# Article information:

Full article: The effects of a mobile gamification app on elementary students’ Spanish achievement and self-efficacy  
<https://www.tandfonline.com/doi/full/10.1080/09588221.2017.1382536>

# Article summary:

1. The study examined the effects of a mobile gamification app, Duolingo®, on elementary students' Spanish language achievement and academic self-efficacy.

2. The treatment group used Duolingo® for Spanish instruction, while the control group received traditional face-to-face instruction.

3. The results showed no significant difference in Spanish achievement or academic self-efficacy between the two groups, suggesting that Duolingo® is an effective tool for teaching Spanish to elementary students.

# Article rating:

Appears strongly imbalanced: The article is written in a biased or one-sided way, and the information it provides is not trustworthy enough to be considered a reliable source. You should consult other sources to find reliable information on the presented issues.

# Article analysis:

The article titled "The effects of a mobile gamification app on elementary students’ Spanish achievement and self-efficacy" presents a study that examines the impact of a mobile gamification application, Duolingo®, on elementary students' Spanish language achievement and academic self-efficacy. The study uses a quasi-experimental design with a treatment group using Duolingo® and a control group receiving traditional face-to-face instruction.

One potential bias in the article is the use of Duolingo® as the sole mobile gamification application for teaching Spanish. While Duolingo® is widely used and popular, there are other similar apps available that could have been included in the study for comparison purposes. This narrow focus on one specific app limits the generalizability of the findings.

Additionally, the article does not provide information about how the treatment group was selected or whether there were any differences between the treatment and control groups at baseline. This lack of information raises questions about the internal validity of the study and whether there may be confounding variables that could influence the results.

The article also makes unsupported claims about the effectiveness of Duolingo® as a tool for teaching Spanish to elementary students. While it states that there was no significant difference in Spanish achievement or academic self-efficacy between the treatment and control groups, it does not provide any evidence or data to support this claim. Without this evidence, it is difficult to determine whether Duolingo® is truly an effective tool for language instruction.

Furthermore, the article fails to explore potential counterarguments or limitations of using mobile gamification apps for language instruction. For example, it does not discuss potential drawbacks such as limited interaction with native speakers, lack of cultural context, or potential issues with accuracy in pronunciation or grammar.

There is also a lack of discussion about possible risks or concerns associated with using technology-based language instruction with young children. It would have been beneficial to address issues such as screen time, potential distractions, or the need for parental supervision.

Overall, the article presents a limited and biased view of the effectiveness of Duolingo® as a mobile gamification app for teaching Spanish to elementary students. It lacks sufficient evidence, fails to explore counterarguments or limitations, and does not provide a comprehensive analysis of the topic.

# Topics for further research:

* Comparison of mobile gamification apps for teaching Spanish to elementary students
* Effectiveness of Duolingo® for language instruction in elementary students
* Limitations of using Duolingo® for teaching Spanish to young children
* Drawbacks of mobile gamification apps for language instruction
* Risks and concerns of technology-based language instruction for young children
* Research on the impact of screen time on young children's language learning

# Report location:

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