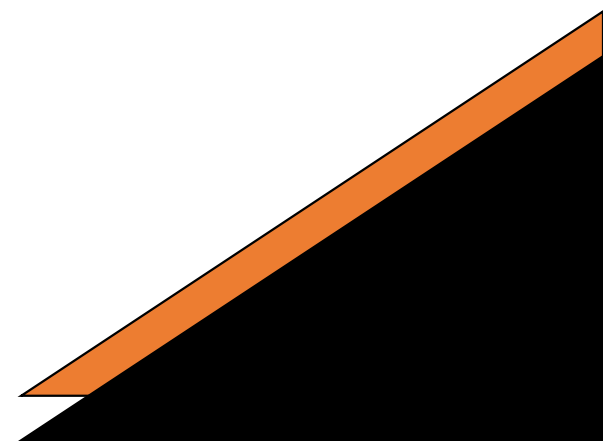# ELT@I | Glibzter

EdTech for English Proficiency
India Survey 2024

Theme:
Leveraging Immersive Learning Mediums for English Learning

About the survey

The EdTech for English Proficiency India Survey 2024 is the result of a knowledge partnership between English Language Teachers' Association of India (ELTAI) and edtech venture Glibzter, commissioned with the following objectives,

Survey Objectives

- To assess the effectiveness of EdTech interventions in improving English language skills among Indian students

- To assess the effectiveness of 'Learning by immersion' i.e. English learning through reading, consuming audio-visual media and engaging in conversations.

Survey Period

The survey was conducted from 30th September 2024 to 10th October 2024

Methodology

The survey was conducted online by mailing a survey link to the participants. The individual responses were then collated, and the collective insights shared in this report

Survey Participants

The survey had 375 participants

64% of survey respondents were University/ College Professors, 13% were School Teachers, 10% were Research Scholars, 8% were Principals, 3% were Verbal Ability Faculty at Coaching Centres and the remaining 2% were Communication Coaches.

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The EdTech usage propensity

The COVID-19 induced lockdowns across the world made many educational institutions, teachers and students to resort to education technology to ensure that there were no disruptions to imparting education and to the learning process.

It was a phase of conducting classes through virtual meeting platforms like Zoom, shooting videos and sharing of lesson files via cloud (Google Drive folders) or texting apps like WhatsApp and Telegram, and encouraging the usage of learning apps

Cut to 2024, what is the appetite for EdTech among English Language Teaching (ELT) practitioners, be it for in-class usage or as recommendations to students for improving their English language skills?

43%

ELT practitioners surveyed have either used in class or recommended EdTech resources to their students for improving English language skills in 2024.

Beyond English learning mobile apps, and virtual meeting platforms

60%

ELT practitioners surveyed were *unaware of browser extensions* for English learning

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EdTech resources used and recommended by English Language Teachers

YouTube videos of English learning channels trump English learning apps as the highest recommended knowledge resource by ELT practitioners

Other popular EdTech resources

The EdTech efficacy in improving English language skills

65%
ELT practitioners believe Edtech complements their in-class materials and delivery

69%
ELT practitioners feel EdTech has demonstrated tangible learning outcomes when students use them on their own

54%
ELT practitioners believe Edtech has limited effectiveness unless there is a strong learning interest in the student

Edtech interventions in the ELT space have contributed the most towards **vocabulary building** and **improving pronunciation**

For higher end applications such as **public speaking, group discussions, interviews and impromptu speech**, edtech solutions need to improve.

Essential features in an EdTech solution for English learning

Besides the need to have certifications and assessments, the following 3 features were considered essential by ELT practitioners to create strong learning interest in students

Intuitive design to make the solution easy to use

Measures learning outcomes

High on engagement

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Ranking of EdTech Modes

Based on perceived effectiveness for English teaching and learning

1   In-Class EdTech Interventions

2   1:1 Live sessions speaking with fluent English speakers/ teachers

3   Flashcards for Vocabulary

4   Learning from curated video clips of movies and TV shows

5   Language learning apps using gamification

6   Micro-lessons via Instagram reels and YouTube shorts

7   E-learning courses

8   AI-powered Speech Assessment

9   Lessons via WhatsApp

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Effectiveness of setting up of English Labs in Schools and Higher Education Institutions

English Labs are computer facilities with English exercises and assessments for students to help them work on their Listening, Speaking, Reading and Writing Skills

75%

ELT practitioners surveyed belonging to the categroies of University / College Professors, and School Teachers attribute improved English language skills of students to English Labs set up in campus.

Impact on LSRW Skills

75%
English Labs have improved
Listening Skills

72%
English Labs have improved
Speaking Skills

59%
English Labs have improved
Reading Skills

46%
English Labs have improved
Writing Skills

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Opinions of Survey Respondents

The setting up of English Labs has kindled interest among my students in language learning through puzzles and activities

Uma Nagarajan
School Teacher

The effectiveness of English Labs is a function of the software and the ability of the trainer to lead the session by engaging the students.

Dr. Prithviraj Singh
College Professor

Continuous practice gives confidence in speaking

Sreedevi S
School Teacher

English Labs have helped in Soft Skills and Personality Development of my students

Srinivas Noojilla
Vice Principal

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Immersive Modes of English Learning

In the EdTech space, the word 'Immersive' would conjure images of students wearing Virtual Reality (VR) headsets and being transported into an interactive world, say the Amazon rainforest to study the flora and fauna of the place.

It is also associated with Augmented Reality (AR) experiences aided by mobile apps which bring a certain subject matter to life by pointing the phone camera to it.

However, in the ELT domain, the word 'Immersive' encapsulates the mediums through which English language skills can be acquired and honed. These include:

Reading: Books, newspapers, magazines including their online versions.

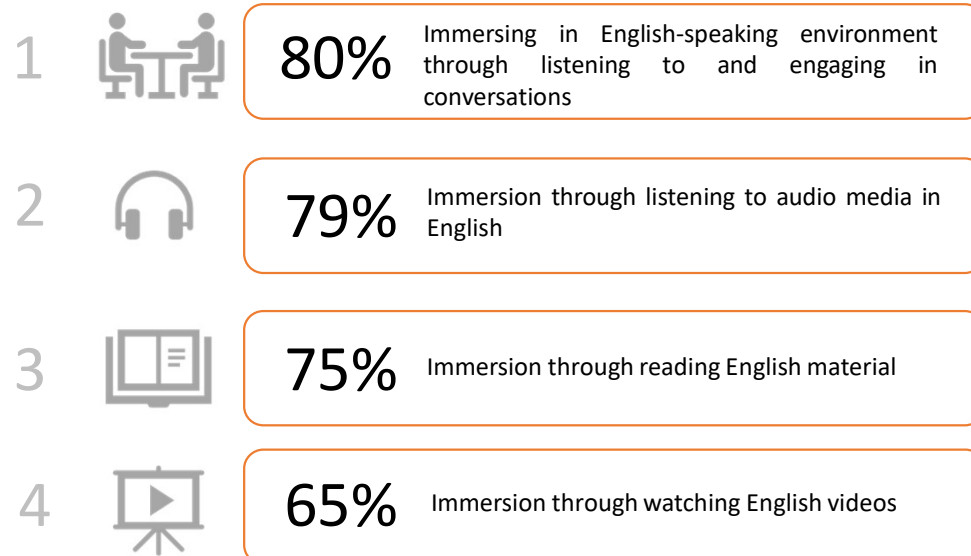**Listening:** Radio, Podcasts, Audio books etc.

Watching: Movies, TV shows, web series, interviews etc.

Immersion in English environment: Listening to and exchanging conversations with fluent speakers by sharing their environment.

Ranking of Immersive Modes

Based on perceived effectiveness for English teaching and learning

AR/VR interventions in specific haven't been considered in the survey

1   **80%**   Immersing in English-speaking environment through listening to and engaging in conversations

2   **79%**   Immersion through listening to audio media in English

3   **75%**   Immersion through reading English material

4   **65%**   Immersion through watching English videos

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"
Books have proven to be an antidote to tech addiction. At ELTAI, we encourage schools and colleges to make students practice the habit of reading book-based fiction and non-fiction.

Akin to films and TV shows, social media content is perceived to be more for entertainment and not for any serious intellectual pursuit. Accessing social media is irresistible today for teenagers hence, a balance between screen and print is to be emphasized.

The survey reveals a trend of ELT practitioners encouraging students to read news articles and editorials, besides underscoring the effectiveness of audio-visual media resources with subtitles to improve English language skills
"

Dr. K. Elango
Chief Executive Chair
ELTAI

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Effectiveness of Audio-Visual Media with Text as a Learning Mode

When you watch a video on OTT video streaming platforms like Netflix or YouTube, you can activate subtitles or closed captions.

Closed captions (CC) represent a textual representation of the audio in a video in the chosen language of the viewer that includes background sounds and intended at viewers who are hard of hearing. They also help identify speakers of the dialogue.

Subtitles on the other hand are closed captions minus the textual references of background sound or speakers. They are ideally intended at viewers who are not native speakers of the language used in the video.

Transcriptions are a conversion of a podcast's audio recording into a written text copy.

82%

ELT practitioners surveyed believe watching videos with English subtitles or listening to audio podcasts with English transcripts has the potential to improve one's English proficiency

Reasons for its effectiveness

81% Better contextual understanding by linking situations to word and phrase usage

69% Improved pronunciation

58% Higher engagement

47%

Of the 18% surveyed who did not find this learning mode effective, said it could be effective only if there is a systematic process of learning built into it

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" One of the reasons why videos and podcasts with texts are effective for language learning is that learners are consuming content of their choice, resulting in higher engagement. In India, 'Same Language Subtitling (SLS)' is being implemented for promoting mass literacy at scale by reading subtitles in popular entertainment content aired via broadcast media.

We at Glibzter are taking it a step forward to build a systematic process of learning into it through AI/ML powered vocabulary building on select digital OTT video streaming and online news platforms. "
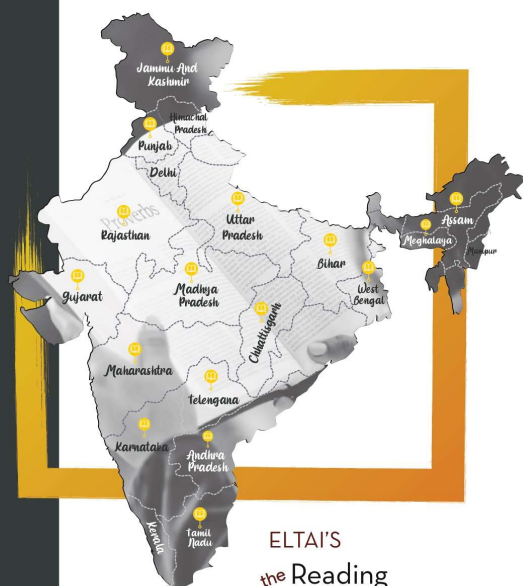
Varun C Bhagath
Founder and Chief Co-learner
Glibzter

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INDIA READS
An ELTAI Venture

Reading as an Immersive English Learning Mode

While appreciating the benefits of reading, the survey focused on the question of
'What content should English language learners read?'

ELTAI'S
the Reading
Movement
"INDIA READS"

Readers are leaders. Read to Lead

78%

ELT practitioners surveyed recommended **reading of News articles and Editorials** to improve communication skills in English

NEWS

Other forms of content to read to improve English language skills

Fiction	**70%**
Non-fiction	**50%**
Content on social media	**56%**
Others (such as Comics)	**6%**

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"

Integrating EdTech tools into our reading curriculum not only enhances students' engagement but also fosters a more personalized learning experience. By utilizing digital resources, we can teach reading skills more effectively, enabling learners to navigate diverse texts with confidence and comprehension. We can cultivate a deeper understanding of texts, empowering students to become critical readers and thinkers in an increasingly complex world.

EdTech, a powerful ally in teaching reading skills, not only enhances the accessibility of high-quality texts but also provides immediate feedback and interactive experiences that can motivate learners and improve their reading proficiency.

"

Dr. Xavier Pradheep Singh
National Secretary
ELTAI

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Modes of Speaking practice

While watching, listening and reading are modes of 'input' for knowing processing what to communicate, the 'output' is in the form of expressing through speech and writing.

In this survey, we had ELT practitioners rate the following three modes of speaking practice based on their perceived effectiveness in achieving desired learning outcomes:

AI-powered Speech Assessments

- Practice speaking with a Chatbot
- Mobile app that rates the recorded speech on certain parameters

44%

Chat with Peer Group (Fellow English learners)

- Practice in-person offline settings
- Practice on virtual meeting platforms

74%

Chat with fluent English Speakers/ Qualified English Teachers

- Practice in-person offline settings
- Practice on virtual meeting platforms

68%

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"

What works for AI-based speech assessment platforms is that they provide a safe judgment free environment for practicing their speaking skills.

Users can record their voices, and the system helps generate a score based on a few parameters. While this helps in quantifying the learning outcome, users need prescriptive corrections on what they need to do to improve their speaking.

This aspect is where the human element in the form of teacher or peer interventions prove to be more effective at present.

"

Himanshu Singh
Co-Founder and Head of Product and Technology
Glibzter

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The Most Effective Modes for English Vocabulary Building

Words and phrases form the building blocks of the languages we speak. The survey aimed to identify the most effective modes through which they can be acquired and retained for better application.

While flashcards have been conventionally used by edtech players, we have focused on immersive learning mediums and their perceived effectiveness in building and expanding English vocabulary.

74%
Watching and listening audio visual English content

62%
Reading high quality English content

59%
Language exchange by conversing with fluent English speakers

43%
Thematic word lists

Recommended ways to remember newly learnt words and phrases

Contextual association with personal experiences

Usage in social and professional conversations

Usage in writing emails/ social posts or personal blogs

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"A basic component of linguistic enhancement is vocabulary. I'd recommend Michael Lewis' Lexical Approach which was published in 1993. Rather than individual words, lexical items comprising word combinations and phrases must be focused upon. Familiarity with individual words is no guarantee for communicative competence whereas lexical items ensure that. "

Dr. K. Elango
Chief Executive Chair
ELTAI

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"

Communication forms the nucleus of image management and projection. What you speak and how you speak it, how you behave, what your body language communicates and how you visually project yourself through gestures and clothing, all adds up to creating the desired image in the minds of your stakeholders.

We at Glibzter envisage creating digital products and value-added services catering to this personality development spectrum. *"*

Ruchi Bhargava
Co-Founder and Director (VAS)
Glibzter

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Summarizing the 5 key take aways from the survey *(For Immersive learning)*

1 YouTube videos of English learning channels are the most recommended digital resources by ELT practitioners for their students. These are free and easy to use plug and play resources that can be shared as a link.

2 However, such audio-visual resources are more effective with text in the form of subtitles/ closed captions or audio transcripts to improve immersive language learning outcomes
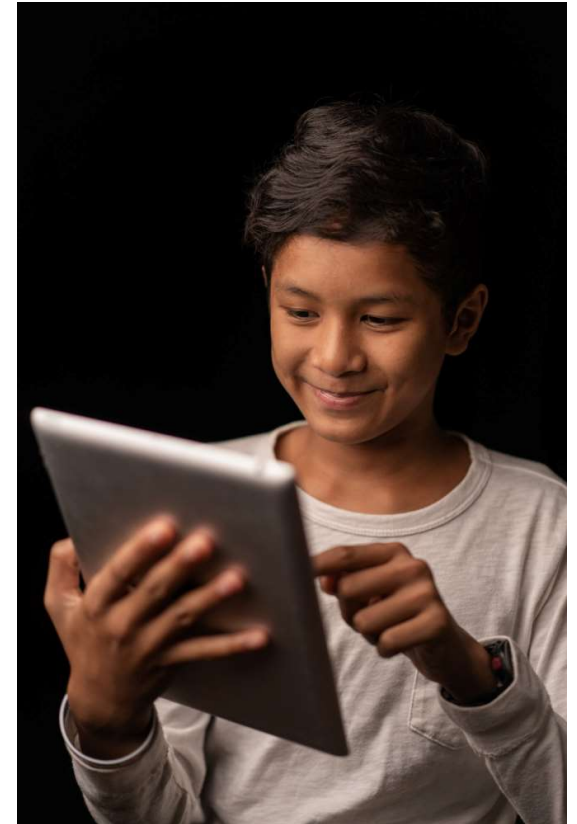
3 Reading of news articles and editorials besides books of fiction need to be encouraged, besides sharing the information and learning in the form of verbal conversational exchange with English teachers or fluent English speakers for better results.

4 Naysayers of immersive modes for ELT believe that they can be effective only if there is a systematic process of learning built into it

5 ELT practitioners can explore integrating the usage of web browser extensions for English classes along with immersive modes such as YouTube videos and online news articles.

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Summarizing the 5 key take aways from the survey *(For EdTech players in the ELT space)*

1 With 57% of the surveyed ELT practitioners in India neither using edtech solutions in class nor recommending edtech solutions to students, there is immense scope for technology integration in Indian classrooms which may have waned post COVID.

2 EdTech solutions which give teachers greater control over learning outcomes are the ones that are easier to adopt and integrate. This explains why in-class edtech solutions (Quiz based apps and cloud-based file sharing tools) and virtual meeting platforms for 1:1 / group sessions have seen greater adoption among survey participants.
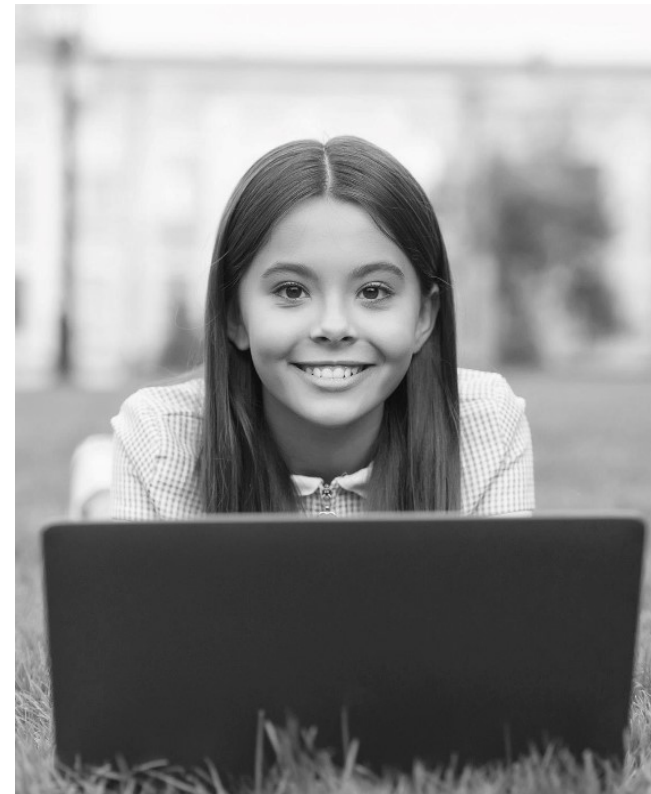
3 Three essential features for an edtech solution to be adopted by ELT practitioners are: Intuitive design making it easy to use for the teachers and students; quantifies learning outcomes and is high on engagement, making students wanting to go back and use the product.

4 EdTech effectiveness is a direct function of the students' willingness and drive to put in the effort to use the product for learning. Gamification, sending interesting notifications and social validation can continue to work as incentives to address this.

5 Scope to build innovative solutions to address challenges related to higher end applications of English communication such as public speaking, interview and group discussion prep, impromptu speaking, strategic communication, and creative writing among others.

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