to use this medium to facilitate the formation and development of communicative competence with emphasis on the communicative skills of oral expression and reading comprehension using exercises, videos, games, communicative functions because some of these materials have authentic native models that are very useful for the model that students need.

Listening English

Is the understanding of oral codes, for that reason listening becomes the first step in every communicative act, and have special importance in the English learning process. So the process of understanding can improve the student's ability to learn the language and communicate. Therefore, to be able to acquire other skills.

Speaking English

Acquiring the ability to speak in English is the goal of those who decide to learn this language. This ability uses the other skills and the union of the four abilities is what determines the communicative act. When the first skill (listening) is rich in possibilities will possess the knowledge of large number of words in addition to aspects of the language, a factor that will result in more efficient communication.

Reading English

Reading is another transcendental element in learning English. Through the practice of this ability can be possible the understanding of cultures, beliefs and values of other countries in any context. It allows to expand the vocabulary and enables oral communication and write efficiently.

Writing English

Writing is the last skill that is developed at the moment of learning a foreign language. It envolves vocabulary, sentences and oral texts after the mastering of listening, speaking and reading. In this form of expression conjugates punctual aspects of linguistic codes such as grammar, semantics and vocabulary becoming the process called written expression.

In conclusion, the four language skills do not exist independently, they are a unit that depends on one another and are indispensable to achieve a true understanding of the language and a more effective and natural communication. ICTs offer the opportunity to acquire and develop each of the language skills through a lot of resources that exist in the cyberspace.
ICT offers the possibility of using CDs of audio and video through the use of the computer with Internet to improve the students' learning and the development of productive skills (speaking and writing) and receptively (listening and reading).

2.3 LEGAL FRAMEWORK

CONSTITUTION OF THE REPUBLIC

Art. 45. - Children and adolescents shall enjoy the common rights of the human being. The State shall recognize and ensure life, including care and protection from conception. Children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy in a community life; to social participation; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority in their specific language and cultural contexts to their peoples and nationalities; and to receive information about their parents or absent relatives, unless it was detrimental to their well-being. The State shall guarantee its freedom of expression and association, the free operation of student councils and other associative forms.

ORGANIC LAW OF INTERCULTURAL EDUCATION, 2011

Art. 2 literal f. - It establishes the obligation of education from the initial education level up to the baccalaureate level or its equivalent.
Art. 17 literal a. - To receive formal or informal education throughout their lives, to complement their skills and abilities. To exercise citizenship and the right for good living. ¨

Therefore, as the quotation on the articles that the law shows, all the people have the right to education, which intellectual abilities that allow them to be productive in the world of work.

NATIONAL PLAN FOR GOOD LIVING

Objective 1

Art. 1.13. - Promote in the educational system formal education and in continuing education programs, transmission of content on the fight against corruption, the permanent practice of values, crimes and penalties that constitute acts of corruption."

Education should be encouraged and transmitted through educational values. To get the objective, it is necessary for teachers to use the necessary resources to attend the moral development of learners. Teachers must help to form people who can direct their own life, based on values such as freedom, justice, solidarity, tolerance and respect, to act autonomously and to include themselves positively to the society.

Objetive 2

"Promoting equality, cohesion, inclusion, social equity and territorial diversity, confront the problems of poverty and inequality from a multidimensional perspective and the enormous wealth that in Ecuador represents the diversity and its varied expressions to achieve the equality in it."

Equal recognition of the rights of all individuals implies the consolidation of equality policies that prevent exclusion and promote social and political coexistence. The challenge is to move towards full equality in diversity, without exclusion, to achieve a dignified life, with access to health, education, social protection, specialized care and special protection.

2.4. CONCEPTUAL FRAMEWORK

1. Education

Education is, etymologically, the action of "guiding" that is, developing and producing. Now more commonly it means learning and developing the faculties, means and intellectual, moral, and physical results of this development activity. Human education includes skills and cultural elements that are characteristic of geographic location and historical period. (Bruner, 2014)

2. Learning process

Learning is a change in your life to suit the environment. Childhood is the main period of this adaptation. For humans, the environment is essentially physical, living, social or cultural, emotional and the technology. What develops by the individual during this adaptation brings knowledge or memories. (Malerba & Nelson, 2013)

3. Website

A website is a collection of related and common web pages. All the accessible websites constitute a World Wide Web of information; an enormous network resources of World-Wide reach. (Pérez & Merino, 2012)

4. Technology

Technology is the study of tools and techniques. The term refers to everything that can be said to different historical periods about the state of the art in terms of tools and technical knowledge. It includes art, trades, applied sciences and possibly knowledge. By extension, it refers to the systems or methods of organization that allow a technology, as well as all fields of study and the resulting products. (Alemany C. , 2013)

5 Skill: The ability is the innate aptitude, talent, skill or ability that a person holds to carry out and of course with success, certain activity, work or trade. (Lussier & Achua, 2015)

6 Knowledge: It is a set of information stored through experience or learning or through introspection. (Harman, 2015)

7 Teaching: It is the process in which the knowledge and skills are acquired, to develop concepts, modify attitudes, and expand knowledge or expertise in a specific execution. (Giovanelli, 2014)

8 Strategy: A strategy is a plan that specifies a series of steps or nuclear concepts, the aim is to achieve a certain objective. (Serravallo, 2015)

3. RESEARCH METHODOLOGY

3.1 Type of Research Description

This research work consisted of qualitative and quantitative methods. Besides that, this research is based on two variables: The use of websites and the improvement of learning process. This research aim is to identify the problem and the possible solution through surveys applied to students and the interview with an English teacher, through these results they will indicate the strengths and weaknesses of teacher in the development of the class to improve the learning processes of students using websites.

The results obtained may show the connection between the variables presented in this research with the purpose of demonstrating the benefits of the use of technology in the classroom. The main objective of this research is to help teachers to implement appropriate strategies in planning classes, as well as the benefits for students.

3.2 Methods, Techniques and Research Instruments

The following describes the criteria for the methodological design of the present research study, in relation to the use and benefits of websites for the improvement of learning in the English class.

This research is qualitative because we will observe the attitude of students at the moment of learning a foreign language in the classroom. Also it is quantitative because the study will use a survey for 45 students to evaluate the strength and weaknesses of the class.

3.2.1 Research Instruments

▪ **Observations**

The observation was made in the 10th grade students with the permission of the principal campus since the purpose was to identify the type of methodology and techniques that the teacher uses in her classes, and how students respond to it, in such a way the problems can be recognized and establish possible solutions.

▪ **Survery for Students**

The people selected to apply this research method were the 10th grade students at Unidad Educativa América del Sur High School during the Academic Year 2017-2018.

The technique of data collection was carried out through the use of surveys, so consequently, the instrument that was applied was the questionnaire.

The survey that was given to students consists in 10 questions formulated to identify the weaknesses and strengths of learners. There was also an interview with the English teacher of the 10th grade with the purpose of knowing which is the methodology that she applied to improve the language learning processes in students.

▪ **Interview**

The interview serves to obtain information from the English teacher. The interviewer is conducting the interview while the interviewee has an important idea to transmit.

3.3 Research Population and Sample

The study population will be the English teacher and students of 10th grade at Unidad Educativa America del Sur High School.

Table 4 Research Population and Sample

Class Classification	Population	Sample
Students	45	45
Teacher	1	1

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

3.4 Sources, Resources, and Timeline

Table 5 Sources

Source	Requirements
Internet service	To look for research about different topics in relation to research work
Printed pages	printed surveys and the interview questionnaire, for teacher and students.
Transport	To transport to the place and be able to verify and correct the project

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Table 6 Resources

Description	Number	Price	Total
Internet	50	0,5	25
Copies	41	0,02	0.9
Transport	5	0,35	1,75

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Table 7 Timeline

Activities	October	November	December
Chapter 3: Class Observation	✓		
Survey Application		✓	
Interview Application		✓	
Results and findings			✓
Preliminary Conclusions			✓

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

3.5. Processing, Presentation and Analysis of the Results

TEACHER´S INTERVIEW

PURPOSE:

To know the benefits that websites have for the improvement of the learning process in the students of the 10th at "Unidad Educativa America del Sur High School"

1) **Do you think there are benefits in using websites?**

   Sure, more than anything because we are living in a digital age and we need to be updated in everything that technology comprises, right now almost everything is digital: e-mails, virtual friends in social networks, online games that allow us to connect with the whole world, virtual money, etcetera. I mean, our development goes towards that, digitalization.

2) **Have you received training on how to use the websites in classes? Yes, what kind of training?**

   Well, as training I think not. I would say more like help, a lot of help from co-workers, the principal, even the students and, of course the self-taught practice, all that we learn on the march while we use the media.

3) **What kind of websites have you used and why?**

   I think that a little bit of everything, from google that is the search engine, to social networks like YouTube, obviously the virtual platforms of student books, and another website that has online exercises that help to complement the student's knowledge.

4) **Have you used any website to evaluate a topic in your English class?**

   Yes, I have on several occasions; because in our case the kids like to go to the laboratory, go out of the classroom for a while, be in a different environment and we need to take advantage of the predisposition they have in those moments to participate much more, complete activities, do group work, and so on.

5) **Do you think that students are interested in using websites in English class?**

Of course. Kids are very familiar with the technology so, if in the classes that are routine and tedious for them, technological resources that take them out of boredom are used, they will always prefer it and therefore will improve the learning process.

6) **Do you think that you have school's support for the implementation of websites in your class?**

I think yes, in part, because we have Internet, we can use the laboratories and the recorders for the audios, but for the number of students that we have we need more laboratories or adapt the schedules better, since many times they are occupied by other collegues. We would like to have a digital board, faster Internet or more computers so that each student can work comfortably; but I think that with what we have it is possible to work with kids.

7) **Are you interested in implementing websites in your classroom, why?**

Yes, because as I mentioned before is elementary to promote student's learning, the use of websites is something familiar and striking to them and make to focus their attention more on the topic we are talking about.

8) **If you use websites in the classroom would that increase the student's participation and improve the learning process of English?**

Yes, obviously. It is something that I have checked, when they are in the laboratory and we show them some videos or a site that contains activities related to the topic, their participation is better than in the classroom. As I said their attention is focused on the screen and what is projecting.

9) **What kind of strategies do you use to evaluate your class?**

I play them some audios or videos related to the topic that we are talking, and I ask them questions about it, or I project some exercises on the screen and I make them respond individually or in groups, depending on the difficulty of the audio, video or exercise and on the topic.

10) How often do you use the computer in your English class?

Well, as I said, it is a bit complicated because of the schedules and the existence of only two laboratories for both elementary school and high school, but we try as much as possible to go at least one hour a week to reinforce what has been worked in class.

TEACHER´S INTERVIEW ANALYSIS

Through the interview with the teacher, it is concluded that nowadays there is a digital era where we need to be updated in terms of technology, as this allows new knowledge to be developed, and the implementation of technological tools helps much to the co-workers as well as students, the best known sites is the google search engine and the social networks also the virtual classrooms that serves to search for information to supplement the knowledge of the students. However, despite having the support of the institution and the Internet service in the laboratories, it is convenient to adapt the hours of use since they are sometimes occupied by other colleagues. However, as mentioned above, the implementation of websites in the classroom promotes learning and improves the process of learning English in students.

SURVEY FOR STUDENTS

1. Does your teacher use any websites during your English class?

Table 8 survey results

Categories	Frecuency	Percentage
Yes	28	62%
No	17	38%
Total	45	100%

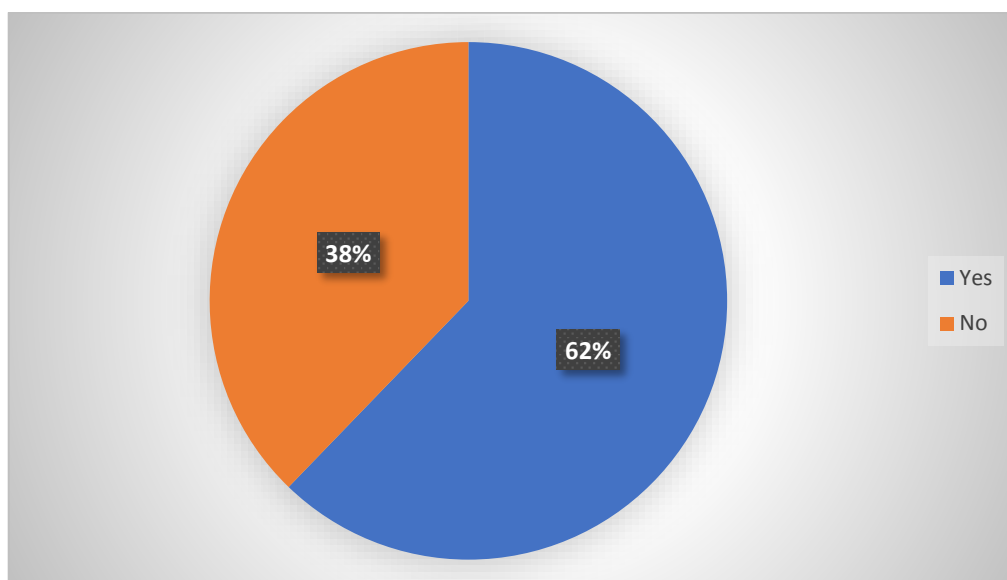Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Figure 4 Use any websites during your English class

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the 62% of students say that the teacher uses a website during the English class and it promotes learning opportunities, while the 38% of students said that their teacher does not use any website now of teaching.

2 How often does the teacher use technological resources to teach your English class?

Table 9 How often does the teacher use technological resources to teach your English class?

Categories	Frecuency	Percentage
always	2	4%
usually	13	29%
sometimes	23	51%
never	7	16%
Total	45	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
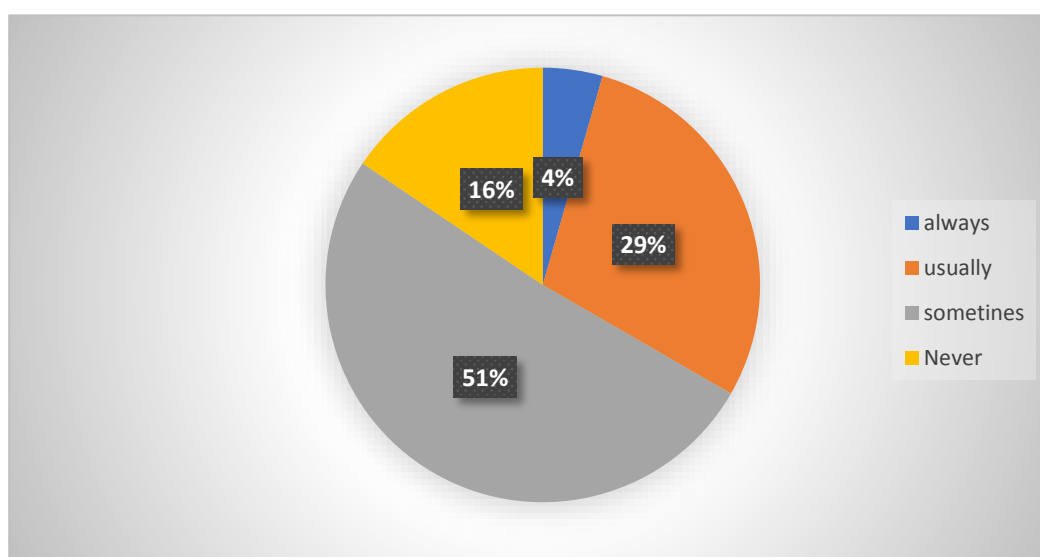
Figure 5 How often does the teacher use technological resources to teach your English class?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the 4% of students answered always, the 29% of students said that the teacher usually uses any technological resources, the 51% of them said sometimes and the 16% said theat the teacher never use any technological resource now of teaching.

3   Do you think that the use of techonology is important in learning English?

Table 10 Do you think that the use of techonology is important in learning English?

Categories	Frecuency	Percentage
Yes	42	93%
No	3	7%
Total	45	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
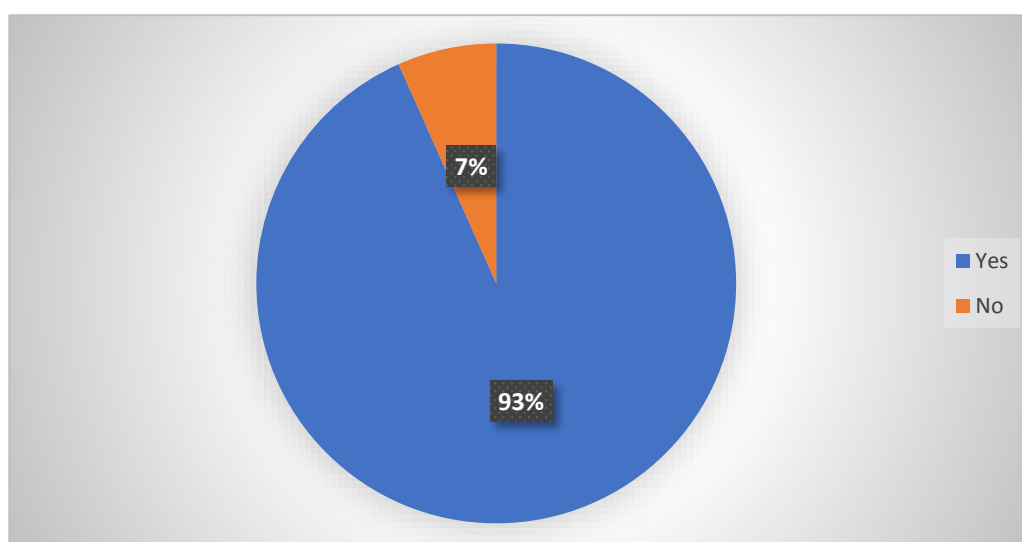
Figure 6 Do you think that the use of techonology is important in learning English？

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the 93% of students believe that the use of technology in the classroom is important since they encourage them to express themselves and interact with other classmates, which allows them to learn interactively and without depending on being in a classroom or determinated place. And just the 7% of them said that the use of technology is not important now of learning.

4 Which of the following technological resources does the teacher use to teach your English class?

Table 11 Which of the following technological resources does the teacher use to teach you English class?

Categories	Frecuency	Percentage
Tv	1	2%
Radio Recorder	0	0%
DVD player	5	11%
Computer	14	31%
Multimedia Projector	8	18%
Internet	14	31%
Digital boards	3	7%
other	0	0%
Total	**45**	**100%**

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
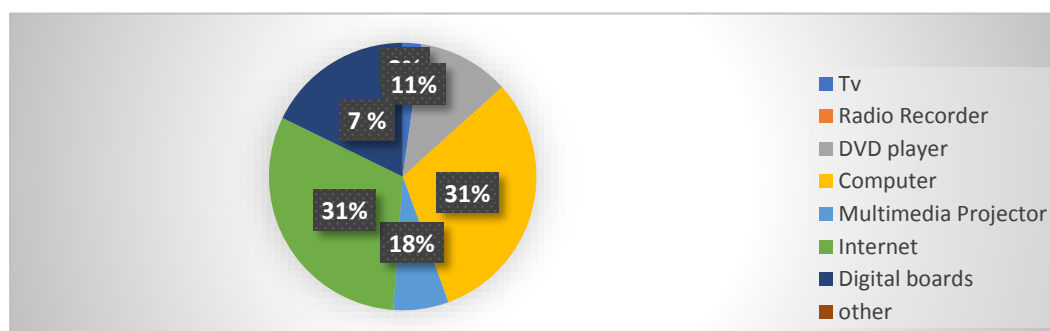
Figure 7 Which of the following technological resources does the teacher use to teach your English class?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the results show that the 31% of the students say that the teacher uses the computer and the Internet as the most used resources. The results state that the teacher uses multimedia projector (18%) in the English class, and the 7% of students say that digital board is used. however; the least used technological resource of all the enlisted ones is the TV with 2%. while 11% use DVD player to teach the class.

5 Do you use any website at home?

Table 12 Do you use any website at home?

Categories	Frecuency	Percentage
Yes	21	47%
No	24	53%
Total	45	100%

Source: Unidad Educativa América del Sur
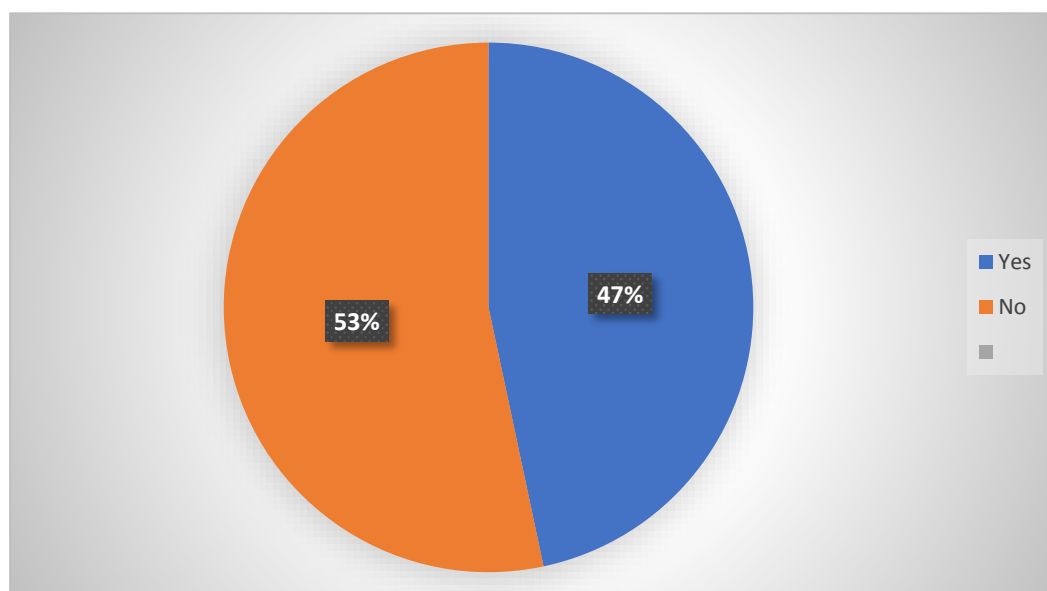By: García Edison – Barre Lourdes

Figure 8 Do you use any website at home?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, 53% of students state that they do not use any web site at home since they do not know the existence of educational websites that help with the improvement of learning. The 47% of students use any website at home to reinforce what they have learned.

6 Are you motivated using website in the English class?

Table 13 Are you motivated using website in the English class?

Categories	Frecuency	Percentage
always	4	9%
usually	19	42%
sometimes	8	18%
never	14	31%
Total	45	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
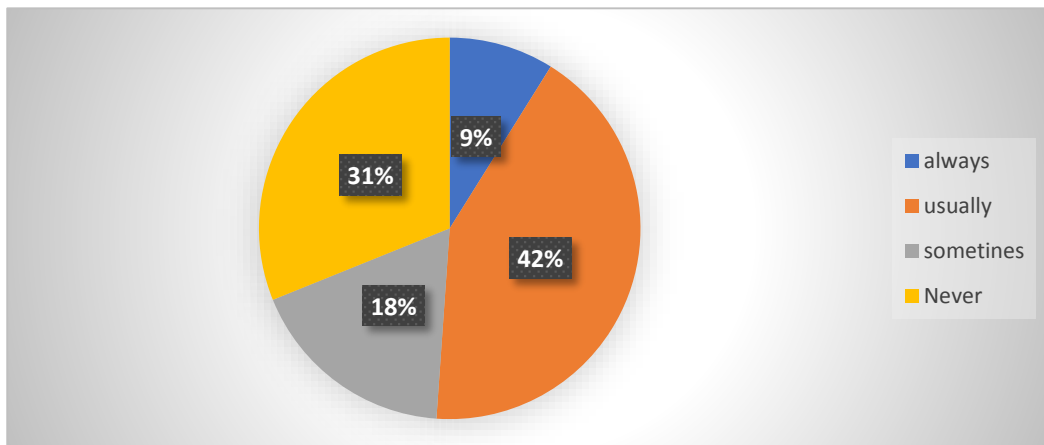
Figure 9 Are you motivated using website in the English class?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, students say that 42% of them are motivated using websites in the English class. The 31% of students never are motivated using any website. While, the 18% of them are sometimes motivated. Finally, the 9% of students are always motivated using any website the answers reveal that there is a lack in motivation.

7 What kind of strategies does the teacher use to evaluate you learning process?

Table 14 What kind of strategies does the teacher use to evaluate you learning process?

Categories	Frecuency	Percentage
Written tests	15	33%
oral tests	10	22%
team work	9	20%
investigation work	8	18%
other	3	7%
Total	**45**	**100%**

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
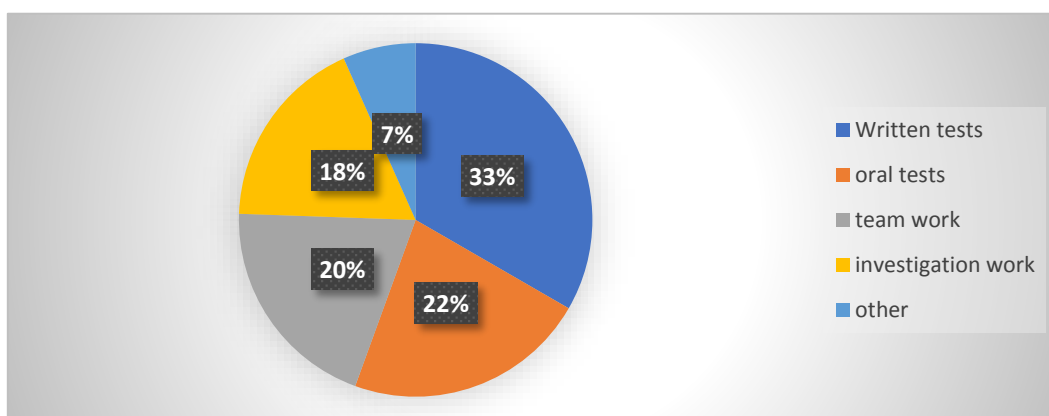
Figure 10 What kind of strategies does the teacher use to evaluate you learning process?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the 33% of students say that the English teacher uses written tests to evaluate the students learning process. The 22% of them say that oral tests are used by the teacher. The 20% of students say that team work is applied as a strategy. Investigation work is the answer of the 18% of students. And the 7% of the anwers say that other strategies are used to evaluate them. The results show that the most used strategy by the teacher is the written tests.

8 Is your attitude positive toward the use of academic websites?

Table 153 Is your attitude positive toward the use of academicals websites?

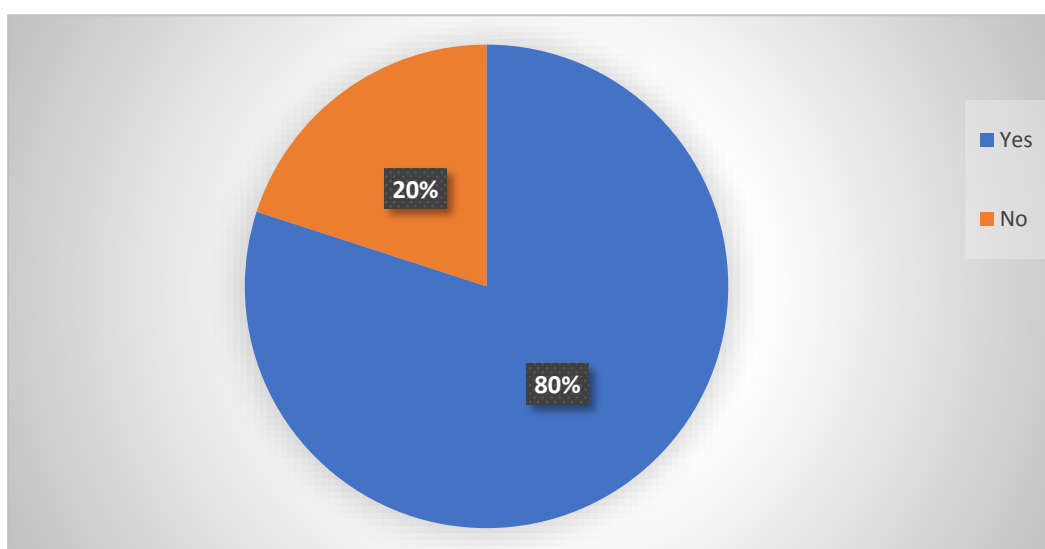| Categories	Frecuency	Percentage
Yes	36	80%
No	9	20%
Total	45	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Figure 11 Is your attitude positive toward the use of academicals websites?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, the 80% of students have a positive attitude towards the use of websites for the improvement of English language learning since they are effective tools. And the 20% of students do not have a positive attitude in using academical websites.

9 Do you think that the use of the websites increases your participation in the English class?

Table 16 Do you think that the use of the websites increases your participation in the English class?

Categories	Frecuency	Percentage
Yes	41	91%
No	4	9%
Total	**45**	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
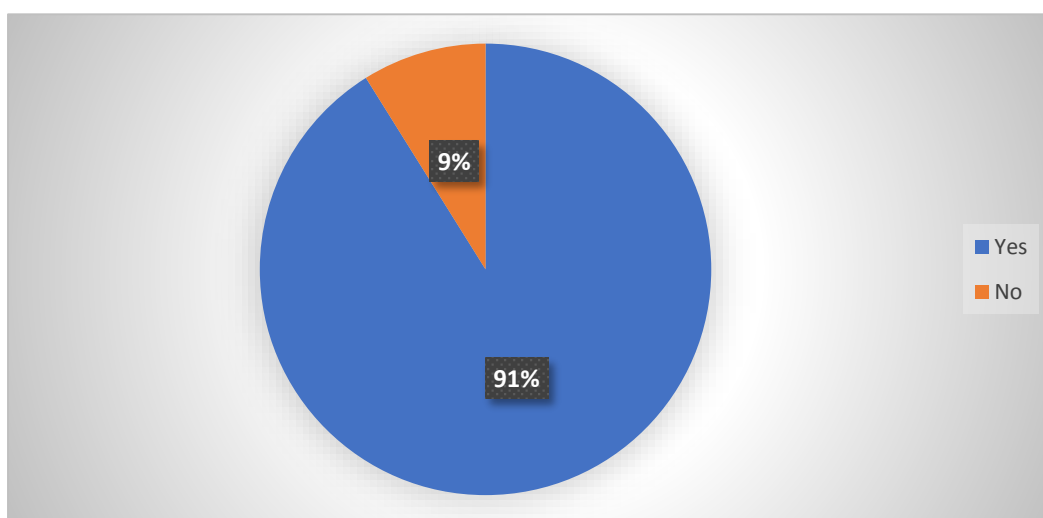
Figure 12 Do you think that the use of the websites increases your participation in the English class?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, 91% of students believe that the use of the websites increases their participation in the English class, because they think that the use of technology is funny and dynamic. While the 9% of students do not think in the same way as their partners.

10 Do you think that the use of websites helps to improve your learning process in the English class?

Table 17 Do you think that the use of websites helps to improve your learning process in the English class?

Categories	Frecuency	Percentage
Yes	37	82%
No	8	18%
Total	**45**	100%

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes
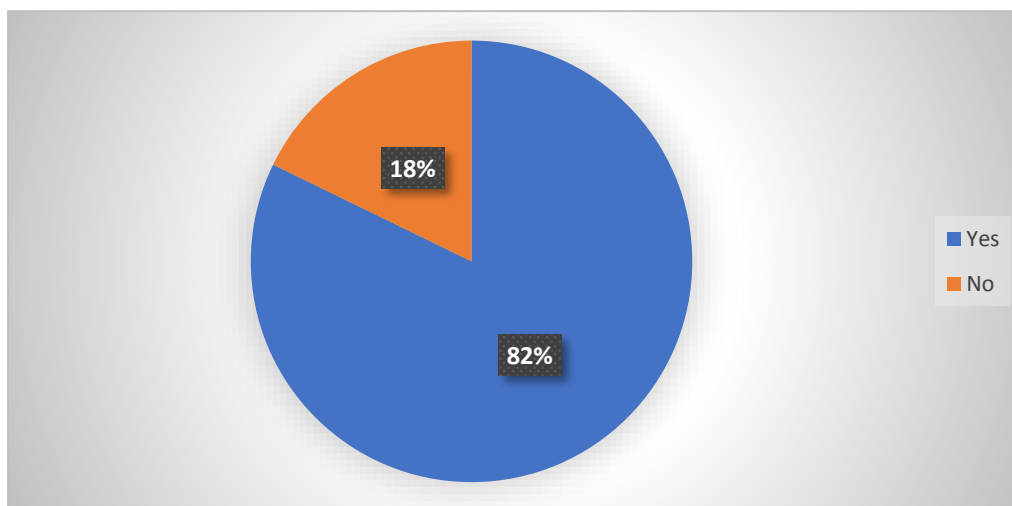
Figure 13 Do you think that the use of websites helps to improve your learning process in the English class?

Source: Unidad Educativa América del Sur
By: García Edison – Barre Lourdes

Comment: According to the survey, they say that 82% believe that the use of websites helps them to improve the learning process in the English class since nowadays technology offers a variety of tools for students to build their own knowledge. While the 18% of students do not think that the use of websites deals with the learning process.

3.6. Preliminary Conclusions

Based on the results obtained, the following conclusions could be formulated:

- This conclusion answers the questions of this research about the technological resources used by the teacher in the English class. It is important to emphasize that based on the results obtained in this study among the most used technological resources are the Internet and the computer.

- It is concluded is that the use of web pages as a didactic tool for the improvement of English which contributes positively to the level of skills. As evidenced in the chapter of data analysis, there are many aspects that favor the application of the websites to improve the English learning.

- By stating that the use of the web pages as a teaching tool favors the improvement of all language skills, in which students radically change the daily routine of the classes and constantly develop exercises that allow them to actively use the knowledge that they acquire. In addition, the practice with websites allows students to interact in a different way with the knowledge in the sense in which visual aids and work with technological tools contribute to students remembering easily the topics that they work, in this case, related to the vocabulary.

- Another reason why websites contribute to improve the level of skills in students, is that as you work with this tool it helps them acquire vocabulary because it increases the interest in the class and the subject.

4.PROPOSED PROJECT PLAN

4.1 Title

The Interactive exercises using Duolingo to enhance the English learning process

4.2 Justification

ICT offers a variety of resources to improve the effectiveness of students learning a foreign language. You can reinforce and increase the acquisition of vocabulary and grammatical structures thanks to interactive exercises such as fill gaps, online tests, unscramble sentences, etc. Besides that, the practice of all these types of activities also have the advantage to enhance the receptive and the productive skills that can be practiced by their own at home.

There are many ICT tools to improve the learning process of the English language, some websites like Duolingo, Ego4u, and Agendaweb which are web pages that contain a complete information and excercises that help learners with the acquisition of the language, to be able to understand the meaning in a general message (www.duolingo.com; www.ego4u.com; www.agendaweb.org).

Effective educational strategies that produce this approach are the web tests, in which the teacher facilitates to students a list of selected websites, in order that students look for information on a certain topic, which is focused on the culture of the English-speaking country.

4.3. Broad Objetive.

To learn English through the use and practice of an academic website that covers the four language skills.

4.4. Specific Objetives

- To practice the four skills by using Duolingo.com
- To expand the vocabulary based on the topics provided by the website.
- To understand oral and written communication in English
- To learn how to use certain digital resources autonomously to communicate and enhance the English language skills.

4.5. Content Framework of the Proposed Project Plan

After a previous observation there was noticed a poor use of technology at the moment of teaching the language at Unidad Educativa América del Sur High School. For that reason, it is necessary to find new resources that help teachers to expand their knowledge using an educational website as Duolingo. This tool can be applied inside the classroom to perform the English language. In that way, educators can transmit the knowledge using this site to practice the four language skills in students and make the learning process significant.

Duolingo is a didactic and innovating website that offers the opportunity to learn the English language in a funny and motivating way. It provides activities that are focused in the four language skills, and it consists in complete each stage to continue to the next level.

4.6. Development of the Proposed Project Plan

The goal of this proposal is that students learn the subject matter in a different way, the aspects to take into account in the learning process are the students' motivation and attitudes towards the English learning as a foreign language.

This proposal is developed with the use of an interactive web site (Duolingo.com) that will help to teachers to be able to improve the acquisition of the English language in students of tenth grade. This proposal states interesting activities or exercises that promote the students' participation and learning. This website has some advantages like discussion forum, classroom activities, audios, pictures and the direct interaction with the application. Also, it is for free and students can create an account and have access at any time and place.

The activities that are going to be practiced represent the improvement of skills. Therefore, the website provides simple and clear instructions to be executed by students and at the end of each exercise it shows if students need more practice in any topic.

Vocabulary Activity

Course: 10th grade E.G.B   **Level:** A2

Content: Travel vocabulary

Time: 20 minutes

Objective: To learn new words related to the topic using Duolingo.

Instruction: Select the correct picture for the given word.

Figure 14 *Travel Vocabulary*

Source: www.duolingo.com

Figure 15 *Travel Vocabulary*

Source: www.duolingo.com

Course: 10th grade E.G.B   **Level:** A2

Content: Simple Present Tense

Time: 20 minutes

Objective: to identify the correct use of the verb using Duolingo.

Instruction: Choose the correct sentence.
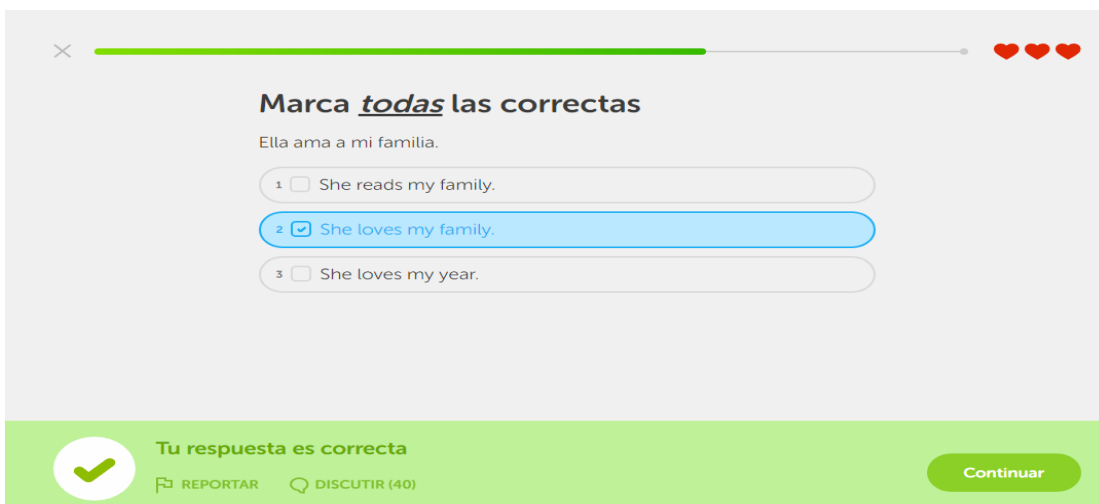
Figure 16 Simple Present Tense

Source: www.duolingo.com

Figure 17 Simple Present Tense

Source: www.duolingo.com

Listening Activity

Course: 10th grade E.G.B   **Level:** A2

Content: Semi modal verb Have to

Time: 20 minutes

Objective: To understand the message that is recorded using Duolingo.

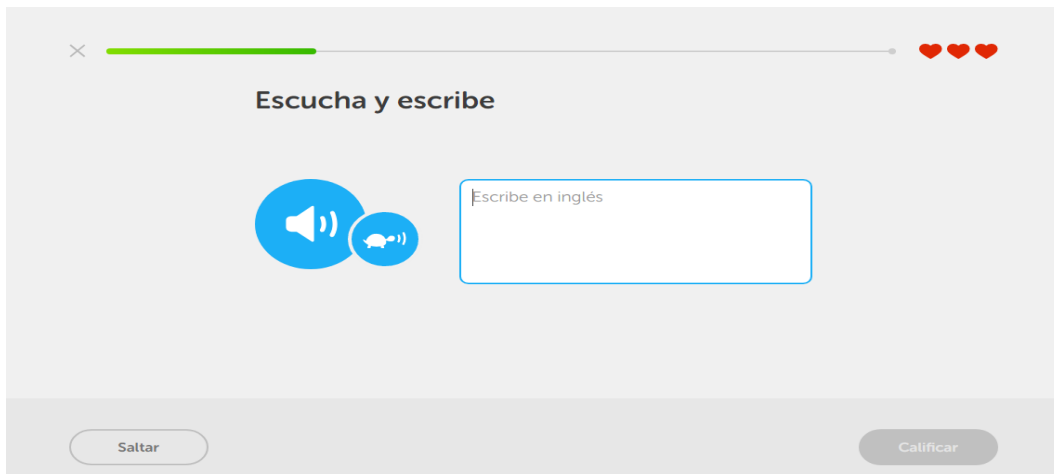**Instruction:** Listen and write the recordered message.

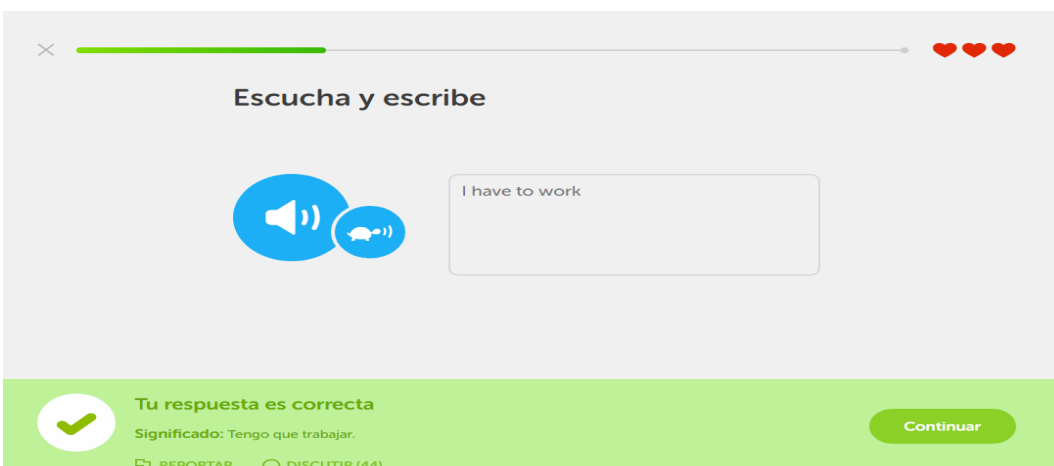*Figure 18 Semi modal verb Have to*

Source: www.duolingo.com

Figure 19 Semi modal verb Have to

Source: www.duolingo.com

Speaking Activity

Course: 10th grade E.G.B   **Level:** A2

Content: Simple Present Tense

Time: 20 minutes

Objective: To practice the correct pronounciation using Duolingo.

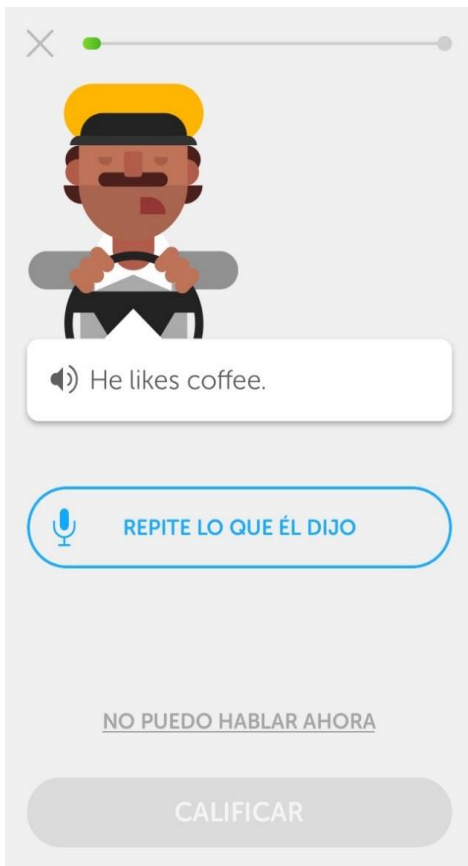**Instruction:** Listen and repeat the sentences.
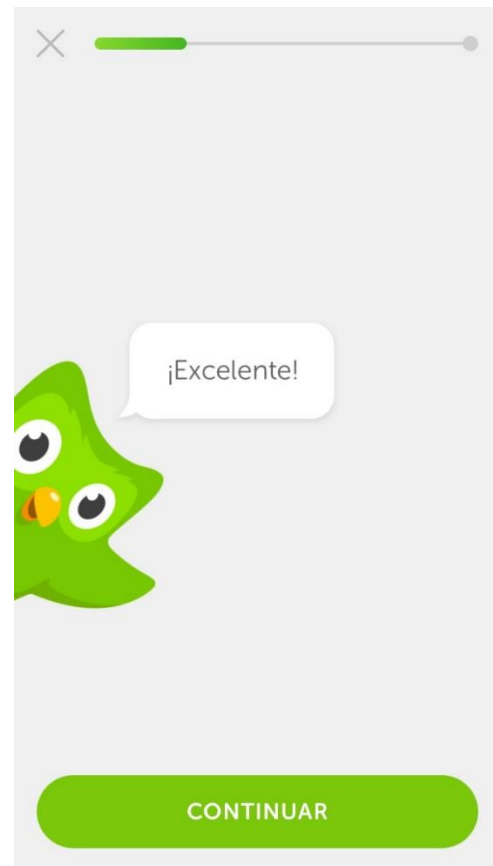

Figure 20 Simple Present Tense

Source: www.duolingo.com

Figure 21 Simple Present Tense

Source: www.duolingo.com

Reading Activity

Course: 10th grade E.G.B   **Level:** A2

Content: Simple Present Tense

Time: 20 minutes

Objective: To understand the sentences and report what it means using Duolingo.
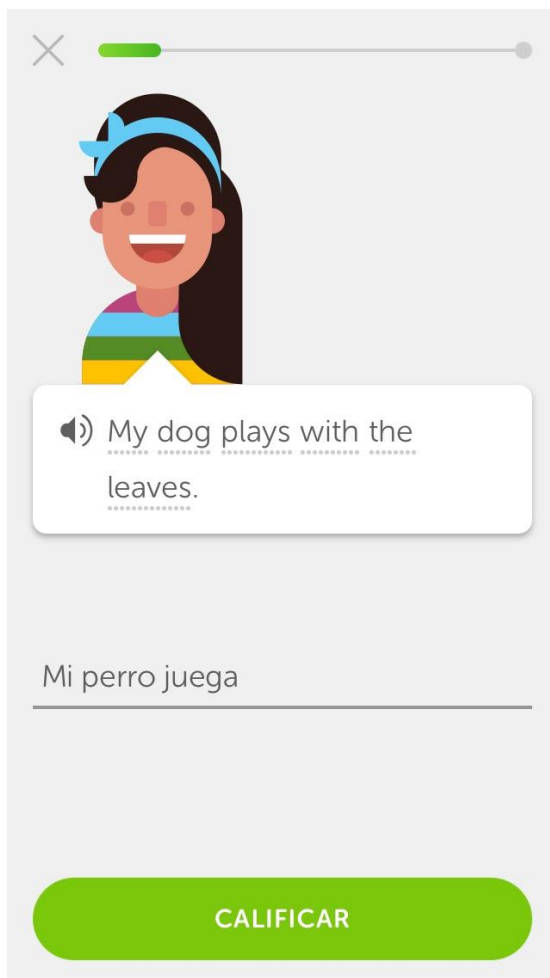
Instruction: Read and report what you understand.

Figure 22 Reading Activity
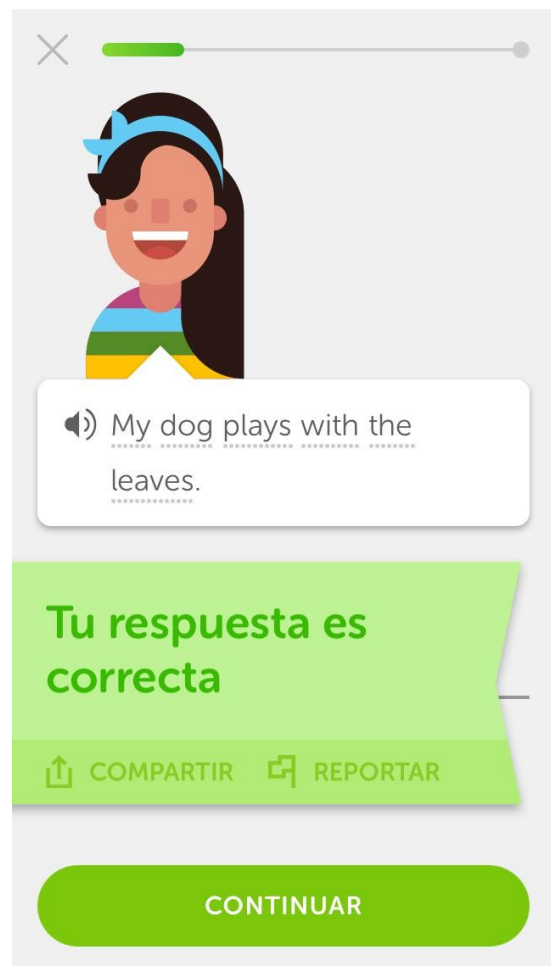
Source: www.duolingo.com

Figure 23 Reading Activity

Source: www.duolingo.com

Writing Activity

Course: 10th grade E.G.B   **Level:** A2

Content: Travel vocabulary

Time: 20 minutes

Objective: To learn how to write appropriately using Duolingo.

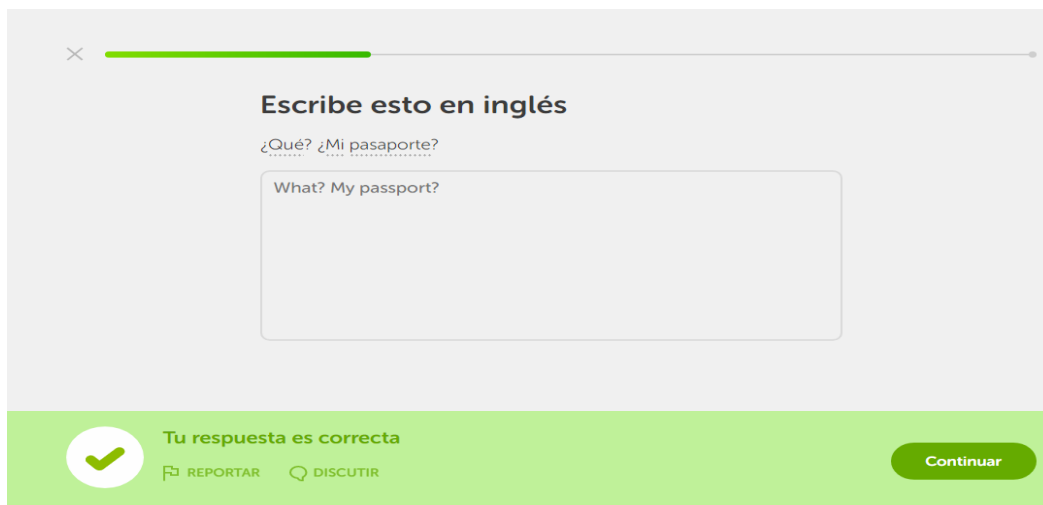**Instruction:** Read and translate the phrase that is given.

Figure 24 Writing Activity
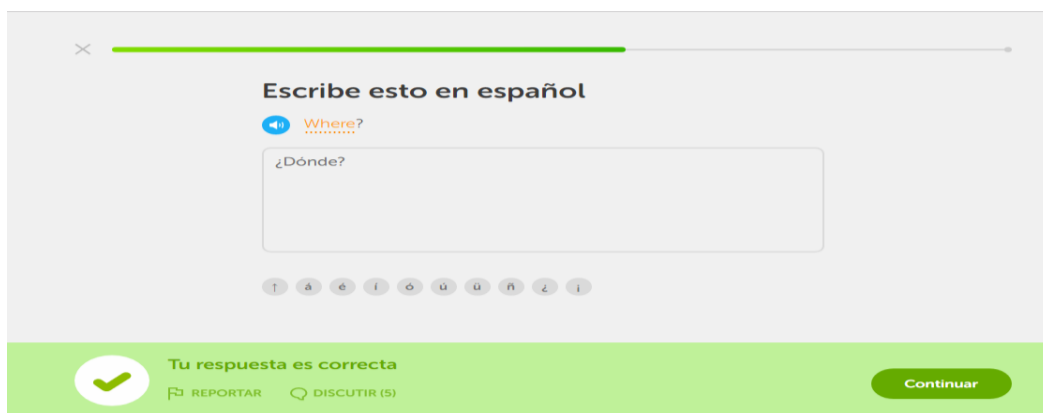
Source: www.duolingo.com

Figure 25 Writing Activity

Source: www.duolingo.com

4.7. Validation of the Proposed Project Plan

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

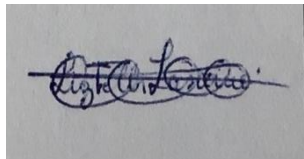| Name:	Lizbeth Lascano Cedeño	Signature	
Occupation:	Docente		
Phone number	0995164217		

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

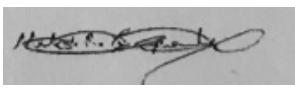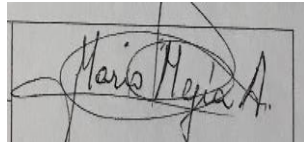| Name:	Melida Rocio Campoverde	
Occupation:	Teacher	Signature
Phone number	0986103613	

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

The Benefits of Using Websites in Education to Enhance the English Learning Process in 10th grade students at Unidad Educativa América del Sur High School during the academic year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	✓				
Social impact		✓			
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language		✓			
Comprehension		✓			
Creativity		✓			

Name:	Msc. Mario Mejia A.	Signature	
Occupation:	Teacher		
Phone number	2189185		

4.8. Impact / Benefits of the Proposed Project Plan

It facilitates small or large group activities, putting into practice cooperative and collaborative learning. It is very important for students to acquire these social work skills, as well as to assume different roles within it. In cooperative learning, students are the absolute protagonists of their learning, since they are the ones who investigate, understand the topic and explain it to the rest of their group. In turn they should check and make sure that their partners have understood the concepts.

In addition, the use of Duolingo has an important impact in America del Sur High School because it allows teachers to work at their own pace, allowing them to adapt proposed activities at the level of curricular competence of each student, favoring the individualization of teaching. This prioritizes the heterogeneous education, an essential aspect in education for wealth and diversity of students presents in the classrooms. It enables to respond and adjust the contents for students that have special needs.

CONCLUSION

- It can be inferred that the tool Duolingo became an effective support to improve the level of learning of the English language in the tenth-grade students in the Unidad Educativa América del Sur.

- New technologies are a fundamental tool to advance in the improvement of educational processes. Such is the case that information and communication technologies (ICT) have gained ground and now have an increasing influence on the way of communicating, learning and life.

- Duolingo online website increases the students' level of receptive and productive skills in English.

- Both foreign languages and new technologies are two characteristics of the new era in which we live. As proof of this, this research presents a didactic proposal to be applied in secondary classrooms, broken down into lessons to develop each of the language's skills.

RECOMENDATIONS

- Teachers must be prepared on the use and management of ICT and assume them as a tool in their daily work. They should know a wide variety of technological resources and the proper use in order to incorporate them into the classroom, in that way the benefits will be for the institution, teachers and students to improve the way that the language is taught.

- Planning of an integration of ICT in the classroom, considering the resources and real possibilities of the Unidad Educativa America del Sur.

- Students must be trained in the use of the websites as a tool for learning the English language, to improve their learning and participation in the class.

- In conclusion, a curricular reform should be promoted in all the areas of knowledge, teaching-learning processes, evaluation, didactic support material, and so on. Everything should be adapted to the learning environment for a real implementation of websites in the English class.

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ANNEXES

SURVEYS FOR STUDENTS

The purpose of this study is to understand the benefits of using websites to strengthen and improve the learning process in 10 grade students.

1. Does your teacher use any websites during your English Class?

☐ Yes   ☐ No

2. How often does the teacher use technological resources to teach your English class?

☐ Always   ☐ Sometimes

☐ Usually   ☐ Never

3. Do you think that the use of technology is important in learning English?

☐ Yes   ☐ No

4. Which of the following technological resources does the teacher use to teach your English class?

☐ TV   ☐ Multimedia Projector

☐ Radio recorder   ☐ Internet

☐ DVD player   ☐ Digital Boards

☐ Computer   ☐ Other (specify)

5. Do you use any website at home?

☐ Yes   ☐ No

6. Are you motivated using websites in the English class?

☐ Always   ☐ Sometimes

☐ Usually   ☐ Never

7. What kind of strategies does the teacher use to evaluate your learning process?

☐ Written tests

☐ Oral Tests

☐ Team work

☐ Investigation work

☐ Other

8. Is your attitude positive towards the use of academicals website?

☐ Yes

☐ No

9. Do you think that the use of the websites increases your participation in the English class?

☐ Yes

☐ No

10. Do you think that the use of websites helps to improve your learning process in the English class?

☐ Yes

☐ No

TEACHER´S INTERVIEW

1. Do you think there are benefits in using websites?
2. Have you received training on how to use the websites in classes? Yes, what kind of training?
3. What kind of websites have you used and why?
4. Have you used any website to evaluate a topic in your English class?
5. Do you think that students are interested in using websites in English class?
6. Do you think that you have school's support for the implementation of websites in your class?
7. Are you interested in implementing websites in your classroom, why?
8. If you use websites in the classroom would that increase the student's participation and improve the learning process of English?
9. What kind of strategies do you use to evaluate your class?
10. How often do you use the computer in your English class?

ANNEXES 2

THE PRACTICE AND USE OF DUOLINGO

TEACHER´S INTERVIEW