



The Effect of Using Duolingo Application on Improving EFL Sixth Grade Students' Listening in Jordan

Fadi Dhafi Kilani*

English Language Teacher, MOE, Jordan

Ahmad Mousa Bataineh

Professor of Applied linguistics & TESOL, Al-Bait University, Jordan

Abstract

The primary objective of this study was to examine the impact of incorporating the Duolingo application on the listening skills of male sixth-grade English as a Foreign Language (EFL) students in Jordan. The research was conducted on a sample of 53 male students who were studying English as a Foreign Language (EFL) at Saidour and Kufr-Asad Schools in Irbid. The participants were carefully selected for the study. The control group in Kufr-Asad received instruction based on the guidelines outlined in the Teacher's Book. The participants in the experimental group received instruction through the utilization of the comprehensive and computerized Duolingo application. The duration of the experiment spanned a period of two months, namely encompassing the second semester of the school year 2021/2022. The data gathering process involved the utilization of a singular instrument, specifically a pre-test and post-test designed to assess listening fluency. The primary objective of the Duolingo App is to provide individuals with opportunities to enhance their listening fluency skills. The findings of the study indicate that the experimental group exhibited superior performance compared to the control group at a significance level of $\alpha=0.05$ in the comprehensive listening skill post-test across all aspects.

Keywords: The Duolingo app, Fluency, Mall Strategy, EFL Students, Listening

INTRODUCTION

The pervasive utilization of technology in education has led to significant and expeditious transformations in instructional practices within the contemporary digital era characterized by a wide array of technical and technological advancements. The transition from a teacher-centered approach to a student-centered approach holds significant importance in the field of education. This necessitates the instructor to disengage from a central position, assuming the role of a facilitator rather than a lecturer. The expansion and empowerment of technology in the acquisition of the English language and the cultivation of lifelong learners through self-directed learning have become increasingly imperative and pivotal. The integration of technology in the acquisition of

the English language has the potential to narrow the divide and enhance the process of teaching and learning.

The integration of technology plays a pivotal role in facilitating the acquisition and mastery of the English language. The integration of technology in education has become intricately interconnected. Technology has a significant role in both curricular and non-curricular aspects of language learning, contributing to the teaching and learning process. According to Walker and White (2013), the advent of technology has presented students with a wide range of innovative and genuine materials that can assist in the acquisition of a new language.

The incorporation of technological devices, such as cellphones, creates a distinct educational setting for students, hence enhancing their engagement and enjoyment in the study of English. Larsen-Freeman and Anderson (2011) assert that technology plays a supportive and facilitative role in the process of language acquisition. The platform offers a variety of educational tools to learners, including podcasts, vodcasts, online dictionaries, weblogs, and other similar materials.

Chapelle (2003) asserts that the utilization of technology plays a crucial role in enhancing students' linguistic proficiency within and outside the confines of the educational setting. The significance of English language learners engaging in English language usage beyond the confines of the classroom in order to enhance their conversational skills is acknowledged by tutors specializing in teaching English as a foreign language (Chapelle, 2003). Additionally, he asserted that the utilization of technology in the acquisition of English language skills serves as a source of motivation for learners.

The use of technology in English language learning provides numerous advantages for both learners and educators. One of the advantages of these facilities is the ability for teachers to maintain communication with pupils by offering them valuable lessons or online resources. Additionally, Duolingo for schools facilitates the establishment of a connection between teachers and students throughout the learning journey. Furthermore, individuals have the opportunity to expand their knowledge and enhance their skills through the utilization of technology. According to Alsied and Pathan (2013), individuals studying English as a foreign language (EFL) have the opportunity to utilize various technical tools, including computers, tablets, and smartphones, to access the internet. This enables them to engage in communication with native speakers and enhance their language proficiency.

Mobile-Assisted Language Learning

Mobile-Assisted Language Learning (MALL) refers to the utilization of mobile devices, such as smartphones and tablets, to support language learning activities. The term "MALL" refers to Mobile Assisted Language acquisition, a field of study that focuses on the utilization of mobile technology for the purpose of language acquisition (Miangah & Nezarat, 2012). Learners have the potential to acquire knowledge through the use of electronic devices, such as mobile phones or tablets. Students have the flexibility to employ mobile devices at their convenience, enabling them to engage with foreign language learning beyond the confines of the traditional classroom setting.

The MALL (Mobile-Assisted Language Learning) approach has emerged as a contemporary educational methodology that affords students the flexibility to access instructional materials at their convenience and from various locations. Mobile learning, sometimes referred to as m-learning, is an emerging educational paradigm that facilitates students' access to learning resources via mobile devices and internet connectivity, hence enabling flexible and ubiquitous learning opportunities. Lan and Sie (2010) conducted a study. This issue showed the potential of technology to enhance students' motivation to learn, both within the confines of the classroom and beyond. The utilization of mobile devices in the educational context has shown a notable increase in popularity over the past few years (Hsu, 2013).

In addition, Krivoruchko et al. (2015) asserted that the utilization of Mobile-Assisted Language Learning (MALL) facilitates enhanced mobility for both language learners and educators. This implies that individuals who are acquiring a new language have the flexibility to engage in language learning at their own convenience and at any location of their choosing. Educators have the ability to avail themselves of teaching and learning resources, while Mobile-Assisted Language Learning (MALL) presents several benefits for both instructors and students in the realm of pedagogy.

Duolingo Application and Listening Skill

Duolingo is a language acquisition application that was established in 2011 by Luis Von and Severin Hacker. Duolingo is an online platform and mobile application designed for the purpose of acquiring proficiency in the American language. Users engage in the practice of vocabulary, grammar, and pronunciation through a technique known as spaced repetition, facilitated by customized "trees" that align with their own language learning goals. Skills exercises encompass a variety of activities, such as written translation, reading comprehension, speaking proficiency, and short narrative exercises. Duolingo is widely recognized as a highly popular application for language acquisition, with the highest number of downloads among its competitors. The language application under consideration is a highly valuable tool that offers learners a structured and methodical approach to self-directed English language acquisition.

The design of Duolingo is characterized by its simplicity, and it employs a gradual approach to instructing students. Additionally, this tool has the potential to be utilized by pupils from diverse age groups and cultural backgrounds. The application is utilized by a vast number of individuals seeking to acquire English language skills without incurring any financial costs. Duolingo additionally fosters peer-to-peer collaboration by facilitating the opportunity for learners' acquaintances to engage in friendly competition and challenge each other. The study conducted by Carneiro and Simao (2011) is of particular interest in the field.

According to Brick and Wilson (2019), Duolingo facilitates the progressive expansion of learners' language skills, professional aptitude, and digital proficiency by promoting greater learner autonomy. Through the Duolingo school and app, tutors possess the ability to monitor pupils' level of engagement, as evidenced by the number of days they

were active, the quantity of lessons they successfully completed, the number of courses they finished, and the accumulation of points they obtained.

Duolingo is a smartphone application designed for language learning, which incorporates a combination of visual aids, audio components, and grammar-related questions. The Duolingo website or app offers several advantages, including a highly engaging learning experience facilitated through gamification. This approach creates a sense of enjoyment for users, as they perceive their language acquisition as a form of play. Additionally, the platform features visually appealing displays accompanied by audio, thus enhancing the overall user experience (Putri and Islamiati 2018).

Listening Skill

The development of listening skills is a crucial component in the acquisition of the English language, as students dedicate their time to the process of language learning by actively engaging with various auditory stimuli in diverse settings, such as educational institutions, domestic environments, and public spaces.

According to Osada (2004), the importance of listening is emphasized as a crucial element in the process of acquiring and learning the English language. Moreover, it is imperative to note that effective communication and interaction cannot be attained in the absence of listening ability (Rost, 1994).

In order to achieve fluency in English, learners or students must acquire mastery of the language. However, the development of listening skills poses a challenge since it involves the intricate process of identifying linguistic patterns and terminology in order to comprehend spoken language (Mianmahaleh & Rahimy, 2015).

There exists a multitude of alternatives that can be employed to strengthen one's listening capabilities. Learners should duly examine the utilization of technology as a means to improve their auditory comprehension abilities Hicks (2011).

STATEMENT OF THE PROBLEM

Based on the researcher's extensive experience as an English language instructor spanning sixteen years, it is evident that students exhibit deficiencies in their hearing and speaking fluency. This can be attributed to a number of factors, including the limited opportunities for students to engage with real texts and converse with native speakers. Furthermore, the kids had a restricted range of vocabulary, perhaps impeding their ability to grasp oral texts. The aforementioned issue is a prevalent challenge encountered within the context of Jordanian public schools. A significant challenge faced by students in Jordan is to the development of their listening and speaking skills, both inside the confines of the classroom and in extracurricular settings.

In the present era, instructional technology assumes a pivotal and indispensable function in enhancing the efficacy of teaching methodologies and facilitating effective communication between educators and students in classroom settings.

THE PURPOSE OF THE STUDY AND QUESTIONS

The primary objective of the present study is to examine the impact of utilizing the Duolingo Learning English program on the listening skills of sixth-grade English as a Foreign Language (EFL) students. The study aimed to address the following two research inquiries:

1. Are there any statistically significant differences between the mean scores of the experimental and control groups students' listening levels due to the strategy of teaching (using Duolingo application vs conventional method)?
2. Are there any statistically significant differences in the experimental group students' mastery of each aspect of listening due to using the Duolingo application?

SIGNIFICANCE OF THE STUDY

The present study investigates the advantages of utilizing the Duolingo application and platform in the context of English as a Foreign Language (EFL) instruction for teachers. The application's capacity to improve students' listening and communication abilities, namely in the domain of listening, is emphasized. The results of this study may also provide valuable insights for curriculum designers seeking to develop effective curricula. Specifically, these findings show that integrating English textbooks with apps or websites could be a promising approach. The study additionally posits that educators and learners have the potential to cultivate more positive dispositions towards utilizing Mobile-Assisted Language Learning (MALL) for English language acquisition, as well as integrating the Duolingo App inside the educational setting. The results of this study may also serve as a catalyst for the Ministry of Education in Jordan to consider implementing training initiatives for educators and students, focusing on the utilization of the Duolingo App and facilitating students' adoption of self-directed learning strategies. In general, the study provides significant insights that are of value to those engaged in the process of learning, including learners themselves, students, teachers, and those involved in designing curriculum.

RELATED LITERATURE

Iskawa and Lynn (2016) conducted a study to examine the effectiveness of Duolingo as a tool for preparing for TOEFL, IELTS, and IBT tests. The study focused on four key language abilities: speaking, listening, reading, and writing. The results of the study showed that the use of Duolingo yielded statistically significant improvements in these skills. The findings of this study indicate that the utilization of Duolingo as a tool for enhancing speaking skills facilitates the opportunity for learners to engage in oral communication practice.

A study conducted by Vasselinov and Grego (2012) titled "The Efficacy of Duolingo: An Examination of its Impact on Language Proficiency" provides evidence supporting the effectiveness of Duolingo in improving language test performance. The study highlights that Duolingo's ability to track learning time on an hourly basis contributes to the

enhancement of language skills. The findings of the research revealed that the utilization of the Duolingo application can effectively assess the language proficiency of students across various domains, including speaking, listening, writing, and reading.

According to Putri and Islamiati (2018), the Duolingo application has been found to enhance students' listening skills and foster their motivation to study English. The Duolingo application offers learners a variety of listening tasks, wherein pupils are prompted to attentively listen and accurately reproduce phrases or words with fluency.

The study conducted by Putri and Islamiati (2018) provided empirical evidence supporting the notion that the utilization of Duolingo as a tool for English language acquisition significantly enhances students' proficiency in listening skills. The study employed a pre-experimental design and utilized a quantitative research methodology. The research encompassed a total of 799 students, who were selected from 24 classes at SMKN 2 Karawang. However, the researcher specifically focused on a single class, namely X- Tata Boga 3, which consisted of 36 pupils. In addition, the collection of data from pretest and post-test assessments was undertaken to ascertain the potential enhancement of students' listening competence through the utilization of the Duolingo App. The research conducted revealed that out of the 33 samples analyzed, the normality test encompassed pretest data with a value of 0.076, and post-test data with a value of 0.200. Moreover, it can be inferred that the utilization of the Duolingo Application can enhance students' auditory comprehension abilities and serve as a tool for generating a curriculum to inspire students' engagement in English language acquisition.

The study conducted by Niah (2019) provided evidence supporting the effectiveness of the Duolingo application in enhancing students' oral and auditory abilities. The research was carried out at SMP IT Al-Hafit Pekanbaru, using a sample of 58 students in the 8th grade. The study employed the ASSURE model as a framework for conducting quantitative research methodologies. The findings from incorporating Duolingo as a language learning tool in class VIII.1 indicate that the "t" value, with a degree of freedom (df) of 31, yielded a result of 2,042 for enhancing speaking and listening abilities. Similarly, in class VIII.2, the utilization of Duolingo for the same purpose resulted in a "t" value of 2,052, with a df of 27. This study provides evidence supporting the efficacy of utilizing Duolingo as a means of enhancing oral communication and auditory comprehension abilities among students in the junior high school level.

Concluding Remarks

To sum up, the literature review that is related to the theoretical background of the study, it revealed the Duolingo App proved to be one of the most useful and effective technological apps that improve both listening skill in contrast to the conventional teaching method and other technological apps. Additionally, the Duolingo app is a valuable app for supporting collaborative work and interaction among students themselves and with teachers. Furthermore, it makes the learning and teaching processes more attractive and effective for both the students and teacher.

METHOD

Participants

The participants were 53 male EFL sixth-grade students who were purposefully selected from Saydour Primary school and Kufrasad Primary School for boys which were schools from Al-Tayba and Al-Wistiah Directorate in Irbid. The students were already separated into two groups; the experimental group included 26 male students from Saydour Primary School. Whereas the control group included 27 from Kufrasad Primary School. The control group was taught using conventional methodology according to the Teacher's guide book whereas the experimental group was taught through the instructional app by using Duolingo.

Table 1. The Distribution of the Sample according to the Groups

Group	Experimental Group	Control Group	Total
No. the participants	26	27	53

Design of The Study

This study employed a quantitative research design, specifically utilizing purposeful sampling to select the school. The study's independent variable is the utilization of the Duolingo app as a means of teaching the English language. This variable is exclusively administered to the experimental group, whereas the control group receives conventional language fluency instruction without the implementation of this variable. Both groups received instruction on the assigned textbook titled "Action Back."

The duration of the experiment in the study spanned a period of eight weeks, specifically during the second academic semester of the year 2021/2022. The study's participants were allocated into two distinct groups based on their enrollment in two separate elementary schools. The experimental group, designated as Group A, consisted of 26 students. Alternatively, a control group, designated as Group B, was formed, with a total of 27 pupils. Prior to implementing the experimental intervention, both groups were assessed to determine their respective levels of fluency. After a duration of 8 weeks, a similar occurrence took place in order to assess the extent of the influence of the Duolingo application on the fluency of sixth-grade English as a Foreign Language (EFL) pupils.

Instruments of The Study

Additionally, it encompassed five primary tasks. During the initial task, participants engaged in the activity of listening to various audio recordings and subsequently completing the corresponding fill-in-the-blank exercises. During the second activity, participants engaged in active listening and subsequently made selections based on the information provided by their peers.

In order to ascertain the credibility of the content in the hearing pre-/post-tests, these tests were administered to a group consisting of six university professors, two English language supervisors, and one English instructor. The consensus and validation of all participants resulted in a 90% agreement rate among the jury members. Certain revisions

were given due consideration, including adjustments to the timing of certain portions to align with the requirements of the jobs.

The experimental group received instruction in listening and speaking abilities through the utilization of the Duolingo application, while the control group received instruction in listening and speaking tasks from the Action Back textbook on a consistent basis. The challenges incorporated into the Duolingo app were deliberately and adeptly picked to encompass the identical tasks found in the textbook.

Instructional Program and Treatment

The participants in the experimental group engaged in embedded tasks that were assigned by the researcher through the utilization of the Duolingo application. The selection of tasks was deliberate and effective in addressing the same issues as the listening activities presented in the textbook.

Procedures of the Study

During the midpoint of the second academic semester, a listening test was conducted for both groups to assess their levels of fluency before commencing the experiment. The learners in the experimental group engaged in regular task performance. For each task, the researcher allocated a corresponding assignment and instructed participants to complete it both within and outside the classroom setting. During each exercise, students acquired and incorporated a novel talent into their repertoire. In contrast, the control group received instruction in listening skills using the teacher's book. Subsequently, the administration of the post-test was conducted to assess the impact of the treatment. The data were analyzed using the Statistical Package for the Social Sciences (SPSS). The study consisted of two distinct groups, prompting the researcher to employ a t-test as a means of comparing the results and assessing the impact of the treatment.

Statistical Analysis

In order to collect data, the researcher devised a test to assess speaking and listening abilities. The initial assessment was conducted for the first time in late March 2022 in order to establish the comparability of the experimental and control groups. The assessment was administered once again by the conclusion of May 2022 in order to validate the academic progress of the students subsequent to the implementation of the intervention. The examinations encompassed various facets of the listening aptitude.

The statistical analysis for the study's objectives was conducted using the software known as the Statistical Package for the Social Sciences (SPSS). The statistical measures of means, standard deviations, the T-test, and one-way ANOVA were utilized.

Findings of The Study

The administration of a listening pre-test was conducted for both groups in order to ascertain the students' initial proficiency level before to commencing the experiment. Means, standard deviations, and t-tests were employed to determine if there were any statistically significant differences between the two groups in the study, as presented in the table below.

Table 2. Means, Standard Deviation, and T-test. The Effects of the Experimental and Control Groups on (Pre) Student Performance on the Listening Fluency Test

	GROUP	N	Mean	SD	t	df	Sig.
Comprehending English Culture	Experimental	26	5.46	.948	1.889	51	.065
	Control	27	4.93	1.107			
Comprehending Authentic Material Pre	Experimental	26	5.15	1.008	1.116	51	.269
	Control	27	4.89	.698			
Comprehending English within the Noise and Different Speeds pre	Experimental	26	4.85	1.047	.973	51	.335
	Control	27	4.59	.844			
Responding to the Addressor's Body Language and Facial Expressions pre	Experimental	26	4.81	1.201	1.565	51	.124
	Control	27	4.33	1.000			
Comprehending Grammatical Structures pre	Experimental	26	4.81	1.201	1.793	51	.079
	Control	27	4.26	1.023			
Total Scores of Listening pre-test	Experimental	26	25.08	4.445	1.899	51	.063
	Control	27	23.00	3.475			

Table 2 illustrates that the Pre-test results of students in both groups exhibited a high degree of similarity before the commencement of the experiment. This observation suggests that the two groups possessed similar characteristics or attributes prior to the commencement of the investigation. Additionally, it was found that there was no statistically significant difference in the pre-test results of the two groups in the Listening fluency exam.

Findings Related to the First Question

Q1: Are there any significant differences between the mean scores of the experimental and control groups' students' fluency levels due to the strategy of teaching (Using Duolingo application vs. conventional method)?

In order to address the initial inquiry, statistical measures such as means, standard deviations, and t-tests were employed to analyze the fluency levels of students in listening and speaking competence. The purpose was to investigate potential disparities between two groups: those taught using the Duolingo application and those taught through conventional methods. The findings of this analysis are presented in the table provided.

Table 3. Means, Standard Deviations, and t-test Results from the Student's Post-Listening Fluency Test for the Experimental and Control Groups

	GROUP	N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
Responding to English culture	Experimental	26	6.50	.990	4.736	51	.000
	Control	27	5.48	.509			
Responding to authentic material	Experimental	26	6.42	.857	5.651	51	.000
	Control	27	5.19	.736			
Responding to English within the noise and different speeds	Experimental	26	6.19	.895	4.216	51	.000
	Control	27	5.33	.555			
Responding to the addressor's body language and facial expressions	Experimental	26	5.88	1.143	2.298	51	.026

	Control	27	5.30	.669			
Responding to grammatical structures	Experimental	26	6.08	.744	5.873	51	.000
	Control	27	5.07	.474			
Listening (Total)	Experimental	26	31.08	3.610	6.085	51	.000
	Control	27	26.37	1.735			

Table 3 shows that there are statistically significant differences at ($\alpha = 0.05$) between the means of both groups on the student's post-test of listening and its aspects, with the experimental group outperforming the control group (Using Duolingo application).

Findings Related to the Second Question

2. Are there any statistically significant differences in the experimental group students' mastery of each aspect of fluency due to using the Duolingo application?

The means and standard deviations of the experimental group students' mastery of each aspect of listening and speaking fluency as a result of using the Duolingo application were calculated and presented in tables to answer the second research question.

The Post-test Listening Findings

Table 4. Shows the Means and Standard Deviations of the Experimental Group Students' Listening Fluency Aspects

	Mean	Std. Deviation
Comprehending English Culture pre	6.50	.990
Comprehending authentic material pre	6.42	.857
Comprehending English within the noise and different speeds pre	6.19	.895
Comprehending the addressor's body language and facial expressions pre	5.88	1.143
Comprehending grammatical structures pre	6.08	.744
Average	6.22	.948

Table 4 shows that the experimental group students' means of listening fluency aspects differ slightly. One-way ANOVA was used to determine whether there are statistically significant differences in these means, and the results are shown in the tables.

Table 5. One Way ANOVA Results of the Experimental Group Students' Listening Aspects

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6.585	4	1.646	1.881	.118
Within Groups	109.385	125	.875		
Total	115.969	129			

Table 5 demonstrates that there are no statistically significant differences in the experimental group students' listening fluency aspects at ($\alpha = 0.05$).

DISCUSSION

Discussion of the Results of the First Question

The initial inquiry aims to examine if there exist any statistically significant disparities in the average listening levels among students in the experimental and control groups due to the implementation of the teaching approach, namely the use of the Duolingo application compared to traditional instruction methods.

The findings of the research revealed that the utilization of the Duolingo application yielded a more effective and convenient approach in instructing English as a Foreign Language (EFL) learners in the skill of listening. The results of this study indicate a significant enhancement and progression in the English language listening skills of the students in the experimental group over a period of eight weeks, when the application was implemented. The statistical significance of their grades in the post-test was observed. Therefore, the hypothesis of the study posits that there are no statistically significant changes in the fluency of students in the experimental group and control group, with a significance level of $\alpha < 0.05$, as a result of the teaching technique employed (namely, the use of the Duolingo app compared to traditional instruction). This hypothesis was found to be invalid. The findings of the study revealed that the experimental group demonstrated significant academic progress and growth as a result of the use of the Duolingo app as a new instructional technique. The utilization of this program proved to be efficacious and beneficial in enhancing the pupils' proficiency in fluency. The outcomes of this study align with prior research on the effects of utilizing the Duolingo application in enhancing students' English listening skills.

According to Mahmudah (2015), the Duolingo application has been demonstrated to be effective for acquiring knowledge in the field of media education. The application encompasses a set of ten criteria that determine the relevance of digital materials. In addition, the Duolingo application offers learners a wide range of pronunciation activities that facilitate the enhancement of their English language proficiency.

Discussion of the Results of the Second Question

The second inquiry pertains to the presence of statistically significant disparities in the level of proficiency exhibited by students in the experimental group across several facets of listening, as a result of implementing the Duolingo app as a learning approach.

The results of the study indicated that the utilization of the Duolingo application had a tangible impact on the listening skills of English as a Foreign Language (EFL) students. As the students enhanced their proficiency in auditory comprehension.

Upon careful examination of the findings, the researcher saw that the participants belonging to the experimental group, who used the Duolingo application, exhibited advancements in their listening fluency. Furthermore, these advancements were accompanied by notable improvements in vocabulary acquisition, as well as enhanced comprehension of figures of speech and grammatical structures.

The findings of this study align with previous research that has highlighted the advantages of using the Duolingo application for developing proficiency in the English language. According to Putri and Islamiati (2018), the Duolingo application was found to enhance students' listening skills and foster their motivation to study English. The Duolingo application offers learners a variety of listening tasks, wherein pupils are prompted to attentively listen and accurately reproduce phrases or words with fluency.

In a study conducted by Niah (2019), it was found that the incorporation of technology, such as the Duolingo app, can have a positive impact on learners' English language proficiency, particularly in the areas of listening and speaking abilities. Additionally, this platform offers learners the opportunity to engage with native speakers, so facilitating the enhancement of their listening abilities.

CONCLUSION

The utilization of the Duolingo app as a pedagogical tool for instructing and enhancing the listening proficiency of sixth-grade English as a Foreign Language (EFL) students proved to be a modern and efficacious approach in the field of education. This tool facilitated increased interactivity, enthusiasm, and accelerated language acquisition among the pupils. The utilization of the Duolingo application facilitated evident progress among pupils in the acquisition of genuine English language proficiency, as well as notable enhancement in their listening abilities.

Based on the findings of this study, it is possible to draw the following conclusion:

The utilization of the Duolingo application in English language instruction fostered a notably motivated atmosphere inside the educational setting.

The use of the Duolingo application in the instruction of English fluency has enhanced the educational procedure in terms of effectiveness, efficiency, and engagement.

Utilizing the Duolingo application as a pedagogical tool for enhancing English fluency has the potential to foster a conducive learning environment, particularly with regard to the development of listening skills.

The utilization of the Duolingo application in teaching fluency has proven to be effective in facilitating the successful acquisition of real English by learners.

Limitations

The scope of this study is restricted to the examination of listening abilities and their respective components. The listening components encompass the ability to interpret figures of speech, cultural nuances, and aesthetic elements. It involves comprehending English in authentic contexts, amidst background noise and across various domains. Additionally, it entails effectively interpreting body language and facial expressions, as well as understanding grammatical structures and expanding vocabulary.

The user's text is already academic and does not need to be rewritten. The scope of this study is restricted to male EFL sixth-grade students who are currently enrolled at Saydour and Kufr-Asad primary schools. These schools are located inside the Al Taybah and Al Wistyah Directorate during the academic year 2021-2022.

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