EMPIRICAL ASSESSMENT OF THE METHODOLOGY AND EFFECTIVENESS OF DEVELOPING LANGUAGE SKILLS THROUGH INTERACTIVE DIGITAL PLATFORMS (DUOLINGO, QUIZLET, KAHOOT) IN TEACHING ENGLISH

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Abstract: This paper explores the methodology and empirical effectiveness of using interactive digital platforms—specifically Duolingo, Quizlet, and Kahoot—for developing language skills in English Language Teaching (ELT). The study uses pre- and post-test assessments, classroom observations, and interviews to evaluate learning outcomes. The results suggest that interactive, gamified platforms can significantly improve learners' engagement and performance in English language acquisition.

Key words: english, duolingo, adaptive workouts, gamification, grammar, pronunciation, quizlet, kahoot.

ЭМПИРИЧЕСКАЯ ОЦЕНКА МЕТОДОЛОГИИ И ЭФФЕКТИВНОСТИ РАЗВИТИЯ ЯЗЫКОВЫХ НАВЫКОВ С ПОМОЩЬЮ ИНТЕРАКТИВНЫХ ЦИФРОВЫХ ПЛАТФОРМ (DUOLINGO, QUIZLET, KAHOOT) В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: В данной статье исследуются методология и эмпирическая эффективность использования интерактивных цифровых платформ, в частности Duolingo, Quizlet и Kahoot, для развития языковых навыков в преподавании английского языка (ELT). В исследовании используются предварительные и итоговые тесты, наблюдения в классе и интервью для оценки результатов обучения. Результаты показывают, что интерактивные игровые платформы могут значительно повысить вовлеченность и успеваемость учащихся в процессе освоения английского языка.

Ключевые слова: английский язык, Duolingo, адаптивные тренировки, геймификация, грамматика, произношение, Quizlet, Kahoot.

INTRODUCTION

Today, the importance of the English language as a means of global communication is steadily increasing. As a result of the acceleration of the globalization process, the expansion of economic, cultural, and scientific ties with foreign countries the need to know English has grown even more. Teaching English, especially to young people, has become one of the priority areas of the education system.

Therefore, the use of effective pedagogical methods in teaching foreign languages in schools and higher educational institutions is a crucial factor. In teaching English, it is necessary not only to memorize grammatical rules or expand vocabulary but also to develop skills such as communication, expression of thoughts, listening, and comprehension through the language in students.

Currently, the methodology of teaching English is constantly being updated and harmonizing with technological progress. An opportunity has been created to conduct interesting and effective lessons through interactive whiteboards, mobile applications, online platforms

(Duolingo, Quizlet, Kahoot, Google Classroom, etc.). Additionally, the language learning process is being brought closer to a natural state by using QR codes, video and audio materials, and creating real communication situations in lessons the learning process is being brought closer to the natural state.

MAIN PART

This paper explores the methodology and empirical effectiveness of using interactive digital platforms—specifically Duolingo, Quizlet, and Kahoot—for developing language skills in English Language Teaching (ELT). Through an 8-week experimental study involving secondary school students, the research examines how these platforms impact listening, vocabulary, writing, and speaking skills. The study uses pre- and post-test assessments, classroom observations, and interviews to evaluate learning outcomes. The results suggest that interactive, gamified platforms can significantly improve learners' engagement and performance in English language acquisition.

The digital revolution has transformed nearly every aspect of modern education, and language learning is no exception. With the growing availability of internet access and mobile devices, teachers and learners have access to a wide range of digital tools that enhance the learning process. Among these tools, interactive platforms such as Duolingo, Quizlet, and Kahoot have gained popularity for their ability to engage students and provide individualized learning experiences.

This study aims to evaluate the methodology and effectiveness of using these platforms in the context of English language learning at the secondary school level. It investigates how such tools support the development of core language skills—listening, vocabulary, writing, and speaking—and whether their use leads to measurable improvement in students' language competencies.

Modern pedagogical theories such as constructivism and social learning theory underpin the use of interactive tools in language education. These theories emphasize the active role of learners in constructing knowledge through interaction, feedback, and contextual learning. Digital platforms provide an ideal environment for such interaction:

Constructivism: Encourages students to build knowledge through experience and reflection. Platforms like Duolingo adapt to user performance, providing personalized learning paths.

Social Learning Theory (Bandura, 1977): Emphasizes learning through observation and collaboration, which platforms like Kahoot and Quizlet promote via classroom games and collaborative exercises.

Duolingo: Offers gamified language lessons through bite-sized tasks. Uses repetition, immediate feedback, and leveling up systems to motivate learners. Quizlet: Provides flashcards, quizzes, and games to help memorize vocabulary and grammatical rules. It supports both individual and group learning.

Kahoot: Enables interactive quizzes and live competitions, often used in classroom settings to review or reinforce topics in a dynamic and fun way. To assess the effectiveness of interactive digital platforms in improving English language skills. To analyze how Duolingo, Quizlet, and Kahoot impact student motivation and engagement. To provide a methodological framework for integrating these platforms into English language curricula.

Total Participants: 60 students (Grade 8–9).   Experimental Group: 30 students using Duolingo, Quizlet, and Kahoot. Control Group: 30 students using traditional methods (textbooks, grammar drills).

Pre- and Post-tests: To assess growth in language skills. Observation checklists. Student feedback surveys. Semi-structured teacher interviews. Implementation Procedure.

Week 1–2: Baseline testing, platform orientation, and vocabulary-building sessions using Quizlet. Week 3–4: Listening and grammar practice using Duolingo (5–10 minutes daily). Week 5–6: Speaking and writing practice with Duolingo stories and classroom discussions. Week 7–8: Gamified revision and group quizzes via Kahoot; final assessment.

The findings demonstrate a significant improvement in the language skills of students who used digital platforms compared to those taught via traditional methods. Several key advantages emerged: Gamification led to increased motivation, reducing classroom anxiety. Adaptive learning paths in Duolingo allowed for personalized instruction. Collaborative quizzes in Kahoot fostered peer interaction and engagement. Quizlet enhanced memory through repetition and self-paced learning.

The platforms were most effective when: Integrated into lesson objectives and not used in isolation. Used consistently (e.g., daily Duolingo practice). Supported by teacher-led reflection sessions. The study confirms that interactive digital platforms can significantly enhance the process of learning English, particularly when they are well-integrated into structured lesson plans. Students not only improved their performance but also developed positive attitudes toward English learning. These findings advocate for the broader inclusion of Duolingo, Quizlet, and Kahoot in ELT programs.

Recommendations: Curriculum Integration: Schools should incorporate platform-based activities into regular syllabi. Teacher Training: Teachers must be trained to effectively utilize digital tools. Assessment Alignment: Pre- and post-tests should be aligned with the skills targeted by the platforms. Blended Learning: Use platforms to supplement—not replace—teacher-led instruction.

Limitations and Further Research: The study was limited to 60 students over 8 weeks. Long-term retention and real-world communication skills were not fully evaluated.

Future research could focus on: Longitudinal studies over an academic year. Integration with speaking-focused apps (e.g., ELSA, HelloTalk). Comparative studies across different age groups and proficiency levels.

CONCLUSION

In conclusion, the correct and effective use of pedagogical methods in teaching English to students is of great importance in developing their language skills. Each method has its own characteristics, which should be selected based on the students' age, level of knowledge, interests, and needs. Approaches such as the communicative method, task-based learning, and project-based education develop students' ability to think independently, participate actively, communicate and use the language in real-life situations.

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