# ilocalapp

**Incidentally Learning Other Cultures and Languages through an App**

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## Figures and tables

# 1. Introduction

The ILOCALAPP team designed a survey to end-users to find out students' views on language learning apps and the role of apps and mobile devices in their everyday life. This document is a concise analysis on the survey results. The first chapter, the introduction, describes the general characteristics of the survey and the process of data collection. The results of the survey are presented in three parts in chapter 2:

- Questions 1–6: culture areas of interest, views on using language & culture apps
- Questions 7–14: usage of apps and mobile devices
- Questions 15–20: personal details and membership of the ILOCALAPP e-mailing list

The document concludes with an overall consideration from the project's perspective in chapter 3.

The online survey was created through a collaborative method by the ILOCALAPP partners: a draft questionnaire was sent out by the University of Lapland to all partners on 19 January 2016 and comments were requested. The draft was discussed further at the kick-off meeting from 26 to 27 January 2016 at the University of Bologna. Modifications and refinements were made based on the comments and discussions, and after some comment rounds, the questionnaire reached its final form.

The finalised questionnaire was launched in all partner institutions on 16 February 2016 and advertised within the institutions through each institution's suitable information channels to achieve as many answers from the target group as possible. The questionnaire was divided into three pages that the respondents were to fill in consecutively. The first page focused on cultural interests, language & culture learning and apps, the second page was dedicated to technical questions, and the third page was about some personal details such as gender and age. Logically, chapter 2 is divided into three parts based on this division. The questionnaire can be found in the appendices of this document.

Two reminders were sent out: the first reminder on 25 February and the second one on 3 March. In addition to e-mail communication, the institutions requested answers from the target group through face-to-face discussions, for example. The E-LOCAL Facebook group was also put to good use as answers were requested there as well on 16 February.

During data collection, the number of respondents from each language was regularly uploaded on the project intranet to keep all partners up-to-date. Updates on the intranet were made on 25 February and 3 March. In addition, some e-mailing about the result development between partners was carried out. The survey was closed on 28 March 2016. By this time it had reached altogether 2350 answers.

In addition, a draft e-mail to accompany the survey link was made available on the intranet discussion forum on 14 February 2016. Institutions modified the draft e-mail to suit their institutional working environments. The draft e-mail is available in the appendices of this document.

The survey results will be incorporated in the methodological specifications based on discussion carried out in the methodological taskforce. Thus, research summarised and considered in the methodology and the survey results will together form a complete entity. This way, the ILOCALAPP team aims at creating a solid foundation for the app.

Next, the answers to each question of the survey will be discussed in chapter 2, starting from questions 1–6 that aimed at discovering the respondents' cultural interests and views on language & culture learning and apps.

## 2. Survey answers analysed

Chapter 2 presents three subchapters, each of which focuses on a certain area that the ILOCALAPP team wanted to explore in the survey:

- 2a. Questions 1–6: culture areas of interest, views on using language & culture apps
- 2b. Questions 7–14: usage of apps and mobile devices
- 2c. Questions 15–20: personal details and membership to the ILOCALAPP e-mailing list

In each part, the answers to questions are discussed in their numerical order with some considerations provided before moving on to the next question.

## 2a. Questions 1–6: culture areas of interest, views on using language & culture apps

Subchapter 2a focuses on the analysis of questions 1–6 that aimed at finding out the respondents' cultural interests and views on language & culture apps. Each question is presented and discussed at its turn, with suitable visual graphs to clarify the overall answers to each question. Considerations from the project's perspective are provided before moving on to the following question.

**Question 1. ILOCALAPP will help you to get in touch with foreign cultures and languages. To help us design it, tick the culture areas you're usually clearly interested in. Choose only a few, the best options.**

**Figure 1. Answers to question 1.**
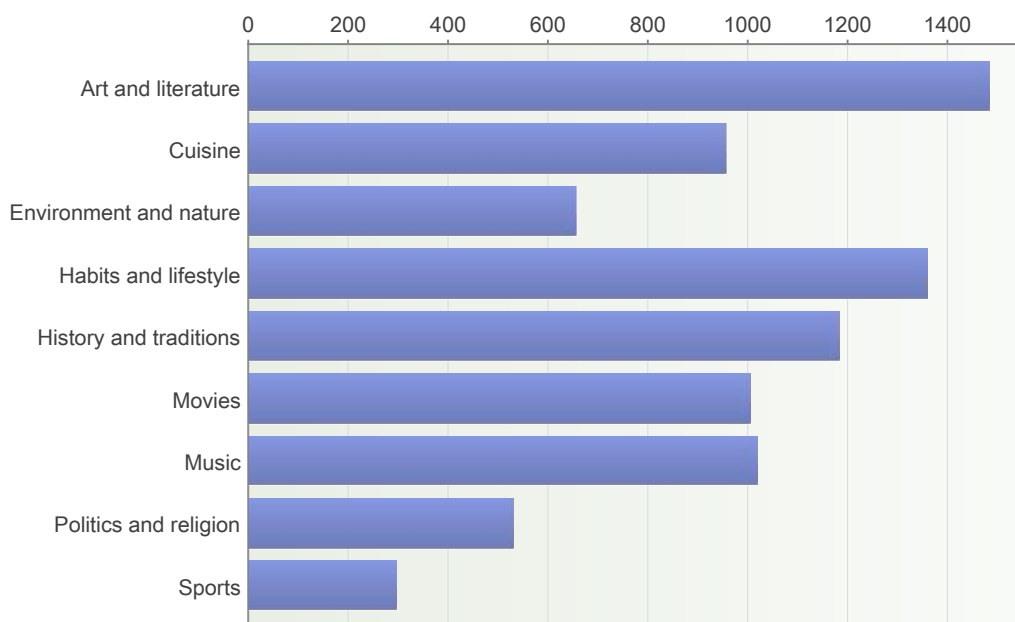
In question 1, the 2350 respondents of the survey chose a few prominent areas of cultural interest. Each respondent was allowed to choose max. four alternatives, because the ILOCALAPP team's intention was to find out only a few areas of major interest.

As figure 1 shows, the respondents consider *art and literature* (1482 respondents, 63 percent), *habits and lifestyle* (1358 respondents, 57.8 percent), and *history and traditions* (1183 respondents, 50.3 percent) as the three most interesting culture areas. The three areas of least interest are: *sports* (296 respondents, 12.6 percent), *politics and religion* (531 respondents, 22.6 percent), and *environment and nature* (658 respondents, 28 percent). The areas that fall between these two extremes are – in the order of popularity – *music* (1018 respondents, 43.3 percent), *movies* (1003 respondents, 42.7 percent) and *cuisine* (956 respondents, 40.7 percent).

The most popular areas of cultural interest above indicate some themes that the app could contain. It seems that the most popular themes are suggesting the app could partly function as a cultural survival kit: traditions, habits and lifestyle are included in the top three, along with art and literature, and history.

Perhaps less attention should be paid to the three least significant cultural areas in the app, although completely erasing them from it could turn out to be a mistake as well: as the app should help the students to integrate in their new living environment, some – even quite superficial – knowledge about e.g. politics may turn out to be important in real life. Perhaps it is more significant to pay attention to how and at what level of accuracy this kind of less popular information is provided.

Let us move on to question 2 in which motivational factors of language & culture apps are looked at.

**Question 2. What makes the use of a language & culture app motivating? Choose only a few options, those that actually motivate you to use the app.**

**Figure 2. Answers to question 2.**
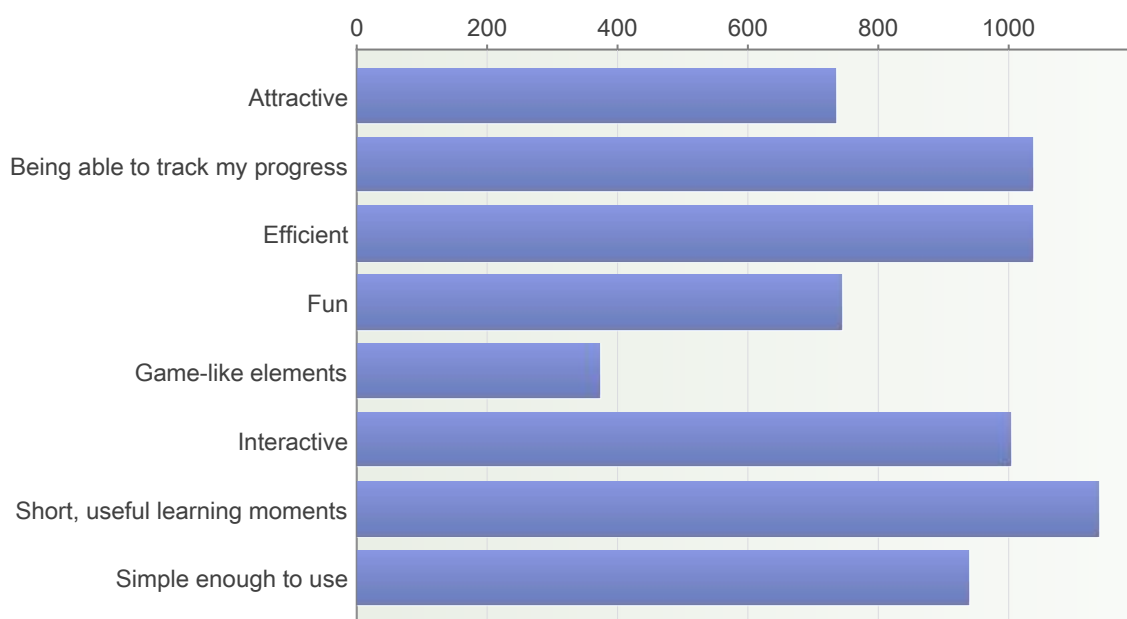
As can be seen in figure 2, the 2350 respondents mostly view *short, useful learning moments* (1141 respondents, 48.6 percent), *being able to track my progress* (1039 respondents, 44.2 percent) and *efficient* (1038 respondents, 44.2 percent) as the three most motivating features in language & culture apps. The least motivating three features are *game-like elements* (375 respondents, 16 percent), *attractive (*736 respondents, 31.3 percent) and *fun* (747 respondents, 31.8 percent). The areas that fall between are *interactive* (1004 respondents, 42.7 percent) and *simple enough to use* (941 respondents, 40 percent).

The results to question 2 are perhaps even slightly surprising, as the new generation of young adults is often linked with attraction to games, fun, and visual features such as attractiveness. However, they turned out to be the three features that were voted for the least. Instead, usefulness and short learning moments, progress tracking and efficiency are the three most motivating factors for the respondents of this survey. Interactiveness and simplicity of the app that fall between are important to some 40 percent of the respondents.

The ILOCALAPP team can certainly benefit from this knowledge in creating the app. It will be important to bear the most important features in mind when planning the technology and the content of the app.

Next, question 3 unveils the respondents' existing usage of language & culture apps.

**Question 3. Have you already used apps for learning languages & cultures?**
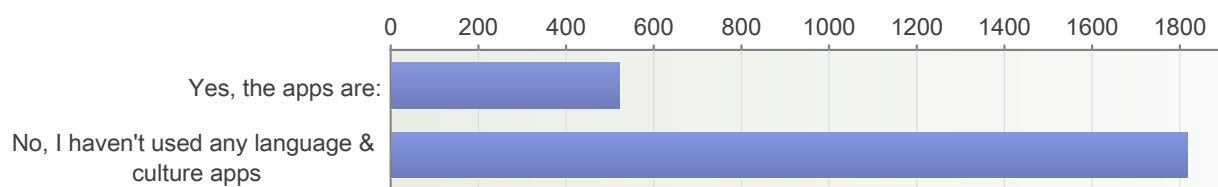
Figure 3. Answers to question 3.



Figure 3 clearly indicates that, out of the 2350 respondents, the vast majority has not used language & culture apps before (1822 respondents, 77.5 percent). Circa 22.5 percent of the respondents – 528 of them to be precise – state that they have used an app for learning languages and cultures.

The answers of the 528 language & culture app users in the open-ended box reveal that the definition of a language & culture app seems to mean different things for different respondents. As can be seen in figure 3 above, respondents were asked to name the apps they had used. Some respondents named e.g. news sites as learning apps. We are not denying the usefulness of news sites from the viewpoint of learning about languages and cultures, but perhaps they do not fully fit the definition of *apps designed for learning languages & cultures*. Such answers were omitted in figure 4 below. Figure 4 represents the division of language & culture app usage.

**Figure 4. Language & culture apps used**

### Apps used
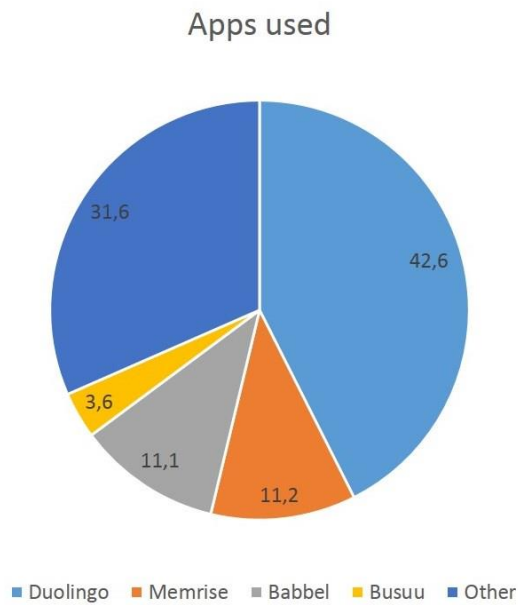


As figure 4 above shows, altogether 239 (42.6 percent) of those who already have experience in using a language & culture app have used Duolingo. Memrise comes in second, with 63 users (11.2 percent) – a significantly lower number. Babbel is third with 62 users (11.1 percent). Busuu has 20 users (3.6 percent). The respondents mention circa sixty other apps that they have used, but the numbers per app are significantly smaller than in the above-mentioned four apps. Therefore, it seems reasonable to mention the four most used apps and to simply summarise the rest into the category *other* (177 users, 31.6 percent). Perhaps the apps mentioned in the *other* category are new and, thus, have not spread to a frequent usage rate yet. In addition, some apps mentioned in this category appeared to be something else than apps. The survey data also indicates that some apps are regional rather than distributed widely across Europe. Based on the numerical amount of apps mentioned, it can also be deducted that one person has often used more than one of the apps in figure 4.

The controversy mentioned earlier about how differently respondents have understood what a language & culture app is could be seen as a weakness in our question-setting – maybe it should have been defined what a language & culture app in the questionnaire means, as many respondents mentioned news sites as language & culture apps. Then again, the majority of respondents in the open-ended answers specified *de facto* language & culture apps. To continue, perhaps this indicates that a language & culture app could have been defined when posing the question to produce relevant answers from all respondents, but the question has not failed, however, since it did produce an abundance of relevant answers as well. This is substantiated by the relevant answers provided and depicted in figure 4 above.

The following question is number 4 and it discusses features that these 528 language & culture app users specifically liked in the apps they have user-experience in.

**Question 4. If you answered *yes* to question 3, describe – in your own words – things you specifically liked in those apps.**

Altogether 485 respondents answered this open-ended question. This adds up to 91.9 percent of those who answered *yes* to question 3. Similar types of answers were qualitatively grouped together, and seven themes stood out in the answers. In the order of frequency, they are (beginning from the most frequent):

1. Simplicity of the app and easiness of use (172 answers)
2. Possibility to track and test your progress (91 answers)
3. Interactiveness (68 answers)
4. Game-like learning through scores obtained and levels achieved (60 answers)
5. Short learning moments, short steps (59 answers)
6. Practising pronunciation, possibility to hear words or phrases pronounced by a native speaker (45 answers)
7. Intuitive design, attractiveness (41 answers)

Many of the themes are quite translucent: you can understand the content from the theme title. Further elaboration and quotes from themes that need clarification are presented below.

2. Possibility to track and test your progress
   The answers that call for a possibility of tracking and testing progress are best described by quotes of the open-ended answers:
   - *It is so much more motivating when you see where you're at.*
   - *You have the feeling that you are making progress.*
   - *The learning process kind of worked like building a house, starting with simple elements that would eventually get together into a coherent and stable structure.*
   - *It was motivating me to learn daily because even the small steps were making difference on the visible 'progress scale'.*

3. Interactiveness
   It seems that this word was, in general, used by the respondents to refer to the interactive nature of exercises, tests and reminders. Sometimes, it seems, the term was used to refer to the possibility of communication with other app users.

   Here are some quotes from the survey data to clarify the respondents' views:
   - *I liked the fact that there were reminders which helped me to regularly do assigned tasks.*
   - *The reminder to learn new words every day.*
   - *The daily goal is motivating. You can set your daily goals and get points like a game.*
   - *Positive reinforcement.*
   - *I appreciated the possibility to make cultural exchanges with people all over the world in text and audio chat rooms. I consider useful if people [...] give you some suggestions. I definitely think interaction among users is the best key for this kind of apps to be successfull.*
   - *See the progress of your friends and compete.*

4. Game-like learning through scores obtained and levels achieved
   In these answers, various simple learning achievements seem to be appreciated: the possibility to obtain scores and to move on to the next game level. In addition, the respondents seem to value clear, short learning tasks that can be completed in a short amount of time. In addition,

interactive reminders and recommendations about suitable exercises seem to motivate students to continue using the game-like learning app and to reach for the next level.

Some quotes of the respondents' answers describe their expectations even better:
- *Motivates people, when is constantly bringing new levels I want to achieve.*
- *You can try and check, you can play, you have to overcome challenges.*
- *The make you feel proud by saying you 'leveled up' or your 'language fluency' is this and this percent.*
- *I could unlock new exercises through achievements.*

5. Short learning moments, short steps
   These quotes show respondents views and experiences of using apps for learning:
   - *Useful way to relax during a break.*
   - *I didn't feel like I was studying at all.*
   - *You didn't have to focus, sit and study. You could use it three minutes waiting for the bus and you'd had already learnt something.*

All in all, it seems that students who have used language & culture apps value simple, functional design and short steps, progress tracking, sometimes game-like learning and the possibility to interact or at least practise pronunciation.

In question 5, some negative features of the respondents' app experiences are summarised.

**Question 5. If you answered *yes* to question 3, please name – in your own words – some features you did not like in those apps.**

Question 5 collected altogether 415 respondents which is 70 respondents less than in question 4 that focused on the positive features. Maybe this is a positive signal that language & culture apps create more positive memories than negative ones. The answers to this question as well were expectedly varied, but some themes were more often referred to than others. Similar types of answers were qualitatively grouped together, and nine themes stood out in the answers. The answers were categorised into nine categories as follows:

1. Missing elements (98 answers)
2. Repetitiveness and low level of learning (93 answers)
3. Issues with costs, including commercial content (52 answers)
4. Design issues (36 answers)
5. Technical problems (24 answers)
6. User-related issues (20 answers)
7. Visual issues (9 answers)
8. Too many notifications (9 answers)
9. Miscellaneous comments (26 answers)

There were also some comments that did not fit into any of the above-mentioned categories as they brought no relevant information to the question. Actually, many of these comments were not giving

negative comments about any apps. Strangely enough, they pointed out some general positive attitudes towards apps. Such comments were omitted from the analysis, because we were not seeking for them in this part. Double-checking has been done, however, with question 4 to ensure that no positive views are left unpresented.

Table 1 below explains these categories and brings them to a very practical level by providing quotes from the survey data.

**Table 1. Summary of answers to question 5**

| **1. Missing elements** |
| --- |
| a. focus on vocabulary, not enough grammar<br>"you don't learn grammar, just words"<br><br>b. lack of interaction with other users<br>"I would like the ability to easily chat with native speakers for free."<br><br>c. lack of listening/speaking elements<br>"The fact that you can't practice the speaking part."<br><br>d. lack of cultural contents<br>"does not deal much with culture and foreign habits"<br><br>e. lack of feedback, incl. testing one's progress<br>"There was not the possibility to track the progress and it was not possible to receive feedback or to correct *mistakes.*" |
| **2. Repetitiveness and low level of learning** |
| a. monotonous, repetitive<br>"same words over and over"; "Vocabulary is limited and repeated"<br><br>b. lack of content for advanced learners<br>"Like many other apps, lack of advanced courses." |
| **3. Issues with costs, including commercial content** |
| "You had to pay a lot for more activities"; "You have to pay the most of the chapters" |
| **4. Design issues** |
| "The sounds of the apps, there wasn't enough time to answer to some questions"<br>"Some of them felt too much like a web page."<br>"It's not well designed and sometimes uncomfortable to use" |
| **5. Technical problems** |
| "Too much memory and battery usage."<br>"random crashes"<br>"Audio quality"<br>"Problems with log in" |
| **6. User-related issues** |
| "You have to use duolingo every day and sometimes i just have no time" |

| 7. Visual issues |
|---|
| "the screen looks cluttered"<br>"Weird cartoon characters"<br>"ugly surface"<br>"too colorful" |

| 8. Too many notifications |
|---|
| "they keep asking for regular exercising and make pop ups appear and non stop notifications"<br>"sometimes too annoying with notifications" |

| 9. Miscellaneous comments |
|---|
| "there was no app for windows phones- typical"<br>"A small choise of languages in Duolingo." |

As table 1 suggests, it seems that students dislike mostly apps that do not have a complete set of material, making the student feel that something is missing. Repetitiveness and learning levels were also criticised, along with having to pay for some apps or some features in certain apps. The remaining causes of concern deal with design as well as visual and technical issues. Sometimes the problem is in the user's own schedules: there is no time to carry out the required tasks. Time management is not necessarily a problem of ILOCALAPP, as it will be based on geolocalised features that the person can use when and if they see fit. Receiving too many notifications may not be a problem in ILOCALAPP but it is certainly advisable to bear this aspect in mind. Miscellaneous comments were about e.g. the compatibility between the app and the person's smartphone, and language selection.

All in all, the learning material team will need to focus on creating an app that gives a sense of completeness with contents that are intriguingly combined: too much monotonous repetition does not give any value in the learning experience. Admittedly, the incidental learning idea does its part in ensuring that no excess repetition takes place. Nevertheless, the exercises should indeed offer the student various drills and types of information. The technical implementation team must ensure that the design is up-to-date (read: up-to-2018 and beyond) and comfortable to use.

Question 6 is next, and it concludes the first part of chapter 2. In question 6, respondents were allowed to give some additional information about the questions they had answered so far.

**Question 6. If you'd like to add anything to what you answered to questions on this page, please type it here. If there's nothing to add, click Next to move on.**

There were circa 50 relevant answers to question 6. The ideas and suggestions handle especially these three topics:

1. Culture-related learning
2. Interactiveness either with other learners or native speakers
3. Simple approach

To make these themes more translucent, some quotes from the survey data are provided below.

1) Culture-related learning

- *By 2018 there will be a lot of apps. This one should really have something attractive about the culture of those countries [...].*
- *I think I would especially appreciate it if the app would recognize automatically our location and show us all the local culture pages [...]*
- *Connect language learning with interesting information about the place.*
- *I think that an innovative feature that a language & culture app should have is a culture part. Usually, the majority of the apps just focus on language, grammar and vocabulary, but do not consider any cultural aspect.*
- *It would be interesting if the app could teach a language and the culture related to that language (intercultural perspective).*
- *Add the possibility to post events of the town where you are living in the moment.*

2) Interactiveness either with other learners or native speakers
   - *Possibility to contact people who actually speak the language.*
   - *Interaction with other learners and native speakers would be motivating. Also game-like elements that involve teamwork.*
   - *Allowing linguistic tandems with other users is a must to practice and motivation.*

3) Simple approach
   - *Please design it as simple as possible, better less functions at the beginning.*
   - *Easy to use is the most important.*
   - *A good app needs to be updated periodically and should be easy to use.*

To sum up, it could be said that a connection to reality, i.e. real culture, and real-life communication presented in a simple way in the app will do their part in motivating users to take the app into their everyday life and recommend it to their friends as well.

This is the end of subchapter 2a which discussed cultural views and the respondents' views on language & culture apps. The following part, 2b, focuses on the respondents' usage of apps and mobile devices.

## 2 b. Questions 7–14: usage of apps and mobile devices

Subchapter 2b focuses on the analysis of questions 7–14 that aimed at finding out the role of apps and mobile devices in respondents' everyday life. Each question is presented and discussed at its turn, with suitable visual graphs to clarify the overall answers to each question. Considerations from the project's perspective are given before moving on to the next question.

**Question 7. What is the operating system on your smartphone?**

**Figure 5. Answers to question 7.**
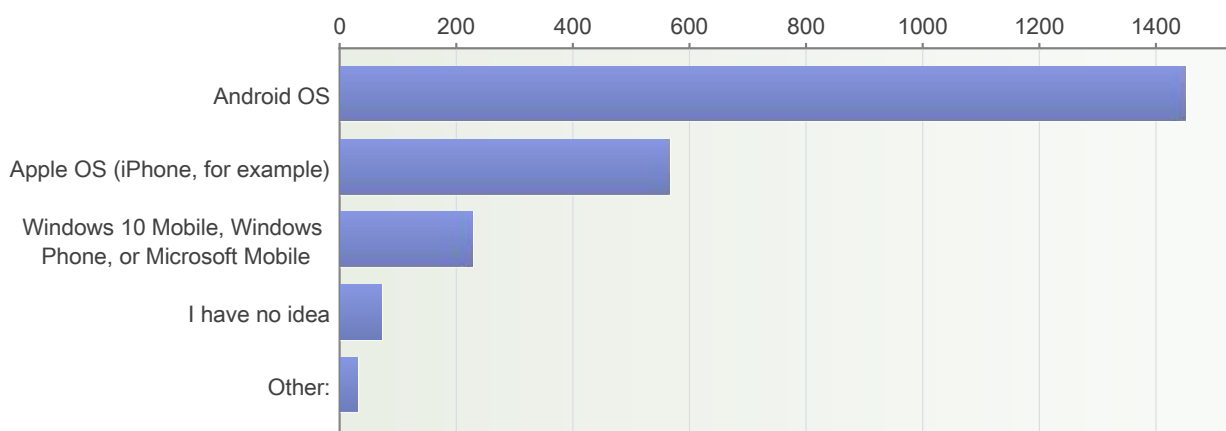


As we can see in figure 5, the most general operating system is Android OS (1450 answers, 61.7 percent). The second most general operating system is Apple OS (567 answers, 24.2 percent). The third most general system is Windows 10 Mobile, Windows Phone, or Microsoft Mobile (229 answers, 9.7 percent). 73 respondents (3.1 percent) do not know the operating system on their smartphone, and 31 respondents (3.1 percent) state that they have another operating system.

In the open-ended answers, altogether 16 respondents (0.7 percent) state that they do not have a smartphone. Four respondents (0.2 percent) state that the operating system on their smartphones is Blackberry, and two (0.1 percent) have Symbian. Four respondents (0.2 percent) had clicked the *Other* option and stated that their operating system is Android which is somewhat illogical as Android was also one of the options. To clarify, you were not allowed to give open-ended answers otherwise than by first choosing the *Other* option.

**Question 8. How often do you charge your smartphone?**

**Figure 6. Answers to question 8.**
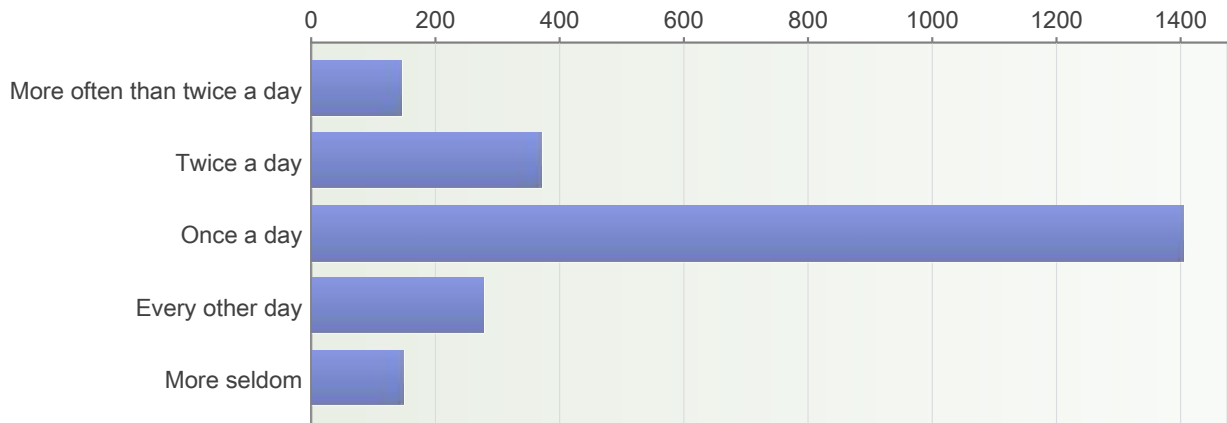


The vast majority of the respondents charges their smartphones daily (1405 answers); this adds up to 59.8 percent of all respondents. 372 respondents, 15.8 percent, charge their smartphones twice a day, whereas 145, 6.2 percent, charge them more often than twice a day. 279 respondents, 11.9 percent, charge their smartphones every other day, and 149 respondents, 6.3 percent, charge them even more seldom. It can be said that the respondents are mostly active smartphone users, since they charge them quite often.

**Question 9. How many apps are installed on your smartphone (more or less)?**

**Figure 7. Answers to question 9.**
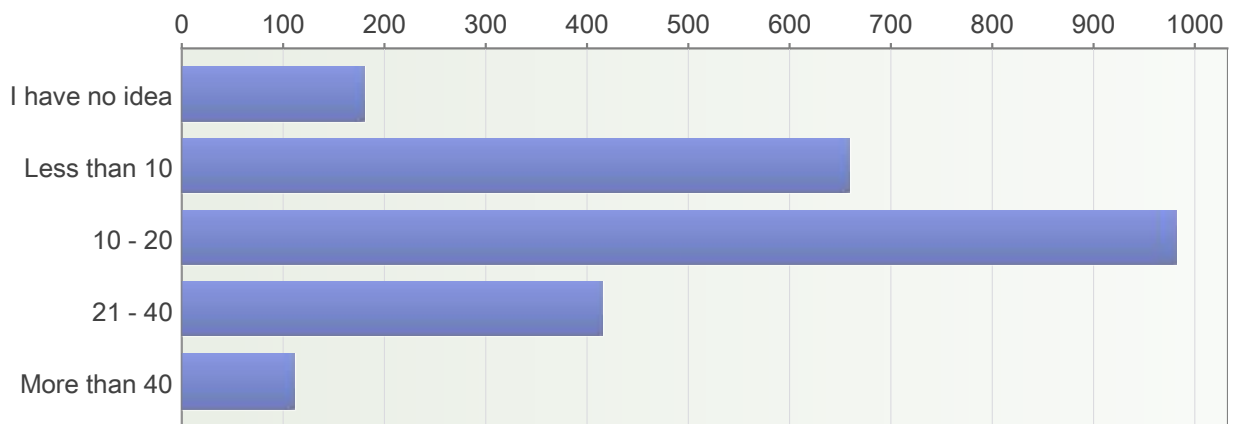


Most often, respondents have 10–20 apps on their smartphone (983 respondents, 41.8 percent). Less than 10 apps are on 659 respondents' (28 percent) smartphones. 415 respondents (17.7 percent) have 21–40 apps on their smartphone, and 112 (4.8 percent) have more than 40 apps. 181 respondents (7.7 percent) have no idea of the number of apps on their smartphone. There seems to be quite a lot of variation between the number of apps in the respondents' smartphones.

**Question 10. How many apps have you installed on your smartphone yourself (more or less)?**

Figure 8. Answers to question 10.
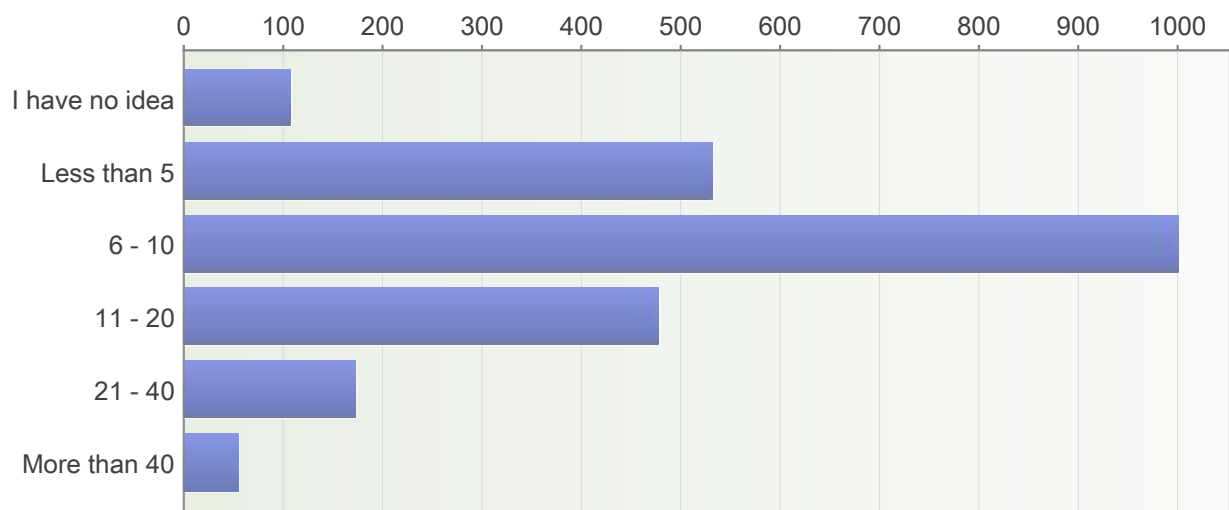


42.6 percent of the respondents (1002) have themselves installed 6–10 apps on their smartphone. 22.6 percent (532) of the respondents have installed less than five apps. 20.4 percent (479) have installed 11–20 apps. 7.4 percent (174) of the respondents have installed 21–40 apps. Circa 2.3 percent (55) have installed more than 40 apps. 4.6 percent (108) have no idea about the number of apps they have installed. There is variation between respondents in the activeness of installing apps, but a large proportion of them has chosen to install 6–10 apps themselves.

**Question 11. How many apps do you use daily (on average)?**

Figure 9. Answers to question 11.
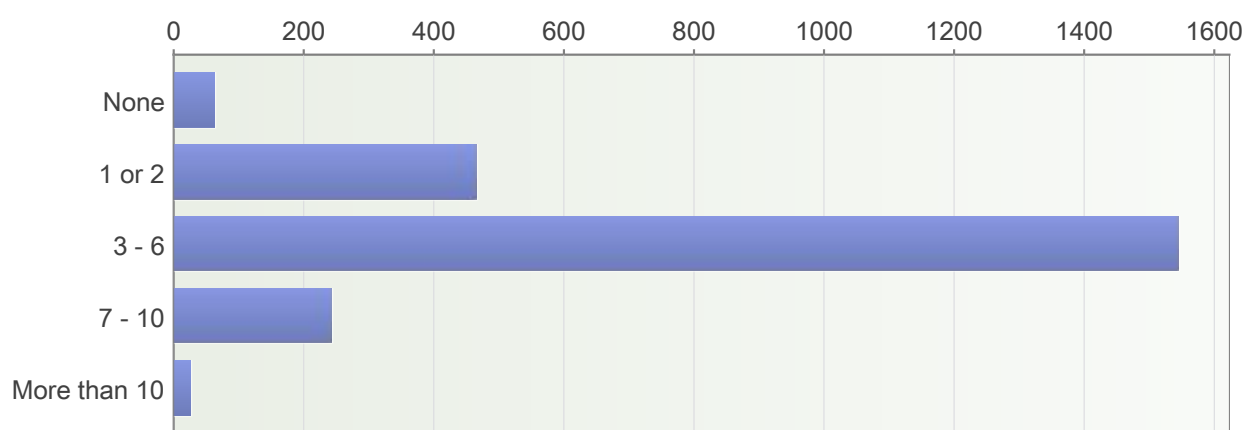


65.8 percent of the respondents (1546) use 3–6 apps daily. 19.9 percent (468) use one or two apps every day. 10.4 percent (245) use 7–10 apps daily. More than 10 apps per day are used by 1.1 percent of the respondents (27). 2.7 percent (64) use no apps every day. The vast majority restricts daily app usage to 3–6 apps. It is crucial to design an app that will be appealing to students, as only such a limited number of apps reach everyday usage. As will be shown below in table 2, a significant part of the respondents

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use e.g. Facebook, WhatsApp and GMail daily. These apps seem to have an established position in the everyday life of app users, and finding a way to join them will be a challenge for the new app. This will be presented and discussed next in question 12.

**Question 12. Rate how often you use the following apps on your smartphone:**

Altogether 2340 respondents answered to question 12, meaning that ten of the whole group left out their contribution in this question. This makes sense, as not all of the respondents have smartphones, as was shown by the answers in question 7.

The answers to question 12 are summarised in table 2 below. The content of the table is explained immediately beneath it.

**Table 2. Summary of answers to question 12.**

## Frequency

| Apps | Daily | Weekly | Less often | Total | Average value |
|---|---|---|---|---|---|
| **Facebook** | 1834 | 161 | 254 | 2249 | 1.3 |
| **Twitter** | 178 | 142 | 1423 | 1743 | 2.71 |
| **Instagram** | 808 | 265 | 845 | 1918 | 2.02 |
| **WhatsApp** | 1573 | 127 | 443 | 2143 | 1.47 |
| **Telegram** | 144 | 103 | 1449 | 1696 | 2.77 |
| **Google Maps** | 262 | 1121 | 770 | 2153 | 2.24 |
| **GMail** | 1084 | 487 | 583 | 2154 | 1.77 |
| **Google Drive** | 126 | 334 | 1347 | 1807 | 2.68 |
| **Google+** | 227 | 206 | 1372 | 1805 | 2.63 |
| **TripAdvisor Hotels Restaurants** | 27 | 280 | 1499 | 1806 | 2.82 |
| **Foursquare** | 15 | 29 | 1598 | 1642 | 2.96 |
| **Altogether** | 6278 | 3255 | 11583 | 21116 | 2.31 |

In the table shown above, *daily* equals to value 1, *weekly* equals to value 2, and *less often* equals to value 3. By looking at the column *Average* value, we can see that the most often used apps are: Facebook (average value 1.3, most often used), WhatsApp (average value 1.47, second most often used) and GMail (average value 1.77, third most often used). The three least often used are: Foursquare (average value 2.96, least often used), TripAdvisor Hotels Restaurants (average value 2.82, second least often used) and Telegram (average value 2.77, third least often used). The apps that fall between are – in the order of frequency – Instagram (average value 2.02), Google Maps (average value 2.24), Google+ (average value 2.63), Google Drive (average value 2.68) and Twitter (average value 2.71).

Most of the apps mentioned in the table are used by the respondents. However, some of them are not frequently used at all and there seem to be differences between the number of users between apps as well.

**Question 13. How often do you usually share data (text, images, videos) on social networks (Facebook, Twitter, Instagram, etc.)?**

**Figure 10. Answers to question 13.**
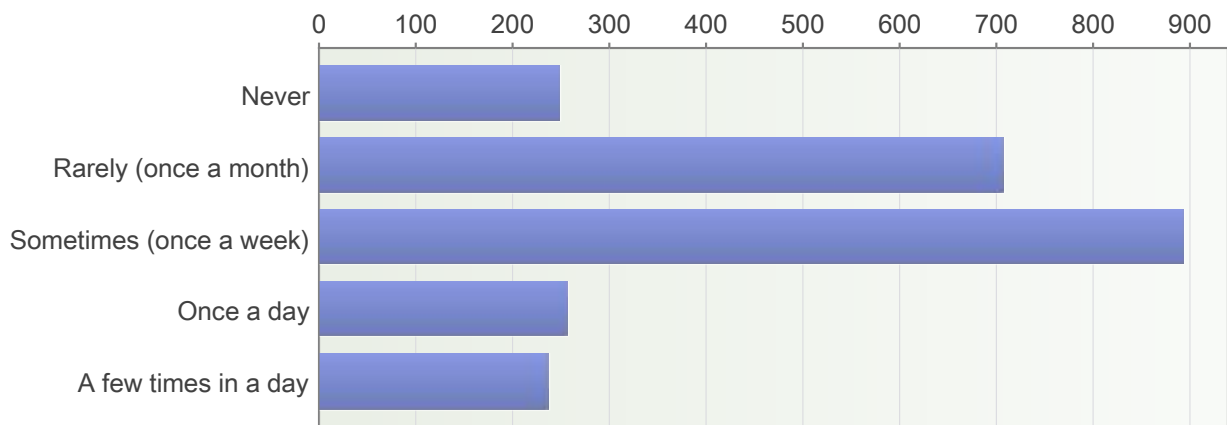


38 percent of the respondents (894) share data on social networks sometimes (once a week). 30.2 percent (709) state that they share data rarely (once a month). 11 percent (259) share data once a day, and 10.1 percent (238) share a few times a day. 10.6 percent (250) never share data on social networks.

Overall, the respondents share data on social networks rather often. It is safe to assume that passive use of social networks is more frequent, making many of the social networks part of the respondents' everyday life, as was suggested by the results of question 12.

**Question 14. When you're planning a trip, do you usually install apps with offline maps and/or city guides or similar?**

**Figure 11. Answers to question 14.**
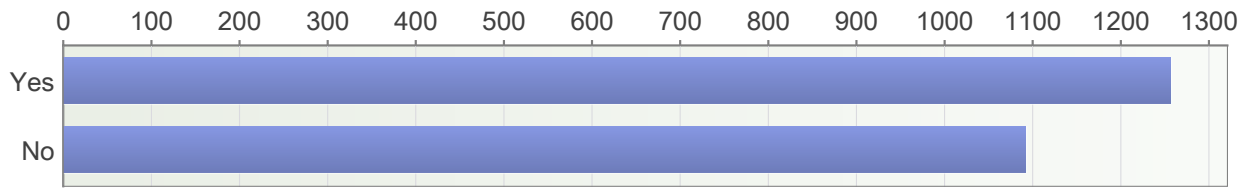


Out of the 2350 respondents, 1258 (53.5 percent) usually install apps with offline maps and/or city guides or similar when they are planning a trip. The remaining 1092 respondents (46.5 percent) do not usually install such apps.

Clearly, installing maps on mobile devices is very common. Can we assume that it will become even more common in the future?

Question 14 concludes subchapter 2b. Subchapter 2c will discuss the respondents' personal details and willingness to join the ILOCALAPP e-mailing list.

## 2 c. Questions 15–20: personal details and membership of the ILOCALAPP e-mailing list

Subchapter 2c focuses on the analysis of questions 15–20 that focused on the respondents' personal details and willingness to join the ILOCALAPP e-mailing list. Each question is presented and discussed at its turn, with suitable visual graphs to clarify the overall answers to each question. Considerations from the project's perspective are provided when convenient, before moving on to the next question.

**Question 15. Age group.**

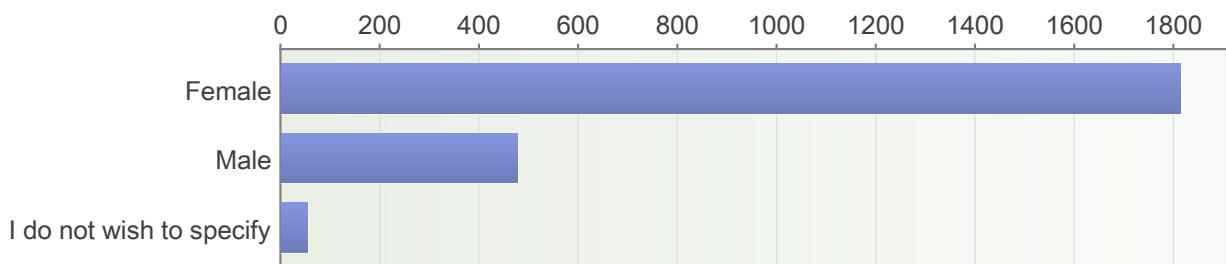**Figure 12. Answers to question 15.**
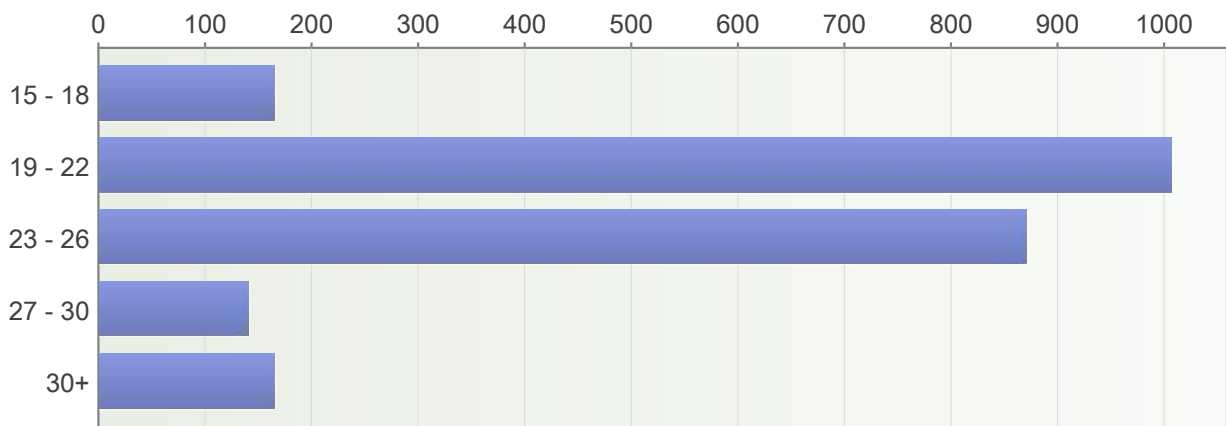


Out of the 2350 respondents, 42.9 percent (1008) are aged 19–22 years. 37 percent (871) are between 23 and 26 years. Seven percent (165) are aged 15–18 years, and another seven percent (165) are over 30 years old. The least replies were submitted by people between 27 and 30 years, as they make up six percent (141) of the total group.

As the ILOCALAPP team is designing an app for young adults, we can be pleased that the largest age groups are 19–22 and 23–26 years: we have succeeded in reaching the right people.
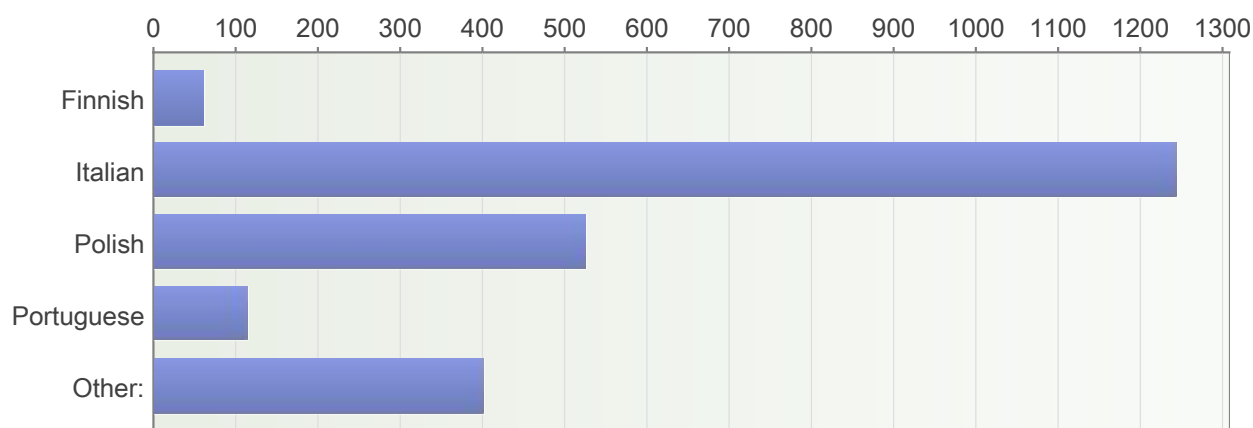
**Question 16. Gender.**

**Figure 13. Answers to question 16.**

77.3 percent (1816) of the respondents are female, 20.4 percent (480) are male, and the rest of the respondents answered that they do not wish to specify their gender (2.3 percent, 54 respondents).

**Question 17. First language.**

**Figure 14. Answers to question 17.**



Italian is clearly the first language of the majority: 1246 respondents (53 percent) stated Italian as their first language. The second largest group is formed of native speakers of Polish: 525 respondents, 22.3 percent. The third largest group consists of native speakers of a language other than those represented in the ILOCALAPP. The speakers of these languages were given an opportunity to specify their first language. The fourth largest group consist of native speakers of Portuguese: 114 respondents, 4.6 percent. The smallest group is made up of native speakers of Finnish: 62 respondents, 2.6 percent.

The major languages that stand out in the third largest group – in the open-ended answers – are: Russian (46 respondents), German (41 respondents), Spanish (39 respondents), English (35 respondents) and Ukrainian (31 respondents). There were altogether 45 different languages in this group.

**Question 18. Present location.**

**Figure 15. Answers to question 18.**
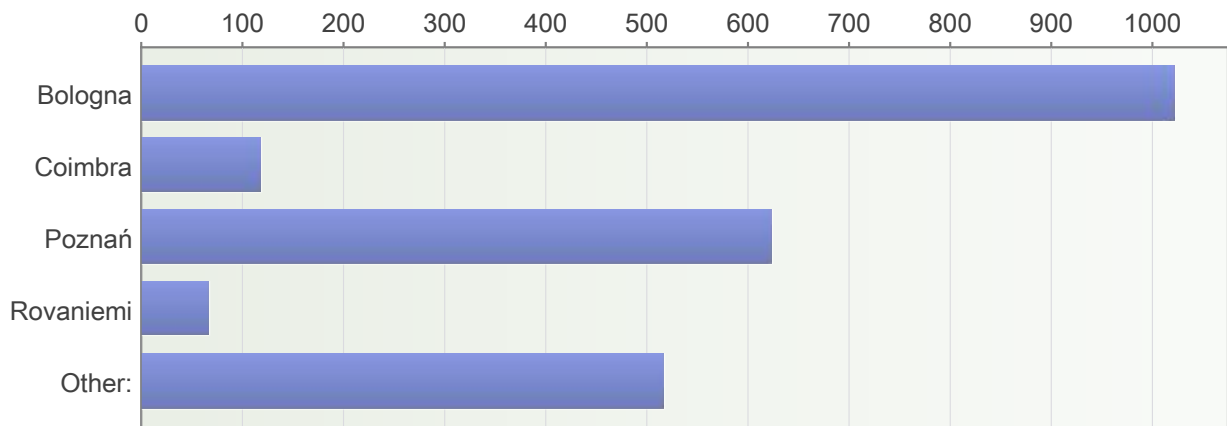


1023 respondents – 43.5 percent – were located in Bologna, Italy, when they were submitting their answers to the online survey. 624 respondents – 27 percent – were in Poznań, Poland, whereas 119 – 5 percent – were in Coimbra, Portugal, and 67 – 2.9 percent – in Rovaniemi, Finland.

517 respondents – 22 percent – reported their location to be something else than the ILOCALAPP home institutions' main campuses. Within this group, there are altogether 99 students from the campuses of the University of Bologna in Forlì and Rimini in Italy. The rest – 418 respondents – in this category were located in dozens of different locations around Europe and the world. This is good news for the ILOCALAPP project, as the message about it has travelled far already at this stage.

**Question 19. Do you identify yourself as:**

**Figure 16. Answers to question 19.**
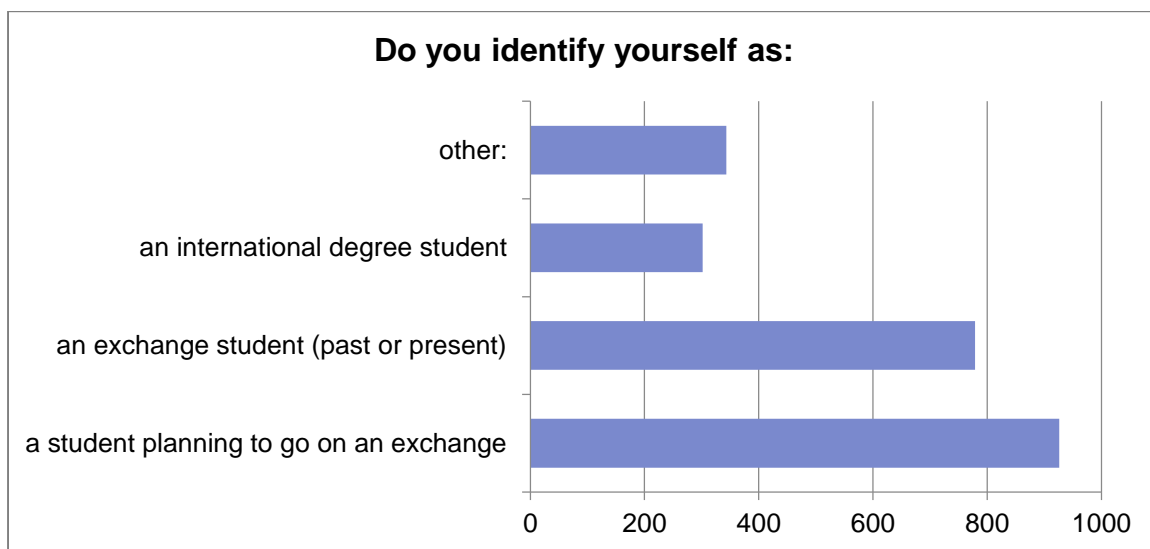
39.4 percent identify themselves as students planning to go on an exchange. This correlates with the answers about age group in question 15: it is usually people between the 19 and 22 when they start planning mobility. 33.1 percent (779) currently are or have previously been exchange students. These two groups make up 72.5 percent of the respondents. It can be said that this question confirms for sure that the ILOCALAPP team has succeeded in reaching the correct target group.

12.9 percent (302) are international degree students and the rest – 14.6 percent, 343 respondents – represent the category *other*. In the *other* category, most respondents identified themselves as: *students*, *just students*, or similar. Some told that they identify themselves as *teachers*, *researcher*, or *academic staff*. Perhaps it is worth mentioning that among the answers we also found e.g. *a happy grandmother*, *a lazy guy*, *a free-time traveller* and *a free spirit*.

**Question 20. My e-mail address for joining the ILOCALAPP e-mailing list:**

Altogether 666 respondents (28.3 percent) left their e-mail address, indicating that they are interested in hearing more about the ILOCALAPP project. A considerable number respondents of the survey want to remain up-to-date about the project. The ILOCALAPP team should carefully consider how to communicate with them and ensure that their interest in the app remains.

## 3. Conclusion

To conclude, the ILOCALAPP team can be pleased to note that information about the survey spread well, since a substantial number of respondents submitted their answers. We will certainly be able to benefit from the survey results in planning the app.

For the most parts, question-setting had been implemented well, since the information gained corresponded to what we intended to discover. However, as stated in subchapter 2a, question 3, question-setting could have been more explicit in that particular question to ensure that each and every respondent would have understood a language & culture app in the same way.

The most popular areas of cultural interest, discussed in subchapter 2a, question 1, could indeed indicate some themes that the app could contain: art and literature, habits and lifestyle, and history and traditions. One of the roles or uses of the app could perhaps be a cultural survival kit. This could prove to be a sound starting point for making a geolocalised app that actually aims to become useful in the students' concrete, real-life situations.

Perhaps less attention should be paid to the three least significant cultural areas in the app, although it might not be wise to completely omit them. After all, the app should support students in integrating into their new living environment and, in this process, even very little knowledge of e.g. religion or politics may turn out to be important in real life. Therefore, maybe it is more significant to consider how and at what accuracy level this kind of less popular information is presented.

Keeping the real-life aspect constantly in mind will help in deciding what information is superfluous and what is necessary. This aspect also requires certain selflessness in the planning phase: what might seem useful and interesting from the planning team's perspective may not be at all useful from the student's perspective.

Most respondents provided their answers based on expectations, not experience, about language & culture apps, as only 22.5 of them have used a language & culture app earlier, as was seen in the results of question 3. Those who have used language & culture apps – and more likely based their views on experience – value mostly simple, functional design features, short steps and progress tracking. Game-like learning and the possibility to interact or at least practice pronunciation were also mentioned by them. The same group criticised apps that do not have a complete set of material, making the student feel that something is missing. Too much monotonous repetitiveness and low learning levels were also disliked.

It is vital that the learning material team be focused on creating an app that gives students a sense of completeness with contents that are intriguingly and logically combined, with a clear connection to real life – this leads to an inspiring learning experience. The technical implementation team must ensure that the design is up-to-date, preferably up-to-2018 and beyond, and that it gives a comfortable user experience. The experience aspect is most certainly crucial, as it plays a central role in the students' decision-making about whether to continue using the app and whether to recommend it to peers.

**Appendix 1. Draft e-mail to students**



**ILOCALAPP – language & culture app for your mobile device**

Hi!

We – the ILOCALAPP team members – are currently planning a language & culture app and are asking for your help! The app – planned for occasional, spontaneous use – will be ready in 2018, and we are currently in the design phase.

Please take five minutes to answer our survey. Your answers will help us to create a fun and useful app to your everyday life.

Thanks for participating!
- ILOCALAPP team

**Institutions in the project:**
University of Bologna, Italy
Adam Mickiewicz University, Poland
Centre for Social Studies (CES) at the University of Coimbra, Portugal
University of Lapland, Finland

**Project website:** www.ilocalapp.eu
**The project is funded with support from the European Commission.**

# ilocalapp

## ILOCALAPP - language & culture app

## for your mobile device

ILOCALAPP is a new language & culture app in the making.

Take five minutes to help us make it the best app in your everyday life.

**1. ILOCALAPP will help you to get in touch with foreign cultures and languages. To help us design it, tick the culture areas you're usually clearly interested in. Choose only a few, the best options. ***

- ⊜ Art and literature
- ✎ Cuisine
- ⊜ Environment and nature
- ⊜ Habits and lifestyle
- ⊜ History and traditions
- ⊜ Movies
- ⊜ Music
- ⊜ Politics and religion
- ⊜ Sports

**2. What makes the use of a language & culture app motivating? Choose only a few options, those that actually motivate you to use the app. ***

- ⊜ Attractive
- ⊜ Being able to track my progress
- ⊜ Efficient
- ⊜ Fun
- ✎ Game-like elements
- ⊜ Interactive
- ⊜ Short, useful learning moments
- ⊜ Simple enough to use

3. Have you already used apps for learning languages & cultures? *

⌢ Yes, the apps are: [                    ]

⌢ No, I haven't used any language & culture apps

4. If you answered *yes* to question 3, describe - in your own words - things you specifically liked in those apps.

[                                                    ]

5. If you answered *yes* to question 3, please name - in your own words - some features you did not like in those apps.

[                                                    ]

6. If you'd you like to add anything to what you answered to questions on this page, please type it here. If there's nothing to add, click *Next* to move on.

[                                                    ]

(1 of 3 pages)
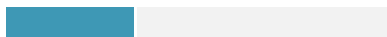
# ilocalapp

ILOCALAPP - language & culture app

for your mobile device

Answer a few questions about your smartphone use.

## 7. What is the operating system on your smartphone? *

- ○ Android OS
- ○ Apple OS (iPhone, for example)
- ○ Windows 10 Mobile, Windows Phone, or Microsoft Mobile
- ○ I have no idea
- ○ Other: [_____]

## 8. How often do you charge your smartphone? *

- ○ More often than twice a day
- ○ Twice a day
- ○ Once a day
- ○ Every other day
- ○ More seldom

## 9. How many apps are installed on your smartphone (more or less)? *

- ○ I have no idea
- ○ Less than 10
- ○ 10 - 20
- ○ 21 - 40
- ○ More than 40

## 10. How many apps have you installed on your smartphone yourself (more or less)? *

- ◉ I have no idea
- ◉ Less than 5
- ◉ 6 - 10
- ◉ 11 - 20
- ◉ 21 - 40
- ◉ More than 40

## 11. How many apps do you use daily (on average)? *

- ◉ None
- ◉ 1 or 2
- ◉ 3 - 6
- ◉ 7 - 10
- ◉ More than 10

## 12. Rate how often do you use the following apps on your smartphone:

|  | Daily | Weekly | Less often |
|---|---|---|---|
| Facebook | ◉ | ◉ | ◉ |
| Twitter | ◉ | ◉ | ◉ |
| Instagram | ◉ | ◉ | ◉ |
| Whatsapp | ◉ | ◉ | ◉ |
| Telegram | ◉ | ◉ | ◉ |
| Google Maps | ◉ | ◉ | ◉ |
| Gmail | ◉ | ◉ | ◉ |
| Google Drive | ◉ | ◉ | ◉ |
| Google+ | ◉ | ◉ | ◉ |
| TripAdvisor Hotels Restaurants | ◉ | ◉ | ◉ |
| Foursquare | ◉ | ◉ | ◉ |

## 13. How often do you usually share data (text, images, videos) on social networks (Facebook, Twitter, Instagram, etc.)? *

- ◉ Never
- ◉ Rarely (once a month)
- ◉ Sometimes (once a week)

- Once a day
- A few times in a day

## 14. When you're planning a trip, do you usually install apps with offline maps and/or city guides or similar? *

- Yes
- No

(2 of 3 pages)

- Once a day
- A few times in a day

ILOCALAPP - language & culture app

for your mobile device

Before submitting your answers, give some background information about yourself.

## 15. Age group: *

- 15 - 18
- 19 - 22
- 23 - 26
- 27 - 30
- 30+

## 16. Gender: *

- Female
- Male
- I do not wish to specify

## 17. First language: *

- Finnish
- Italian
- Polish
- Portuguese
- Other: [                    ]

## 18. Present location: *

- Bologna
- Coimbra

- 𝄞 Poznań
- 𝄞 Rovaniemi
- 𝄞 Other: [_____]

## 19. Do you identify yourself as: *

- 𝄞 a student planning to go on an exchange
- 𝄞 an exchange student (past or present)
- 𝄞 an international degree student
- 𝄞 other: [_____]

Thank you!

If you want to know more about the app that is being planned and get updates along the way, type your e-mail address below and we'll keep you posted.

## 20. My e-mail address for joining the ILOCALAPP e-mailing list:

[_____ 5 6]

(3 of 3 pages)