

Conference Name: EduCon Singapore – International Conference on Education, 05-06 July 2025
Conference Dates: 05-Jul- 2025 to 06-Jul- 2025
Conference Venue: The National University of Singapore Society (NUSS), The Kent Ridge Guild House, 9 Kent Ridge Drive, Singapore
Appears in: PUPIL: International Journal of Teaching, Education and Learning (ISSN 2457-0648)
Publication year: 2026

Ertan Altinsoy, 2026

Volume 2026, pp. 119-120

DOI- <https://doi.org/10.20319/ictel.2026.119120>

This paper can be cited as: Altinsoy, E. (2026). *The Use of Informal Digital Learning of English (Idle) among Preparatory School Students*. *EduCon Singapore – International Conference on Education, 05-06 July 2025, Proceedings of Teaching and Educational Research Association (TERA), 2026, 119-120*

THE USE OF INFORMAL DIGITAL LEARNING OF ENGLISH (IDLE) AMONG PREPARATORY SCHOOL STUDENTS

Ertan Altinsoy

Aksaray University, School of Foreign Languages

Aksaray, Türkiye

ertanaltinsoy@aksaray.edu.tr

Abstract

This mixed-methods study investigates the role of Informal Digital Learning of English (IDLE) among 82 English preparatory school students (aged 17–20) in Turkey, focusing on the frequency of form- and meaning-focused activities, preferred digital platforms, gender differences, and the perceived impact on language skills. Data were collected using a 14-item bilingual FMIDLES scale, enhanced with open ended questions to validate the findings. Descriptive statistics revealed that meaning-focused activities—such as watching English videos, social media engagement, and online reading—were more frequent than form-focused activities, with significant gender-based variation. Pearson correlation analysis showed strong, statistically significant relationships between meaning-focused IDLE and perceived improvements in listening. Form-focused IDLE correlated significantly only with perceived writing improvement. The study highlights the pedagogical value of integrating informal digital tools—including AI-based writing assistants—into formal instruction, while considering gender-based learning preferences to maximize learner engagement and language.

Keywords:

IDLE, Digital Language Learning, Preparatory Education, AI Tools, Gender Differences, Informal Learning, EFL