



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Enhancing English Vocabulary Acquisition through Duolingo Implementation

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TÍTULO:
ENHANCING ENGLISH VOCABULARY ACQUISITION THROUGH DUOLINGO
IMPLEMENTATION

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DEDICATORY

I would like to dedicate this work to my beloved mother Elisa, my beloved father Victor, my brother Cesar, and my grandmother Flor, for being the pillars of my life, for giving me their unconditional support, understanding, and above all, love; and to my grandfather Rodrigo, who, although he is no longer physically with me, lives on in my heart and watches over me from heaven. Thank you all for teaching me to follow my dreams and not to give up if I fall; I know you will be there for me. Above all, thank you to my grandmother Elisa, who has been like a mother to me my whole life, she has never turned her back on me and has always supported me unconditionally.

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GENERAL INDEX:

DEDICATORY	5
ACKNOWLEDGEMENT.....	6
GENERAL INDEX:	7
TABLE INDEX.....	10
FIGURE INDEX	11
RESUMEN	12
ABSTRACT	14
CHAPTER I.....	15
REFERENTIAL FRAMEWORK	15
1.1. INTRODUCTION	15
1.2 PROBLEM STATEMENT:	16
1.3. PROBLEM FORMULATION:.....	17
1.4 JUSTIFICATION:	18
1.5 OBJECTIVES	20
1.5.1 GENERAL OBJECTIVE:	20
1.5.2 SPECIFIC OBJECTIVES:	20
CHAPTER II	21
THEORETICAL FRAMEWORK.....	21
1.1. Research Background	21
2.2 Theoretical Foundations	23
2.2.1 Vocabulary acquisition theoretical Foundations	23
2.2.2. The importance of vocabulary in English as a Foreign Language	25
2.2.3. Common Challenges in Vocabulary Acquisition.....	26

2.2.4 Diagnostic Valuation in Vocabulary Instruction.....	26
2.2.5 Strategies and Best practices for Improving Vocabulary	27
2.2.6 Motivation, Autonomy, and Learner Active Learning.....	28
2.2.7 The integration of technology in vocabulary learning	29
2.2.8 Barriers in Ecuador’s Educational Site	30
2.2.9. Summary and Current Directions	31
2.3 Duolingo Implementation	32
1.5.3 Gamification and Motivation	32
1.5.4 Adaptive Learning Systems.....	32
1.5.5 Latin American and local experiential evidence	33
CHAPTER III	37
METHODOLOGY	37
3.1 Approach	37
3.3 Research Design and Type	37
3.4 Study population and sample.....	38
3.5 Techniques and instruments	38
3.5.1 Technique:	38
3.6 Data analysis and interpretation techniques	39
3.7 Ethical Considerations.....	39
CHAPTER IV	40
RESULTS AND DISCUSSION.....	40
4.1 Pre-test Results	40
4.2 Intervention Phase	43
4.3 Post-test Results.....	44

4.4 Comparative Results: Pre-test and Post-test.....	47
4.4 Discussion of Results	50
CHAPTER V	52
CONCLUSIONS AND RECOMMENDATIONS	52
5.1 CONCLUSIONS	52
5.2 RECOMMENDATIONS	53
BIBLIOGRAPHY	54
ANEXES	58

TABLE INDEX

Table 1 Pre-test Results by Vocabulary Section	40
Table 2 Descriptive Statistics of Overall Pre-test Scores	41
Table 3 Pre-test Score Distribution According to MINEDUC Performance Scale	42
Table 4 Post-test Results by Vocabulary Section	44
Table 5 Descriptive Statistics of Overall Post-test Scores	45
Table 6 Post-test Score Distribution According to MINEDUC Performance Scale.....	46
Table 7 Comparison of Vocabulary Section Scores in the Pre-test and Post-test	47
Table 8 Comparison of Descriptive Statistics Between Pre-test and Post-test.....	48
Table 9 Comparative Pre-test and Post-test Results by MINEDUC.....	49

FIGURE INDEX

Figure 1 Pre-test Results Distribution by Vocabulary Section.....	40
Figure 2 Pre-test Results by MINEDUC Performance Scale	42
Figure 3 Post-test Results Distribution by Vocabulary Section.....	44
Figure 4 Post-test Results by MINEDUC Performance Scale.....	46
Figure 5 Means' Comparison of Vocabulary Section Scores	47
Figure 6 Comparative Pre-test and Post-test Results by MINEDUC Scale	49

RESUMEN

El presente estudio analiza el uso de la aplicación Duolingo como recurso didáctico para mejorar la adquisición de vocabulario en inglés en estudiantes de décimo año de Educación General Básica de la Unidad Educativa Cristiana “Nazareno”, en Riobamba, Ecuador. La investigación responde a las dificultades evidenciadas en el aprendizaje de vocabulario dentro del contexto del inglés como lengua extranjera, donde predominan métodos tradicionales que limitan la retención y el uso significativo del vocabulario. Se desarrolló un estudio con enfoque cuantitativo y diseño preexperimental, mediante la aplicación de un pretest y un post-test para evaluar el nivel de conocimiento de vocabulario antes y después de la intervención. La muestra estuvo conformada por 29 estudiantes de décimo año que participaron en actividades mediadas por la plataforma Duolingo como complemento al proceso de enseñanza-aprendizaje. La intervención incorporó prácticas basadas en Mobile Assisted Language Learning (MALL), junto con elementos de gamificación, repetición y retroalimentación inmediata. Los resultados evidenciaron una mejora en el rendimiento de los estudiantes: el puntaje promedio aumentó de 3.31 a 4.96 sobre 10 puntos. El porcentaje de estudiantes que no alcanzó el nivel mínimo requerido disminuyó del 79.3% al 41.4%, el 44.8% progresó al nivel Próximo a alcanzar y el 13.8% alcanzó el nivel Alcanza los aprendizajes requeridos, en comparación con el 0% registrado antes de la intervención. En lo que respecta a las secciones de vocabulario evaluadas, la intervención mediante la plataforma Duolingo fue efectiva para mejorar cinco de las seis secciones: Sports and Places Multiple-Choice, Verb Selection, Odd-one-Out Identification, Email Gap-Fill, Vocabulary Definitions Matching. Sin embargo, existieron carencias en una de las secciones, la misma que requiere instrucción adicional: Personality Adjective Completion. Estos resultados, reflejados en la comparación de medias y en el análisis de distribución del desempeño según la escala del MINEDUC, confirman que el uso de Duolingo favorece el desarrollo del vocabulario en inglés cuando se integra como recurso complementario dentro del aula. Se concluye que el uso de Duolingo favorece el desarrollo del vocabulario en inglés cuando se integra como recurso complementario dentro del aula, en coherencia con enfoques basados en MALL en contextos educativos similares.

Palabras claves: Adquisición de vocabulario,Duolingo,Inglés como lengua extranjera,Gamificación,Mobile Assisted Language Learning (MALL).

ABSTRACT

This study analyzes the use of the Duolingo app as a teaching resource to improve English vocabulary acquisition among 10th-grade students at the “Nazareno” Christian School in Riobamba, Ecuador. The research addresses the difficulties observed in vocabulary learning within the context of English as a foreign language, where traditional methods predominate and limit vocabulary retention and meaningful use. A study with a quantitative approach and a pre-experimental design was conducted, using a pre-test and a post-test to assess vocabulary knowledge levels before and after the intervention. The sample consisted of 29 tenth-grade students who participated in activities mediated by the Duolingo platform as a supplement to the teaching-learning process. The intervention incorporated practices based on Mobile Assisted Language Learning (MALL), along with elements of gamification, repetition, and immediate feedback. The results demonstrated a measurable improvement in students’ performance: the mean score increased from 3.31 to 4.96 out of 10 points. The proportion of students in the Does Not Meet requirements category decreased from 79.3% to 41.4%, 44.8% progressed to the Approaching Required Learning level, and 13.8% achieved the Meets Required Learning level, compared to 0% before the intervention. Regarding the vocabulary sections, the intervention with the Duolingo platform was effective to improve five out of six sections: Sports and Places Multiple-Choice, Verb Selection, Odd-one-Out Identification, Email Gap-Fill, Vocabulary Definitions Matching. However, there were still flaws with a section, which requires extra instruction: Personality Adjective Completion. These findings, reflected in the mean comparison and performance distribution analysis according to the MINEDUC grading scale, confirm that Duolingo promotes English vocabulary development when integrated as a supplementary classroom resource. It is concluded that the use of Duolingo promotes the development of English vocabulary when integrated as a supplementary resource in the classroom, consistent with MALL-based approaches in similar educational contexts.

Keywords: Vocabulary acquisition, Duolingo, English as a foreign language, Gamification, Mobile-Assisted Language Learning (MALL).

CHAPTER I

REFERENTIAL FRAMEWORK

1.1. INTRODUCTION

The global educational landscape has undergone significant changes driven by the rapid expansion of technology, especially in language learning. Nowadays, computer-mediated methodologies are being used much more to improve, and sometimes replace, traditional face-to-face teaching English skills. For these reasons, technologies such as Mobile Assisted Language Learning (MALL) is one of the most important in the field of English language education. This new trend is considered in digital spaces like Duolingo, which apply gamification rudiments as well as adaptive learning algorithms and motivational tactics like streaks, digital badges, leaderboards, and achievement systems to help students to acquire meaningful long-term vocabulary (Loewen et al., 2019; Bai et al., 2020).

Duolingo's evolution, related to the growing of digitalized classrooms, is clear, while its growing adoption among teachers reflects its capacity to address key priorities in English as a Foreign Language (EFL) instruction, particularly in vocabulary development (Garcia Botero et al., 2019; Sandoval et al., 2021). Vocabulary is the basic underpinning of the four language skills: reading, writing, speaking and listening, and particularly important for students with limited exposure to the target language outside the classroom (Li et al., 2022; Luo, 2022).

Recent studies show that gamified applications such as Duolingo foster greater motivation and engagement among learners, which directly correlates with improved vocabulary retention (Sandoval et al., 2021; Garcia Botero et al., 2019; Bai et al., 2020). However, the impact of these technologies is shaped by variables such as the pedagogical model on which they are based, the digital skills of students and teachers, and the educational context in which they are employed (Nguyen, 2024; Pazmiño, 2023).

Consequently, the objective of the present research is to overcome the difficulties of vocabulary learning. Accordingly, it is both practical and urgent to investigate evidence-based approaches to vocabulary instruction (Sandoval et al., 2021; Garcia Botero et al., 2019).

Specifically, this quantitative research will determine the impact of Duolingo on students' vocabulary knowledge, measured through pre- and post- intervention assessments, and evaluate its usefulness compared to conventional methods. The independent variable in this study is the use

of the Duolingo platform, while the dependent variable is English vocabulary acquisition. The scope of this research is delimited to 10th grade students in a specific educational institution in Ecuador over a defined academic period, focusing solely on vocabulary development through Duolingo's features. This investigation seeks to provide empirical evidence regarding the practical utility of Duolingo in real classroom settings, contributing to informed pedagogical decisions and enhancing language learning outcomes (Sandoval et al., 2021; Garcia Botero et al., 2019; Bai et al., 2020).

This research is divided into five chapters. The Chapter I presents the research problem, the justification of the study, and the investigation objectives. In Chapter II, it is developed the theoretical framework, including relevant studies, theories for vocabulary acquisition, the importance of vocabulary in English language learning, and the use of Duolingo as educational tool. Chapter III describes the methodology used in the study, including the approach, design, participants, instruments, and procedures for data collection and analysis. Chapter IV presents the results from the pre-experimental process with the pre-test and post-test descriptions to discuss about the findings in relation to the literature reviewed. The last chapter, Chapter V, presents the conclusions of the study and offers recommendations for future research on the use of Duolingo app to support English vocabulary learning.

1.2 PROBLEM STATEMENT:

Internationally, despite great progress has been achieved in the field of educational technology, how to acquire English vocabulary effectively is also one of the main issues that language learners confront. Research conducted between 2020 and 2025 consistently show that traditional teaching methods, such as repetitive drills and translation exercises, have been far from successful in helping students lasting vocabulary acquisition, and have failed to promote vocabulary transfer into real-life communication (Li et al., 2022; Bai et al., 2020). In return, these have proven to yield promising results in fostering student motivation and vocabulary learning support among different settings through gamification and adaptive learning digital tools, especially Duolingo (Trinh et al., 2025; Askarifar et al., 2023; Bai et al., 2020).

At the national and regional scale, Latin American countries, such as Ecuador, have additional problems that make it difficult to apply these technologic improvements. Several research over the years from 2019 to 2025 have demonstrated remaining obstacles such as internet connectivity gap, digital resources divide, and teachers' technology integration unevenness which is available in certain suburban public schools (Garcia Botero et al., 2019; Sandoval et al., 2021). Still, studies conducted in nearby countries have shown successful effects with secondary students' vocabulary learning in the use of applications like Duolingo when they are integrated as supplementary tools,

that continue to be supported with ongoing professional development for teachers (Sandoval et al., 2021; Garcia Botero et al., 2019).

In Ecuador, despite it, the great majority of classrooms are still conservative or traditional, which delays the possibilities of the students to expand their lexical repertoire in an interesting and meaningful situational manner (Pazmiño, 2023) (Pazmiño, 2023). More specifically, at the micro level of the referring systems, this macro problem becomes visible in a more acute style, as can be seen in the institutional context of the executive professional practices of the researcher. Efforts to facilitate depth and breadth in robust English vocabulary acquisition in 10th graders are reported in this study. Observations during teaching practice was focused mostly on memorization of word lists in isolation, and mechanical repetition, with very little communicative or technology accompanied instruction (Pazmiño, 2023; Sandoval et al., 2021).

These constraints resulted in low student commitment and a lack of the ability to use newly learned words in meaningful communication situations, echoing the findings in contemporary research (Luo, 2022; Mohamed, 2021). Additionally, the poor access to online infrastructure and low levels of teacher familiarity with educational technology limited the extent of innovative potential from platforms like Duolingo (Nguyen, 2024; Pazmiño, 2023). Furthermore, difficulties of vocabulary learning of the 10th graders in basic education have been noticed. These students often do not have enough exposure, practice and retention of vocabulary. This problem was personally encountered by the researcher on the professional prácticum.

With this background in mind, the present study seeks to find out if the incorporation of Duolingo an app distinguished for its game-based approach and adaptive learning features can be a solution to the interferences in the classroom, as described above, and tap more into meaningful vocabulary development among tenth-graders. This research is particularly important because it answers the calls stemming from not only direct firsthand experience in professional practice but also recent academic discussion highlighting the persistent gap between the theoretical potential of educational technology and its actual continuous effective use in daily academic environment (Fithriani, 2021; Askarifar et al., 2023; Trinh et al., 2025). This study aims to address this gap by investigating the effectiveness of the Duolingo platform as a supplementary tool for enhancing English vocabulary acquisition among 10th grade student of Higher Basic Education at a local educational institution.

1.3. PROBLEM FORMULATION:

To what extent does the implementation of the Duolingo platform as a supplementary tool influence the development of English vocabulary acquisition among tenth-grade

students of Higher Basic Education in a local educational institution during the academic period 2025–2026?

1.4 JUSTIFICATION:

The present study is justified by its theoretical, practical, and methodological contributions to the field of English as a Foreign Language (EFL) teaching. From a theoretical perspective, it addresses the persistent gap between the potential of educational technology and its effective application in real classroom contexts, particularly in vocabulary acquisition. Although recent studies highlight the effectiveness of gamified and adaptive digital tools such as Duolingo in enhancing vocabulary learning and student motivation (Trinh et al., 2025; Askarifar et al., 2023; Bai et al., 2020), traditional teaching methods continue to dominate in many educational settings, limiting meaningful language development (Li et al., 2022; Bai et al., 2020).

From a contextual perspective, this issue is particularly relevant in Latin American countries such as Ecuador, where barriers such as limited internet connectivity, unequal access to digital resources, and insufficient teacher training hinder the integration of technological innovations in education (Garcia Botero et al., 2019; Sandoval et al., 2021). Despite evidence from regional studies showing positive outcomes when applications like Duolingo are used as supplementary tools (Sandoval et al., 2021; Garcia Botero et al., 2019), the majority of classrooms still rely on traditional approaches that do not effectively support vocabulary acquisition (Pazmiño, 2023).

At the practical level, vocabulary learning challenges among tenth-grade EFL students have been widely documented, including limited retention, reduced exposure to meaningful language use, and low engagement associated with memorization-based instruction (Luo, 2022; Mohamed, 2021; Pazmiño, 2023). The insufficient integration of technological tools in many classrooms further limits the implementation of innovative, learner-centered methodologies (Nguyen, 2024; Pazmiño, 2023). In this context, digital platforms such as Duolingo represent a viable supplementary resource that promotes student motivation, engagement, and meaningful vocabulary use, aligning with current educational trends that emphasize technology-supported and learner-centered instruction (Trinh et al., 2025; Askarifar et al., 2023).

Methodologically, this study contributes to the empirical validation of digital learning tools in EFL contexts, particularly in our context, where limited research has explored their impact on vocabulary acquisition. In this sense, it responds not only to a local educational need identified during the researcher's professional practicum but also to broader academic discussions regarding the gap between theoretical advances in educational technology and their practical implementation (Fithriani, 2021; Trinh et al., 2025).

In specific, this study provides valuable evidence regarding the use of Duolingo app in a real classroom context. Although, this study is limited by the small sample size, the application on a single educational institution, and the intervention duration. Moreover, ethical principles were observed during the research process. Participation was voluntary, academic permission was obtained from the corresponding authorities, confidentiality was guaranteed, and all the data were collected and used for academic and research purposes exclusively.

Ultimately, the findings of this research are expected to support informed pedagogical decision-making and inform vocabulary teaching practice, supporting richer and more effective vocabulary learning in EFL settings.

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE:

To determine the effectiveness of the Duolingo platform in strengthening English vocabulary acquisition among tenth-grade students at Unidad Educativa Cristiana “Nazareno” during the academic period 2025-2026

1.5.2 SPECIFIC OBJECTIVES:

1. To diagnose the level of English vocabulary among the study population and identify the limitations that hinder its development.
2. To apply the Duolingo platform as a tool to effectively strengthen students' English vocabulary.
3. To evaluate the effectiveness of the Duolingo platform and the progress in students' English vocabulary learning.

CHAPTER II

THEORETICAL FRAMEWORK

1.1. Research Background

The function and prospects of online technologies and gamification in English vocabulary teaching have been discussed by researchers who focus on the combination of traditional learning theories and recent empirical research. Sociocultural and constructivist learning theories, as discussed by Zhang & Crompton (2021) and Teng & Wu (2024) emphasize that learning constitutes a process of knowledge construction mediated through interaction and reflection, which helped set the stage, posit that learning is a process of knowledge construction mediated through interaction and reflection. They also posit that Mobile-assisted language learning (MALL) environments based on constructionist theories support learner autonomy, cooperative engagement, and context-based vocabulary learning (Zhang & Crompton, 2021; Teng & Wu, 2024).

These findings are supported by (Nguyen, 2024) and (Tsai, 2024) Nguyen (2024), indicating that combining teacher-led mediation and peer interaction in digital platforms will contribute to motivating students and vocabulary retention. Especially in Latin American context (Sandoval et al., 2021; Pazmiño, 2023) have further demonstrated that scaffolded digital learning with peer feedback has much potential for enhancing vocabulary gains, which is in line with Albiladi and Alshareef (2019) and Bai et al. (2020)'s findings on the use of gamified outcomes in EFL environments.

Besides this, behaviorist theories described by (Bai et al., 2020) from the works of Skinner (1953) give insight as to the ways digital gamified applications can employ positive reinforcement, timely feedback, and repetition to improve vocabulary retention. Bai et al. (2020) argue that learning schemes geared towards rewards, such as points and badges, encourage engagement and routine among teenagers and young adults. While many studies highlight the motivational boost that gamification or rewards can offer, it is also clear that such motivation needs to be balanced with genuine learner autonomy to true involvement. For example, Alamer & Lee (2019) explains that lasting achievement in English learning goals is close to students' sense of control of their own learning process. Trinh et al. (2025) also shows that Spaced Repetition System (SRS) in conjunction with gamification can well serve the effect of long-term vocabulary retaining.

Cognitive theories further inform vocabulary instruction, Craik & Lockart (1972) propose that deeper semantic processing leads to stronger lexical preservation, a find

supported by (Lu et al., 2023). Paivio's Dual Coding Theory (Paivio, 1986) advises that combining verbal and visual stimuli would result in improved memory, maintained by (Li et al., 2022; Mohamed, 2021; Luo, 2022). Li et al. (2022) found that apps that offer multimodal vocabulary led to better retention over unimodal strategies. According to the Depth of Processing Theory of Craik and Lockhart (1972), the more semantically contextualized is the processing, the sooner and stronger lexical custody is attained, which is also corroborated by (Trinh et al., 2025; Alamer & Lee, 2019).

In addition, VanPatten's (1996) Input Processing Theory emphasizes the role of structured, comprehensible input for successful learning, a method reinforced by Ghanbari (2022) and Duong et al. (2021). Last but not least, Tomasello's (2005) Usage-Based Theory highlights the importance of frequent and substantive language use in authentic contexts when it comes to vocabulary learning, an argument supported by (Divjak & Milin, 2020; Ali et al., 2024). These theoretical arguments are tolerated in empirical studies. For instance, digital applications such as Duolingo provide evidence of how gamified and adaptive learning with immediate feedback enhances vocabulary development (Li et al., 2022; Bai et al., 2020).

Studies in Latin America demonstrate that in spite of infrastructure and pedagogical limitations, the integration of these tools has been effective for improving receptive vocabulary and learner compromise (Sandoval et al., 2021; Garcia Botero et al., 2019; Pazmiño, 2023). Nonetheless, Luo (2022) and Mohamed (2021) highlight challenges in effectuating gains to productive language skills without additional classroom implementation. Pedagogically, recommend multimodal system approaches incorporating constructivist collaboration and reflection and behaviorist repetition and motivational reward.

Alamer and Lee (2019) remark the advantages of individualized adaptive learning paths and spaced repetition algorithms that ensemble individual learner requirements. The combination of Mobile application for language learning (MALL) resources with kindly directed classroom work along with text input promote long-term vocabulary development and learner autonomy (Nguyen, 2024; Tsai, 2024; MINEDUC Ministerio de Educación del Ecuador, 2023). On these ways, theoretical and empirical dialogue suggests that the profits in use of the digital learning of vocabulary in English teaching is obtained through the progress of a balance between motivation, cognitive depth, social interaction, and personalized practice particularly in diverse contexts such as that of Latin America (Sandoval et al., 2021).

While we know that Duolingo and other MALL platforms work well for cumulative vocabulary (receptive, meaning how well students understand words), there is very limited research on the extent to which students can use new words productively (in speaking and writing). This gap is particularly evident in the Ecuadorian secondary education, as little is known about how these digital tools support students learning of productive vocabulary. Therefore, the current study is intended to fill this void by focusing on the impact of Duolingo on both the receptive and productive vocabulary acquisition of tenth graders who learn English as a foreign language (EFL)..

2.2 Theoretical Foundations

2.2.1 Vocabulary acquisition theoretical Foundations

Lexical acquisition is one of the most fundamental aspects of language learning, and over the years a number of powerful theories have emerged to explain the process. Mediating from constructivist viewpoints such as those discussed by Zhang & Crompton (2021) and Teng & Wu (2024). Under this perspective, learners learn language by conversing and negotiating meaning (usually with peers or with more knowledgeable others). The cognitive developmental theory provides yet one more dimension, considering vocabulary development in relation to a learner's cognitive developmental level, the source of new language structures for the child (Rabindran & Madanagopal., 2020). In addition to such social and cognitive views, the Depth of Processing Theory states that we benefit from a deep, meaning-based process when we remember words than from simply repeating them (Craik & Lockhart, 1972; Cheng et al., 2025; Lu et al., 2023).

Beyond these theoretical accounts, Dual Coding Theory argues in favor of providing learners with multiple modalities of input – for instance, using words in conjunction with pictures in order to enhance vocabulary learning. Paivio (1986) was one of the earliest to show that material encoded verbally and visually produces stronger memory traces. Recent findings support the notion that multimedia vocabulary apps cause a greater degree of long-term retention in comparison to single-mode approaches (Li et al., 2022; Mohamed, 2021; Luo, 2022). Another influential theory, called connectionism, echoes that emphasis on repeated varied practice for the neural connections required to remember vocabulary words.

This principle is the basis of instructing methodologies that implement spaced repetition and exposure to words from various contexts (Trinh et al., 2025; Trinh et al., 2025; Alamer & Lee, 2019). Including the usage-based approach (Tomasello, 2005) also subscribes to this line of reasoning is highly pertinent here: this framework privileges the role of frequent, authentic

language use and posits that learners naturally internalize patterns and meanings through exposure in the real world (Divjak & Milin, 2020; Ali et al., 2024).

It has been researched how the theories are put into pedagogical practice to teach English vocabulary. For instance, Zhang and Lin (2022) discovered that mobile-assisted language learning (MALL) environment based on constructivism theory enables students to develop their vocabulary learning through interacting, reflecting, and collaborating. Other researchers, such as Nguyen (2024) and Tsai (2024), have highlighted the positive influence of teacher support and peer interaction in these digital environments: two factors that contribute to more autonomous and engaged learners. (Garcia Botero et al., 2019).

Studies from Latin America: Sandoval et al, (2021) and Pazmiño (2023) have found that technology-assisted classes with the use of peer feedback and scaffolded tasks have better effects on students' motivation and vocabulary retention. Albiladi and Alshareef (Albiladi & Alshareef, 2019) also clarify that the gamified features of points, badges, and rewards, also contribute to taking more interest in English as a Foreign Language (EFL).

The behaviorist tradition that Skinner's (1953) studies of operant conditioning exemplify remains influential for the designers of gamified vocabulary trainers. These tools frequently employ immediate feedback, rewards, and cycling of repetition to boost learning and promote regular vocabulary practice (Bai et al., 2020). But, while extrinsic rewards can increase students' commitment, there are some scholarship cautions, those such as (Alamer & Lee, 2019) who argue that long-term achievement in English language learning is closely tied to students' intrinsic motivation and their sense of autonomy.

In a similar analysis, Bai et al. (2020) find that gamified strategies tend to be most fruitful when learners recall the freedom to choose how they interact with activities. Tsai (2024) further emphasizes that significant human experiences and opportunities for independent action are essential if motivation is to be kept. Trinh et al. (2025) agrees with these findings, arguing that the most effective vocabulary learning routines are endorsed when gamified feedback is roomed together with spaced repetition and active learner participation. These intersecting theories offer fertile ground to profile effective, interactive and evidence-informed vocabulary teaching strategies particularly to exploit the potential of digital differentiation and gamified scenarios always in ways which respect students' autonomy and promote genuine, personally relevant engagement with the learning process.

2.2.2. The importance of vocabulary in English as a Foreign Language

It is well established that vocabulary is important in attaining language proficiency, especially for English as a Foreign Language (EFL) learners. Scholars like Li et al. (2022) and have concerned that a broad vocabulary bank allows users of English to understand, express themselves, and communicate in English effectively. Students' insufficient vocabulary dissuades them from understanding grammar rules, performing language functions, handling given texts in their study areas, as well as engaging in real communication. In consequence, current teaching methods emphasize vocabulary knowledge as a range of instruction and a basic prerequisite for language enhancement (Li et al., 2022).

Besides, vocabulary, is not only a fundamental amount of language proficiency, but also the foundation for listening, speaking, reading and writing expertise. Sandoval et al. (2021) and Pazmiño (2023) underlines the importance of academic vocabulary in EFL contexts as a feature that allows students to reach contents and generate better academic grades. These writers argue that a language learner who possesses a high-level of vocabulary generally can perform language tasks well in listening, reading, oral presentations, and written production. This renders the teaching of vocabulary shifting from memorization practices to more meaning focused or integrated style, acknowledging the importance of vocabulary in the development of an individual's speaking and linguistic competence as well as in the holistic language acquisition (Sandoval et al., 2021; Pazmiño, 2023).

A substantial frame of evidence also suggests limited vocabulary knowledge hinders students' capacity to communicate and access academic content. Studies by Bai et al. (2020; Li et al., 2022) and Luo (2022) show that learners who have a smaller vocabulary are unable to participate in classroom discussions and cannot comprehend lesson content; they also have difficulty when faced with written and spoken tasks. Such problems are exacerbated in EFL (English as a Foreign Language) contexts, because learners' exposure to the language outside the classroom is likely to be limited. In light of this demand, some scholars argue in favor of employing novel, technology-augmented multimodal approaches that enhance vocabulary learning and facilitate engagement in English using the language on a regular basis.

2.2.3. Common Challenges in Vocabulary Acquisition

Developing good vocabulary is recognized as vital in the success of learning a language, particularly when it is a foreign language (EFL). As Li et al. (2022) state, the larger the number of words we know, the more we can comprehend, communicate, and engage with English. With insufficient vocabulary, students may struggle to correctly use grammar, follow presentations or engage in classroom activities using authentic English materials. Therefore, in current teaching in China, vocabulary is attached great importance in many teaching methods, taking it as the objective and essential component of learning the language (Li et al., 2022).

In addition, the ability to learn a broad selection of vocabulary isn't just a predictor of how proficient someone can be at English overall — it's the foundation of the four primary language skills: listening, speaking, reading and writing. Research by Sandoval et al. (2021) and Pazmiño (2023) is that the development of academic vocabulary is crucial in EFL courses, as it is necessary for students to comprehend their subjects, achieve academic success, and graduate. These studies discovered that students who have a wide range of words in their vocabulary have a higher performance in listening tasks, reading activities, progress in speaking, and writing activities. For this reason, English teachers have stopped forcing students to learn by heart word lists and rely instead on more meaningful ways to teach them vocabulary which ties into students' real experiences and class work.

Many other studies also demonstrate that when students have a small vocabulary, it can delay their ability to participate in classroom discussions, comprehend lessons and perform well on speaking or writing assignments. Bai et al. (2020) and Luo (2022) find that these problems are more pronounced in EFL contexts where students might not have many opportunities to apply language outside of school. To address this, educators now suggest turning to creative and technology techniques for teaching students how to learn and remember new vocabulary words. And in this way, the trainee would have been able to build confidence and participate in English speaking environment.

2.2.4 Diagnostic Valuation in Vocabulary Instruction

Part of the pedagogical basis of effective vocabulary instruction is to use diagnostic valuation to target what students already know. By means of multiple tools, such as standardized tests, teacher-authored quizzes, and tasks that integrate with situational and task-driven contexts, allows teachers to gain rich input relative to learners' vocabulary

competence and areas where more support is required. As Bai et al. (2020) note, these measures not only draw attention to children's developmental differences, but they also provide a starting point for assessing and reporting on growth in vocabulary knowledge for individual students. This is particularly pertinent in EFL contexts to the extent that learners may have had varying levels of prior contact with English.

With the correct diagnosis in hand, the teachers can use the feedback to customize instruction to the individual learners' needs. For example, if the evaluation indicates that a class struggles to understand subject-specific or academic vocabulary, teachers can concentrate on providing instruction to close those gaps. This must be a less abstract approach manages instructional time more efficiently and makes for a fairer learning environment for everyone.

According to Albiladi and Alshareef (2019), when the instruction is customized, based on diagnosis students are paying more attention, motivated and the lesson is lead to meet their needs, making it more relevant for their study. Similarly, Sandoval et al. (2021) asserts that formative assessment provides teachers with the opportunity to continuously adjust their approach based on students' progress.

Existing evidence convincingly argues that diagnostic assessment is an indispensable element of effective vocabulary instruction. Primarily, teacher feedback, clear learning objectives and students' achievements are possible to be achieved through regular assessment which create positive and motivating classroom environment (Pazmiño, 2023). In so doing, diagnosing provides the teachers a tool to organize more student-centered instruction, helping all students to extend their English vocabulary and to overcome problems.

2.2.5 Strategies and Best practices for Improving Vocabulary

The most updated research-based methods to vocabulary development in the EFL/ESL classroom have moved away from traditional rote-memorization techniques toward interactive and meaningful learning. Scholars have verified that extensive reading, introducing the learner constantly to a great amount of new vocabulary in authentic contexts, is highly effective for gaining and absorbing new words (Luo, 2022; Sandoval et al., 2021; Alamer & Lee, 2019). Visual aids of all kinds - about each word - in media, (for instance, pictures, video, animation) as this serves to make a stronger mental connection with it. Li et al. (2022) found that the inclusion of other senses through multimodal

materials can make words more memorable and less demanding to recall, and Mohamed (2021) finds that EFL learners can remember and understand words better when exposed to animations.

Collaborative approaches such as pair or group work are gaining popularity in promoting vocabulary development. According to Luo (2022), when teenagers work with their class-mates they can practice using new vocabulary in authentic situations, negotiate meaning, and share learning strategies, in turn enhancing their motivation and long-term retention. When this is mediated by teachers, the integration of online technologies can provide one more layer of support, mobile apps or web-based games can provide students with personalized practice, immediate feedback on learning, and adaptive exercises based on individual evolution (Nguyen, 2024; Bai et al., 2020). Authors like Kherazi & Bourray (2024) revealed that students who learned with tongue-in-cheek language learning apps were more affianced and achieved more when following the instructions compared to those that were taught by means of conventional methods, so pronouncing how interactive and personalized learning instruments are favorable.

As well, frequent formative assessment and continued review are key for teaching vocabulary well. Teachers can keep an eye on student progress, address areas of difficulty promptly, and provide review before new words slip from students' memories by providing them with multiple and low-stakes assessments (Teng & Wu, 2024). Alamer and Lee (2019) also suggest combining formative assessment with spaced repetition—repeated rehearsal of words at spaced intervals to optimize long-term vocabulary retention. Taken together, these evidence-based tools promote a dynamic and interactive learning environment that dramatically develops the projections of students in acquiring and retaining the English vocabulary.

2.2.6 Motivation, Autonomy, and Learner Active Learning

The role of enthusiasm and learner autonomy has frequently been acknowledged in supporting students learn new vocabulary in EFL settings. Because when working with motivated and self-directed students, reading activities become more engaging and motivated students have a greater time even when they have difficulties. Studies of (Tsai, 2024; Nguyen, 2024) have evidenced that when learners are given the occasion to set their own learning goals and evaluate what they have learned, they are likely to be more involved in the process of vocabulary learning and perform more successfully. Strategies that require students to think about what they are doing and what they want to do with the language

and to take responsibility for their own learning also assist with developing a habit of learning independently which is advantageous for developing a language long-term.

Besides this, the addition of game elements into vocabulary practice is found to be pretty efficient in terms of both engagement and autonomy. Gamification, which contributes elements like points, badges, levels into vocabulary learning, turning it into a more interesting and fun process. When it comes to combining gamified with goal-setting and self-monitoring, participants tend to focus, persist, and enjoy their learning (Alamer & Lee, 2019). The competitiveness as well as rewards of gamified learning induce students to massage their skill every day while the personalized feedback enables them to witness their own evolution. This creates a positive feedback loop: increased confidence leads to higher effort and, in consequence, more success.

Evidence in the Latin American context also highlights the relevance of autonomy improvement when using structured technology-based support. The study from Pazmiño (2023) and Sandoval et al. (2021) reveal that learners are likely to study vocabulary constantly if their teachers employed digital apps and interactive tasks, aiming at learner's autonomy to help the memorization of the new language. They underscore that fostering autonomy does not only mean that students are allowed to work alone, it also means that, employing required guidance, helpful digital tools, and frequent feedback to help students develop vocabulary learning skills on their own. Taken together, these findings indicate that increasing students' motivation and autonomy especially with the support of teaching and technology, can have a substantial positive impact on vocabulary learning in EFL contexts.

2.2.7 The integration of technology in vocabulary learning

For some time now, the impact of technology on the teaching of vocabulary has dramatically changed English language teaching, both internationally and in the Latin American region. Digital strategies such as mobile apps, interactive online games and web-based practice platforms have been identified as vital resources to enable learners to receive repeated exposure to target words, encounter input in different or multiple modes e.g., Audiovisual materials, and participate in authentic and interactive tasks (Bai et al., 2020; Luo, 2022). These technologies not only provide opportunities to students to work on vocabulary in diverse and interactive ways, they also care about adaptive learning experiences, where content adapts to the learner's level and pace (Bai et al., 2020; Ali et al., 2024)). A lot of these platforms also include functionalities like spaced repetition,

instant feedback, and contextualized usage examples, all of which research has indicated provide many benefits for the conservation and recall of new vocabulary. These rewards have led educators and scholars to agree on the effectiveness of rich technology backgrounds for vocabulary learning, a fact of particular importance for EFL learners who do not have as much contact with English as students in countries where English is spoken outside of school daily.

This digital resource potential has been especially obvious in circumstances such as that found in the classrooms of some Ecuadorian institutions; traditional classroom activities have occasionally restricted vocabulary consolidation opportunities on a continuous basis by lack of time or interactive possibilities. Current studies in Ecuador and other parts of Latin America prove the role of MALL and other tech-based platforms in addressing the disjuncture between classroom restrictions and the need for continuous and meaningful language input and practice (Pazmiño, 2023). But, operative use of technology depends significantly on access to digital infrastructure; including reliable access to the Internet, and ownership by students and teachers of their own technological devices a challenge that remains in place still in many schools in Ecuador according to the Ministry of Education (MINEDUC Ministerio de Educación del Ecuador, 2023). Sandoval et al. (2021)add extra emphasis which is that teacher facilitation is key to the success of these virtual tools: through proper provision, scaffolding, and inspiration, teachers can aid students in getting the best consequences of interactive vocabulary resources by linking digital activities into class learning. Although technology has the potential to augment vocabulary instruction, removing infrastructure hurdles and providing teacher training are essential for equitable and effective implementation (MINEDUC Ministerio de Educación del Ecuador, 2023; Pazmiño, 2023).

2.2.8 Barriers in Ecuador's Educational Site

In spite of Ecuador's attempts to reform its education system and integrate digital tools, Vocabulary teaching remains a big matter in the English classroom. Lack of adequate technology in many schools is a big part of the problem, both in urban and rural areas. According to MINEDUC (2023), many schools still face from poor internet connection, obsolete computers or rooms without technological facilities for educational purposes. This digital divide leads to unequal opportunity for students and teachers, and the widespread adoption of mobile learning and interactive digital tools, on a national level, tends to be challenged. Consequently, numerous subject teachers revert to the traditional teaching

methods, and textbook oriented classes which, according to (Pazmiño, 2023), are not as effective in vocabulary learning as the more communicative, student-centered techniques are.

Teachers who work in Ecuador provide firsthand accounts that also brighten these challenges. Even for schools with technology, resource distribution may be students with unequal conditions might have to share devices, and families may not be able to afford to buy computers or tablets for use at home, limiting opportunities for independent practice (Sandoval et al., 2021). In addition to this, many educators desire the comfort of established teaching patterns and are discreet to abandon them for something new especially if there is no corresponding training in digital teaching. To make progress on these persistent questions, increased resources will be needed to invest not just in technology, but in high-quality teacher training to ensure that all schools can use effective modern methods of vocabulary instruction and support impartial learning for all students (Pazmiño, 2023; Sandoval et al., 2021; MINEDUC Ministerio de Educación del Ecuador, 2023).

2.2.9. Summary and Current Directions

Studies and fieldwork suggest that successful English vocabulary learning in EFL environments like Ecuador, depends on a systematic and research-based methodology. Standard practice today involves diagnostic assessment of student needs, the provision of motivating and contextually rich input, and the use of Information and Communication Technology ICT to personalize learning and to give instant feedback (Nguyen, 2024; Li et al., 2022). Also, promoting motivation and autonomy, enabling the student to set their own learning goals, reflect on the process, and partake in digital or game-based learning, is still key to continued vocabulary growth (Pazmiño, 2023).

They are based on several major theories of learning. For instance, constructivist theory emphasizes the relevance of social interaction and meaningful communication in the case of vocabulary learning (Teng & Wu, 2024). According to Dual Coding Theory, verbal descriptions can be used along with images (Paivio, 1986; Li et al., 2022), by mention the Depth of Processing Theory, the deeper one processes the input, the better the retention of new words (Li et al., 2022; Craik & Lockhart, 1972). Taken together, these theoretical views and evidence practices supply teachers with a viable set of principles for developing vocabulary instruction that is effective and inclusive in the light of the current EFL classroom making (Nguyen, 2024).

2.3 Duolingo Implementation

1.5.3 Gamification and Motivation

The success of gamified apps like Duolingo in enhancing learner motivation and engagement are shown in research, which are both key to the promotion of robust vocabulary knowledge in EFL backgrounds (Bai et al., 2020). While traditional vocabulary practice may involve mind-numbingly rote memorization that leaves many students flat, game-based environments leverage the fun of points, badges, and leaderboards to up the ante and make word learning more energetic and interactive. These types of incentive programs, combined with various levels of achievement and interactive exercises keep students engaged and interested, and keep practicing vocabulary fun and exciting (Edwards & Drew, 2021). Immediate response from such software will help learners to visualize and correct errors without delay, this is not only for how good the retention was but it will also give the feeling of accomplishment and progress.

And the effects of such gamified elements go well beyond motivation it has been shown to be a significant driving force behind substantial increase of one's receptive and productive vocabulary. Bai et al. (2020) building upon the Vygotskian paradigm, note that it is more effective to use technology enabled, game-based vocabulary instruction (GBVI) than traditional approaches because students who play GBVIs progress significantly in vocabulary learning. Divjak & Milin (2020) similarly reported that the instantaneous of feedback, variety of task types, and stimulating versus fun task dichotomy found in gamified apps make language apps that employ gamified elements more effective for vocabulary acquisition and more effective for long-term retention of L2 words. Li et al. (2022) also remarks on the adaptive feature of these applications which permits students to work at their own pace as per their individual learning needs. By incorporating gamification with vocabulary learning not only reduces apathy, but also yields empirical learning products, enhancing both the pleasure and performance of the EFL students.

1.5.4 Adaptive Learning Systems

Recent studies have demonstrated the power of gamified apps, including Duolingo, for enhancing student motivation and engagement, which are the two most crucial aspects of a healthy vocabulary learning ecosystem in EFL settings (Bai et al., 2020; Li et al., 2022). Whereas traditional vocabulary lessons are usually nothing more than rote memorization: boring and dull gamification with its points, badges, and leaderboards, can make learning

more dynamic and interactive. These reward systems, level progression and interactive exercises keep students engaging and motivated in an environment where students must practice vocabulary to succeed. Because these apps give instant results, learners can quickly identify and correct errors, fostering not only retention, but also a feeling of progress and accomplishment.

These gamified elements were not only associated with greater motivation but were also associated with tangible gains in receptive (knowing) and productive (usage) vocabulary knowledge. Bai et al. (2020) show that students joining in gamified systems experienced a vocabulary rise that was much higher than those utilizing traditional methodologies. Similarly, Isaacson (2021) and Hernandez-Lopez (2021) has also demonstrated that the provision of immediate, or automatic feedback, a variety of different task types, and engaging challenges in gamified apps promotes more effective vocabulary acquisition and longer-term retention. Li et al. (2022) and Lu et al. (2023) also stress that the adaptive nature of such apps accommodate individualized student practice. The inclusion of gamification in vocabulary teaching not only enhances the engagement but also generates the learning results, expanding both the pleasure and performance of EFL learners.

1.5.5 Latin American and local experiential evidence

The incorporation of mobile technology to the field has seen fascinating applications in the way English vocabulary is learned, providing possibilities to practice and revise vocabulary in a flexible and omni-available manner. Apps such as Duolingo facilitate exposure to English in order to practice it at any time and place, promoting interaction with the language through other means when students do not have enough opportunities for language contact (Zhang & Crompton, 2021; Nguyen, 2024). Mobile Assisted Language Learning (MALL) methods, such as Duolingo, catch learners via contextualized and authentic vocabulary exercises, which smooth the learning, application and maintenance of new words (Bai et al., 2020). Several evidence demonstrate that the flexibility is particularly beneficial for EFL learners under situations of limited real-life use as those present in most Latin American and Ecuadorian schools (Pullupaxi Galora, 2023).

One of the main drivers of Duolingo's positive influence on vocabulary acquisition is the game elements, by means of introducing such features as badges, streaks, levels, and instant feedback, the app turns the operation of vocabulary learning into a gamified and rewarding activity (Li et al., 2022; Isaacson, 2021). Experimental investigation indicates that such game-like elements lead to increased levels of learner motivation and commitment that are necessary for language

development. For example, students who learn on Duolingo in Latin American classrooms claim to learn more vocabulary in both reception and production compared to students with only traditional instruction (Sandoval et al., 2021; Garcia Botero et al., 2019). Systematic reviews and intervention studies (Rouabhia & Kheder, 2024) also show that gamified MALLs not only improve scores in vocabulary but also positive attitudes in learners toward learning English.

Another aspect that makes Duolingo effective is its adaptive learning system. Based on students' proficiency development, the system adapts word difficulty and vocabulary set, offering a personalized learning experience (Lu et al., 2023), when using spaced repetition and personalized feedback, Duolingo facilitates both short-term memorization and retention of long-term vocabulary (Lu et al., 2023; Luo, 2022). Investigation carried out in diverse educational contexts have shown that these adaptive, technology-mediated practices are effective in fostering learners' confidence and in enhancing measurable dimensions such as word recognition speed and accuracy (Rouabhia & Kheder, 2024). The multimodality of Duolingo: listening, speaking, reading, and writing activities enlarges comprehension and caters to different learning styles (Li et al., 2022; Luo, 2022) which shows its adaptation and acceptance among students.

On the other hand, optimal products are reportedly when Duolingo is not to be considered as a complete solution, but as an add-on to traditional classroom environment and teacher support (Nguyen, 2024; Pazmiño, 2023). Teacher mediation is important for contextualizing vocabulary, keeping learner interest, and offering additional communicative experiences that connect learners' online practice with the language usage in real life applications. When these factors are integrated, the effective and meaningful atmosphere of Duolingo comes into full play, ensuring considerable and long-term benefits toward English vocabulary (Pullupaxi Galora, 2023).

Latin America updated findings show the utility of Duolingo for generating efficiency and effect on vocabulary development among Spanish speakers of English in schools through high teacher fidelity. For instance, Sandoval et al. (2021) showed that adding Duolingo to the normal classes of Chilean high school students produced significant gains in vocabulary. Their discovery says that the interactive, addictive and winning structure of the app keeps learners affianced and motivated, which is elemental to build vocabulary. Similarly, Garcia Botero and colleagues. (2019) in Colombia found that university students could not only recognize new vocabulary with the help of Duolingo but could also feel more confident about including vocabulary in speaking and writing. Both studies provide evidence that when mobile language apps like Duolingo are used

carefully in education, they cannot only help students become more independent learners but also achieve better learning results.

But even with the good news from this evidence, the strategy of Duolingo and its type and their complete success, holds in large part on two other factors: the availability of working technology, and teachers who stand by ready to help students use these tools. Pazmiño (2023) also points that many schools continue to struggle with difficulties, such as unreliable internet and insufficient devices, that may prevent students from accessing learning technology. In addition, as it is said by Nguyen (2024), teachers must have continuous training and development to be able to use digital resources in their lessons with confidence. In the absence of such support, digital tools will not be used in a maximally beneficial way to support vocabulary learning. For all these reasons, leveling the technology gap and investing in teachers training are necessary stages to make sure tools like Duolingo really do enrich students' vocabulary learning.

2.3.4 Vocabulary as a Link

To have any meaningful communication in English, learning and using an extensive vocabulary is a key part of all areas of language learning: reading, writing, listening, and speaking. Instead of a rich vocabulary, learners are predisposed to encountering such problems as having a poor comprehension and sharing of both written and spoken language, expressing opinions freely, and communicating with others confidently (Bai et al., 2020; Li et al., 2022; Luo, 2022). Newer research indicates that gradual expansion of vocabulary results in better language skills overall and helps students to apply English more confidently and naturally.

The vocabulary acquisition stuff is dealt with Duolingo by employing interactive, multimodal activities that involve the learner in different ways. The app includes practice tasks for listening and speaking, reading and writing, repeated and contextualized exposure to new words to make it receptive, Li et al. (2022), meaningful, attractive, enjoying, and exciting in learning (Luo, 2022). Gamification functionalities, such as rewards and immediate feedback, also encourage learners to engage in regular practice, which promotes long-term retention and confidence in using new vocabulary (Isaacson, 2021; Bai et al., 2020; Sandoval et al., 2021). Also, as with Duolingo and its support on the mobile, it allows students to practice vocabulary when he wants and outside the class, helping to increase autonomy and a flexible vocabulary learning which is always under construction (Nguyen, 2024; Zhang & Crompton, 2021; Garcia Botero et al., 2019).

2.3.5 The role of Duolingo in expanding vocabulary acquisition

Mobile learning has introduced many new foundations to English vocabulary learning, providing more flexible and convenient learning experiences than traditional class modules. Applications such as Duolingo enable learners to engage with English materials 24-7 and from anywhere, by extending language exposure and aiding students who have little opportunity to exposure to authentic English in their immediate context (Zhang & Crompton, 2021; Nguyen, 2024). Mobile Assisted Language Learning (MALL) methods, like Duolingo, expose language learners to authentic and contextualized lexis tasks, thereby facilitating vocabulary tasks in a more practical way, and allow learners to acquire, practice, and maintain new words simply (Bai et al., 2020). As (Pullupaxi Galora, 2023) demonstrates that this flexibility is particularly advantageous for EFL learners in locations with scarce opportunities for real-life exposure, according to previous studies in the last years.

Duolingo's learning algorithm is another reason that makes it effective. It tailors the complexity and vocabulary pool size to each student, individually containing a personalized learning path (Lu et al., 2023). With the in-built spaced-repetition and personalized feedback for users, Duolingo facilitates instances of both short-term memory retention and long-term vocabulary nurturing (Luo, 2022; Lu et al., 2023).

Recent studies in various educational contexts have shown that these adaptive technology-based practices enhance students' confidence and such measurable twice when they are word recognition speed and accuracy (Rouabhia & Kheder, 2024). Furthermore, Duolingo's multiple mode offering: listening, speaking, reading, and writing enriches learning experiences and caters to different learning styles (Li et al., 2022; Luo, 2022).

But the best fallouts are achieved when Duolingo is not used as an independent tool but as a helpful material to the regular classroom and teacher instructions (Nguyen, 2024; Pazmiño, 2023). The teacher's role to shape vocabulary context, endure learner motivation, and add communicative contexts that attach digital practice to real language use is vital. As Pullupaxi Galora (2023) reflected, these components are integrated Duolingo's flexible, adaptive and pleasing atmosphere becomes optimal, so that, leading to substantial and long-lasting positive effects on English vocabulary learning.

CHAPTER III

METHODOLOGY

3.1 Approach

The research approach used in this study is quantitative that depended on the analysis and collection of numerical data. The quantitative approach "uses data collection based on numerical measurement and statistical analysis to establish patterns of behavior and test theories" (Cueva Luza et al., 2023, p. 19). To this end, a structured vocabulary test was administered to all of the tenth-grade students in the target institution.

3.2 Research Modality

This study belongs to the **field research modality**, since the data was collected directly in the natural setting where the phenomenon under investigation will occur, rather than through laboratory simulations or secondary sources (Given, 2008).

3.3 Research Design and Type

The research was **applied**, as it was aimed to solve difficulties in a specific educational context, integrating knowledge from different areas (Rus Arias, 2020). The study is aligned with this design because the Duolingo application was incorporated into English classes as an innovative method to address the gaps in vocabulary learning.

Additionally, the study was **descriptive**, as it allowed the collection of information and the construction of a detailed overview of the phenomenon under analysis (Sirisilla, 2023). The results were represented in quantitative charts, analyzed, and interpreted to provide an accurate description of the effects of Duolingo use on students' vocabulary learning. Descriptive statistics were adopted to understand the results allowing the evaluation of the outcome of the intervention objectively within the selected educational setting.

In this study, the design and type of research provided a framework for the intervention phase which lasted 13 instructional days after the pre-test application. Participants were introduced to the Duolingo platform, guided in account creation, and trained in using it. During the intervention, students practiced vocabulary through Duolingo activities related with classroom content, under teacher supervision and support. Several Gamified elements included within the app such as points, levels, and feedback were used to promote engagement and autonomous learning.

After the intervention, the post-test was applied on day 15 using a similar version of the pre-test, but with different questions to avoid memorization effects. Then, descriptions of results based on quantitative data collected during pre-test and post-test were used in tables and figures, which were analyzed and interpreted to appropriately describe the effectiveness of the Duolingo implementation in enhancing students' vocabulary.

3.4 Study population and sample

The population consisted of 29 Students of tenth-grade at Unidad Educativa Cristiana "Nazareno", in the city of Riobamba in the Province of Chimborazo. Due to the manageable size of the population, the intact group was included as the sample in the study.

3.5 Techniques and instruments

3.5.1 Technique:

The **test technique** was employed, defined as a structured procedure used to collect information through predetermined questions, which will serve to identify the level of vocabulary knowledge of students before and after the intervention (McLeod, 2023).

3.5.2 Instruments:

- **Pre-test:** A pre-test is defined as an assessment instrument applied at the beginning of a research process to diagnose the initial level of knowledge of the participants (Fulcher & Davidson, 2007). In this study, the pre-test consisted of an adaptation of the Cambridge English Key (KET) A2 vocabulary examination, comprising six sections: (1) personality adjectives completion, (2) sports and places multiple-choice, (3) verb selection, (4) odd-one-out identification, (5) email gap-fill, and (6) vocabulary definitions matching, for a total of 34 points. The instrument was validated by experts to ensure content validity and A2 CEFR level alignment. (Fulcher & Davidson, 2007). In this study, it was used to determine the students' vocabulary level before the use of Duolingo.
- **Post-test:** A post-test is an assessment instrument applied after an educational intervention to measure the learning achieved by the participants (Fulcher & Davidson, 2007). In this study, the post-test consisted of an equivalent adaptation of the Cambridge English Key (KET) A2 model, modified with parallel items of equivalent difficulty to prevent memorization effects while maintaining structural comparability. The instrument preserved the same six-section format and 34-point total score, enabling valid comparison

before and after the Duolingo intervention. (Fulcher & Davidson, 2007). In this case, it was administered to measure the progress in vocabulary acquisition after the use of Duolingo.

Both instruments were validated by experts, for ensuring strong reliability, to extent their applicability in the selected educational context.

3.6 Data analysis and interpretation techniques

To accomplish the objectives, the results of this research were analyzed by means of descriptive statistics (mean, median, mode, standard deviation, range) with Excel spreadsheet. This tool allowed us to collect quantitative data to examine the data through tables and graphs. It permitted the comparison between the results obtained in the Pre-Test and Post-Test from the students at Unidad Educativa Cristiana “Nazareno” to demonstrate the effectiveness of Duolingo implementation to enhance English Vocabulary.

3.7 Ethical Considerations

Ethical principles were practiced throughout the research process. Before data collection, authorization was obtained from the school principal of Unidad Educativa Cristiana “Nazareno” to develop the study. The authorities informed parents about the purpose and procedures of the research in a general meeting, then permission was approved to implement the intervention with Duolingo platform.

Participation in the study was voluntary, and students were informed about the academic purpose of the activities. Confidentiality was also guaranteed by using codes instead of names in all records and analyses from students’ data. Finally, all information collected was used only for academic and research purposes, ensuring respect for participants of the study.

CHAPTER IV

RESULTS AND DISCUSSION

The data obtained from the pre-test and post-test were analyzed using descriptive statistics in three steps. The first and second steps were based on the original 34-points scale. Then, in the last step, scores were reported on a scale of 10 in accordance with the grading system established by the Ministerio de Educación del Ecuador (MINEDUC, 2023) official performance scale: Does Not Meet Required Learning (below 5), Approaching Required Learning (5–6), Meets Required Learning (7–8), and Masters Required Learning (9–10). Graphical representations were developed using Microsoft Excel to support data visualization and facilitate interpretation of results.

4.1 Pre-test Results

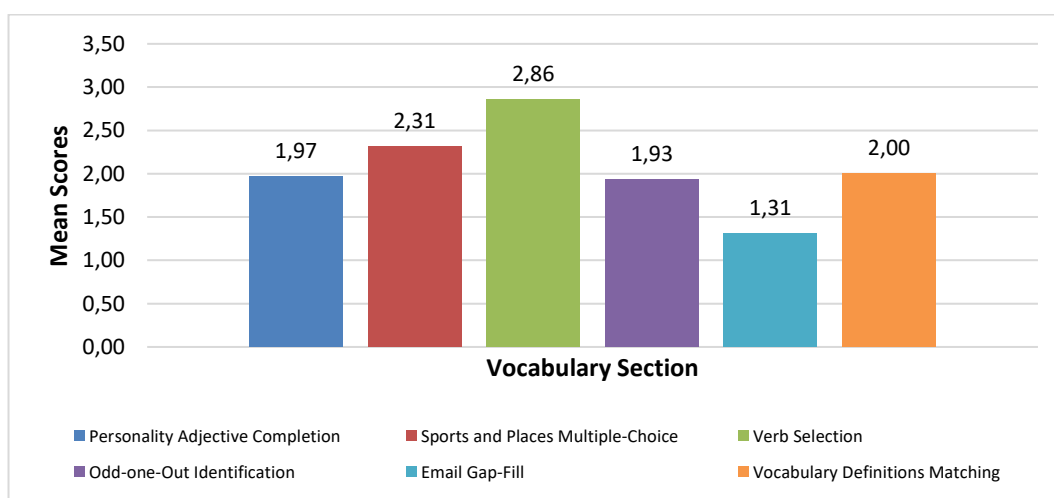
Results from the pre-test were described in three stages: by vocabulary section (over 34 points), overall pre-test performance (over 34 points), and distribution according to MINEDUC scale (over 10 points).

Table 1 Pre-test Results by Vocabulary Section

Vocabulary Section	Minimum	Maximum	Mean	Mode	Standard Deviation
Personality Adjective Completion	0	6	1.97	0	1.94
Sports and Places Multiple-Choice	0	6	2.31	2	1.37
Verb Selection	1	5	2.86	3	1.09
Odd-one-Out Identification	0	5	1.93	2	1.36
Email Gap-Fill	0	6	1.31	0	1.56
Vocabulary Definitions Matching	0	5	2.00	0	2.02

Note. N = 29. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Figure 1 Pre-test Results Distribution by Vocabulary Section



Note. N = 29. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Analysis: The students' performance in each section of the adapted KET vocabulary test before the intervention are presented in Table 1 and Figure 1. The highest mean score was obtained in Verb Selection ($M = 2.86$, $SD = 1.09$), followed by Sports and Places Multiple-Choice ($M = 2.31$, $SD = 1.37$) and Vocabulary Definitions Matching ($M = 2.00$, $SD = 2.02$). While lower performance was observed in Personality Adjective Completion ($M = 1.97$, $SD = 1.94$), Odd-One-Out Identification ($M = 1.93$, $SD = 1.36$), and Email Gap-Fill ($M = 1.31$, $SD = 1.56$). In addition, greater differences among participants' performance were identified in Vocabulary Definitions Matching with $SD = 2.02$.

Interpretation:

The results suggest that students had a limited vocabulary knowledge regarding the evaluated topics. The low performance in the Email Gap-Fill section shows difficulties applying vocabulary in communicative situations. In contrast the high performance in Verb Selection which may reflect better vocabulary knowledge in isolated terms practiced within classroom activities.

In particular, the Email Gap-Fill and Vocabulary Definitions Matching tasks showed the greatest dispersion in students' vocabulary performance. In these sections, the standard deviation was greater than the mean, which indicates variability in scores. This may be a consequence of some students achieving high scores while many others obtained very low scores.

Overall, the findings show weaknesses in both receptive and productive vocabulary, which supports the need for instructional strategies aimed at strengthening vocabulary acquisition.

Table 2 Descriptive Statistics of Overall Pre-test Scores

Statistic	Value
Mean	12.38
Median	11
Mode	7
Standard Deviation	5.88
Minimum	5
Maximum	28
Range	23

Note. $N = 29$. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Analysis:

The overall performance of students in the pre-test is presented in Table 2. The mean score was 12.38/34 points, while the median was 11 and the mode was 7. The standard deviation reflected a moderate variability with 5.88. The minimum was 5/34 points and the maximum was 28/34 points, so the range was 23 points.

Interpretation:

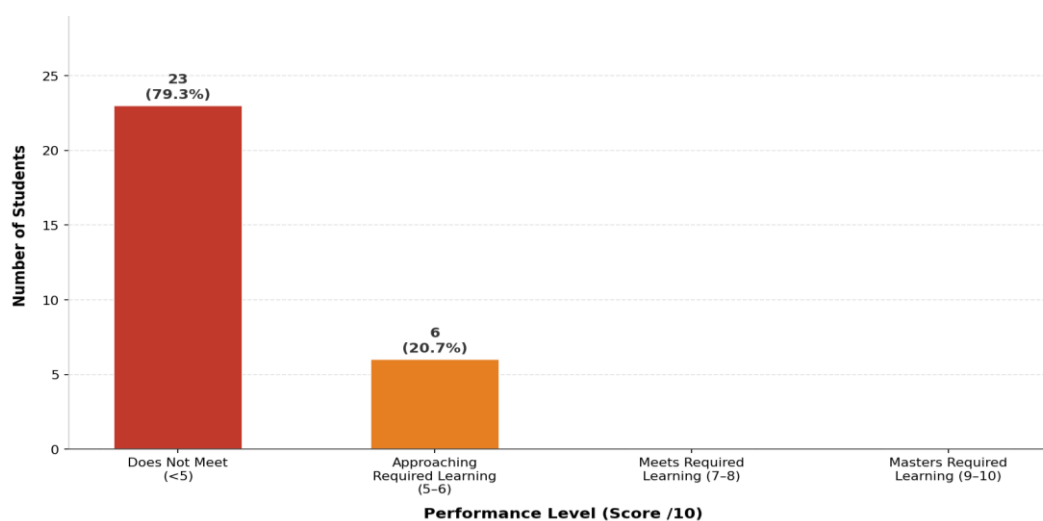
The overall descriptive statistics showed a low level of vocabulary knowledge before the intervention. The mean score suggested limited vocabulary ability among most participants. This was supported with the difference between minimum and maximum scores which produced a range of 23. However, the mean score was the most interesting statistic since it suggested low vocabulary acquisition as a common characteristic of the group.

Table 3 Pre-test Score Distribution According to MINEDUC Performance Scale

Performance Level (Score /10)	Number of Students
Does Not Meet (<5)	23
Approaching Required Learning (5–6)	6
Meets Required Learning (7–8)	0
Masters Required Learning (9–10)	0
TOTAL	29

Note. Performance levels were classified according to the official MINEDUC grading scale. Created by the author based on research data.

Figure 2 Pre-test Results by MINEDUC Performance Scale



Note. Created by the author based on information from Table 3

Analysis:

The pre-test results showed a mean score of 3.31/10 on the MINEDUC scale. As presented in Table 3 and Figure 2, 23 students (79.3%) did not reach the minimum required level (Does Not Meet, below 5/10), while 6 students (20.7%) were in the Approaching Required Learning level (5–6/10). No student reached the Meets Required Learning or Masters Required Learning performance levels.

Interpretation:

The frequency distribution confirms that the vast majority of students demonstrated insufficient English vocabulary knowledge prior to the intervention. The concentration of 79.3% below the minimum threshold indicates critically limited lexical development at the start of the academic period.

These results evidence that students initially had a very low level of English vocabulary, hindering effective communication in the classroom. This aligns with Nation (2013), who argues that limited vocabulary exposure at early stages restricts communicative competence, and with challenges in English instruction in Ecuador (MINEDUC, 2023).

4.2 Intervention Phase

After the application of the pre-test to determine initial vocabulary level, an intervention within 15 days was carried out with the tenth-grade students at Unidad Educativa Cristiana “Nazareno”. The intervention intended to strengthen English vocabulary acquisition through the use of the Duolingo app as a complementary learning tool.

Then, students were guided on the creation of Duolingo accounts, how to access, and how to use the platform. Within the instructional sessions, learners involved in activities focused on vocabulary development with Duolingo, practicing English expressions related to the contents viewed in class. The teacher provided support when necessary, and encouraged consistent practice during the intervention period.

The activities incorporated gamified elements such as points, levels, immediate feedback, and progress tracking, which promoted active participation and autonomous learning. Students were encouraged to complete vocabulary exercises regularly to reinforce vocabulary learned inside and outside the classroom.

On the fifteenth day, the post-test was applied using the same structure and scoring criteria as the pre-test, but with different questions, so students were able to apply their knowledge in any situation as constructivist theory proposes. This process allowed for a comparison of students' vocabulary performance before and after the pedagogical intervention with the Duolingo app.

4.3 Post-test Results

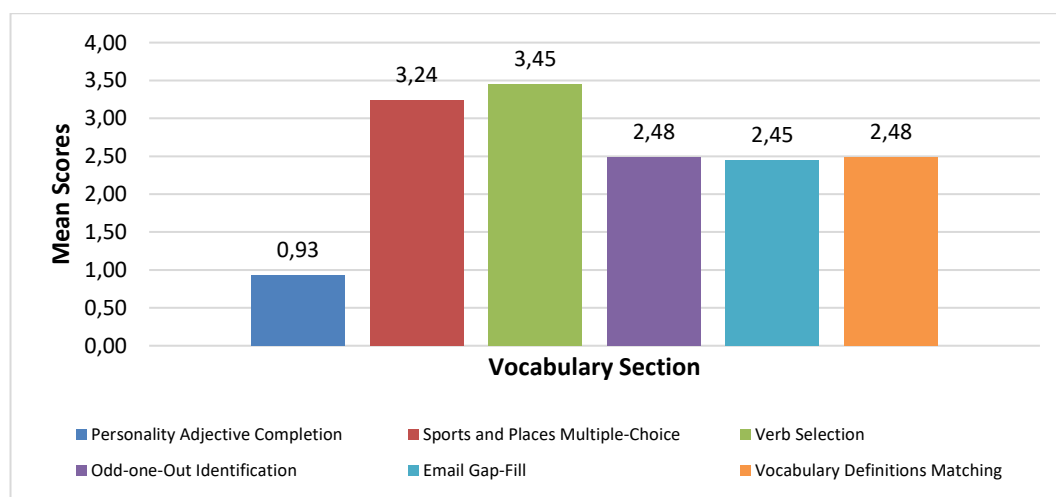
Following the same logic for pre-test analysis, results from the post-test were described in three stages: by vocabulary section (over 34 points), overall pre-test performance (over 34 points), and distribution according to MINEDUC scale (over 10 points).

Table 4 *Post-test Results by Vocabulary Section*

Vocabulary Section	Minimum	Maximum	Mean	Mode	Standard Deviation
Personality Adjective Completion	0	3	0.93	1	0.80
Sports and Places Multiple-Choice	0	5	3.24	4	1.27
Verb Selection	1	6	3.45	2	1.40
Odd-one-Out Identification	0	5	2.48	3	1.38
Email Gap-Fill	0	6	2.45	2	1.82
Vocabulary Definitions Matching	0	5	2.48	5	1.82

Note. N = 29. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Figure 3 *Post-test Results Distribution by Vocabulary Section*



Note. N = 29. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Analysis:

Table 4 and Figure 3 present students' performance by vocabulary section after the intervention with the Duolingo app. The greater mean score was observed in Verb Selection ($M = 3.45$, $SD = 1.40$), followed by Sports and Places Multiple-Choice ($M = 3.24$, $SD = 1.27$). Some

improvements were observed in Odd-One-Out Identification ($M = 2.48$, $SD = 1.38$), Vocabulary Definitions Matching ($M = 2.48$, $SD = 1.82$), and Email Gap-Fill ($M = 2.45$, $SD = 1.82$). The lowest mean score was registered in Personality Adjective Completion ($M = 0.93$, $SD = 0.80$). There were a moderate variability among students performance on vocabulary sections since standard deviations were ranged from 0.80 to 1.82.

Interpretation:

The post-test results suggest that students improved several sections of their vocabulary knowledge after the intervention with Duolingo. The greatest improvements were observed in sections that requires vocabulary recognition, contextual understanding, and specific vocabulary selection. Though, some categories are still challenging for participants, for instance Personality Adjective Completion. Overall, these results demonstrate a moderate vocabulary development compared with the pre-test.

Table 5 *Descriptive Statistics of Overall Post-test Scores*

Statistic	Value
Mean	15.03
Median	15
Mode	12
Standard Deviation	5.08
Minimum	5
Maximum	26
Range	21

Note. $N = 29$. Scores represent the performance obtained by students in each section of the adapted Cambridge English Key (KET) A2 vocabulary test over 34 points.

Analysis:

In Table 5, the descriptive statistics of the post-test scores are presented. The mean score increased to 15.03/34 points, while the median increased to 15 and mode to 12. The standard deviation decreased from 5.88 in the pre-test to 5.08 in the post-test. However, limit scores varied from the minimum of 5 to the maximum of 26 points, producing a range of 21 points.

Interpretation:

The measures of central tendency indicated a general improvement in students' vocabulary performance after the intervention with Duolingo app. The decrease in standard deviation also suggests that the students developed their vocabulary in a more similar way in comparison with

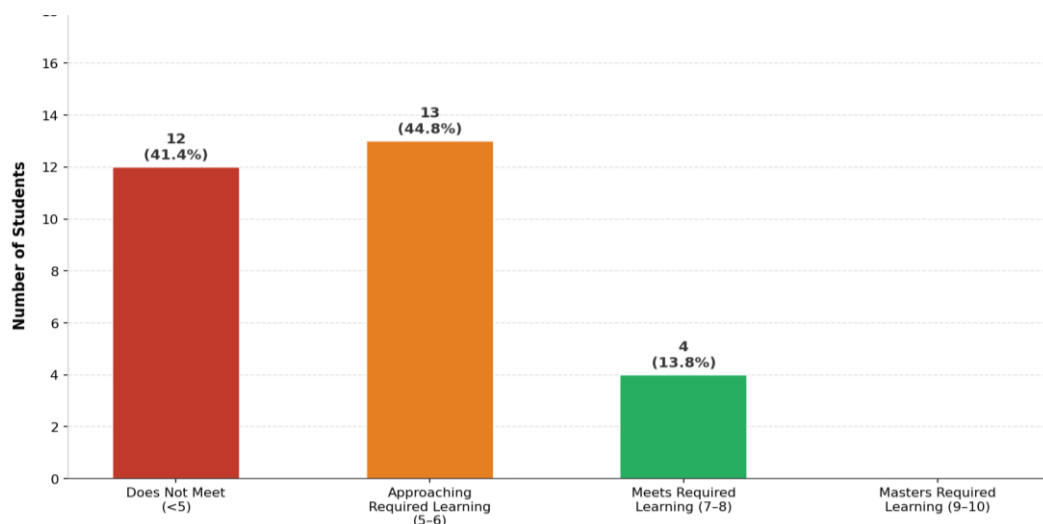
the pre-test. These findings offer evidence through descriptive statistics of positive vocabulary development of participants during the intervention period.

Table 6 Post-test Score Distribution According to MINEDUC Performance Scale

Performance Level (Score /10)	Number of Students
Does Not Meet (<5)	12
Approaching Required Learning (5–6)	13
Meets Required Learning (7–8)	4
Masters Required Learning (9–10)	0
TOTAL	29

Note. Created by the author based on research data.

Figure 4 Post-test Results by MINEDUC Performance Scale



Note. Created by the author based on information from Table 6

Analysis:

After the Duolingo intervention, the mean score increased to 4.96/10. As shown in Table 6 and Figure 4, 12 students (41.4%) remained below the minimum threshold; 13 students (44.8%) reached the approaching level (5-6/10); and 4 students (13.8%) achieved the meets required learning level (7-8/10). No student reached the mastery level.

The post-test distribution reflects notable improvement. The Does Not Meet category decreased from 79.3% to 41.4%; Approaching Required Learning increased from 20.7% to 44.8%; and 4 students (13.8%) newly reached the Meets Required Learning level, demonstrating the positive impact of the Duolingo intervention.

Interpretation:

The improvement confirms that Duolingo contributed meaningfully to vocabulary learning, consistent with Schmitt (2008), who highlights that repeated exposure and interactive practice are essential for vocabulary retention. Nevertheless, Duolingo should be complemented with additional instructional strategies to achieve higher levels of lexical proficiency (Rouabhia & Kheder, 2024).

4.4 Comparative Results: Pre-test and Post-test

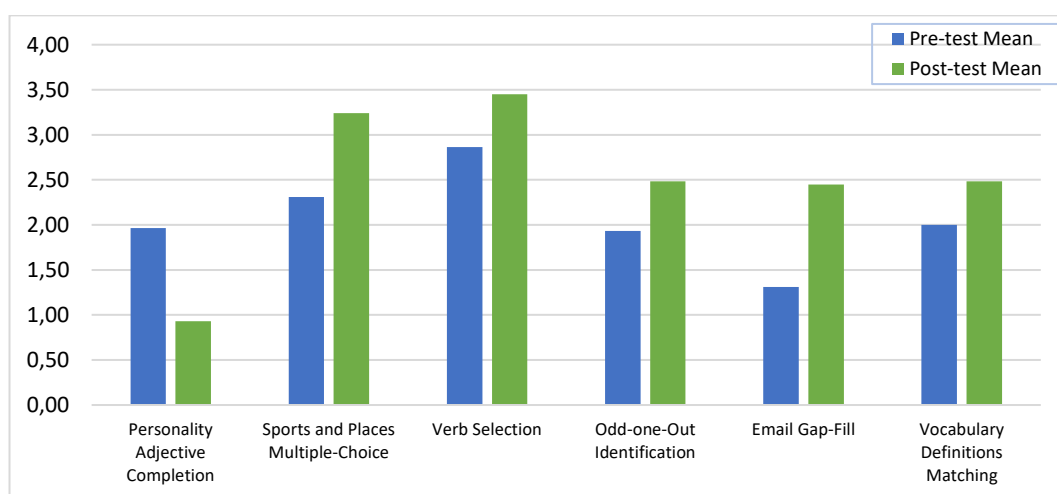
Results from both evaluation points were compared and described in three stages: by section, overall vocabulary performance, and comparison according to MINEDUC scale.

Table 7 Comparison of Vocabulary Section Scores in the Pre-test and Post-test

Vocabulary Section	Pre-test Mean	Post-test Mean	Difference
Personality Adjective Completion	1.97	0.93	-1.03
Sports and Places Multiple-Choice	2.31	3.24	+0.93
Verb Selection	2.86	3.45	+0.59
Odd-one-Out Identification	1.93	2.48	+0.55
Email Gap-Fill	1.31	2.45	+1.14
Vocabulary Definitions Matching	2.00	2.48	+0.48

Note. Differences represent the positive or negative variation in mean scores between the pre-test and post-test for each vocabulary section. Created by the author based on research data.

Figure 5 Means' Comparison of Vocabulary Section Scores



Note. Differences represent the positive or negative variation in mean scores between the pre-test and post-test for each vocabulary section. Created by the author based on research data.

Analysis:

Table 7 and Figure 5 show mean scores comparison across vocabulary sections before and after the intervention with Duolingo. Consistent improvements were observed in five out of six sections evaluated. The greatest increase occurred in Email Gap-Fill (+1.14 points), followed by Sports and Places Multiple-Choice (+0.93 points), Verb Selection (+0.59 points), Odd-One-Out Identification (+0.55 points), and Vocabulary Definitions Matching (+0.48 points). However, Personality Adjective Completion was the unique section that showed a decrease (-1.03 points).

Interpretation:

The comparative results suggest that the intervention with the app contributed to most dimensions of vocabulary learning in a positive manner. In particular, those sections that involves contextual vocabulary use and vocabulary recognition. The improvement observed in the Email Gap-Fill section is relevant because it was the section with the lowest mean in the pre-test. Although one section showed lower performance in the post-test than in the pre-test. However, the overall pattern indicates substantial progress across the most of vocabulary components evaluated.

Table 8 Comparison of Descriptive Statistics Between Pre-test and Post-test

Statistic	Pre-test	Post-test
Mean	12.38	15.03
Median	11	15
Mode	7	12
Standard Deviation	5.88	5.08
Minimum	5	5
Maximum	28	26
Range	23	21

Note. Statistics were calculated using total test scores over 34 points. Created by the author based on research data.

Analysis:

The comparison of the overall descriptive statistics obtained in both assessments is presented in Table 8. The mean score increased from 12.38 to 15.03 points. The median increased from 11 to 15 points and the mode rose from 7 to 12 points. Additionally, the standard deviation decreased from 5.88 to 5.08, and the range reduced from 23 to 21 points.

Interpretation:

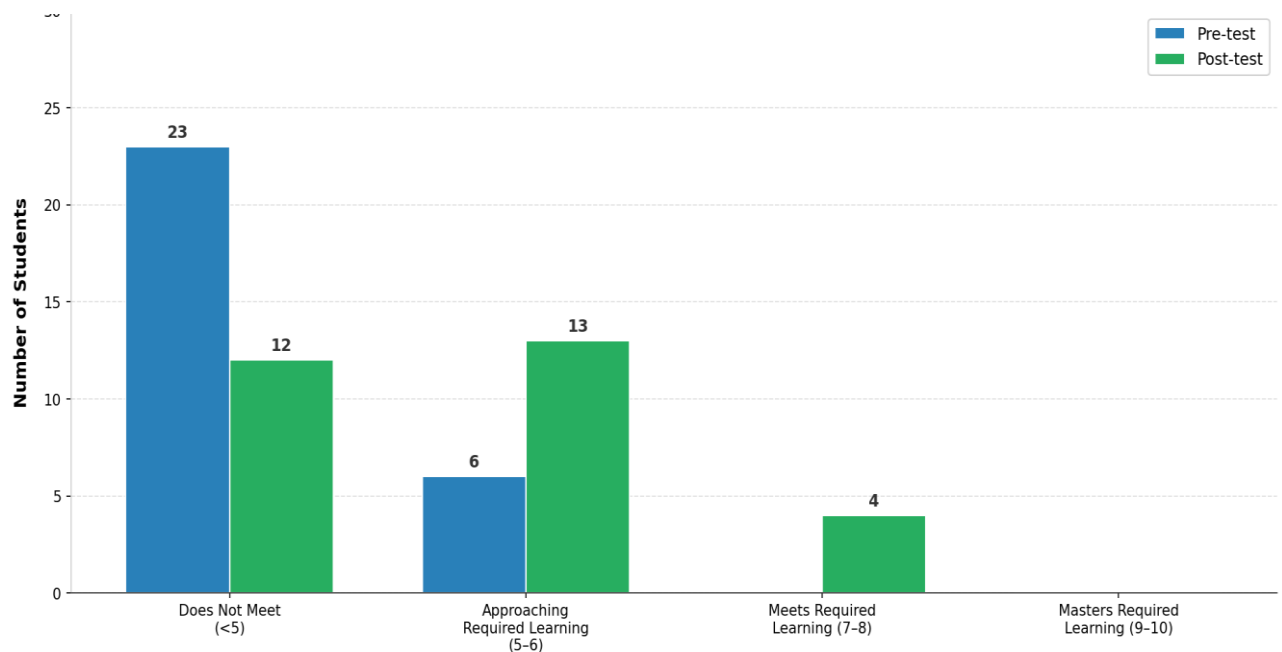
The increase in measures of central tendency suggest that students obtained a higher vocabulary scores after the intervention with the Duolingo platform. While, the reduction in dispersion measures suggests better uniformity among participants' performances after the intervention. In general, these results provide descriptive evidence that students not only improved their vocabulary knowledge but also performed similarly in their achievement after the usage of Duolingo platform.

Table 9 Comparative Pre-test and Post-test Results by MINEDUC

Performance Level (Score /10)	Pre-test	Post-test
Does Not Meet (<5)	23 (79.3%)	12 (41.4%)
Approaching Required Learning (5–6)	6 (20.7%)	13 (44.8%)
Meets Required Learning (7–8)	0 (0%)	4 (13.8%)
Masters Required Learning (9–10)	0 (0%)	0 (0%)
Mean Score /10	3.31	4.96

Note. Percentages represent the portion of students within each MINEDUC performance level before and after the intervention. Created by the author based on research data.

Figure 6 Comparative Pre-test and Post-test Results by MINEDUC Scale



Note. Created by the author based on information from Table 9

Analysis:

Table 9 and Figure 6 present a comparative view of pre-test and post-test results according to the MINEDUC performance scale. The mean score increased from 3.31/10 to 4.96/10, confirming the positive effectiveness of the Duolingo intervention across all performance categories.

Interpretation:

The change in the distribution of performance levels demonstrates positive progress in students' vocabulary acquisition. A significant number of learners moved from the lowest performance category to higher achievement levels, indicating improvement after the intervention. Even though, no student reached the Masters Required Learning category and the mean score persisted low. However, the overall distribution reflects important gains in vocabulary learning and supports the educational value of the Duolingo platform as a complementary instructional tool.

4.4 Discussion of Results

The findings demonstrate that Duolingo had a positive and measurable impact on students' English vocabulary acquisition. Prior to the intervention, 79.3% of students did not reach the minimum threshold (below 5/10), and no student achieved the Meets Required Learning or Masters Required Learning levels. After the intervention, the Does Not Meet category decreased to 41.4%, 44.8% progressed to the Approaching Required Learning level, and 13.8% reached the Meets Required Learning level.

These findings are consistent with previous studies which reported positive effects of Duolingo and other gamification apps on vocabulary learning. For instance, Sandoval et al. (2021) found significant vocabulary gains among Chilean secondary students after the integration of Duolingo platform into regular English instruction. In the same way, Garcia Botero et al. (2019) informed that students in a Colombian institution improved their vocabulary knowledge and increased their confidence in using English after involving in activities based on Duolingo platform.

Regarding the motivational dimension of Duolingo, the results also suggested that turning routine vocabulary practice into rewarding experiences with Duolingo fosters extrinsic motivation to sustain learners' engagement, as was reported by Bai et al. (2020), who concluded that gamified learning environments contribute to higher levels of vocabulary acquisition than traditional instruction due to the motivational features of digital platforms in line with behavioral reinforcement principles.

From a cognitive perspective, results showed that the interactive and adaptive nature of Duolingo promotes spaced repetition and contextual vocabulary practice, supporting retention through meaningful association as it was observed by Li et al. (2022), who also highlighted the importance of interactive activities, immediate feedback, and repeated exposure to target words as essential mobile apps features to support retention.

Furthermore, the study findings are related with Rouabhia and Kheder (2024) conclusions regarding measurable improvements which were identified in vocabulary performance when learners used adaptive digital applications that combined practice and continuous feedback. In the present study, participants engaged with Duolingo platform during a 13-day period of intervention, which may have contributed to the vocabulary gains observed after the post-test administration.

Duolingo should therefore be integrated with additional strategies such as contextualized vocabulary instruction, teacher-guided practice, and communicative activities to achieve higher levels of lexical mastery (Rouabhia & Kheder, 2024; Loewen et al., 2019).

Nevertheless, the mean post-test score of 4.96/10 remained below the Meets Required Learning threshold (7/10), and 41.4% of students still did not surpass the minimum requirement. This finding suggests that Duolingo contributed in a positive way to vocabulary development, although the intervention period may not have been enough to move towards higher levels of mastery. Comparable conclusions were reported by Loewen et al. (2019) and Rouabhia and Kheder (2024), who claimed that mobile apps are more effective when complemented with teacher-guided practice and communicative activities. For this reason, Duolingo should be considered a valuable tool to support classroom vocabulary instruction.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

It was evidenced that tenth-grade students at Unidad Educativa Cristiana "Nazareno" had a critically limited level of English vocabulary prior to the Duolingo intervention. Specifically, 79.3% of students scored below 5/10 on the MINEDUC performance scale, which confirms that their initial vocabulary knowledge was insufficient to support basic communicative competence in the English classroom. This finding confirms the lexical gap that limited students' communicative development and points to the need for targeted, technology-supported instruction.

It is concluded that the application of Duolingo as a gamified digital tool demonstrated effectiveness in improving students' English vocabulary acquisition. Through structured lesson plans incorporating repetition, immediate feedback, and adaptive exercises, students showed measurable progress throughout the intervention. The proportion of students in the Does Not Meet category decreased from 79.3% to 41.4%, while those reaching the Approaching Required Learning level increased from 20.7% to 44.8%, and 13.8% of students newly achieved the Meets Required Learning performance level — a result not observed prior to the intervention. These results indicate that Duolingo contributed to greater vocabulary engagement and more regular practice among students.

The evaluation of the Duolingo intervention confirmed that, while the platform produced significant vocabulary gains, further instructional support is needed for students to reach higher proficiency levels. The mean score improved from 3.31/10 to 4.96/10, and 58.6% of students reached or surpassed the Approaching Required Learning level after the intervention, compared to 20.7% before. However, the mean post-test score remains below the Meets Required Learning threshold (7/10), and 41.4% of students did not surpass the minimum required level, indicating that Duolingo alone is insufficient for achieving full lexical mastery. These results suggest that, while Duolingo supports vocabulary learning, its effectiveness increases when used alongside teacher-guided activities and communicative tasks.

5.2 RECOMMENDATIONS

English teachers should conduct systematic vocabulary diagnostic assessments at the beginning of each academic period, using instruments aligned with the MINEDUC performance scale. This practice allows educators to identify specific lexical gaps in their students and adjust their teaching to address the specific vocabulary gaps of each group.

English teachers are encouraged to formally integrate Duolingo into regular classroom instruction as a complementary digital tool. Establishing structured daily or weekly practice routines, combined with consistent monitoring of student participation, ensures meaningful and sustained engagement throughout the academic period and maximizes the platform's pedagogical potential.

To further strengthen vocabulary acquisition, Duolingo should be complemented with additional instructional strategies such as contextualized vocabulary activities, communicative tasks, and teacher-guided practice. This combined approach can help students move toward higher performance levels on the MINEDUC grading scale. Future research should consider larger sample sizes, longer intervention periods, and other language skills for more comprehensive and generalizable results.

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ANEXES

UNIDAD EDUCATIVA CRISTIANA “NAZARENO”

General Objective:

To determine the effectiveness of the Duolingo platform in strengthening English vocabulary acquisition among tenth-grade students at Unidad Educativa Cristiana “Nazareno” during the academic period 2025-2026.

Specific Objective:

To diagnose the level of English vocabulary among the study population and identify the limitations that hinder its development.

Teacher: Lady Orozco

PRE-TEST

Module 1 Vocabulary Assessment: Work, Play, and Family

Level: A2 (Elementary) **Time:** 40 Minutes **Total Score:** ____ / 34

NAME AND SUBNAME: _____ **COURSE:** _____

Part 1: Personality

Instructions: Read and complete the sentences with a word from the box. There are **two** extra words.

Words: selfish, messy, patient, hardworking, noisy, helpful, polite, organised

1. My brother never cleans his room. His clothes are always on the floor. He is _____.
2. Sarah studies every day and has a job. She is very _____.
3. Don't be _____! You must share your toys with your cousin.
4. Tom helped the teacher clean the board. He is a very _____ student.
5. I can't study. The neighbors are playing loud music. They are too _____.
6. Please wait for the doctor. Don't be angry; you must be _____.

(Score: ____ / 6)

Part 2: Sports and Places

Instructions: Choose the correct option (A, B, or C).

7. In this sport, you use a bow to shoot arrows at a _____.
 - A) Fencing
 - B) Archery
 - C) Broomball
8. We play football or rugby on a large grass_____.

- A) court
 - B) rink
 - C) pitch
9. You wear a mask and use a sword for this sport.
- A) Fencing
 - B) Diving
 - C) Go-karting
10. To play ice hockey or go skating, you go to the _____.
- A) track
 - B) rink
 - C) court
11. _____ is a team sport played indoors with a plastic ball and sticks.
- A) Floorball
 - B) Jet-skiing
 - C) Kickboxing
12. Athletes run around a _____ in the Olympic games.
- A) pitch
 - B) track
 - C) pool

(Score: ____ / 6)

Part 3: Verbs

Instructions: Circle the correct word.

13. Can I **borrow/lend** your blue T-shirt? I will give it back tomorrow.
14. My sister always **makes/does** excuses when she doesn't want to wash dishes.
15. I didn't have a racquet, so John **lent/borrowed** me his.
16. The team **captain/boss** told the players to run faster.
17. It is important to **do/make** your homework before you play games.
18. In Broomball, players use a broom to **hit/kick** the ball.

(Score: ____ / 6)

Part 4: Odd One Out

Instructions: Circle the word that does **NOT** belong in the group.

19. **Water Sports:** Diving / Jet-skiing / Archery / Swimming
20. **Family:** Cousin / Aunt / Neighbor / Nephew
21. **Equipment:** Stick / Puck / Helmet / Pitch
22. **Adjectives (+):** Polite / Rude / Helpful / Patient
23. **Fighting Sports:** Kickboxing / Fencing / Wrestling / Floorball

(Score: ____ / 5)

Part 5: Email

Instructions: Fill in the gaps using the words in the box.

Words: court, rude, cousin, equipment, joined, used to

Hi Sam,

Guess what? I (24) _____ play basketball, but I stopped. I wanted to try something new, so I (25) _____ a new club at school. Now I play floorball!

We play in the gym, on a basketball (26)_____. You don't need expensive (27)_____, just a stick and a ball. My (28)_____ Mark plays with me. He is nice, but sometimes he gets angry. I told him not to be (29)_____ to other players.

Write soon,

Julie 72

(Score: ____ / 6)

Part 6: Definitions

Instructions: Match the sentence with the correct word.

Definition	Word
30. Someone who only thinks about themselves.	C. Selfish
31. A person who is tidy and plans things.	B. Organized
32. Racing in small motor vehicles.	A. Go-karting
33. A family lunch or dinner where you eat together.	E. Dinner
34. A party when you move into a new home ⁸⁴ .	D. Housewarming

(Score: ____ / 5)

Student Signature,

UNIDAD EDUCATIVA CRISTIANA "NAZARENO"

General Objective:

To determine the effectiveness of the Duolingo platform in strengthening English vocabulary acquisition among tenth-grade students at Unidad Educativa Cristiana "Nazareno" during the academic period 2025-2026.

Specific Objective:

To evaluate the effectiveness of the Duolingo platform and the progress in students' English vocabulary learning.

Teacher: Lady Orozco

POST-TEST

Module 1 Vocabulary Assessment: Work, Play, and Family

Level: A2 (Elementary)

Time: 40 Minutes

Total Score: ____ / 34

NAME: _____

COURSE: _____

DATE: _____

Part 1: Personality

Instructions: Read the sentences and complete them with a word from the box. There are **two** extra words.

(Score: ____ / 6)

Words:	lazy	clever	friendly	noisy	serious	shy	tidy	polite

1. My cousin doesn't like meeting new people. He is very _____.
2. Our teacher is _____; she knows the answer to every question!
3. Please clean your room! It is not _____; there are clothes everywhere.
4. My brother never does his homework and sleeps all day. He is _____.
5. You must be _____ when you speak to older people. Say "please."
6. The neighbors are having a party. They are very _____ tonight!

Part 2: Sports and Places

Instructions: Choose the correct option (A, B, or C).

(Score: ____ / 6)

7. We play **volleyball** or **basketball** on a _____.
A) rink
B) court
C) track
8. You need a **helmet** and a **bicycle** for _____.
A) Cycling
B) Diving
C) Fencing
9. We go to the _____ to play **ice hockey**.
A) pitch
B) gym
C) rink
10. In this sport, you **hit** a small ball into a hole.
A) Golf
B) Judo
C) Windsurfing
11. To go **surfing**, you need to be at the _____.
A) pool
B) beach
C) stadium
12. **Football** (Soccer) is played on a grass _____.
A) court
B) pitch
C) track

Part 3: Verbs

Instructions: Circle the correct word to complete the sentence.

(Score: ____ / 6)

13. I didn't have a pen, so Maria (**borrowed** / **lent**) me hers.
14. Please, can you (**do** / **make**) me a big favor?
15. The players must (**catch** / **kick**) the ball with their feet.
16. My father (**does** / **makes**) dinner for us every Friday.
17. In baseball, you use a bat to (**hit** / **throw**) the ball.
18. I need to (**borrow** / **lend**) your book; I will return it tomorrow.

Part 4: Odd One Out

Instructions: Circle the word that does **NOT** belong in the group.

(Score: ____ / 5)

- 19. **Family:** Nephew / Niece / Neighbor / Grandson
- 20. **Water Sports:** Surfing / Swimming / Diving / Karate
- 21. **Equipment:** Racket / Bat / Stick / Stadium
- 22. **Personality (+):** Friendly / Rude / Helpful / Clever
- 23. **Actions:** Run / Jump / Helmet / Swim

Part 5: Email

Instructions: Complete the email using the words in the box.

(Score: ____ / 6)

Words:	joined	equipment	fun	team	match	park
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Subject: My new hobby!

Hi Sarah,

Guess what? I (24) _____ a new sports club at school! We play baseball every Tuesday afternoon.

We usually play at the big (25) _____ near the city center. It is very green and beautiful. I am on the "Red Tigers" (26) _____.

You don't need to buy expensive (27) _____ like bats or helmets because the school gives them to us.

Last week, we played a big (28) _____ against another school. We lost, but it was really (29) _____!

See you soon,

David

Part 6: Definitions

Instructions: Match the definition with the correct word.

(Score: ____ / 5)

Definition	Word
30. A person who helps others.	A. Noisy
31. A meal you eat in the middle of the day.	B. Lunch
32. Someone who makes a lot of loud sounds.	C. Helpful
33. A game played on ice with brooms.	D. Broomball
34. The son of your brother or sister.	E. Nephew

Student Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		20/01/2026	
Area		Foreing Language	Grade	TENTH EGB		Parallel	“A”
SUBJECT		English		PERIOD		40 Minutes	
OBJECTIVES		General					
		To determine the effectiveness of the Duolingo platform in strengthening English vocabulary acquisition among tenth-grade students at Unidad Educativa Cristiana “Nazareno” during the academic period 2025-2026.					
		Specific					
		To diagnose the level of English vocabulary among the study population and identify the limitations that hinder its development.					

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Reading comprehension Word meaning identification Basic lexical usage	Warm-up (5 min) Teacher greets students and explains the purpose of the diagnostic test. Clarifies that this is not graded but used for research purposes Pre-Activity (5 min) Instructions are explained clearly. Teacher reminds students to read carefully and answer individually. While-Activity (20 min) Students complete the Pre-Test individually. Parts include: ○ Personality vocabulary ○ Sports and places ○ Verbs ○ Odd one out ○ Email completion ○ Definitions Post-Activity (5 min) Students review answers briefly. Assessment (5 min) Teacher collects tests for scoring and later quantitative analysis using descriptive statistics.	Printed Pre-Test Pens Attendance sheet	Individual work Silent environment No external support

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		02/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		“A”	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will begin Stage 1 in Duolingo and recognize basic vocabulary through guided practice.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Listening Reading	Warm-up (5 min) Teacher greets students and explains the purpose of the diagnostic test. Clarifies that this is not graded but used for research purposes Pre-Activity (5 min) Instructions are explained clearly. Teacher reminds students to read carefully and answer individually. While-Activity (20 min) Students complete the Pre-Test individually. Parts include: ○ Personality vocabulary ○ Sports and places ○ Verbs ○ Odd one out ○ Email completion ○ Definitions Post-Activity (5 min) Students review answers briefly. Assessment (5 min) Teacher collects tests for scoring and later quantitative analysis using descriptive statistics.	Printed Pre-Test Pens Attendance sheet	Individual work Silent environment No external support

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		03/02/2026			
Area		Foreign Language	Grade	TENTH EGB		Parallel		"A"	
SUBJECT			English		PERIOD			40 Minutes	
OBJECTIVE		Students will continue progressing in Stage 1 vocabulary lessons.							

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Listening Reading	Warm-up (5 min) Students log into Duolingo. Review of goals and XP system. Pre-Activity (5 min) Explanation of daily goal: Complete 1 lesson from Stage 1. While-Activity (20 min) Students complete first lessons of Stage 1. Post-Activity (5 min) Students check accuracy and XP Assessment (5 min) Teacher records lesson completion and performance.	Cellphones Duolingo App Internet	Gamification (XP, hearts, streaks) Immediate feedback Repetition Adaptive learning

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher`s name		Lady Orozco		Date		04/02/2026			
Area		Foreing Language	Grade		TENTH EGB		Parallel	“A”	
SUBJECT			English		PERIOD			40 Minutes	
OBJECTIVE		Students will complete Stage 1 of Duolingo and reinforce basic vocabulary through structured digital practice.							

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Reading, Listening, Vocabulary Recognition	Warm-up (5 min) Students log into Duolingo and review their progress percentage in Stage 1. Pre-Activity (5 min) Teacher sets the goal: Complete remaining lessons of Stage 1. While-Activity (20 min) Students complete the pending levels of Stage 1. Strategies applied: - o Spaced repetition - o Immediate automated feedback - o Gamification (XP and streak maintenance) - o Adaptive learning system Post-Activity (5 min) Students verify completion of Stage 1 and check XP gained. Assessment (5 min) Teacher records.	Cellphones Duolingo App Internet	Stage 1 completion confirmation Accuracy percentage Engagement level

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Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher`s name		Lady Orozco	Date		05/02/2026	
Area	Foreing Language	Grade	TENTH EGB	Parallel		“A”
SUBJECT		English	PERIOD		40 Minutes	
OBJECTIVE		Students will begin Stage 2 and recognize new vocabulary through Duolingo’s adaptive exercises.				

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Listening comprehension, Vocabulary identification	Warm-up (5 min) Review of XP and streak motivation. Pre-Activity (5 min) Explanation that students are starting Stage 2. While-Activity (20 min) Students complete first two lessons of Stage 2. Strategies: ○ Multimodal input (audio + text) ○ Visual-word association ○ Immediate corrective feedback ○ Gamified reinforcement Post-Activity (5 min) Students check progress percentage (approximately 10–15% of Stage 2). Assessment (5 min) Progress registered in teacher monitoring sheet.	Cellphones Duolingo App Internet	Stage 1 completion confirmation Accuracy percentage Engagement level

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

UNIDAD EDUCATIVA CRISTIANA “NAZARENO”

2025-2026

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		06/02/2026				
Area		Foreing Language	Grade	TENTH EGB		Parallel		“A”		
SUBJECT			English		PERIOD			40 Minutes		
OBJECTIVE		Students will reach approximately 25% completion of Stage 2 vocabulary.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Listening comprehension, Vocabulary identification	Warm-up (5 min) Review of XP and streak motivation. Pre-Activity (5 min) Goal setting (reach 25%). While-Activity (20 min) Students' completion of assigned lessons. Post-Activity (5 min) Students check progress percentage and XP comparison. Assessment (5 min) Record progress and accuracy	Cellphones Duolingo App Internet	Autonomous learning Repetition Error-based correction Motivation through leaderboard

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

UNIDAD EDUCATIVA CRISTIANA “NAZARENO”

2025-2026

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher`s name		Lady Orozco	Date		09/02/2026	
Area	Foreing Language	Grade	TENTH EGB	Parallel		“A”
SUBJECT		English	PERIOD		40 Minutes	
OBJECTIVE		Students will reinforce vocabulary retention and reach 35–40% of Stage 2.				

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Listening comprehension Reading comprehension Basic sentence construction	Warm-up (5 min) Students log into Duolingo and review their progress percentage and XP accumulated. Pre-Activity (5 min) Teacher establishes the goal of reaching 50% completion of Stage 2. While-Activity (20 min) Students complete new vocabulary lessons in Stage 2 individually. The Duolingo adaptive system adjusts difficulty according to student performance. Students receive immediate feedback and correct their errors in real time, reinforcing lexical retention. Post-Activity (5 min) Students review accuracy. Assessment (5 min) Teacher records Stage 2 progression.	Cellphones Duolingo App Internet	Gamification (XP and streaks) Spaced repetition Immediate corrective feedback Autonomous learning

REVISED BY:	CREATED BY
Teacher`s Name: PhD. Monica Tores	Student`s Name: Lady Orozco
Signature:	Signature:

UNIDAD EDUCATIVA CRISTIANA “NAZARENO”

2025-2026

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		10/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		"A"	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will strengthen lexical accuracy and reach approximately 60% of Stage 2 completion.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Listening discrimination Vocabulary retention Reading comprehension Word-context association	Warm-up (5 min) Students review previously incorrect answers using practice mode. Pre-Activity (5 min) Goal setting: advance to 60%. While-Activity (20 min) Students' complete translation, matching, and listening exercises in Stage 2. The platform reinforces vocabulary through repetition and contextualized sentences. Students interact with audio-text combinations to enhance comprehension and memory consolidation. Post-Activity (5 min) Students review accuracy. Assessment (5 min) Accuracy monitoring and progress chart update.	Cellphones Duolingo App Internet	Immediate feedback Multimodal input Adaptive review system Gamified reinforcement

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

UNIDAD EDUCATIVA CRISTIANA “NAZARENO”

2025-2026

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		11/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		"A"	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will reach approximately 70% completion of Stage 2 vocabulary content.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Listening comprehension Reading accuracy Lexical recall	Warm-up (5 min) Students check XP ranking. Pre-Activity (5 min) Teacher sets completion target. While-Activity (20 min) Students complete assigned levels in Stage 2. The adaptive algorithm identifies weak vocabulary and reinforces it automatically. Students repeat incorrect items until mastery is demonstrated. Post-Activity (5 min) Students review accuracy rate. Assessment (5 min) Progress registration.	Cellphones Duolingo App Internet	Error-based repetition Spaced repetition system Self-paced learning Gamification

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		12/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		“A”	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will advance to approximately 80% completion of Stage 2.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary consolidation Listening comprehension Sentence completion Lexical accuracy	Warm-up (5 min) Review of Stage 2 percentage. Pre-Activity (5 min) Teacher activates personalized practice objective. While-Activity (20 min) Students complete Duolingo personalized practice sessions. The system selects vocabulary previously answered incorrectly. Students strengthen retention through repeated exposure and contextual usage. Post-Activity (5 min) Students reflect on improved accuracy. Assessment (5 min) Teacher compares performance improvement.	Cellphones Duolingo App Internet	Adaptive learning Immediate correction Spaced repetition Autonomous engagement

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		13/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		“A”	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will reach approximately 90% completion of Stage 2.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary mastery Listening accuracy Reading precision Lexical recall	Warm-up (5 min) Login and review completion percentage Pre-Activity (5 min) Teacher sets 90% target. While-Activity (20 min) Students complete remaining vocabulary lessons. Duolingo reinforces previous errors through adaptive repetition. Students demonstrate increased fluency in recognizing word meanings. Post-Activity (5 min) Students verify percentage achieved. Assessment (5 min) Teacher confirms 90% completion.	Cellphones Duolingo App Internet	Adaptive learning Immediate correction Spaced repetition Autonomous engagement

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		16/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		“A”	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will reach approximately 90% completion of Stage 2.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recognition Listening comprehension Reading comprehension Contextual word identification Lexical retention	Warm-up (5 min) Login and review completion percentage Pre-Activity (5 min) Teacher sets 90% target. Students are reminded to focus on accuracy rather than speed. While-Activity (20 min) Students complete new vocabulary lessons within Stage 2. The Duolingo adaptive algorithm adjusts the level of difficulty according to each student's previous performance. Vocabulary items previously answered incorrectly reappear through spaced repetition. Post-Activity (5 min) Students verify percentage achieved. Assessment (5 min) The teacher records:	Cellphones Duolingo App Internet	Spaced repetition system Adaptive learning technology Immediate automated feedback Gamified motivation (XP, streak maintenance) Self-regulated learning

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher`s name		Lady Orozco	Date		17/02/2026	
Area	Foreing Language	Grade	TENTH EGB	Parallel		“A”
SUBJECT		English	PERIOD		40 Minutes	
OBJECTIVE		Students will reach approximately 90% completion of Stage while consolidating newly acquired vocabulary.				

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recall Listening discrimination Reading accuracy Lexical application in context	Warm-up (5 min) Students log in and review their XP gained from the previous session. Pre-Activity (5 min) The teacher sets the goal of reaching 90% completion and reminds students to maintain concentration. While-Activity (20 min) Exercises include listening to short sentences, identifying correct vocabulary options, and completing written phrases. This promotes deeper lexical processing and retention. Post-Activity (5 min) Students verify achievement of 90% completion. Assessment (5 min) Teacher updates monitoring chart and evaluates improvement in accuracy.	Cellphones Duolingo App Internet	Error-based repetition Multimodal vocabulary exposure Immediate feedback Gamification elements Autonomous engagement

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		18/02/2026			
Area		Foreing Language	Grade	TENTH EGB		Parallel		“A”	
SUBJECT			English		PERIOD			40 Minutes	
OBJECTIVE		Students will complete 100% of Stage 2 vocabulary content through structured digital practice.							

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary mastery Listening comprehension Reading comprehension Contextual understanding	Warm-up (5 min) Students review progress and remaining units. Pre-Activity (5 min) The teacher explains that this session will complete Stage 2 entirely. While-Activity (20 min) Students complete the final lessons of Stage 2. All remaining vocabulary clusters are practiced through Duolingo's interactive system. Post-Activity (5 min) Students confirm 100% completion and total XP gained. Assessment (5 min) Teacher updates monitoring chart and evaluates improvement in accuracy.	Cellphones Duolingo App Internet	Adaptive reinforcement Gamified achievement Immediate corrective feedback Autonomous digital learning

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

LEARNING OF SKILLS AND PERFORMANCE DESCRIPTORS									
Teacher's name		Lady Orozco		Date		19/02/2026			
Area		Foreing Language	Grade	TENTH EGB		Parallel		“A”	
SUBJECT			English		PERIOD			40 Minutes	
OBJECTIVE		Students will consolidate and reinforce vocabulary learned throughout Stage 2 using personalized practice mode.							

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary consolidation Listening comprehension Lexical retention Reading precision	Warm-up (5 min) Students review total XP and streak continuit Pre-Activity (5 min) Teacher explains the importance of reinforcement before final evaluation. While-Activity (20 min) Students complete a full personalized practice session in Duolingo. The adaptive algorithm selects vocabulary previously identified as weak areas. Students engage in repeated contextual exposure, listening exercises, and translation tasks. This reinforces long-term retention and strengthens lexical stability. Post-Activity (5 min) Students reflect on improvement and accuracy. Assessment (5 min) Teacher monitors stability of vocabulary retention.	Cellphones Duolingo App Internet	Spaced repetition Adaptive review system Immediate feedback Autonomous learning

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		20/02/2026					
Area		Foreing Language		Grade		TENTH EGB		Parallel		“A”	
SUBJECT			English			PERIOD			40 Minutes		
OBJECTIVE			Students will strengthen vocabulary recall and contextual accuracy before the final assessment.								

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES	STRATEGY
Vocabulary recall Listening comprehension Lexical accuracy Reading comprehension	Warm-up (5 min) Students log in and review overall Stage 2 completion. Pre-Activity (5 min) Teacher explains that this is the final reinforcement session before the post-test. While-Activity (20 min) Students complete comprehensive practice sessions covering mixed vocabulary from all Stage 2 units. The system randomly selects vocabulary clusters, ensuring full lexical coverage. Students demonstrate improved speed, accuracy, and contextual understanding. Repeated exposure and automated correction promote cognitive consolidation of vocabulary items. Post-Activity (5 min) Students reflect on progress since the pre-test. Assessment (5 min) Teacher registers final practice performance before post-test.	Cellphones Duolingo App Internet Paper Pencil	Comprehensive review Adaptive reinforcement Gamified motivation Autonomous digital practice

REVISED BY:	CREATED BY
Teacher's Name: PhD.Monica Tores	Student's Name: Lady Orozco
Signature:	Signature:

PLANNING OF SKILLS AND PERFORMANCE DESCRIPTORS

Teacher's name		Lady Orozco		Date		24/02/2026			
Area		Foreing Language	Grade	TENTH EGB		Parallel		“A”	
SUBJECT			English		PERIOD			40 Minutes	
OBJECTIVE		To evaluate the effectiveness of the Duolingo platform and the progress in students' English vocabulary learning.							

SKILLS AND PERFORMANCE DESCRIPTOR	LEARNING ACTIVITIES/TIME	RESOURCES
Vocabulary recognition Lexical retention Reading comprehension Contextual word usage	Warm-up (5 min) Teacher explains the purpose of the post-test and its importance for measuring progress. Pre-Activity (5 min) Instructions are clarified. Students are reminded to work independently without digital assistance. While-Activity (20 min) Students complete the post-test individually under supervised conditions. The assessment includes vocabulary sections similar in structure to the pre-test to allow valid comparison of results. Post-Activity (5 min) Students briefly review answers. Assessment (5 min) Teacher collects tests for scoring and later comparison with pre-test results using quantitative analysis.	Printed post-test Pens Attendance sheet

REVISED BY:	CREATED BY
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Signature:	Signature: