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**From Gamification to Subscription: The Mediating Role of Performance Expectancy in Duolingo Usersâ€™
Intention to Subscribe**
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ABSTRACT

As mobile-assisted language learning (MALL) applications continue to rise in terms of popularity, gamification has become an increasingly important strategy used for improving user engagement and promoting continue platform usage. Despite extensive research regarding the role of gamification in creating motivation and participation, limited studies have examined how gamification features could influence users' intention to subscribe to premium services. This study is going to examine the relationship between gamification features and intention to subscribe among Duolingo users, with performance expectancy serving as a mediating variable. Drawing upon Self-Determination Theory (SDT) and the Unified Theory of Acceptance and Use of Technology (UTAUT), the research investigates the effects of immersion, achievement, and social interaction towards users' subscription intention through performance expectancy. The analysis is based on primary data collected from 201 Duolingo users in Indonesia utilizing a purposive sampling technique and assessed using Partial Least Squares-Structural Equation Modeling (PLS-SEM). The findings signify that achievement and social interaction positively influence performance expectancy, while immersion does not have a significant effect. Furthermore, performance expectancy significantly influences users' intention to subscribe and mediates the relationship between achievement, social interaction, and subscription intention. This study aims to contribute to the growing number of literature on gamification in digital learning environments and add on practical insights for language-learning platforms looking out to strengthen premium subscription adoption.

Keywords: Gamification Features, Performance Expectancy, Intention to Subscribe, Duolingo, Mobile-Assisted Language Learning, PLS-SEM.