



# ANALYSIS OF THE ENGLISH LANGUAGE ACQUISITION POTENTIAL FOR TEENS IN A DIGITAL ERA

## PART 1

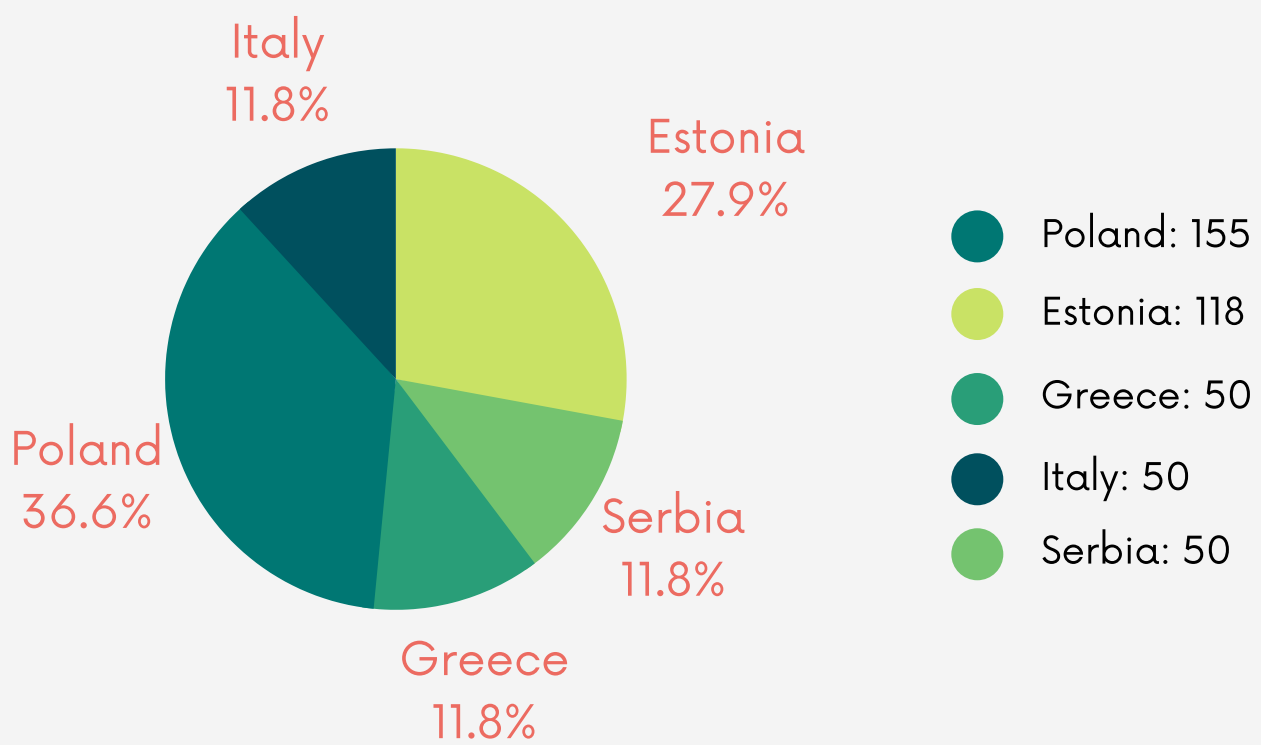
STUDENT ONLINE BEHAVIOUR ANALYSIS.

## DATA 1.1

### THE PROFILE OF THE STUDY.

Numbers of participants per country.

423 Responses



Ireland did not distribute the questionnaire to any students as they are native speakers and the results would not have been representative.

## DATA 1.2

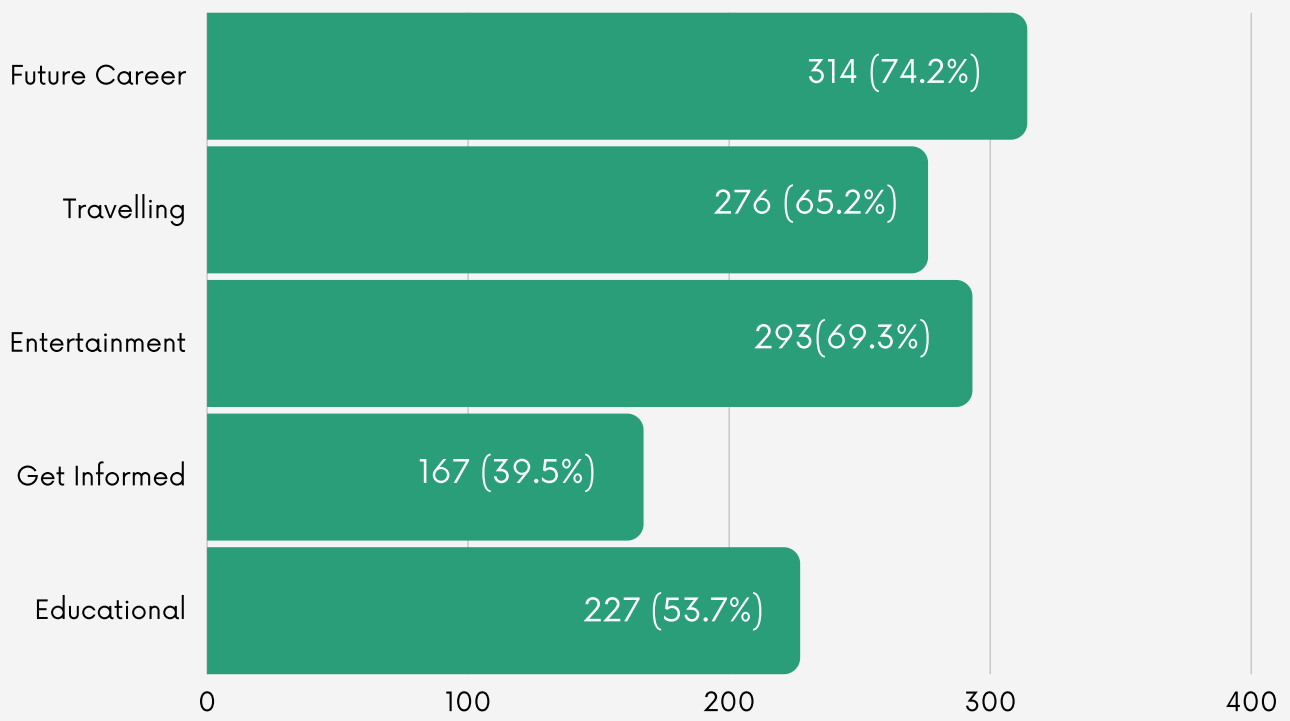
### THE IMPORTANCE OF ENGLISH IN STUDENTS' LIVES.

Future career, entertainment and travelling constitute the main motivation for learning English.

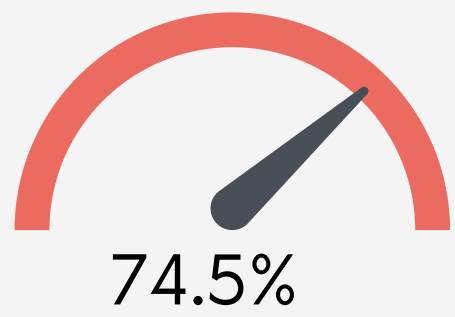
What is your motivation for learning English?

423 Responses



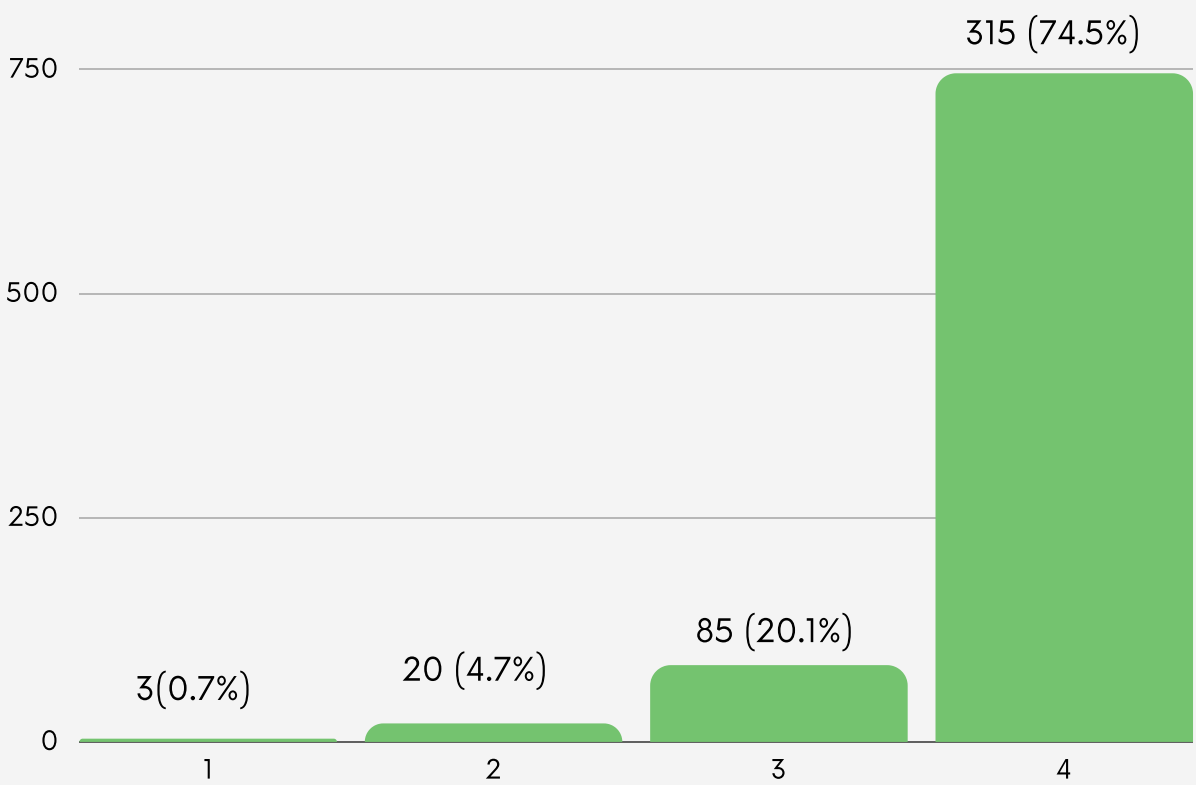


The majority of the participants agreed that being able to use spoken and written English for communicating purposes is of extreme importance.



Do you consider important to be able to communicate confidently in written & spoken English nowadays?

423 Responses



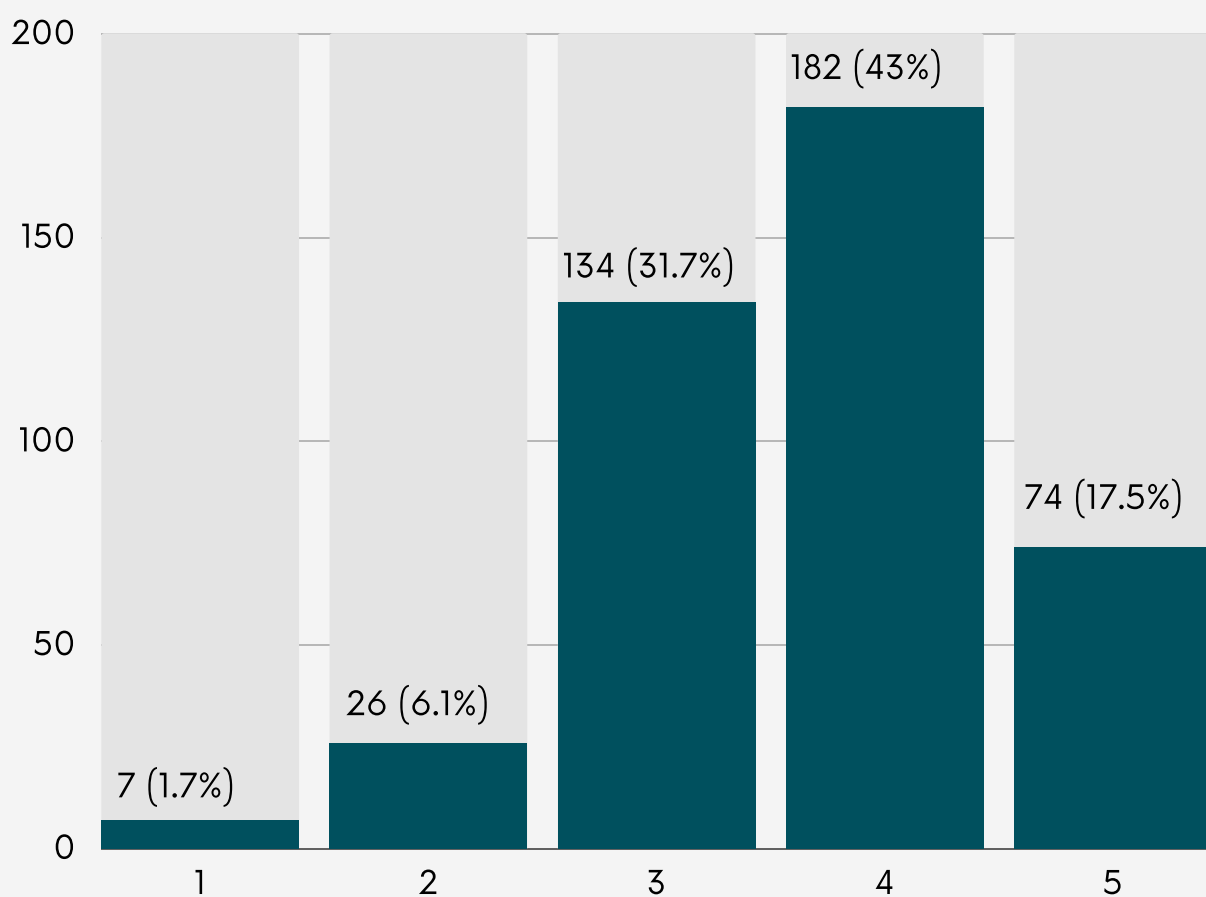
## DATA 1.3

### TECHNOLOGY, DAILY HABITS AND ENGLISH.

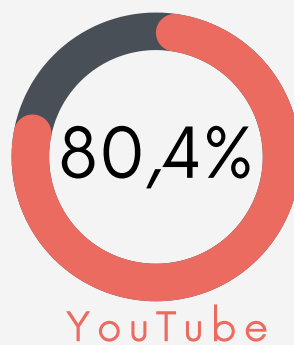
Most students believe that they are technologically literate, showing how close to the latest developments this specific generation is.

## What is the level of your Technological skills?

423 Responses

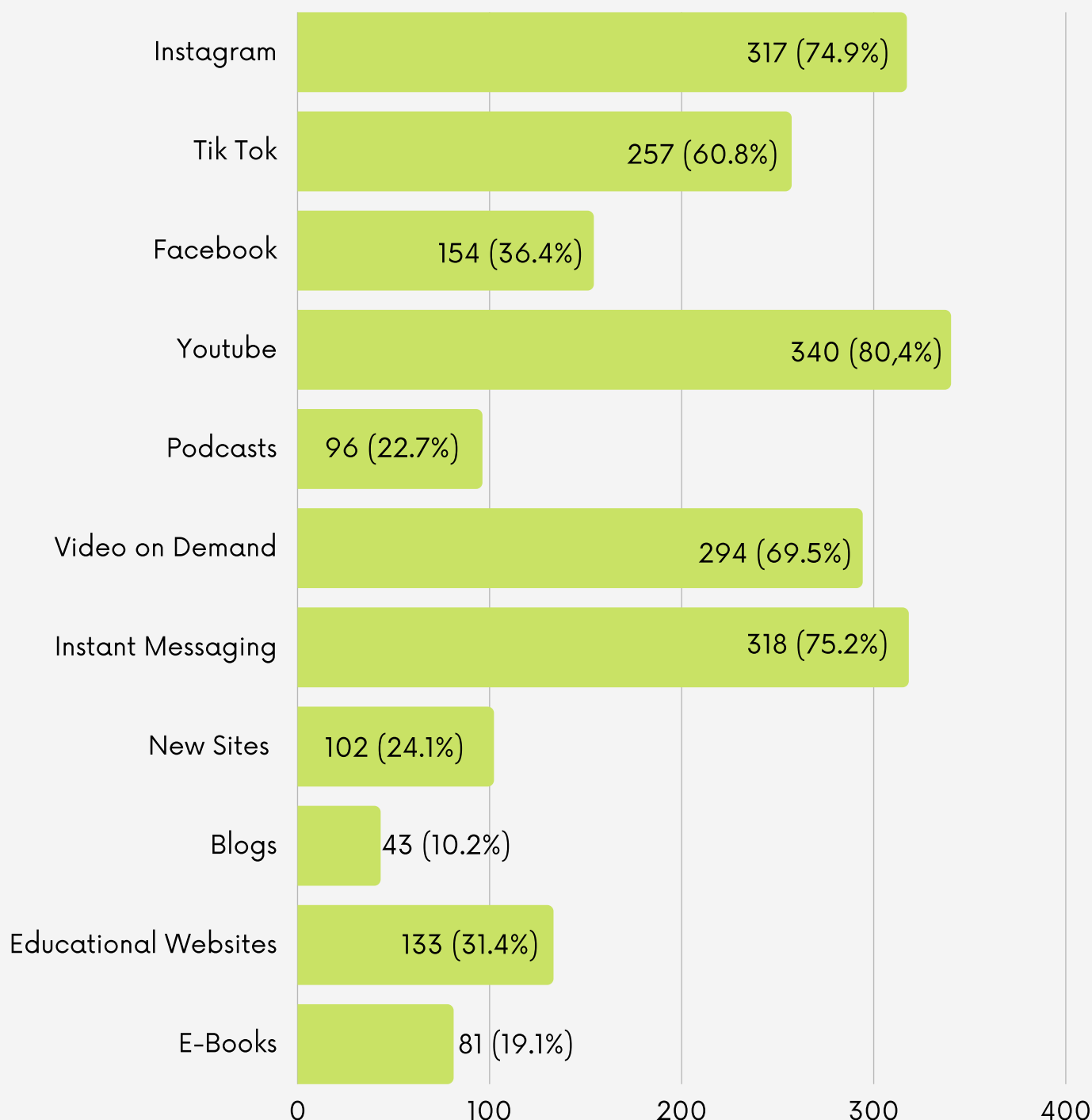


YouTube scored the highest among the most widely used apps and websites by high school students during their free time. Instant messaging apps follow, immediately followed by Instagram.



## What websites/ apps do you use during your free time?

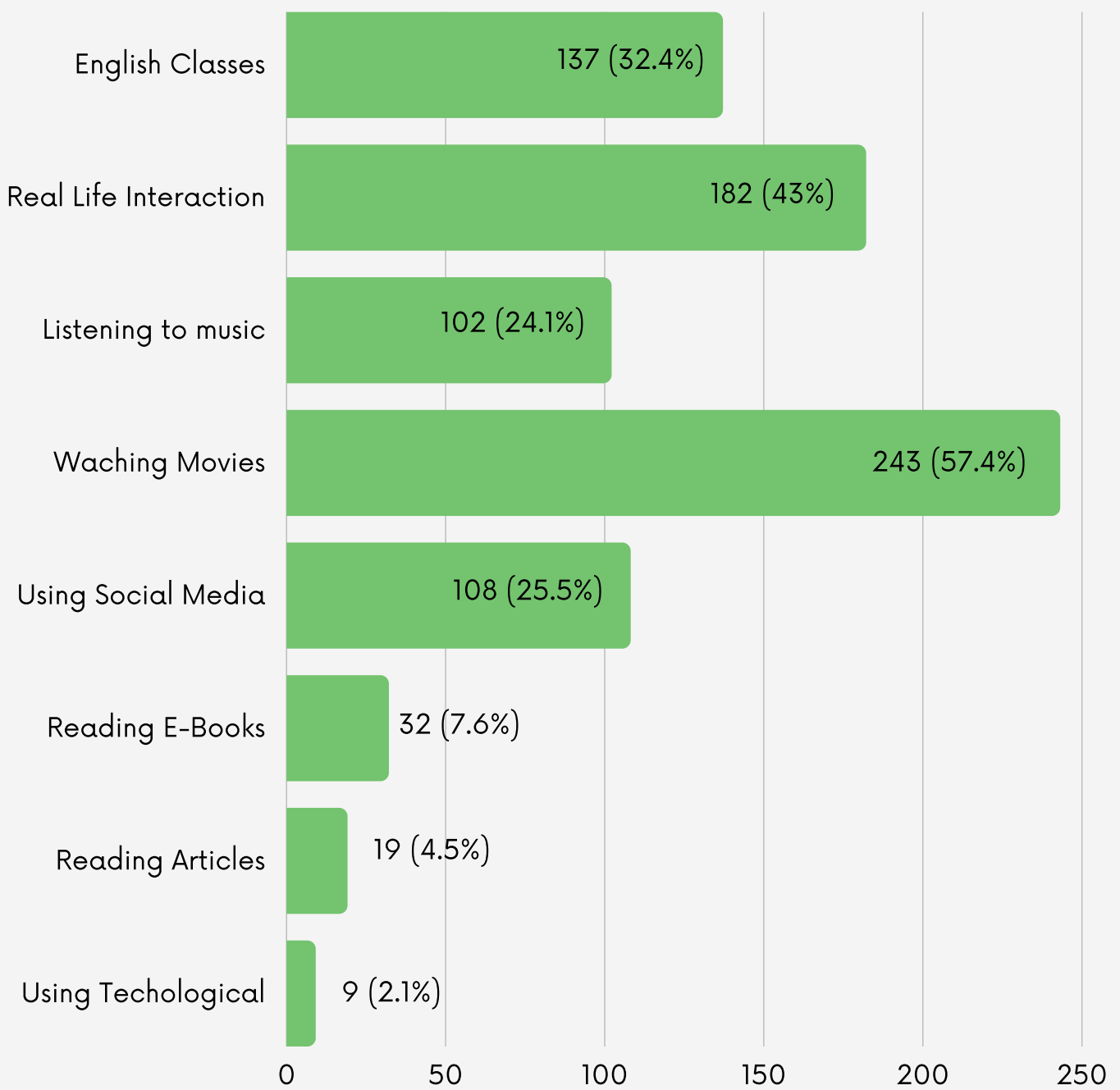
423 Responses



Watching movies or tv-series along with real life interaction was more helpful than formal teaching regarding the activity with the most positive impact on improving their English skills.

Which two daily activities do you think have the most positive impact on improving your English?

423 Responses



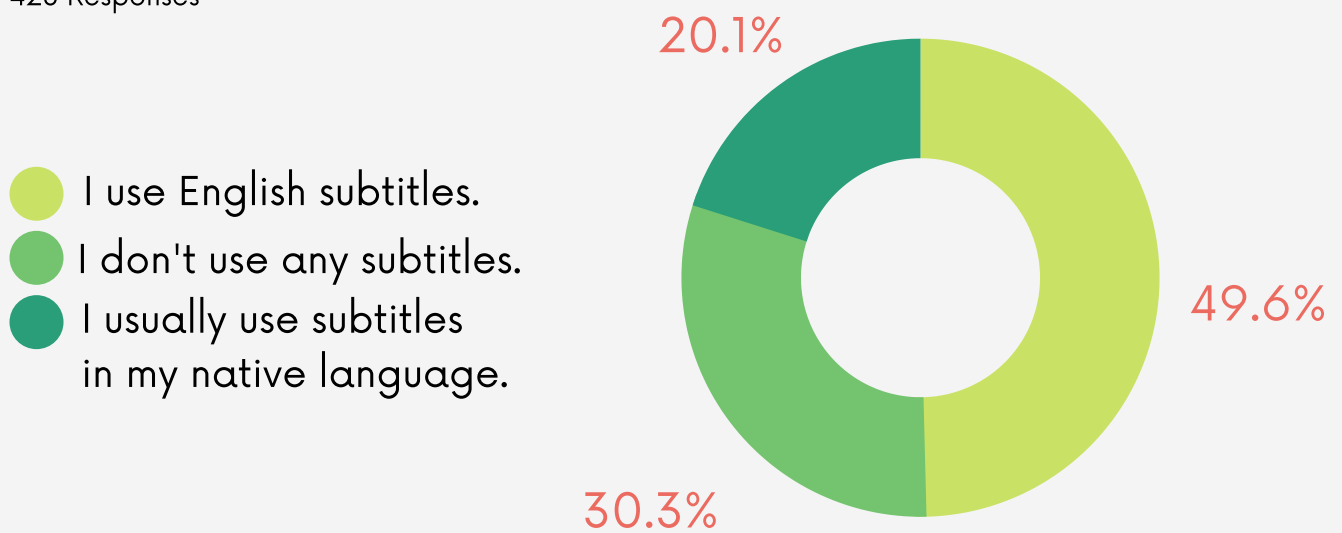
**DATA 1.4**

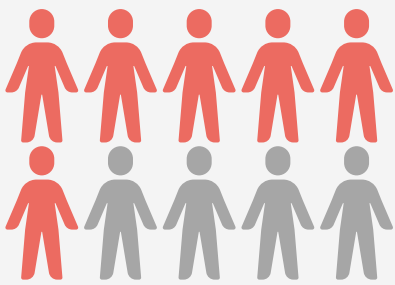
**PRACTISING ENGLISH WHILE WATCHING FILMS.**

Most students watch movies or tv-series in the original English, and/or without any subtitles. Only one out of five participants stated that they use subtitles in their native language.

Do you use subtitles when you watch an English movie/TV series?

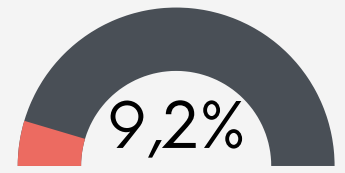
423 Responses





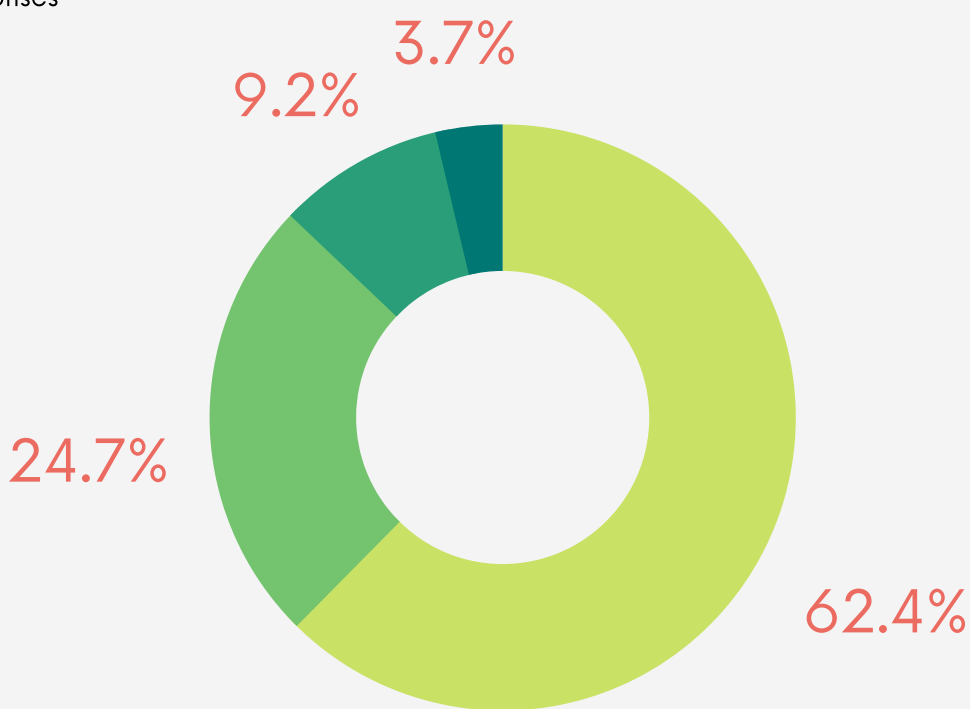
Most students who use English subtitles do so because they feel more confident as not to lose any important parts of the plot.

Most participants who use subtitles in their native language do so because they feel more confident following the plot this way and only a small percentage (9.2%) stated that they cannot easily understand English.



### Why do you make use of subtitles?

295 Responses

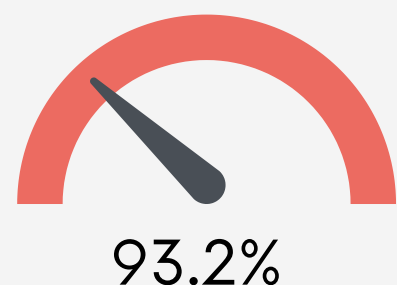


- I use subtitles in my native language because I cannot easily understand English.
- I use subtitles in my native language because I feel more confident that I will not lose any important points of the plot.
- I use subtitles in English because I feel more confident this way than when I only listen to the language.
- I use subtitles in English because I cannot understand spoken English otherwise.

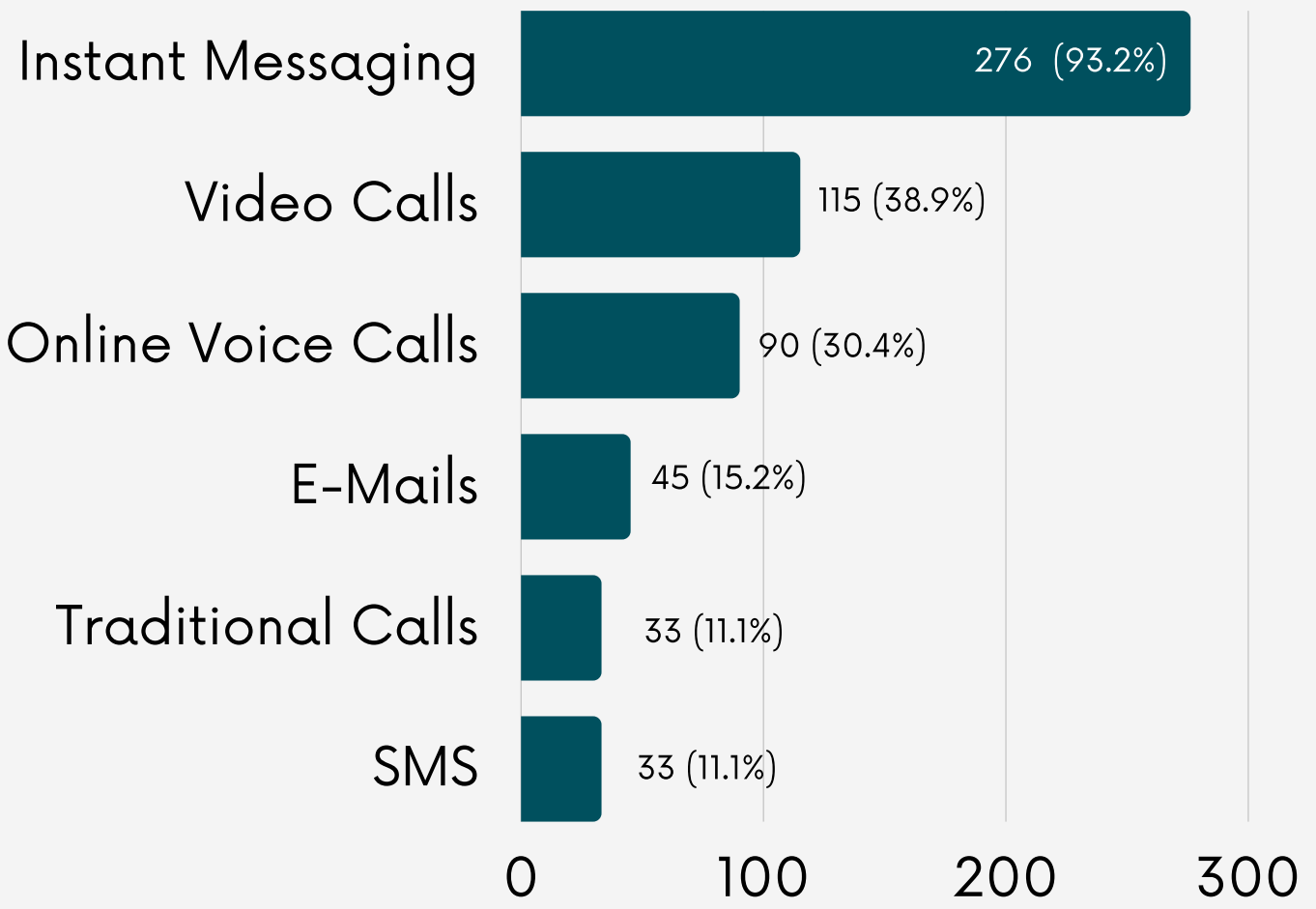
## DATA 1.5

### COMMUNICATION AMONG PEERS AND THE USE OF ENGLISH.

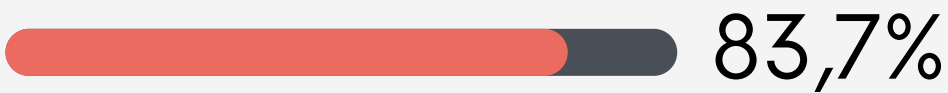
Most teenagers choose Instant Messaging apps for communicating. Video calls follow right after, and online voice calls come third.



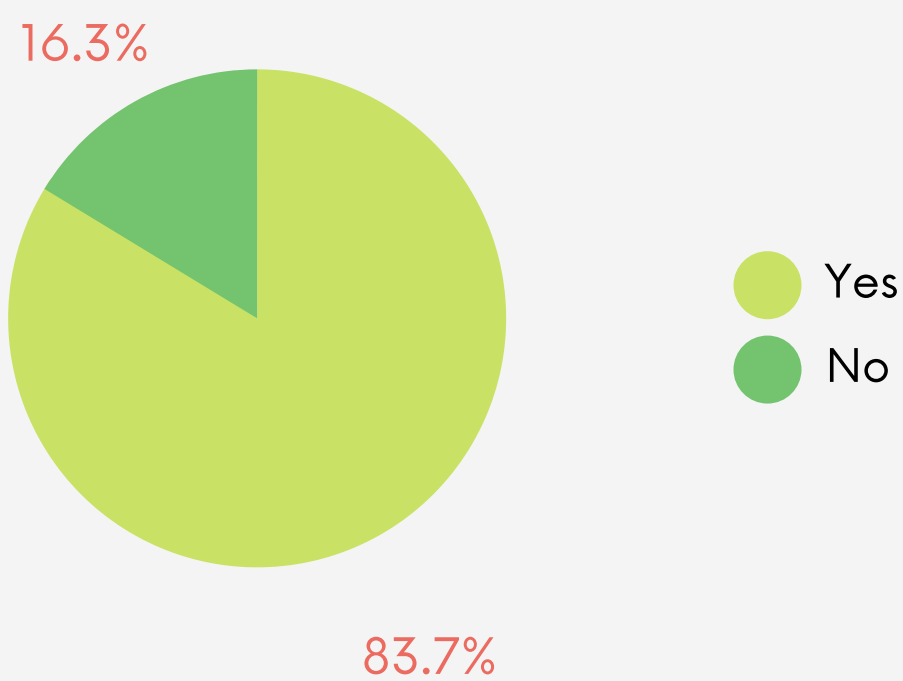
Which two ways do you choose the most to communicate with peers abroad?



Communicating with peers from other countries is considered a language learning activity by most students.



Do you consider communicating with peers abroad part of the language teaching procedure?

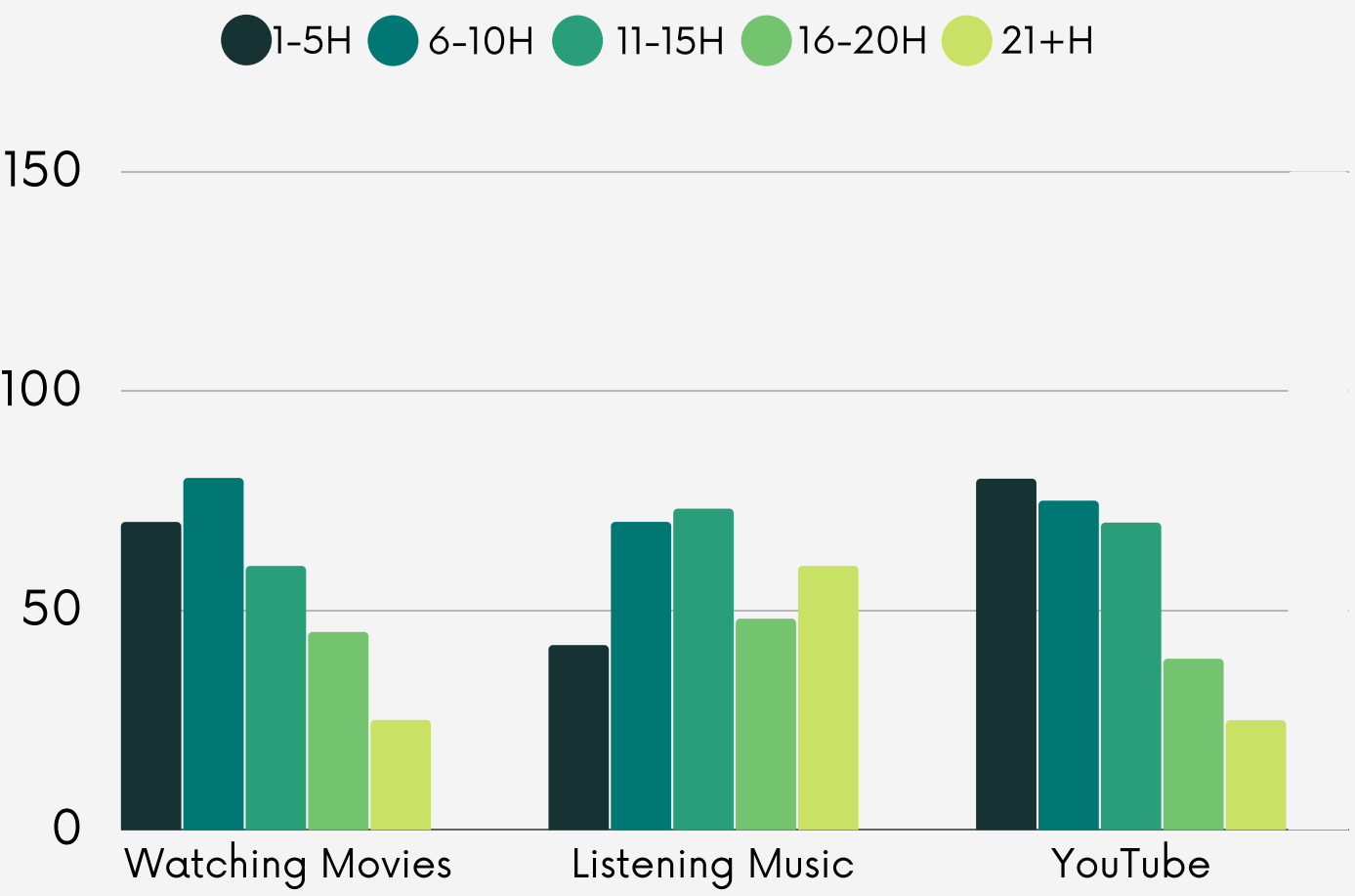
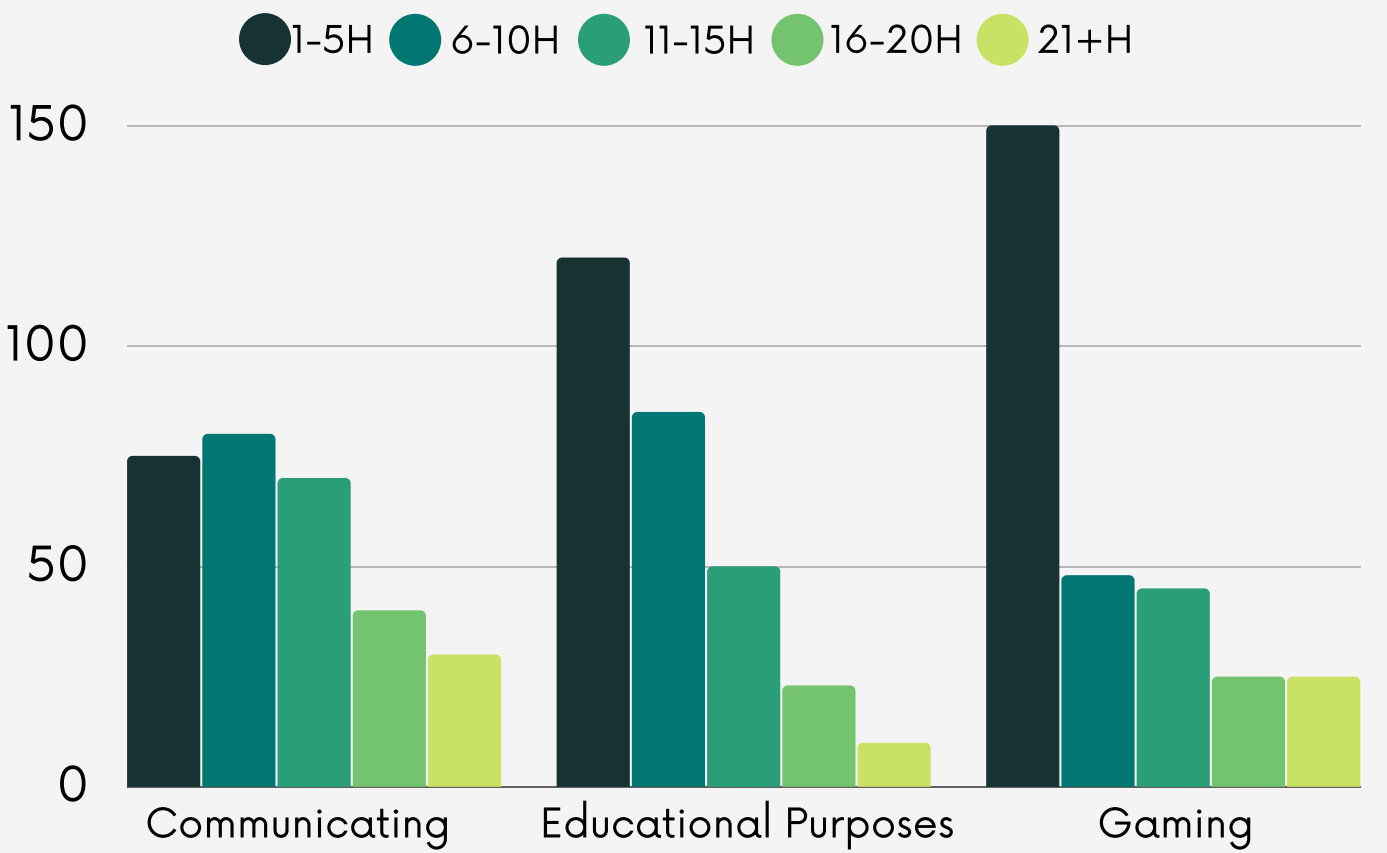


# DATA 1.6

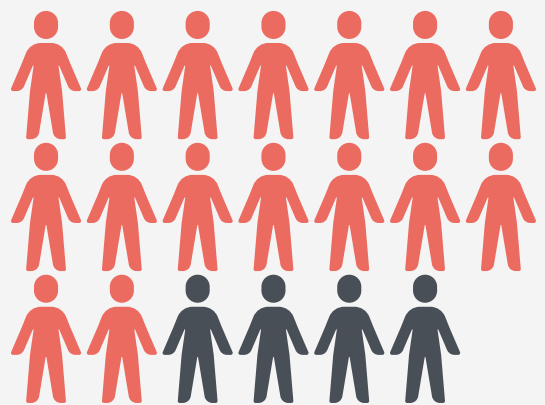
## TIME DISTRIBUTION ONLINE AND EXPECTATIONS FROM TECHNOLOGY.

The majority spend most of their time online communicating, watching movies or TV series and listening to music.

How many hours do you spend online per week for the following purposes?

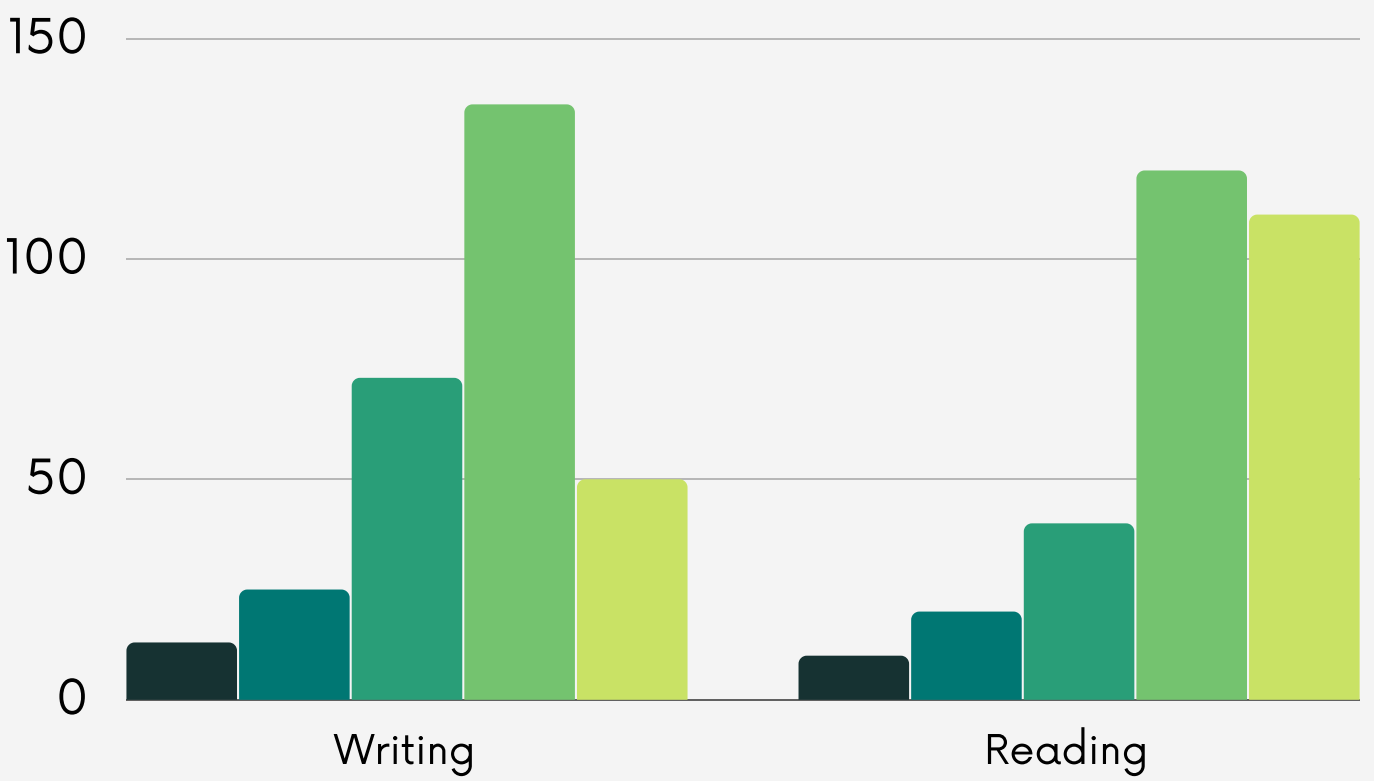
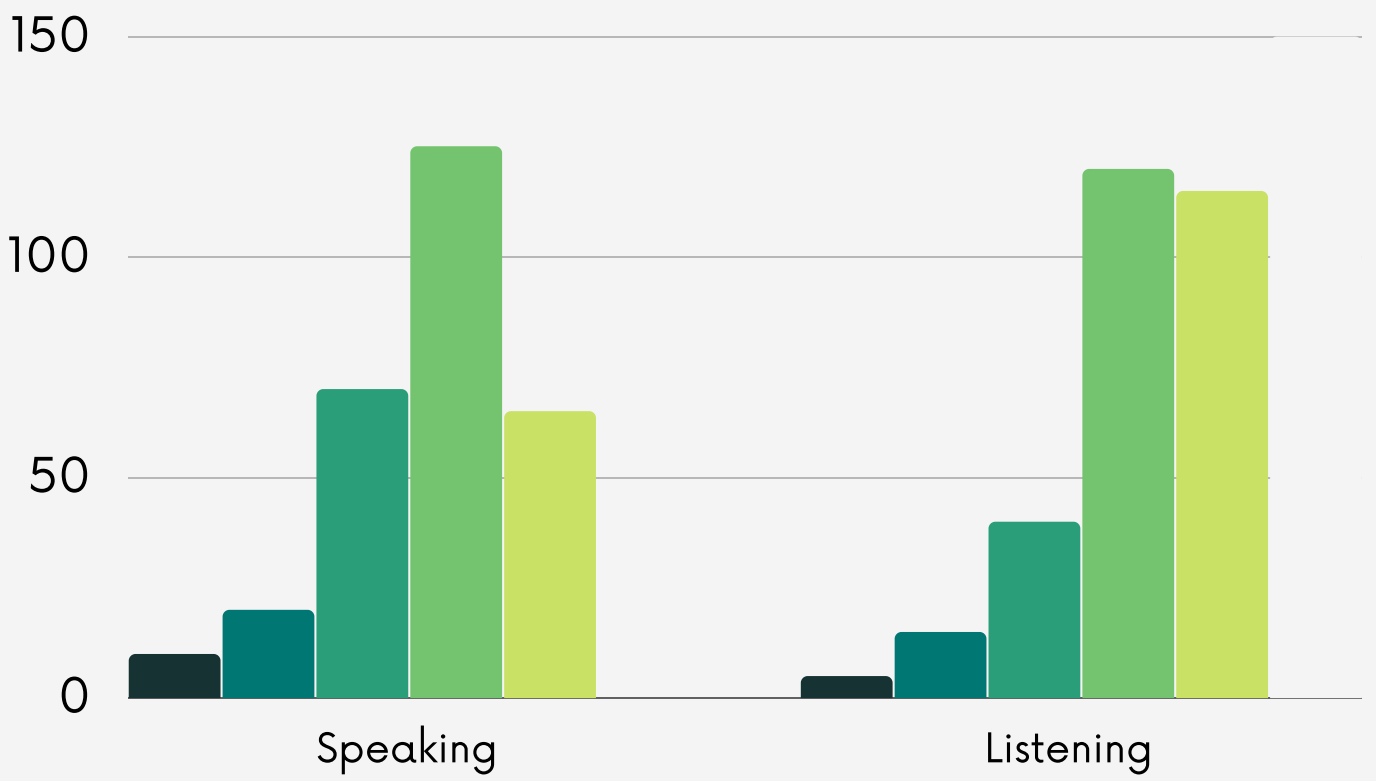


Most students (strongly) agreed that technology can have a great impact on the improvement of all four main skills (Listening, Speaking, Writing, Reading). Specifically, it seems that listening and reading are the two fields that are thought to be mostly affected in a positive way by technology.



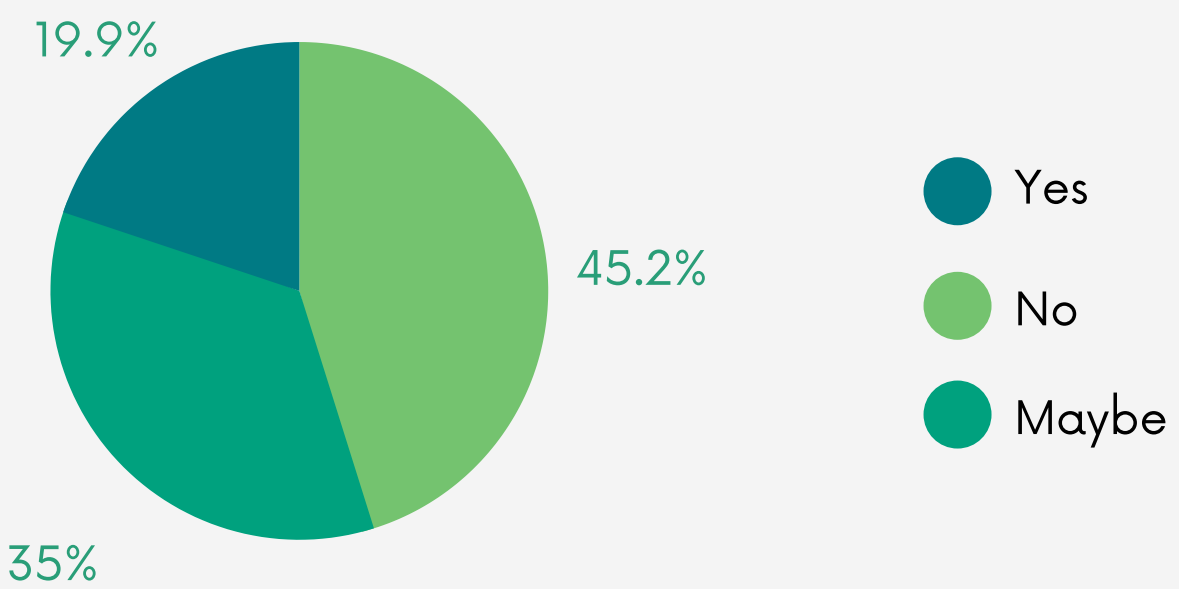
Technology can help me improve the following skills:

- Strongly Disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly Agree



Do you think digital books could completely replace traditional ones?

423 Responses





## DATA 1.7

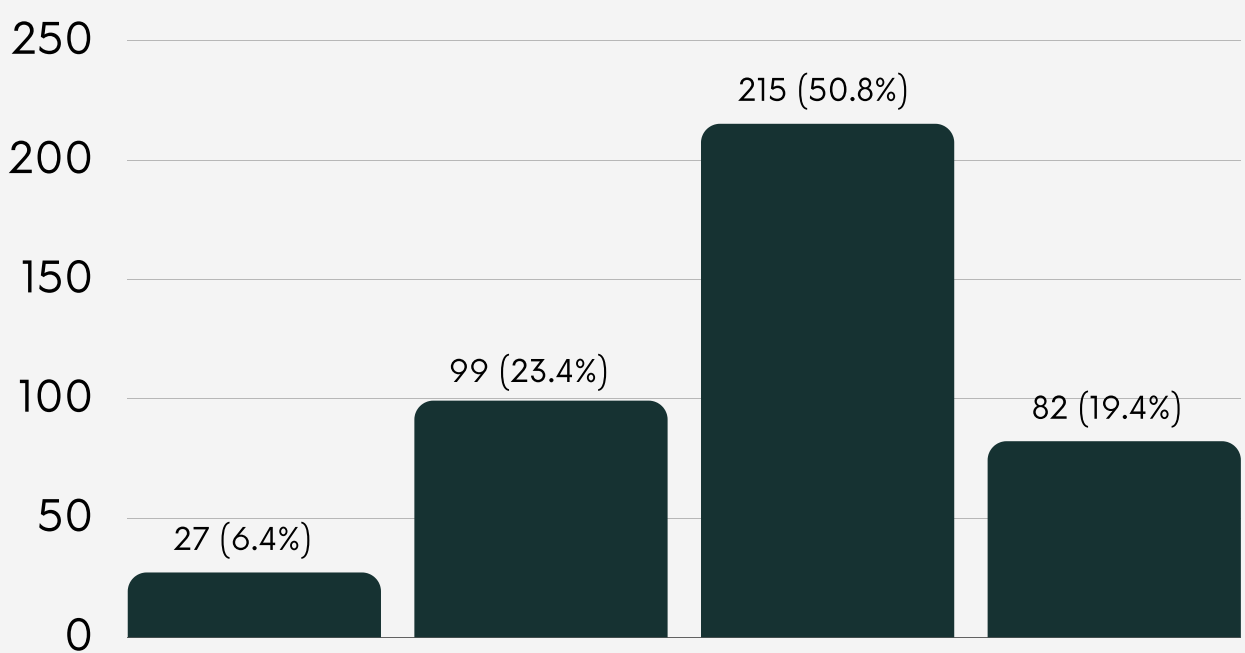
### THE EFFECTS OF TECHNOLOGY ON SPELLING SKILLS.

Students were also asked whether the autocorrect function on their smartphones has helped them improve their spelling skills. Contrary to general expectations, most of them claimed that this aid has had a positive impact on their spelling skills.



Has the autocorrect function on smartphones and computers helped you improve your spelling skills or not?

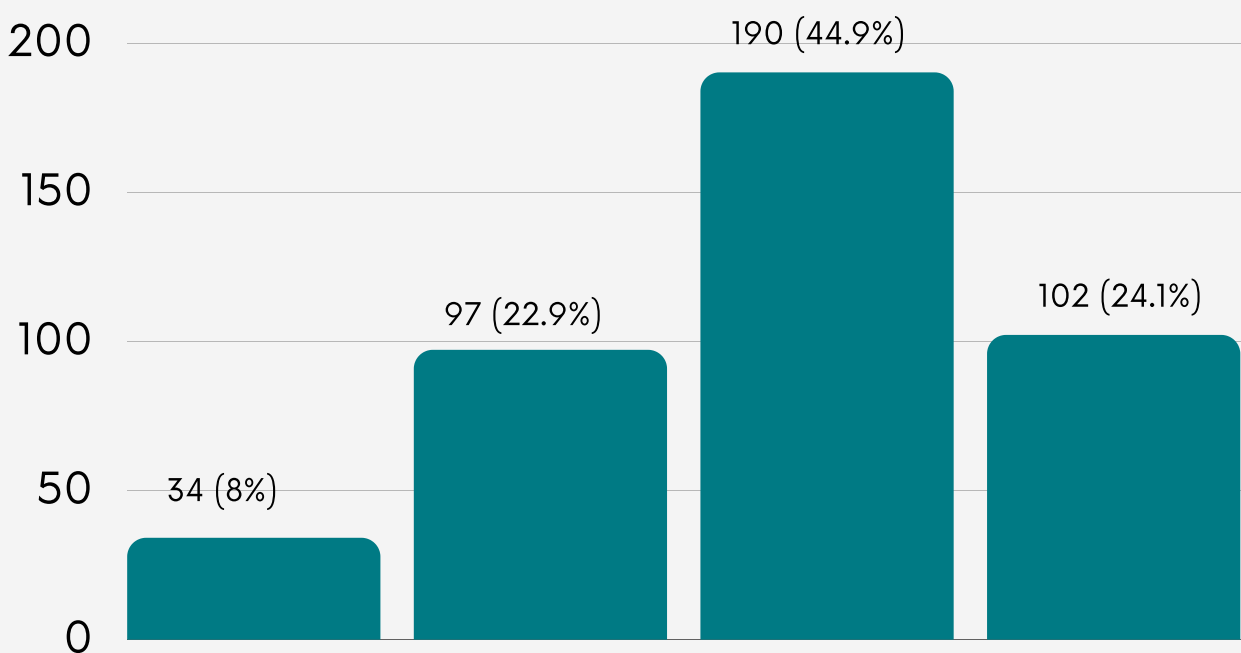
423 Responses



Moreover, the majority supported that they tend to analyse the corrections made by the autocorrect function. Also, the vast majority of students answered in the affirmative when asked whether they use online dictionaries.

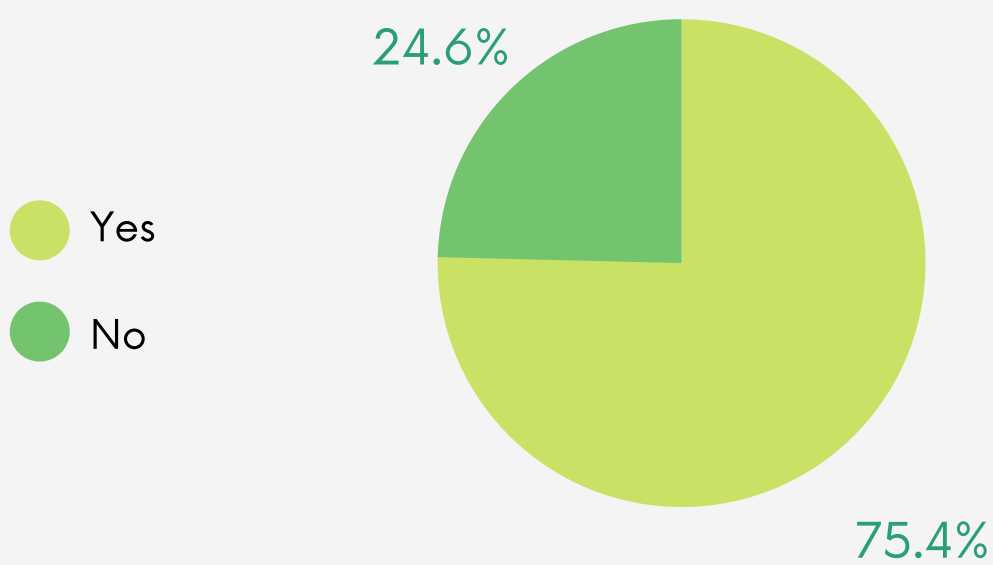
Do you ever analyze your mistakes when they are automatically corrected?

423 Responses



## Do you use online dictionaries?

423 Responses



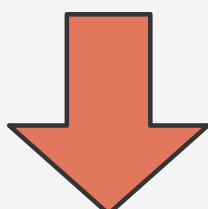
### DATA 1.8

#### CLASSROOM APPLICABILITY OF DIGITAL RESOURCES.

Briefly mention three kinds of digital material you wish you could use in school related studies in order to improve your English Skills.

- Kahoot
- Videos
- Communicating with people from other countries
- Using Laptops
- Watching TV shows/movies/films with English subtitles
- Listening to music / Karaoke
- Having online meetings
- Using learning applications (e.g. duolingo)
- Playing educational video games
- Educational websites and platforms
- Videos or audio files with people speaking English with different accents
- English Comics
- E-books
- Reading blog posts
- Reading articles or magazines
- Podcasts

## PART 2



# PART 2

## THE DIGITAL READINESS OF TEACHERS

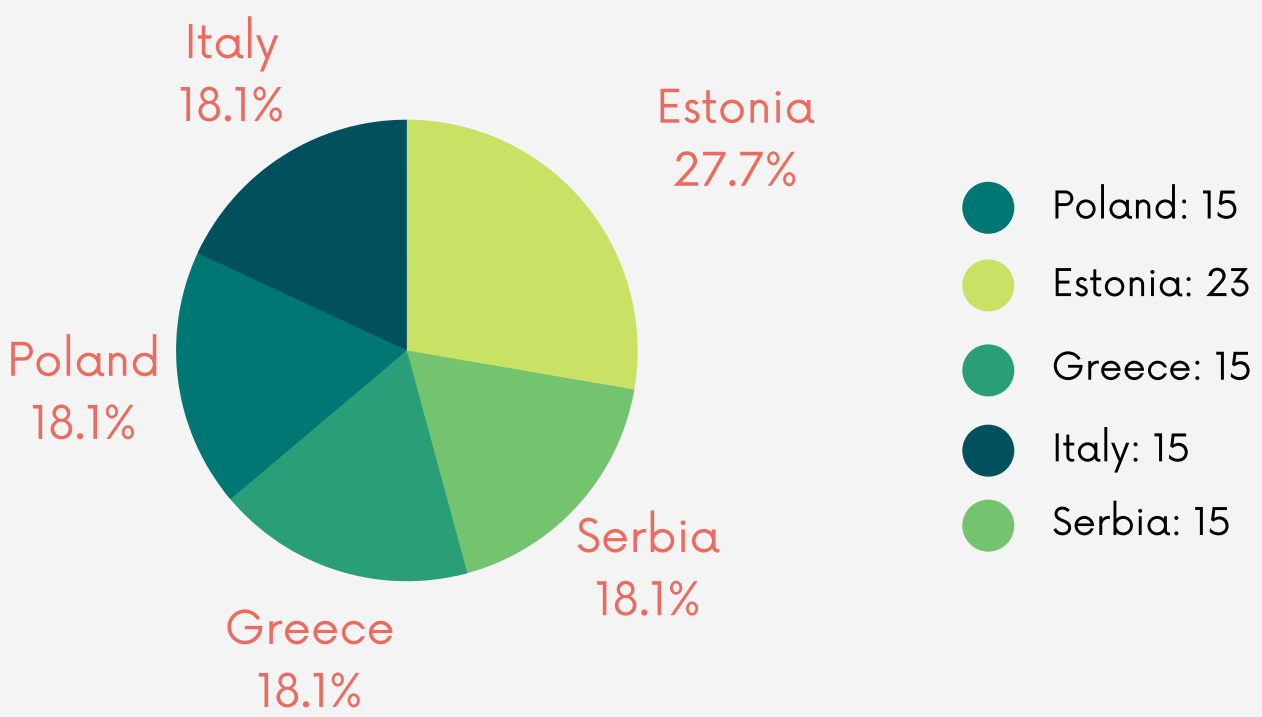
### DATA 2.1

#### THE PROFILE OF THE STUDY.

The purpose of this analysis was to examine teachers' attitudes to using digital repositories and online databases that host generally accessible learning materials.

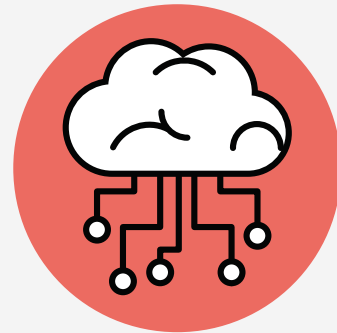
#### I teach in...

83 Responses



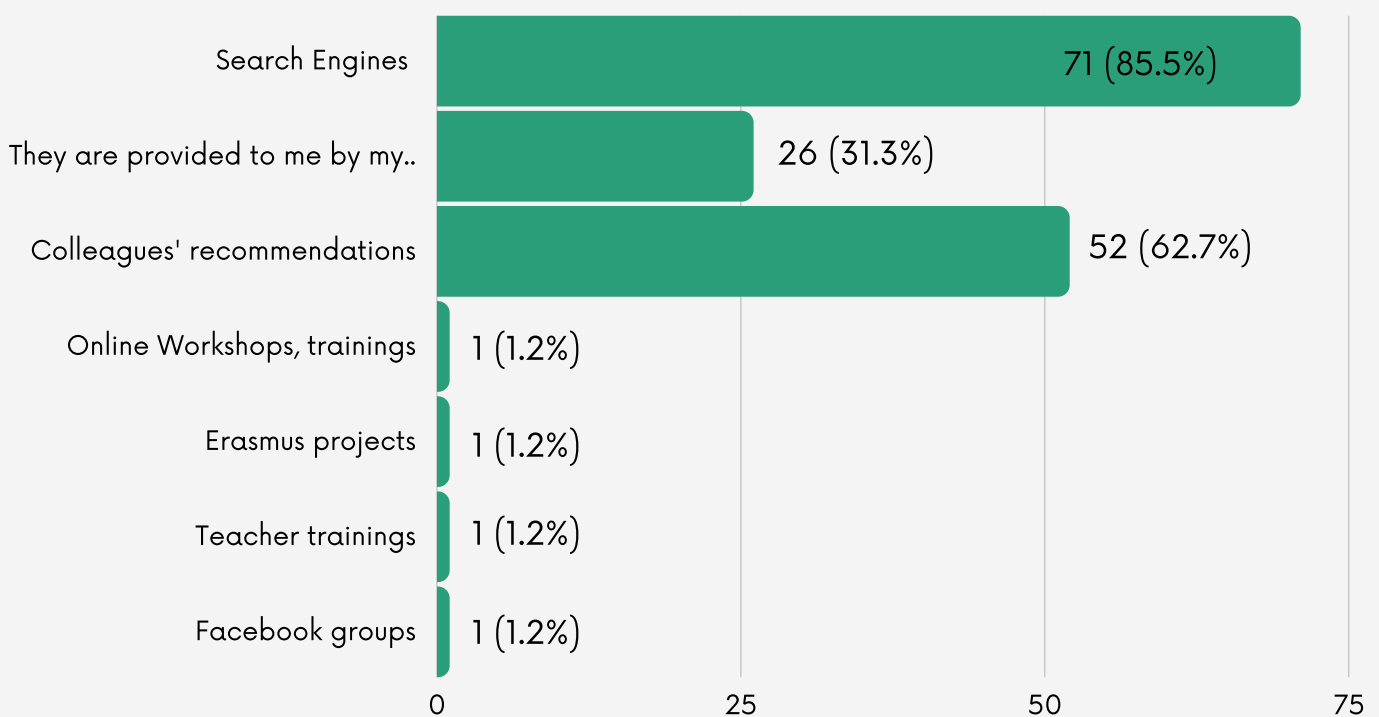
- Teachers from Ireland did not participate in the completion of the questionnaire as their students are native speakers of English and the results would not be equally comparable to those coming from teachers from other countries.

Regarding how teachers find digital repositories, most of them look for such tools by using search engines, or they are guided by their colleagues. Others receive access to online repositories through their institutions.



#### How do you look for digital solutions?

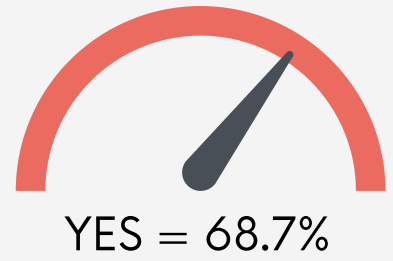
83 Responses



**DATA 2.2**

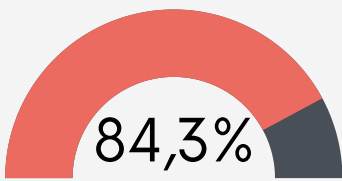
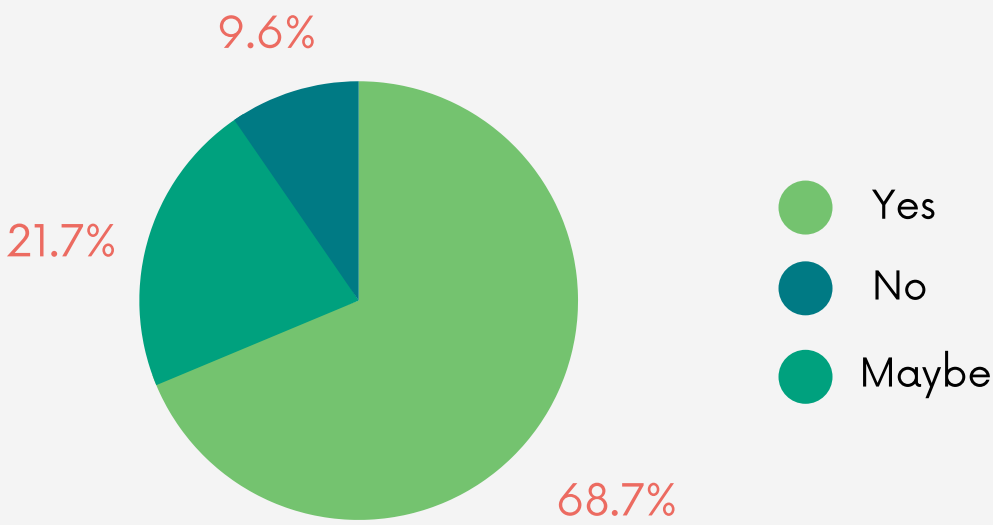
**THE NECESSITY OF INSTRUCTIONS ON USING A DIGITAL REPOSITORY.**

As far as the use of such tools is concerned, most of the participants would prefer to have a short video instruction on how to use the material hosted as part of different methodologies.



Would you like to have a short video instruction on how to use the digital solution to different methodologies?

83 Responses



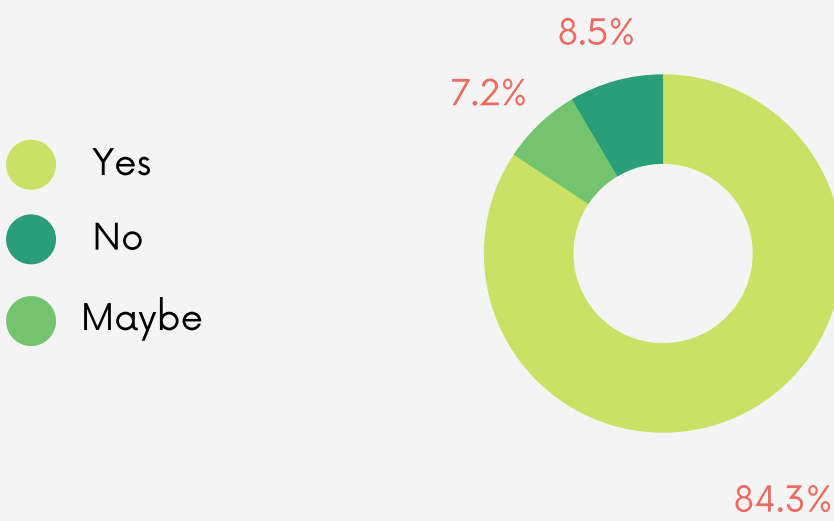
An even greater number of teachers would feel more confident if they had the opportunity to study examples before using the tool.

A finding of great importance is the fact that almost all participants were positive towards using a digital repository. In fact, only one was not interested in using one.



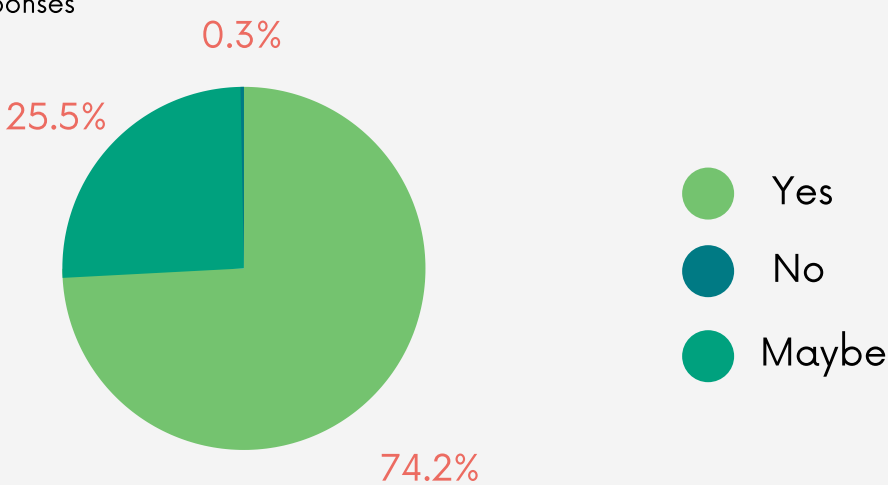
Would you like to see examples of how to use the tool in practice before you actually use it?

83 Responses



Would you be interested in using digital repositories?

83 Responses



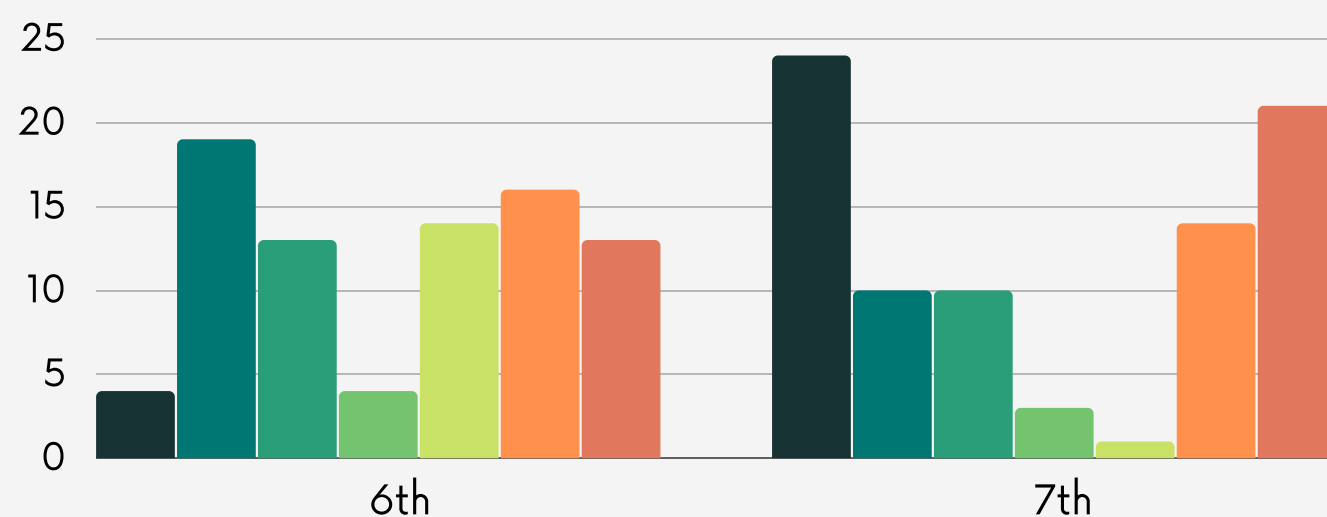
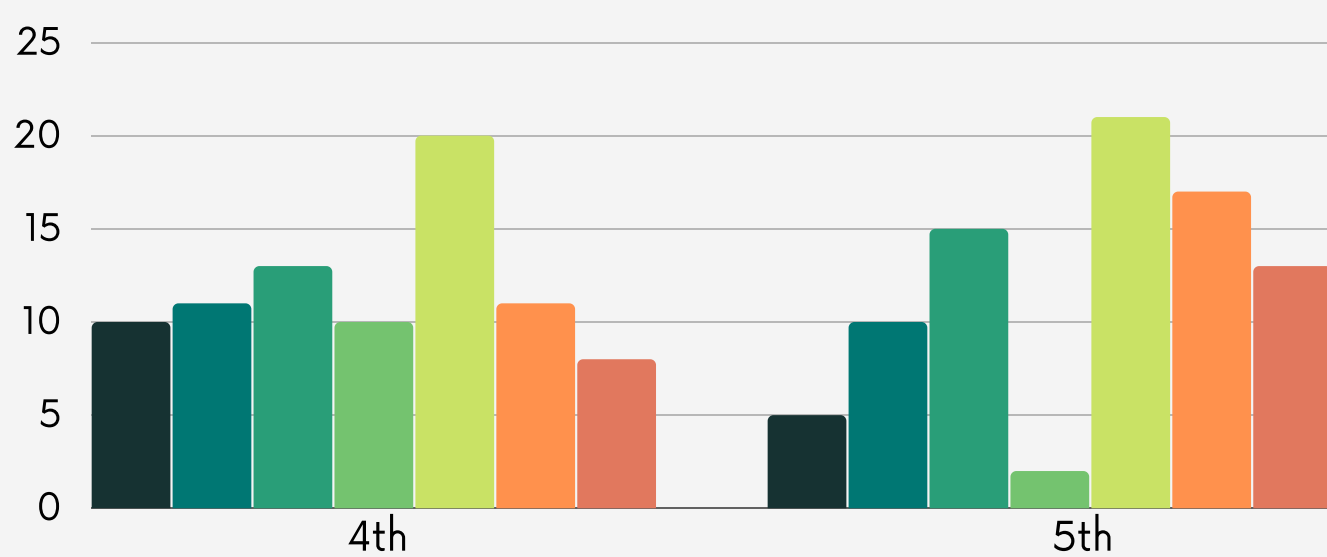
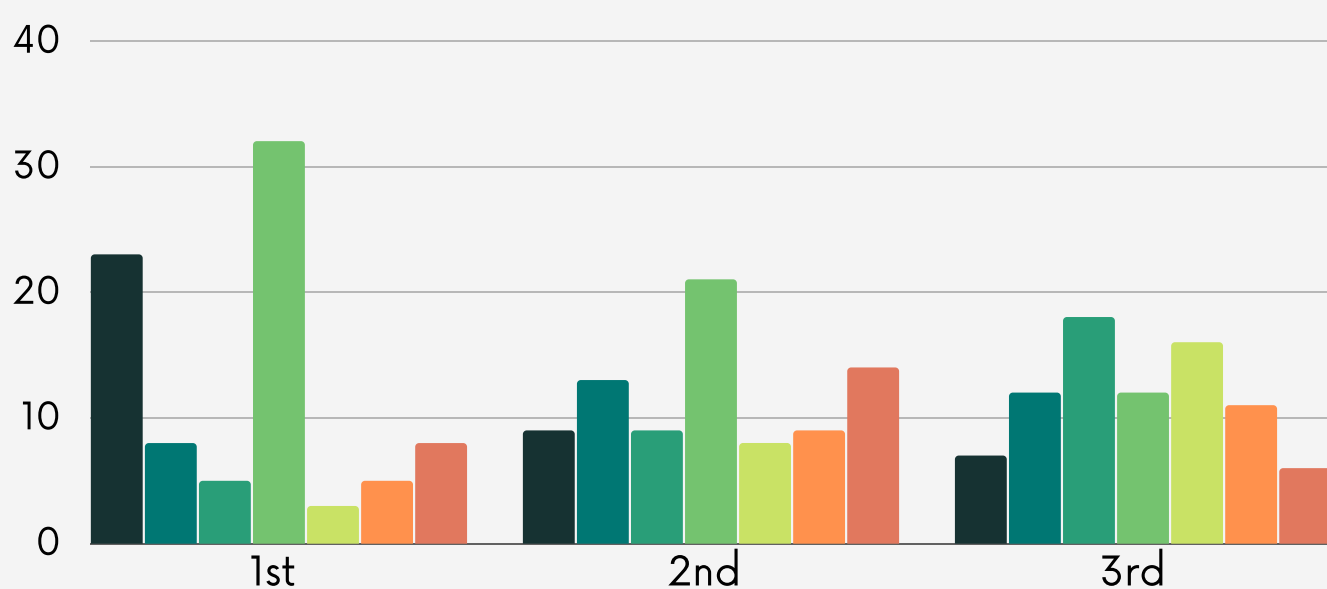
## DATA 2.3

### FACTORS FOR CHOOSING A SPECIFIC ONLINE REPOSITORY.

In answer to the question of what they consider the most important factor when it comes to choosing an online repository, teachers generally prioritise the kind of material that is to be found in it. It is also quite significant that the cost is quite important for some teachers, but, at the same time, it is the least important factor for some others.

When looking for a digital solution, which of the following repository's information is important? (sort from the most to the least important)

- Cost
- The way I can access it
- Who is it for
- The kind of material available in it
- How long does it take students to familiarise with it
- How long does it take teachers to familiarise with
- The reason I should use it for



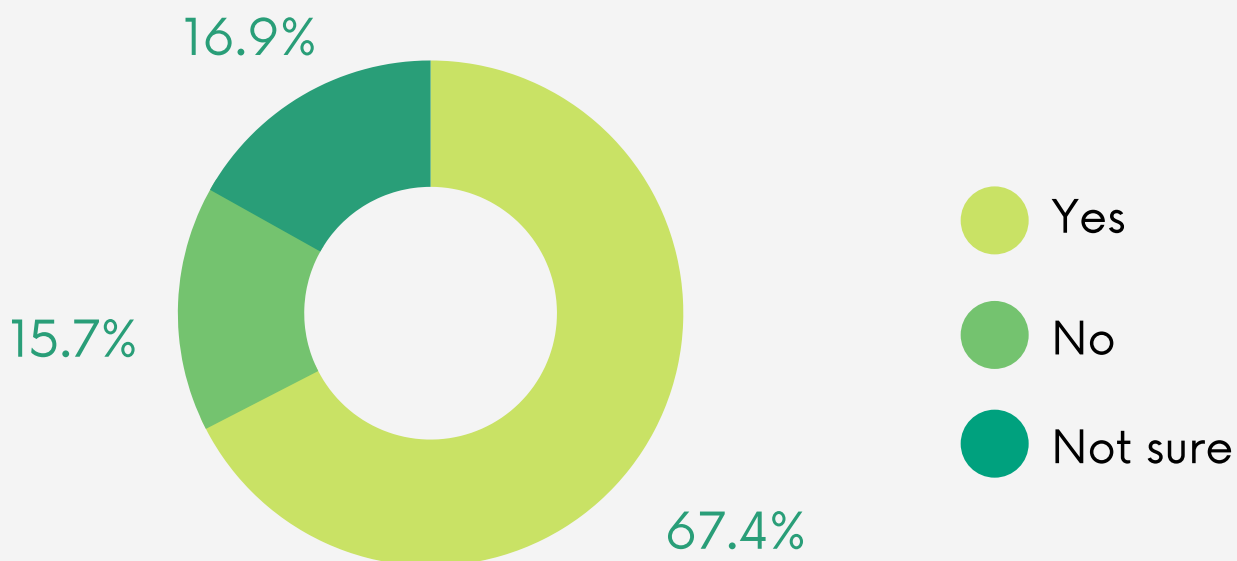
**DATA 2.4**

**PREVIOUS EXPERIENCE ON USING DIGITAL REPOSITORIES.**

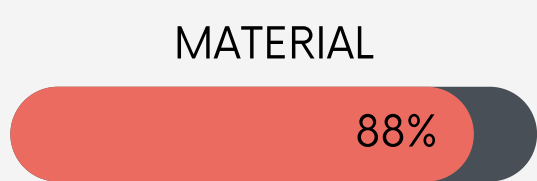
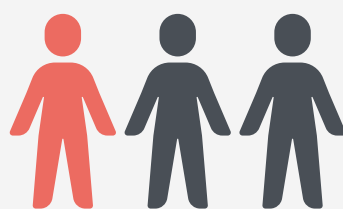
Also, more than half of the participants have used a digital repository before.

Have you ever used a digital repository before?

83 Responses



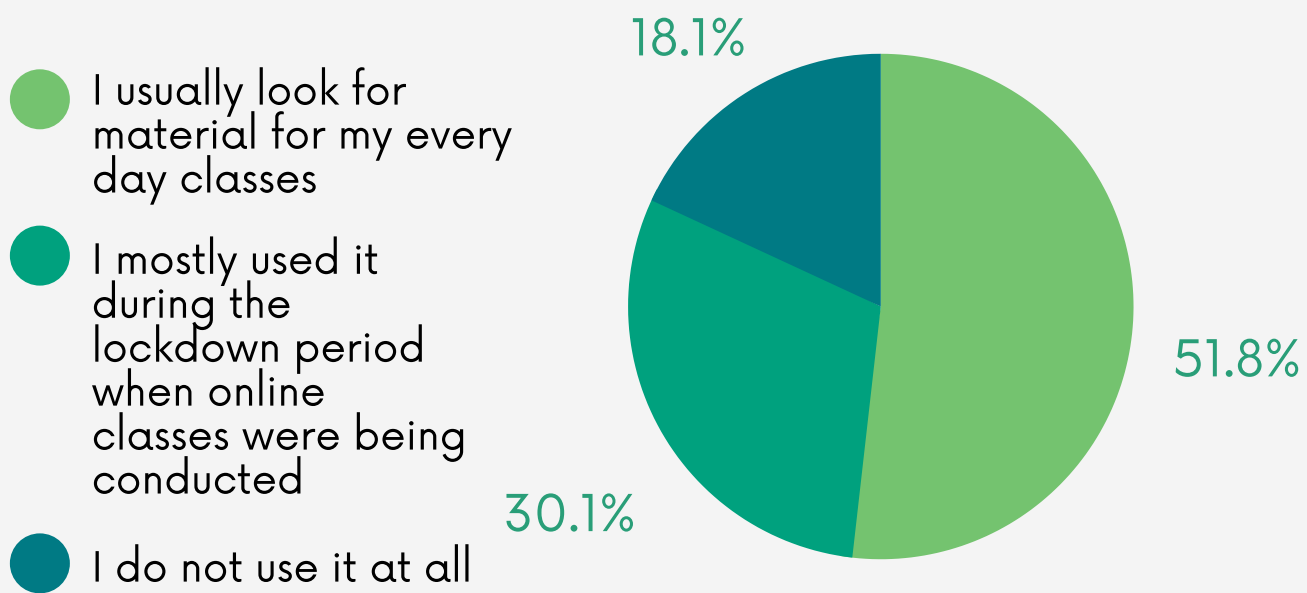
Almost one out of three teachers made use of such websites to find material during the lockdown period, when online classes were held.



From a choice of methodologies, lesson plans and material, the latter was the most popular reason for teachers to visit these websites.

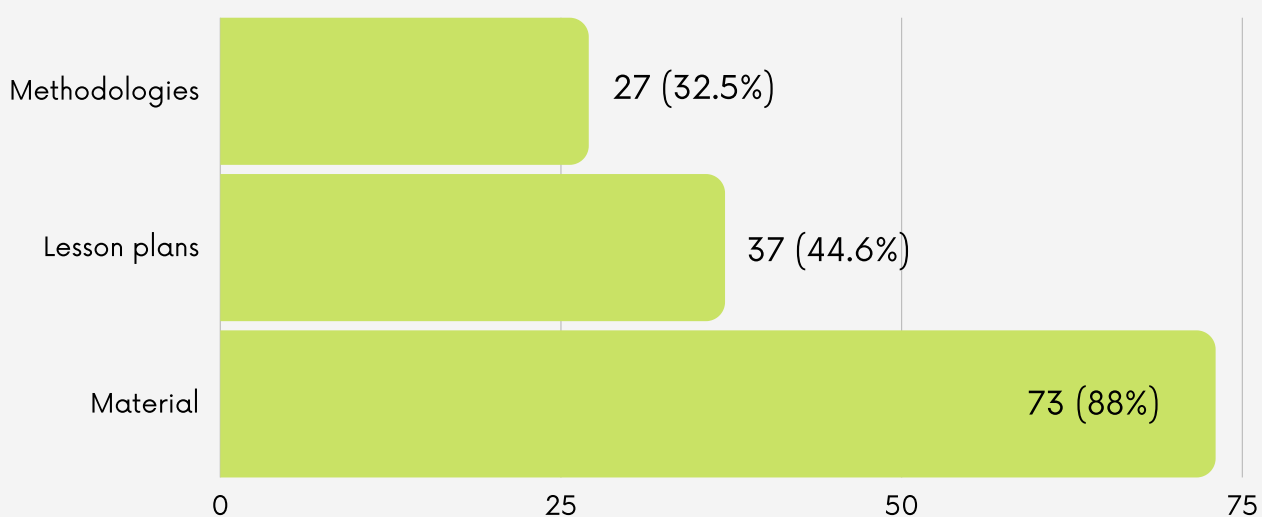
When do/did you make use a digital repository?

83 Responses



When do/did you make use a digital repository?

83 Responses



**DATA 2.5**

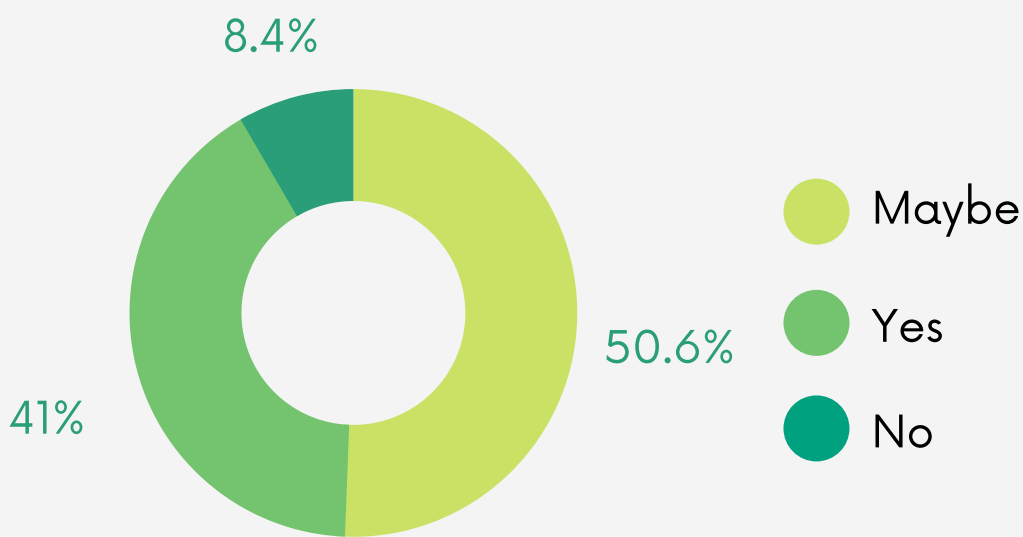
**CONTRIBUTING TO DIGITAL REPOSITORIES.**

Teachers do not seem prepared to contribute to the development of the repositories by uploading their own material. Half of them state that they are not sure if they would do so, while 8,4% are clearly against it. However, four out of ten participants would upload their worksheet to a repository.



Would you be interested in uploading your methodologies or solutions to a repository?

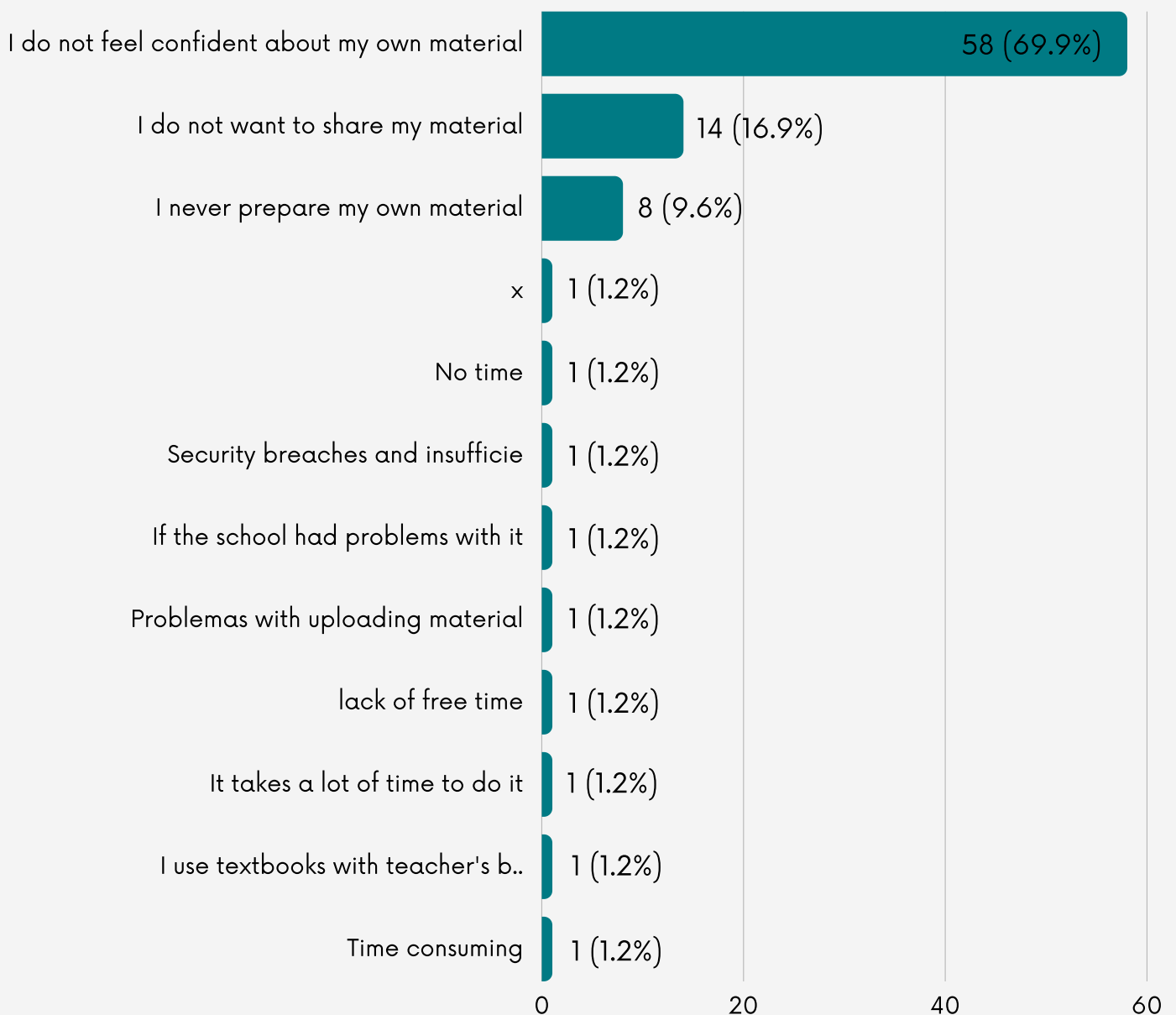
83 Responses



The main reason for not willing to do so is lack of confidence about the quality of their own material. Some of the teachers do not want to share their own materials at all, while others do not prepare their own activities.

Which of the following would prevent you from uploading your own material to an online repository?

83 Responses



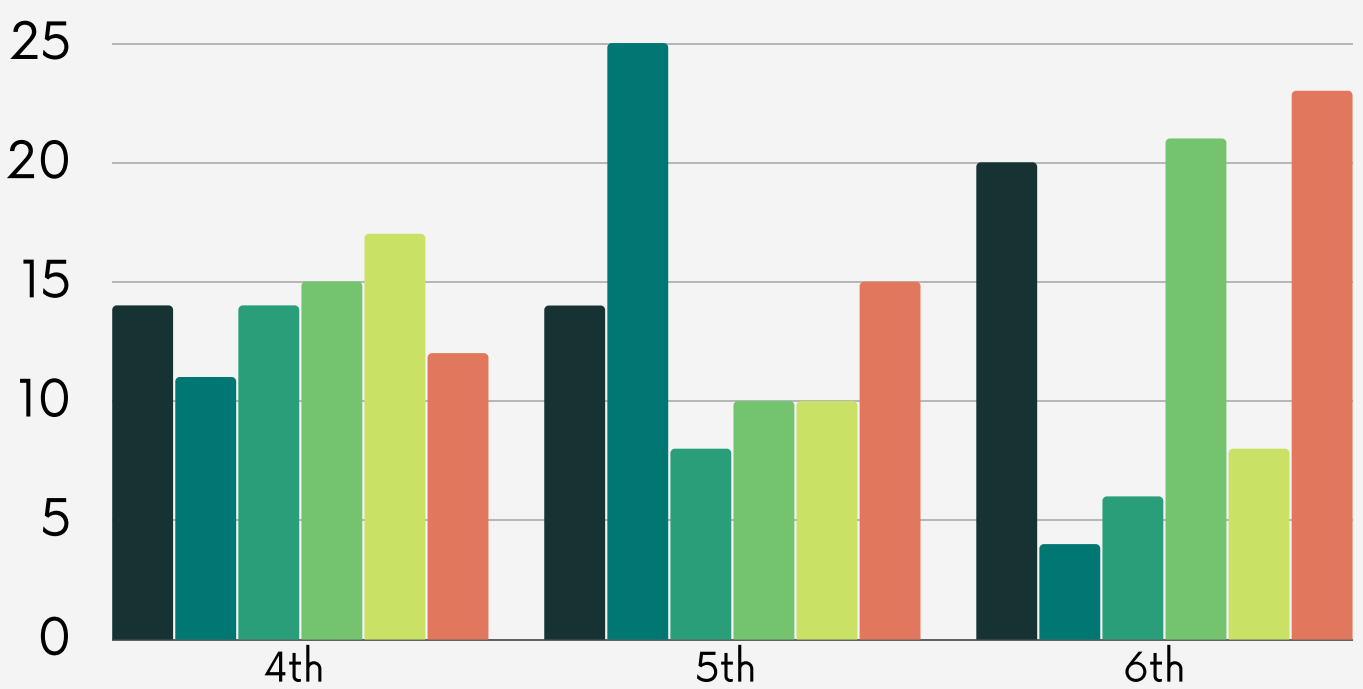
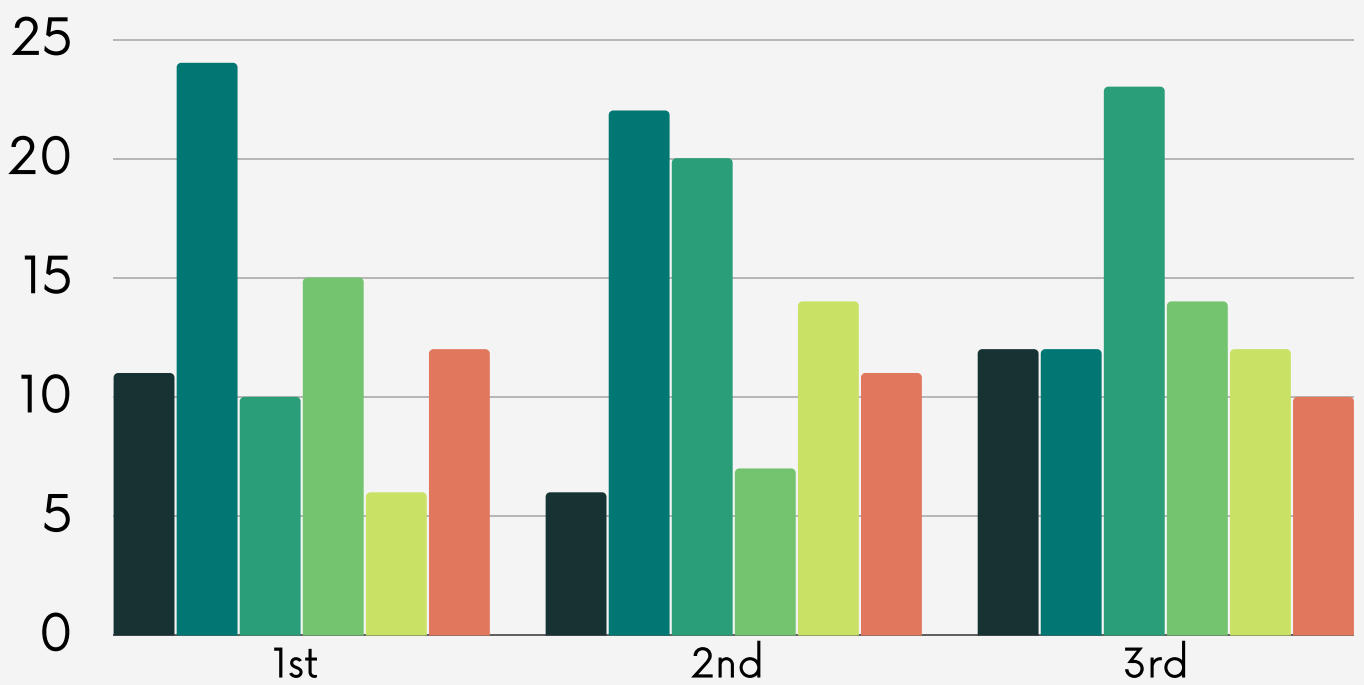
## DATA 2.6

### REASONS FOR USING A DIGITAL REPOSITORY.

The most important factor (scoring high in both first and second places) is that all material can be found in a single place. It is clear that teachers highly appreciate how easy and quickly any materials can be found by visiting such websites.

What would encourage you to use such a repository (choose from the most to the least impactful choice)

- Simple answers to what I'm looking for
- All material gathered in one place
- Quick way to look for classroom material
- Low cost of accessing material
- Solutions for a specific target group of students
- Solutions for a specific area of learning development (reading, critical thinking, etc..)





# CONCLUSIONS

---

## 1

THESE FINDINGS INDICATE THE FOLLOWING:

- Most teachers are aware of the existence of digital repositories and what they can achieve through their use.
- Most teachers would welcome example-driven repositories which provide them with resources .
- Although the majority make use of such tools for various reasons, it is clear that actual content and material creation will be driven by a minority of 'super users' or content-creators, and the majority will just access or use materials rather than actively contribute, for reasons such as time or resource or confidence shortfalls.
- As per the above, sharing of newly-created resources can not necessarily be presumed.
- The aim should be for a repository to present, with as few access barriers as possible, a database of materials ready for teachers use, whether they are crowd-sourced, already available, or newly published by the project team.

## 2

THE THESIS OF THE PROJECT SHOULD THEREFORE APPLY THE FOLLOWING, WITH REGARD TO TEACHER RESOURCES:

- Repositories should be teacher-facing, example-driven and practical, and not ask undue time of teachers.
- There should be an option to create, upload and share materials, but a core of existing materials should be already accessible - i.e. it should not be an entirely crowd-driven 'clean slate' without starting materials.
- There should be a flexibility with regard to engagement level with such a repository - allowing for a 'quick dip' to access resources, as well as a 'deep dive'.
- As such, there should be a dynamic search and indexing function allowing for teachers to find suitable resources without having to spend additional time browsing.
- There is not a need to convince teachers of the usefulness of such a repository, or support or justify its premise.

Authors: Michael Dirhalidis, Platon School - chief author  
Ioannis Papadopoulos, Platon School - co-author, reviewer  
Petra Kucharová, Nordic EdTech Forum N8 - co-author, reviewer



**Disclaimer:**

Project funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

**Creative Commons:**

Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International Public License

**More information:**

<https://creativecommons.org/licenses/by-nc-sa/4.0/legalcode>

