

Digital English Learning using British Council's Learn English Teens in Junior High School

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Abstract. This case study examined how the British Council's LearnEnglish Teens platform supported digital English learning and explored junior high school students' perceptions of its use in an Indonesian context. Five students were selected through purposive sampling to represent differences in English achievement, consisting of three higher-achieving students and two standard-average students. Data were collected through structured observations conducted during platform-based learning activities and a perception questionnaire containing Likert-scale and open-ended questions. Observation data were analyzed qualitatively by organizing students' learning behaviours into six themes: engagement, interaction with digital materials, learning support, independent learning behaviour, use of platform features, and affective response. Questionnaire responses were analyzed descriptively by identifying response patterns across usefulness, ease of use, motivation and engagement, and confidence, while open-ended responses were grouped into recurring themes. The findings from the two data sources were compared through triangulation to identify areas of convergence and divergence. The results showed that LearnEnglish Teens supported English learning by promoting engagement through multimedia and interactive activities, providing structured tasks that facilitated task completion, and offering opportunities for repeated language practice. Higher-achieving students demonstrated greater independence and explored a wider range of platform features, whereas standard-average students benefited from the same multimodal materials but required more guidance in navigation and task completion. Students generally perceived the platform as useful, enjoyable, and motivating and expressed willingness to use it again. The main challenges involved menu navigation and unfamiliar vocabulary. The study highlights the importance of teacher guidance, initial platform orientation, and vocabulary support when digital platforms are used as supplementary resources for junior high school English learning.

Keywords: digital English learning, LearnEnglish Teens, junior high school, student perceptions, learning autonomy

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Introduction

Digital technology has become an increasingly important component of English language learning, particularly as students encounter English not only through classroom instruction but also through websites, videos, social media, games, and other digital resources. For junior high school students, digital learning environments offer opportunities to access multimodal language input and interactive learning activities that combine written texts, audio, videos, and practice exercises. However, the increasing availability of digital resources does not automatically guarantee meaningful learning. Students may differ considerably in their ability to navigate digital platforms, regulate their learning, understand instructions, and use online materials independently. Recent studies have also shown that challenges such as limited digital familiarity, difficulties in maintaining learning discipline, language complexity, and unequal access to technological resources may influence students' experiences of digital English learning (Anisah et al., 2025; Simanungkalit & Bane, 2025).

Within this broader development, online platforms specifically designed for English language learning have become increasingly relevant. One of these resources is the British Council's LearnEnglish Teens, a free online platform designed for teenage English learners. The platform provides a variety of materials and activities related to reading, listening, writing, speaking, grammar, vocabulary, and examination preparation. Its materials include written texts, videos, audio-based activities, explanations, interactive exercises, and quizzes. The platform therefore provides a structured digital environment in which students can access language input and practice activities according to their learning needs and levels (British Council, n.d.). For junior high school students, such a platform has the potential to extend English learning beyond conventional classroom instruction by providing additional opportunities for guided and independent practice.

Previous empirical studies have reported positive outcomes associated with the use of British Council digital resources and LearnEnglish Teens. Syafutra et al. (2023), for example, reported positive results related to vocabulary learning after students used the British Council for Teens website. Other studies have found that students generally perceive British Council digital platforms as interesting, accessible, and supportive of English learning (Afriyani, 2022; Rangkuti, 2025). Research in speaking contexts has also indicated that web-based English learning can support students' confidence and motivation by providing additional opportunities for language exposure and practice (Ali et al., 2023; Suryana et al., 2020). Similarly, research on writing has reported positive outcomes when British Council online materials were integrated into English learning activities (A. Rahmawati, 2024). These studies indicate that digital platforms can support different aspects of English learning when they are appropriately integrated into instructional activities.

Despite these potential benefits, previous research has also identified several barriers to the effective use of digital English learning platforms. Students may experience technical difficulties, limited access to devices or internet connections, and uncertainty when navigating unfamiliar websites (Sulaiman & Ermianti, 2021; Widayanti & Suarnajaya, 2021). Furthermore, the effectiveness of a digital learning resource depends not only on the quality of its materials but also on students' learning experiences, digital confidence, language proficiency, and the

support available during the learning process. Consequently, it is important to investigate how students actually interact with a digital platform rather than focusing exclusively on whether the platform is effective in improving a particular language skill.

A further gap can be identified in studies concerning LearnEnglish Teens in the Indonesian context. Existing studies have primarily examined the effectiveness of the platform for specific language skills or investigated students' perceptions through questionnaires. Relatively limited attention has been given to students' actual learning experiences while interacting with the platform, particularly through direct observation combined with students' reported perceptions. In addition, junior high school students remain less represented in research on digital English learning compared with senior high school and university students (Nurlita & Taufiq, 2025; Puspita et al., 2022). This gap is important because younger adolescent learners may have different levels of autonomy, digital confidence, and language readiness.

Investigating junior high school students' experiences is therefore important for understanding how digital English learning platforms function in actual learning situations. Examining both students' observable behaviours and their perceptions can provide a more comprehensive understanding of how the platform supports learning, which aspects students find beneficial, and what difficulties they encounter. Such information is particularly relevant for teachers who intend to integrate digital resources into English instruction while ensuring that students with different levels of achievement and independence receive appropriate support.

Accordingly, this study investigates junior high school students' experiences of using the British Council's LearnEnglish Teens platform for digital English learning. Specifically, the study addresses the following research questions:

1. How does the British Council's LearnEnglish Teens support English learning among junior high school students?
2. What are junior high school students' perceptions of using LearnEnglish Teens for learning English?

The study contributes to the growing discussion of technology-enhanced English learning by providing a small-scale case study that combines observational evidence and students' perceptions. The findings are expected to provide practical insights for teachers regarding the use of LearnEnglish Teens as a supplementary digital resource and the types of support that may help junior high school students use the platform more effectively.

Literature Review

Digital English Learning in Early Adolescence

Junior high school students increasingly encounter English through digital environments that extend beyond conventional classroom instruction. Digital technology enables students to access English through websites, videos, audio materials, interactive exercises, games, and other online resources. OECD (2024) notes that English learning increasingly extends beyond classroom boundaries as young learners encounter English through various digital and informal learning environments.

For adolescent learners, digital English learning offers several potential advantages. Multimodal materials can provide language input through different

forms, while interactive activities can create opportunities for students to practise and receive immediate responses. However, the benefits of digital exposure may vary depending on students' access, learning strategies, digital competence, and the level of guidance provided by teachers. Therefore, digital learning environments need to be considered not merely as sources of technology but as pedagogical spaces in which students interact with materials, tasks, and learning support.

In junior high school English learning, appropriate digital materials should provide understandable language input, structured activities, and opportunities for practice. Materials may include reading passages, listening recordings, videos, vocabulary activities, grammar explanations, writing tasks, and interactive quizzes. These materials can support learning when students are able to understand how to navigate the platform and when teachers provide appropriate scaffolding for students who require additional assistance.

LearnEnglish Teens as a Curated Digital Learning Environment

The British Council's LearnEnglish Teens is a free online English learning platform designed specifically for teenage learners. The platform provides materials covering several areas of English learning, including reading, listening, writing, speaking, grammar, vocabulary, and examination preparation. These materials are presented through texts, videos, audio resources, explanations, interactive exercises, and quizzes (British Council, n.d.).

For reading, students can access texts followed by comprehension activities and language-related tasks. Listening materials provide audio or video input accompanied by exercises designed to support comprehension. Writing materials introduce students to different types of written communication and provide guidance and practice activities. Speaking-related materials provide language input and examples that students can use as models for oral communication. In addition, grammar and vocabulary sections provide explanations and interactive exercises that enable students to practise specific language features.

A significant characteristic of LearnEnglish Teens is its multimodal design. Students can interact with written information, visual materials, audio input, and interactive tasks within the same learning environment. The platform also allows students to repeat particular activities, review explanations, and complete exercises more than once. These features make the platform potentially useful for both classroom learning and independent practice.

The organisation of materials according to learning areas and levels can also help students and teachers select activities that are appropriate for learners' needs. However, the availability of structured materials does not necessarily mean that all students can use the platform independently. Students with lower digital confidence or limited experience with online learning may require initial orientation and teacher guidance.

Applications of LearnEnglish Teens for English Language Skills Speaking and Oral Practice in Digital Contexts

Digital resources can support speaking development by providing students with language models, situational expressions, pronunciation examples, and opportunities for repeated exposure. Students can watch or listen to English materials and use the language presented as models for their own oral practice. Ali et al. (2023) reported positive student perceptions of the British Council website

for speaking practice, particularly regarding its usefulness and students' willingness to continue practising.

In practical application, teachers can use speaking-related materials from LearnEnglish Teens as input before asking students to practise expressions, repeat selected language, perform dialogues, or participate in classroom discussions. The platform can therefore function as a source of language input that supports subsequent oral activities.

Writing Support Through Online Practice

LearnEnglish Teens also provides materials that can support writing development. Online writing activities can introduce students to particular text types, provide examples of written language, and guide learners through structured writing tasks. A. Rahmawati (2024) investigated the use of the British Council LearnEnglish website with Grade 7 students and reported improvements in writing performance.

In classroom practice, teachers may use online writing materials as models before asking students to produce their own texts. Students can study examples, identify useful vocabulary and expressions, and complete guided writing activities. Digital resources can therefore support writing by providing accessible examples and repeated opportunities for practice.

Reading and Listening Through Multimodal Learning

Digital learning environments can support reading and listening by combining language input with visual and interactive support. Reading materials may be accompanied by comprehension questions and vocabulary activities, while listening materials can provide audio or video input followed by structured exercises.

Yawiloeng (2022) reported that instructional scaffolding and multimodal texts can support reading comprehension and positive learner attitudes. Similarly, Boltiziar and Munkova (2024) found that audio-visual support, including captioned videos, can assist listening comprehension.

Within LearnEnglish Teens, teachers can apply these materials by guiding students through a sequence of activities: accessing the language input, identifying important information, completing comprehension tasks, and reviewing difficult language. Students may also replay audio or video materials, allowing them to control the pace of their learning.

What Recent Research Syntheses Say About Technology-Enhanced EFL Learning

Broader research syntheses provide evidence regarding the potential contribution of educational technology to English language learning. Rahmati et al. (2021), in a meta-analysis of educational technology in English language teaching, reported an overall positive effect while emphasizing that learning outcomes depend on implementation conditions.

Similarly, Seyyedrezaei et al. (2024) reported positive effects of technology-enhanced language learning on ESL/EFL writing performance. Their findings indicate that factors such as technology type, task design, and implementation duration may influence learning outcomes.

Research syntheses also emphasize the importance of pedagogical integration. Lim and Toh (2024) found that the effectiveness of applications in secondary ESL/EFL classrooms varies according to the type of application and the

way it is integrated into teaching. Therefore, technology should not be viewed as independently producing learning outcomes. Teachers play an important role in selecting appropriate materials, structuring activities, and supporting students during digital learning.

These findings are relevant to the present study because the investigation focuses not only on the existence of a digital platform but also on how students interact with it and how they experience its use in a particular learning context.

Student Preconditions: Self-Regulated Learning and Technology Acceptance

Self-Regulated Learning in English Performance

Self-regulated learning is particularly important in digital English learning because students often need to make decisions about when, how, and how long they engage with learning activities. Self-regulated learners are generally expected to set goals, manage their learning time, monitor their progress, select appropriate strategies, persist when difficulties occur, and seek help when necessary.

Hunutlu (2023) emphasizes the importance of self-regulation strategies in online EFL/ESL learning. In English learning contexts, these strategies may influence students' performance because students who actively monitor their understanding are more likely to review difficult materials, repeat activities, and use available learning resources.

In the context of LearnEnglish Teens, self-regulation can be reflected in behaviours such as independently navigating the platform, replaying videos, reviewing explanations, repeating quizzes, and continuing activities without constant teacher direction. However, junior high school students may differ in their ability to demonstrate these behaviours. Therefore, teacher scaffolding remains important, particularly for students who have not yet developed strong independent learning routines.

Technology Acceptance

Technology acceptance is another important factor influencing students' willingness to engage with digital learning. Students are more likely to continue using a platform when they perceive it as useful, manageable, enjoyable, and relevant to their learning needs.

Wang et al. (2024) demonstrated that technological self-efficacy and positive achievement emotions are associated with technology acceptance in EFL contexts. For junior high school students, acceptance may be influenced by the clarity of tasks, ease of navigation, enjoyment of activities, and confidence in using digital tools.

Accordingly, students' perceptions of usefulness, ease of use, motivation, confidence, and willingness to continue using a platform provide important information about the sustainability of digital English learning.

Methodology

Research Design

Methodology

Research Design

This study employed a qualitative case study design to examine digital English learning using the British Council's LearnEnglish Teens platform among junior high school students. The case study approach was selected because it

enabled the researcher to investigate students' learning experiences within a specific educational context and to examine both their observable behaviours and their perceptions of using the platform.

Participants

Five junior high school students were selected through purposive sampling. The participants were selected based on their enrolment in junior high school, participation in English learning activities, access to a digital device and internet connection, and willingness to participate in the study.

To represent variation in English achievement, three higher-achieving students and two standard-average students were included.

Table 1. Participant Characteristics

Participant	Achievement Category	Code Used in the Study
Student 1	Higher-achieving	S1
Student 2	Higher-achieving	S2
Student 3	Higher-achieving	S3
Student 4	Standard-average	S4
Student 5	Standard-average	S5

The use of coded identifiers protected participant confidentiality throughout the research process.

Research Instruments

Two instruments were used in accordance with the research questions.

Structured Observation

Observation was used to answer the first research question concerning how LearnEnglish Teens supported students' English learning. The observation focused on six aspects:

1. student engagement and active participation;
2. interaction with digital materials and navigation;
3. learning support through instructions and task completion;
4. independent learning behaviour;
5. use of platform features, including videos, texts, quizzes, and multimedia resources; and
6. students' affective responses, including motivation and interest.

Student Perception Questionnaire

The questionnaire was used to answer the second research question. It included Likert-scale items based on four domains:

1. usefulness;
2. ease of use;
3. motivation and engagement; and
4. confidence and learning experience.

The questionnaire also included open-ended questions concerning students' preferred features and the difficulties they experienced.

Data Collection Procedure

Data collection was conducted in three stages: preparation, observation, and questionnaire administration.

During the preparation stage, the researcher identified students who met the inclusion criteria and introduced them to the LearnEnglish Teens platform. Students received an initial orientation concerning essential platform features, including navigation, access to learning materials, videos, reading activities, and interactive quizzes. This orientation was intended to ensure that students understood the basic procedures for accessing the learning activities.

During the observation stage, students participated in English learning activities using LearnEnglish Teens as the main digital learning resource. The researcher used a structured observation checklist and field notes to record students' behaviours and interactions with the platform.

Following the observation sessions, students completed the perception questionnaire. The Likert-scale items used a five-point scale ranging from 1 = Strongly Disagree to 5 = Strongly Agree. Open-ended questions were included to obtain additional information about students' experiences.

Ethical considerations were addressed by informing participants about the voluntary nature of their participation. Their identities were protected by using participant codes, and no personally identifying information was included in the research report.

Data Analysis and Triangulation

Data analysis followed a descriptive and case-oriented approach appropriate for a small-scale case study.

Observation data were analyzed qualitatively. Checklist records and field notes were organized according to six predefined themes: engagement, interaction with digital materials, learning support, independent learning behaviour, feature use, and affective response. The researcher then identified recurring patterns across participants and examined differences between higher-achieving and standard-average students.

Questionnaire data were analyzed descriptively. The researcher examined response patterns across the domains of usefulness, ease of use, motivation and engagement, and confidence. Open-ended responses were analyzed through thematic grouping to identify recurring positive experiences and challenges.

Triangulation

Triangulation was conducted by comparing evidence from the two sources of data: structured observation and the student perception questionnaire. The purpose of triangulation was to identify:

1. convergence, when observed behaviours were consistent with students' reported perceptions;
2. divergence, when students' reported experiences differed from their observable behaviours; and
3. complementarity, when one source provided additional information that helped explain findings from the other source.

This procedure strengthened the credibility of the interpretation by ensuring that conclusions were based on more than one source of evidence.

Results and Discussion

Participants and coding

Five junior high school students participated and were selected through purposive sampling. To reflect achievement variation, participants are coded as follows: S1–S3 (high-achieving) and S4–S5 (standard/average-achieving).

Observation findings (RQ 1)

RQ 1: *How does British Council's LearnEnglish Teens support English learning among junior high school students?*

Summary of Observation Results (Overview Table)

Table 1. Observation overview across participants

Aspect Observed	S1	S2	S3	S4	S5
Student engagement	High	High	High	Moderate	Moderate
Interaction with digital materials	Active	Active	Active	Moderate	Limited
Understanding instructions	Independent	Independent	Independent	With guidance	With guidance
Independent learning behaviour	Strong	Strong	Moderate	Limited	Limited
Use of platform features	Varied	Varied	Moderate	Basic	Basic
Motivation/interest	High	High	High	Moderate	Moderate

Overall, the observation demonstrates that *LearnEnglish Teens* facilitated learning by maintaining student engagement and enabling task completion through platform resources. Notable differences emerged in student independence and navigation between high- and average-achieving students.

Detailed Observation Results by Theme

Theme 1: Student engagement during platform-based learning

High-achieving students (S1–S3) maintained attention during most activities, particularly interactive tasks and multimedia segments. Average-achieving students (S4–S5) demonstrated initial engagement, which was more consistent during video-based activities than during extended text-focused tasks. These findings indicate that *LearnEnglish Teens* supports learning by providing formats that sustain attention and minimize monotony, especially through multimedia.

Theme 2: Interaction with digital materials and navigation

S1 and S2 navigated the platform independently and explored features beyond assigned tasks. S3 followed instructions and completed tasks but remained within the assigned activity path. S4 required occasional support with menu navigation, while S5 exhibited frequent hesitation and depended on guidance to locate specific sections. These patterns suggest that *LearnEnglish Teens* supports learning through accessible interaction design for most students, although those with lower confidence or limited digital familiarity may require additional scaffolding to fully benefit.

Theme 3: Learning support (clarity of instructions and task structure)

S1–S3 completed tasks with minimal or no support, indicating that the platform's instructions and task sequencing were clear for these students. S4 and

S5 completed tasks but benefited from clarification and reassurance. Visual structure, such as step-by-step tasks, visible options, and examples, supported average-achieving students' progress. Thus, *LearnEnglish Teens* facilitated learning by offering structured guidance that enabled students to transition from input to practice.

Theme 4: Independent learning behaviour (autonomy).

S1 and S2 demonstrated strong autonomous behavior, including replaying videos, re-checking answers, and reviewing explanations without prompts. S3 completed tasks independently but engaged less in voluntary review. S4 and S5 typically waited before proceeding and seldom revisited materials without teacher prompts. These findings indicate that *LearnEnglish Teens* can foster autonomy, although the extent of autonomous use may depend on student confidence and prior learning habits.

Theme 5: Use of platform features (multimedia, quizzes, practice)

All students utilized core features, including videos, reading texts, and quizzes. High-achieving students engaged with a broader range of features, such as reviewing explanations and exploring additional practice, whereas average-achieving students generally remained within the basic task path. These results suggest that *LearnEnglish Teens* supports learning by offering multiple avenues for language input and practice, although increased feature uptake may require encouragement.

Theme 6: Motivation and affective response to content

Across participants, students exhibited positive affect, particularly during short videos and interactive quizzes. Average-achieving students demonstrated greater motivation when tasks incorporated visual and interactive elements rather than extended texts. Overall, *LearnEnglish Teens* enhanced motivation by providing engaging content formats.

Cross-Case Observation Pattern

Analysis across the five cases identified three consistent ways in which *LearnEnglish Teens* supported learning:

- 1) Engagement support: Multimedia and interactive tasks helped keep students involved.
- 2) Instructional support: Clear task structure and step-by-step activities supported completion.
- 3) Practice support: Quizzes and exercises provided immediate opportunities to apply language input.

A notable cross-case difference emerged: high-achieving students demonstrated greater independence and broader feature use, whereas average-achieving students benefited more from teacher guidance and tended to remain within the simplest task flow.

Observation Field Notes

Theme 1: Student Engagement

- a. S1 remained focused throughout the session, began the assigned activity without reminders, and completed each task promptly.
- b. S4 maintained focus during the video segment, showed reduced attention during the longer reading, and re-engaged when the quiz began.
- c. S2 requested to try an additional activity after finishing and remained on-task without switching to other applications.

Theme 2: Interaction with Digital Materials (Navigation and Use)

- a. S2 navigated to the correct section independently and used the back button and menu to move between activities smoothly.
- b. S5 hesitated when selecting from the menu, asked “Which one should I click?” before locating the quiz, and required step-by-step guidance to return to the main page.
- c. S3 accessed and started the video independently but needed assistance to locate the next task after the video ended.

Theme 3: Learning Support (Clarity of Instructions and Task structure)

- a. S3 read the instructions once, began the task correctly, and completed the sequence without requesting clarification.
- b. S4 misunderstood one instruction by answering before watching the full video, but after a brief explanation, completed the remaining tasks successfully.
- c. S1 followed instructions accurately, used the on-screen example to guide answers, and did not request teacher assistance.

Theme 4: Independent Learning Behaviour (Autonomy)

- a. S1 replayed the video explanation before answering and checked and corrected mistakes independently.
- b. S2 repeated the quiz to improve their score and reviewed the explanation section after answering an item incorrectly.
- c. S5 stopped after one incorrect answer and requested help, then continued independently after receiving guidance but did not self-review.

Theme 5: Use of Platform Features (multimedia, quizzes, practice).

- a. S4 used the video and quiz features confidently and skipped the optional grammar or explanation section unless directed to access it.
- b. S1 opened the explanation or notes section and connected it to quiz answers, using the replay and pause features during the video.

Theme 6: Motivation and affective response to content.

- a. S4 became more enthusiastic during interactive questions, showed brief frustration when encountering unfamiliar vocabulary, but continued after receiving support.
- b. S1 expressed enjoyment (“This is fun”) and appeared confident and eager to continue to the next activity.
- c. S5 was initially anxious about making mistakes, became more relaxed after successfully answering several quiz questions, and reported liking the video segment most.

These excerpts demonstrate the platform’s support for learning through content review, motivational multimedia, and task completion facilitated by navigation support.

Questionnaire findings (RQ 2)

RQ 2: *What are junior high school students’ perceptions of using LearnEnglish Teens for learning English?*

1. Likert-Scale Results

Scale: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree

Table 2. Likert-scale responses by participant

Item	S1	S2	S3	S4	S5
1. Helps me understand English better	5	4	5	4	4
2. Supports my English learning	5	5	4	4	3
3. Helps me practice outside the classroom	4	5	4	3	3
4. Easy to use	5	4	4	4	3
5. Instructions are clear	5	5	4	4	3
6. Can use without much teacher help	4	5	4	3	3
7. Learning is interesting	5	5	4	4	4
8. Videos/quizzes motivate me	5	4	5	4	4
9. I enjoy learning with the platform	5	5	4	4	3
10. Increases my confidence	4	5	4	4	3
11. Comfortable with digital learning	5	5	4	4	3
12. Want to use it again	5	5	4	4	4

Overall, students' perceptions were positive. Most responses clustered around Agree (4) and Strongly Agree (5), particularly for engagement, motivation (Items 7–9), and intention to continue using the platform (Item 12). Neutral (3) responses were more common among average-achieving students (S4–S5), especially for items related to independent use and practicing outside class (Items 3 and 6).

Open-Ended Question Results (Thematic Summary)

Q13: “What do you like most about using *LearnEnglish Teens*?”

Three themes emerged:

- 1) Multimedia and fun learning
 - a. *“The videos help me understand English easily.”* (S4)
 - b. *“I like the videos and quizzes because they are fun.”* (S1)
- 2) Independent learning opportunity
 - a. *“I can study by myself at home.”* (S2)
- 3) Clear explanations
 - a. *“The explanations are simple.”* (S5)

Q14: “What difficulties did you face when using *LearnEnglish Teens*?”

Three themes emerged:

- 1) Navigation difficulties

- a. “Sometimes I don’t know which menu to choose.” (S5)
- 2) Language difficulty (vocabulary)
 - b. “Some words are still difficult for me.” (S4)
- 3) No major difficulties reported
 - c. “I don’t have problems using it.” (S1, S2)

Cross-Case Interpretation (Questionnaire)

Across participants, the questionnaire indicates that students viewed *LearnEnglish Teens* as:

- 1) Useful (understanding and learning support),
- 2) Easy to use (especially for higher-achieving students),
- 3) Motivating and enjoyable (videos and quizzes),
- 4) Worth continuing (strong intention to reuse).

A notable difference between groups was that high-achieving students reported greater independence and comfort with digital learning, whereas average-achieving students expressed positive attitudes but identified more navigation and vocabulary challenges.

Integrated findings (Triangulation of Observation and Questionnaire)

Triangulation of both data sources strengthens the interpretation:

- 1. Engagement and motivation were strong in both instruments: students were observed to engage more during videos/quizzes, and they also reported that these features increased motivation.
- 2. Ease of use showed partial variation: high-achieving students navigated independently (observation) and reported stronger ease-of-use (questionnaire), while average-achieving students needed guidance (observation) and gave more neutral responses for independent use.
- 3. Learning support appeared in both sources: observation showed students could complete tasks due to structured activities; questionnaire responses emphasized usefulness and clarity.

Overall, *LearnEnglish Teens* supported English learning by providing interactive multimodal content and structured practice. Student independence was influenced by achievement level and digital familiarity.

Discussion

How *LearnEnglish Teens* supported English learning?

The observation results suggest that *LearnEnglish Teens* supported English learning in three main ways:

- 1. Supporting engagement through multimedia and interactivity
Students maintained attention and demonstrated positive affect, particularly during videos and quizzes. These findings align with established expectations in digital language learning that multimedia and immediate interaction sustain engagement, especially among adolescent students.
- 2. Supporting learning through clear structure and guided tasks
Students, particularly S1–S3, completed tasks with minimal assistance. The platform’s structured task flow likely reduced cognitive load and increased task manageability. For S4–S5, the same structure supported task completion, although teacher scaffolding was necessary for efficient platform access.

3. Supporting autonomy for some students
High-achieving students replayed content and reviewed explanations independently, indicating that the platform can promote self-directed learning. In contrast, average-achieving students engaged less in spontaneous review, suggesting that autonomy may require teacher prompting and the development of learning routines.

In the junior high school context, these findings suggest that the platform is effective as a blended learning tool. Teacher facilitation can support students requiring additional guidance, while more confident students benefit from opportunities for independent practice.

Students' perceptions and acceptance of the platform

Questionnaire findings indicate that students generally perceived *LearnEnglish Teens* as useful, enjoyable, and motivating, with a strong willingness to use the platform again. Positive responses were particularly consistent for items related to interest and motivation, as supported by open-ended comments referencing videos and quizzes.

Simultaneously, students' comments regarding navigation confusion and challenging vocabulary offer practical insights. Even when students enjoy a platform, minor usability barriers and language difficulties can limit their independence. These challenges are significant for teachers, as they influence whether digital learning is empowering or frustrating for certain students.

Differences between high-achieving and average-achieving students

Achievement-level variation was visible across both instruments:

1. High-achieving students used more features and displayed higher autonomy.
2. Average-achieving students benefited strongly from multimedia but required more guidance for navigation and sometimes struggled with vocabulary.

These findings suggest that *LearnEnglish Teens* can support diverse student profiles; however, effective implementation should incorporate differentiation strategies, such as: short platform orientation sessions, step-by-step navigation guidance, vocabulary pre-teaching or word support, encouragement to review content (replay videos, repeat quizzes).

Practical implications for teaching and learning

Based on the integrated findings, teachers can maximize the benefits of *LearnEnglish Teens* by:

- Selecting activities with multimedia + quizzes to boost engagement.
- Providing clear navigation support early (especially for average-achieving students).
- Assigning short, achievable tasks for out-of-class practice to build autonomy gradually.
- Using the platform as supplementary practice, not replacing teacher support entirely.

Brief limitations

As a small-scale case study involving five students, these findings are context-specific and not statistically generalizable. Additionally, observation-based results may be influenced by the learning environment and students'

familiarity with digital tools. Nevertheless, the use of both observation and questionnaire data enhances credibility through triangulation.

Conclusion

This study set out to explore (1) how LearnEnglish Teens supports English learning among junior high school students and (2) how students perceive using the platform. The integrated findings from observation and questionnaire data show that LearnEnglish Teens supported learning primarily through engagement, structure, and practice. Multimedia elements, especially short videos and interactive quizzes helped students stay attentive and reduced monotony during learning activities. In addition, the platform's step-by-step task design and clear sequencing supported students in completing activities and moving from input to practice. The platform also provided opportunities for independent learning behaviours, such as replaying content, checking answers, and revisiting explanations, although this autonomy was more evident among higher-achieving students.

Students' perceptions aligned with these observations. Overall, students viewed the platform as useful, enjoyable, and motivating, and most expressed willingness to use it again. At the same time, responses highlighted practical barriers that can limit independent use, particularly for standard-average students: confusion in choosing menus or locating sections, and difficulty with unfamiliar vocabulary. These challenges indicate that positive attitudes alone do not guarantee smooth independent learning; learners' digital familiarity, confidence, and language readiness shape how fully they can benefit from the platform.

Practically, the results suggest that LearnEnglish Teens is most effective as a blended or supplementary resource rather than a complete replacement for teacher guidance. Teachers can strengthen implementation by providing brief platform orientation, modelling navigation steps early, offering vocabulary support (pre-teaching or word help), and encouraging productive routines (replaying videos, repeating quizzes, and reviewing explanations). Given the small-scale, context-specific sample, future studies could involve larger and more diverse participant groups, longer implementation periods, and additional evidence (such as skill performance measures and closer examination of self-regulated learning behaviours) to better understand longer-term learning impact and sustainability.

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