



The Attitudes And Expectations Of Secondary English Learners Towards Digital Learning Paths (Dlps)

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Abstract

This study examines secondary English learners' attitudes and expectations towards an English grammar-focused DLP designed by pre-service English teachers at the University of Education Karlsruhe. To answer this, we had students complete one or two DLPs (structured according to Bloom's taxonomy) on their school tablets, without any intervention from their teacher. A mixed methods research design was chosen for conducting this study. The purpose of choosing this research design was to reach conclusions that are more robust. Data was collected using a Google Forms questionnaire containing 15 pre-set multiple-choice and open-ended questions. There were 80 students in total. Students completed the questionnaire (anonymously) as soon as they finished their DLP. The research data was collected in October 2022, and the data analysis was performed using Jamovi statistical software. The results showed that English learners have a very positive attitude towards DLPs and half of them would prefer to integrate them into their English grammar lessons as long as they include storytelling, formative assessment, interactivity, multimedia presentation of information, a student-friendly navigation system, and a pedagogical agent. The other half of students want to be taught English grammar by DLPs only for the same reasons. The analysis of the results can contribute to an increase in research focused on the use of DLPs in education and specifically in the teaching/learning of English grammar. In addition, it could inspire not only English teachers but also teachers of other subjects to start integrating DLPs into their teaching.

Keywords: autonomous learning, grammar, learning paths, MALL