

# Autonomous Language Learning with Duolingo: Experiences from Three Primary School Students

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As artificial intelligence (AI) becomes increasingly integrated into language pedagogy, it provides opportunities for scaffolded language learning that are accessible anytime and anywhere. The Duolingo application, leveraging a robust AI tool, extends language learning beyond traditional classrooms. This qualitative study investigates the current utilization of Duolingo for learning various foreign languages among three primary students. Data collected from participant interviews and screenshots of their device screens were thematically coded using NVIVO software. Findings suggest that learners actively engage with Duolingo's gamification features, primarily driven by personal interests despite external influences from family and friends. Moreover, learners exhibit high levels of engagement and satisfaction with the application's learning features. These results provide insights into the self-directed language learning experiences of primary school students outside formal educational contexts.

## Online Profile

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