Our 2025 Duolingo Research Grant Winners!

Since 2020, Duolingo has supported graduate student researchers through the Duolingo Research Grant program. Our [2020](), [2021](), [2022](), [2023](), and [2024]() cohorts included doctoral students whose work focused on language learning and teaching, early (K-3) English literacy, music, and elementary mathematics with technology!

Today we're announcing our 2025 Duolingo Research Grant recipients. Their work improves teaching and learning, here at Duolingo and around the world.

Congratulations to this year's recipients!

Second Language Learning

Agathe Cambon (She/her/hers)

Department of Cognitive Psychology, University of Geneva, Switzerland

Give a Hoot, Teach a Root: ERP Evidence for the Role of Explicit Morphological Instruction in L2 Learning

This study tests whether explaining word-building patterns helps adults learn a new language more effectively than practice alone. Using brainwave data, it explores how simple teaching methods can help learners recognize and apply word rules—not just memorize them—in digital learning environments.

[LinkedIn](#)
[Google Scholar](#)

Rabab Fadul (She/her/hers)

Department of Psychology, University of Haifa, Israel

The Effect of Wake Reactivation, and its Proximity to Sleep on Consolidation of New Linguistic Regularities

This study examines whether brief cueing with single items, hours after practicing morphological inflections improves extraction of morphological regularities. By testing the effect of timing of reactivation relative to sleep, we explore the role of consolidation processes in learners' ability to extract linguistic regularities.

Jihye Kim (김지혜) (She/her/hers)

Linguistics and Applied Language Studies Program, Department of World Languages, University of South Florida, USA

MALL for Lifelong Learning: Older Adults' Self-Directed Learning via Duolingo

This research investigates how older adults (60+) utilize Duolingo for language learning. Through surveys, journals, and interviews, it examines their experiences, motivations, and learning strategies. The goal is to gain a deeper insight into the benefits, challenges, and self-directed learning processes of older adults using Duolingo in informal learning environments.

LinkedIn

Tetiana Tytko (She/her/hers)

Department of Second Language Acquisition, University of Maryland, College Park, USA

The Effect of Previewing and Reviewing Definitions of Homonyms Together and Apart on L2 Vocabulary Acquisition from Reading: An Eye Movement Study

This dissertation project investigates how second language learners acquire words with multiple unrelated meanings (e.g., bat) through reading. Using eye-tracking and vocabulary tests, it examines how the timing and spacing of definitions affect learning. Findings will inform more effective strategies for teaching ambiguous vocabulary in second language contexts.

LinkedIn
Google Scholar

Zhihui Zhang (She/her/hers)

Department of Curriculum and Instruction, The Chinese University of Hong Kong, Hong Kong

The Impact of GenAI Feedback Strategies on Self-Regulated Learning in K-12 Language Acquisition

This study examines how different AI feedback approaches—guided rule explanations, collaborative peer-integrated corrections, and direct error modeling—affect teenagers' English speaking skills and self-directed learning abilities across proficiency levels. Findings will inform adaptive AI tools that foster learner autonomy while reducing language anxiety.

Google Scholar
LinkedIn
ORCID

Math

Hemanshu Das (He/him/his)

Department of Operations, Yale School of Management, Yale University, USA

Optimizing Adaptive Learning Platforms: Designing Smarter Practice Paths for Students

How many practice problems are enough, and in what order? This research applies mathematical modeling, optimization, and data science methods to help EdTech platforms like Duolingo decide when students should keep practicing or switch topics—making practice more personalized and efficient by adapting to each student's knowledge, pace, and effort.

[Google Scholar](#)
[LinkedIn](#)

Megan Merrick (She/her/hers)

Department of Psychological & Brain Sciences, Indiana University, Bloomington, USA

The Influence of Ego-Centric Features of Feedback on Key Achievement Outcomes during Mathematics Practice

Three studies investigate how feedback influences the performance, motivation, and emotions of children during mathematical equivalence problem solving. Feedback is important, however, when feedback draws the learner's attention to their self-image rather than the task, this may prevent learning. This research evaluates the effectiveness of ego-centric feedback during math practice.

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[Google Scholar](#)
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