

## **USING DUOLINGO FOR VOCABULARY BUILDING IN BEGINNER ESL CLASSES**

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**Annotation:** This article examines the role of Duolingo, a mobile-assisted language learning (MALL) application, in enhancing vocabulary acquisition among beginner ESL learners. Vocabulary is a foundational component of language learning, particularly at the early stages, where learners often struggle with memorization, contextual usage, and retention. Duolingo provides gamified, bite-sized lessons that encourage daily practice, reinforce word recognition through repetition and context, and offer immediate feedback. The article discusses theoretical insights, classroom integration techniques, learner engagement, and both the pedagogical advantages and limitations of using Duolingo for vocabulary instruction in ESL environments.

**Keywords:** vocabulary acquisition, Duolingo, ESL, MALL, beginner learners, gamification

**Аннотация:** В статье рассматривается использование мобильного приложения Duolingo для расширения словарного запаса у начинающих изучающих английский язык (ESL). Словарный запас играет ключевую роль на начальном этапе изучения языка, поскольку учащиеся часто сталкиваются с трудностями в запоминании и употреблении слов в контексте. Duolingo предлагает геймифицированные, краткие уроки, способствующие регулярной практике, закреплению лексики и получению мгновенной обратной связи. В статье освещаются теоретические подходы, практические стратегии внедрения в учебный процесс, а также педагогические преимущества и ограничения Duolingo как инструмента для обучения лексике.

**Ключевые слова:** овладение лексикой, Duolingo, ESL, MALL, начинающие, геймификация

**Annotatsiya:** Ushbu maqolada boshlang'ich bosqichdagi ESL (ingliz tilini ikkinchi til sifatida o'rganayotgan) o'quvchilarining lug'at boyligini oshirishda Duolingo mobil ilovasining o'rni o'rganiladi. Lug'at – bu til o'rganishning asosiy unsurlaridan biri bo'lib, ayniqsa boshlang'ich bosqichda so'zlarni eslab qolish, kontekstda ishlatish va ularni mustahkamlash qiyinchilik tug'diradi. Duolingo qisqa, o'yinlashtirilgan darslar orqali kundalik mashq qilishga undaydi, yangi so'zlarni kontekstda o'rgatadi va darhol fikr-mulohaza beradi. Maqolada nazariy asoslar, darsga qo'shish yo'llari, o'quvchilarni jalb qilish usullari, hamda ushbu vositaning didaktik afzalliklari va cheklovlari muhokama qilinadi.

**Kalit so'zlar:** lug'at o'zlashtirish, Duolingo, ESL, MALL, boshlang'ich o'quvchilar, o'yinlashtirish

### **1. Introduction**

In beginner ESL instruction, vocabulary acquisition plays a critical role in developing learners' communicative competence and foundational language skills. A limited vocabulary range can hinder learners' ability to comprehend input, construct meaningful output, and participate in basic conversations. Traditional vocabulary teaching methods—such as rote memorization, vocabulary lists, and matching exercises—often fail to engage learners or provide sufficient

contextual understanding. With the advent of Mobile-Assisted Language Learning (MALL), educators now have access to a variety of digital tools that can enhance vocabulary instruction. Among these, Duolingo stands out for its widespread use, accessibility, and gamified approach. Duolingo offers beginner-level learners interactive language lessons that focus on core vocabulary in thematic contexts (e.g., food, animals, greetings). Through repetition, immediate feedback, and visual reinforcement, learners build lexical knowledge while enjoying a game-like experience. This article explores how Duolingo can be effectively integrated into beginner ESL classes to foster vocabulary development, learner motivation, and independent language learning habits.

## **2. Theoretical Background**

The effectiveness of Duolingo in vocabulary instruction can be contextualized through several relevant learning theories. Firstly, Krashen's Input Hypothesis (1982) emphasizes the importance of comprehensible input for language acquisition. Duolingo presents vocabulary in clear, structured lessons, enabling learners to associate words with images, sounds, and translations, thus offering input that is both comprehensible and incrementally challenging. Secondly, the theory of Behaviorism—particularly Skinner's notion of operant conditioning—supports the app's use of positive reinforcement (e.g., virtual rewards, progress tracking) to encourage consistent practice and learning. Additionally, Cognitive Load Theory (Sweller, 1988) posits that learning is more effective when cognitive resources are not overwhelmed. Duolingo's design breaks down lessons into manageable units, minimizing extraneous load and allowing users to focus on vocabulary acquisition in digestible segments. Lastly, Vygotsky's Zone of Proximal Development (ZPD) suggests that learners progress most effectively when supported just beyond their current level of competence. Duolingo achieves this by adapting to users' performance and presenting scaffolded tasks that increase in complexity, ensuring appropriate linguistic challenge while providing feedback to guide improvement.

## **3. Duolingo Features for Vocabulary Learning**

Duolingo employs a wide range of features that specifically support vocabulary building for beginner ESL learners. Its core format includes multiple-choice questions, word-matching, translation tasks, and listening-spelling combinations. These activities expose learners to high-frequency vocabulary across relevant thematic areas, such as family, weather, numbers, and daily routines. Visual cues—such as images and icons—are frequently used to reinforce word meanings and support visual learners. Moreover, the app provides spoken models of target words, helping learners improve pronunciation and auditory recognition.

Duolingo's spaced repetition algorithm ensures that vocabulary items reappear at optimal intervals for long-term retention. Additionally, its gamified design—featuring XP points, streak rewards, leaderboards, and progress bars—motivates learners to engage in daily practice. Learners receive immediate corrective feedback after each task, which helps reinforce correct responses and correct misunderstandings. More recently, Duolingo has incorporated stories and interactive exercises that place vocabulary in conversational or narrative contexts, which supports vocabulary use beyond isolated words. These features make Duolingo not only accessible but also pedagogically aligned with principles of effective vocabulary learning.

## **4. Classroom Strategies and Integration**

While Duolingo is primarily a self-directed learning platform, it can be purposefully integrated into the ESL classroom to support vocabulary instruction. One strategy involves assigning Duolingo modules as homework or warm-up activities aligned with weekly vocabulary themes. Teachers can monitor student progress using Duolingo for Schools, a classroom management

tool that allows educators to track learners' completion rates and vocabulary growth.

Another approach is the use of Duolingo-based challenges or competitions in class. For instance, students can be grouped into teams and tasked with earning the most XP within a given timeframe. This adds a social element to the gamified learning and encourages collaboration. Teachers can also conduct vocabulary review sessions based on students' Duolingo activities by generating speaking or writing tasks that require the use of newly learned words. For example, after completing a Duolingo lesson on food vocabulary, students might role-play a restaurant scenario in pairs, applying the vocabulary in context.

Furthermore, Duolingo can support differentiated instruction. Teachers may assign different modules to students based on their individual progress, allowing stronger learners to move ahead while providing others with additional practice. This flexibility makes Duolingo a valuable supplemental tool in mixed-ability beginner classrooms.

## **5. Pedagogical Benefits and Challenges**

Duolingo offers numerous pedagogical benefits in the context of beginner ESL vocabulary instruction. It promotes learner autonomy and encourages regular language exposure outside the classroom. Its user-friendly interface and accessibility on smartphones and tablets make it an ideal tool for informal, on-the-go learning. The repetition, feedback, and visual reinforcement enhance retention, while the gamified structure increases learner motivation and consistency.

However, Duolingo also presents certain limitations. Its vocabulary practice, while extensive, often lacks opportunities for productive language use such as open-ended speaking or writing. The context for vocabulary items can be minimal or unrealistic, and pronunciation practice is limited in scope. Moreover, the app does not fully address the need for depth of vocabulary knowledge (e.g., collocations, word families, idiomatic use). Another concern is the risk of reduced teacher-student interaction if overused as a substitute for in-class instruction. Lastly, technological barriers—such as device unavailability or internet connectivity—may limit equitable access.

To mitigate these drawbacks, educators should use Duolingo as a complementary tool within a broader vocabulary instruction framework that includes communicative tasks, contextual use, and personalized feedback.

## **6. Conclusion**

Duolingo is a practical and engaging tool for building vocabulary among beginner ESL learners. Its design supports autonomous learning, frequent repetition, and learner motivation—critical factors for successful vocabulary acquisition. When integrated thoughtfully into classroom routines and supplemented with communicative practice, Duolingo can significantly enhance learners' lexical development and overall language confidence. As MALL continues to reshape the language learning landscape, tools like Duolingo will remain essential in supporting differentiated, flexible, and learner-centered instruction.

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