STUDENTS’ ATTITUDES TOWARDS USING DUOLINGO AS A SELF-LEARNING ARTIFICIAL INTELLIGENCE-BASED APP IN DISTANCE LEARNING DURING THE PANDEMIC IN THE UNITED ARAB EMIRATES

By
Samaa Zaki Abdeen Abdelghany

Doi: 10.21608/jasep.2022.258830


http://jasep.journals.ekb.eg
STUDENTS’ ATTITUDES TOWARDS USING DUOLINGO AS A SELF-LEARNING ARTIFICIAL INTELLIGENCE-BASED APP IN DISTANCE LEARNING DURING THE PANDEMIC IN THE UNITED ARAB EMIRATES

Abstract:

The present study aims to measure the students’ attitudes towards utilizing an Artificial Intelligence-based app of Duolingo, an English language application in developing English skills as a foreign language among primary school pupils during distance learning during the pandemic. To fulfill the purpose of the study, four instruments were constructed; a questionnaire designed by the researcher to determine the skills needed at this stage, a pre-post English test, and an online interview to measure pupils' attitudes towards Duolingo for a self-learning mode of distance education. The study adopted the survey design, and the validity and reliability of the study instruments were established before their use in the study. The sample of the study consisted of 150 pupils from K-12 across the United Arab Emirates, where 60 pupils represented the fifth grade in primary school in Sharjah and 90 represented other grade levels across the country. The Mobile-assisted language learning (MALL) using Duolingo program training was administered to the first group as a pilot study during the academic year 2019-2020 for 9 months, whereas the other group received the training during a summer camp for two months with additional languages other than English. Results of both groups revealed that Mobile-assisted language learning (MALL) using the Duolingo app led to significant improvement not only in pupils’ English as a Foreign Language (EFL), but also an enhancement in their motivation toward learning other languages. In conclusion, the study introduced recommendations and implications for the future of learning English.

Keywords: Attitude, Mobile-assisted language learning (MALL), Duolingo, distance learning, self-learning, Artificial Intelligence
1.1 Introduction & BACKGROUND OF THE TOPIC AND ISSUE OF RESEARCH

A. UAE 2071 Vision & Distance Education

The United Nation Reported in August that the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 percent of the world’s student population, up to 99 percent in low and lower-middle-income countries (U.N, 2021). On the other hand, the official United Arab Emirates UAE) Government portal declared that from March 2020, UAE has implemented distance learning platforms such as Duolingo to make up for the lost time and space.

المستخلص:

هدف من هذه الدراسة هو قياس اتجاهات الطلبة من استخدام تطبيق Duolingo وتطبيق اللغة الإنجليزية مساعد في تطوير مهارات اللغة الإنجليزية كلغة أجنبية بين طلبة المدارس الإبتدائية أثناء التعلم عن بعد أثناء الجائحة. ولتحقيق الغرض من الدراسة، تم إنشاء أربعة أداة مع مقياس صممه الباحث لتحديد المهارات المطلوبة واختبار اللغة الإنجليزية قبلي وعند، وأخيراً مقابلات شخصية عبر الإنترنت لقياس اتجاهات الطلبة تجاه Duolingo في فترة التعلم على البحوث المسحية، وتم التأكد من صدق وموثوقية أدوات الدراسة قبل استخدامها في الدراسة حيث تكانت عينة الدراسة من 150 طالباً من K-12 في جميع أنحاء دولة الإمارات العربية المتحدة، حيث مثّلت 60 طالباً من الصف الخامس في المدرسة الإبتدائية في الشارقة و 90 طالباً يمثلون مستويات الصفوف الأخرى في جميع أنحاء البلاد. تم تقديم تدريب تعليم اللغة الإنجليزية مساعد الأمثلة المحول (MALL)، والكلمات المفتاحية: تدريس اللغة ومساعد اللغة chiếuة الأجهزة المحول (مول) ، دولينجو، التعلم عن بعد ، التعليم الذاتي ، تقييم الذكاء الاصطناعي.
learning on all UAE public and private schools and higher education institutions as a precaution to protect students from COVID-19. It also launched smart learning platforms and guidelines and instructions manuals to manage students’ behavior in distance learning. UAE offered free satellite broadband services for students in areas lacking connectivity and free home internet connection for families who have no home internet connection. The prompt plan to face the world’s pandemic was to ensure the continuity of the government’s vision and mission for ‘Innovative education for a knowledge, pioneering, and global society.’ The minister of Education H.E. Hussain Ibrahim Al Hammadi declared that “The development of the education sector is one of the most important goals of the SDGs. Therefore, providing education to all members of society is one of the key instruments for achieving that objective.”

The action was taken to guarantee that vision and strategic goals are in place despite all challenges caused by the pandemic. Therefore, one of the Ministry of Education’s Strategic Objectives is to attract and prepare students to enroll in higher education internally and externally, considering labor market needs. Therefore, the ministry’s main 2021 target is to reach a zero (0%) percentage of students Enrollment Rate in Foundation Year in university, an indicator that measures the share of local students who have to undergo foundation year (a program usually focusing on strengthening Arabic, English, Math and IT) out of the total local students enrolled in the universities in the same year. This led to a huge investment in core subjects’ development including curriculum, teacher professional development, and school leadership recruitments.

B. English Language National & International Framework

As far as the English language is concerned, a National Unified K–12 Learning Standards Framework has been developed in 2014 for English as an International Language. (EIL). It includes Performance Level Descriptors by Grade; this section focuses on helping teachers interpret a student’s level of performance or ability as measured by classroom assessment tools. Four levels of performance are identified.
The framework also provides Recommendations for Implementation; guidance on instructional planning, instructional strategies, and the professional development recommended for supporting the implementation of cross-cutting standards; it describes high-level connections between the UAE English standards, interdisciplinary 21st Century themes, and 21st Century Skills, with multiple connections to learning across grades that ensure college and career readiness for all students through the integration of Science, Technology, Engineering, Arts and Mathematics (STEAM) approach.

As a result, the Emirati School Initiative has developed English as a Medium of Instruction (EMI) in all public schools to prepare students for international competencies reaching higher levels in international educational exams such as PISA, TIMSS and IRLS, etc. to be among the top countries as the English language is universal and the most spoken language in the World (Ethnologue, 2021, 24th edition).

C. Artificial Intelligence & Technology National Strategy

In addition to the education sector development strategy, the UAE launched the National Program for Artificial Intelligence Building a Responsive Artificial Intelligence Nation (BRAIN). The UAE has a vision to become a world leader in (AI) by 2031, according to the official portal for creating new economic and social opportunities for citizens, governments and businesses and generating up to AED 335bn in extra growth. Therefore, at the annual World Government Summit Meeting in February 2018, the UAE announced key elements of its strategy – a welcoming destination for developing AI products, new education programs and championing good governance.

Furthermore, more nations have come to realize the importance of artificial intelligence (AI) in shaping the economics of the future. With Russia, the United States, and the United Emirates all funding serious efforts to advance AI tech, China has established a three-year program to secure AI as a major economic driver by 2020. This is part
of the nation’s overarching plan to become an industry leader in AI by 2030. However, Yoshua Bengio is one of the pioneering developers of artificial intelligence and winner of computing’s "Nobel prize". His optimism about machines doesn’t extend to humanity. He stated that the progress has been made in machine learning has been pretty amazing, and it can empower almost any sector of society (Revell, 2019)

During the last few years, it has been obvious that there is a great impact of using technology in language learning. The dramatic shift in the language learning processes during recent years led to significant changes in the way teaching and learning may happen. Bader Alharbi 2021 confirmed in his paper that due to the pervasive of smartphone and tablets among new generations, they become academically beneficial learning tools.

D. LMS & ALEF AI-based Education

His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai launched the Mohammed Bin Rashid Smart Learning Program to establish a unique learning environment in schools in 2017. Moreover, The Emirati Ministry of Education has invested in AI-based educational platform and launched the “Alef Platform" in all UAE public schools, which will allow the ministry to use the Alef Platform to achieve its goals of developing a digital education system capable of adapting with all possible changes caused due to Covid-19 pandemic and turn the challenges faced in distance learning into promising opportunities.

E. Duolingo Pilot Exploratory Study

Due to the success of AI-based platforms in the education system, the researcher applied a pilot exploratory study using Duolingo, the most AI-based language learning app used in the world to two classes during the academic year 2019-2020. The study investigated the impact of AI-based learning on students’ motivation, language acquisition, literacy skills development and, self-directed and self-regulation skills. After 8 weeks of implementation,
the results show positive feedback and progress in students’ end-of-year achievement and their positive attitude to independent learning using Duolingo.

Consequently, the researcher offered Duolingo on larger scale during a summer holiday. More than 500 participants registered in the summer AI-Language program. Users of different ages and levels joined to learn not only the English language but also other languages. The summary of the users’ feedback is highly positive in language learning. However, participants noted that among the main ESL four skills, the speaking skill was the least to develop as a lack of chatbot integration. Moreover, the researcher measured parents’ and students’ feedback about the ALEF AI-based platform regarding the efficacy of language skills development. A significant number stated that the speaking skill is the least skill that is not supported unlike reading, writing, and listening.

Therefore, the current research aims to find innovative solutions to enhance English language learning by investigating the current practices in distance education to improve the overall performance with a focus on speaking skills as the most affected skill in the educational shift. In his study last January about The Attitudes Towards Distance Learning of Ton Duc Thang University, Teran, 2021 found that teachers think that Speaking skill is the most difficult skill to teach as learners in High school and university students in Vietnam are reluctant to speak through the computer. He also stated in his finding that:

“learner's attitude towards speaking is not positive no matter online learning or face-to-face learning. Learners are not confident in speaking skills, while poor internet connection and sound quality may worsen their pronunciation, which leads to a misunderstanding during speaking practice”.

His results typically describe the same attitude of the students of the current study in the United Arab Emirates Public Primary school despite all efforts to maintain high-quality in teaching and
learning standards. The researcher identifies the lack of confidence among ESL learners in speaking skills before covid-19 during face-to-face and that attitude increased negatively during distance learning. While it could be acceptable for students to communicate by typing in the chat box in other subjects during distance learning in virtual meetings, it is crucial for ESL learners must communicate verbally to practice oral skills in English language classes including vocabulary, grammar, fluency, and pronunciation.

**Statement of the problem**

Based on the previous studies and the results of the pilot study, the problem of the current research can be stated as follows:

During the pandemic of covid-19, students across the globe faced many challenges to continue their education even in countries that provided distance education, students still faced the challenges of self-learning and self-regulation in the new normal era. As far as English language learning is concerned in primary education, there is a potential that Artificial Intelligence based applications and platforms to help educators and learners to manage their learning and achieve better acquire target skills independently to avoid educational loss in crisis times. However, the main problem to be addressed is whether students are ready to the shift in pedagogy that gives the learners their responsibility for a fully student-centered instruction Therefore, this research analyze more than 100 students’ experiences and opinions of their exposure to a such learning environment in English language learning as a foreign language (EFL).

♦ **Questions of the study**

The main question is:

What are K-12 students’ attitudes in the United Arab Emirates towards self-learning to develop EFL skills using Al-based learning apps of Duolingo during distance learning of the Pandemic?

For research purposes this main question can be subdivided into the following questions:

1. What are K-12 students’ attitudes in the United Arab Emirates towards English skills development using Duolingo?
2. What are K-12 students’ attitudes in the United Arab Emirates towards self-learning in foreign languages learning?
3. What are K-12 students’ attitudes in the United Arab Emirates towards Duolingo to enhance their motivation towards other foreign language learning?

**Purpose of the study**

This study aimed at:

1. Identifying students’ attitudes in the United Arab Emirates (UAE) towards English skills development using Duolingo.
2. Identifying students’ attitudes in the United Arab Emirates towards self-learning in foreign languages learning.
3. Identifying students’ attitudes in the UAE towards Duolingo to enhance their motivation towards another foreign language learning.

**Literature Review**

**Duolingo & previous studies**

In November 2011, Luis Von Ahn and Severin Hacker developed the free program Duolingo. "Free language education for the world" is its catchphrase. based on its website, more than 30 million users have signed up for it. For English, it provides some languages for non-English speakers as well as others. (Munday, 2016).

In his Study, Munday concluded that the fact that students can review the language at their own pace makes the author think that Duolingo can still be a useful complement to any course, whether it be online or in-person. Given the disparities between the two levels of study, it should not account for more than 15% of any course grade and is better suitable for novices.

To keep in frequent contact with the language, I also advise students to complete some of XPs each week, which can now be readily tracked using the new Educator's dashboard in Duolingo. As was already noted, this kind of mobile learning enables students to supplement traditional classroom instruction by offering flexible learning that can improve the learning environment.
Although further research is required, the Duolingo study also implies that it encourages learning outside of the course's requirements. The instructor has also noticed, anecdotally, that 10% or so of students in both groups remained using Duolingo after the semester was through. Thus, even if only for a small number of students, it might still be helpful after the course has ended.

Therefore, the study agrees that further research is needed that can account for the learning that occurred as a result of Duolingo, but based on the comments from the participants in this study, we do not see any disadvantages to putting it into practice.

These results match the study conclusion of Loewen et al., 2019 as he stated that participants demonstrate a positive, moderate link between the amount of time spent on Duolingo and learning gains, and participants improved on L2 tests after of the study. The flexibility and gamification features of Duolingo were generally perceived favorably by participants in terms of how they felt about their experiences, but they also expressed varying levels of study motivation and dissatisfaction with the course materials.

**Methodology**

This is Survey research and is defined as "the collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). This type of research allows for a variety of methods to recruit participants, collect data, and utilize various methods of instrumentation. A survey of 40 questions answered by 100 participants represents different grade levels of k-12 students in public and private schools in the united Arab emirates. In addition, they were interviewed online with open-ended questions and discussed their experience using Duolingo during summer language camp in June-August 2020. To validate the study, another survey was used to collect responses from 50 students in grade 5 who used Duolingo for 9 months for a full academic year. Moreover, triangulation is used which refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999).
Triangulation also has been viewed as a qualitative research strategy to test validity through the convergence of information from different sources. In this study, the researcher’s observations are also collected to validate the participant’s input.

**Results & discussions**

**Pilot group (9 month)**

As presented in the below chart, the pilot group participants represent 50 female students in fifth grade in a public school in Sharjah city and 100% are native Arabic speakers. Their overall rating was at high satisfaction for the app use including English language skills and subskills, self-learning, foreign language confidence and, motivation as shown in below summary pie charts:

![Pilot group chart](image)

شكَلٌ ١٠ اتجاهات الطلبة نحو التعلم الذاتي باستخدام دينونجو للغات
Results & discussions

As presented in the below chart, participants represent all cities across the country and from all grade levels K-12 and 100% are native Arabic speakers. 98% are students.
شكل 4: اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

شكل 5: اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات
STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany

Shape 6: Students' Attitudes Towards Using Duolingo for Languages

Shape 7: Students' Attitudes Towards Using Duolingo for Languages
شكل 8 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

كاشفت مفردات جديدة من برنامج التدريب على اللغة التي اختيرتها
98 responses

كلمة اتفاق

كلمة موافق

كلمة لازم

كلمة فهم

كلمة وافق

كلمة غضب

كلمة تنازل

كلمة محرض

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلمة موافق

كلاً اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

شكل 9 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات
A stem-and-leaf chart for the distribution of attitudes towards using Duolingo among students, with 98 responses. The chart shows the percentage of students who strongly agree, agree, neutral, disagree, and strongly disagree with the statement.

Sheikh 10: Attitudes of students towards individual learning through Duolingo.

Sheikh 11: Attitudes of students towards individual learning with Duolingo.
أشكال 12 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

أستطيع الاستماع وفهم عبارات باللغة التي تدرّبت عليها مع ديلينجو
98 responses

أستطيع كتابة وقراءة حروف الأبجدية الأساسية باللغة التي تدرّبت عليها مع ديلينجو
98 responses
**STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany**

A diagram showing students' attitudes towards using Duolingo for formulating basic grammatical rules in the language they are studying.

98 responses

- **24.5%** Strongly agree
- **66.3%** Agree
- **5.2%** Neutral
- **0%** Disagree
- **0%** Strongly disagree

**Diagram 14:** Students' attitudes towards applying Duolingo to the language they are studying.

A diagram showing students' attitudes towards applying grammatical structure to the language they are studying.

98 responses

- **21.4%** Strongly agree
- **66.3%** Agree
- **0%** Neutral
- **0%** Disagree
- **0%** Strongly disagree

**Diagram 15:** Students' attitudes towards applying grammatical structure using Duolingo in the language they are studying.
أسلوب استخدام مفردات الموضوعات الشائعة عند التحدث باللغة التي تجري عليها مع ديولينجو

98 responses

شكل 16-17 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات
STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany

A total of 98 responses were collected to assess students' attitudes towards using Duolingo for self-learning.

Shape 18: Students' attitudes towards self-learning using Duolingo for languages.

Shape 19: Students' attitudes towards self-learning using Duolingo for languages.
 هل اشترك في تعلم أكثر عن لغة واحدة جديدة Did you join more than one class to learn another new language? 
98 responses

- 38.8% نعم Yes
- 61.2% لا No

يوجد تحدي في تعلم أكثر من لغة جديدة في وقت واحد It is more challenge to learn more than one new language at the same time
98 responses

- 24.5% موافق بشدة Strongly agree
- 41.5% موافق Agree
- 21.2% محايد Neutral
- 11% غير موافق Disagree
- 1.2% غير موافق بشدة Strongly disagree

شكل 20-21 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات
STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany

Diagram 22: Students’ attitudes towards using Diolingo for languages

Diagram 23: Attitudes towards using the new language

Diagram 24: Students’ attitudes towards using Diolingo for languages
أشكال اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات

استطاع تنظيم وقت وتحديد أهداف التعلم الخاصة باللغة التي أتعلمونها

(13.3%) موافق بجد
(9.2%) موافق
(77.8%) موافق بجد

(22.4%) موافق بجد
(7.1%) موافق
(70.4%) موافق بجد
Students’ Attitudes Towards Using… Samaa Abdelghany

Figure 26: Students’ attitudes towards using Duolingo for languages.

Able to calculate the time frame of the study, they feel they are learning a specific language.
98 responses

Figure 27: Students’ attitudes towards using Duolingo for languages.

Able to share my learning in a new language to the others, either in the workplace or in the study.
98 responses

Figure 37: Students’ attitudes towards using Duolingo for languages.
I prefer working with
98 responses

I can dedicate myself to the daily target challenges for ...
98 responses

شكل 28 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات

شكل 29 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات
Students’ Attitudes Towards Using… Samaa Abdelghany

How often do you practice per a week?
98 responses

 sham3 30 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

prefer learning new language
98 responses

شمال 31 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات
**Diagram 1:** 26 Attitudes of students towards self-learning using Duolingo.

**Diagram 2:** Can learn a new language without a teacher. 98 responses.
STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany

يمكن أن أشرح برنامج ديولينجو للآخرين للبدء في تعلم لغة جديدة
98 responses

أعجبني إعادة تكرار السؤال بشكل مختلف للتدريب على الأسئلة التي كنت اجابة فيها
98 responses

شكل 34 - 35 اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات
البرنامح يحظى ويشجع على الاستمرار في تعليم اللغات
98 responses

شكل 36 - اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديلينجو للغات

أعلن ان تعلم اللغات يحتاج إلى فترة طويلة واستمرارية التدريب ومتلك هذه التطبيقات تشجع على الاستمرار في التعلم الذاتي في أي وقت وفي أي مكان لأي لغة أريدواها
98 responses
STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany

Figure 38 - 39: Student attitudes towards using Duolingo in English language in the senior year. 98 responses.
ساعدي البرنامح في مستوى التحصيل لمادة اللغة العربية في مدرستي ويشكل عام

98 responses

شكل 40 - 1- اتجاهات الطلبة نحو التعلم الذاتي باستخدام ديولينجو للغات

جودة: متوسطة

المجلة العربية للعلوم التربوية والنفسية، مج (17) - ع (29) سبتمبر 2022
Conclusion

This study demonstrated that Duolingo is an app that novice language learners can begin using since it inspires them to keep learning. However, as English is the most popular language on Duolingo, it still needs to be improved to cover more vocabulary, and grammatical rules. Additionally, it ought to be encouraged for use at higher levels. Furthermore, Duolingo shouldn't solely rely on the Direct-Translation Method because it can also more graphically aids. In conclusion, it is advised that schools implement Duolingo to keep pupils entertained. Being comparable to a video game, it may be played while learning. This study established that Duolingo is a helpful language-learning tool for learning a second language. Taking into consideration the appropriacy of some phrases in certain contexts which is culturally sensitive.
REFERENCES


STUDENTS’ ATTITUDES TOWARDS USING… Samaa Abdelghany


Tran, M.U.K. (2021). The Attitudes Towards Distance Learning of Ton Duc Thang University Students and Teachers. Conference: 17th International Conference of the Asia Association of

