

How to Cite:

Hassan, S. T., & Zangana, I. M. (2022). Validity of teaching and learning English as a foreign language through using Duolingo program. *International Journal of Health Sciences*, 6(S8), 3826–3830. <https://doi.org/10.53730/ijhs.v6nS8.12983>

Validity of teaching and learning English as a foreign language through using Duolingo program

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Abstract---Due to spread the internet in our life, teaching English nowadays is much different from the past, this is because of the prevalence of many and new techniques for teaching and learning English language as a foreign language. This research has been written to encourage the teachers to use different and new ways inside their classroom, and also to assess and check the efficiency of learning English through using Duolingo program, and to evaluate the teaching and learning, and also to point out the drawback of using the old and traditional ways. The research carried out by using pre-test and post-test. The sample for this research was 85 students from the fourth stage of English department in the college of Basic Education / Diyala University in the academic year 2021-2022. Through the statistical result which the researches got it shows that the impact and the ardor for the using such enjoyable and new ways in teaching and learning English language.

Keywords---Duolingo program, English language, teaching technique.

Introduction

Because of the universality of English language, learning English becomes one of the necessities in our life. In fact almost many of our needs depend on English language i.e. (shopping through internet, education, searching for jobs etc.). Recently, there are many programs on learning English interfere our life, one of them is called Duolingo program. Duolingo program is an interesting game and its divided from all levels of any language i.e. (initial, intermediate, advanced). This game helps any one wants to learn any language not only English language, and because of the poor of our syllabuses, most of our students are not good in

English language, and they need more practice and different techniques in learning English language.

Today the use of different techniques help a broad scope of chances linked with various sides of education. According to Leffi Noviyenty (2018), learning how to use English in communication and how to speak in fluent way and accurately is always a difficult task for non-native students. Using different techniques in learning to use the language as one of the most consequential factors of speaking skill should be regarded not only by non-native students but also the teachers. The evolvement of learning English language consider to be one of the important role in the teaching practical of any language and must adopted on the use of different tools and different techniques that give the students' forerun by baling their knowing with the refund of technological resources recently. Ivo Nenza (2021), remarks about the globalization of English, and how this language takes important role in our life because you need English in almost every part in the life. To learn another language needs to study the language, and to study any language needs to use different techniques in order to master this language. This paper aims to through light on using specific technique to learn and master English language which is the aim of any teacher. Most of our students in most English language colleges sufferer from their poor quality of their language, also the poor of our syllabuses. This study through light on one of the world techniques which is called Duolingo program. The researchers through using this technique try to develop the quality of the students' English language, and also to enhance the spirit of learning inside of our students. Ellis (1995) in one of his books mention that most of our students do not happy with their vocabulary and ability in using English language, and that due to many reasons like context materials, and also the determinacy of using the traditional technique in teaching their students. To improve the quality of teaching and learning English language, this is the aim of this study, and also to make our students to use the English language fluently, and also to enjoy the English lesson through using different ways away from the using of traditional one.

According to this study the researchers going to divide their sample into two groups one is called experimental and the other is called control one. And it dictated there is no significant statistically difference between the two groups. The researchers hoped that the study has specific value in the field of teaching-learning English language. The value of the study could be summarized as:

1. It may through light on using varieties of ways through the process of teaching.
2. It may give the enjoyment and the motivation for our students to learn the English language.
3. It may give opportunities to other teachers in order to quite the using of traditional techniques.

The sample which shared in this study are students from the fourth stage in English department in the college of Basic Education/ Diyala University for the year 2020/2021. The ages of the students were between 22 to 23 years old. Recently there are many games and programs available on internet about how to teach and learn English language as a world language. One of them is called

Duolingo program, it is very famous program around almost all the world because of many reasons, one of them the program teaches all skills i.e. (reading, writing, speaking, and listening). Also the program teaches all levels i.e. (beginners, intermediate, and advance). If anyone wants to learn English he or she first adopted the program on his phone or lab top, and then decide which level he wants, according to his level there are many lessons related to the level, and after that there will be a test to check the ability for learning. In fact this program is very interesting and enjoyable for learning English language. Millions of people around the world they use this program for the purpose of learning any languages including English language.

Method

For the validity of the study, the experimental design which is used in this study is the pre-test and the post-test. According to Gravteer and Forzano (2012), they try to prove that this type of test is the best one in checking learners' ability for learning. Also Krysik and Finn (2013) they have the same idea about this type of experimental design. In this research the pre-test was adopted before the using the experimental and control treatment, and the post-test applied after the treatment. The aim from using the both tests to check if the both group will get the same result.

Table 2.1 the Experimental Design

Experimental group	Pre-test	Duolongo program	Post-test
Control group	Pre-test	Traditional technique	Post-test

Almost 85 students from the fourth stage in the college of Basic Education\ English Department\ Diyala University have been involved in this study. The study choose its students randomly between female and male. 50 was female and 35 male. Most the students used their smart phones in adopting the Duolingo program. The researchers divided the sample in two groups A and B, and the sample are chosen randomly between the two groups (section A 42 and section B 43). Section A is the experimental and section B is the control one. Because there are repeaters students from the two section, the researchers excluded them from the experiment, so the total is 81 students.

Table 2.2 the Number of Sample before and after Excluding the Repeats

Group	Section	No.	Repeaters	Final no.
GE	A	42	1	40
CG	B	43	3	41

According to the aim of the researcher the material which has been chosen about teaching-learning conversation, and through conversation the researchers going to teach the two sections how to use the four skills through using English language. The period of the experiment was for 8 weeks, and it started on first of November 2021 and ended on 31 December. During this period the students were learning how to use English language in appropriate way, and by using different situations regarding to their subject. Both sections were taught in different way

i.e. (the control group was taught according to a traditional way, while the experimental group was taught according to using the Duolingo program).

Before starting the experiment, pretest has been holed in order to compare the two groups. From the table 2.4 we can get idea about the performance of the students whom share in the both groups. The table shows that the result of the Control group was 28.714, whereas the result of the experimental group was 25.685. According to the statistical result, there is no much difference in the achievement of the both group.

Table 2.4

Group	No.	M	SD	df	T-value		Level of significance
EG	40	25.685	18.650	79	Calculated	Tabulated	0.05
CG	41	28.714	19.460	79	0.243	2.00	

As is mentioned in the research the experiment has been started in the first of November, and it continued for 8 weeks. During this period the students first learned how to use the program, and then started to use in the right way i.e. (first select the right level and started the program by listening to it, and follow its orders). In fact the two groups have the same teaching condition except the use of different technique. After 8 weeks which is the period of the experiment there was a posttest for the two groups, and from the table 2.5 we can get briefly idea about the result of the two groups.

Table 2.5

T-test statistics of the study subject's scores on the achievement Test

Group	N	X	SD	df	t-value		Level of significance
EG	40	51.224	15.989	79	Computed	Table	0.03
CG	41	34.534	20.429	79	4.023	2.00	

Discussion and Conclusion

From the table 2.6, the result of the experimental group in the post test was 51.224, whereas 34.534 was the result of the control group. Through using the t-test for the two group, it is clear that the computed was 4.023 which is higher than the t-table value 2.00 with the level of significance 0.05. According to the numbers in the table there is a statistically difference between the two groups. From the results it becomes clear that using new and different techniques in teaching English are more significant and more helpful for the students. The researchers suggest for the teachers to stop using the traditional ways in their teaching in order to get better teaching and better learning.

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