



UNIVERSIDAD HISPANOAMERICANA

Faculty of Education

Thesis Submitted to Obtain the Licentiate Degree in English Teaching

ANALYSIS ON THE ROLE OF THE DYNED COMPUTER-ASSISTED ENGLISH
LANGUAGE LEARNING SOFTWARE IN THE PROCESS OF LEARNING ENGLISH AS
A FOREIGN LANGUAGE IN 7TH AND 11TH GRADE STUDENTS OF SAINT GABRIEL
HIGH SCHOOL DURING THE FIRST TRIMESTER OF 2020.

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SWORN DECLARATION

DECLARACIÓN JURADA

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LETTER FROM THE TUTOR

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San José, 21 de agosto del 2020

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Estimado señor:

La estudiante Celeste Sossa Barahona, cédula de identidad número 116270663, me ha presentado, para efectos de revisión y aprobación, el trabajo de investigación denominado **ANALYSIS ON THE ROLE OF THE DYNED COMPUTER-ASSISTED ENGLISH LANGUAGE LEARNING SOFTWARE IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE IN 7TH AND 11TH GRADE STUDENTS OF SAINT GABRIEL HIGH SCHOOL DURING THE FIRST TRIMESTER OF 2020**, el cual ha elaborado para optar por el grado académico de Licenciatura en la Enseñanza del Inglés. En mi calidad de tutor, he verificado que se han hecho las correcciones indicadas durante el proceso de tutoría y he evaluado los aspectos relativos a la elaboración del problema, objetivos, justificación; antecedentes, marco teórico, marco metodológico, tabulación, análisis de datos; conclusiones y recomendaciones.

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En virtud de la calificación obtenida, se avala el traslado al proceso de lectura.

Atentamente,



Nombre Lic. Jeffry Montero Nuñez
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LETTER FROM THE READER

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Heredia, Jueves 24 de Setiembre del 2020

**Universidad Hispanoamericana
Sede Heredia**

La estudiante María Celeste Sossa Barahona, cédula de identidad 1-1627-0663, me ha presentado para efectos de revisión y aprobación, el trabajo de investigación denominado "***ANALYSIS ON THE ROLE OF THE DYNEED COMPUTER-ASSISTED ENGLISH LANGUAGE LEARNING SOFTWARE IN THE PROCESS OF LEARNING ENGLISH AS A FOREIGN LANGUAGE IN 7TH AND 11TH GRADE STUDENTS OF SAINT GABRIEL HIGH SCHOOL DURING THE FIRST TRIMESTER OF 2020***", el cual ha elaborado para obtener su grado de Licenciatura en la Enseñanza del Inglés.

He revisado y he hecho las observaciones relativas al contenido analizado, particularmente lo relativo a la coherencia entre el marco teórico y análisis de datos, la consistencia de los datos recopilados y la coherencia entre éstos y las conclusiones; asimismo, la aplicabilidad y originalidad de las recomendaciones, en términos de aporte de la investigación. He verificado que se han hecho las modificaciones correspondientes a las observaciones indicadas.

Por consiguiente, este trabajo cuenta con mi aval para ser presentado en la defensa pública.

Atte.

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LETTER FROM THE PHILOLOGIST

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presentado y aprobado en el año 2020 como requisito para optar por el título de Licenciatura ; Si autorizo al Centro de Información Tecnológico (CENIT) para que con fines académicos, muestre a la comunidad universitaria la producción intelectual contenida en este documento.

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Cordialmente,



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DEDICATION

I dedicate my thesis to my mom, who has always supported and motivated me to study and pursue my dreams, and has always believed in my capabilities and in me. Thank you for paying for my education and encouraging me to keep studying to get my licentiate degree. I am grateful, because during this process you have always been by my side cheering and helping me as much as you could. Thanks to you, Mom, I have become the professional that I am. This thesis is as much yours as it is mine.

Also, to all the family, teachers, and friends who always believed in my abilities and were part of my growth and development during these years.

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ABSTRACT

The purpose of this research is to analyze the role of the DynEd English computer-assisted language learning software in the process of learning English as a foreign language in seventh grade and eleventh grade students of Saint Gabriel High school. The use of computer-assisted language learning software to teach and practice English has increased in schools and high schools because it allows students to interact with the target language in a different way through the use of technology. Although this software is made to learn English, it is important to investigate the role this computer-assisted language learning software is having in the English learning process of students.

With the passing of time the learning process has changed not only in the contents that are taught, but also in the manner in which they are done so. The use of technology in classrooms has increased in the present years to motivate students and improve the English learning process. For that reason, teachers should become better informed about the use and application of software in class. Software could be implemented in other institutions not to only improve the English level of the learners, but also to serve as a tool that, with the help of the teacher, strengthens the teaching- learning process.

In addition, this research will provide more detailed information to the Saint Gabriel High School about the manipulation that students and teachers are giving to this software in the classes, and if it is necessary to keep it in the curriculum as part of the English as a second language lessons. As well as, it will give the institution feedback from teachers and students about the progress in the students' English level, and the use of the DynEd computer-assisted language learning software itself. It will also serve as a

source of more information to other institutions that ignore or do not know enough information about the use of platforms such as DynEd, allowing them to understand better the benefits that students could obtain from it, and the way the software works. This will give the option to other institutions to even consider it as a future option to teach and practice English.

Key words

Software / computer-assisted language learning / technology / DynEd

RESUMEN

El propósito de la presente investigación es el de analizar el role del software DynED en el proceso de enseñanza del inglés como Segundo idioma en estudiantes de séptimo y quinto año del colegio Saint Gabriel High. El uso del software de aprendizaje de idiomas asistido por computadora para enseñar y practicar el idioma ingles ha incrementado en escuelas y colegios debido a que permiten que los estudiantes interactúen con el Segundo idioma de una manera diferente mediante el acceso a la tecnología. Aunque este software está diseñado para aprender inglés, es importante investigar el role que este software de aprendizaje de idiomas asistido por computadora tiene en el proceso de aprendizaje del inglés de los estudiantes.

Con el paso del tiempo el proceso de aprendizaje ha cambiado no solamente con los contenidos que se enseñan sino también la manera en que estos son enseñados a los estudiantes. El uso de la tecnología en las clases ha aumentado en los últimos años como una forma de motivar y mejorar el proceso de aprendizaje del inglés. Por esta razón los docentes deberían aprender y obtener información acerca del uso y aplicación de software en las clases. Estos softwares pueden ser implementados en otras instituciones no solamente para mejorar el nivel de inglés de los educandos sino como una herramienta que con ayuda del docente refuerce el proceso de enseñanza y aprendizaje.

También, con esta investigación se obtendrá más información detallada para el colegio Saint Gabriel acerca de la manipulación que docentes y estudiantes le están dando a este software durante las clases, y si es necesario mantenerlo como parte del programa en las lecciones de inglés como lengua extranjera. De igual manera servirá

para obtener la opinión de docentes y estudiantes sobre el progreso en el nivel de inglés de los estudiantes y del software en sí. Así como también servirá como una fuente de mayor información para otras instituciones que desconocen o no saben suficiente información acerca del uso de este tipo de software como DynEd, permitiendo que las instituciones entiendan mejor los beneficios que los estudiantes pueden obtener de su uso y la forma en que el software trabaja. Dando la opción a otras instituciones el considerar el software de aprendizaje de idiomas asistido por computadora como una opción futura para enseñar y practicar inglés.

Palabras claves

Software / aprendizaje de idiomas asistido por computadora / tecnología / DynEd

CHAPTER I: RESEARCH PROBLEM

1.1 Research Statement

Education is an essential part of the human life since it allows people to develop skills that are necessary to grow and incorporate in society and the global workforce. With the growth of the economy and globalization, education had to evolve over time, to fulfil the necessities of each century. Most of the changes that education had experienced regarded the way subjects were taught with little regard to the content itself. As the field of education is in a constant stage of flux, more information about approaches, methods, and techniques were presented and studied to improve the learning process of the students. The growth in the use of the technology has brought technology to the forefront of education. Back in the beginning of the 90's the use of technology in the classroom was almost inexistent (UK Essays, 2016). Classrooms were equipped with a chalk board, some books, dictionaries, and if they were lucky with a filmstrip or reel to reel projectors and a tv. It was not until 1981 that computers started to be use in the educational system, and then with the growth of the internet the use of computers and technology in general became more common to teach subjects (Haran,2015).

With the use of technology in the classrooms the teaching- learning process started to change to become learner centered and more interactive, especially for language learners. Learning a foreign language was complicated because students did not have access to enough input or material outside the classroom to practice the target language; therefore, many lost motivation and interest in learning another language. With the implementation of technology in the classes, students are able to watch videos, listen to conversations, work on exercises, interact with native speakers, among other activities that helped them learn faster and in an active environment (Mohammad , 2018).

Technology has definitely improved the English teaching methods, and the way students can interact with the language. With the use of technology more people feel motivated to learn English and to fulfil the necessities of this multilingual global environment.

Given today's global climate, learning English is vital if a country is to stay competitive economically. A constant revision of educational objectives and technological tools which support those objectives require a more interactive and meaningful learning process for the students, and to improve the educational system at all levels ("Educating for a New Citizenship",2016, p.4). According to Kasapoglu-Akyol (2010) the use of technology in the classroom helps to improve the English and technological skills of the students and also it makes lessons more effective. There are several technological tools that have been used to help English language students improve their learning skills such as English language learning websites, Computer-Assisted Language Learning programs (CALL), presentation software, electronic dictionaries, chatting and email messaging programs, CD-players, and learning video-clips (Basheer Nomass, 2013, p. 111).

Moreover, the change in the curriculum in the English allows students to develop communicative competences, critical thinking, knowledge in the use of technology, and who can integrate proactively in a globalized world. According to Bani Han (2014) the use of computer-assisted language learning improves the quality of teaching and learning English because the use of computers might be a triggering factor in promoting creative activities that enhance the four skills of the second language being studied listening, speaking, reading, and writing, it presents real scenarios that can work inside and outside of the classroom environments, it may be a source of authentic teaching activities, it implies activities that demand a high level of participation and the involvement of other

social skills, and finally computers represent an direct source of feedback, which is a necessary element in the process of learning a foreign language. For those reasons, schools and high schools are implementing the use of computer-assisted language learning software as a tool to accomplish the main purpose of the English educational curriculum in Costa Rica.

Furthermore, the use of CALL is more effective for English as a foreign language students (EFL) since it allows them to develop the four skills. Most of the time when using books, the exercises are mainly focused on reading and writing, so students will learn mostly grammar and rules, and speaking and listening will be left behind. Additionally, CALL activities incorporate the use of the four skills, where students will be able to perform activities such as recording themselves, listening to videos, audios, and songs with different accents, and read texts, complete sentences, write letters and emails, and so on (Morales, 2014, pp. 22-24)

1.1.1. Background of the problem

English is considered the world's lingua franca because, many countries worldwide use it as their major language. It is also the most common foreign language taught in many countries. Mahu (2012) states that "English is the most spoken language around the world". She also explains that it is estimated that English has 380 million native speakers and 300 million utilize English as a second language as well as an additional 100 million who use it as a foreign language. English is also the official language of 45 countries. With globalization there has been an increase in foreign companies establishing branches in Latin America and more specifically, Costa Rica, looking to hire bilingual workers. It is therefore essential that Costa Rica continue to progress in the teaching of English as a foreign language if it is to maintain its competitive edge in the international forum.

Even though learning a second language such as English is an important element to succeed and find better opportunities in the present competitive working market, it can be difficult for many people because the methodologies or procedures to teach English, do not expose them enough to reach the expected English proficiency to communicate well. Many institutions continue to use outdated methodologies that do not provide ample opportunities for the students to receive adequate exposure and practice and oftentimes results in high desertion rates. Implementing technology in the English class, has demonstrated to increase the motivation to learn a foreign language, gives students the opportunity to learn in an interactive way, learners have access to videos, apps, games, among others, it increases the speaking proficiency, and it enhances the use of the four skills, so on (Espinoza Campos & Bonilla Lynch, 2014).

For that reason, the use of technology in the classrooms has become a useful tool for teachers to enhance the teaching and learning process of English; the new generations of students that come to classes have been born in a technological era where technology is part of their everyday lives. Therefore, integrating the use of technological tools should be an important aspect that not only teachers but schools need to implement in the English teaching process to improve the education. According to Drayton, Falk, Stroud, Hobbs, and Hammerman (2010) there is a true learning experience when computer technology is used to teach since it gives the learner the responsibility to control their learning process allowing them to have self-direction. Moreover, the use of technology allows the learner to improve their language skills, enhances the motivation to learn, lessons become more interactive and students have more participation, it allows teachers to use a blended language learning methodology, there is a development of the four skills, among many others (Espinoza Campos & Bonilla Lynch, 2014).

Nonetheless, the use of technology is not always positive. Gebhard (2008), in words of Abunowara, details that some disadvantages of technology in the classrooms include the amount of time that a teacher needs to invest to find authentic material, it can be challenging for some teachers to use technology in the classroom since their technological skills are not the best. Implementing a computer-assisted language learning software is expensive and not many institutions can afford it, and some students might reject the use of technology. Teachers need to make an extra effort to keep up with the use of latest technology (2014). Furthermore, it is important to consider that not all students might have access to internet or a computer, and some learners might not feel confident with their computer's skills. The use of technology in the classroom can be a

distraction for students with attention deficit, and sometimes the content in the internet could be age inappropriate. Sometimes students will not work at the same pace meaning that some will finish faster the levels, and since technological devices are constantly changing there is a necessity to be upgrading the equipment (Editor in Chief,2019).

The pros and cons of the use of technology to teach English as a foreign language might vary depending on different aspects. For that reason, to successfully implement technology in the classroom it is necessary not only to work with excellent technological tools, but also to count with well trained teachers who can integrate and take advantage of these resources (Morales, 2014, pp. 20-21). Some of the most common technological tools we can find in classrooms are tablets, computers or laptops, interactive whiteboards, or use of cellphones. With the accelerated development and innovations in technology teachers have more options to implement in English classes. Computer-assisted language learning software, digital platforms, social media, and apps, are some of the newest technologies that educational institutions are using worldwide.

With the changes made in the educational curriculum worldwide, computer-assisted language software is the best option to fulfill the necessity to change the classroom from teacher-centered to student-centered. CALL software allows the students to work by themselves at their own pace and level of English. Learners can either work in the courseware in their free time or only during the English lessons. The implementation of this software in schools and high schools is intended to be used as a tool where students can practice and review contents that they have already learned in classes. Also, the use of CALL software or digital platforms promotes several benefits in the classroom such as student engagement, improvement in knowledge retention, reduced teachers

workloads, encourages individual learning, and students are in control of the pace at which they learn, among others (Szakiel,2018).

In an article titled “Use of Computer Assisted Language Learning” by Morales (2014), it is explained how the implementation of CALL has changed the English learning process and the benefits students can get from its use. It also mentions the importance of teacher training and knowledge about the software since the success of the software is related to teacher’s implementation and knowledge about its use and implementation. In addition, Bani (2014) also refers to the research relevance of using CALL in order to teach English, and the factors that need to be taken into account when considering the implementation of CALL in the learning- teaching process. With this research the author also found that most of teachers agree about the advantages and disadvantages of using CALL in Jordan, and how its use can be improved as well. In the research titled “Computer Assisted English Language Learning in Costa Rican Elementary Schools: an experimental study”, the researchers analyzed the effectiveness of the use of CALL in third grade students compared to third grade students who did not learn English through it. The results showed that the use of CALL enhanced the learning of English, allowing the students to learn faster, and better develop their speaking and listening skills (2014).

Moreover, private institutions in Costa Rica have decided to implement computer assisted language learning software or digital courseware with the purpose of helping the students to practice and learn English not only in the classroom, but also in their free time. Saint Gabriel High School is one of the institutions that has included the use of a CALL system called DynEd, that is a provider of English language learning software whose main objective is to guide the students’ paths to fluency and prepare them for a highly

competitive and challenging global economy. Before the implementation of DynEd, English classes at Saint Gabriel high school were less interactive. The English curriculum included the use of the Cambridge objective PET book for seventh, and eighth, Cambridge objective FIRST book for ninth and tenth grade and Target Score book for eleventh grade. Classes were planned according to the book's objectives and topics. Students did not have any technology in the classrooms and all practice exercises were from the book.

The implementation of the DynEd software was meant to improve students' English proficiency level, and to prepare students for the demands of this multilingual and technological environment. The software was implemented in the institution in 2016 as a complement to the books already mentioned. Students started using it in tablets and netbooks, to eventually moved to an E-lab. Students worked each week during two English lessons, and they also were required to work from home. This software has become part of the English teaching curriculum in this institution, as a tool to help students to gain the English skills they need in a faster and effectively way and to make the English learning process more interactive. Nonetheless, since it was implemented there has not been an investigation about the progress of the students neither the effectiveness of DynEd in the English learning process. For that reason, it is important to investigate if students are improving their English skills from the use of this software and if is a necessity for the institution to continue using it.

1.1.2 Problematization

Education and technology are constantly changing, and this means there are always new necessities to accomplish. The integration of technology in the teaching process is necessary since the use of technology has become part of our everyday lives.

Harper refers to this acceleration that society is facing nowadays by mentioning that in these times where technology is experiencing faster growth, it cannot be left behind in the wake of the ever-growing influence of mass media. The use of technology can lead to important changes in communication, interaction, and collaboration between the student and teacher smoothing the pathways to knowledge and providing alternatives in assessment (2018).

In Costa Rica in 2008, English was declared a national interest to improve the country's competitiveness to boost the productive sector (La Gaceta No.61, 2008). For that reason, the Ministry of Education decided to change the English curriculum in order to incorporate the use of technology and new methodologies to provide students with the skills they need to eventually speak fluent English. ("Educating for a New Citizenship" 2016). Although, the implementation of technologies to bolster language learning was a huge milestone, it was yet to be seen if the needs of the educational community would be met and precisely how the new programs would be introduced.

Tschirgi agrees with the fact that the implementation of technology in the classroom requires preparation and planning, since not all the technological tools might be convenient for a specific group (2009). The author also listed five factors that should be taken into account before using technology to teach, such as having clear goals, the cost of implementing and giving support to technology at the present time but in the future, making sure everyone can afford access to technology in case they need to work from home, to be aware of the classroom conditions and modifications that might be needed, and investigate if the use of a specific tool will be viable for the institution. All these aspects are important before investing time and money in changing the teaching process

to implement a new system that eventually will not suit or fulfil the necessities of the learners.

As previously mentioned, technology is constantly changing and education is not the exception. For that reason it is critical to investigate if the software DynEd is able to reach the necessities of the globalized society and to provide enough material for the students and instructors who are using it. This software has been a useful tool for teachers and students for the past four years at Saint Gabriel high school. During these years the way the software was used have changed until the present day. The institution has invested time and money to make this software part of their English curriculum and to help students to improve their English skills. Although, it has become part of the English curriculum, it is important for the institution to analyze the effectiveness this software has had in the English learning process of the students in seventh and eleventh grade.

Since there is few information related to the use of DynEd in the teaching English as a foreign language process, it is essential to investigate the effectiveness this software had in the English level proficiency of the students at Saint Gabriel high school.

1.1.3 Justification of the problem

According to different studies about education, the use of technology in the classrooms is increasing due to the amount of benefits for learners and teachers; when learning a foreign language such as English it is difficult for learners to practice and get expose to the language outside the classroom; the use of technology such as computer-assisted language learning software gives students the chance to learn, practice, and work in their English skills without the necessity of being in the classroom (Bani,2014).

Furthermore, with the changes made to the English curriculum by the Ministry of Education in Costa Rica (MEP) that focuses on the implementation of a student-centered methodology where the students are in control of their learning process, and the necessity of providing students the necessary skills to speak fluent English through the implementation and use of technological tools, the use of computer assisted language learning software becomes more attractive for institutions to achieve the new requirements of the curriculum.

In previous studies conducted about the use of CALL to learn a foreign or second language most teachers and students had agreed that the use of it has improved their English proficiency and that if the software is well implemented not only students, but also teachers can benefit from it. Computer assisted language learning software has also demonstrated that students who learn or have access to it, develop better English skills, are more motivated in the learning process, become more aware of their own learning, can practice listening and speaking skills more often, and students work at their own pace (Lee,2000). Nonetheless, the impact CALL can have in students English learning process may vary depending on different aspects; it is because of this scenario that investigating about the impact that the use of DynEd has in students learning process at Saint Gabriel high school is relevant, and if the implementation of it improves the English language proficiency level of the learners.

Besides, there is not enough information about the progress that students had experienced as result of the use of DynEd, since few institutions have implemented it in their English curriculum. Therefore it is important to carry out an investigation with the students that have been using it to learn English, to evaluate their proficiency in English

and analyze if it has improved. Although teachers can follow the progress the pupils are having in the software and the courseware students are working on, there is not real evidence that demonstrates that their level of English has improved as a result of the use of the software. For that reason, evaluating the impact the software has in the students' English level and analyzing if it has been a useful tool in their learning process is a crucial element of the process.

It must also be mentioned that this platform, as many others, is intended not only to help students to learn English in a more natural and interactive way, but also to prepare them for the demands of the competitive economy and job market. Therefore, it is essential to analyze the features this software offers and how effective they are in the English learning process. With the constant changes in technology, it is important to evaluate if the software and courseware are also constantly changing and updating new material that incorporates elements of the present society. The present study is also hoped to establish grounds for further research in this area.

1.2 FORMULATION OF THE PROBLEM

1.2.1 Research question

What is the role that the DynEd software has in the process of learning English as a foreign language in seventh grade and eleventh grade students of Saint Gabriel high school during the first trimester of 2020?

1.3 OBJECTIVES OF THE INVESTIGATION

1.3.1 General Objective

To evaluate the use and implementation of the DynEd software in the process of learning English as a foreign language in seventh grade and eleventh grade students of Saint Gabriel high school during the first trimester of 2020

1.3.2 Specific Objectives

1.3.2.1 To analyze the features of the DynEd software that are involved during its use by seventh and eleventh grade students of Saint Gabriel high school during the first trimester of 2020

1.3.2.2 To identify the language skills enhanced through the use of the DynEd software in the process of learning English as a foreign language in seventh grade and eleventh grade students of Saint Gabriel high school during the first trimester of 2020.

1.3.2.3 To determine the necessity of using DynEd to improve the process of learning English as a foreign language in seventh grade and eleventh grade students of Saint Gabriel high school during the first trimester of 2020

1.4 SCOPE AND LIMITATIONS

1.4.1 Scope

The present research includes information related to the use of the software DynEd (dynamic education) and the role it has in the students' English learning process at Saint Gabriel high school. The purpose of the study is to provide enough information related to the implementation of computer assisted language learning such as DynEd, the features of the software, how effective it is, and how have affected the level of English of the

students. It will also contribute to understand better how DynEd works and the benefits and difficulties students might get in their learning process.

1.4.2 Limitations

The major limitation during the development of this research was the COVID-19 pandemic that affected directly the choosing and application of the instruments since all educational institutions were closed. It was a challenging process because the university had to pre-approve the instruments which took much longer than anticipated. It also took more time to create useful instruments that were able to cover the necessities of the research project and that could be applied virtually.

Teachers' collaboration was also a limitation since virtual communication was not very effective and it was hard to be able to coordinate with both teachers as to how to apply the instruments, and schedule the interviews.

Finally, the lack of information was also a limitation, because there was not enough information related to DynEd and how it is scarce. The only page that had most of valuable information was their own website and it was challenging to find more sources that could buttress the information on the website.

CHAPTER II: THEORETICAL FRAMEWORK

INTRODUCTION

The present investigation consists of an exploratory study focused on the impact that the use of the DynEd computer-assisted English language learning software has in the process of learning English as a foreign language in seventh and eleventh grade students of Saint Gabriel high school. At present, there are more institutions that have decided to incorporate technology in the classrooms, and it is important to get informed before implementing it in the schools. The main purpose of the investigation is to provide solid information related to the relationship between the use of the DynEd software and the English proficiency of the students.

Learning English as a foreign language and development of technological skills are currently considered as two of the most relevant skills a 21st century student needs to manage in order to incorporate into the globalized world and work force. For that reason, institutions such as Saint Gabriel high school have decided to implement technology in the English classrooms to enhance the learning process and provide the students a tool where they can be exposed to the language in a more engaging way, with the main purpose of taking the students to a higher level of proficiency of English. Therefore, it is necessary not only to analyze if the use of software has helped the students in the English learning process, but also to identify the features that are part of the software itself.

The use of technology in the classrooms is important because it has been proven that learners can get many benefits from its use; it is also necessary to remember that the success of the use of technology depends not only in the technological tool itself, but also in external factors such as teachers training, classrooms conditions, students'

motivation, students' needs, among others (Abunowara,2014). In the case of Saint Gabriel high school, since teachers have been using the software as a tool for students to practice their English skills, the software has not been inspected. When using a software such as DynEd, it is essential to review the updates that the providers of the software should include in the courseware. These updates are necessary to make sure the software is constantly changing the contents to provide a better learning experience, and to improve the courseware features. Furthermore, examining the way the software DynEd was implemented in the institution and analyzing if there was a proper training for the correct use of it is necessary in order to take full advantage of the platform during the learning process.

To conclude, the investigation will provide valuable information not only for Saint Gabriel high school, but also to other institutions that are wondering how effective the use of a computer-assisted language learning software is in the English teaching-learning process, and the aspects that should be taken into account before, during, and after implementing a software such as DynEd in an institution.

2.1 HISTORICAL CONTEXT

2.1.1 Background of the organization or community

This research will be carried out at Saint Gabriel elementary and high school, located in Tibas, San Jose. All the information related to the institution was obtained from its website and from the elementary and high school principal. The institution was founded by Lic. Olga Marta Barquero Argüello, who was a teacher and principal for many years in public institutions, and felt the necessity to improve the education kids were receiving. Lic. Olga first founded kinder Mi Tia Panchita in 1977 with the idea to provide a meaningful education that boosted the development and growth of the kids. Kinder Mi Tia Panchita became the first private institution located in Tibas, and from its inception it gained recognition for the excellent academic and moral education of the students.

The Kinder grew rapidly and it was necessary to move to a new building to provide the students with adequate infrastructure to learn and play. In 1992, under the pressure of the parents who believed and supported Lic. Olga, the school was finally founded under the name of Saint Gabriel, whose name was picked by parents and the school administration. The school started only with twelve students per group, and they only had first and second grade. The number of students who wanted to enroll in the school and kinder started to increase, and it was decided it was time to move to a new property that they could own, and expand the number of classrooms.

In 1995, the Fonseca Barquero family decided to form a Family Partnership called Kinder Panchita de Tibás S.A., with the idea to preserve the ideals and values of the institution, and provide to the community an excellent education for children. With loans and help of investors it was possible to buy a land in Barrio las Acacias, to construct the

new building. They started building classrooms for elementary, and some administrative spaces, and eventually they built more classrooms for secondary. The institution continued to flourish and it was decided to move their Kinder to the new building to have all levels together. The school had its first graduation ceremony for elementary students in 1997. The students who graduated from Saint Gabriel school were forced to continue their studies in another school because the institution did not have high school. For that reason, in 1999 the administration decided to open high school to allow the students to continue their studies in this institution. Finally, in 2003 the first high school generation graduated with excellent Bachillerato scores.

In recent years, the institution has expanded their infrastructure, up to now they count with 26 spacious classrooms, one computer lab, one English lab, a cafeteria, a multipurpose roofed hall, an open soccer field, beautiful gardens, and playground areas. The administration has decided to have a principal for preschool and kindergarten and another for elementary, and high school. Victor Vinicio Roman is the Academic principal for elementary school and high school. Up to the present day the elementary school and high school count with 25 teachers that includes all the subjects.

The institutional mission is to prepare integral people under a democratic system. Happy, thinking, and independent humans who are capable of keeping relationships of peace and tolerance, capable of investigating and making decisions based on their high values and in favor of improving their quality of life as well as that of their communities.

The institutional vision relies on being an excellent educational option with integral character to educate and prepare students while offering equal educational opportunities that stimulate the work, effort, and dedication respecting each other's individual

differences, and with that the development and progress of all learners. The institution states that excellent academic education based on educational, formative, and professional interests, abilities, skills, necessities, and, goals is provided as well. They offer a solid education based on human kindness and warmth that is the essence of the institution.

The institutional philosophy, is that of an educative institution, open to accepting the new changes in education, culture, technology, and science of our society and the globalized world. With a constructive, humanistic, and rationalistic character, where the learner is the center of the teaching-learning process.

Saint Gabriel wants to provide the students with an excellent education that allows them to succeed in the globalized society. One of their key goals is to create an integral development of students, where they can acquire knowledge, but also abilities such as arts, sports, and spirituality. The institution also takes into account the necessities of society and the future labor market as stated in their philosophy, for that reason the use of DynEd software, Cambridge assessment English, and Woot it, is included as part of the English classes, to assure students will obtain advanced English skills.

As of today, there are six English teachers in charge of elementary and high school. Students from seventh to ninth grade receive seven lessons of forty minutes per week in language and conversation class, plus three extra lessons to work in the computer lab with DynEd software. Students in tenth and eleventh grade receive six lessons of forty minutes per week in language and conversation class, plus two extra lessons to use the DynEd software in the computer lab. The institution is always looking for new technologies that can boost and help students in their learning process.

2.2 THEORETICAL- CONCEPTUAL CONTEXT

2.2.1 Factor A, Independent Variable: English Learning as a Foreign Language.

2.2.2 Factor B, Dependent Variable: Use of the DynEd software

2.3 Variable Definition:

“Variables represents the measurable traits that can change over the course of a scientific experiment” (Agravante,2018)

2.3.1 Independent Variables

“In experimental research, an investigator manipulates one variable and measures the effect of that manipulation on another variable. The variable that the researcher manipulates is called the independent” (Wright and Lake, n.d). In other words, an independent variable is the one that can be manipulated to identify a specific factor, and it can only be changed or control by the investigator.

2.3.2 Dependent Variables

The dependent variable is the variable being verified and measured in an experiment, and it only changes in response to the independent variable. These variables are expected to change as a result of an experimental manipulation of the independent variable. A research might have more than one dependent variable (Helmenstine,2018).

2.2.1 English Teaching in Costa Rica

English language teaching in Costa Rica dates back to 1825 in la Casa de Enseñanza de Santo Tomás, after the promulgation of the law of December 10th in 1824, that stated the formal teaching of English in Costa Rica. At that time, English was offered

as an optional class for the students at that institution, and the main purpose was to provide the students with grammar and verbal tenses (Marin, 2004, p.48).

This author also makes reference to the implementation of the English teaching in the country, since it was related to the necessity of a commercial relationship with other countries to boost Costa Rica's standing in the global market. It was also the presence of the economic power of the United States in our country that accelerated English teaching in Costa Rica, nonetheless it was only possible to study English if the person had finished the university and pertained to the high and middle economical class at that time.

According to Brown, in words of Marín (2004), the method used to teach English "was focused on grammar rules, vocabulary memorization, verbal declinations and conjugations, text translation, and the answering of written exercises" (1994, p.4). The grammar translation method was the one used to teach English at that time, with the purpose to provide the learners all the grammatical rules for them to memorize and eventually translate texts. In 1861, the English teaching was not exclusive anymore, since the government allowed other institutions to teach it; this gave a chance for people with less economic status to learn English. In the following years, Costa Rica had economical and commercial growth thanks to the relationship with English speaking countries such as USA, and for that reason the last administrations increased English teaching in our country to fulfil the necessity to have bilingual people who could work with the international markets and the banana exporting companies (Marin,2004, p.53).

The necessity to have more bilingual people in the country made the government face the reality about the lack of English teachers in Costa Rica. Therefore, to solve this

issue the administration decided to hire a group of English teachers from the USA. The government was desperate to sort out the obligations they had acquired with North American companies that were investing in the country. As a result, they offered North American teachers to be paid the same salary they had in their country, and to pay for their transportation and lodging (Marin,2004). This induces a transformation in the educational curriculum that was used to teach since the new teachers brought their own curriculum that contained not only a different way of analysis, interpretation and development of the educational process, but also a different way to understand and interpret the world with all its implications (Peralta, 1996).

At the end of the 19th century, the translation method was used to teach English; where basically teachers translated chunks of texts and made questions related to that part of the text. Unfortunately, Spanish was used the most during the classes instead of English. The use of this method was related to the society at that time, where it was expected that people were obedient, disciplined, passive, and efficient. In other others, the method used was compatible with the expectative of the human being. The English taught at the ends of the XIX century was focused on the translation, memorization of syntax structures, vocabulary, and verbal conjugations, and not in conversation because it was not important at that time (Marin,2004, p.54).

This author also states that the process of teaching English in Costa Rica was finally official in 1901; and it was related to the significant economic growth that the country had. The government felt the obligation to hire more English teachers from abroad, but also a few Costa Rican ones that had the opportunity to study in an English-speaking country, and became the first English instructors in the country (2004).

In 1935 the Costa Rican educational system had an important transformation that changed the way English was taught. After an analysis of the educational situation in the country there was a need to make a renovation in the educational field. The Secondary Teaching Directors board in Costa Rica, that was the only coordinator of the education in Costa Rica at that time, went over the educational curriculum and using a modern vision, decided to change and approve a new plan for the next five years, that began to work in 1936. The new curriculum included three important areas historical-philosophical, mathematical-scientific, and artistic-technical, where English was included as part of the first category (Córdoba Cubillo, Coto Keith, & Ramírez Salas, 2005, p. 4)

As previously mentioned, the English teachers the country had at that time were native speakers, and few Costa Ricans that learned the language while studying abroad, but none of them had a pedagogical background neither had actual classroom experience. So the University of Costa Rica decided to train the teachers through the use of the Audiolingual Method to provide them the necessary tools to teach English based on the new curriculum (Cabrera, 1986, p.4).

Córdoba Cubillo, Coto Keith, & Ramírez Salas also referred to the notable arousal of not only the necessity to educate and provide a wider access to those interested in learning English, but also to those that wanted to become English teachers with a solid educational background. In 1957 the University of Costa Rica offered the major of English in the faculty of education; the major was intended to last four years, professors used Audiolingual approach, and it included as part of the curriculum language, literature, methodology, and to graduate in an educational practice (2005).

Furthermore, due to the agreement between teachers and the Ministry of Education, the Audiolingual approach was implemented as the primary way to teach English in elementary and high school with the purpose of working and developing the four basic skills in the target language; as well as use of books as another part of the curriculum. In 1972, the Ministry of Education changed the English curriculum again to give teachers a format to apply in the classes; the new curriculum included activities, evaluation, and objectives; it also had a list of several books that teachers could use (Ministerio de Educación Pública Costa Rica, 1972).

The changes in the English curriculum persisted, and the most significant change made was the implementation of the Communicative Method in 1990; the transformation that the curriculum had was not only related to the method used to teach, but also in the objectives, the evaluation, and the learning experiences of the students. The method already mentioned has been used for the last years to teach English in public elementary schools and high schools. It is also important to mention that until 2003, Costa Rica was the only Central American country to offer an educational model to teach a foreign language in elementary (Córdoba Cubillo, Coto Keith, & Ramírez Salas, 2005)

It is undeniable that the English teaching process has experienced many modifications based mostly in the economic and social changes in the country. It all began with the necessity to have people who could translate and understand texts only, to the late years where the use of the language is communicative. The constant accelerated changes in global areas such as economy, technology, politics, culture, among others, force the government to improve education in the country to form people who are equipped with the necessary knowledge and skills to compete in the globalized world and

competitive working market. For that reason, the Ministry of Education in Costa Rica is constantly making changes in the curriculum to mirror global patterns and provide the students and teachers with the necessary tools to reach the desired goals.

2.2.2 New MEP's English Curriculum

During the year 2016 a new English curriculum for elementary schools and high schools was implemented; as part of the new curricular transformation boosted by the Ministry of Education in Costa Rica (MEP) and the Minister of Education at that time, Sonia Marta Mora Escalante, under the approach to educate for a new citizenship. This new curriculum was intended to initiate in the new school term in 2017. The transformation in the English curriculum emerged as an obligation to provide the learners with the abilities, skills, and the knowledge a person in the 21st century needs to succeed in different contexts and situations in life (Ministerio de Educación Pública Costa Rica, 2016).

According to Speck (2017) it is essential to learn English because it has become a worldwide language used by many people to communicate with others who come from a different culture and whose primary language is not the same. It is also mentioned that the importance of English relies on providing people with a better opportunity to succeed in the global workforce. Besides, English is considered as an international language because it is spoken all around the world, and it allows people from different countries to communicate and share knowledge. It also facilitates the commerce and trade between countries and increases the economy and social development (Mahu, 2012).

The English language has grown strong in Costa Rica due to the commercial aperture to accelerate the overall economic development of the country, giving the

chance to many international companies to come to Costa Rica and start their operations. This was an important step for the country to increase employment and generate more income, nonetheless; it is not easy to find people who are able to communicate effectively in English. Most students who graduate from public high schools have low English proficiency and are not ready to incorporate into bilingual companies (Logan, 2015).

Most international companies in Costa Rica that need bilingual employees, follow the language level requirement based on the Common European Framework of Reference for Languages (CEFR) that is an international standard for describing language ability. It describes language ability on a six-point scale from beginner to advanced (A1, A2, B1, B2, C1, C2). Depending on the position requirements the applicant should have between a B2 and a C1 (Logan, 2015). The same author also mentioned that an English-language proficiency assessment was carried out by Idioma Internacional that was offered to participants of the Costa Rica Investment Board (CINDE) Bilingual Job Fair (CJF) in 2014 and 2015. The assessment showed that showed that a 25% job-seekers scored at the B1 level (low intermediate), 58% scored B2 (high intermediate), 14% scored C1 level (low advanced), and 1% the highest level, C2 (high advanced).

The results demonstrated that there is still a lot of work to do to increase the ideal English level requires to obtain a better job opportunity, since only a 14% of job-seekers have a C1 level that has become in many companies the minimum English level to apply for a job. It is undeniable that in order to prepare more bilingual candidates that reach the expectations of the companies and the workforce, it is necessary to make changes in the methodologies and tools that are been used to teach English.

For that reason, the Costa Rican Ministry of Education is dedicated to improve the teaching English quality in the public schools and high schools, through the implementation of new methodologies and a new curriculum that takes into account the necessities of this globalized world and focus on the students and their needs and aspirations. According to MEP's curriculum "the development of communicative competence in English is an aspiration and a request of the Costa Rican society upon the educational system" (p.4). Furthermore, this institution has taken the following steps towards increasing the English Language Proficiency of both teachers and students:

- a) Administering to teachers the TOEIC-MEP to determine their base line English proficiency level with reference to standards articulated in the Common European Framework of Reference, the results of which have been used to design and implement training courses to improve the communicative language ability of teachers and their teaching practices.
- b) Administering to students the TOEIC-Bridge test to determine their baseline English language proficiency level with reference to standards articulated in the Common European Framework of Reference.
- c) Aligning the band descriptors of the CEFR into the new curriculum and extending them to reflect the Costa Rican context. In this respect, the A2 band was established as an exit requirement for primary school learners and B1 or B2 for high school students, depending on the study plans of the respective curriculum (e.g., number of English lessons per week, and/or organization of groups).

d) Revisioning the relationships between teaching, curriculum and assessment, where learning is conceptualized as the target of education.

e) Revisioning assessment in classroom and standardized testing contexts and its role in providing empirically based information to both close learning gaps and generate evidence of learning success.

f) Promoting a National English Festival as a way to support learners' language development at school.

g) Designing an articulated English language curriculum from preschool to high school that responds to workplace needs in the global context.

(Ministerio de Educación Pública Costa Rica, 2016, pp. 4-5)

The curriculum also introduces a new concept called new citizenship that looks forward to a proactive incorporation of the pupils in the globalized world as active agents of change that care about sustainability, uses all their potential in different contexts, shares their perspectives, takes advantages of technological tools to improve, among others (Ministerio de Educación Pública Costa Rica , 2016)

In order to achieve these ideals, the curriculum includes the use of the Action-Oriented Approach or the Task-based Approach. Zakime makes a reference to TBL by stating that it is a useful method to teach English since it involves the students to work in a task that uses authentic material; exposing the students to use the language in a real communication (2018). The main purpose of this approach is to center the learning process in the students and not the teacher, allowing the learner to be in charge of his or her own learning process. Students can have more contact to the language through the

use of this approach because the tasks should be related to real-life situations and teachers must use reliable material to assure that pupils will have to use all their knowledge to complete in an effective way the task (Sanchez, 2004, p. 62)

The use of the task-based learning has demonstrated an English proficiency improvement because students most of the time work using the four skills during the task given by the teacher. The pupils use their own resources to solve the task in the most effective way without realizing they are learning this because they are so absorbed in performing the task that they do not realize they are learning in a more interactive way and interacting in the target language (Rhalmi, 2018).

For any learner it is important to fully develop the four skills in English, as many people only focus on grammar and structures. Oftentimes grammar-focused learners find verbal communication almost impossible, unable to understand what is being said to them, or make themselves understood. For that reason, the use of approaches like TBL gives the learner the opportunity to improve all skills without as much struggle effort. According to Muhsin and Munirah (2015), the use of task-based learning helps the students to concentrate on production instead of the form, in other words, it helps the students to communicate in the language without paying much attention to its form, just in the same way people learn to speak their mother tongue.

As it was mentioned before, the foreign companies in our country are looking forward to find individuals who can communicate effectively in English, and the use of the TBL is definitely a good method to enhance that skill and help the learners to reach the desired English level these companies need. Nonetheless, the use of this approach might not have the same effect if not used in a correct and effective way; since the TBL works

in combination with real authentic material the use of technology becomes an important element to find the necessary material to work in the classroom.

The use of technological tools can improve the way the TBL works in the learning process, because it provides the learners more material and interactive ways, they can use to interact with the language (Lai & Li, 2011). Some of the TBL activities, include the use of video chats such as Skype or Zoom with native speakers, where students can make questions and talk about topics already studied in class. Students can also use blogs or social media to post and interact with native speakers, where they will be exposed to new vocabulary and information.

Furthermore, the new English curriculum not only included the use of a new concept and methodology, but it also introduces the use of technology in the classroom to improve the learning environment, develop technological skills, and to provide the learners with real input that helps them achieve the desired English proficiency level.

2.2.3 Use of Technology in the teaching- learning English process

Technology has become a fundamental part of the daily routine because it facilitates the way of living, and it is present in almost every moment of the day from waking up to read a virtual newspaper and reads the virtual newspaper to looking up recipes for supper on an I-Pad, or finding a relaxing video to fall asleep. Technology is used in many areas such as communication, education, business, commerce, health, among others. It all started with the use of internet, computers, and cellphones and nowadays there are hundreds of technological devices that are necessary to work on daily tasks. Technology is constantly changing, the devices known today are not the same that a couple of years ago and probably not the same to have in the following years.

Society is also changing as much as technology does, and for that reason it is important to accept that technology from now on will always be part of people's lives, and also recognize that it is necessary to incorporate it in the most beneficial ways (Leonhard, 2016).

Technology has impacted every aspect of society, and education is also part of it; although it might be thought that there has not been a major change in the classrooms as result of the use of technology, the reality is that technology has become part of most educational systems and it has improved the way people learn (Morison, 2018). As is with most things, people are resistant to change. Convincing educators that more technology in the classroom is to everyone's benefit has not always received a warm reception, usually due to the fear of the unknown. Teachers are often intimidated by technologies with which they are unfamiliar and believe that such programs will serve as more of a distraction than an educational tool (Heick, 2015).

Many teachers keep using old-fashioned methods such as taking notes in a notebook with a pencil, and giving lectures in front of the class, while students are sitting in rows paying attention. Every day more teachers are making the decision to implement the use of technology in the classrooms to give the students the chance to enjoy the benefits of its use. According to Allen, using technological tools in the classrooms allows the learners to access to more useful material and resources, making the learning process more interactive and increasing the learners' motivation. He also states that it is not only convenient for students but also for teachers because there are a wide variety of tools that teachers can use to create instructional material to improve the way the classes are taught (2019).

Matthews states that, technology has modified the way people learn, because the brain has been exposed to a continuous amount of visual information, including text, graphics, videos and other digital stimuli, that change the way people process the information. The cognitive process and peoples' ability to analyze and look up information is also being affected, and abilities like concentration and memorization are becoming harder (2016). This new generation called digital natives, are facing issues related to the lack of attention, because there is a constant switch between tasks that do not let them focus on one thing at a time. The brain faces constant changes that prevent it from remembering all the information presented in one task or the other "causing cognitive overload, a condition where the flow of information exceeds the brain's ability to process and store it" (Sousa, 2015, p. 49).

The teaching-learning process has changed not only the way the students interact and find information and material, but also the roles of the teachers and learners in the classroom. When using technology during the classes the teacher is no longer, the primary source of information. They become a guide or facilitator of the material the learners are obtaining from the technological resource such as internet, a platform, the cellphone, videos, among other. When using technology in the classroom, students become responsible of their own learning process and are in charge of their knowledge; they become their own teachers. Nonetheless, they need teacher's guidance to reach their educational goal (Amin Embi & Hamila Ma'arop, 2016, pp. 41-42).

Teachers are a necessary element within the teaching-learning process even though their role has changed, and this is because even when students can access countless materials and resources that can provide them the necessary information, it

might not be enough to fully understand the topic. Most of the time written information needs to be explained and presented to the students for them to fully understand it. Therefore, teachers' activities and explanations become essential to accomplish the learning goals. According to Brown, some ways in which technology helps in education rely on providing a less traditional learning environment for the pupils where they can have a more fun and flexible class, parents get more information related to their kids' progress, and are more involve in the learning process through the use of apps, games, software, and other tools from home (2019).

Brown also mentions that teachers have the possibility to access to numerous tools that can be customized for each student's needs and abilities. When for any reason classes might not be done face to face, the use of technology facilitates virtual classes where teachers can offer materials and exercises for learners to practice from home. As well as receiving feedback faster from the teacher, students are able to use the two most popular learning methods: task-based learning and project-based learning. Students are better able to manage their time, practice autonomy, and extend their educational experience to other technologies not necessarily related to the classroom to complete their projects and assignments. (2019).

Additionally, the use of technology and technological tools when learning a foreign language has demonstrated to significantly improve the learning process, because learners can access to numerous programs, pages, blogs, videos, apps, among others; that expose the students to a new interaction with the language in a more interesting and fun way without been in the classroom, allowing them to be in charge of their own learning process in an environment they can control and using tools that they can pick (Al-

Mahrooqi & Troudi, 2014, p. 2). One of the difficulties that learners have most of the time when learning a foreign language is the lack of opportunities to practice and improve their English skills outside the classroom specially the speaking and listening skills. This is to the fact that the spoken language in their country is not the same that the one being studied, therefore there are not many opportunities to experience and input in the target language and put into practice what has been learned in the classroom. In addition, language instruction that relies heavily on written materials rather than technology can be a contributing factor as to why students choose not to continue their studies (Lampariello, Luca Lampariello Smart Language Learning , n.d.).

Based on the reasons previously mentioned, it is clear that the use of technology in the language classes has become into a useful instrument that teachers can use to increase the motivation towards learning a foreign language, expose the students to more real material, and to improve the teaching-learning process. The use of technology in the classrooms also allows students with different learning styles to experience their learning process in different ways using materials that fit better to their own necessities and learning styles. Students can work with different technological tools that permit them to work individually, at their own pace, and with material that better fits their learning process.

According to Light, Manso and Rodriguez in 2010 there was a study about the use of ICT's in teaching called International Survey for Teachers about the Use of Technology on Teaching, carried out in four countries including Costa Rica (2010). The teachers who participated were part of the public high schools that have an internet connection and technological devices in their classrooms. A total of 169 teachers from Costa Rica were

part of the study, with 34 teachers (approximately 20%) belonging to the subject of English. The results showed that 6% of Costa Rican teachers have access to internet in the classrooms and computer labs, 92% said there is only an internet connection in the computer lab, and unfortunately a 2% of the teachers said there is no internet in the high schools where they work. In comparison with the other 3 countries in the study Costa Rica was the one with least internet connectivity in the classrooms. It was also stated that a 48% of Costa Rican teachers do not use technology when teaching (Charpentier Jiménez, 2013, p. 4)

Since this study was completed ten years ago, and there is not any recent data related to the amount of English teachers that are currently using technology in the classrooms or computer labs, it is expected that nowadays due to the accelerated use of technology in people's daily life and its integration to most educational systems, the use of technological tools and technology in the English teaching process has increased.

To continue, more teachers are leaving behind the use of books, printed exercises, teachers lectures, and classes where the teachers are the main source of information, and implementing the use of tablets, digital platforms, apps, and more interactive activities and tools that give the opportunity to students to interact with the foreign language in and out of the classrooms having a more strong input of the language. In the case of Costa Rica, the Ministry of Education (MEP) has made many modifications to the English curriculum not only related to methodologies and contents, but also in the implementation of technology in the English classes. According to TCRN STAFF (2020), the Ministry of Education introduced the "national mobile technology program for education in Costa Rican classrooms" which is called "Tecno@prender", that looks forward the

implementation of technological devices in the classroom to modernize the teaching learning process.

The program includes the delivery of technological tools, teacher training, and accompaniments to educational communities, to achieve a quality education. Tecno@prender brings devices such as tablets, projectors, interactive whiteboards, hearing aids, adaptive technology kits for special education centers, multifunction printers and laptops to the classrooms of public institutions.” (TCRN STAFF, 2020)

This is a great start for public schools and high schools to incorporate the use of technology in the English teaching learning process; the Ministry of Education in Costa Rica is convinced that the use of technology to teach English has become a necessity to provide the students with the language abilities and skills they need and for that reason they are still working on providing the technological tools that schools and high schools need to raise the English proficiency level of the future generations. They also urge teachers to take the initiative and implement any technological tool they have available in the classrooms (Tecno@prender,2018).

All the efforts made by the Ministry of Education in Costa Rica are to provide the tools and skills the future generations need to be able to compete and be part of the globalized workforce and society. The use of technology provides an enormous amount of benefits for learners not only to learn a foreign language in an active way, but also to acquire communicative and technological abilities that are important nowadays. According to Vadivoo and Selvarani, the use of technology in the English teaching

process is important because it involves the students in a more active way in their learning process, gives students the chance to use a more critical thinking, students can learn more about the language with interaction with English speaking people or native speakers, learners participate in an active way to share their information, the learning environment feels more authentic, and students feel more comfortable when using technology because they have born in a digital era where the use of it has become innate (2013).

It is due to this situation that many other Ministries of Education worldwide are implementing the use of technology as part of their teaching curriculum; some of the most common technologies that are being used in the English area are use of social media such as Facebook, Instagram, and twitter, use of blogs, use of games, videos, language apps, and platforms, use of chatrooms like Skype and Zoom, using applications to record and practice speaking and other skills, use of computer-assisted learning language software, among others (Mofareh A, 2019). With a plethora of options it might be complicated for a principal or teacher to make a decision about which might work best, nonetheless the use of computer-assisted language learning has increasingly grown in the last decades due to the improvement seen in the learners English proficiency level (Alhujaylan, 2019, p. 19).

2.2.4 History of Computer Assisted Language Learning Software

The use of CALL is becoming the most well-known and frequent technological tool used by teachers worldwide to teach English, but it is necessary to establish not only the reasons why this happened, but also the moment in time in which it took place. In order

to understand why the use of CALL is increasing, it is necessary to start by defining what a CALL is.

Levy defined Computer-Assisted Language Learning as “the search for and study of applications of the computer in language teaching and learning” (1997, p.1). On the other hand, Beatty provides another definition for it mentioning that it consists of “any process in which a learner uses a computer and, as a result, improves his or her language” (2003, p.7) and it is also added that although it includes the term “computer”, it holds any applications of Information and Communication Technology (ICT) to teaching and learning foreign languages. According to Levy, this technology was first used to teach and learn languages back in the early 1960’s and it’s use and development was related to the educational pedagogy used back at that time (1997).

Language teachers were involved in the construction of material for computer assisted language learning because the program that programmers had was not able to create a new pattern that was not the question-answer-feedback and the author did not want to keep that line of material for CALL. Therefore, the course material was made by teachers and not researchers (Hart, 1981, pp. 20-29-30) By the end of 1970’s, the program gave 50,000 hours of language instruction to students in a dozen languages (Levy, 1997, p. 17)

The use of computer in learning language was used through America and Europe in the early 1980’s; it became more popular due to the introduction of the microcomputer and it became a field that researches started to investigate. Different CALL software were being developed by language teachers because the microcomputer spread quickly since it was inexpensive. This gave teachers the freedom to develop, even though their

programming abilities were not the best, their own idea of CALL (Levy, 1997, pp. 22-23). Wyatt (1984), in words of Levy, presents a scenario where language teachers most of the time made a one activity-centered software, CALL had an evolution thought the years and such as vocabulary games, gap-filling, simulation, speed-reading, and text reconstruction (1997). The effectiveness of the use of CALL for this author was not only related to the role the language teachers had in the development of the software but also in using it effectively with the learners and the careful integration of computer assisted language learning in the curriculum (1997, p.24).

Jones and Fortescue (1987) state that in order to achieve a successful integration, it was necessary that the teacher chooses adequate material to incorporate into the program and also incorporate the computer activity into the lesson as a whole. Storyboard was one of the CALL software created by a language teacher whose main purpose was to work on text reconstruction. Later, this software evolved and was modified for other countries and to fulfil the necessities of other students. The way it was first presented changed and it became the first computer-assisted language learning software (Levy, 1997, pp. 25-26).

This author also mentioned that the years this technology suffered some modifications in order to survive and adapt to the necessities of the learners, computer assisted language learning was not a software that could “represent the whole environment, it was not designed to function independently neither to manage learning in a more prolonged basis, the succeed depended on the skill” (1997). For that reason, it was necessary to make a change in the CALL to keep it as part of the learning process. Warschauer’s typology is based on the three phases in the history of it, such as

behavioristic, communicative, and integrative CALL classified according to their underlying pedagogical and methodological approaches (1996).

Behavioristic CALL ,1960s to 1970s, most of the CALL software elaborated during these years consisted in drill and practice. The computer was the one delivering material to learners, and learners had to provide a response, basically it was a stimulus-response situation. Materials were repetitive language drills, vocabulary, grammar and translation tests. The most famous tutorial system was PLATO (Tafazoli & Golshan, 2014, p. 33).

Communicative CALL,1970s to 1980s, was based on the communicative approach that focuses on the use of the langue instead of the form of language. The ones in favor of this software approach thought that “all CALL courseware and activities should build on intrinsic motivation and should foster interactivity—both learner-computer and learner-learner” (Han, 2009, p. 41). Computer games were the most accurate one in this phase of CALL, and most of the activities were related to communication. Spelling, grammar checks and text reconstruction programs were another model of computers in communicative phase (Pradheep Singh, 2015).

Integrative CALL (1990 onwards) was the phase where the issues or criticism from phase one and two tried to be solved. The development of multimedia technology helped this phase to provide more animation, images, sound, and graphics to the software. This phase also looked forward the integration of the four skills listening, speaking, reading and writing – into language learning instead just one at a time. The use of tasks and projects became part of the new direction computer-assisted language learning wanted to take. The activities were aimed to let the students have use of the language in an authentic social context or environment (Warschauer, 1996). Integrative CALL was the

result of task-based, project based, and content-based approaches, that wanted to give students the chance to interact with the language in a more interactive way.

Mark Warschauer, in words of Pradheep (2015), made some changes during the 2000s, which focused on the name and dates of the phases; the behaviorist CALL change to Structural CALL and the dates changed from 1960s to 1970s to 1970s to 1980s, the dates for the communicative CALL from 1970s to 1980s to 1980s to 1990s, and the dates for the Integrative call from 1990s onwards to 2000 onwards (Tafazoli & Golshan, 2014). In the last few years CALL has gained more popularity among the teaching-learning technological tools that can be used in the classroom, this is as a result of the growth technology has had in the previous years and how it is used has become normalized.

CALL transformation to the present day is more like a blended learning that works as a unified subject; Barber and Zhang in 2008 asserted that CALL is “maturing and heading toward a better balance between technology and thinking” (2008, p.18). In a more recent paper Reinders, Warschauer, and Thomas stated that “It can now be argued that computer-assisted language learning has come of age, and that we are now entering a fully integrated and naturalized phase of CALL” (2012).

Many countries have been using this technology in the language learning process since countless investigations have been carried out related to the use of CALL to teach and learn a foreign language and it demonstrates the effectiveness of this tool and the advantages not only for the learners but also for the teachers (Zhytska, 2012). Another reason on why the use of CALL has increased is related to the new approaches in education related to the use of information and communication technology (ICT's) and the way technology has complemented society by and large. The necessity to provide the

students with useful tools that help them to learn in a more relaxed and interactive way has become a global objective. Globalization has increased the need to speak other languages, mainly English, and CALL according to the information presented seems to fit in the requirements to boost the learning- teaching process. Therefore, it is important to review some of the advantages and disadvantages of the use of CALL in the teaching-learning process of a foreign language.

2.2.4.1 Advantages of CALL

According to Zhytska (2012) some of the benefits or advantages for learners that used CALL in the English learning process include:

1. Students are in control of their own learning, allowing them to explore and learn by themselves and helping them to develop critical thinking skills.
2. Learners feel more motivated when using CALL because, they have access to numerous activities and information that gives them the chance to interact with the language in a more easy and fun way.
3. Self-confidence and independence are increased in pupils since they do not depend on teachers' instruction to progress in their learning process.
4. Materials used in CALL software are authentic and they can be access from anywhere without the necessity to wait to be in the classes.
5. Most of the courseware in CALL software have with different activities that allow the students to use more than one skill at a time. Also, the feedback provided is almost immediate after the students finish with the activity.

6. The use of CALL permits learners to work independently and at their own pace, thus increasing their individuality and allowing shy students to work in an environment where they are more comfortable.
7. Students are exposed to the language in a more authentic experience. The activities and experiences they can have through the use of CALL give them the chance to practice the language in a real-life context.

Furthermore, motivation has been an important element of the learning teaching process among years since it promotes a strong desire to learn and this causes learners to exert more effort more effort and optimistic attitudes during the process as Gardner explains (1985). When students have no motivation towards the learning process, it becomes harder for the teacher to plan the lessons and materials, and this just obscures the whole teaching learning experience. It is important that the use of CALL motivates learners because classes become more interactive and the positive environment allows the students to receive the information in a better way.

Another benefit to highlight is that CALL increases students' self-confidence and independence. This is an important aspect to work on students not only for the learning teaching process, but for life. According to Brown, self-confidence and independence are key elements to achieve success in life, since they can boost multiple aspects such as creativity, better decision making, less stress in life, among others (2013). When students have self-confidence and become independent learners, they can set goals to achieve in life and in their educational process. Also, pupils who have self-confidence are more likely to continue their education and to obtain better grades. Self-confidence and independence are important soft skills that companies look for in future candidates for a

job position, because this demonstrates to the company that the employee can contribute to improve the working environment and reach its full potential (Kohli, 2020).

These are just some of the countless advantages that have been discovered through the years related to the use of CALL in the teaching learning process of a foreign and second language. Nonetheless, the benefits that a group of students might get from the use of CALL is also related to the time it has been used, the kind of software, how often it is used, students' technological skills, teachers training, among others. That is why it is important for any educational institution to investigate and to establish clear goals of what to expect with the use of CALL. As reported by Oxford (1993), the effectiveness of CALL depends on some conditions such as : if CALL fulfill students' needs and interests and increases learners' motivation, If the goals and kind of learners are taken into account, If it offers a meaning-focused learning environment, countless authentic language input and uses relevant themes and meaningful tasks, if the technology is effectively exploited in the particular instructional situation, and if it deals efficiently with the difficulties that students may encounter (AbdallaAbdalbagiAlniema, 2015).

2.2.4.2 Disadvantages of CALL

In the words of Bani (2014), even though most studies carried out related to the use of CALL in the English teaching learning process, it has been demonstrated that its use has improved the learning process and it provides numerous positive benefits in the educational process of the learners, there are a few disadvantages related to the use of CALL in the classroom. Again, the advantages as well as the disadvantages the students and institutional staff might find can be related to several factors that might or not be present, nonetheless these are the most common cons in the use of CALL.

1. The implementation of CALL is expensive and not many institutions can afford it.
2. Not all CALL software might fit the necessities and subjects in the English curriculum.
3. When implementing any technology but in specific CALL, it is important to be updated in the latest technology and to afford the expenses when tools need to be replaced or upgraded.
4. Not all students nor teachers feel comfortable with the use of technological tools in the classroom since they might not possess the necessary skills to work with it.
5. The implementation of CALL in some institutions and not in all of them generates a gap in the English level the students will have by the end of their high school education.
6. Teachers are not trained to use CALL software and are either unable to use it altogether, use it improperly, or simply do not use it at all. With an appropriate training related to the features and courseware offered.
7. Students might get distracted by videos or other links, and not make a good use of the internet connection.

These are some disadvantages that educational institutions can face when implementing technology more specific computer assisted language learning software as part of their teaching curriculum. The economical one is the most common disadvantage that institutions hate to deal with since most of public schools and high schools do not have the budget to afford the implementation of technology. Christensen explained that

the cost may vary depending on location, amount of personnel and students, and the kind of technological tool the institution wants to implement, but it is likely to be expensive. It is also mentioned that in case they count with the money; it is better to invest in good quality elements to avoid technical issues like low speed connectivity to internet or malfunction of the electronics that will frustrate participants and hinder the use of technology in the classes (2019).

Moreover, as Morales (2014) and Mohamed Abunowara (2014) mentioned in their studies related to the use and implementation of CALL that having successful use and application of technology in the classrooms depends on teacher training. Most teachers have stated that they received none or a few trainings related to implementing technology in their lessons, therefore; when students work with a program like CALL teachers do not feel confident about their roles as facilitators and helpers of the process because their lack of knowledge about contents or usage of the courseware. This is one of the disadvantages listed by Bani in his work since the lack of teacher training could affect an effective use of technological tools and its use (2014).

2.2.4.3 Research about the use of CALL

As the use of CALL becomes more popular in the language classes all around the world, it is important to investigate and analyze the effect its use is causing in the learning teaching process. Based on previous investigations, many advantages and disadvantages from its use have been already analyzed, but there is more information related to the use of CALL that is significant to share in case this technology becomes the new tool used in Costa Rican classrooms. In 2013, Şükrü Parmaksız and Biçer carried a research titled “Comparison of Computer Assisted Language Learning Software before

Investment”; within this article, the features of two Computer-Assisted Language Learning software are compared in order to identify which one was more complete and better met the requirements to be successfully implemented in other institutions.

Major differences between one CALL software and the other related to the cost where found, the courseware they offered, the communication tools between teachers and students, and opinions from teachers and students. With this study the researchers made it clear that it is important to take into account several aspects before implementing CALL software that might not fit in the language curriculum and also that there are many options when it comes to computer-assisted language learning software.

Sometimes the positive effect of the use of CALL in the classroom can be decreased by the lack of knowledge and training teachers have related to the use of CALL software as Morales (2014) explains in his project “Use of Computer Assisted Language Learning”. It is stated that the use of technology in the classroom is a great tool to enhance the learning teaching process of a second or foreign language, but the absence of training for teachers in the use and implementation of it deprives the students of the possible benefits that technology can bring to classrooms. Morales also pointed out the importance of consistent use of CALL software during the whole school term, to increase the amount of time learners can interact in the target language and to see the improvement in the learning process due to the use of CALL. In his recommendations the author urges in the necessity to become familiar with the computer assisted language learning software that will be use during the school term, before implementing it, since it is fundamental that teachers feel comfortable and stablish a relation between the courseware the software offers and the English curriculum from the institution.

Another relevant piece of research that provides the benefits and barriers that teachers consider are part of the use of CALL, was carried out in Jordan by Bani. This research was done considering the participation of 200 English teachers, providing a two-scale questionnaire that contained the most common advantages and disadvantages of the use of CALL software to teach a foreign language was used. Bani found out that the most significant barriers were the following ones:

- 1) Inadequate number of computers.
- 2) Technical problems.
- 3) Needs more teacher training.
- 4) More time is needed.
- 5) The cost is high.

This reiterates the disadvantages previously mentioned in regard to the use of CALL. Teachers feel there is not enough training for them to fully understand and manipulate certain features, the courseware material, or even the technological tool itself. This lack of training affects not only the teaching learning process, but also teachers' and students' motivation towards the use of technology. A good teacher training process ensures an effective usage of technology and guarantee a successful implementation of ICT's in the educational field.

To continue, the most important benefits that Bani found were the following:

- 1) Providing immediate feedback.
- 2) Increases students' motivation towards learning.
- 3) Exciting and more fun.

- 4) Provides an easier interaction with the language.
- 5) Easy to control.

An important aspect of learning a foreign language is how motivated the learner is because learning a new language can be a challenge for many people. It is time consuming and it depends not only on the material and information provided by the teacher, but also on the amount of time and effort learners place in and out of the classroom. In regard to this situation, it is valid to recall the old saying that “practice makes perfect”, and learning a language needs a lot of practice which becomes easier when students feel motivated. Wilcox mentions that a learner who is motivated is likely to learn in a faster and more effective way, and this is a benefit for teachers since the learning teaching environment becomes more productive (2017).

The information previously mentioned becomes an important aspect to take into account when thinking about the application of a computer-assisted language learning software. Most of the barriers found in this research can be avoided or worked out if institutions take the necessary time to investigate the CALL software they want to use and plan ahead before its implementation as a part of their curriculum.

Finally, since the use of CALL in Costa Rica is new and not many institutions use it as part of their English lessons, it was complicated to find specific information related to the effect or application of computer-assisted language learning software in Costa Rican classrooms. Nonetheless, in 2014 an experimental study was carried out by Lara-Alecio, Tong, and Irby about the use of CALL in an elementary school in Costa Rica. The study according to the authors “was a 25 longitudinal project derived from a two-year longitudinal randomized trial study at the elementary school level in Costa Rica on

effective computer-assisted language learning (CALL) approaches in an English as a foreign language (EFL) setting” (2014).

Within this study, third-grader students were the main participants, and the oral English proficiency was very low. The main purpose of the study was to determine the impact that the use of CALL software would have in the students’ English level. They worked in three different groups providing use of CALL to generate a different input in the way pupils were learning English. The use and application of this technology was different for the three groups they worked with since they wanted to discover if there was a correlation between the amount of time the students used the software and the increase in their English proficiency. They also observed the relationship between the courseware’s appearance and features and any change in proficiency. The results demonstrated that all the students increased their English oral skills due to the results from a pre-test and post test that the students took. Also, it was confirmed that the English level the third-grade students had was not even a kindergarten level from a Native speaker.

Besides, the researchers considered that the use of CALL was an efficient option to increase the English level of the students if it was initiated earlier in the English teaching learning process; this was due to the demonstration that even though the students were learning English since first grade their English proficiency was not the best, but only with a 25 week use of CALL their English proficiency increased, meaning that the key to learn English is not related to the amount of time rather than the quality and the way the students receive the information. They believed that CALL provided a significant learning process for the pupils and that was the main reason their English level increased.

The researchers also proved that the use of computer-assisted language learning in the learning process of a foreign language fosters significant results. The number of studies, thesis, and projects related to the use of CALL are numerous. There is even data collected from specific computer assisted language learning software that can give a wide and more realistic view of a specific software to people who are looking to implement it in language classes. It is important to mention that there is countless CALL software that can be use in the English teaching learning process, and that is why it is important to analyze and learn about the specific software that would be used as a compliment to the English classes.

For this specific research the CALL software to be analyzed is DynEd, since this is the one implemented by the Saint Gabriel High School and whose impact in the learning process of English needs to be examined.

2.2.5 DynEd Computer Assisted Language Learning Software History

In first place, it needs to be taken into consideration that the information gathered about DynEd, and that will be explored later on, was obtained from its official website.

DynEd International, Inc. was founded in 1987 in San Francisco by Lance Knowles who was an expert in the development and use of interactive language learning programs and Douglas Crane who is a technological engineer. The name DynEd stands for Dynamic Education, and reflects the always-evolving, cutting-edge approach that the company has long taken towards the improvement of English language education around the world.

DynEd's creator spent more than 30 years in English language education and he had also developed the revolutionary learning theory called Recursive Hierarchical Recognition. In his theory Recursive Hierarchical Recognition, Lance talks about neuroscience, the learning process, and the use of well-designed multimedia to enhance the English learning process. Based on this theory and with the help of DynEd's chief technology architect, Douglas Crane, they got a joint patent for the features at the root of their interface design and proprietary authoring tools. Doug was in charge of the construction of custom authoring the language in which all DynEd courses are still written.

Over the years the DynEd's courses have transformed to keep up with the new platforms and new technologies; Doug is still part of the company and takes care of everything related to engineering from the client apps on all 4 platforms, to the back-end, web apps, databases, deployment and international hosting. He also has worked on most of the features and tools that DynEd count on such as the records manager that allows teachers and administrator to keep track of the classes and students. Doug is also involved in all projects including courseware authoring, certification, and analytics. Both developers worked together for a couple of years, and eventually Lance left the team to keep working in his personal projects.

DynEd is "the world's leading provider of English language learning software and its courseware is the most highly awarded in the field". They are the designers and owners of the world's first multimedia language teaching CD-ROM and the first company to use of Speech Recognition (SR) technology in multimedia language teaching. They have led the English language teaching experience industry for over 28 years, and they hold more

than 45 national and international awards based on their courses. DynEd offers over 30 English courses to fulfil the needs of learners in different ages and levels.

The courses are “brain-based multimedia English learning solutions built on the insights and best-practice research of cognitive psychology and neuroscience”. The company explains that their English CALL software is different from others because it is a combination of science, technology, and English teaching, where the principles of how the human brain learns are applied. For that reason, the courses in DynEd are mainly focus on speaking and listening because it is the natural way our brain learns a language, nonetheless writing and reading are also part of the courses.

DynEd's Core Pedagogical Principles are the use of a blended model where one-on-one-computer-based-self-study with regular consultation with DynEd teacher or coach, an exclusive, scientifically sequenced, concept-based syllabus, and the use of an approach based on the most advanced theories of learning from the cognitive sciences. The mission is to optimize measurable English learning results by blending today's technology with the classroom of tomorrow.

DynEd offers different courseware depending on ages and level of English, all courseware offered by DynEd uses a system that is always checking the progress of each learner and adjusts the content to guarantee maximum results. In addition, DynEd provides classroom and teacher support materials, including training programs, teacher guides and workbooks, and reports. In the case of elementary school there are five courseware. Courses follow the order of the natural learning trail: listening, speaking, reading and writing. The courses count with animated characters that will go along with

the learners during his/her learning process. In the case of secondary school, the company offers six different courses. The purpose of these courses is to help students to learn English in a faster and effective way through a more independent and custom learning process with a focus on school subject content and classroom language situations, students develop the English skills they need to do well in subjects like Math, Science and History.

For Higher education the offer six courses New Dynamic English, English for Success, English By The Numbers, Advanced Listening, Dialogue, and Clear Speech Works. Finally, DynEd also offers English courses for people who wants to improve their English skills for specific purposes. Business and Vocational is a courseware that offers eleven different courses, that provide different benefits depending on what the learners is looking for. The courses are English for Success, The Lost Secret, Functioning in Business, Dynamic Business English, New Dynamic English, Advanced Listening, English By The Numbers, Aviation English Solutions, Cabin Crew Speaking Practice, Aviation English for Pilots and Air Traffic Controllers, and Hospitality English Solutions.

There is no information related to the cost of courseware on their webpage, neither information about how it should be implemented, nonetheless they provide enough information related to each course they offer and the methodology used in the courseware. When schools or educational institutions work with DynEd, the company provides them with a manual that includes all the information related to the courseware, including the frequency the learners must use the software, the way it should be implemented in the institution, the importance of teacher training, all the material and tools

teachers can use, among others. Teachers, students, and administration get a username and password that they will use to enter the courseware and to start working on a certain unit. It is important to mention that students from the same group might not be working on the same unit this because DynEd courseware utilizes a placement test that allows the students to start the English learning process from their own level.

2.2.5.1 DynEd Features

The courseware offered by the company has been used more in recent years because the software has many features that makes it different from other English computer language learning software. As presented in DynEd webpage the design features included in DynEd courseware are:

- a) Use of the Recursive Hierarchical Recognition approach that was develop by Lance one of the founders of the software. The courseware is designed based on the way the brain learns and the natural way people learn their mother language. Multimodal language input and practice facilitate language pattern recognition, comprehension, and subsequent chunking - the key to fluency in all four skills. The use of this approach is what has made the software so famous because, it fits the necessities of people who are learning English.
- b) DynEd courses has with a placement test that allows students to be placed in the right level and also provides a good measure of overall English language proficiency. The Placement Test provides a quick evaluation of a mix of language skills, with an emphasis on listening comprehension, vocabulary, grammar, and basic reading skills. With the new technologies the test now includes with a speaking part. The test will regulate and adjust to student

- performance, meaning that if a student is doing well the test will start giving more higher-level questions, but if the student fails several questions the test will stop and assign the student a lower level.
- c) The software also has a mastery test that allows teachers to evaluate the students' progress and to verify the level the student was placed on. No test will be the same since the items are chosen randomly.
 - d) DynEd courseware has the Records Management and Assessment that tracks, controls, and provides feedback regarding the study activities of classes and individual students. It includes a new tool called intelligent tutor that tracks and evaluates test scores, study time and frequency, learning path, and detailed information about how the student is using study features such as voice record, speech recognition, and repetition, all of which are particularly important for language learning. Teachers and students can print, email, or download the records.
 - e) The software applies the use of a blended approach where teachers and multimedia technology work together to enhance the English learning process. Also, the courseware provides material for teachers such as tests, lesson plans, and a teacher training course. In the teacher training course teachers can learn how to blend the use of CALL and the teacher support, and introduces the information related to the Recursive Hierarchical Recognition approach that the courses use.
 - f) DynEd uses a multimodal learning that coordinates visual information with auditory input; the language is presented and practice in different forms that

- facilitates the learning process. Students with different learning styles benefit from the use of this multimodal activities.
- g) The courseware offered by DynEd is fully interactive allowing the learners to engage in the English learning process. They can manipulate the activity in the way it works better for them, they can repeat sentences as many times as they need, record and practice pronunciation of words, among others. Also, there are a variety of learning tasks that permit the learner to engage the learning in the task and not in the time spent.
 - h) All DynEd courses follow a sequence that helps to present the language in a way that it takes advantage of the human brain's hierarchical memory structure, and DynEd is the only company to offer this.
 - i) All courses count with numerous amounts of visual support such as animated graphics, and videos to work with the language input presented, and to motivate the learner during the learning process. Also, the brightness and intensity of colors is taken into account in the presentation of all the units of the courseware, because they care about reducing the eye strain.
 - j) The speech recognition exercises are included to help learners to increase their oral language proficiency. This feature is not included in courses for young learners.
 - k) DynEd courses have an adaptive shuffler technology that is constantly checking the progress that the students have and adjusting the content of the unit according to the performance of the student. When students present a difficulty in certain area the material will keep using the same topic in different

ways to respond to the students' needs. For that reason, the units and exercises are customized for each learner as they depend on their performance.

- l) Connectivity to internet is not a must to be able to access the courses, students can use the programs with or without an active connection to internet. They can also access from a computer, cellphone, tablet or the school lab. DynEd courses run on all platforms. They can be accessed anywhere and anytime, and the progress done in one course is immediately saved in other courses.
- m) DynEd courses count with an English certification. This certification is aligned to the Common European Framework of Reference for Languages (CEFR) from A1 to C2. The certification is not only based on one test, DynEd certification is based on the progress of the learners. Students have to pass Mastery Tests and DynEd's exit Placement or Proficiency Tests, and also to spend time working on the courseware to achieve the certification.

The features previously listed are included in the DynEd webpage and that explain the way the software works, and the tools that can be found during its use. When a person or institution buys the software, they are provided with more information related to the courseware and the way teachers can get training in the use of it.

2.2.5.2 DynEd in Education Worldwide

DynEd International has stepped up when talking about innovation in the computer assisted language learning software thanks to the use of the blended learning in the English courseware that allows students to learn in a more effective and faster way and to get a high English proficiency level. The popularity of DynEd is also related to the

constant updates and changes in the software to make it compatible to the new technologies and to achieve the students' needs (M, CIO Review, 2013). The Ministries of education worldwide have seen the necessity to transform the English learning teaching process, to form people who can incorporate and compete in the globalized world, economy, and job market since the use of technology and the proficiency in more than one language are part of the skills that a 21st century student needs to encounter success.

Many countries have decided to implement the use of DynEd as part of their English teaching curriculum like in the case of the Ministry of Education in Turkey where around nine million of students from public schools nationwide in four through eighth grade are using the software since 2007 to increase the English proficiency students were obtaining. In 2013, the Ministry decided to extend the use of it to grades nine through twelve. With this changed made DynEd courseware is being used by thirteen million students covering all public schools in Turkey. The agreement was in the use of DynEd's First English and English for Success courses, the Placement Test, and the Teacher Training Course (M, CIO Review, 2013).

Argentina is one of the countries in South America that has decided to implement DynEd in the Universidad Tecnologica Nacional, where students can use the software in the computer lab in the university or from home. Since 2013 they have been using the courseware to improve their English learning program and to incorporate technology. The principal has mentioned that he is satisfied with the benefits that students have obtained from the use of the courseware and the improvement the English learning program had due to the combination of DynEd and teacher's instruction (DynEd, n.d.).

The use of DynEd courseware in the United States is really common; as stated in DynEd case studies states such as California, Oregon, Alabama, Michigan, and Virginia have implemented the use of the CALL software in their English lessons. In the case of California, the Dixie Unified School District have mentioned that the use of DynEd courseware has helped to create a more independent learning space where the learners work at their own rhythm and level, and the performance of the pupils in the state test has risen as result of using the software. Also, in California, La Cañada Unified School District is using DynEd because they have a very diverse community where students come from different language backgrounds and count with different English levels that makes the teaching learning process challenging. For that reason, the software has become part of their English lessons, and it has significantly improved the students' level and their motivation.

The courseware is not only been offered to the students but also to the adults in the community who want to improve their English skills. In the case of Michigan, the software was implemented as a pilot program in the Michigan State University in 2007 because the university has a large population of foreign students whose primary language was not English. The English language center provides an intensive English instruction that prepare the students for the regular courses they enrolled. The use of DynEd has increase the speaking fluency of the learners and have helped to develop writing and reading skills. The use of the blended approach has been the key to the success of the courseware.

In addition, as mentioned in DynEd official website, DynEd courses have been approved by Ministries of Education in several countries such as China, Turkey, Ecuador,

and France. They also mentioned that they are working with Chile where the courses are Certified and approved by the Ministry of Education, Oman with Certified and approved as supplementary courseware by the Ministry of Education, Malaysia approved by the Ministry of Education and used by around 40,000 math and science teachers, Thailand where the courses are being used by 200,000 students in grades K-12 across 1,000 public schools, Colombia in the Servicio Nacional Educativo de Aprendizaje and Costa Rica where the Ministry of Education approved it and they implemented the Phase one in twenty six rural primary schools.

The implementation of the use of DynEd courseware in different countries is increasing due to some of the benefits we have mentioned already, and for that reason some people have decided to investigate and research in a more specific way the use of DynEd in the teaching learning process.

2.2.5.3 Research about the use of DynEd in Education

Since the use of DynEd became part of the educational curriculum in Turkey, there are many researches about its use and implementation. Most of them are related to the effect that the use of the software has had in the English level, and the perception of students and teachers about DynEd.

In a research carried on in 2010, Gökhan BAŞ had as main objective to compile teachers' reactions and opinions about the use of this software in the English lessons.; were compiled in the document titled "Evaluation of DynED Courses Used in Elementary Schools From the Views of Teachers in Turkey", it was a qualitative case study, that worked with twelve teachers from six elementary schools in Nigde, Turkey. Teachers came from different backgrounds since six of them worked in a rural area, and the other

six were from the city. The results of the investigation revealed that had positive thoughts and experiences related to the use of DynEd courses, nonetheless, one of the teachers expressed that the use of this kind of software was useless. The results also showed that students enjoyed and felt more motivated to learn English. Overall, this research demonstrated once more that the use of DynEd in the teaching learning process was really positive and that most teachers think it was a good decision to implement it (BAŞ , 2010).

Another study, carried out in Turkey in 2009 titled “Effects of CALL Method and DynEd Language Programme on Students’ Achievement Levels and Attitudes Towards the Lesson in English Classes”, had the purpose to examine the effect the software had in the students’ English level. This investigation was carried out with the participation of sixth grade students, and sixty students from two different classes. In order to measure the initial English level of each student, they used a pre-test that allowed the researchers to obtain important data to later compare to the final results. The students were divided in a control group and experiment group who will have a different use of the software to eventually contrast the result from each group. There was a post-test to gather the English level the pupils had at the end of the investigation. The results demonstrated that there was a significant difference between the level the learners had in the pre-test and the post-test, also the levels the students from the control group achieved were lower than the achievement level the experimental group obtained. The students who were learning English under the traditional language teaching methods did not had a significant increment in their English levels, in contrast students learning English with DynEd were able to achieve a higher level of English. In this case, the results found demonstrated

that the literature related to the benefits of using CALL are correct, and the English proficiency of the students can increase due to the right application of the software (Kuzucu & BAŞ, 2009, pp. 31-39)

It is also important to analyze if the software used is having a positive impact on the students learning process; therefore, a group of teachers of the university of Japan decided to carried out an investigation related to use of two different CALL software in low level university freshmen students.

Brown, Campbell, and Weatherford were the ones in charge to implement the use of DynEd and ALC in the new computer lab the university had for the English oral communication class. They decided to work with freshmen whose English was low and whose majors were not in English, because much information related to the use of CALL had demonstrated that students in lower levels benefited the most with the use of computer-assisted language learning software and their motivation towards learning English had increased. The decision to work with two different software responds mainly to the different features offered in each software and the way they fit the needs and structure of the English oral communication class. A comparison between both software was held, and presented more useful elements in DynEd such as the voice recognition or the playback that the ALC did not have. Also related to the cognitive load DynEd has a more higher learning curve that ALC and the content and scope are more extensive too. In most of the aspects that the two software were compared DynEd demonstrated to be in a better level than ALC. The research also included students' point of view about the programs and their experience in the learning process (Brown, Campbell, & Weatherford, 2008). The paper is also useful for future institutions that want to implement

the use of CALL because a list with recommendations related to its implementation is provided.

The implementation of a computer-assisted language learning software can be complicated for students and teachers. Switching from learning with the usual methodologies and using books to a new approach and use of technology can be a challenging process for teachers and students. Ellsworth (2015) in a study titled “Teacher and Student Perceptions of DynEd Multimedia Courseware: An Evaluation of CALL in an American Technical College”, explained not only the different elements involved in the process of changing the teaching learning process they had used for the past eight years, but also the perception the students and teachers had at the beginning and after using it for two years.

The author explained, from a personal experience, how complicated this change was since being used to work with the book and to be the primary source of information was a major constant in her life, but with the implementation of DynEd the teacher’s role changed to become a facilitator and helper during the learning process. In her work she provides information related to DynEd, the approach and material the software uses and gives some background related to the use of this courseware in an adult English as a Second language class. The investigation was carried out with teachers, assistants, and students that used the courseware; the students that participated in the research came from non-English speaking countries and had lived in the US for more than one year. The results gathered after her investigation showed that most of the teachers were comfortable with using technology in the classrooms, and just a couple stated that they did not like the implementation of technology. Additionally, they mentioned that they felt

the institution had a good equipment to use the software, that the transition from books to DynEd did not count with a good technical support, there was not enough staff to help with the implementation of DynEd, and that the amount of time the students had to use the software was good.

Teachers also mentioned the training resources from DynEd were good, but there was not enough training related in the use of certain tools such as the records manager. Most learners had issues while using the courseware, because they did not understand how to use it neither felt it was easy to manage. The courseware did not give the learners the guidelines neither did it remind them the tools they had available to practice the language, therefore many of them never used the recording tool. Teachers felt most students did not feel motivated because some of them felt they kept working on the same lesson although they understood the material, making them feel frustrated and eventually quit the course. Overall, the use of the DynEd courseware was not totally effective in this adult Second Language class, the perceptions and opinions related to the software were really divided and neither teachers nor students had a strong opinion about it (Ellsworth, 2015, pp. 62-74).

This is one of the studies that presented results that were not as positive as in other cases; however, this could be related to the age of the students and the lack of technological skills that most of them had. Nonetheless, it provided efficient feedback to DynEd company to improve the software.

CHAPTER III: METHODOLOGICAL FRAMEWORK

3.1 RESEARCH TYPE

3.1.1 Applied purpose

According to Baimyrzaeva (2018) an “applied research is designed and conducted to answer practical questions to address real world problems and the needs of a particular client” (p.6). It is also stated that applied researches determine why something failed or succeed, looks forward solving a specific problem, and gives new knowledge (Niiniluoto , 1993). This research is intended to be applied as its main purpose is to contribute to collect enough information about the relationship between the use of the DynEd software in the process of learning a foreign language and the proficiency in the English language. Therefore, the findings from this investigation will answer the inquiries of the institution related to the use of the software and will help to get recommendations for the institution.

3.1.2 Transversal temporal dimension

Cross-sectional or transverse studies are described as studies that examine information from a representative subset or population, at an exact point in time, where the variables are not being manipulated by the researchers and the purpose is to study and analyze deeply the research topic (Cherry , 2019). Furthermore, Singh states that “in a cross-sectional study, the investigator measures the outcome and the exposure in the population, and may study their association” (2006, p.261). The investigation carried out in this paper follows a transverse temporal dimension since as it was stated before transverse studies are carried out at one time point or over a short period, just like this investigation which is being carried out during the first trimester of 2020.

3.1.3 Micro Framework of the research

3.1.3.1 What is a micro space?

The framework of the investigation is related to the size of the research that is being carried out. According to Universidad Hispanoamericana in words of Alvarez (2019)

The research framework refers to the size or scope of the research; in other words, to the magnitude and extension of the organization, the areas, the place or the subject that is presented during the investigation. It refers, then, to what the research covers; this depends, among other things, on the existence or not of economic resources, time, number of researchers and the degree of knowledge of the subject (2018, p.26).

This research is developed in a micro level because the investigation is carried out with a small number of students from seventh and eleventh grade in the Saint Gabriel high school.

3.1.4 Nature of the research

3.1.4.1 Qualitative approach

Investigations can use two different approaches to collect and analyze data. Crossman explains that the qualitative approach is collects and works with non-numerical information or data that is expressed in words, and its purpose is to interpret meaning from the data to help comprehend social life through the study of targeted populations or places. The use of quantitative research, helps to determine causal and correlatives relationships between the variables. This approach allows researchers to investigate the

connotations individuals attribute to their behavior, actions, and interactions with others. (2020). Recollections of the data is mainly through instruments such as observations, interviews, and focus groups, where the information gathered is related to characteristics of the studies group. This research is based on a qualitative approach since the main purpose is to analyze the relationship between the use of the DynEd software and the English learning process of the students, also the data recollection will be through instruments that will provide non-numerical data.

3.1.5 Type: Exploratory, Descriptive and Explanatory nature

The nature of this research is exploratory, descriptive and explanatory. First, it has an exploratory nature because, this investigation is based on a topic that has not been studied in Costa Rica before. According to GradesFixer, exploratory investigations are carried out to obtain a first knowledge of a topic that has not being studied enough, and that will settle initial groundwork that will help other researchers to do their own investigation work (2019). The use of the DynEd software and its relation with the students' English level is a new topic which does not count with much theoretical background, therefore, the information gathered will allow other researchers to eventually continue with a future investigation on the same idea or topic.

A descriptive research study presents detailed information about the phenomenon within the study, the purpose of this detailed description is to give an accurate idea to the lector about the situation that is being investigated. In other words, descriptive research defines the research aspects such as who, what, where, when, why and sometimes how of the research. (Universidad Hispanoamericana,2018, p. 33). Therefore, this investigation has a descriptive nature since the investigation also aims to describe the

relation between the use of the software and the English level of the learners. Also, the DynEd software is deeply described and studied to provide enough information for this research.

In addition, this research is explanatory because as it can be inferred by its name it looks forward to explain the causes and effects of a relationship that is being studied. It explains how one variable can affect or interfere with the other one and explains the reasons for the phenomenon that the descriptive study only observed. It helps to understand the problem more competently (Yousaf, n.d.). One of the purposes of this research is to explain if there is or not a relation between the two variables that are being studied in this case the use of the DynEd software and the level of English of the students, for that reason it follows an explanatory nature.

3.2 SUBJECTS AND SOURCES OF INFORMATION

3.2.1 Participants Subjects

One of the most important parts of a research is the selection of participants, this because the participants will be the ones providing important information related to phenomenon being studied. Their participation in the research is voluntary and they will actively work with the researcher to inform and provide all the necessary information to answer the inquiries of the investigation (Sargeant, 2012, p. 1). According to Tuovila when working with a large population researches should pick a random or systematic sample to work with, because it makes the data recollection faster and easier (2019). For this research, the participants subjects are the students from a seventh-grade group and the students from an eleventh-grade group at Saint Gabriel High School, and the two

English teachers that are currently working with those groups. A random sample will be selected from each group to applied the instruments.

3.3 SOURCES OF INFORMATION

3.3.1 Primary sources

A primary source will provide with important and first-hand information to give the researcher a direct access to the topic of your research, also the primary sources are directly involved with the phenomenon being studied. The evidence provided by primary sources is more trustworthy nonetheless, in research it is important to count not only with primary sources but also secondary ones. Some examples of primary sources are interviews, letters, newspapers, surveys, experiments, among others (Streefkerk , 2019). It is also stated by Streefkerk that “Primary sources are the foundation of original research and they allow the researcher to make new discoveries, provide credible evidence for your arguments, and give authoritative information about your topic” (2019).

The primary sources in this investigation are the interviews and surveys from the English teachers, that will provide the most important information related to the use of DynEd and their opinions and experiences during these years using it. Also, as part of the instruments that will be used to gather all the information in this investigation students will work on a quiz or proficiency test that will also consider part of a primary source since the data collected will give insight about the relationship between the use of the software and the learner’s English level.

3.3.2 Secondary sources

A secondary source will describe, interpret or analyze the information found in the primary sources such as journals, other investigations, articles, reports, among others.

“Secondary sources are good for gaining a full overview of your topic and understanding how other researchers have approached it. They often synthesize a large number of primary sources” (Streefkerk , 2019). When using secondary sources, the researchers can obtain more background information related to the topic, reinforce or contradict the arguments presented in the research with other researchers’ thoughts, and gain a detailed overview of the topic (Streefkerk , 2019).

Many secondary sources have been consulted during this research to obtain more information related to the topic. Several investigations carried out worldwide have been studied and interpreted to have a better understanding of the use of technological tools in education as well as different points of view related to its use. Webpages have also provided enough data to use for background and to give a better understanding related to the topic and its relevance. Articles are also part of the secondary sources that were consulted to carried out this investigation and gather all the most relevant information.

3.4 SAMPLE SELECTION

3.4.1 Population

In research terminology the population refers to a group of people, objects, institutions, and so on that share similar characteristics that are relevant or important for the researcher and the investigation. The population will become the complete collection that will be studied. Researchers might look forward a population that fits the requirements of his or her investigation and that possess specific traits that are not shared with other populations (Explorable, 2019).

The population of this study consists of 27 students of seventh grade, 23 students from eleventh grade, and two English teachers from Saint Gabriel High School.

3.4.2 The Sample

A research sample is a small representative group of individuals, objects, elements, so on that can be used to analyze and examine specific information instead of using the whole population; this sample must clearly represent the characteristics of the intended population. The sample facilitates the researcher's work since it allows them to work with a smaller portion of the population which is less costly and time consuming (Fleetwood, n.d.).

Due to specific purposes of the research it was necessary to work with a sample that only included seventh and eleventh grade instead of using the whole high school population. The high school only has one group per each grade, for that reason one of the two instruments that were elaborated for the students was applied to the whole group and the other instrument was applied only to a small sample of each group.

3.4.3 Probabilistic or non-probabilistic sample

According to Blalock (1960), a sampling process must be done in order to select a correct sample for a research. He stated that there are two methods or techniques to this selection the I) Non-Random sampling techniques (Non- Probability Sampling) and the II) Random sampling techniques (Probability Sampling).

Non random sampling techniques are the ones where the researcher selects the sample under certain criteria, in this case each participant does not have the same chance to be selected for the sample. In other words, the selection is not random and that means that the population might or might not be represented well (Trochim, n.d.).

Random sampling methods refers to methods or techniques that use a random selection of the participants that will become part of the sample. In this kind of method, the participants have the same chance to be chosen as part of the sample. Random sampling is free of bias in selecting sampling unit (Trochim, n.d.).

This investigation used a non-random sample due to the main purpose and needs of the research and because it was important to work with a specific population in this case eight and eleventh grade that met specific requirements such as the use of the software DynEd. As it was mentioned before a sample was also necessary because due to the lack of time it was more appropriate to work just with a sample of high school instead of the whole high school population. Also, because of the pandemic it was necessary to use a non-random sample to be able select the students that had the infrastructure to work virtually with the instruments.

3.5 Techniques and Instruments to Collect Information

The recollection of data is the most important step in a research because it will help the researcher to find all the necessary information related to the topic being investigated to eventually be analyzed and resolved the initial hypothesis or main purpose. All the information or data recollected needs to be done through the use of suitable instruments or techniques, meaning that the tools must collect actual data that was observed or measured all this to verify its reliability. It is important when creating an instrument to consider the selection of the instrument, application of the instrument and analysis of observations and measurements (Yaya, 2014).

Instruments vary depending whether the research is qualitative or quantitative, nonetheless the most common instruments are observations, interviews, surveys,

questionnaire, diagnosis tests, and focus groups. Researches must take into account that each of these instruments have a main purpose and should be applied to find specific data that is relevant for the research. For this research three different instruments were selected with the purpose of obtaining greater reliability in the results of this research, those instruments are the following: a virtual survey for the students of both groups, a virtual questionnaire for a small sample from both groups, and a virtual interview with both teachers.

CHAPTER IV: ANALYSIS AND INTERPRETATION OF DATA

4.1 Analysis and Interpretation of Data

Data analysis is the process of methodically applying statistical and/or logical methods to define and exemplify, condense and recap, and evaluate data. In other words, the data gathered through the instruments or sources used will be analyze and examine to present a conclusion related to the inquiries from the investigation (Perez, 2019). A proper and precise analysis of the data found helps the researcher to achieve data integrity, which leads to provide realistic conclusions about the topic investigated. There are several methods that can be used when analyzing data, but they all belong to these two methods Qualitative Analysis and Quantitative Analysis.

In the Qualitative Analysis “the data obtained consists of words, pictures, symbols and observations. This type of analysis refers to the procedures and processes that are utilized for the analysis of data to provide some level of understanding, explanation or interpretation” (Perez, 2019). Most of the time qualitative analysis uses the narrative method analysis to work with the data gathered through interviews, surveys or field notes, the data analysis is going to include identifying mutual patterns within the responses and critically analyzing them in order to accomplish research aims and objectives (Dudovskiy, n.d.).

Quantitative analysis data is used for the quantification of data which allows the generalization of the results obtained from a sample to a population of interest. Statistical methods of data analysis are used to collect raw data and convert it into numerical data. Quantitative data makes calculating various parameters manageable due to the ease of mathematical derivations they come with. Quantitative data is usually collected for statistical analysis using surveys, polls or questionnaires (Bhatia, 2018).

This research involves the use of instruments that will provide qualitative data and quantitative data, for that reason the analysis will be done following the methods and techniques for each group. This chapter presents the information gathered through the application of a virtual survey for the students, a virtual questionnaire for the students, and a virtual interview for teachers.

4.1.1 Surveys

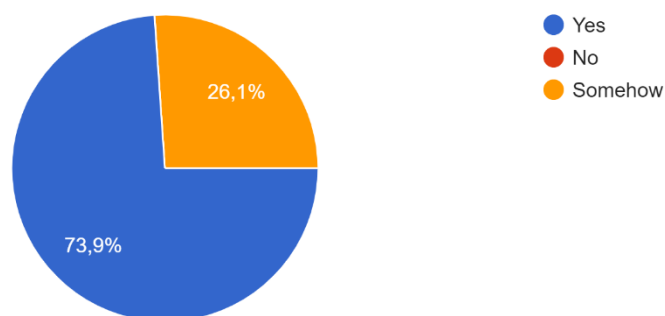
Surveys were applied virtually using google forms to 27 students of seventh grade obtaining only 23 answers for the survey, and to 23 students from eleventh grade obtaining only 22 answers for the survey, the students that did not participate in the survey had issues with internet connection and one in eleventh grade was absent for personal reasons. The objective of the survey was to know students' opinions about the role, use, and qualities of DynEd in the learning process. The survey had nine closed questions related to the platform and its use.

The results of the surveys are presented below.

4.1.1 .1 Seventh Grade Survey Results

Question 1: Do you think that the platform is helpful to improve the mastery of English language?

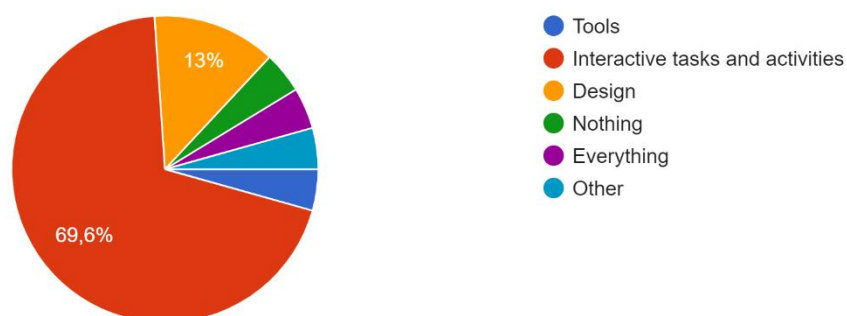
23 respuestas



Results Question 1: 73.9% that is equivalent to 17 of the students answered that the platform is helpful in the improvement of mastering English, a 26.1% that corresponds to 6 students answered that the platform somehow improves the mastery of English, and 0% answered that it is not helpful in improving the mastery of English. Meaning that most learners believe DynEd helps to improve the mastery or proficiency of the English Language, this reinforces the main purpose of the platform.

Question 2: What do you find most appealing about the platform?

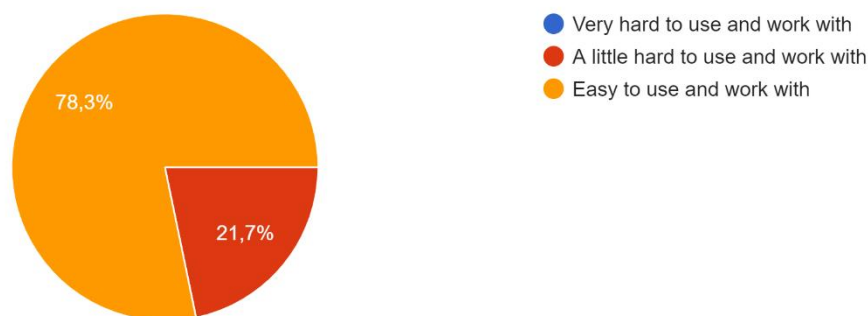
23 respuestas



Results Question 2: 69.6% corresponding to 16 students answered that what they find most appealing about the platform is the interactive tasks and activities, a 13% equivalent

to 3 students answered that what they find most appealing about the platform is design, and tools, nothing, everything, and other had a 4.3% each one, corresponding to 1 student per each option. Most of the students agreed that what they like the most DynEd are the interactive tasks and activities.

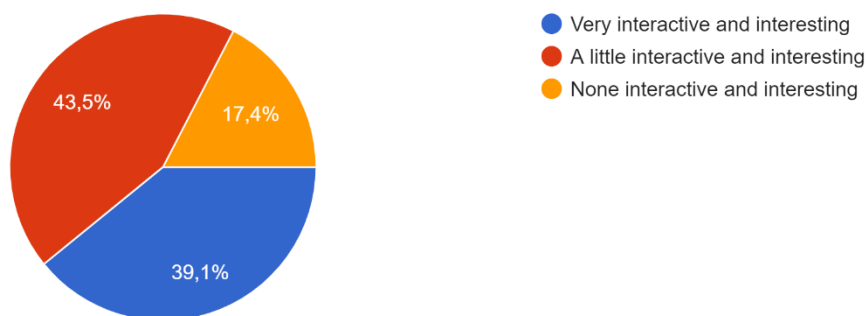
Question 3: Do you consider that DynEd is:
23 respuestas



Results Question 3: The 78.3% corresponding to 18 students said they consider DynEd is easy to use and work with, a 21.7% equivalent to 5 pupils answered DynEd is a little hard to use and work with, and 0% of the students said DynEd is very hard to use and work with. More than half of the group stated that it is easy to use and work with the platform, meaning that students considerer DynEd is not complicated to use and work with.

Question 4: Do you consider that the activities included in the platform are:

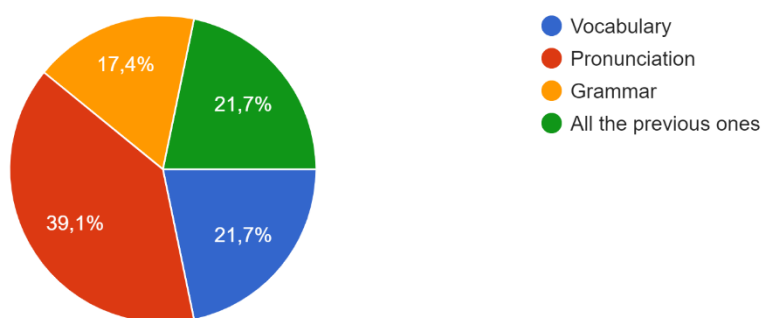
23 respuestas



Results Question 4: A 43.5% that corresponds to 10 students consider that the activities in the platform are a little interactive and interesting, a 39.1% corresponding to 9 pupils consider that the activities in the platform are very interactive and interesting, and a 17.4% that corresponds to 4 students consider that the activities in the platform are not interactive or interesting. There was a really tight opinion between activities being a little interactive and interesting and being very interactive and interesting, therefore we could deduce that most students think the activities are good.

Question 5: What have I learned the most by using DynEd?

23 respuestas

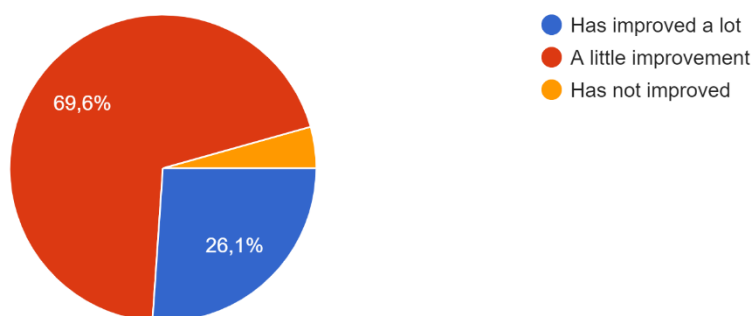


Results Question 5: The 39.1% corresponding to 9 students said that they have learned pronunciation the most while using DynEd, a 21.7% that corresponds to 5 students said

they have learned vocabulary the most when using DynEd, a 21.7% that corresponds to 5 students said they have learned vocabulary, pronunciation, and grammar when using DynEd, finally a 17.4% equivalent to 4 students answered that they have learned grammar the most while using DynEd. According to these results students agreed that pronunciation is the skill they have learned or improved the most when using DynEd. This matches the description of the methodology used by DynEd where listening is the skill, they practice the most to help the students improve and acquired a better pronunciation of the language.

Question 6: How has your English level improved since you started accessing the platform?

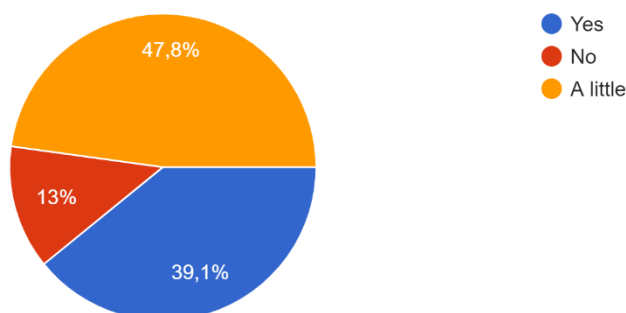
23 respuestas



Results Question 6: The 69.6% that represents 16 students said their English level has improve a little since they started using DynEd, 26.1% representing 6 students said that their English level has improve a lot since they started using the platform, and 4.3% that is equal to 1 student said that there was not an improvement in the level on English since he or she started using DynEd. The results show that more than half of the group believes their English level has improve a little thanks to the use of DynEd, meaning the use is seen as positive.

Question 7: Do you consider that using DynEd has motivated you in learning more about the English language?

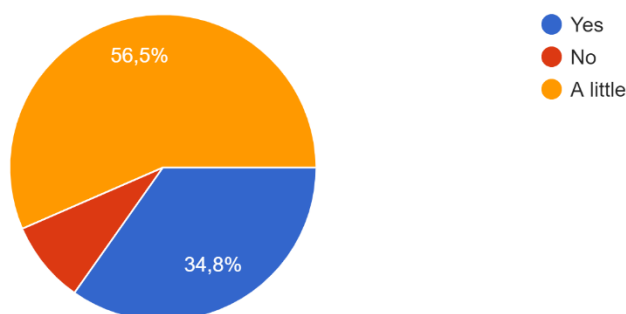
23 respuestas



Results Question 7: 47.8% representing 11 students consider that using DynEd has motivated them a little to learn English, a 39.1% meaning 9 students consider that using DynEd has motivated them to learn English, and 13% corresponding to 3 pupils consider that DynEd has not motivated them to learn English. According to the results most students think that their motivation to learn English has increased a little thanks to the use of DynEd.

Question 8: Has, with the passing of time, DynEd improved in regards to design and development of units and activities?

23 respuestas

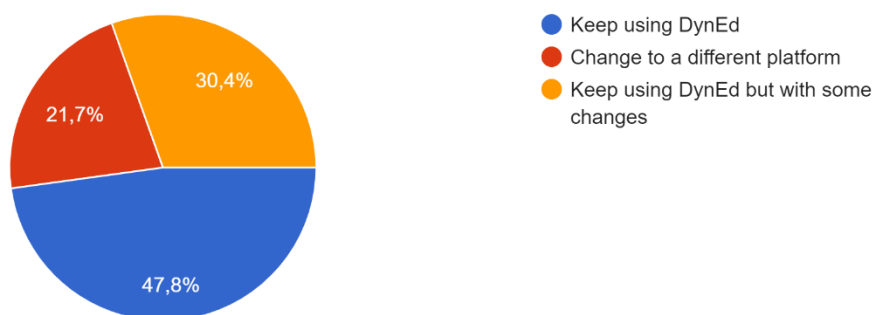


Results Question 8: The 56.5% that corresponds to 13 students stated that DynEd's design, units, and activities had a little improvement through the passing of time, 34.8%

said that DynEd had improved the design, units, and activities through the passing of time, and 8.7% that represents 2 students said that DynEd's design, units, and activities had not improve through the passing of time. As stated by the results most of the students agreed that during the last years the platform had changed a little the design, units, and activities, this contradicts what is stated by DynEd since they affirm that there is a constant upgrade of the platform in general.

Question 9: Would you prefer continuing using DynEd in order to improve your English level, or would you prefer using a different platform?

23 respuestas

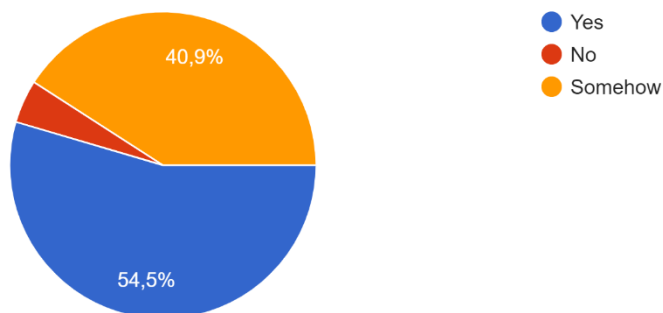


Results Question 9: Eleven students represented by the 47.8 % expressed that they would rather keep using DynEd instead of another platform in order to improve their English level, a 30.4% representing 7 students stated that they would rather keep using DynEd but with some changes instead of using a different platform to improve their English level, and a 21.7% corresponding to 5 students expressed that they would rather stop using DynEd and use a new platform in order to improve their English level. As demonstrated by the results of this question most students are happy or comfortable with the use of DynEd as a tool to improve their English level.

4.1.1.2 Eleventh Grade Survey Results

Question 1: Do you think that the platform is helpful to improve the mastery of English language?

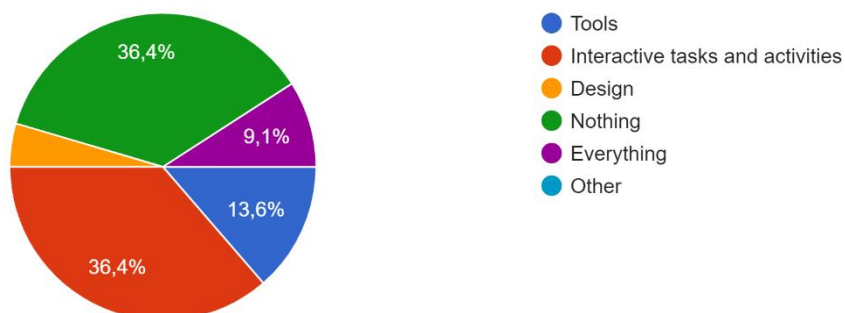
22 respuestas



Results Question 1: Twelve students represented by the 54.5% think that DynEd is helpful in the improvement of mastering English, 40.9% corresponding to 9 students think that DynED is somehow helpful in improving the mastery of English, and 1 student represented by 4.5% think that DynEd is not a helpful platform to improve the mastery of English. The results demonstrate that more than half of the group students believe that DynEd is a helpful platform to improve their mastery of English, which means they think its use is positive.

Question 2: What do you find most appealing about the platform?

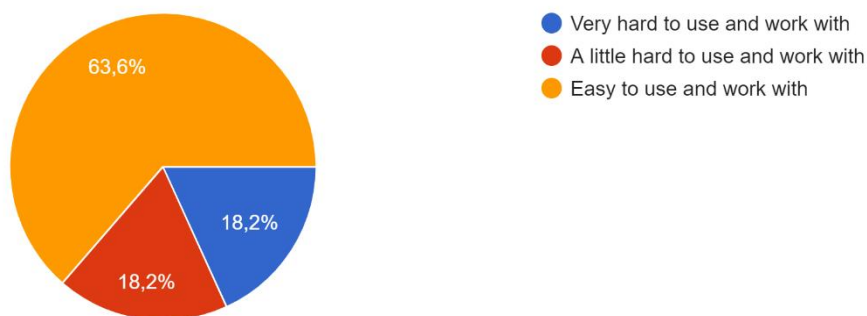
22 respuestas



Results Question 2: A 36.4% corresponding to 8 students answered that what they find most appealing about the platform is the interactive tasks and activities, 8 students represented by the 36.4% stated that there is nothing appealing about the platform, 13.6% that represents 3 pupils said that the tools are the most appealing element of the platform, 9.1% meaning 2 students believe that everything is appealing about the platform, and just 1 student represented by the 4.5% answered that the design is the most appealing element of the platform. According to these results the interactive tasks and activities and nothing are the two most voted answers by the students.

Question 3: Do you consider that DynEd is:

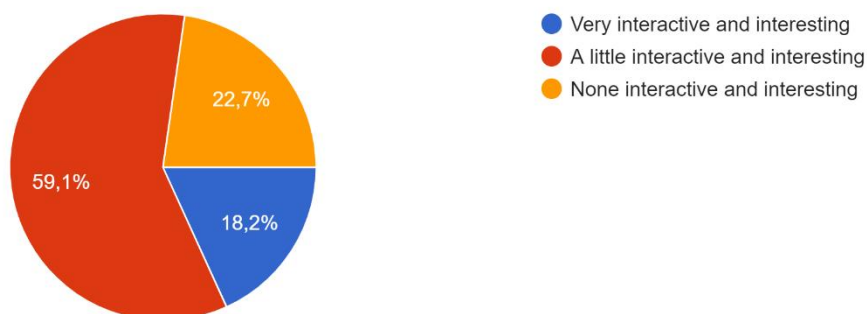
22 respuestas



Results Question 3: The 63.6% corresponding to 14 students said they consider DynEd is easy to use and work with, 18.2% that represents 4 students answered that it is a little hard to use and work with DynEd, and the 18.2% that represents 4 students who stated that DynEd is very hard to use and work with. More than half of the students agreed that using and working with the platform is easy.

Question 4: Do you consider that the activities included in the platform are:

22 respuestas

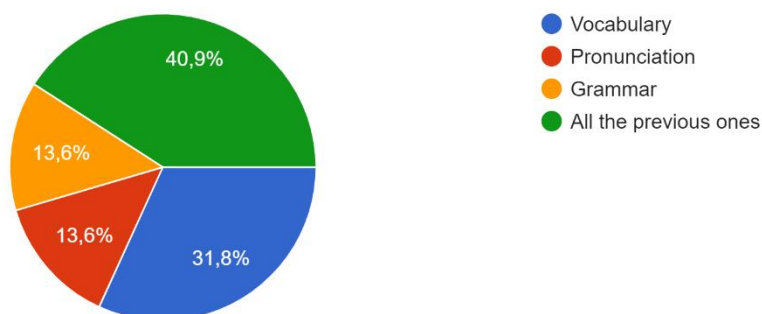


Results Question 4: A 59.1% that corresponds to 13 students consider that the activities in the platform are a little interactive and interesting, 22.7% that represents 5 students answered that the activities in the platform are not interactive or interesting, and 18.2% equals to 4 students said that the activities in the platform are very interactive and

interesting. Most of the students believe that the platform offers activities that are a little interactive and interesting.

Question 5: What have I learned the most by using DynEd?

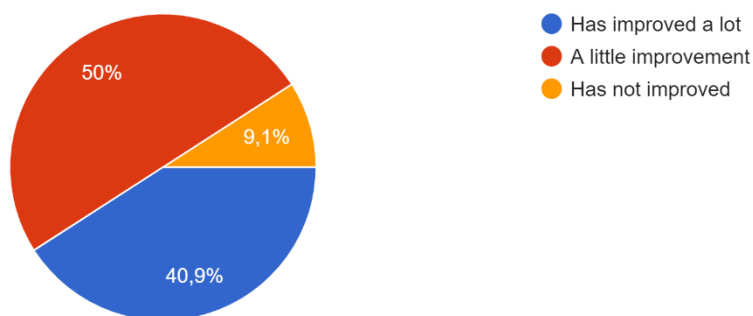
22 respuestas



Results Question 5: The 40.9% corresponding to 9 students said that they have learned vocabulary, pronunciation, and grammar when using DynEd, 7 students that corresponds to 31.8% picked that when using DynEd they have learned vocabulary the most, a 13.6% representing 3 students stated that they have learned pronunciation the most, and 13.6% that corresponds to 3 students said that while using DynEd they have learned grammar the most. Different to what the seventh graders stated about pronunciation being the most learned skill, eleventh graders believe that they have learned vocabulary, pronunciation, and grammar in equal amount.

Question 6: How has your English level improved since you started accessing the platform?

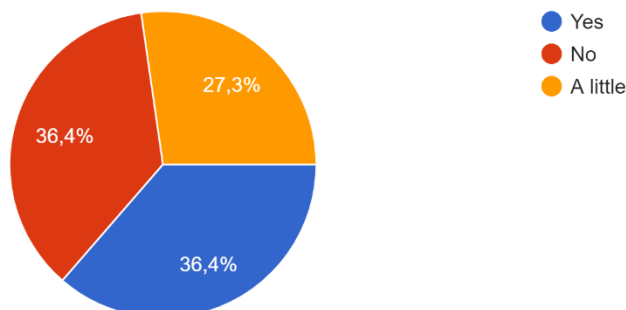
22 respuestas



Results Question 6: The 50% that represents 11 students said their English level has improved a little since they started using DynEd, 40.9% that is equivalent to 9 pupils stated that said their English level has improved a lot since they started using DynEd, and 9.1% meaning 2 students answered that using DynEd has not improved their English level. Half of the students in the group agreed that thanks to the use of DynEd, their English level has had a little improvement and 9 more students agreed that it has improved a lot, demonstrating that there has been a positive response in the use of the platform and the english level of the learners.

Question 7: Do you consider that using DynEd has motivated you in learning more about the English language?

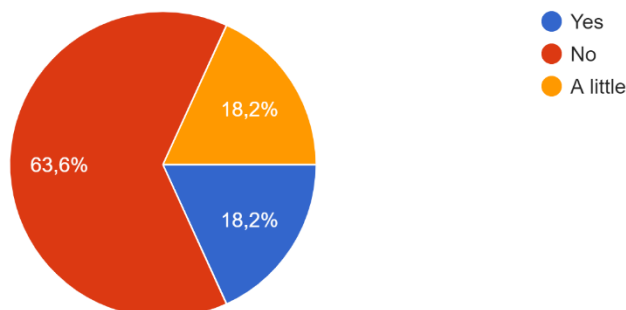
22 respuestas



Results Question 7: 36.4% representing 8 students consider that using DynEd has motivated them to learn English, another 36.4% corresponding to 8 students stated that they have not been motivated to learn English due to the use of DynEd, and 27.3% that is equal to 6 students consider that using DynEd has motivated them a little to learn English. These results show that the students' opinions about being motivated due to the use of DynEd is really divided, 8 of the students believed that they are more motivated to learn English because of the use of the platform but the same number of students believe the platform does not motivate the learners about learning English.

Question 8: Has, with the passing of time, DynEd improved in regards to design and development of units and activities?

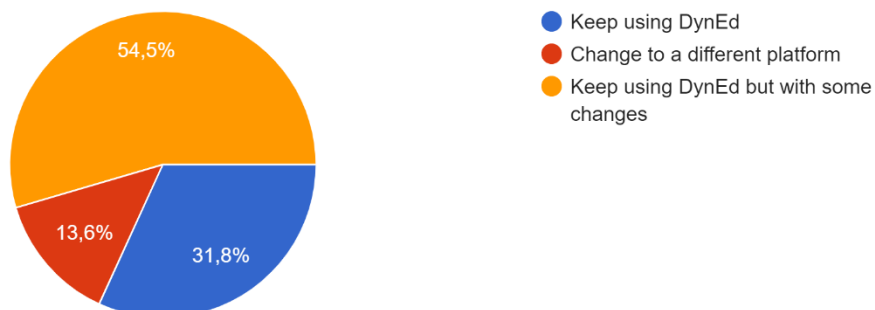
22 respuestas



Results Question 8: The 63.6% that corresponds to 14 students stated that DynEd's design, units, and activities had not improve through the passing of time, a 18.2% that represents 4 students answered that DynEd's design, units, and activities had improve a little through the passing of time, and a 18.2% corresponding to 4 students said that the design, units, and activities in DynEd had improved through the passing of time. The results show that most students believe DynEd do not make regular updates in the platform's design, units, and activities, this contradicts what the company states in their official website related to the constant changes they are doing to the platform to improve it.

Question 9: Would you prefer continuing using DynEd in order to improve your English level, or would you prefer using a different platform?

22 respuestas



Results Question 9: Twelve students represented by the 54.5% expressed that they would rather keep using DynEd but with some changes instead of working with a new platform, a 31.8% that corresponds to 7 pupils of said that they rather using DynEd in order to improve their English level, and a 13.6% that represents 3 students answered that they would rather to change DynEd and use a new platform in order to improve their English Level. It seems based on the results that most students think DynEd is a good platform to improve their English level, but with some changes it would work better.

Most of the results related to the use of DynEd to improve the English level of the students were positive, there were different opinions between seventh graders and eleventh graders, but overall we could state that students believe DynEd is an easy platform to use, that their English level has improved a little due to its use, that they like the interactive tasks and activities that the platform has, its use helped them to improve the four skills of the language, and they would like to see some changes in the platforms but they rather keep using it instead of changing to a new one.

4.1.2 Questionnaires

Questionnaires were applied virtually using google forms to 4 students of seventh grade and 4 students of eleventh grade. The students were selected by their English teacher taking into consideration several aspects such as internet connection, responsibility, and availability. The questionnaires objective was to know the students' opinion about the use of DynEd and the relationship of its use and their current English level. Questionnaires had 9 open questions where each student had to give his or her opinion related to DynEd in general. The results of the questionnaires are presented below in the charts.

4.1.2 .1 7th grade Questionnaire Results	
Question 1: How do you describe the platform?	Three of the four students said they believe DynEd is a fun and interactive platform to practice and learn English, and one of the students said it is good, but needs to improve.
Question 2: Do you think the DynEd English level you are now in is the appropriate for your level of English?	Two of the pupils answered yes, they think they are in the right level, and two stated that they believe their English level is more advanced than the level in which they were placed.
Question 3: Have you ever had a technical issue with the platform? Do you think a change should be made?	The four students mentioned they had not had any technical issue using DynEd, although they mentioned that it sometimes freezes so they need to log out and log in.

<p>Question 4: Do you think your English level has improved due to the use of DynEd? How?</p>	<p>Two students said they do believe their English, specially the speaking, has improved due to the use of DynEd, while one mentioned it has improved just a little and the last one said his English level has not improved.</p>
<p>Question 5: Which would be a strength and weakness of the platform and why?</p>	<p>Only two of the four students answered in a complete way stating that the strength of the platform is the different interactive activities and exercises. They also agreed that the weakness is the voice recognition and program freezing.</p>
<p>Question 6: How often do you use the platform at home? Why? (how many hours)</p>	<p>Two of the students said they use the platform one hour daily, one stated that usually two hours a day, and the last one said thirty minutes daily.</p>
<p>Question 7: Are the topics practice in DynEd's exercises seen or explained in classes?</p>	<p>Two students stated that the topics practiced in DynEd's exercises are seen and explained in classes and the other two pupils answered that the topics are not seen or explained in classes.</p>
<p>Question 8: Which do you think is the most used and practiced skill in DynEd exercises (listening-speaking- reading- writing)?</p>	<p>The students mentioned that listening, speaking and reading are the skills that are more used and practiced.</p>

Question 9: Which do you think is the least used and practiced skill in DynEd exercises (listening- speaking- reading- writing)?	Students had really different opinions: one mentioned that reading and writing, the second one speaking, the third one said writing, and the last one said listening.
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Based on the results presented in the chart it seems students have a strong opinion about the use of DynEd and the platform itself. We can see that the student's positions about the platform is mostly positive.

4.1.2 .2 11th grade Questionnaire Results	
Question 1: How do you describe the platform?	One of the students stated that the platform is repetitive and obnoxious, one mentioned it is boring, the other student said it is a versatile and entertaining platform, and the last one just explained that DynEd helps to get a certification.
Question 2: Do you think the DynEd English level you are now in is the appropriate for your level of English?	There is one of the answers that it is not clear enough, two students stated they think their English level is higher than the one they were placed in, and one said the level placement was right.
Question 3: Have you ever had a technical issue with the platform? Do you think a change should be made?	Three of the four students explained that they had experienced some technical issues when using DynEd and just one stated that has never experienced an issue.

<p>Question 4: Do you think your English level has improved due to the use of DynEd? How?</p>	<p>Two students said they do believe their English specially the speaking and listening have improved due to the use of DynEd, one mentioned it has improved just a little and the last one said his English level has not improved.</p>
<p>Question 5: Which would be a strength and weakness of the platform and why?</p>	<p>Only three of the four students answered in a complete way, one student said the strength is listening and reading exercises and the weakness the speaking and writing exercises, the other pupils said that the strength is that it is dynamic and the weakness that it is boring, and the last students said the strength listening and speaking and the weakness the grammar.</p>
<p>Question 6: How often do you use the platform at home? Why? (how many hours)</p>	<p>Two of the students said they use the platform one hour daily, one stated that thirty minutes to 60 minutes daily six days a week, and the last one said a little bit usually at the end of the month twenty hours.</p>
<p>Question 7: Are the topics practice in DynEd's exercises seen or explained in classes?</p>	<p>All four students agreed that they have not seen either practice in classes, they explained that occasionally the topics they are working with in class and in the program coincide.</p>

Question 8: Which do you think is the most used and practiced skill in DynEd exercises (listening- speaking- reading- writing)?	Students had really different opinions, one mentioned that listening and reading, the second one speaking is used and practiced the most, the third one said reading, and the last one said is listening is the one used and practiced the most.
Question 9: Which do you think is the least used and practiced skill in DynEd exercises (listening- speaking- reading- writing)?	Two students agreed that writing is used and practiced the least, one said reading is the one used and practiced the least, and the last students answered that speaking.

Overall students have different opinions related to DynEd and its used. We can see that their position related to the use of the platform is both positive and negative since they do believe there are parts to improve in the platform.

4.1.3 Interviews

Interviews were also applied virtually using the zoom platform to two English teachers that are in charge of the seventh and eleventh grade groups from Saint Gabriel High School. The objective was to know the teachers' opinion about the use of DynEd and the relationship between the use of the software and the level of English of the students. The interviews consisted of eight open questions related to DynEd and some extra questions were made to clarify or understand better the answer provided by the teacher.

The results of the interviews are presented below.

Interview teacher 1 and teacher 2

Question 1: How do you describe the platform?

Both teachers agreed that DynEd is an interesting and innovative platform that allows the students to learn in a more personalized way since the students work in their own English level and at their own pace. Teachers also mentioned that the students complained about the exercises being too repetitive, but they think it is part of the DynEd learning process and also, they expressed that some students don't work enough in the platform to reach other levels where the exercises will be different to the ones they worked in the first unit.

Question 2: Do you think that teachers had a proper training related to the use of DynEd? Which?

Teachers stated that they had a training when DynEd was first incorporated in the high school and also that at the beginning of every scholar year they have a training to refresh the information related to the platform although this training is not long enough to process and understand all the information in order to use the platform. They explained that they think the platform is easy to use and that teachers can learn more about certain tools or the platform itself by constantly using it. Both teachers mentioned that they have a supervisor or assistant that helps them out whenever they have a situation they do not know how to solve or just to ask any question related to the platform; they also said it is easy to contact them because they have several ways including WhatsApp. Overall, they said any teacher could use DynEd even the ones who do not have technological background.

Question 3: Do you think that the platform helps the students to get a better English level? Why?

Both teachers agreed that DynEd has helped the students to get a better English level, nonetheless; they said sometimes they students do not see this improvement because they do not work enough or as it is recommended by the company. Teachers believe that the platform is helpful since it allows the students to take a placement test that places them in the right level and work from the level to which they belong. They also said that students who consistently work with the platform and are motivated to get a certification are more likely to improve their English proficiency and reach high levels such as C1 or C2. One of the teachers stated that she has also seen that students who constantly work with the platform participate more in classes, make connections with the topics that are being explained, and feel more confident when giving opinions or talking in class.

Interviewer Question 4: Do the topics explained in classes have any relationship with the exercises and topics of each level in the platform?

The educators explained that there is not a direct connection between the topics in the platform and the contents seen in classes, nonetheless; it was explained that since both classes and platform follow or work with the Common European framework at some point the topics can match. This also varies because not all the students are working in the same unit, meaning that some might have seen the topics that are being explained in the language class, but some others have not reached that topic because it is in a higher level.

Interviewer Question 5: Do you believe that DynEd offers a numerous amount of different exercises so students do not get bored about the same pattern?

According to the teachers they feel that there are a lot of different exercises, but that sometimes students have to repeat over and over the same exercises because something was not done properly or because something was missing, which makes the students feel frustrated and bored about doing the same over and over. In first units the pupils will do really similar exercises and for that reason most of them do not keep working to move forward to other units that will introduce them to new different exercises. One of the teachers mentioned that she believes this repetition of patterns in the exercises happens when the student is not moving forward in the levels because once they move to another level the exercises change and they have more variety.

Interviewer Question 6: In your experience using DynEd, do you think it is an easy platform for teachers and students to use?

The two professors answered that the platform is friendly for teachers and students, it is simple. They said that at the beginning, like everything, it takes time for the students to find the tools like the mic or the recording one, but eventually due to its use they get familiar with the elements of the platform. Both said it is well organized and teachers as well the students can find their progress and see exactly what they are doing wrong or what they are missing.

Interviewer Question 7: Which is one of the disadvantages and advantages of using DynEd in the learning teaching process?

The best advantage that the two teachers mentioned about DynEd is that it gives the students the chance to take an initial test that will place them exactly in the level they need to be and that will allow them to work at their own rhythm. This they believe is really good because in a normal class, students need to work with the same content and following the teachers' pace, so with the platform they will work in what they need to improve and working at their own speed.

Interviewer Question 8: Which do you think is the most used and practiced skill in DynEd (listening- speaking- reading- writing)?

The teachers explained that writing is the only skill that is not as practiced as the other ones because it is only introduced in higher levels, therefore students that do not move forward in levels won't be able to practice writing. One of the professors said that students have to work in a workbook because there is not writing in the platform's exercises. They both agreed that listening is the most practiced skill because most of activities will make the students listen the instructions before starting the exercise. Overall, they think that listening, speaking, and reading are the skills more used and practiced in the exercises. Also, they said they think this is a good platform in general they have a positive opinion about DynEd.

CHAPTER V: CONCLUSIONS AND RECOMMENDATION

5.1. Conclusions

In this chapter the researcher will present the conclusions obtained from the instruments applied to the teachers and students of Saint Gabriel High School. It will also be covered the recommendations prepared by the researcher for the improvement of the DynEd software.

5.1.1 Regarding the problem formulation

In conclusion the use of the DynEd software, has helped the students in their English language learning process. According to the results found with the teachers' interviews DynEd has played an important role in the increment of the students' English level due to its use. This role is a secondary one because the main source of language input that the students receive is from the weekly English lessons in high school. Nonetheless; the platform is a useful tool for the students who are committed to get a certification and improve their English proficiency.

5.1.2 Regarding the general objective

The researcher concludes that the platform had an effective implementation in the institution and that it is being used in a correct way. The institution followed the required steps by the company and advisors of DynEd, such as including weekly lessons to work in the platform during the school hours, and working in an E-lab. Some other changes had been made in the institution in order to improve and reach the best use of the platform. Despite this, the lack of interest of the students in using the platform after school hours might have affected the efficacy of the software since it is necessary to use of the platform after school hours to boost English proficiency.

5.1.3 Regarding the first specific objective

According to the analysis of the results found in the surveys made to the students of seventh and eleventh grade most of the features of the platform are useful and work properly when working with DynEd. Some of the features they students like the most are the interactive tasks and activities that the units offer. Students also mentioned that they have experienced issues with the voice recorder feature. Teachers mentioned that the records manager is one of the features they like the most since gives them full access to students' progress. Overall, the features in DynEd are well design and functional.

5.1.4 Regarding the second specific objective

It can be concluded that the listening, speaking, and reading language skills are being enhanced as a result of the use of DynEd, since most of the exercises are design to use them in order to complete them.

5.1.5 Regarding the third specific objective

The use of DynEd as it was mentioned before has improve the English level of the students this according to what teachers and students surveys stated; therefore, it could be concluded that it DynEd is a good tool that the high school should keep using to augment the students' English level; nonetheless, DynEd it is not the only software that can be used to increase and help in the students' proficiency in the language, and should not be seen as a necessity more as an opportunity that can be used in case it is available.

5.2. Recommendations

In this chapter, the researcher of this study will provide some important recommendations for Saint Gabriel high school to improve the use of DynEd software in the process of learning English as a foreign language.

- a) It is recommended that teachers increase the supervision in the students' progress in the platform to give them constant feedback.
- b) Teachers need to motivate the students in the use of the platform after the school hours so students can achieve a higher English level.
- c) It is recommended to present the platform to the students in a more engaging way and not as a mandatory task, so they can commit to get a certification.
- d) Students should take a more detail-oriented approach, identifying their shortcomings and correcting them in order to move to the next level of the platform, thus preventing boredom from doing repeated exercises.
- e) The institution should eventually conduct a study about the direct relationship between the number of hours invested in the platform and the progress in the English proficiency of the students.
- f) DynEd should have constant upgrades related to the exercises and features in the platform to fulfill the students' necessities.

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ANNEXES

Annex 1: Teachers' Interview

Teacher Interview

1

Universidad Hispanoamericana

English Teaching

Final Thesis Project

Teachers' Interview

The present interview is developed to recollect data information about the thesis subject of "Analysis on the role of the DynEd computer-assisted English language learning software in the process of learning English as a foreign language". All the information recollecting is for academic use and will be confidential.

Objective: The objective is to know the teachers' opinion about the use of DynEd and the relationship of the use of the software and the level of English.

Question 1: How do you describe the platform?

Question 2: Do you think that teachers had a proper training related to the use of DynEd? Which?

Question 3: Do you think that the platform helps the students to get a better English level? Why?

Question 4: Do the topics explained in classes have any relationship with the exercises and topics of each level in the platform?

Question 5: Do you believe that DynEd offers a numerous amount of different exercises so students do not get bored about the same pattern?

Question 6: In your experience using DynEd, do you think it is an easy platform for teachers and students to use?

Question 7: Which is one of the disadvantages and advantages of using DynEd in the learning teaching process?

Question 8: Which do you think is the most use and practice skill in DynEd (listening-speaking- reading- writing)?

Source: self-made

Annex 2: Students' Survey

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Students Survey

Seventh Grade

The present survey is developed to recollect data information about the thesis subject of "Analysis on the role of the DynEd computer-assisted English language learning software in the process of learning English as a foreign language". All the information recollected is for academic use and will be confidential.

- I. **Objective:** The objective is to explore the students' opinion about the use of DynEd and their current English level.

Instructions: For the following questions please mark (X) to choose one option.

Question 1: Do you think that the platform is helpful to improve the mastery of English language?

Answer 1: Yes

No

Question 2: What do you find most appealing about the platform?

Answer 2: Activities Interactive tasks Everything

Design Nothing Other: _____

Question 3: Do you consider that DynEd is:

Answer 3: Very hard to use easy to use

a little hard to use Average difficulty to use

Source: self-made

Question 4: Do you consider that the activities included in the platform are:

- Answer 4: Very interactive A little interactive
 None interactive Not interesting at all

Question 5: What have I learned the most by using DynEd?

- Answer 5: Vocabulary Pronunciation tips
 Grammar All the previous ones

Question 6: How has your English level improved since you started accessing the platform?

- Answer 6: Has not improved A little improvement
 Has widely improved

Question 7: Do you consider that using DynEd has motivated you in learning more about the English language?

- Answer 7: No A little bit
 A lot Yes

Question 8: Has, with the passing of time, DynEd improved in regards to design and development of units and activities?

- Answer 8: No A little improvement
 A lot Yes

Question 9: Would you prefer continuing using DynEd in order to improve your English level, or would you prefer using a different platform?

- Answer 9: Keep using DynEd Change to a different platform
 Keep using DynEd but with some changes

Universidad Hispanoamericana**English Teaching****Final Thesis Project****Students Survey****Eleventh Grade**

The present survey is developed to recollect data information about the thesis subject of "Analysis on the role of the DynEd computer-assisted English language learning software in the process of learning English as a foreign language". All the information recollect is for academic use and will be confidential.

- I. **Objective:** The objective is to explore the students' opinion about the use of DynEd and their current English level.

Instructions: For the following questions please mark (X) to choose one option.

Question 1: Do you think that the platform is helpful to improve the mastery of English language?

Answer 1: Yes

No

Question 2: What do you find most appealing about the platform?

Answer 2: Activities Interactive tasks Everything

Design Nothing Other: _____

Question 3: Do you consider that DynEd is:

Answer 3: Very hard to use easy to use

a little hard to use Average difficulty to use

Question 4: Do you consider that the activities included in the platform are:

- Answer 4: Very interactive A little interactive
 None interactive Not interesting at all

Question 5: What have I learned the most by using DynEd?

- Answer 5: Vocabulary Pronunciation tips
 Grammar All the previous ones

Question 6: How has your English level improved since you started accessing the platform?

- Answer 6: Has not improved A little improvement
 Has widely improved

Question 7: Do you consider that using DynEd has motivated you in learning more about the English language?

- Answer 7: No A little bit
 A lot Yes

Question 8: Has, with the passing of time, DynEd improved in regards to design and development of units and activities?

- Answer 8: No A little improvement
 A lot Yes

Question 9: Would you prefer continuing using DynEd in order to improve your English level, or would you prefer using a different platform?

- Answer 9: Keep using DynEd Change to a different platform
 Keep using DynEd but with some changes

Annex 3: Student's Questionnaire

Students' questionnaire: Seventh Grade

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English Teaching

Final Thesis Project

Students Questionnaire

Seventh Grade

The present questionnaire is developed to recollect data information about the thesis subject of "Analysis on the role of the DynEd computer-assisted English language learning software in the process of learning English as a foreign language". All the information recollected is for academic use and will be confidential.

Objective: The objective is to know the students' opinion about the use of DynEd and the relationship of the use of the software and the level of English.

Question 1: How do you describe the platform?

Question 2: Do you think the DynEd English level you are now in is the appropriate for your level of English?

Question 3: Have you ever had a technical issue with the platform? Do you think a change should be made?

Question 4: Do you think your English level has improved due to the use of DynEd?

Question 5: Which would be a strength and weakness of the platform?

Question 6: . How often do you use the platform at home? Why?

Question 7: Are the topics practice in DynEd's exercises seen or explained in classes?

Question 8: Which do you think is the most use and practice skill in DynEd (listening-speaking- reading- writing)?

Students' questionnaire: Eleventh Grade

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English Teaching

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Students Questionnaire

Eleventh Grade

The present questionnaire is developed to recollect data information about the thesis subject of "Analysis on the role of the DynEd computer-assisted English language learning software in the process of learning English as a foreign language". All the information recollecting is for academic use and will be confidential.

Objective: The objective is to know the students' opinion about the use of DynEd and the relationship of the use of the software and the level of English.

Question 1: How do you describe the platform?

Question 2: Do you think the DynEd English level you are now in is the appropriate for your level of English?

Question 3: Have you ever had a technical issue with the platform? Do you think a change should be made?

Question 4: Do you think your English level has improved due to the use of DynEd?

Question 5: Which would be a strength and weakness of the platform?

Question 6: . How often do you use the platform at home? Why?

Question 7: Are the topics practice in DynEd's exercises seen or explained in classes?

Question 8: Which do you think is the most use and practice skill in DynEd (listening-speaking- reading- writing)?

Source: self-made