

ENHANCING PRONUNCIATION THROUGH INTERACTIVE SUBTITLES
IN STUDENT OF 10TH AND 11TH GRADE OF HIGH SCHOOL CDA

Applied Project

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by

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DEDICATION

I dedicate this project to my family, my mother and my grandparents who always supported me to make my dreams come true and who taught me that you can dream big, that you just have to spread your wings and let them take flight.

SPECIALIZED ANALYTICAL SUMMARY

Title	Enhancing pronunciation through interactive subtitles in students of 10 th and 11 th grade of high school CDA
Author(s)	Valeria Hernandez Gonzalez
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Keywords	Ingles.in, natural method, corrective feedback, Moodle, ICT.
Description	Applied Project
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Contents	<p>To develop pronunciation skills is imperative to communicate with the others, nevertheless, regrettably it is one of the skills less work at class. Fraser (2000) affirmed that the pronunciation is one of the skills most difficult of managing in learning of a second language, but it is very important to speak fluently and with foreign accent. Based on this idea, this project aimed to provide a learning tool (ingles.in) to students of 10th and 11th grade of the CDA school, in order that students could improve their listening and pronunciation of the English language through the comprehensive language and under the Natural Method proposed by Krashen & Terrell in 1983, in which students are able to acquire a language through imitation and feedback on their learning process. The project was carried out through a mixed methods design between experimental</p>

	<p>research and descriptive research for quantitative data in which, through descriptive and inferential statistics, it is intended to address the research problem and the hypothesis to verify and conclude the effectiveness of the ingles.in tool in the students' learning process. The findings of this project contribute to verify if the ingles.in learning tool helped students to improve their pronunciation, additionally it will provide material, such as student-generated audios, that will help to support other projects in the field of pronunciation.</p>
<p>Research Line</p>	<p>Bilingüismo en la educación a distancia mediada por tecnologías</p>
<p>Conclusions</p>	<p>It was possible to verify that students in the tenth and eleventh grade of the CDA school improved their pronunciation through the learning tool ingles.in. However, due to the little access of the students to the platform, there were not significant difference between the initial and final grades after having used ingles.in for two months.</p> <p>It was identified that one of the causes that students did not meet the minimum access required during the project was the lack of interest and commitment, because, although the most frequent reason why they did not enter ingles.in was lack of time because they were at the end of the last academic period in the school, it was observed that after November 20th 2020,</p>

	<p>which coincided with the last day of classes, students did not enter to inle.in although they had free access until December 15th 2020.</p> <p>The role of the teacher it is very important to promote learning through virtual environments and strategies to encourage students to its usage.</p> <p>It is recommended to analyze the relationship between motivation and learning in distance education mediated by technologies, as well as the relationship between autonomy in distance learning</p>
Advisor	Edith Grande Triviño

ABSTRACT

Valeria Hernandez, *Enhancing pronunciation through interactive subtitles in students of 10th and 11th grade of high school CDA*. Licenciatura en Lenguas Extranjeras con énfasis en inglés, May, 2021, Universidad Nacional Abierta y a Distancia.

Develop pronunciation skills is imperative to communicate with others, but unfortunately is one of the skills less work in class. However, pronunciation is one of the most difficult skills to achieve in the learning of a second language but is so important to speak with fluently and with foreign accent. Hence, this project aimed to analyze the improvement of pronunciation of the second language English through ICT in students of 10th and 11th grade of High school of Colegio Diocesano de la Asunción de Zipaquirá (CDA) school using the digital platform ingles.in, which allows students to improve listening and pronunciation through comprehensive language input as in the Natural Method and receive feedback about their learning process.

The project bellow is conducted through a mix-method design between true experimental research and descriptive research for quantitative data in which through descriptive and inferential statistic it is pretended to address the research problem and the hypothesis to verify and conclude the effectiveness of ingles.in in the learning process. The findings of the present project contribute to verify if the learning tool ingles.in help students to improve their pronunciation and collect material, such audios, that support other projects in the pronunciation field.

KEY WORDS: Ingles.in, natural method, corrective feedback, Moodle, ICT.

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CHAPTER I

Introduction

The project stems after identifying a frequent nationwide problem and it is the bad pronunciation of the English language in several schools in Colombia and the lack of technological or pedagogical tools to face this problem and support English language teachers to implement more meaningful content in pronunciation in English, as well as providing each student with feedback on their own pronunciation so that they are aware of the mistakes they make when trying to communicate with others. In particular, this problem was identified in the school Colegio Diocesano de la Asunción (CDA) in Zipaquirá, therefore, through this project it was intended to benefit 31 students of 10th and 11th grades, because these students are closer to get graduated and have a better knowledge of the language English can generate better academic and work opportunities once they complete their high school studies.

The purpose of the project was to provide a learning tool to students, but also a teaching tool to teachers of the English area of the school, since the platform was available to the teacher in case she wanted to carry out an activity in class using the platform ingles.in. Therefore, the project was intended to support the school in its educational process, especially during the pandemic generated by SARS COVID-19 during 2020, which generated many challenges in virtual education, especially the lack of free tools and meaningful ones to generate more didactic content to conduct classes using ICT. Therefore, the application of project would help the school to solve the challenges of virtual education, because with the platform ingles.in the students could practice listening and speaking without being in the classroom and interacting with other students, at the same time they

were corrected and evaluated, allowing the teacher to have other tools to verify the knowledge and students' abilities in the English language.

For the execution of the project, sponsorship was achieved by the company INTERACTIVE SUBTITLE SAS, which gave away 31 free accounts of ingles.in, so that students in 10th and 11th grades could improve their communication skills in English, but especially pronunciation, these accounts were enabled for two months, so that students could connect asynchronously to study with the platform at a minimum intensity of 30 minutes a day, but with the possibility of studying as long as they wanted to improve their English skills.

With ingles.in students were allowed to practice listening and pronunciation at any time, thus reducing the limitations of synchronous connection and allowing the students to be autonomous in their own learning process, since the "INTERACTIVE SUBTITLE" system that ingles.in handles is an ideal system to work independently on language learning skills such as: listening, vocabulary, pronunciation, reading and writing, since the ingles.in system has a series of activities that allows the student to learn the English language through culture and specific contexts, as well as receiving feedback on their learning process, reviewing their progress, identifying strengths and weaknesses, and providing a 24/7 practice tool to improve their communication skills.

In the application of this project, it was intended to identify the behavior of the variables time and grades obtained over two months (from October 15th 2020 to December 15th, 2020), in order to corroborate the research hypothesis in which it was established that the higher number of hours of navigation on the platform ingles.in, the better would be the grades obtained in the final test known as posttest. As well as it was intended to collect

quantitative information to characterize the students, their sociodemographic conditions and interest in improving pronunciation and other English language skills, to be able to draw some conclusions about the learning of the English language in virtual education mediated by the ICT.

Significance of the Study

Identifying digital resources that allow students to improve second language skills, increase their motivation and be self-taught in their own learning process is very important so that they can practice the language outside of class in other environments that promote autonomous and contextualized learning.

It is therefore that the mediation of ICT with learning has increased, being a pedagogical tool that supports any area of knowledge with a large amount of digital content. Currently there are several platforms, web pages, applications, softwares and other technological tools that are used for learning and perfecting English, they are designed according to the learning needs that have currently been referenced by various authors and researchers.

Through the project, the aim is to provide a learning tool that will help to improve common shortcomings in students of foreign languages (FL), such as pronunciation and listening, and corroborate the effectiveness of the digital resource *ingles.in* in the learning process of the second language English.

Tlazalo (2014) state that “the focus on pronunciation needs to be considered as a crucial aspect in FL programs since, as research has shown, some errors will probably never disappear entirely” and it is precisely through the implementation of the *ingles.in* resource with its innovative methodology that it is intended not only that students improve

their communication skills but also to reflect on their own learning process, being able to recognize the mistakes they have been making when they try to communicate with others, especially in the pronunciation of English.

The learning methodology of ingles.in is based on learning through interactive subtitles. According to ingles.in “when you study a video with Interactive Subtitles, your brain forms associations and connections between: images, sounds, texts, pronunciations, writing, knowledge and emotions, this information is stored in the networks of brain cells (neurons and glial cells), the success of learning a second language is to provide the brain with these connections, associations and information, with interactive subtitles you can easily and entertainingly achieve this goal”.

In ingles.in students learn English through a set of activities that student have to develop based in an in interactive video (course) that is compound for the activities: pronunciation of the word in American English and transcription in phonetic alphabet, pronunciation of the word in British English and transcription in phonetic alphabet, test of pronunciation of the word in American English, test of pronunciation of the word in British English, word dictation test: listen and write, record your pronunciation and listen to yourself and contribute audio or video of this word. With these activities students can learn the meaning of a word or sentence, listen the pronunciation and try to pronounce it.

According to ingles.in “The pronunciation module allows you to practice your pronunciation, in case of error it shows you how to interpret your pronunciation, so that you can make the corrections and try again, when your pronunciation is correct it will give you a star”. In addition in this module students have the transcription of the single word or the complete sentence in the international phonetic alphabet and the translation in their

mother tongue, if students does not the phonetic alphabet, each video has a tab with the symbols of international phonetic alphabet in which student can click each one to listen the pronunciation and see the mouth movement for each sound, also students have a completely section of pronunciation design only to learn about the sounds and symbols of the international phonetic alphabet for American English and British English with contextualized examples.

The importance of ingles.in is that through this resource, which is articulated to a pronunciation recognizer, student can improve their listening and pronunciation skills among other communicative skills such as writing and reading, at the same time that increase their vocabulary. Ingles.in also allow students to record their own voice and listen it, so students can reflect in the rhythm (stress), music (intonation) and flow of English (linking and connected speech) for a single word or in a complete sentence at the same time that learn vocabulary and idioms in a contextualize environment.

This project is important in the field of education and in learning English because in the first place it allows to verify a learning tool developed through the mediation of the ICT and Moodle platform, in the second place it contributes providing information that could help other researches to support researches about application of ICT in the learning process.

Corroborating the effectiveness of this learning tool to improve pronunciation is important because it will provide students and teachers with a didactic tool to improve communication skills, learn English in a contextualized way, and improve pronunciation by receiving meaningful feedback without the presence of a teacher or native speaker to correct the student, so student can learn English and practice pronunciation at any time and

place promoting autonomous learning.

Additionally, through this project, it is expected to collect at least 500 audios of fragments of phrases in English produced by the students, which will provide information to support other investigations about the pronunciation of English or the use of subtitles in learning English.

The project allows that students of tenth and eleventh grade from the school CDA improve their communication skills and pronunciation in the English language. This project will directly benefit 31 students who will receive free access to the ingles.in platform for 2 months, in which they will be able to access to the courses and to the content of the platform any time, and all days with an intensity of at least 30 minutes per day every day, but they can access more time if they want.

Statement of the Problem

For teachers verify the reading, writing, pronunciation and correct use of grammar of each student in class time is sometimes impossible due to the large number of students that teachers have to teach in the same class. However, the feedback in the language learning process is vital for the student to realize the mistakes that have been made and to correct them. According to Ferreira (2017), although corrective feedback has been controversial for many years, it has been studied extensively because it has allowed through didactic strategies that students can demonstrate their linguistic mistakes and correct them.

According to Ferreira (2017) “In descriptive terms, an episode of Corrective Feedback (CF) is constituted by a linguistic mistake, a corrective strategy to support the correction of a certain mistake and the instances of the learner's uptake or uptake; in other words, the student's immediate response to the CF provided by the teacher in reference to

the student's mistake”.

Considering that in many classes the feedback processes is not carried out due to the lack of time to develop feedback for each student, teachers as mediators of the educational process are the ones who must devise strategies, so their students can make up for the shortcomings of learning a second language, reinforce knowledge and be able to practice their skills in other environments out of classroom. For this reason, the inclusion of digital resources as a pedagogical strategy to support learning of a second language is extremely important.

Currently with the implementation of ICT, there are diversity in digital resources that teachers can use inside or outside of classrooms, resources such as OVAs, Moodle platforms, web pages and multimedia formats such as videos, images, and games, among others. These resources not only help improve the second language learning process in students, but also help teaching practice because teachers can have more tools to make more dynamic and interesting the classes to increase the motivation and knowledge of students.

In this era of communications, it is important that the contents are available for all types of devices, especially mobile devices, tablets and computers in order that students will be able to access to didactic contents, courses and activities at the time of their preference and according with their time availability. Having a permanent instrument of practice and study of languages is vital to achieve true expertise in language skills, individual practice, personal internalization of sounds, lip, and tongue movements. Personal practice is the basis of this wonderful ability to speak another language.

Nowadays it is essential that students face contextualized environments to connect

with the reality of a culture and a language, so all the knowledge that the acquired will be significant and with meaning. Through ICT and digital resources students have more opportunities to face these environments and learn through culture as if they were in an English speaking country because they can place the vocabulary, expression and grammar in real scenarios that help to improve their communicative skills.

The mediation of ICT, OVA and Moodle platforms in second language learning are excellent didactic tools for students to work autonomously on language learning skills such as: listening, vocabulary, pronunciation, reading and writing. It is also an excellent didactic resource to support classes and courses, to program activities, review progress, identify strengths and weaknesses, reinforce and learn new topics, and most importantly, it provides to students a real instrument of practice to study at home. In this way, the teacher can present new content interactively from virtual and face-to-face environments, since this type of educational tools can be used in class or outside classroom as asynchronous connection help tools, which can have greater access to information from different electronic devices such as computer, Smartphone and Tablet.

The mediation of technology and the creation of digital resources as a pedagogical strategy allows teachers the possibility of monitoring the process of their students, completing the teaching and learning process with entertaining, interactive and motivating information, facilitating the development of competences.

Taking into account the importance of ICT in the learning process, and the lack of time for English teachers of the school CDA to provide meaningful feedback to each student in class time, through this project it is intended to determine if the students of the tenth and eleventh grade can improve their pronunciation using the virtual platform

ingles.in during 2 months.

Based on the research problem, there are establish a research hypothesis, which will be corroborated through a statistical method to be able to conclude if the ingles.in platform helps to improve the pronunciation of students, the research hypotheses will be analyzed taking into account the scores obtained by the students during the different tests that are carried out in the research, this process will be explained in more detail in the research methodology. The following research hypothesis is established:

The grades obtained in the pre-test are equal to the grades obtained in the post-test in the control group (A).

Also, it is intended to collect information related to the number of clicks made for students, average access time, average number of days of access, average grades per student, and other information which help to verify the effectiveness of the use of the virtual platform ingles.in to improve the English pronunciation.

Objectives

General Objective

To improve the pronunciation of the eleventh and eleventh grade students of CDA school through the learning tool ingles.in.

Specific Objectives

-To provide 31 free accounts to ingles.in with unlimited access for two months to 10th and 11th grade students.

- To determine the initial and final pronunciation of students through an initial test and a final test

- To compare the grades of the pronunciation component before and after using ingles.in.
- To describe the behavior of variables time and scores during the 2 months of access to ingles.in
- To determine if there is a relationship between the grades obtained by the students and the browsing time in ingles.in.
- To identify factors related to daily access or non-daily access to the platform ingles.in
- To characterize sociodemographic features of students and their preferences for learning English

CHAPTER II

Literature Review

Learning in a natural way

In the learning and acquiring of second languages it is important that students learn in a natural way, Krashen & Terrell (1983) in the work *The natural approach: language acquisition in the classroom* aimed to significate acquisition of language through comprehensive language input that allow that student`s language output be carried out in a natural way in which grammar is no taught but it is acquired unconsciously. Krashen (2003) in his input hypothesis stated that comprehensive input was the key ingredient to acquire a new language because allow interaction in the target language and encourage natural communication enhancing the proficiency in a second language in a natural way.

According with ingles.in (2019) “Language is inevitably related to our brain. When you study a video with interactive subtitles, your brain forms associations and connections between: images, sounds, texts, pronunciations, writing, knowledge and emotions. This information is stored in the cell networks of the brain (neurons and glial cells), the success of learning a second language is to provide the brain with these connections, associations, and information, with interactive captions you easily and entertainingly achieve this goal”.

The platform Interactive Subtitle developed some tasks in which students have the opportunity to face material situated in specific cultural context. The use of subtitles in didactic way to improve the listening encouraging input and output language through listening, recording voice (speaking) and receiving feedback to reinforce pronunciation, this conception was retaken according with the thoughts of Skinner (1957) in which is stated that learning should be carried out from the environment by repetition and imitation.

Koolstra & Beentjes (1999) confirmed that using subtitles really induce a learning effect. Meanwhile Aksu-Ataç & Günay-Köprülü S. (2018) believed that student benefit from the audio-visual tools because they have the opportunity to face different context that allow create meaning and stated that “presenting audio with the written text at the same time has positive effects on recording spoken words and increasing language memory”. (Aksu-Ataç et al (2018)).

Acquiring a second language through culture

Learning through culture is significant to acquired or learn a language because provides meaning to words and sentences. According with Garside T. (2019) “language without context lacks important reference points for meaning, and so is simply not as effective in communicating what we want to say”. For Jahraus (2007) “the concept of context can be express in terms of culture” and it is related to the society, history and the evolutionary basis of culture through time. Otherwise, Liddicoat & Scarino (2013) reflect about that making meaning in a new language make that student think critically and reflect in the relationship between language and culture.

The role of culture in leaning is imperative because allow that students construct learning through contextualized environments in which can related the semantic and pragmatics of words. Also, Perry & Foley (2016) stated that it is important integrate culture at first and later the meaning for language teaching in order to encourage motivation and attention of students, they highlighted that “sociological approach to culture that calls for context explanation, where stress on content and meaning (the application of the

intercultural dimension) shifts the practice of simple language acquisition to complex (culturally relevant) language acquisition.”

Perry & Foley (2016) mentioned that the work of English foreign language teachers is provide opportunities to students to learn through authentic communicate environments and reflect in the “the need to address the contradiction intrinsic in the pedagogy of language acquisition, a contradiction in which linguistic proficiency is favored and cultural conflicts are eliminated.”

The importance of pronunciation to acquire a new language.

Develop pronunciation skills is imperative to communicate with others but unfortunately is one of the skills less work in class. Fraser (2000) state that pronunciation is one of the most difficult skills to achieve in the learning of a second language but is so important for speaking with fluently and foreign accent. Tlazalo (2014) state that “the focus on pronunciation needs to be considered as a crucial aspect in FL programs since, as research has shown, some errors will probably never disappear entirely”.

Krashen & Terrell (1983) with his method natural method or direct method aimed to significate acquisition of language through comprehensive language input that allow that student`s language output be carried out in a natural way in which grammar is no taught, but it is acquired unconsciously. Krashen (2003) in his input hypothesis stated that comprehensive input was the key ingredient to acquire a new language because allow interaction in the target language and encourage natural communication enhancing the proficiency in a second language in a natural way.

Celce-Murcia, Briton and Goodwin (1996) through the Intuitive-imitative approach highlighted that students acquired a second language through listening and imitation of rhythms and sounds without explicit instruction given by a teacher, similar to assumptions of the natural methods, as well they agreed that students have the tendency to apply the sound of their mother tongue to a second language, leading to interlingua mistakes. This is a very common mistake in learning a second language in Colombian students because have the tendency to pronounce words as in Spanish sounds and Spanish intonation especially in the words that have a similar spelling. Another common mistake in pronunciation is due to the missing knowledge about vowel sounds and consonants in English, so students have the tendency to pronounce all vowel and consonant sounds as the sounds of vowel and consonant in the alphabet.

Studies developed by Brown (1992) and Fraser (2000) reveal teaching pronunciation is avoided by teachers because the lack of knowledge or confidence around the correct pronunciation and intonation of words and phrases. It is important that teachers promote the use of different tools outside classroom that allow proficiency in pronunciation to be able to develop properly the speaking skills, tools such as ingles.in or other tools that encourage and develop the speaking skill through listening and imitation.

These approaches are related to the project because students will be able to acquire the second language English through listening and imitation as in the natural way through the system developed in ingles.in and the use of API speech recognition (a complement of google). With ingles.in students are provided with an interface in which they can speak, record their voice, check if their pronunciation also receive feedback about what it was understood if students mispronounced words or avoid intonation, helping student to learn

through mistakes and imitation of English sounds in both British and American English and recognize patterns of sounds in order that they be able to pronounce new words that they haven't heard before taking into account what they have acquired through imitation.

Birulés-Muntané & Soto-Faraco (2016) proposed that:

“Listeners can shift their native phonetic category boundaries in a flexible way in order to adapt to phonemic variations based on context (...) because often learners have more success learning foreign vocabulary, orthography and syntax than phonology, both in terms of production and understanding”

ICTS in the acquisition and learning of second languages.

With the incursion of ICT environments in education, instructional activities can be developed outside classroom as well assessment can be developed through different platforms and digital resources. John and Wheeler (2008) stated that due to the advances that have been developed in ICT, assessment of learning is changing causing that a rethought of methods and process currently used to assess.

Mechlova and Malcik (2012) establish the importance of technology to support teaching process and highlighted that ICT is “changing in traditional paradigm of education and modern paradigm of education”, also state that “Cultural constructivism brings in a wider context to learning, including customs, religion, language, physiology, tools available (computers, books, etc.)”. Nitko and Brookhart (2011, p. 3) define assessment as ‘a process for obtaining information that is used for making decisions about students; curricula, programs, and schools; and educational policy’. Redecker (2013)

state that “current strategies for using ICT to foster competence-based assessment focus on Computer-Based Testing, online quizzes or simple games, and e-Portfolios”.

In learning and acquired second languages as part of assessment process feedback it is very important to correct mistakes in pronunciation. According with Hattie and Timperly (2007) feedback is an effective tool in learning process for students.

Feedback in learning processes

According to Ferreira (2017) although corrective feedback has been controversial for many years, it has been studied extensively because it has allowed through didactic strategies that students can demonstrate their linguistic mistakes and correct them.

Hattie and Timperly (2007) through their model stated that to have an effective feedback teachers and students have to inquiry about the purposes of learning carried out through the concepts feed up, feedback and feed forward, and the effective feedback correspond to the successful reflexing of learning objectives. Also, they highlighted the importance of feedback in evaluation process and stated that due the lack of feedback in classroom, teacher can use different tools and resources like videos, audios, graphics, magazines and other tools to provide feedback in student` learning process, Hattie (1999) stated that the best way to provide a significant feedback is through video, audio or computer-assisted instructional feedback.

Hattie & Timperley (2017) declare the role of teachers to create strategies and learning environments in which student can developed more detection skills and develop self-regulation skills to be more conscious about their own learning and have a role more active.

Motivation

According to Gordon & Debus (2002) shallow approaches are motivated by the learner's aspiration to meet minimum requirements with less effort, and precisely that idea is what leads to a low-quality learning outcome. Also, Entwistle (2001) stated that students may desire higher grades using a strategic or achievement approach.

According Hasnora , Ahmadb & Nordin (2012) “students who adopt deeper approaches are task focussed and they are associated with an intrinsic interest in the subject where their intention is to comprehend the learned content, seek self-fulfillment from the material, and will usually results in a deep level of understanding” (As cited in Papinczak et al. (2008))

Also (Kyndt, 2011) indicates that the most appropriate and favorable strategies for the creation of meaning in learning are given by the integration of new knowledge with previous knowledge or the use of information extracted from other resources, which allows relating ideas and concepts. On the other hand, Ogedebe (2012) found a strong correlation between internet access and academic performance.

Relation between grades and time of study

Allen, Lerner and Hinrichsen (1972) found that the number of days per week that students study is a better predictor for the grades than the total study time, also Perlmann and McCann (2002) found that the hours of study was the most important factor which contribute to improve or decline the scores in exams. Conversely, other authors such as Okpala et al. (2000) found in their studies that the time spent studying, it did not significantly affect the educational outcome.

According with some authors like Aronson, Zimmerman & Carlos, (1998) a lot of literature conclude that exist some relationship between engaged time and achievement and also that there is a larger relationship between academic learning time and achievement. Conversely, Dickinson & O'Connell (1990) establish that even though it is belief that the more time students study, the better will be the grades. However, many studies have failed to support that assumptions due to the weakness in the relationship of the variables time of study and grades carried out through correlations. In the other hand studies by J. Eikeland and Manger (1992), Okpala et al. (2000), Perlmann and McCann (2002), and Barbarick and Ippolito (2003), used linear or multiple regression analyses to find a relation between the exam performance with the hours studied, however, they the amount of time did not have significative impact in the grades, also the model created for the linear or multiple regression analyses did not provide a reliable model.

Previous studies

Below there are some studies that have been conducted for purposes and methodologies similar to the ingles.in platform and the learning methodology it manages, thus using videos (songs, movies, documentaries, interviews, news) with subtitles and various activities contained in each video, which allow students to learn the second language by observing, reading, listening to and pronouncing phrases and words contained in the audiovisual material which place the student in common contexts and the culture in which communication is developed, taking advantage of the use of ICT in second language learning and virtual environments such as web pages for the creation of didactic and meaningful content in learning in order to allow student comprehend language input and

produce oral output to improve the communicative skills, specially listening and speaking skills.

Using subtitles to enhance foreign language learning:

Talaván (2006) use as a strategy subtitles in videos to enhance foreign language. The general methodological approach that Talaván (2006) use in his proposal for learning second languages is Communicative Language Teaching in combination with Task Based Learning, because it provides a functional perspective around concepts like communication and social interaction which “allows students to understand foreign language acquisition and production from a different perspective” (Talaván, 2006).

The attended audience in the research is adolescents and adults. For the development of the strategy any subtitle program or software can be used; this strategy can “be integrated in a multimedia software or online courseware” (Talaván, 2006). This strategy according with Talaván (2006) give a motivating context audiovisual extracts being support tool for both teacher and students in the learning and teaching process, due to students have an active role in their process because through this strategy student scan study without teacher`s supervision, since according with Talaván (2006) the use “of subtitles provide instant feedback and therefore positive reinforcement” because “learner can see immediate meaning in terms of vocabulary recognition” and learn how to pronounce many words consciously and unconsciously, acquired new vocabulary and idioms being able to put in context and give a meaningful meaning. In the case of teachers, the enforcement of this strategy help teachers` performance because give them more resources, being an “authentic and comprehensible language input”. (Talaván, 2006).

Fostering Culture Through Film:

Perry & Foley (2016) in their idea of “reshape critical thinking within a more global perspective” decided to assess the usefulness of films in the learning of second languages as a tool to identify, interpret and compare cultural models in order to learn through contextualized environments in which students can identify factors related to language such as gestures, pragmatics and proxemics taking into account the culture in which this factors are developed in order to give a meaningful meaning to concepts and language. The study was analyzed through the theoretical model of intercultural teaching and learning and the results were obtained from observation of her classes. Through the application of this strategy of learning, Perry & Foley (2016) was allowed to fulfill their teaching goals, which were focus on “help students engage with the pragmatics, gestures, and proxemics of the language” and the “second objective concentrated on the meaning within the dialogue” (Perry & Foley, 2016), in order to guarantee that students through “learning the dialogue, would connect with the significance and cultural context of the words” (Perry & Foley, 2016). As a result of the practice Perry (2016) gain that student not only practice the language but recognize the factors about language previously mention, fulfilling the first objective, but the results was not satisfactory because as part of the second objective she tried to “Allow the students to practice the language but also to direct them to reflect on the culture” and encourage students to questioning the social outcome and make connections to the current issues using the target language, but this last part was not obtained. Perry (2016) stated “I realized that film, as authentic material, with the appropriate adaptation and guidance, can provide a powerful tool to project rich and genuine insight into a culture”.

Examining Language-Learning Websites: Discourses about Language, Learning, and Learners Folios:

Alvarez (2017) proposed that through learning languages websites and semiotic design (taking into account this like the content and structural design) influence the meaning of concepts that students create taking into account social interactions and the context in which learning is carried out. The study of Alvarez is carried out through the multimodal semiotic approach and it is focus on the relation of websites and meaning construction through virtual environment.

The study was carried out through observations of behavior and interviews made to one woman who was trying to learn English language using the Pumarosa website. For Alvarez (2017) analyzing the collected data, he highlighted about Pumarosa, that “its semiotic design is informed by structural views of language that permeate the organization and presentation of instructional materials” (Alvarez, 2017).

In the findings is is said that “From a multimodal perspective, the page draws on several modes of communication including color, image, and spatial distribution and, especially, the linguistic mode, which carries most of the meaning-making force”. (Alvarez, 2017). Alvarez reinforce the theory of Skinner (1957) in which he stated that learning should be carried out from the environment by repetition and imitation which was applied in the design of website Pumarosa according with the multimodal semiotic approach.

Implementation of Voice Recording Activities in Improving Mandarin Oral Fluency:

YanJu, Yan Mei & Mohamed (2017) aimed to know the effectiveness of voice recording activities in improving Mandarin oral fluency, they proposed that students

record their own voice in a social media platform in order to improve the speaking skill and received feedback, because it's one of the skills less practiced in classroom because of time and amount of student who attend to class, and also because the lack of opportunities to practice the language outside classroom. According with YanJu, Yan Mei & Mohamed (2017) with voice recorder activities "Students are able to reflect on their accent, grammar, fluency, intonation, etc." Because through this kind of self-monitoring task student are more aware about their own learning.

The methodology used was mix qualitative and quantitate, the instrument applied were a survey questionnaire and classroom observation. YanJu, Yan Mei & Mohamed (2017) through research got positives results in which student improve the speaking skills, "researcher found out that 36.4% of participants strongly agree and 54.5% of participants agree that this voice recording activity help them improved their Mandarin pronunciation", also students improve grammar and "increase in complexity after recording, self-assessing and revising students oral output" (YanJu, Yan Mei & Mohamed, 2017).

Watching Subtitled Films Can Help Learning Foreign Languages:

Birulés -Muntané & Soto-Faraco (2016) in their study aimed to "investigate the potential benefits of watching subtitled media in major aspects of second language learning such as phonology and vocabulary" and identify if students were able to understand the plot of a series from TV through the use of subtitles and verify their hypothesis about "intralingua subtitles should enhance top-down, lexically-driven

formation of both the speech sound categories and their adaptation to phonological variations” (Birulés -Muntané & Soto-Faraco, 2016).

The study was applied to 60 university students. The collected information was quantitative as was obtained through two tests, one before and the other after the viewing in which listening skill and vocabulary were tested through Cambridge exams and the results compared. For the study students were divided in 3 groups, each of with 20 participants, each group had a characteristic, one watched the series with English subtitle, the other with Spanish subtitle and with non-subtitle. According with Birulés -Muntané & Soto-Faraco (2016):

“The results of the listening skills tests revealed that after watching the English subtitled version, participants improved these skills significantly more than after watching the Spanish subtitled or no-subtitles versions (...) the most relevant finding to emerge from this study was a significant improvement in listening scores of ESL speakers, after watching a TV episode in English, with English subtitles (17% increase vs. 7% for no-subtitles and 0% for Spanish subtitles condition).”

Even though the study showed that the use of subtitle for learning English was successful the data did not conclude that there was a meaningful acquisition of new vocabulary in any of the 3 groups but allow to conclude that “the putatively beneficial effects of intralingua subtitles come at a cost in plot comprehension, compared to subtitles in the viewer’s own language (interlingua)” (Birulés -Muntané & Soto-Faraco, 2016).

CHAPTER III

Methodology

The project is carried out in the line of research Bilingualism in distance education mediated by technologies. Research is conducted through a mix-method design using experimental research and descriptive research to aim the research problem and hypothesis. Project is carried out through an experimental research using quantitative data in which is pretended analyze if students of 10th and 11th grade could improve their pronunciation for 2 months using the platform ingles.in. For the casual research it is applied a test at the beginning and at the end of the project, which will be call the pretest and posttest, the tests aimed to compare the grades before and after the use of the tool ingles.in to draw conclusions about the improvement of pronunciation of English language.

Variables to be measured in the research are Time and Score. For the cause research the variable that the researcher has control is the variable Time which is also called independent variable or predictor variable because it is the presumed to cause differences in the Variable Score called outcome variable or dependent variable. For the research, the predictor variable is hypothesized to affect the outcome variable and the dependent variable cannot be manipulated for the researcher.

The test applied for the pretest and posttest is the same to obtain meaningful results that can be compare and allow to draw conclusions, the pretest and posttest are taken from one of the courses of the platform ingles.in, which record and collect by themself the grades obtained in each test.

Descriptive research is used to observe the behavior of the variables Time and Score during the use of the platform ingles.in during the 2 months of the application to identify frequency of

access to the platform, amount of clicks made for students per unit time, amount of courses completed for the students, the type of videos more appealing for students, average hours of navigation in ingles.in in minutes and hours, average scores per students, and percentage of improvement in grades comparing pretest and posttest.

Bilingualism in distance education mediated by technologies.

Population

The population for the research is students of 10th and 11th grade of the school Colegio Diocesano de la Asunción (CDA), located in Zipaquira, Cundinamarca, Colombia. Total population in the research is 31 students within ages of 14-19 years old, which correspond to 19 students of tenth grade and 12 students of eleventh grade. Students belongs to 2,3 and 4 social economic status.

Data collection methods

The quantitative data collected is primary, taken from two instruments. The first one is the same platform ingles.in, where results are obtained from the pretest and posttest and from the progress registered in the platform ingles.in during the period of 2 months of usage of the platform. Pretest is a diagnosis test carried out to register the previous knowledge and performance of students in the pronunciation of English. Posttest is carried out to measure the achievement and effectiveness of usage of ingles.in to enhance pronunciation in students comparing data collected in the pretest and posttest. For each test (pretest and posttest) student have two attempts to pronounce every sentence, after 2 attempts grade will be submitted and students must continue with the next sentence, total grade of the pretest and posttest goes from 0 to 10 points. The test is designed to be developed during 1 hour considering the two attempts per sentence. The exams are

based on one of the courses of the platform, the course is called Nisha Blackwell Self-taught CEO and belong to the section of stories.

The quantitative data collection tool is the same platform ingles.in, which is articulated with the learning management system Moodle that register the data for the variables time and score. Variable Time is measure in minutes and information is presented for the period of 2 months. Variable Score is measure in a range of 0 to 10 and data is collected through the pretest, posttest and the 2-month practice.

The second instrument for collecting the information is a descriptive survey created using Google Forms application, with this survey it is intended to collect sociodemographic information of the students, availability of time to participate in the project, availability of resources such as internet access and electronic devices such as computer and / or cell phone, interests in improving pronunciation among other items to have a characterization of the population.

In addition, during the 2 month-practice data is collected to represent the amount of courses finished, average score of the courses and amount of clicks made. This information is collected from the courses that's students complete in a 100%.

Simple linear correlation

Linear correlation is implemented in the project to identify if the variables Time and Score are associated and also if the variables Times is associated with the variable Clicks. Correlation is measure through the correlation coefficient which represent the strength of the linear association between the variables Time and score, in which a correlation coefficient of zero represent no linear relationship between the variables and a correlation coefficient of -1 or +1 indicates linear relationship. Positive correlation in the range of (0,1] will imply that while Time variable increase

Score variable increase or the other way around, negative correlation in the range of $[-1, 0)$ will imply that while Time variable decrease, the Score variable decrease as well or the other way around.

The analysis obtained by the correlation coefficient contributes to explaining the research hypothesis, which would represent that the time variable affects the Score variables, allowing make predictions in each variable based on the other.

Linear regression

Linear regression is implemented in the project to attempt to model the relationship between the variables Time and grades, and Time and clicks using the linear equation to observed data and quantify the relative impact of Time spent surfing in ingles.in over the scores obtained for the students. Variable time will be considered as the explanatory variable or independent variable (X) and variable Score will be considered as the dependent variable (Y).

The linear regression model used is $Y = \beta_0 + \beta_1 x + \varepsilon$. This model is used to explain the relation between the variables X and Y. In this model, the mean Value of Y is assumed to follow the linear relation $E(Y) = \beta_0 + \beta_1 x$, note that $E(Y)$ is a constant value. $E(Y)$ is the abbreviation of mean value of Y. So $Y = \beta_0 + \beta_1 x + \varepsilon = E(Y) + \varepsilon$.

The regression coefficients are β_0 (intercept) and β_1 (Slope). The slope (β_1) is interpreted as the change in the mean value of Y for a unit change in x. E is the random error, assumed to follow a normal distribution with mean of 0 and variance σ^2 .

β_0 (intercept) and β_1 (Slope) are stated using the formulas:

$$\beta_0 = \frac{(\sum y)(\sum x^2) - (\sum x)(\sum xy)}{n(\sum x^2) - (\sum x)^2}$$

$$\beta_1 = \frac{n(\sum xy) - (\sum x)(\sum y)}{n(\sum x^2) - (\sum x)^2}$$

To interpret the data, the Excel program will be used, and the correlation and linear regression function that will offer the model equation, which will be used to obtain results on the variables and their linear relationship.

Inferential statistics

Analysis of data is carried out to analyze the tabulated data collected in order to determine inherent facts that help to interpret the results. Data analysis is aimed to test the research hypothesis. It is accepted the null hypothesis or the alternative hypothesis after that the data collected from the pre-test and posttest were analyzed using t-test. The results scores collected in both tests, the pretest and posttest, become the empirical evidence to accept or reject a null hypothesis.

In a general conception Null hypothesis indicates that there`s no statistical significance between the variables Time and Score, which means that there`s no relation or association between the variables. Otherwise, the alternative Hypothesis indicates that there is statistical significance or relationship between the variables Time and Score.

Data is analyzed taking into account the research hypothesis:

a) **Research hypothesis:**

The established research hypothesis indicates that the longer the study time on the ingles.in platform, the better the grades obtained by the students, in order to evaluate the hypothesis with the paired t-test, the hypothesis is established as: The grades obtained in the pre-test are equal to the grades obtained in the post-test. Since in this way the test can be applied according with the criteria of the Null and altern hypothesis.

The grades obtained in the pre-test are equal to the grades obtained in the post-test.

Research hypothesis is carried out through a paired t-test because we are interested in the difference between the means of the same group in 2 scenarios. For this test samples are considered dependent because dependent samples occurs when a group may be measured twice such as the case of the pretest and posttest.

There are stated 2 hypotheses Null hypothesis (H0) and Alternative hypothesis (Ha)

$$H_0: \delta = \mu_1 - \mu_2 = 0$$

The difference between the two samples is zero

$$H_a: \delta = \mu_1 - \mu_2 \neq 0$$

The difference between the two samples is not zero

For dependent sample hypotheses, the delta symbol δ is used to symbolize the difference between the two samples.

We set the criterion for evaluating the hypothesis by establishing an alpha level (significance level) of 0.05 and finding the critical values (t) by t-test. To apply T-test it is used the software program Microsoft Excel to aim the research hypothesis. We apply the “t-Test paired two Sample for means” Test in excel.

To apply the test we select the data and set the standard alpha level (significance level) of 0.05. After application of the “t-Test paired two Sample for means” Test a box it is pop up in which statistic information is resume, such an information like mean and variance of each samples, the p-value, the t-value, the t-critical value and other relevant information.

To reject the Null hypothesis is considered the information bellow:

- ❖ Comparing alpha level and p-value: Null hypothesis will be rejected if the p-value in the output is smaller than the alpha level we chose.

- ❖ Comparing t-critical value (t-critical statistic) with the t-value (t-statistic): Null hypothesis will be rejected if the t-value is larger than the t-critical value.

The null hypothesis will show that there is not a significant difference in student`s grade between the pretest and posttest.

The alternative hypothesis will show that there is a significant difference in student`s grade before and after a 2-month using ingles.in, which is reflected in the pretest and posttest scores. Also, we can conclude that the grades after using ingles.in, on average, is higher than not using ingles.in. Thus, we can conclude that the use of ingles.in had an effect in student achievement.

CHAPTER IV

Results and Discussion

Under a descriptive analysis of the information collected, it was analyzed the behavior of the variables time and grades of the tenth and eleventh grade during 2 months of access to the ingles.in learning tool, additionally it was found other important findings that allowed to characterize the students, their likes, motivations and reasons why they did not fulfill the proposal of access 30 minutes per day during the two months stablished at the beginning of the project, these findings are presented below.

For the descriptive analysis, a survey was conducted to have a better understanding of the students availability of time to participate in the project and also their interest in improving the English language, within the finds it was found that:

Most appealing types of videos

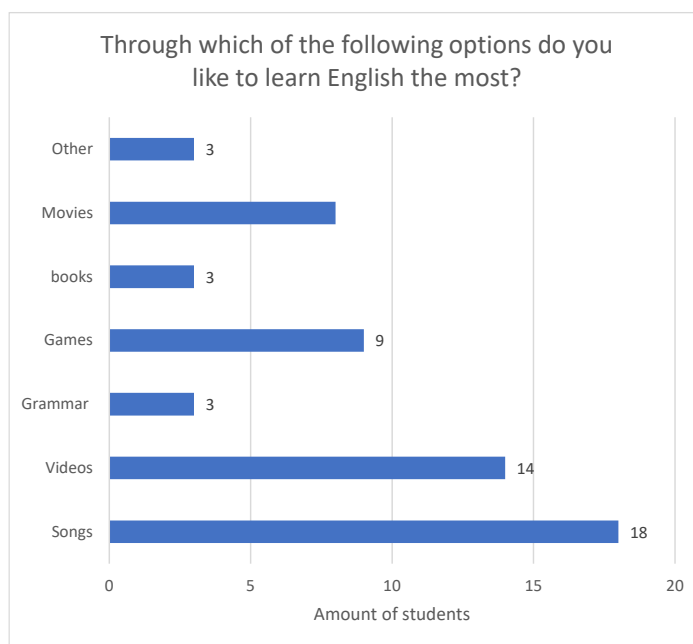


Figure 1 descriptive survey student statements

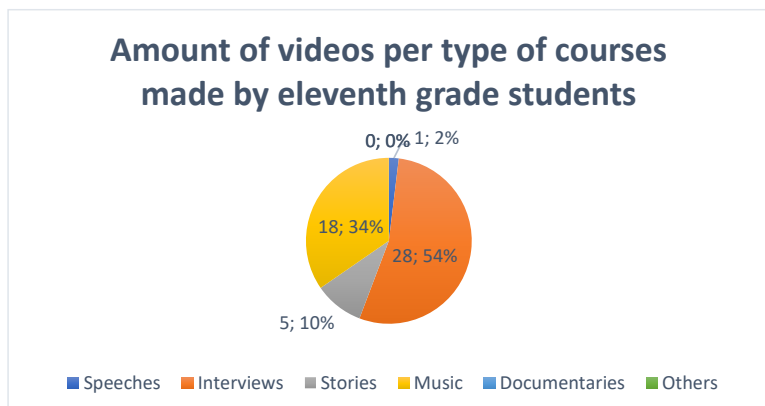


Figure 2 Number of videos per type of courses

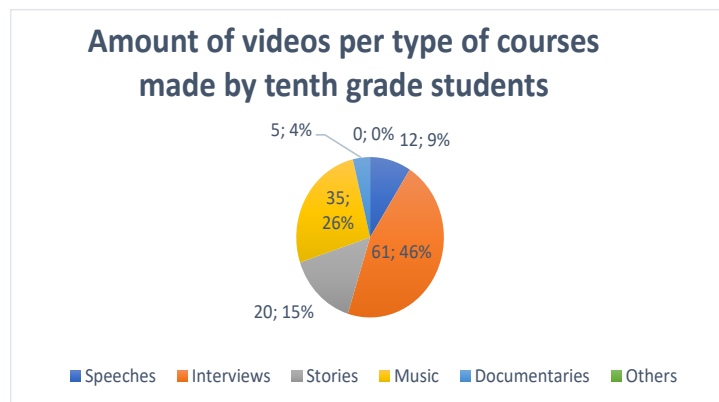


Figure 3 Number of videos per type of courses

The type of course (video) that the tenth and eleventh grade students took the most was interviews, with a total of 61 videos for the tenth grade corresponding to 46% and 28 videos for the eleventh grade corresponding to 54%. The second most developed type of courses was music, with a total of 35 videos for grade 10 corresponding to 26% and 18 videos for grade eleven corresponding to 34%.

This information is similar to what was reported by the students in the survey before starting the project, in which they indicated that 24% of the students preferred to learn English by videos and 31% of the students stated that they preferred learn by music.

Interest in improving English

Are you interested in improving your level of English?

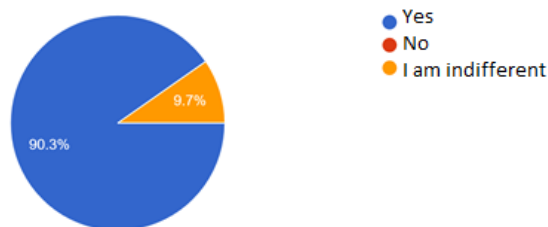


Figure 4 descriptive survey student statements

Do you like to study English?

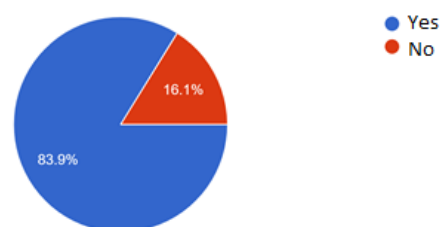


Figure 5 descriptive survey student statements

Would you like to specifically improve your pronunciation in the English language?

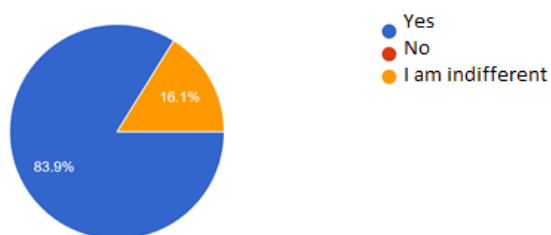


Figure 6 descriptive survey student statements

The 83.9% of tenth and eleventh grade students indicated that they like English, and 16.1% indicated that they did not like the English language. Furthermore, 90.3% indicated that they were interested in improving their English, while 9.7% indicated that they were indifferent to this statement. On the other hand, 83.9% of the students indicated that they wanted to improve their pronunciation, while 16.1% indicated that they were indifferent to improving the pronunciation of the English language. Then, at least 80% of the students showed some interest in learning the English language.

Time availability

How much free time do you have a day to study English at ingles.in?

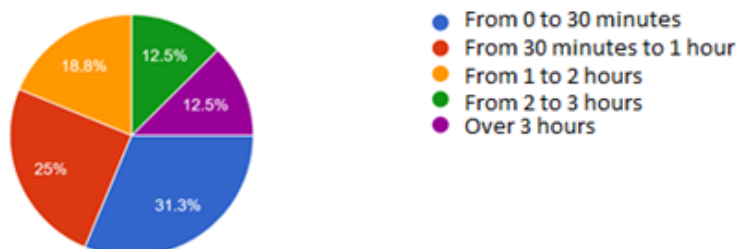


Figure 7 descriptive survey student statements

The 31% of the students indicated having from 0 to 30 minutes to study in ingles.in, 25% indicated to have from 30 and minutes to one hour to surf in ingles.in, and those who indicated to have more time to study in ingles.in corresponded to 3.2% with 7 hours or more. Therefore, all students could surf in ingles.in at least the minimum time of 30 minutes per day.

How much time per week do you spend studying English (in addition to class hours)?

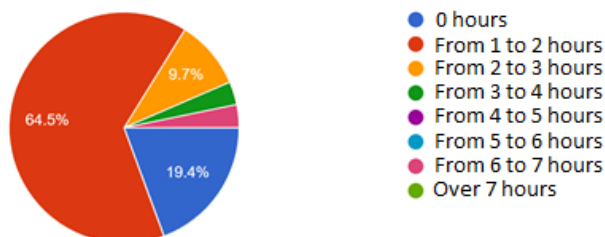


Figure 8 descriptive survey student statements

It was also found that 19.4% indicated studying 0 hours per week of the English language, in addition to academic activities, and 64.5% indicated studying between 1 to 2 hours additional to activities during the week, while 6, 4% indicated studying more than 6 hours a week.

Daily access measure in clicks

To measure which were the days that the most students entered, the clicks were used as a measure, which is a measure that indicates the number of times a student clicks in a minute, this measure is more accurate in Moodle than the total time of navigation of each student to determine the activity of the student browsing a course, because in Moodle it can happen that the student is connected but is not really studying on the ingles.in platform and even then the time is counted as browsing time. While the measurement of the clicks is more precise, due to the design of the platform, because in order to learn, the

students must be constantly clicking on different buttons or tools in order to learn and complete each course in its entirety.

So, according with the statistics collected it was found that:

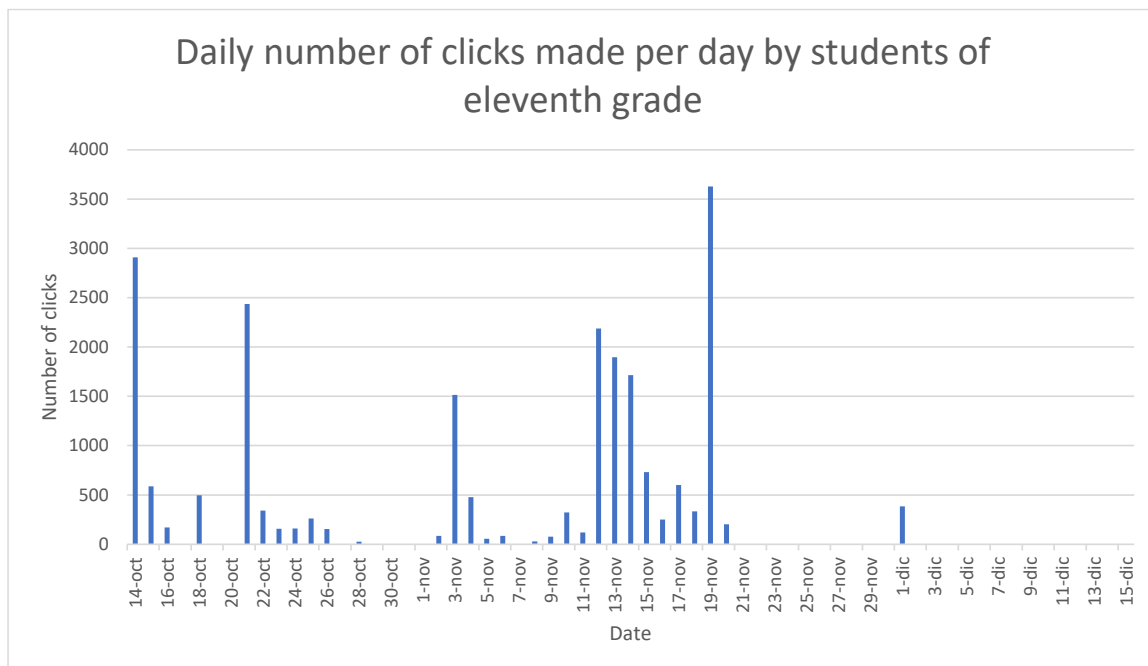


Figure 9 Daily access measure in clicks

The maximum number of clicks per day was 3.629 and the minimum number of clicks per day was 0 for students of eleventh grade, the average daily number of clicks made during the two months taking into account all the students was 349,84 clicks per day. While the average amount of clicks expected per 30 minutes of study (daily) on the ingles.in platform was approximately 325 clicks per student and per day, and approximately and amount of 3.900 clicks per day taking into account all students. So in comparison with the amount of clicks daily expected to be done for all students and the average amount of clicks made for all students, there is a difference of 3,550,16 clicks, that

means, that in average the clicks made for all the students in one day was just an 8,9% of the clicks expected for a day of access to ingles.in.

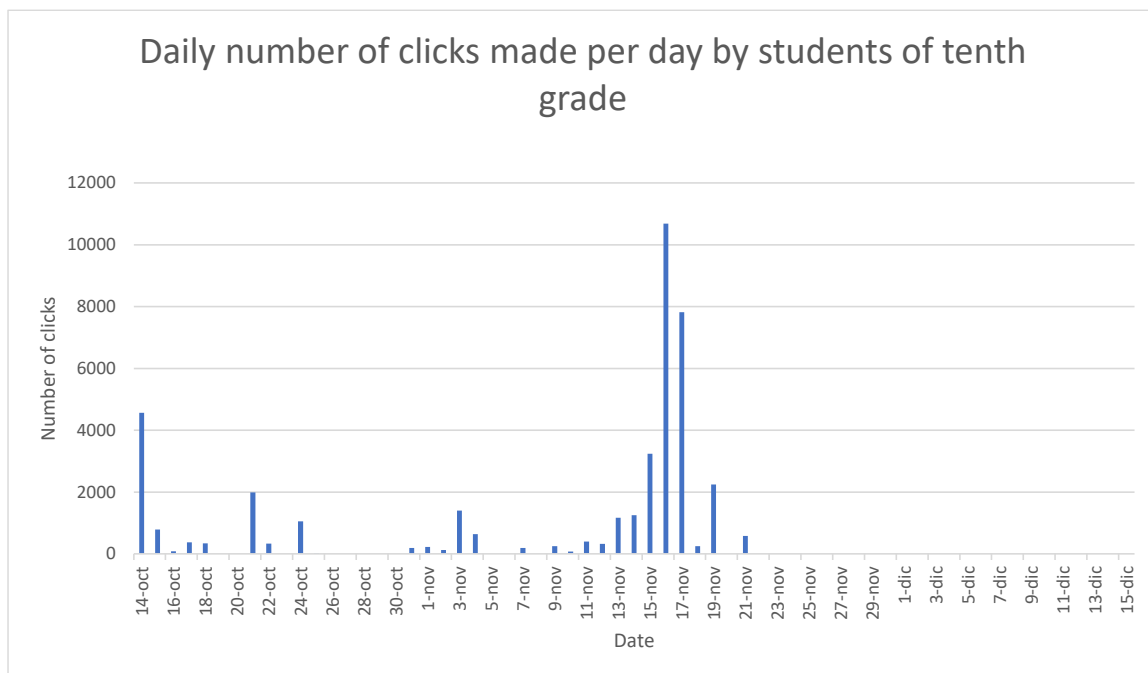


Figure 10 Daily access measure in clicks

It was shown that the maximum number of clicks per day was 10.683 and the minimum number of clicks per day was 0 for students of tenth grade, the average daily number of clicks made during the two months taking into account all the students was 651,14 clicks per day. While the average amount of clicks expected per 30 minutes of study (daily) on the ingles.in platform was approximately 325 clicks per student and approximately and amount of 6.175 clicks per day considering the clicks made for all the students. So, in comparison with the amount of clicks daily expected to be done for all students and the average amount of clicks made for all students in one day, there is a difference of 4.872,72 clicks, that means, that in average the clicks made for all the students in one day was just an 10,5% of the clicks expected for a day of access to ingles.in.

So according to the information students of both courses did not fulfill the average amount of clicks expected per day, this due to the lack of access (daily) and the lack of time of navigation even though when they connected in a day.

Also, it was found that the days where there was more access to the ingles.in platform for both courses eleventh and tenth grade was between November 12th and November 20th, which coincided with the closing period for grades for the 4th academic quarter at CDA school, which explains why students surf longer time in the ingles.in platform. Since to promote the entry to ingles.in platform and motivate students, it was established that students participation would have a grade in the pronunciation component of the English subject on the school, this participation was measure with a grade according with the amount of courses done by students, so in a scale of 0 to 5 points, student would get a 5.0 grade if the made 19 courses and a grade of 0 if the students do not take a course during the two months, and the grade would be assigned according with the amount of videos made by students.

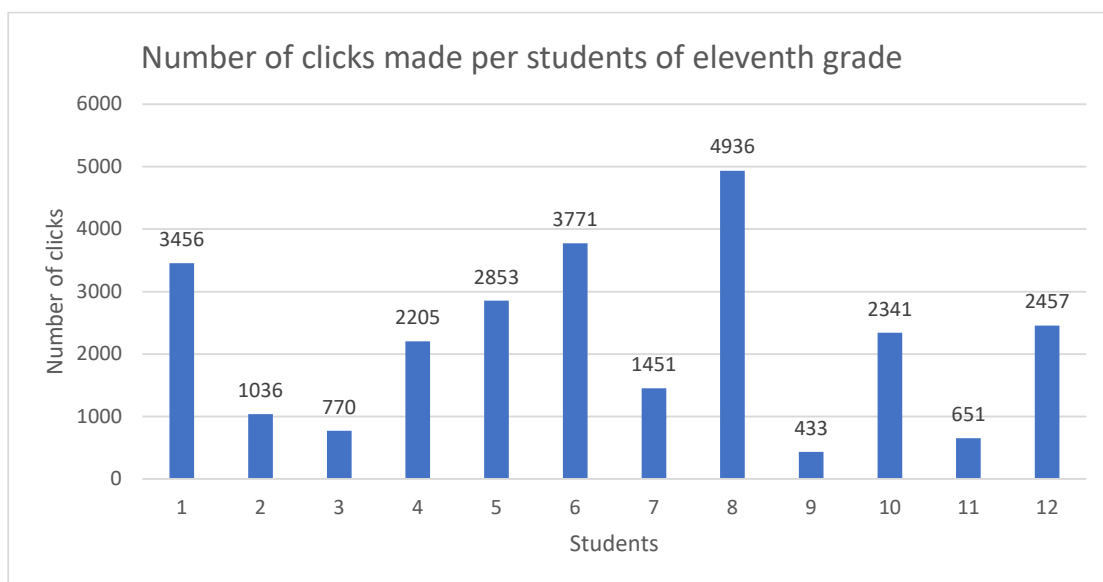


Figure 11 Number of clicks made per student.

The average number of clicks made during the two months is 2.196,667 clicks for the students of eleventh grade. The highest number of clicks made by a student was 4.936 clicks and the lowest number was 433 clicks.

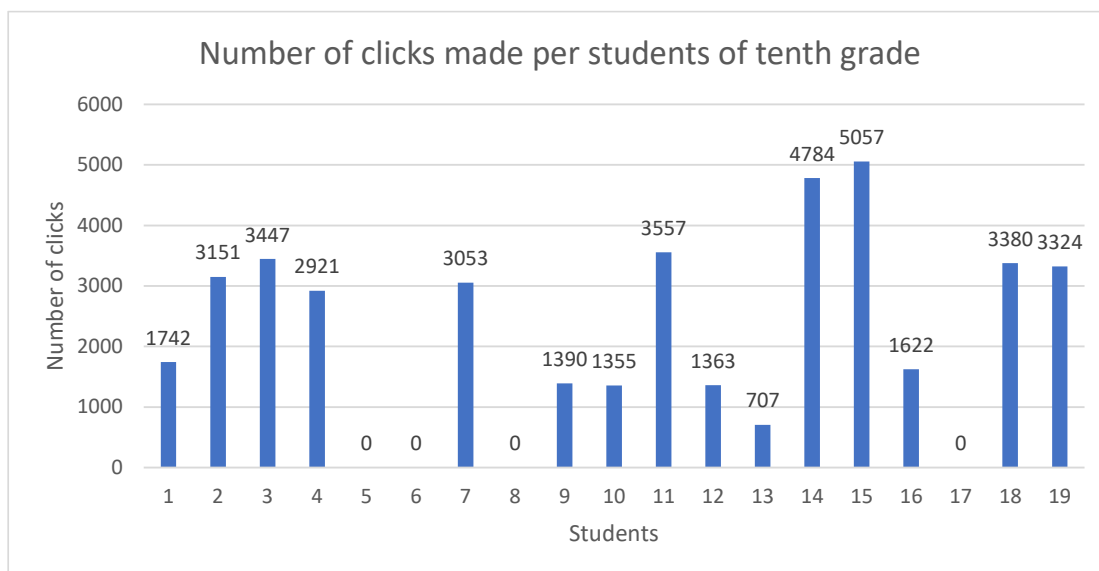


Figure 12 Number of clicks made per student

The average number of clicks made during the two months is 2.150,16 clicks for the students of eleventh grade. The highest number of clicks made by a student was 5.057 clicks and the lowest number was 0 clicks. However, it is necessary to clarify that the number of clicks includes those made in the pretest and posttest, so the students who have a lower number of clicks coincide with the students who did not surf on ingles.in platform any day or with very little access.

For both courses it was not fulfilled the average amount of clicks expected per students which was 19.500 clicks per student, for the grade eleventh the student who made more click during the two months fulfilled just the 25,3% of the clicks expected during the

two months, and for the grade tenth the student who made more clicks during the two months fulfilled just the 25,93% of the clicks expected during the two months. So we can evidence that even though when students access the last days to make the amount of videos that they had to complete to get the grade in the subject English, the amount of clicks expected it wasn't fulfilled, that means that students finished their courses but they did not interact with the tools of ingles.in as they were expected to.

Table 1 courses taken by students of eleventh grade.

Eleventh grade students	1	2	3	4	5	6	7	8	9	10	11	12
Number of courses finished	8	1	3	4	7	23	1	16	1	9	0	12
Average score of the courses taken	6,455	0	0	8,26	6,905	8,065	0	6,313	0	7,9	0	7,653

Table 2 courses taken by students of tenth grade.

Tenth grade students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Number of courses finished	4	14	9	12	0	1	10	0	2	2	14	2	0	16	16	5	0	15	13
Average score of the courses taken	4,087	7,781	6,71	5,105	0	0	6,097	0	6,675	3,055	8,804	5,165	0	6,903	3,453	4,102	0	7,009	9,654

Taking into account that the number of clicks expected by each student during two months was 19,500 clicks and they had to make at least 19 videos during the two months (studying the minimum time of 30 minutes a day), students were expected to make approximately 1,026 clicks per video. Therefore, comparing tables 1 and 2 with the graphs in figures 11 and 12, it can be concluded that, although the students completed many the videos to be made, they did not interact as much with the tools of ingles.in for each course, that means that they did the pronunciation test for each phrase, however, they did not

practice enough in case they did not receive the star. To get an idea, comparing the 15th student of tenth grade who was the one who made the most clicks for the tenth grade, the student was also the one who made more videos for the tenth grade, however, his average grade of the courses taken is 3,453 points, which is very low, therefore, although he made several videos (16 videos) and a large number of clicks (5057 clicks), which is consistent with the number of videos made, their grades are still low, because the student did not interact enough with the platform, because for the 16 videos that the student made, at least 16,416 clicks were expected to be done during the two months, however the 5,057 clicks that he made correspond to 30.80% of the expected clicks, this situation holds for the majority of tenth and eleventh grade students.

Additionally, according to the information in Figures 1 and figure 2, 88% of the eleventh-grade students made videos of the music and interviews sections while 71% of the tenth grade students made videos of these same sections. However, the music and interview sections are the shortest, lasting approximately 3 minutes for the music videos and approximately 5 minutes for the interview videos, In addition these sections are the simplest in content because they handle common vocabulary (not specific as in other sections like documentaries or stories), the phrases are shorter than other types of videos such as documentaries, additionally in the case of music videos, it is repeated the same phrases several times, which makes doing the pronunciation tests faster to do and generate higher grades. Which explains why, although there are students who completed more than 50% of the expected videos, they still did not complete more than 50% of the clicks expected by each student, since the videos of the sections they made were short, and they did not make a great number of attempts to get the star.

Total time of navigation in ingles.in per student

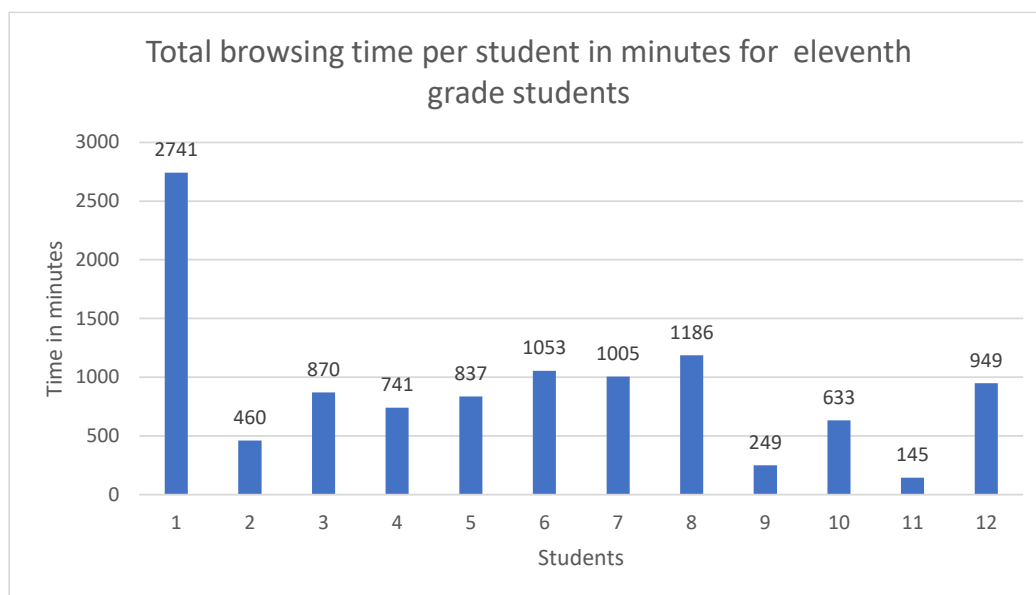


Figure 13 Browsing time per student

It was also found that the average time per student during two months surfing on ingles.in platform for 10th grade was 905,75 minutes, which corresponds approximately to 15 hours. Just as the minimum time was 145 minutes, approximately 2 hours and half, while the maximum time was 2741 minutes approximately 46 hours. While the expected amount of time per student was 1800 minutes or 30 hours during the two months, so as it can see in the chart, just one student met the target expected, while other students were under the expected total time for two months.

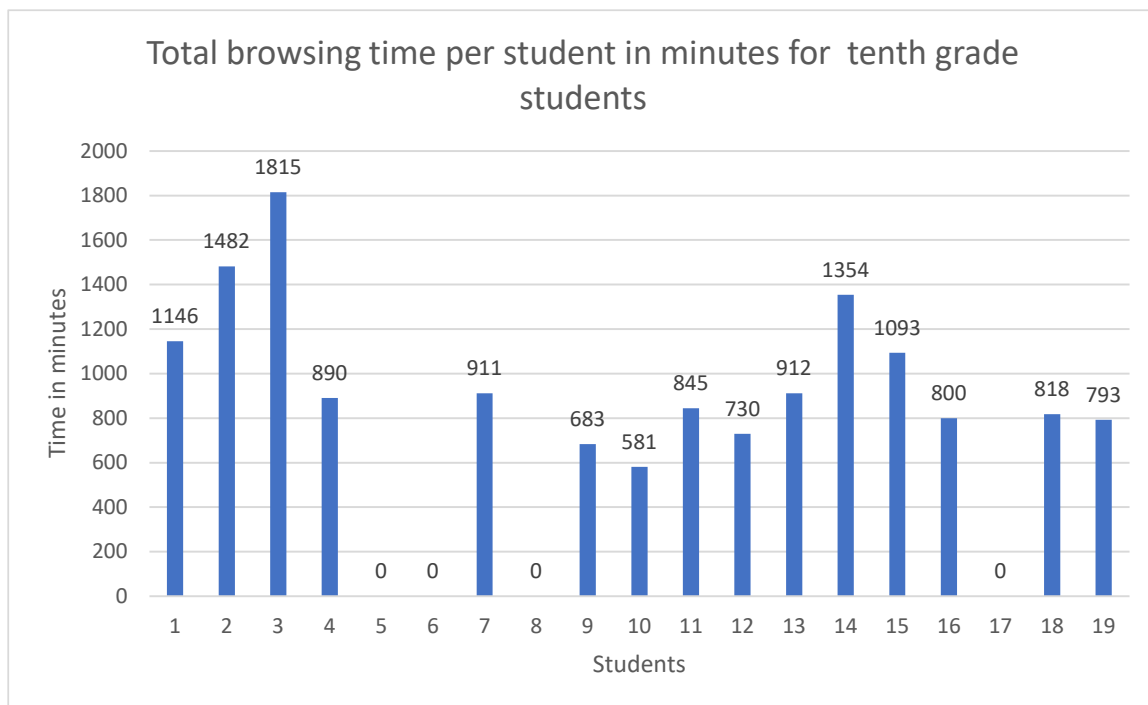


Figure 14 Browsing time per student

It was also found that the average time of students on the ingles.in platform for grade 10 was 781,74 minutes, which corresponds approximately to 13 hours made per each student during the two months. Just as the minimum time was 0 minutes. While the maximum time was 1815 minutes, which correspond approximately to 30 hours. It was expected that the students would complete a minimum of 30 minutes daily access. The total access time expected for each student for two months was 1800 minutes corresponding to 30 hours of browsing in ingles.in as minimum, so as it can see in the chart, just one student met the target expected, while other students were under the expected total time for two months.

Correlation between total time and clicks made in ingles.in.

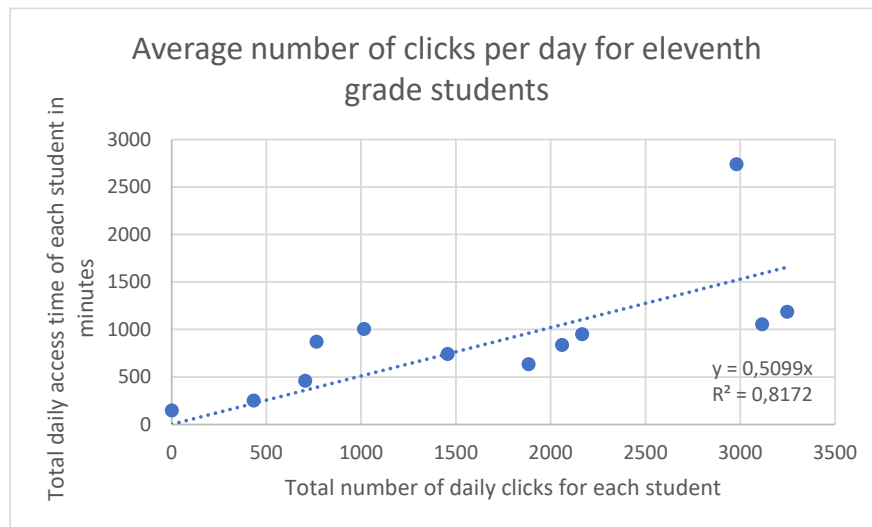


Figure 15 Correlation between total time and clicks.

Model 1: The correlation coefficient for the time of students of eleventh grade is 0,9. The coefficient represents the strength of the linear association between the variables Clicks and Time. Since the coefficient is not zero there is a linear relationship between the variables, and it is a strong relation because is up to 0,85. Some of the conclusions that can be draw are that for each click made for a student in ingles.in the navigation time increases 0.5099% minutes.

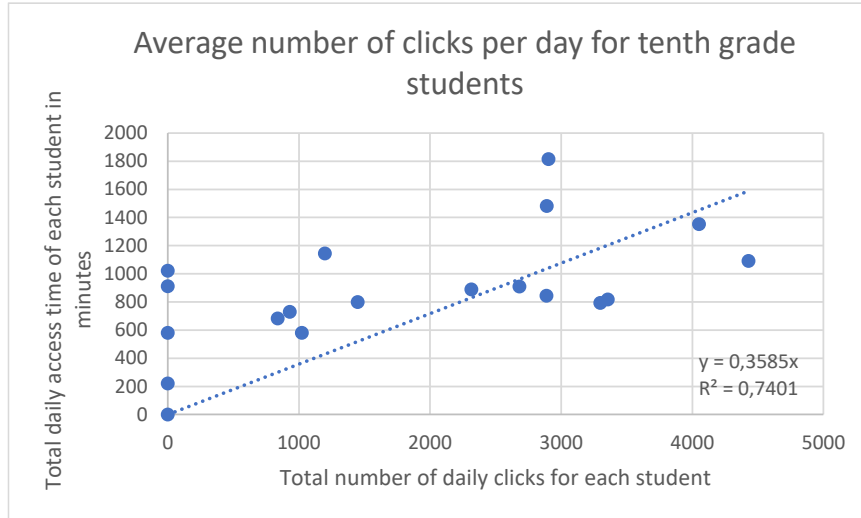


Figure 16 Correlation between total time

Model 2: The correlation coefficient for the time of students of eleventh grade is 0,8602. There is a significant linear relationship between the variables, because the correlation coefficient is up to 0,70. One of the conclusions that can be draw are that for each click made for a student in ingles.in the navigation time increases 0,3585% minutes.

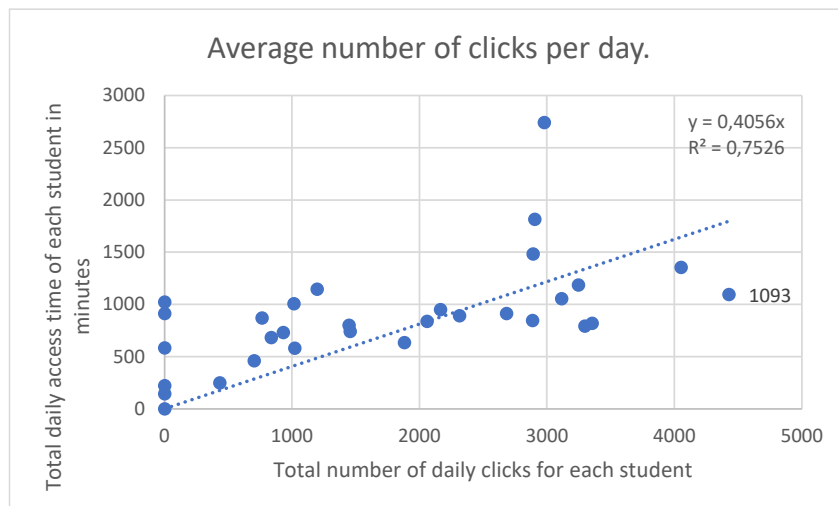


Figure 17 Correlation between total time and clicks

Model 3: The last chart belongs to the total amount of student who participated in the project, here the results are a little different. The correlation coefficient for the time of students of eleventh grade is 0,8775. One of the conclusions that can be draw are that for each click made for a student in ingles.in the navigation time increases 0.4056% minutes.

Therefore, using the model 1 obtained by linear correlation, it can be concluded that since the average number of clicks for grade 10th grade was 2,150.16 clicks per student, replacing the values in the model equation, it could be deduced that for an amount of 2.150,16 clicks the average time is 771 minutes, approximately 12 hours. In the same way, for eleventh grade (model 2), since the average number of clicks for eleventh grade was 2.196,667 clicks per student, it can be deduced that for an amount of 2,196,667 clicks the average time is 1,120.08 minutes, approximately 17 hours. However, comparing with the figure 9 and figure 10, it can be corroborated that the model for grade tenth is not so significant even though its correlation coefficient is high, because the result obtained in the formula of the model are not so similar to the information in the figures 9 and 10. In the other hand for grade eleven the values thrown by the model are more similar to those obtained in the figures 8 and 10, since its correlation coefficient is high, however as in the model 2 there is a big difference in the data according with the information in the figures 8 and 10 for this reason this model is no so reliable as well. Finally, comparing with the third model (the number of clicks in both tenth and eleventh grades), it could be deduced that for an amount of 2,150.16 clicks the average time is 872.10 minutes, approximately 15 hours. However, these models are not so good at predicting the values, since if it is compared with the values obtained in the figures 8 and 10 for eleventh grade and figures 9 and 10 for tenth grade. These results are quite disappointing because even though there is

a linear relationship with the variables, the model cannot be reliable due to the lack of data to make the correlation., this is because the greater amount of data enters, the model is more significant, for in the case of eleventh grade there was more activity on ingles.in by students, therefore the greater amount of data it can generate a more accurate model, however the data in not enough to make a more reliable model.

Number of students who accessed per day.

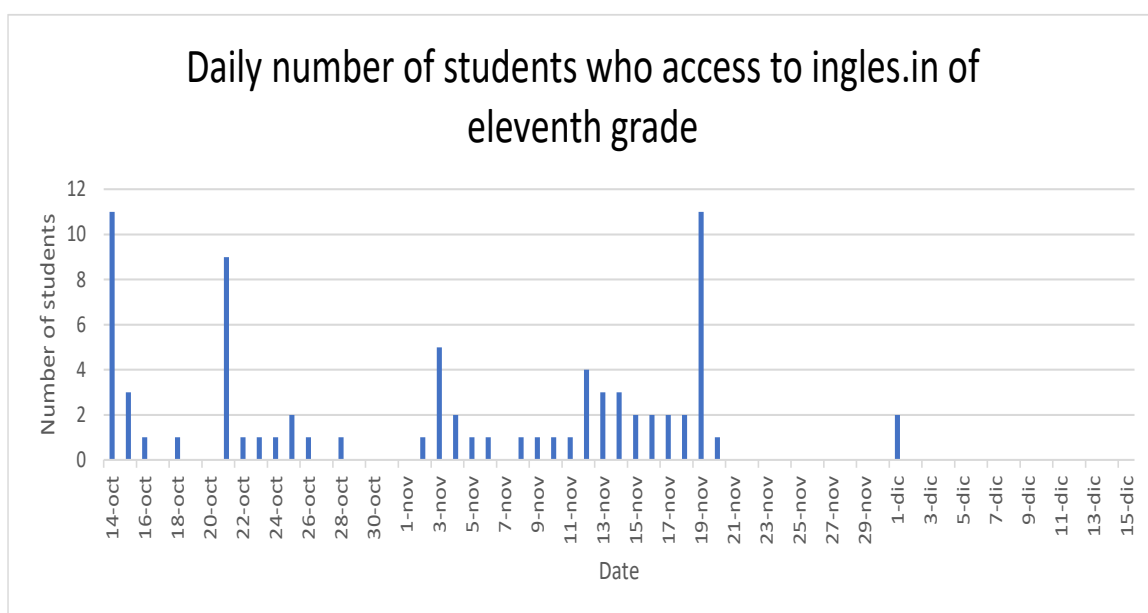


Figure 18 Daily number of students who access to ingles.in.

The number of students of tenth grade who accessed to ingles.in in the three months were in averaged 1,21 students per day approximately 1 student per day. Additionally, the average number of students who accessed per day to ingles.in until the posttest was 2 students per day.

After November 19th which the posttest was taken, just 3 students access to ingles.in until December 15th which was the last day of free access to ingles.in.

For the other hand, for tenth grade

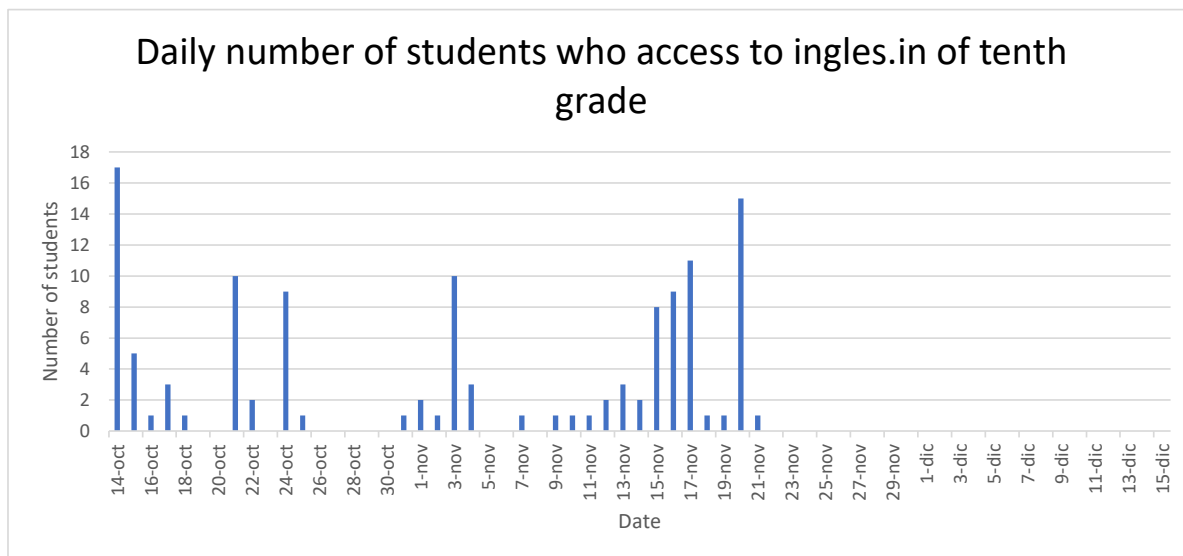


Figure 19 Daily number of students who access to ingles.in.

The number of students of eleventh grade who accessed to ingles.in in the three months were in averaged 2 student per day. Additionally, the average number of students who accessed per day to ingles.in until the posttest exam was 3,21 students per day, approximately 3 students per day.

After November 19th which the posttest was taken, just 1 student accessed to ingles.in until December 15 which was the last day of free access to ingles.in.

Even though 83.9% of the students indicated they were interested in improving the pronunciation of the English language, for grade 10 the average number of students who entered per day during the 2 months was 1.04 students and for grade eleven it was 1.49 students per day.

For both courses tenth and eleventh grade the days in where there was more access to ingles.in where the in which students took the pretest and posttest, which corresponds to October 14th and November 20th for tenth grade and October 14th and November 19th for eleventh grade.

Influencing factors in low access to english.in

How did you find the ingles.in platform?

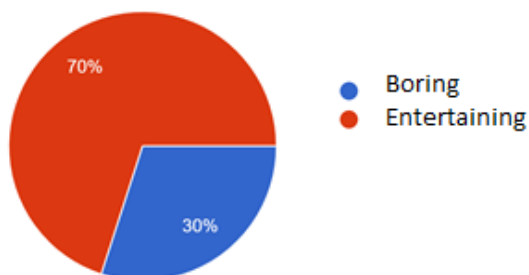


Figure 20 descriptive survey student statements

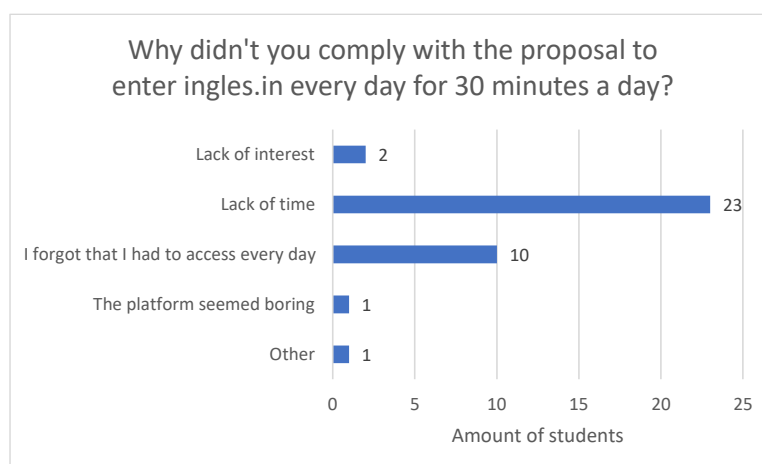


Figure 21 descriptive survey student statements

Even though 70% of the students found ingles.in entertaining, 80% of the students indicated that they could not fulfill the proposal to access to ingles.in 30 minutes per day due to lack of time, since they were in exams and final assignments. However, on November 20th students finished their duties in school, and after this date only 4 people entered (only once), from November 20 to December 15, so it is shown that lack of time it was not completely the reason why they didn't access.

During the project it was realized on time the lack of access to ingles.in and for that reason some strategies were devised to increase the access time and also analyze the behavior of the time variable, therefore it was agreed with the class teacher, to grant 2 hours a week with each course during the month of November, to increase the entry of students to the ingles.in platform, since in October the average entries per day were 2 students for 10th grade and 1 student for 11th grade. As strategy it was established to carry out 2 sessions of access to ingles.in for the month of November with each course, which were carried out during the class schedule, the sessions were held on Thursdays for grade 10, and for grade 11 Meetings were held on Fridays, however, it was obtained that an average entry during these days were 2 students for tenth grade and for eleventh grade 2 students.

Therefore, it could be determined that, although the students indicated at the end of the course that they had not entered to ingles.in 30 minutes a day due to lack of time, this statement is false, because even in the class time assigned to enter to ingles.in the students did not enter either, for which it was shown once again that the lack of time was not the cause of the low access of the students in the platform ingles.in.

It was due to the lack of participation and interest of the students in accessing to ingles.in that it was decided to apply the final evaluation on November 19th and 20th instead of December 15th, due to November 19th and 20th corresponded with the end of the fourth academic period of tenth and eleventh grade, since the teacher in charge of English subject indicated that after finishing classes it could be most likely that no student would connect, since so far the only reason for which they connected was due to the scores that they would get for participate in the platform ingles.in which was linked to the English subject. A belief that was verified by the statistics collected, in which it is shown that only 4 students of 11th

and 10th grades connected only once time each one of them after November 20th.

Also, it was analyzed the possibility of low access to ingles.in due to connection problems or lack of technological tools such as a computer or cell phone to access ingles.in. However, it was found that:

Do you have a personal computer to have classes and / or do homework?

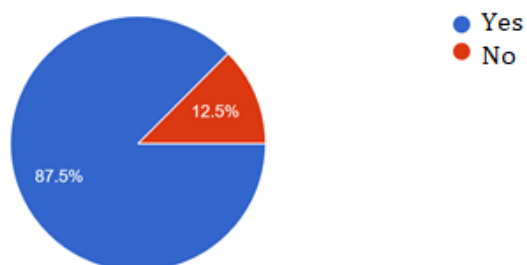


Figure 22 descriptive survey student statements

Do you have a cell phone for personal use to have classes and do homework?

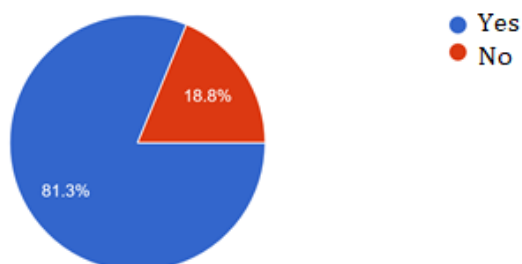


Figure 23 descriptive survey student statements

The 87.5% of the students indicated that they had a computer for their personal use, while 12.5% (4 students) indicated that they did not have a computer for personal use, of those 4 students only 1 indicated that they did not have a cell phone for personal use to be able to carry out activities such as studying, so only 1 student of the 31 students who participated in the project did not really have a device for personal use to be able to access

ingles.in at any time of the day.

What kind of internet do you use to have classes, do homework, and study?

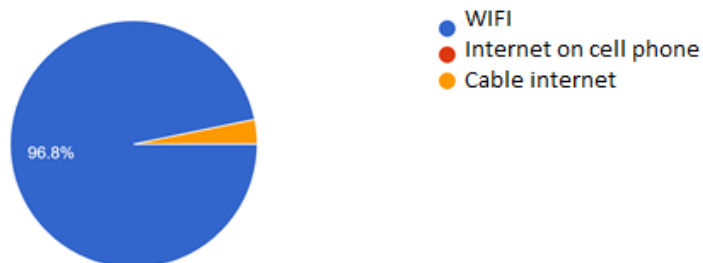


Figure 24 descriptive survey student statements

Wich is the speed of the internet?

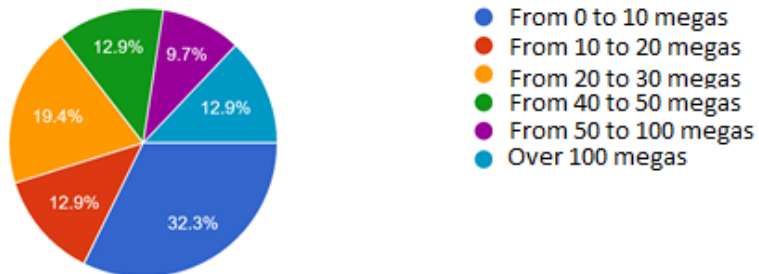


Figure 25 descriptive survey student statements

It was evidenced that 90.8% of the students had a WIFI connection to study, while 4,02% indicated that they had a wired connection to study, therefore the students had a stable Internet connection. It was also obtained that 32.3% of the students indicated having an internet speed between 0 and 10 megabytes, while 67.7% indicated having a speed greater than 10 megabytes, so that most students had a good internet connection in their homes to study and enter to ingles.in.

Another of the reasons indicated by the students for which they did not enter ingles.in was because they forgot that they had to enter to the platform ingles.in, corresponding to 27% of the students, however, throughout the project, reminders were

sent through WhatsApp group approximately every two days, as well as reminders were made at least twice a week by the English teacher in charge of the tenth grade and once during the classes.

Therefore, throughout the execution of the project, there was evidence of a lack of interest and commitment from students to enter to ingles.in, rather than a lack of time to enter to the platform, since the teacher in charge of the tenth and eleventh grade for the English subject confirm that although the students did have a lot academic activities at the end of the fourth academic period, these were not enough for the students to have not been able to enter to ingles.in at least 30 minutes a day during the two months of the project, for which the students did have the time to enter ingles.in, but not the commitment to carry out the proposed activity.

Therefore, throughout the execution of the project, there was evidence of a lack of interest and commitment on the part of the students to enter ingles.in, rather than a lack of time to enter the platform, since the teacher in charge of the tenth grade and eleven, I confirm that although the students did have several academic activities at the end of the fourth academic period, these were not enough for the students to have not been able to enter English in at least 30 minutes a day during the two months of the project, for which the students did have the time to enter ingles.in, but not the commitment to carry out the proposed activity.

Finally, it was asked to know how autonomous the students were in learning the English language and obtained the following results:

On a scale of 1 to 10, how autonomous do you consider yourself in your English language learning? The autonomy of learning, according to the Dictionary of Key Terms of ELE characterizes it as voluntary, intentional, explicit and analytical. Voluntary and intentional imply that the student agrees to take charge of their own learning by collaborating with the teacher in the design, delivery and evaluation of the class.

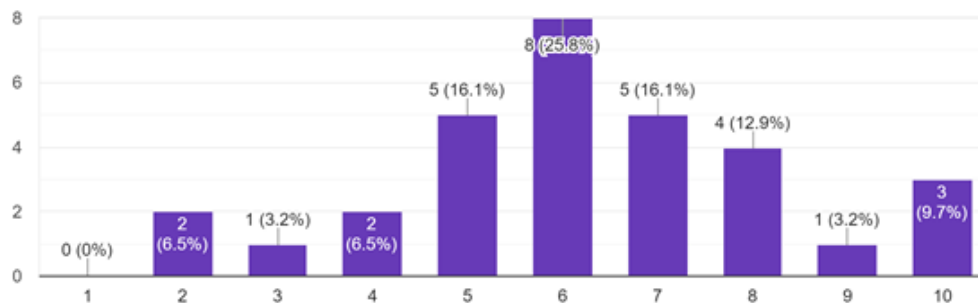


Figure 26 descriptive survey student statements

The 25.8% of students indicated being autonomous in learning English with a score of 8 points or more on a scale of 1 to 10, while 74.2% of students indicated being autonomous in learning English with a score of 7 points or less on a scale of 1 to 10.

Interestingly, the students who indicated that they were autonomous with a scale of 8 points or more corresponding to the 25,8% that is equivalent to 9 students in the tenth and eleventh grade, navigated during the 2 months a total time of 1.093 minutes (approximately 18 hours), 741 minutes (approximately 12 hours), 145 minutes (approximately 2 hours and half), 638 minutes (approximately 11 hours), 818 minutes (approximately 17 hours), 949 minutes (approximately 16 hours), 1146 minutes (approximately 19 hours), 730 minutes (approximately 12 hours), 683 minutes (approximately 11 hours), time corresponding to the 9 students, when the total expected connection time to ingles.in during the 2 months for each student was 1,800 minutes, which is equivalent to a total of 30 hours of navigation in English.in.

Additionally, it was found that the students who studied the longest in ingles.in platform was 2741 minutes and this student indicated in the survey to be autonomous in learning English with a score of 2 on a scale of 1 to 10.

It was also found that the average browsing time in ingles.in for all 10th and 11th grade students was 912 minutes, approximately 15 hours. For only grade 10 the average time was 781,74 minutes (approximately 13 hours) and for grade eleven the average navigation time was 905,75 minutes (approximately 15 hours), information that can be seen in more detail in the chart below that not only shows the browsing time of each student but also the pretest grade, posttest grade, number of days of access to ingles.in, number of courses finished and average score of the courses taken per student.

Table 3 Summary of quantitative and descriptive information collected in the two months.

	Student	Pretest grade	Posttest grade	Total number of click made	Total time of access during 2 months in minutes	Average time of access during 2 months in minutes	Average time of access during 2 months in hours.	Number of days of access to ingles.in	Number of courses finished	Average score of the courses taken
Eleventh grade	1	6,35	6,12	2980,00	2741,00	342,63	5,71	11	8	6,46
	2	2,47	4,35	704,00	460,00	153,33	2,56	2	1	0,00
	3	1,65	2,00	765,00	870,00	290,00	4,83	5	3	0,00
	4	4,00	5,18	1456,00	741,00	123,50	2,06	6	4	8,26
	5	7,29	7,65	2060,00	837,00	83,70	1,40	4	7	6,91
	6	7,41	8,24	3115,00	1053,00	63,24	1,05	15	23	8,06
	7	4,94	0,04	1014,00	1005,00	335,00	5,58	4	1	0,00
	8	1,76	5,65	3247,00	1186,00	84,71	1,41	9	16	6,31
	9	0,00	0,00	433,00	249,00	83,00	1,38	1	1	0,00
	10	3,90	4,00	1882,00	633,00	63,30	1,06	4	9	7,90
	11	4,70	4,50	0,00	145,00	48,33	0,81	0	0	0,00
	12	6,35	7,20	2166,00	949,00	86,27	1,44	6	12	7,65
Mean	N/A	4,24	4,58	1651,83	905,75	146,42	2,44	6	7	4,30
Tenth grade	13	1,65	3,41	1198,00	1146,00	163,71	2,73	6	4	4,09
	14	8,12	8,12	2891,00	1482,00	74,10	1,24	8	14	7,78
	15	0,59	4,82	2904,00	1815,00	139,62	2,33	9	9	6,71
	16	2,71	1,18	2315,00	890,00	55,63	0,93	13	12	5,11
	17	1,53	0,00	0,00	0,00	204,60	3,41	0	0	0,00
	18	0,00	0,00	0,00	0,00	194,00	3,23	0	1	0,00
	19	2,47	2,59	2682,00	911,00	227,75	3,80	4	10	6,10
	20	0,00	0,00	0,00	0,00	0,00	0,00	0	0	0,00
	21	2,94	6,94	838,00	683,00	170,75	2,85	4	2	6,68
	22	4,12	6,59	1022,00	581,00	83,00	1,38	5	2	3,06
	23	0,24	4,35	2888,00	845,00	60,36	1,01	6	14	8,80
	24	2,71	3,88	931,00	730,00	121,67	2,03	4	2	5,17
	25	3,88	4,00	0,00	912,00	182,40	3,04	0	0	0,00
	26	6,50	8,12	4052,00	1354,00	58,87	0,98	5	16	6,90
	27	3,42	2,59	4428,00	1093,00	78,07	1,30	10	16	3,45
	28	3,53	5,76	1448,00	800,00	114,29	1,90	7	5	4,10
	29	0,12	0,00	0,00	0,00	74,00	1,23	0	0	0,00
	30	0,82	0,71	3355,00	818,00	43,05	0,72	8	15	7,01
	31	1,60	3,65	3298,00	793,00	46,65	0,00	5	13	9,65
Mean	N/A	3,19	3,94	1802,63	781,74	124,87	1,79	5,21	7,11	4,39

There was no significant difference between the pretest and posttest scores since the students did not enter English as proposed. Average grades for eleventh grade in the pretest was 4.24 and 4.58 for the posttest. For the tenth grade in the pretest, it was 3.19 and for the posttest 3.94, on a scale of 0-10. Additionally, there is lineal relation between grades and study time, however, is not too strong to make prediction under the variables, however, allows to determine that by studying more in ingles.in, students were able to improve their pronunciation.

Linear regression and correlation analysis for the variables time and grades.

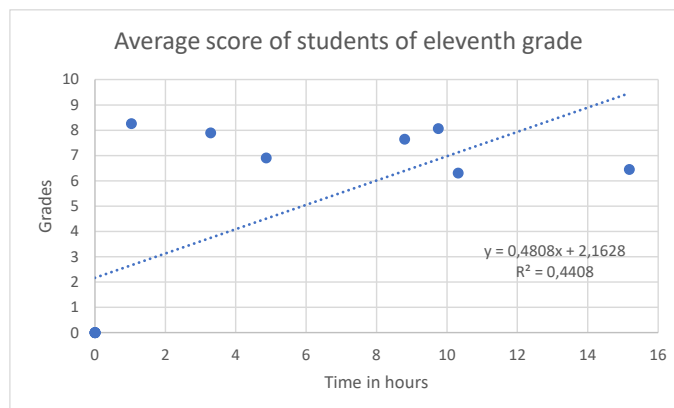


Figure 27 correlation analysis for the variables time and grades

The correlation coefficient for the grades of students of eleventh grade is 0.66 (the square root of R^2 value). The coefficient represents the strength of the linear association between the variables Time and score. Since the coefficient is not zero there is a linear relationship between the variables, however the relationship is just of 0,66, for that reason the lineal model is not so reliable for making predictions. However, some of the conclusions that can be draw are that for each hour of study in ingles.in the grade increases 0.48% points and also that the expected average score of a person who does not enter ingles.in is 2.16.

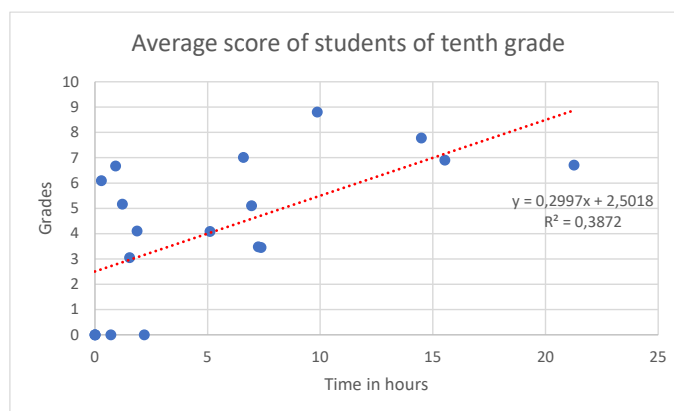


Figure 28 correlation analysis for the variables time and grades

The correlation coefficient for the grades of students of tenth grade is 0.62 (the square root of R^2 value). The coefficient represents the strength of the linear association between the variables Time and score. Since the coefficient is not zero there is a linear relationship between the variables, however the linear relationship is just of 0,62, for that reason the lineal model is not so reliable for making predictions. However, some of the conclusions that can be draw are that for each hour of study in ingles.in the grade increases 0.2997 points and that the expected average score of a person who does not enter ingles.in is 2.5018.

Inferential statistics

To analyze the research hypothesis is carried out a paired t-test using the scores of the pretest and posttest of the students of tenth and eleventh grade. The chart below summarizes the information obtained in the test.

Table 4 Two sample t-test summary chart

Two-sample t-test assuming equal variances		
	<i>Score of pretest</i>	<i>Score of posttest</i>
Mean	3,37137931	4,678461538
Variance	5,400755172	5,386645538
Observations	29	26
Combined variance	5,394099685	
Hypothetical difference of means	0	
Degrees of freedom	53	
T statistic	-2,083760273	
P(T<=t) one tail	0,021009699	
Critical value of t (one tail)	1,674116237	
P(T<=t) two tails	0,042019399	
Critical value of t (two tails)	2,005745995	

After performing the paired t-test, the information obtained through the test is analyzed and as and as a result it is obtained that the t-value (-2.0838) is less than the

critical value -2.0058 , for that reason the null hypothesis is rejected, as well as the p-value (0.0420) is less than the significance 0.05, the null hypothesis is rejected, and the alternative hypothesis is accepted. The alternative hypothesis shows that there is a significant difference in student`s grade before and after a 2-month usage of ingles.in and, we can conclude that the grades after using ingles.in, on average, is higher than not using ingles.in. Thus, we can conclude that the use of ingles.in had an effect in student achievement.

Audios collected.

As a last result, it was obtained that the amount of audios collected by the students was exceeded, since it was expected to collect 500 audios and it was collected an amount of 702 audios obtained from ingles.in videos and 51 audios were obtained from the reading of the article asteroids obtained from the British Council website, which were collected before and after the execution of the project, that is, a total of 753 audios obtained, which help to contribute future researches. These audios will be found in the annex.

CHAPTER V

Conclusions and Recommendations

Through the results obtained, it can be inferred that the motivation of the students is linked to the grades obtained, because as the deadline for presenting the minimum required courses approaches, the highest income is presented to the ingles.in platform, while after this grade has been assigned, there is no entry to the ingles.in platform even when the conditions for students are favorable to continue entering ingles.in, such as time availability.

This Project verifies that despite offering an innovative and totally free technological tool that adapts to the needs and tastes of the students, as well as the way in which they prefer to learn English, and the students have the necessary resources such as electronic devices (computers and cell phones) and internet connection, thus having favorable factors for students to improve their pronunciation and in general their communication skills in English, even so the students do not enter the platform provided.

It was concluded that the motivation of the students is linked to the grade obtained, and not to intrinsic factors related to learning the English language, because despite students previously indicated that they were interested in improving their pronunciation and getting a free tool with appealing content and based on interactive videos, the students did not show much effort to connect to ingles.in to improve their pronunciation and listening, acquire vocabulary and expressions linked to specific contexts.

The desire to improve the English language shown by the students at the beginning of the execution of the project is not in accordance with the results obtained, since the students did not meet the minimum access goals to the ingles.in platform at any time during the execution of the project despite the fact that at least 83% of the students indicated they were interested in improving their pronunciation and 31.3% of the students indicated that they had at least 30 minutes a day to study in ingles.in, while 69% of the students indicated that they had more than 30 minutes a day to study in ingles.in.

Methodologically, through this project we verified that it can be determined that the platform ingles.in helped students to improve their pronunciation (through the pretest and posttest tests) even though there were lack of entries of the students to ingles.in, due to the average grades of the posttest were higher that the average grades of the pretest.

However, it would be of great value to apply this project to other populations to identify if the same pattern is followed in the lack of access to ingles.in or if, on the contrary, the longer access time there is a significant difference in the grades of the students during the development of the courses and in the final test and provides a larger difference between the grades in the pretest and posttest, which would allow to determine the research hypothesis and verify the effectiveness of the ingles.in platform in improving pronunciation high more reliable models.

Although the learning of the English language is related by several factors, without a doubt the motivation, determination, and commitment of the students with their own learning process is crucial to have a good performance and management of communication skills in a second language. Since there are currently several materials on the web that students can access for free and asynchronously, some students do not take advantage of this material for various reasons, such as ignorance of the material, lack of time or lack of interest. Unfortunately, throughout this project it was possible to conclude that the reason why the students did not enter ingles.in to study with the platform was the lack of interest rather than the lack of time, a conclusion that is worrying, because although most of the students indicated that the platform was interesting, and they liked it; there is a lack of commitment from the students for their own learning process.

In order to improve pronunciation and fluency in the English language and in any language, it is important to be constant in the practice, therefore, although through this project it could be determined that the platform ingles.in effectively helps improve pronunciation for eleventh and eleventh grade students of CDA school through the data collected, it was shown through the information collected (through linear correlation)

indicates that grades increase 0,2997% for each hour of study in ingles.in, which is a very low percentage this due to there was not met the minimum participation required by the students to obtain enough data to provide significant information on the effectiveness of ingles.in in improving pronunciation. Otherwise we have to highlight that platform ingles.in can become a great tool to improve the pronunciation of the English language for students, because the INTERACTIVE SUBTITLE system that manages the platform really helps the student to improve their listening and pronunciation while they acquire vocabulary and grammatical structures in an implicit way, because each course is based on a real life context and the English platform handles the original audio of each video, as well as other types of tools that allow students to interact with the English language directly and receive feedback on their process.

The results of this research are useful for those interested in the studies of digital platforms for learning the English language, Bilingualism in distance education mediated by technologies or studies in the field of pronunciation in high school students from Colombian schools, since the audios collected by the students can be used as inputs for other investigations in the area of pronunciation.

It is also concluded that the role of the teacher is very important to promote language learning through virtual environments, since many students have not had virtual autonomous learning experiences, do not know the dynamics of this and its advantages, and may find unremarkable learning through ICTs.

It is recommended to analyze the relationship between motivation and learning in distance education mediated by technologies, as well as the relationship between autonomy in distance learning and the successful execution of programs, courses and / or applied

projects to improve teaching and learning in the English language, as well as investigating if the sociodemographic characteristics of the students are a determining factor in the successful execution of any program or project to be carried out.

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APPENDIX

	Student	Audio recorder before starting the project	Audio recorder after the project	Number of audios reordered	Link of the folder
11th grade	1	https://vocabulary.com/1d54fg5Cmjtt	https://vocabulary.com/1c6e7iQo6kPj	95	https://drive.google.com/drive/folders/1rChCxZspP1eDLJWuoH78GtV2RHenwX2_?usp=sharing
	2	https://vocabulary.com/154ktDK9sln0	https://vocabulary.com/1k	0	https://drive.google.com/drive/folders/1IqCHaiMvhOALbLg69Wi-QAyJTU7ezWqG?usp=sharing

		<u>V1p4PMpw</u> <u>lw</u>		
3	There is not audio	https://vocabulary.com/1hRNopQIxqeP	0	https://drive.google.com/drive/folders/1LXUjILObVZlqa5ABcPSMZGuFyLJ1N4TC?usp=sharing
4	https://vocabulary.com/12vqe14RjbZL	https://vocabulary.com/1nOSHKkyCLBD	44	https://drive.google.com/drive/folders/1wXuAy00M29rgkikKXDYJ9NguapEut4nS?usp=sharing
5	https://vocabulary.com/1kTrBLVEWGmd	https://vocabulary.com/1iWjmrPahBpi	0	https://drive.google.com/drive/folders/1PB18_dQwab00XFCaNYc2Tg4pL3Cdc9S?usp=sharing
6	https://vocabulary.com/1g0Rq0DwLFRc	https://vocabulary.com/1i5te1kZRVm4	93	https://drive.google.com/drive/folders/1J5sx2ih85gpBFnDtYUdLS8s3Gh4kJtYv?usp=sharing
7	https://vocabulary.com/16qSYUXIhH4w	https://vocabulary.com/175fpPRws1BE	0	https://drive.google.com/drive/folders/1FPeW6vR1SImJIHzEx1jo77VUEUhhbBol?usp=sharing

	8	There is not audio	https://vocabulary.com/1amAKnhgxhDM	91	https://drive.google.com/drive/folders/17kfgUS--n0jfud5URX21oFx7BDQqPRV_?usp=sharing
	9	There is not audio	https://vocabulary.com/1btCsFnIprOZ	0	https://drive.google.com/drive/folders/1f8KKyHLeIK6TCoToK-TMa1pXtrqXBgXq?usp=sharing
	10	There is not audio	https://vocabulary.com/1iyZ7Gxmp1dA	0	https://drive.google.com/drive/folders/1yp2ENjL2p3d3iUOJEC22IPWxteRxMtZq?usp=sharing
	11	There is not audio		0	https://drive.google.com/drive/folders/1mZKSwh_32OBQiOLbBbsEj8KiOCZNNWhC?usp=sharing
	12	https://vocabulary.com/1crdH7ww1MFi	https://vocabulary.com/1bJ8Od7HR7Au	0	https://drive.google.com/drive/folders/18fbsxLmQdpziZpJDIV_7EwK-RPvpLZJV?usp=sharing
Mean	N/A	N/A	N/A	26,92	N/A
10th grade	13	https://vocabulary.com/1natl3f0Fifo	https://vocabulary.com/12AqhLMKyHbo	91	https://drive.google.com/drive/folders/1SvLXQrUgzo66NlnAW_j3QAkfsqm8taH-?usp=sharing

14	https://vocabulary.com/11X4jp1nzb0W	https://vocabulary.com/1nsEo2LlkHO7	71	https://drive.google.com/drive/folders/15kwfAfwnYOLqqTIKH7G45IIKq3V68kZj?usp=sharing
15	https://vocabulary.com/14NQMBXXinKX	https://vocabulary.com/1j06KH6D2sQV	103	https://drive.google.com/drive/folders/1BTulWqWou5IW259qCz-eUB9jR872xJbR?usp=sharing
16	https://vocabulary.com/1elHDHU4qZzr	https://vocabulary.com/124GWyto045M	21	https://drive.google.com/drive/folders/1g7eM2-CuHpPz5bgpVJfoZwB81CMERQKK?usp=sharing
17	https://vocabulary.com/1jmwznzkruu6	There is not audio	0	https://drive.google.com/drive/folders/1UWuxb2A-q6QCPsN4-s675YiidSC9IFpH?usp=sharing
18	https://vocabulary.com/14nDfIEDVtG7	https://vocabulary.com/1msoaHzApVUI	0	https://drive.google.com/drive/folders/1a1ArrE0Av-qWQBj4tO-vjX59pRpG8zML?usp=sharing
19	https://vocabulary.com/1oih7aeNGhoz	https://vocabulary.com/1cWLxXuCnT92	0	https://drive.google.com/drive/folders/1lys5KeQrfbEeyn_Hpuv0D8eJ4BrfZ8vX?usp=sharing

20	There is not audio	There is not audio	0	https://drive.google.com/drive/folders/1edcMb3DG_Ta6caqbjbi7SXuc8LKfavLK?usp=sharing
21	https://vocabulary.com/18bSHbhawawsO	https://vocabulary.com/12tiPcKCHoEa	0	https://drive.google.com/drive/folders/1OZyCZ4vBNtWGwnkXAboVZPNg4ORvm6_f?usp=sharing
22	https://vocabulary.com/1n3xBNAQkli1	https://vocabulary.com/12OmvPH6iSJH	2	https://drive.google.com/drive/folders/1OJWcU8sG2f_IEV5Vk1mDEh700wLSrgg3?usp=sharing
23	There is not audio	https://vocabulary.com/1buYvhBdzGjh	0	https://drive.google.com/drive/folders/18pEKWUGG3EdwF9zlkYOo70F26XDKzCZs?usp=sharing
24	https://vocabulary.com/11X20icUyleT	https://vocabulary.com/12157g330gPg	0	https://drive.google.com/drive/folders/1m4dp7oR0icw0iujScmdo1cjfeM5bKMLi?usp=sharing
25	https://vocabulary.com/1gzbvEojgmGX	https://vocabulary.com/1iarpadtDKVX	0	https://drive.google.com/drive/folders/1uNLjRapJTndBtMphHG18_vI8GZY6XnAw_?usp=sharing

	26	https://vocabulary.com/1bnsmfBgikbD	https://vocabulary.com/1igyPGVOJmji	0	https://drive.google.com/drive/folders/1_h0l4H87v7LFTCEbe00fTwKh9i2PpBUD?usp=sharing
	27	https://vocabulary.com/1cEK1bhgB87c	https://vocabulary.com/1cmenxPUuBHi	91	https://drive.google.com/drive/folders/1xjlRscamFRrLu4xE2nF5S8ZPiQXqjusZ?usp=sharing
	28	https://vocabulary.com/19vQyV4RhsDy	https://vocabulary.com/11gI73w4dCqt	0	https://drive.google.com/drive/folders/1c_Ozd-mte8whwQzS7wtmkePCD3taWxU3?usp=sharing
	29	There is not audio	There is not audio	0	https://drive.google.com/drive/folders/1K5a4ZuquCyMSXeqh1ZWgcK_icG2p6YIC?usp=sharing
	30	https://vocabulary.com/16fT9Di9VlkR	https://vocabulary.com/1kNFYU4eSMAI	0	https://drive.google.com/drive/folders/1gcSr5ahvQiRUTGRV4T19Etne2jWK1BGN?usp=sharing
	31	There is not audio	https://vocabulary.com/19czBSJvPc89	0	https://drive.google.com/drive/folders/1CE3XMYfc7XkXNUFIBTERRCgQ2oJNXTIO?usp=sharing
Mean	N/A	N/A		22,78	N/A

