

Our 2023 Duolingo Research Grant Winners!



Since 2020, Duolingo has supported graduate student researchers through the [Duolingo Research Grant](#) program. Our [2020](#), [2021](#), and [2022](#) cohorts included doctoral students whose work focused on language learning and teaching, early (K-3) English literacy, and elementary mathematics with technology! This year, we've expanded the scope of our grant to also include greater variety of research which is the basis of the content Duolingo teaches

Today we're announcing our 2023 Duolingo Research Grant recipients. Their work improves teaching and learning, here at Duolingo and around the world. Congratulations to the new cohort!



Second Language Learning

Sanghee Kang (she/her/hers)



Department of Applied Linguistics and ESL, Georgia State University

The role of chatbot-assisted collaboration tasks and learner characteristics in the alignment-driven learning of L2 grammar and pragmatics: Comparing provision of primes and recasts

This study examines the impact of linguistic alignment (the tendency for a speaker to produce a linguistic structure that occurred in the previous discourse) during chatbot-L2 learner interaction on the learning of L2 English grammar (stranded prepositions) and pragmatics knowledge (the speech act of request).

[Google Scholar](#)



Second Language Acquisition, University of Maryland, College Park

Elucidating the Benefits of Reading While Listening on L2 Vocabulary Development under Incidental Conditions: Psycholinguistic Processing, Learning Outcomes, and Individual Differences

This project focuses on how listening while you read changes the way you read, and how you learn new words, while reading in a new language. Learning words involves sound(s), symbol(s), and meanings, and this study examines whether reading while listening may result in more efficient learning of each.

[Google Scholar](#)

Nafal Ossandón Hostens (she/her)



Germanic Studies, The University of Texas at Austin

**The Role of Attention and Awareness in the Implicit Learning of
Subject-Verb Inversion by L2 Learners**

This study analyzes how beginner learners of German pay attention to the language as they read it, and to what extent they need to know about grammatical patterns to be able to pick them up. Learners are trained at different degrees of implicitness to explore humans' implicit learning mechanisms.

[LinkedIn](#)

Liron Shlesinger (He/Him/His)



Department of French and Italian, University of Texas at Austin

Cognitive and linguistic factors in the non-native speech category learning of French nasal vowels: Behavioral and electrophysiological evidence

Liron's dissertation studies how cognitive functions, such as memory and learning through feedback, relate to learning French nasal vowels, using methods from linguistics and neuroscience. His work also investigates whether and how bilinguals' language experience impacts their learning of new language sounds.

[LinkedIn](#)

Alexis Zhou (She/her/hers)



Department of Linguistics, Purdue University

The use of authentic materials for L2 suprasegmental feature training: Evidence from L2 tone in Mandarin and L2 pitch accent in Japanese

This study explores the benefits of different training materials for helping learners in the pronunciation of their second language. Learners of Japanese and Chinese will be exposed to two different training material types. Results from this study can inform instructors on what type of materials are useful in the classroom.

Early English Literacy

Emily Wood (she/her/hers)



Rehabilitation Sciences Institute, University of Toronto

Toward equity in literacy assessment: Development of a digital, community-informed tool for evaluating early word reading skills of bilingual kindergarteners

I am developing a digital, community-informed word reading assessment that is dynamic (evaluates ability to learn), and linguistically quasi-universal (uses sounds and word shapes common to most languages). I will then examine whether this novel tool is a valid and equitable means of evaluating early literacy skills of bilingual kindergarteners.

[LinkedIn](#)

[ResearchGate](#)

Elementary Mathematics

Sangmi Park (She/her)



Psychology Department, Clark University

Beyond Notations: Integrating Quantity Across Fractions and Decimals

This study examines an intervention to improve children's integration of quantitative understanding across fractions and decimals. By employing an analogical approach to a number line estimation practice, this work contributes to enhance learning of rational numbers.

[Google Scholar](#)