

## THE BENEFITS OF USING DUOLINGO TO IMPROVE ENGLISH LISTENING SKILLS: A NARRATIVE THEMATIC LITERATURE REVIEW

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### ABSTRAK

Keterampilan mendengarkan dianggap sebagai komponen fundamental dalam pembelajaran bahasa Inggris karena memberikan masukan linguistik yang penting untuk pengembangan keterampilan bahasa lainnya. Namun, studi sebelumnya melaporkan bahwa pembelajar sering mengalami kesulitan dalam mendengarkan akibat paparan yang terbatas, latihan yang tidak memadai, dan tingkat keterlibatan belajar yang rendah. Artikel ini bertujuan untuk mengkaji manfaat penggunaan aplikasi Duolingo dalam meningkatkan keterampilan mendengarkan bahasa Inggris berdasarkan temuan dari studi sebelumnya. Studi ini menggunakan metode tinjauan literatur tematik naratif dengan menganalisis 26 artikel ilmiah terkait keterampilan mendengarkan dan penggunaan Duolingo dalam pembelajaran bahasa Inggris. Temuan menunjukkan bahwa Duolingo menawarkan beberapa manfaat utama, termasuk masukan lisan yang berulang dan terstruktur, fleksibilitas belajar, peningkatan motivasi pembelajar melalui fitur gamifikasi, dan dukungan untuk belajar mandiri. Temuan ini menunjukkan bahwa Duolingo efektif sebagai media pendukung untuk mengatasi paparan yang terbatas dan kurangnya latihan mendengarkan di luar kelas. Berdasarkan hasil ini, artikel ini merekomendasikan penggunaan Duolingo sebagai media pelengkap dalam pengajaran mendengarkan untuk memperluas kesempatan praktik mandiri dan meningkatkan otonomi pembelajar dalam kerangka Mobile-Assisted Language Learning (MALL).

**Kata kunci:** : Listening Skills, Duolingo, Mobile-Assisted Language Learning, Narrative Thematic Literature Review

### ABSTRACT

Listening skills are considered a fundamental component in English language learning because they provide important linguistic input for the development of other language skills. However, previous studies have reported that learners often experience difficulties in listening due to limited exposure, inadequate practice, and low levels of learning engagement. This article aims to examine the benefits of using the Duolingo app in improving English listening skills based on findings from previous studies. This study used a narrative thematic literature review method by analyzing 26 scientific articles related to listening skills and the use of Duolingo in English language learning. The findings show that Duolingo offers several key benefits, including repeated and structured oral input, learning flexibility, increased learner motivation through gamification features, and support for independent learning. These findings indicate that Duolingo is effective as a supporting medium to overcome limited exposure and lack of listening practice outside the classroom. Based on these results, this article recommends the use of Duolingo as a complementary medium in listening instruction to expand opportunities for independent practice and to increase learner autonomy within the framework of Mobile-Assisted Language Learning (MALL).

**Keyword:** Listening Skills, Duolingo, Mobile-Assisted Language Learning, Narrative Thematic Literature Review

### INTRODUCTION

Listening skills are consistently positioned as a basic skill in language learning because they provide the main linguistic input for the development of other language skills, such as speaking, reading, and writing (Tran et al., 2024; Tuong, 2024). Unlike text-based receptive skills, listening requires learners to process speech directly by integrating sound recognition,

language structure comprehension, and context interpretation simultaneously. A number of studies show that continuous exposure to spoken language helps learners internalize pronunciation, intonation, and rhythm patterns that contribute to spoken discourse comprehension and academic participation (Ouyang et al., 2024; Isbell, 2024; Freeman et al., 2023). Thus, listening skills play a fundamental role in processing spoken input and constructing meaning.

Despite their crucial role, listening skills are still reported as one of the most challenging skills for English learners, especially those who have had limited exposure to the language since their early education (Mohamud et al., 2025). These difficulties are often associated with speech rate, accent variation, limited vocabulary, and a lack of listening experience in situations that resemble real-life language use (Issn et al., 2024; Christine C. M. Goh, 2012). In addition, listening learning in the classroom tends to rely on long and less interactive audio materials, which has an impact on decreasing student concentration and learning engagement (Jyoti, 2020). Several studies also show that the habit of pausing to guess unfamiliar vocabulary during the listening process actually hinders overall discourse comprehension (Zulfikar et al., 2020). In general, limited exposure and lack of meaningful listening practice emerge as recurring major problems in the literature.

In response to these issues, technology-assisted language learning is increasingly being considered as an alternative to expand access to oral input and increase learning engagement. Various studies show that the use of digital platforms and mobile applications allows learners to obtain repeated exposure, flexibility in learning time, and opportunities to practice independently outside of class (Redjeki et al., 2018; Purwanto et al., 2022). However, the effectiveness of digital media is greatly influenced by the types of activities offered and the extent to which the media is able to provide contextual and continuous listening exercises (Santi & Hilal, 2023; Isbell, 2024). These findings indicate that technology has significant pedagogical potential, but it needs to be further examined based on the direct experiences and views of users.

Among various language learning applications, Duolingo has gained attention due to its ease of use, flexibility of access, and popularity among learners. A number of studies show that the audio-based listening exercises, structured repetition, and immediate feedback provided by Duolingo support vocabulary development and understanding of language structure through repeated and contextual exposure (Redjeki et al., 2018; Purwanto et al., 2022; Santi & Hilal, 2023). In addition, the integration of gamification elements in listening activities is considered to be able to increase learners' motivation and perseverance in doing exercises independently, thereby encouraging more sustainable engagement in the learning process (Farah & Aminah, 2025; Isbell, 2024). These findings indicate that Duolingo functions not only as a practice tool but also as a medium with the potential to shape a more effective listening learning experience.

Although various studies have shown that Duolingo contributes positively to listening skills and learning motivation, previous studies have tended to focus on learning outcomes, particularly at the secondary education level.

One relevant study reported an increase in student motivation and listening achievement after using Duolingo, but the study highlighted learning outcomes rather than the experiences and perspectives of learners as users of the application (Jumbrowati et al., 2019). In fact, student perceptions play an important role in determining the sustainability of digital learning media use and the depth of engagement in independent listening practice. Therefore, a more focused study is needed on how students perceive the use of Duolingo as a listening learning medium. Based on these needs, this narrative thematic literature review aims to discuss the main concepts and findings related to student learning motivation and listening comprehension, with a specific focus on student perceptions of the effectiveness of Duolingo in enhancing English listening skills.

## **METHOD**

This study uses a narrative thematic literature review (NTR) approach to synthesize and interpret findings from previous studies related to the use of the Duolingo app in improving English listening skills. Narrative thematic reviews focus on identifying patterns, concepts, and themes across studies rather than statistically comparing results (Green et al., 2001; Snyder, 2019). This approach is considered appropriate because the purpose of this study is to conceptually examine the benefits of Duolingo for listening development based on the existing literature.

The data sources consisted of peer-reviewed journal articles discussing English listening skills, mobile-assisted language learning (MALL), and the use of Duolingo or similar mobile applications in the context of language learning. Relevant studies were identified by considering their relevance to listening skill development, the use of mobile or digital learning tools, and their contribution to understanding the learning process and outcomes.

In total, 26 relevant scholarly articles were reviewed as the primary data sources in this literature review. Both theoretical and empirical studies were included to provide a comprehensive overview of the topic. The selected studies were analyzed through thematic synthesis. The main findings of each article were carefully reviewed, compared, and grouped based on recurring ideas and similarities in the reported results.

These recurring patterns were then organized into broader themes that reflect the main benefits of using Duolingo for developing English listening skills. This analysis was guided by listening skill theory and the MALL conceptual framework to ensure coherence between theoretical perspectives and empirical findings.

Because this study is a literature-based review, it did not involve participants or data collection from a specific population. Instead, previously published

research articles served as the primary data source, and the synthesized themes were discussed narratively in the results and discussion sections.

## RESULT AND DISCUSSION

Here is a list of the 26 papers reviewed in this narrative thematic literature review:

**Table 1**  
**The list of 26 papers**

No	Year	Author(s)	Article Title	Method	Problem	Solution
1	2021	Alzamil, J.	Listening Skills: Important but Difficult to Learn	Qualitative (conceptual / literature-based review)	EFL learners face difficulties in listening due to limited exposure, fast speech rate, accent variation, limited vocabulary, and lack of strategy instruction.	Recommend increasing exposure to authentic listening materials, strategy-based listening instruction, and the use of technology-based learning tools.
2	2021	Amin, S. N.	Gamification of Duolingo in Rising Students' English Language Learning Motivation	Quantitative (Quasi-experimental)	Students showed low motivation and engagement in English language learning due to monotonous teaching methods and a lack of interactive learning media.	This study applied Duolingo with gamification features to increase student motivation, showing that gamified mobile learning significantly increased student motivation and engagement.
3	2020	Budiharto, R. A., & Syahroni, A. W.	Utilizing Duolingo via Smartphone as a Tool for Teaching and Learning English	Qualitative (descriptive/community service study)	Limited access to effective English learning tools among community students	Introducing and assisting students in using the Duolingo app to support independent English learning via smartphones.
4	2012	Christine C. M. Goh, Larry Vandergrift	Teaching and Learning Second Language Listening	Qualitative (theoretical synthesis and pedagogical model development)	Second language (L2) listening instruction focuses on comprehension outcomes rather than the listening process, so learners do not receive strategic and metacognitive support.	A metacognitive listening approach that trains learners to plan, monitor, and evaluate their listening through a structured pedagogical model.
5	2018	Crompton, H., & Burke, D.	The use of mobile learning in higher education: A systematic review	Qualitative-Systematic Literature Review	Research on mobile learning in higher education remains fragmented and lacks a clear picture of its goals and impact.	A systematic review synthesizing studies on mobile learning to reveal trends, outcomes, and its potential to extend learning beyond the classroom.
6	2020	Ramesh wari Jyoti	Exploring English Language	Quantitative-descriptive survey study	EFL students experience significant difficulties in listening	This study suggests improving listening instruction through

			Students' Difficulties in Listening Comprehension Rameshwar		comprehension due to factors such as fast speech rate, unfamiliar vocabulary, different accents, limited exposure to spoken English, and a lack of effective listening strategies. These difficulties have a negative impact on students' comprehension and confidence in listening tasks.	increased exposure to spoken English, systematic listening practice, and the use of appropriate learning strategies and supportive learning media.
7	2018	Crompton, H., & Burke, D.	The use of mobile learning in higher education: A systematic review	Qualitative-Systematic literature review	EFL students face ongoing listening difficulties due to limited exposure to authentic English, high speaking speed, unfamiliar vocabulary, accent variations, and weak listening strategies, which reduce comprehension and confidence.	This study suggests structured and repeated listening practice, strategy-based teaching, and supporting media, including MALL tools such as Duolingo, which offer flexible and independent practice to bridge the exposure gap.
8	2025	Farah, S. N., & Aminah, S.	Farah, S. N., & Aminah, S.	Quantitative (Quasi-Experimental)	Students' listening skills and motivation are low due to limited interesting listening activities and a lack of exposure to authentic audio input.	Implement Duolingo as a listening learning medium to provide repeated audio exposure, activities that are turned into games, and flexible exercises.
9	2023	Freeman, C., Kittredge, A., Wilson, H., & Pajak, B.	The Duolingo Method for App-based Teaching and Learning	Qualitative (Research synthesis / whitepaper)	Language learning applications such as Duolingo are widely used but lack a clear pedagogical framework based on learning theory to guide user practice and content design.	Proposing the Duolingo Method, a pedagogy-based design model with principles such as learning by doing, personalized learning, meaningful focus, motivational features, and user satisfaction to guide app-based language learning and enhance the learning experience.
10	2006	Green, B. N., Johnson, C. D., & Adams, A.	Writing Narrative Literature Reviews for Peer-Reviewed Journals: Secrets of the Trade	Qualitative, Narrative Literature Review	Many researchers lack clear guidance on how to write high-quality narrative literature reviews that meet peer-review standards.	The authors provide structured guidelines and practical strategies for conducting and writing rigorous narrative literature reviews, emphasizing synthesis, thematic

						organization, and critical analysis.
11	2024	Isbell, D. R., Crowther, D., & Nishizawa, H.	Speaking performances, stakeholder perceptions, and test scores: Extrapolating from the Duolingo English Test to the university	Quantitative; correlational study	Empirical evidence on whether Duolingo English Test (DET) speaking scores can be validly extrapolated to real academic speaking demands in a university context is still limited.	This study provides evidence that DET speaking scores strongly correlate with university stakeholders' perceptions of academic comprehension and acceptance, supporting the validity of DET for academic admission purposes.
12	2024	Rungsina, S.	Factors and Problems Affecting English Listening Comprehension Skills of EIC Undergraduate Students at Rmutl Tak, Thailand	Quantitative; survey research using online questionnaire analyzed with descriptive statistics	EIC undergraduate students experience considerable difficulty in understanding spoken English, particularly in relation to speaker accents, speaking speed, unfamiliar vocabulary, and limited English knowledge.	This study suggests increasing students' exposure to a wide variety of listening materials, raising awareness of listening factors, and helping teachers design more appropriate listening materials and strategies to improve listening comprehension skills.
13	2023	Jumbrowati, D. A., Permana, D. R., & Angraini, N.	The Utilization of Duolingo to Improve Students' Motivation and Listening Comprehension Achievement	Quantitative; quasi-experimental design with experimental and control groups; pretest–posttest and questionnaires.	Junior high school students showed low motivation and poor listening comprehension skills, and conventional teaching methods were not very appealing.	The use of the Duolingo app significantly improved students' listening comprehension and motivation to learn, as indicated by higher post-test scores and positive responses from students, suggesting that Duolingo is an effective and engaging learning tool.
14	2025	Mohamud, A. A., Gabow, A. A., & Abdi, A. I.	Exploring the factors influencing listening skills proficiency: a quantitative study of English language learners at IML, SIMAD University, Somalia	Quantitative; statistical analysis of English proficiency test data	There are ongoing concerns about the validity and fairness of online English language proficiency tests, particularly in representing students' actual listening and speaking abilities in various contexts.	This study provides empirical evidence that online English language proficiency test results can reliably reflect students' language abilities when supported by a robust validation framework, thereby supporting their use for academic and educational decision-making.
15	2023	Nita, S., Sari, E. R. N., Sussolai	The Implementation of Duolingo Application to	Qualitative; questionnaire and interviews	Millennials tend to lose motivation in conventional English language learning and	The implementation of the Duolingo app, with its gamification and audio-visual features, increases

		kah, K., & Risky, S. M. F.	Enhance English Learning for Millennials		need flexible, engaging, technology-based learning media that supports independent learning.	motivation, autonomy, vocabulary mastery, and overall engagement in English language learning for students, making it an effective alternative learning medium.
16	2024	Ouyang, Z	The Effects of Duolingo , an AI-Integrated Technology , on EFL Learners ' Willingness to Communicate and Engagement in Online Classes	Quantitative; survey-based research analyzing	EFL learners face difficulties in maintaining motivation and improving English language skills through traditional classroom-based teaching.	This study shows that technology-assisted language learning (including mobile applications) supports learner engagement, autonomy, and motivation, and contributes positively to English language development.
17	2022	Purwanto, A.	The Effect of DuoLingo and SPADA to Teach Listening to Students with Different Achievement Levels.	Quantitative; Experimental study	Students had difficulty improving their English skills, particularly listening and vocabulary, due to low motivation and monotonous teaching methods.	The use of digital learning media and interactive learning strategies significantly improved English learning outcomes, motivation, and student engagement.
18	2022	Putri E.W	The Teaching of Listening for EFL Students : An Overview	Qualitative; literature Review	EFL students face ongoing difficulties in listening comprehension due to limited exposure to authentic input, a lack of listening strategies, and a lack of emphasis on listening skills in EFL classes.	This study emphasizes the importance of systematic listening instruction, the use of appropriate listening strategies (cognitive, metacognitive, and social), and the integration of various media to improve the listening competence of EFL students.
19	2020	Redjeki, I. S., & Muhajir, R.	Students' Perceptions On The Use Of Duolingo Gamification	Qualitative descriptive study using questionnaires and interviews	Students often experience low motivation and engagement in traditional English learning environments, resulting in less effective language acquisition.	The integration of Duolingo's gamification features increases student motivation, engagement, and positive perceptions of English learning.
20	2001	Ridge, E.	The use of mobile learning in higher education: A systematic review	Book review (critical and analytical evaluation of an edited academic volume)	Space limitations result in a dense discussion; lack of focus on key areas such as Communicative Language Teaching (CLT), pragmatics, and language identity; more accessible to graduate	Provides a comprehensive and balanced evaluation of the book's contributions; highlights its systematic structure, broad coverage, and usefulness as core reading for teacher educators and graduate students.

					readers than undergraduate students.	
21	2023	Santi, L. I., Hilal, A., & Rismiyan	Review of Duolingo Application in Learning English	Descriptive quantitative research	Most previous studies have focused primarily on vocabulary learning; limited research has examined the use of Duolingo to improve integrated language skills (speaking, listening, reading, writing).	We recommend future research focusing on the effectiveness of Duolingo in improving broader English language skills, not just vocabulary, to maximize its educational potential.
22	2019	Snyder, H.	Literature review as a research methodology : An overview and guidelines	Methodological paper	Many literature reviews lack methodological rigor, transparency, and clear structure; confusion about different types of reviews (systematic, semi-systematic, integrative)	Provide clear guidance for conducting literature reviews, explain different types of reviews, and offer a structured process to improve quality, transparency, and academic rigor.
23	2010	G. Stockwell	Using mobile phones for vocabulary activities : examining the effect of the platform	Quantitative study	Learners tend to prefer PCs over mobile phones; activities on mobile devices take longer to complete; there is uncertainty as to whether the platform affects learning performance.	Provide flexible platform options (mobile phone or PC); design a simplified mobile interface; analyze actual performance data to provide better information for mobile learning design and integration.
24	2024	N. Tuong	European Journal Of Alternative Education Studies A Study On Duolingo Mobile Applications To Improve Efl Students ' Listening Comprehension Performances	Quantitative/ quasi-experimental design	Students demonstrate poor listening comprehension and limited speaking skills due to a lack of exposure to authentic input and a lack of interactive practice.	Implement technology-supported learning (e.g., digital platforms/online interaction tools) to increase authentic exposure, interactive communication, and student engagement..
25			Enhancing EFL learners ' speaking and listening skills through authentic online conversations with video conferencing tools	Quasi-experimental research design	EFL learners have low speaking fluency and limited listening comprehension due to a lack of authentic interaction and real communication practice.	Integrate authentic online conversations through video conferencing tools (e.g., Zoom/online platforms) to provide real-time interaction, exposure to authentic input, and increased communicative practice.

26	2025	Z. Zulfikar, S. Akmal, U. Ar-raniry	Exploring efl students' problems in listening to english news exploring efl students' problems in listening to english news broadcasts	Quantitative research	Students experience difficulties in listening comprehension due to limited exposure, low vocabulary mastery, and a lack of interactive learning strategies.	Implement technology-based or strategy-based teaching to improve listening comprehension through interactive activities and structured exercises.
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This section presents a thematic synthesis of previous studies to explain the benefits of using the Duolingo app in improving English listening skills. Using a narrative thematic literature review approach, findings from relevant studies were analyzed and grouped into recurring themes. This discussion integrates listening skill theory, the concept of Mobile-Assisted Language Learning (MALL), and empirical evidence from previous research to provide a coherent understanding of how Duolingo supports the development of listening skills.

### Theme 1: Repeated and Structured Exposure to Spoken Input

One of the dominant themes identified in the literature is the role of repeated and structured exposure to spoken language in developing listening skills. Listening is widely recognized as a basic language skill that develops through continuous exposure to spoken input and active processing of sounds, vocabulary, and meaning (Ridge, 2001; Wang, S. and Noe, 2010). However, many learners experience difficulties in listening due to limited exposure and a lack of opportunities to practice outside of class (Alzamil, 2021; Jumbrowati et al., 2019). Several studies report that Duolingo provides consistent and structured oral input through various audio-based exercises, such as sentence recognition, dictation, and speech identification tasks (Budiharto & Syahrini, 2020; Nita et al., 2023). These activities allow learners to interact repeatedly with spoken English, which supports the internalization of pronunciation patterns and basic comprehension skills. Empirical findings by Jumbrowati et al. (2019) show that repeated exposure to listening material through Duolingo has a positive impact on students' listening performance. Thus, Duolingo can be synthesized as a learning medium that strengthens listening skills by increasing the intensity and consistency of spoken input exposure.

### Theme 2: Flexibility in Mobile-Assisted Language Learning

Another recurring theme relates to the flexibility offered by Duolingo as a mobile-assisted language learning (MALL) tool. MALL allows learners to access learning materials anytime and anywhere, thereby expanding learning opportunities beyond the formal classroom setting (Stockwell, 2010; Crompton & Burke, n.d.) This flexibility is particularly important for the development of listening skills, as it allows learners to engage in frequent, short listening practice sessions that fit their individual schedules.

Previous studies have reported that the flexible nature of Duolingo encourages learners to practice listening more independently and consistently (Jumbrowati et al., 2019). By allowing learners to choose when and where they will engage in listening practice, Duolingo supports continuous practice, which is essential for the development of listening skills. Therefore, learning flexibility emerges as a key benefit that enhances learners' access to continuous listening input within the MALL framework.

### Theme 3: Gamification and Learning Motivation

The integration of gamification elements is another major theme identified in the literature. Motivation plays an important role in language learning, especially in listening, which often requires sustained concentration and repeated practice (Putri, 2022). Duolingo incorporates gamification features such as points, levels, rewards, and immediate feedback, which are designed to increase learner engagement and motivation (Amin, 2021; Nita et al., 2023). Research findings indicate that these gamification elements positively influence learners' willingness to engage in listening activities and persevere in completing exercises (Jumbrowati et al., 2019). Increased motivation is associated with more frequent practice, which in turn contributes to improved listening outcomes. This is in line with listening skill theory, which emphasizes the importance of active engagement in processing verbal input. Consequently,

gamification can be synthesized as a motivational factor that supports the sustainability of listening exercises through Duolingo.

#### **Theme 4: Strengthening Basic Listening Skills**

The literature also highlights Duolingo's effectiveness in strengthening basic listening skills, such as sound recognition, vocabulary comprehension, and understanding simple sentence structures. Several studies report that Duolingo listening exercises are particularly suitable for beginners, as they focus on the fundamental aspects of spoken language (Budiharto & Syahroni, 2020; Nita et al., 2023).

Findings by (Jumbrowati et al., n.d.) show that Duolingo contributes more significantly to the development of basic listening skills than to advanced comprehension. This supports (Christine C. M. Goh, 2012) view that mastery of basic listening processes forms the foundation for higher-level listening comprehension. Thus, Duolingo can be understood as an effective tool for strengthening the essential listening skills necessary for further language development.

#### **Theme 5: Support for Self-Directed Learning and Learner Autonomy**

Another theme that emerged from this synthesis was Duolingo's role in supporting self-directed learning and learner autonomy. Independent listening practice is essential for developing listening skills, especially when classroom exposure is limited. Duolingo's self-directed learning design allows learners to manage their study time, choose exercises, and repeat listening material according to their individual needs (Nita et al., 2023).

Although some studies do not explicitly focus on learner autonomy, their findings suggest that self-directed practice facilitated by Duolingo contributes to improved listening skills (Jumbrowati et al., 2019). By allowing learners to control their listening practice, Duolingo supports the formation of autonomous learning habits. Therefore, learner autonomy can be synthesized as an additional benefit that enhances the effectiveness of Duolingo as a listening support medium.

#### **Theme 6: Synthesis of Findings**

Based on a thematic synthesis of listening skill theory, the MALL framework, and empirical findings from previous studies, it can be concluded that Duolingo provides many benefits in improving English listening skills. These benefits include repeated and structured exposure to oral input, flexible access to listening exercises, increased learning motivation through gamification, reinforcement of

basic listening skills, and support for independent learning. Collectively, these themes position Duolingo as an effective complementary medium for developing English listening skills in the context of mobile-assisted language learning.

#### **CONCLUSION**

This narrative thematic literature review shows that the Duolingo app provides significant benefits in supporting the development of English listening skills. Through a synthesis of previous studies, several key themes were identified, including repeated and structured exposure to oral input, flexibility in mobile-assisted language learning (MALL), increased learning motivation through gamification features, reinforcement of basic listening skills, and support for independent learning and learner autonomy.

These benefits indicate that Duolingo functions effectively as a complementary learning medium rather than a substitute for formal instruction. By providing accessible and engaging listening activities, Duolingo expands opportunities for listening practice outside the classroom and supports sustained learner engagement.

In the context of MALL, the app contributes to creating a more flexible, learner-centered listening environment, particularly for learners who need additional exposure to spoken English. Overall, the findings of this review highlight the pedagogical potential of Duolingo as a supportive tool for strengthening basic listening skills in English language learning.

#### **SUGGESTIONS**

Based on the findings of this narrative thematic literature review, educators are encouraged to consider integrating Duolingo as a complementary medium in listening instruction, particularly to expand opportunities for listening practice outside of the formal classroom environment and to support learner autonomy. Teachers can guide students in using the application strategically to strengthen basic listening skills and to maintain consistent listening exposure.

For learners, consistent use of Duolingo can serve as an additional listening practice tool to improve understanding of English sounds, vocabulary, and basic sentence structures. However, learners should be aware that the app is most effective when used in conjunction with other learning resources that provide richer contextual and interactive listening experiences.

Future research is recommended to further explore the use of Duolingo in developing advanced listening skills and to examine its effectiveness in various educational contexts and learner proficiency levels. In

addition, empirical studies focusing on learner experiences and engagement patterns can provide deeper insights into how mobile-assisted applications support continuous listening development.

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