

Foreign Language Teaching and Learning: Learners' Experience Reflecting Individual Learning Styles

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CONTENT



- Learning styles in e-learning
- Unlocking the will to learn
- Research design + sample group
- Research results: questions 1-3, 4-6
- Conclusions

{ LEARNING STYLES IN E-LEARNING }

Honey (2000):

What about LS in e-learning?

.. "One size never fits all. Why should it for e-learning?"





UNLOCKING THE WILL TO LEARN

Christine A. Johnston

LCI: 28 statement + 3 open-answer questions
+ 3 other relating to FL T/L open-answer questions

Sequential, , Precise, Technical, Confluent → pattern
220 respondents





QUESTIONS 1, 2, 3

Q1 - What makes assignments frustrating to you?

Q2 - If you could choose, what would you do to show your teacher what you have learnt?

Q3 - If you were the teacher, how would you have your students learn?



Type of processor	2011/12	2012/13
Sequential	37.9	30.0
Precise	7.6	0
Technical	31.8	7.3
Confluent	3.0	20.0
Seq/Tech	15.2	16.7
Seq/Prec	3.0	3
Tech/Prec	1.5	0
Tech/Confl	0	0
Seq/Prec/Tech	0	6.7
Seq/Tech/Confl	0	20.0
Seq/Prec/Confl	0	3.0
Prec/Tech/Confl	0	6



QUESTION 4



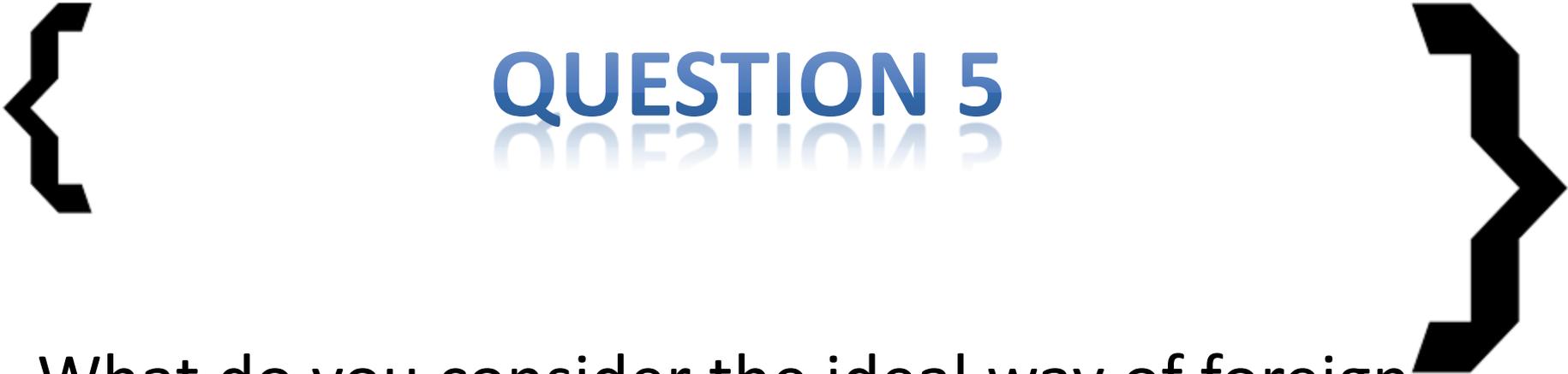
Q4 -What is your previous experience in foreign language learning/teaching? (Which languages have you studied, how many years, what methods, types of activities, assignments did the teacher apply, did you study within the school attendance, or after-school activity? etc.)



Q 4-6: FL RESPONDENTS STUDIED

FL	2010/11	2012/13
German+English	18.9	26.7
English+German	31.9	23.3
German	1.6	0
English	31.8	60
others (Rus, Sp, It, Latin)	15.9	30
Private lessons	87	30





QUESTION 5

- What do you consider the ideal way of foreign language learning/teaching? (age, number of foreign languages, methods, forms etc.)?
- All students had both positive and negative experience within the compulsory **learning of foreign languages.**

QUESTION 5

QUESTION 5

- direct communication, with teachers or native speakers, learning small groups,
- current spoken language, journals, books, films, video-recordings podcasts etc.,
- drilling vocabulary and grammar structures,
- in attractive environment,
- eLearning was emphasized and recommended, mainly for part-time,
- foreign study programmes and mobilities, work and travel opportunities → to use the foreign language **for a long period in the cultural environment, without being supported by another Czech speaking person.**



QUESTION 6



How do you evaluate the real conditions for foreign language learning/teaching in the tertiary education?

- no experience
- hardly any positive evaluation



THANKS FOR YOUR ATTENTION

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