



## THE INTEGRATION OF DUOLINGO INTO EFL LEARNING

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Accepted :

10 April 2023

Published :

10 July 2023

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### ABSTRACT

This study seeks to present an overview of the positive effects of incorporating Duolingo into English as a Foreign Language (EFL) learning. Through a review of fifteen journal articles sourced from reputable online databases, the researcher analyzed the effectiveness of using Duolingo in EFL learning. The findings indicated that integrating Duolingo into EFL learning had several benefits, including improved mastery of grammar and vocabulary, enhanced listening, reading, speaking, and writing skills, and increased student motivation to learn. The results of this study provide valuable and comprehensive information regarding the positive impacts of incorporating Duolingo into EFL learning. Such information is not commonly presented in similar research, which often focuses on investigating the use of Duolingo to improve specific English skills or components. This research aims to contribute to the development of EFL research by offering new insights into the integration of Duolingo into EFL learning.

**Keywords:** *Duolingo, EFL, Gamification, Application, Technology*

### 1. INTRODUCTION

Since the beginning of the education industry as a whole, technological advancement has been a crucial factor in shaping its direction (Habibie, 2020: 13). According to Hakimantiek, Suherdi, and Gunawan (2022: 7548), it is common knowledge that the introduction of innovative technologies into the educational system will invariably have a detrimental effect. In the context of language learning, it has caused people to learn languages differently and affected the way that language is taught (Nushi & Eqbali 2017: 89).

The use of educational games has gained popularity in recent years and is now a key issue for academics, practitioners, and educators all around the world (Redjeki &

Muhajir, 2021: 68). A joyful and soothing learning environment is thought to be provided through educational games, which helps pupils succeed in their language studies (Astarilla, 2018: 1).

According to Redjeki and Muhajir (2021: 68), gamification is the process of integrating gameplay into educational and pedagogical settings (such as classrooms and textbooks). The use of this innovative tactic has been considered as having potential for overcoming challenges associated with language instruction and acquisition.

According to Shortt et al. 2021: 1, the gamified language learning program Duolingo is used by more than 300 million people all around the world. This well-known educational platform gives away free classes in

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a variety of languages on the internet and through several mobile applications (Jiang et al., 2021: 974).

Students who are learning English as a foreign language through the use of Duolingo have the opportunity to do so in an enjoyable setting while concurrently playing games and studying. According to Nushi and Eqbali (2017): 95, Duolingo encourages students to remain engaged in their studies and makes them feel less self-conscious about doing so. As a consequence of this, it not only makes it simpler for students to enhance their language components and skills, but it also boosts their excitement and interest in the process of learning English (Astarilla, 2018: 1).

This research aims to provide an overall picture of the benefits of Duolingo's inclusion into EFL instruction. The results of this study are anticipated to offer useful information that will increase educators' awareness of the significance of including this gamified application in EFL learning because it fosters a number of beneficial effects that could support language teaching and learning success.

The majority of earlier studies have looked into how Duolingo can be used to develop particular language components or skills. This study addresses three primary areas, namely skills, components, and motivation, and attempts to provide more detailed information on the use of Duolingo in EFL learning.

**2. LITERATURE REVIEW****Overview of Duolingo**

According to Perez and 2020: 76, Duolingo is the most downloaded platform for language learning and is used by one million individuals all over the world. This mobile application comes packed with a wide variety of fun features that incorporate elements of game-based learning. The features consist of a variety of leagues, courses, and themes, as well as reviews, activities, and stories.

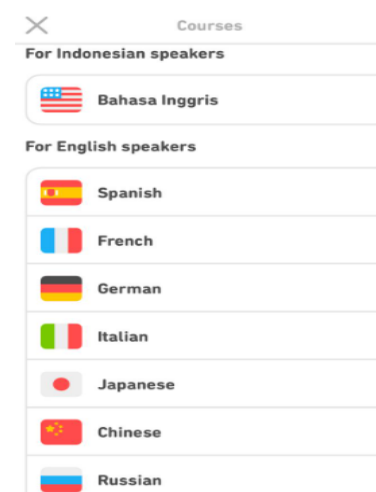


Figure 2.1 List of Courses

Figure 2.1 presents the data of some courses provided by Duolingo both for Indonesian speakers and English speakers.

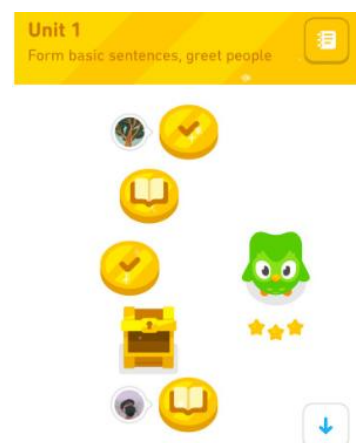


Figure 2.2 List of Topics

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Figure 2.2 displays information related the various topics provided by Duolingo. The topics are presented systematically from the easiest to the most difficult ones.

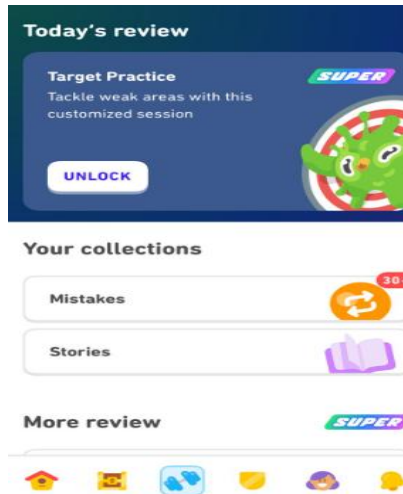


Figure 2.3 Review Option

Figure 2.3 describes the review options in Duolingo. After studying certain unit, the users are able to use this review feature to identify, analyze, and evaluate their mistakes.

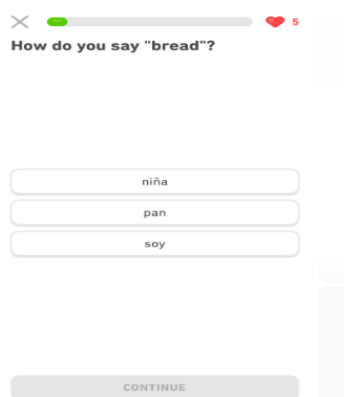


Figure 2.4 Exercise

Figure 2.4 indicates a type of exercise namely translating. Besides translating, Duolingo is equipped with various types of exercises, such as: completing, matching, guessing, etc. The exercises are designed to improve user language competence. The

exercises mostly focus on enriching vocabulary and improving language skills.



Figure 2.5 Story

Figure 2.5 demonstrates how many stories with various topics Duolingo offers. The stories feature dialogue and conversations in addition to narrations that are focused on everyday communication. The stories' subjects include greetings, families, cuisine, education, and vacations, among others.

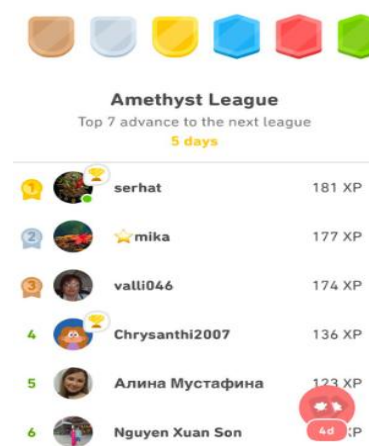


Figure 2.6 Leader Board/ League

Figure 2.6 provides information related to the Leader Board/League. This feature encourages the users to be more active and competitive. The more active using the

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apps and collecting score, the better position gaining in the Leader Board/League.

**The Pros and Cons of Duolingo Use in EFL Learning**

The previous studies reveal that the use of Duolingo in EFL learning have supported students' higher achievement in learning English (Zheng & Fisher, 2023; Arumsari & Octaviani, 2022; Hakimantieq, Suherdi, & Gunawan, 2022; Redjeki & Muhajir, 2021; Cesarini, et., al., 2021; Alfuhaid, 2021; Jiang, et., al., 2021; Ünal and Güngör, 2021; Hernadijaya, 2020; Sarie & Anggraeni, 2020; Habibi, 2020; Niah & Pahmi, 2019; Syahputra, 2019; Putri & Islamiati, 2018).

Based on the previous research, Duolingo provides numerous benefits for the users, namely:

1. It exposes the users to the numerous vocabulary that contributes to the users' vocabulary enrichment.
2. It enables the users to identify and apply various types of sentence structures that promote better understanding and mastery of grammar.
3. It trains the users to sharpen their listening, reading, speaking, and writing skills by completing the exercises on Duolingo.
4. It encourages the users to be more active by providing opportunity to compete with other users.
5. It provides fun and interesting learning atmosphere by including gamification

concept that makes the users stay interested and motivated in learning language.

According to the findings of some earlier studies, Duolingo presents a number of challenges in addition to its many advantages. For example, Nushi and Eqbali (2017) claim that Duolingo does not provide direct human interaction and that its primary goal is with the development of the individual user. It is likely that the improvement of communication skills will not benefit from the presence of this disease.

In line with this idea, Perez (2020) notes that using Duolingo calls for a reliable internet connection as well as gadgets that are compatible with it. On the other hand, not all pupils have access to adequate facilities. This circumstance has the potential to create issues.

The previous research highlight both the benefits and drawbacks of using Duolingo for EFL instruction. In order for users to make efficient use of Duolingo and contribute to the success of language learning and teaching endeavors, it is essential for them to plan ahead, eliminate potential issues, and make the most of available opportunities. The consumers are able to employ this learning platform more effectively if they have a proper understanding of the benefits and drawbacks associated with it.

**3. METHODS**

The searching strategy and comparing approach derived from Lincoln and Gub (1985) and cited in Hasan and Hoon (2013) are

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utilized in the process of data collecting and analysis. This strategy and method were developed by Hasan and Hoon (2013). In this particular investigation, the researcher reviewed articles by following these steps: selecting an article, reading that article, determining what the article was about, and coming up with a provisional categorization for the research.

The next article is read, and the theme of the first article is used as a point of comparison as the reader considers the theme of the second piece. In the event that the topics covered in the first and second articles are comparable, the researcher proceeded to evaluate the third article, and shortly. On the other hand, if they are distinct from one another, the researcher will develop a new theme.

At long last, each article is dissected and evaluated in relation to the others. When it came to this study, the researcher began by collecting the pertinent journal articles from reputable online database sources including Google Scholar, ERIC, and Academia. The researcher signed into the various online database sources, conducted a search for relevant journal articles, downloaded the relevant journal articles, and compiled a total of 30 relevant journal articles. Only 14 of the thirty journal articles were chosen to be used in this research after the researchers considered factors such as how relevant the papers were and when they were last published.

**4. RESULTS AND DISCUSSION****The Overview of Review Results**

After conducting article reading, content analysis, and results summary, there are three main themes of this review study, namely:

- (1.) The effectiveness of using Duolingo in promoting students' grammar and vocabulary mastery.
- (2.) The effectiveness of using Duolingo in elevating students' listening, speaking, reading, and writing achievements.
- (3.) The effectiveness of using Duolingo in increasing students' learning motivation and interest.

**The Summary of Duolingo Research**

*The effectiveness of using Duolingo in promoting students' grammar and vocabulary mastery*

In the year 2021, Redjeki and Muhajir were the ones that carried out the initial research. The purpose of this action research was to investigate the efficacy of using Duolingo to teach grammar to 15 students enrolled in the second semester of an English as a Foreign Language class. According to the findings of this study, it is beneficial to make use of Duolingo in grammar classes, and the views of students toward the utilization of Duolingo in the facilitation of grammar classes were also found to be positive.

The second study was carried out by Hernadijaya in the year 2020, and it was concerned with the application of Duolingo to

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assist students in improving their vocabulary proficiency. The purpose of this exploratory research experiment was for the researcher to determine whether or not incorporating Duolingo into the English instruction of 17 junior high school students led to an increase in the students' level of vocabulary knowledge. According to the findings of this study, incorporating Duolingo into activities designed to teach English was both successful and increased students' progress toward developing a more extensive vocabulary.

The final piece of research focused on the role that Duolingo plays in helping students expand their vocabularies and highlighted its use in this capacity. This research was conducted with the participation of ten college students. According to the findings of the qualitative research that was conducted by Cesarini, et al. in 2021, using Duolingo was helpful in promoting the enrichment of students' vocabulary mastery.

*The effectiveness of using Duolingo in elevating students' listening, speaking, reading, and writing achievements*

In 2018, Putri and Islamiati carried out the first study of their collaboration. The purpose of this investigation, which involved students from 36 different vocational senior high schools, was to determine whether or whether the use of Duolingo contributed to the improvement of students' listening achievement.

According to the findings of the study, using Duolingo to teach listening skills to

pupils was helpful in raising their achievement levels. The findings of the second trial were consistent with those of the first study. It also brought attention to the adoption of Duolingo in ELF learning, highlighting the fact that its primary focus was on the enhancement of listening achievement. Arumsari and Octaviani are responsible for carrying out this investigation in the year 2022.

This exploratory research was carried out with the participation of twenty students from a vocational high school. According to the findings, it was determined that the introduction of Duolingo into the classroom helped the students attain higher levels of listening comprehension. The third study looked into the effectiveness of using Duolingo to improve students' speaking abilities and found positive results. In the year 2021, Alfuhaid was the one who carried out the study.

According to the findings of the study, which included participation from 28 secondary school pupils, using Duolingo as part of the English as a Foreign Language (EFL) curriculum helped pupils improve their speaking ability. The fourth study investigated the effectiveness of using Duolingo to teach junior high school students how to enhance their listening and speaking skills.

Niah and Pahmi are the authors of this study, which was completed in 2019. The findings of the study, which used the ASSURE approach and involved 58 students from a junior high school, suggested that Duolingo was effective to use not only in increasing the kids' listening achievements but also their

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speaking achievements. In the year 2020, Sarie and Anggraeni were the ones to carry out the fifth study. The purpose of this research was to investigate whether or not introducing

Duolingo to the classroom helped students enhance both their reading comprehension and their overall academic performance. According to the findings of the research, utilizing Duolingo to improve reading comprehension and academic performance in a group of 38 kids enrolled in junior high school proved to be an effective strategy.

The sixth study focused on using Duolingo to improve students' reading achievement and comprehension. In the case study carried out in 2022 by Hakimantieg, Suherdi, and Gunawan, 10 senior high school students participated. The results of this study were consistent with earlier studies in that using Duolingo in EFL instruction helped students improve their success and reading comprehension. The seventh study examined the use of Duolingo in EFL instruction to improve the reading and listening abilities of 225 students. According to the study's findings, which were published in 2021 by Jiang et al., it was successful to incorporate Duolingo into EFL instruction since it helped students become better readers and listeners.

Syahputra looked into the most recent study in 2019. The goal of the experimental study, which involved 25 senior high school students, was to determine whether using Duolingo while writing report text would help students make fewer grammatical mistakes.

The findings indicated that Duolingo encouraged students to produce better writing and helped them to make fewer grammar mistakes.

*The effectiveness of using Duolingo in increasing students' learning motivation*

The first study, "Duolingo as an educational language tool to enhance EFL students' motivation in learning," done by Habibi in 2020, revealed that using Duolingo to learn EFL inspired 40 university students to attain higher learning outcomes. This quantitative and qualitative study also revealed that using Duolingo helped students maintain motivation and keep moving on with their education. In 2021, Ünal and Güngör did another study that looked at the use of Duolingo in EFL learning and demonstrated that it helped boost student motivation. 379 college students participated in the survey study with the working title "Continuance Intention of Users Toward Mobile Assisted Language Learning: The Case of Duolingo." This study found that using Duolingo for EFL learning inspired the students to keep learning and raise their standards.

The second study was authored by Zheng and Fisher in 2023, and it was published under the title Opening the "Black Box: How out-of-class use of Duolingo impacts Chinese junior high school students' intrinsic motivation for English." The findings of this case study, which featured students from junior high schools, revealed that utilizing Duolingo as part of the English as a Foreign Language

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(EFL) learning process increased students' intrinsic motivation.

The findings of the preceding study made it abundantly evident that introducing Duolingo into English as a Foreign Language (EFL) training had a constructive effect on the learning processes of the students. Students' ability in English grammar and vocabulary improved as a result of their use of Duolingo to learn the language (Redjeki and Muhajir, 2021; Cesarini, et al., 2021; Hernadijaya, 2020). This was due to the students' exposure to a vast number of words as well as a variety of grammatical structures.

The pupils' extensive exposure to sentence structure and terminology helps them to understand grammatical concepts and expand their vocabulary knowledge. Arumsari & Octaviani, 2022; Hakimantieq, Suherdi, & Gunawan, 2022; Alfuhaid, 2021; Jiang, et., al., 2021; Sarie & Anggraeni, 2020) found that the incorporation of Duolingo into EFL learning promoted the students' higher achievements in four skills: listening, speaking, reading, and writing. 2019; Syahputra, 2019; Putri & Islamiati, 2018; Niah & Pahmi, 2019). With the help of Duolingo's learning activities, students can practice different tasks that are aimed at honing their four abilities. The students are actively directed to listen to the audio, read the material, and complete the tasks while delivering spoken and written answers. These exercises help the pupils develop their productive and receptive skills.

Additionally, previous studies have indicated that including Duolingo into the

English for Speakers of Other Languages (ESOL) curriculum can boost students' levels of motivation (Zheng & Fisher, 2023; Ünal & Gungor, 2021; Habibi, 2020). This is particularly true for EFL students. While the learner is working to enhance their English language skills using Duolingo, they will have a nice time doing it. Students who choose to learn English through the use of Duolingo will have the chance to participate in activities such as guessing, matching, finishing, and other similar pursuits throughout the course of their studies. In addition, Duolingo offers a wide range of interesting statistics, such as player leagues, friend quests, achievement boards, and more.

These components and activities contribute to the creation of a gamified and laid-back environment in which educational pursuits might take place. As a direct consequence of this, the kids cultivate a stronger yearning to devote a bigger amount of effort to their academic pursuits and achieve more remarkable outcomes.

## **5. CONCLUSION**

According to the findings of this study, incorporating Duolingo into the process of learning English as a foreign language has resulted in favorable consequences on both the teaching and learning process. A person's ability to master grammar and vocabulary, as well as their listening, speaking, reading, and writing skills, as well as their level of motivation, can all increase via the use of



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Duolingo. Because of this, incorporating Duolingo into teaching and learning activities is strongly suggested as a means of assisting students in achieving higher levels of mastery, success, and motivation.

**6. ACKNOWLEDGEMENT**

The researcher would like to use this time to express her gratitude to the folks who have continually shown her attention, support, and encouragement in order for her to be successful in completing this study. Without their help, she would not have been able to do what she has. Because of their helpful collaboration and unwavering support, the researcher would also like to extend her appreciation to the members of the MCCU community, and in particular to those who took part in this investigation.

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