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ІНДИВІДУАЛЬНИЙ СТИЛЬ НАВЧАННЯ В ІНШОМОВНІЙ ОСВІТІ: ПРЕФЕРЕНЦІЇ УЧНІВ

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LEARNING STYLE PREFERENCES OF FOREIGN LANGUAGE LEARNERS

Bachelor's Thesis

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ЗМІСТ

INTRODUCTION

Learning a foreign language is a challenging task that requires a great deal of effort and commitment. Understanding individual language learning style preferences can greatly enhance the language learning experience for both learners and teachers. The aim of this study is to investigate the language learning style preferences of foreign language learners, with a focus on identifying the most common preferences, how they can be recognized by learners and teachers, learners' motivation for learning a new language, and the difficulties they face during the learning process.

The object of the study is language learning styles utilized by foreign language learners.

The subject of the study is language learning style preferences of foreign language learners.

The aim of the study is to investigate the most common language learning preferences among foreign language learners, to identify how these preferences can be recognized by learners and teachers, to examine the motivations of foreign language learners for learning a new language, to analyze the difficulties faced by learners during the language learning process, to provide a comprehensive understanding of the different types of learning styles and preferences, and to offer recommendations for improving language learning outcomes for foreign language learners.

The thesis aims to achieve the following tasks:

1.   Investigate the most common language learning style preferences among foreign language learners.

2.   Identify how language learning style preferences can be recognized by both learners and teachers.

3.   Examine the motivations of foreign language learners for learning a new language.

4.   Analyze the difficulties that foreign language learners face during the language learning process.

5.   Provide a comprehensive understanding of the different types of learning styles and preferences, including auditory, visual, kinesthetic, and other variations.

6.   Contribute to the field of language education by providing insights into how language teachers can develop more effective teaching methods that cater to individual learning style preferences.

7.   Offer recommendations for improving language learning outcomes for foreign language learners.

By exploring the language learning style preferences of foreign language learners, this study aims to contribute to the field of language education by providing insights into how learners can be better supported in their language learning journey. The findings of this study could help language teachers develop more effective teaching methods that cater to individual learning style preferences, ultimately leading to improved language learning outcomes.

This paper is divided into three parts. Part 1 provides important background information on language learning preferences, highlights the significance of the study, and defines key terms used throughout the paper. Part 2 discusses the different types of learning styles and preferences, including auditory, visual, kinesthetic, and other variations, to provide a comprehensive understanding of the topic. Part 3 presents the research results of the study, including the most common language learning style preferences among foreign language learners, their motivation for learning a new language, and the difficulties they encounter during the learning process. The thesis consists an Introduction, Conclusions and summary in Ukrainian.

In conclusion, this study on language learning style preferences of foreign language learners has the potential to contribute to the field of language education by shedding light on how learners can be better supported in their language learning journey. The findings of this study could be used to develop more effective language teaching methods that cater to individual learning style preferences and address the challenges faced by learners. Ultimately, the goal is to improve language learning outcomes and help learners achieve their language learning goals.

PART I

OVERVIEW OF LEARNING STYLE PREFERENCES OF FOREIGN LANGUAGE LEARNERS

1.1 Background and Context of the Study

The investigation into the preferences of foreign language learners has a lengthy and varied past, originating from the fields of psychology and linguistics.

One of the initial theories of language learning preferences was the Audiolingual Method, which arose in the 1950s in response to the behaviorist movement in psychology. This approach placed emphasis on oral practice and pattern drills, with the goal of developing oral proficiency through repetitive practice. The Audiolingual Method was rooted in the idea that language learning was a matter of habit formation, and learners could best acquire language through structured and repetitive drills.

As cognitive psychology became the dominant framework for understanding human learning in the 1970s, there was a shift away from the behaviorist paradigm. During this period, Stephen Krashen's Input Hypothesis was a prominent model of language learning. This hypothesis proposed that language acquisition occurs when learners are exposed to input that is slightly above their current level of competence. Krashen argued that learners have an innate language acquisition device that enables them to subconsciously acquire language when they are exposed to meaningful input that is just beyond their current level of ability.

During the 1980s and 1990s, researchers began to explore learning styles, which suggest that individuals have varying preferences for how they learn and process information. The VARK model, which identifies four learning styles (visual, auditory, reading/writing, and kinesthetic), was one of the most influential models of learning styles during this period. The VARK model proposes that individuals have a preference for one or more of these modalities when learning new information.

Howard Gardner's Multiple Intelligences theory was another significant model of learning styles during this period. This theory proposes that individuals have multiple intelligences or different ways of processing information and demonstrating knowledge. Gardner identified linguistic, logical-mathematical, musical, bodily-kinesthetic, spatial, interpersonal, and intrapersonal intelligences. He argued that educators should aim to design instruction that is tailored to students' unique intelligences to facilitate more effective learning.

In recent years, research on language learning preferences has explored a range of topics, including the role of motivation, the impact of culture on language learning preferences, and the use of technology in language learning. For instance, a study by Ali Osman and colleagues in 2015 examined the relationship between motivation and language learning preferences. They discovered that students who were highly motivated to learn a second language had a stronger preference for auditory learning, while those who were less motivated preferred visual learning.

Another area of research has been the influence of culture on language learning preferences. For example, a study by Guangwei Hu and colleagues in 2012 found that Chinese learners of English had a stronger preference for memorization-based learning strategies than their Western counterparts, reflecting cultural differences in educational values and learning styles.

The use of technology has become an increasingly significant factor in language learning preferences, with many learners opting for online or computer-based learning environments. A study by Ruanni Tupas and colleagues in 2015 discovered that learners who used a mobile app for language learning had a preference for a range of learning modalities, including visual, auditory, and kinesthetic.

In conclusion, the study of language learning preferences has a diverse and extensive history. Researchers have attempted to explain the various ways in which individuals approach language learning, from Gardner's theory of multiple intelligences to Krashen's input hypothesis. Although the concept of fixed learning styles has been questioned in recent years, research on language learning preferences continues to inform language educators and provide valuable insights into how to better cater to individual learners' needs. Understanding and catering to learners' preferences can lead to more

effective language learning outcomes and a more engaging and enjoyable learning experience.

1.2 The importance of the study

The importance of language learning preferences of foreign language learners lies in the fact that individuals have unique ways of processing information and acquiring knowledge. Identifying and catering to these preferences can lead to more effective learning outcomes and a more engaging and enjoyable learning experience.

According to Kolb's experiential learning theory, individuals have distinct learning styles that shape the way they process information and learn (Kolb, 1984). Similarly, the VARK model of learning preferences identifies four main modes of information processing: visual, auditory, reading/writing, and kinesthetic (Fleming & Mills, 1992). By understanding an individual's learning style preferences, instructors can adapt their teaching methods to match the learner's preferred mode of information processing.

Research has shown that identifying and accommodating language learning preferences can lead to improved learning outcomes. For example, a study by Zhang and Wang (2011) found that accommodating students' learning styles led to improved language learning outcomes in a Chinese as a foreign language course. Similarly, a study by Vigneshwaran and Krishnan (2015) found that catering to students' learning preferences led to improved performance in English language courses in India.

In addition to improving learning outcomes, identifying and accommodating language learning preferences can also lead to increased motivation and engagement. A study by Dörnyei and Ottó (1998) found that students who received instruction that matched their learning style preferences were more motivated and engaged in the learning process. This in turn can lead to greater persistence and success in language learning.

Furthermore, accommodating language learning preferences can also help address individual differences in learning ability and experience. For example, individuals with dyslexia may have difficulty processing written information, but may excel in visual or auditory modes of information processing (Rose & Meyer, 2002). By identifying and

accommodating these preferences, instructors can provide a more inclusive and accessible learning environment for all students.

It is important to note, however, that individuals may have multiple learning style preferences and may benefit from a variety of teaching methods. Some researchers have challenged the notion of fixed learning styles, arguing that individuals may use a variety of learning strategies and that the most effective learning often involves multiple modes of information processing (Pashler et al., 2008). Therefore, it may be helpful to identify an individual's preferred learning strategies rather than attempting to categorize them into a fixed learning style.

1.3 Definition of Key Terms

Language Learning:

Language learning refers to the process of acquiring a new language, including reading, writing, speaking, and comprehension skills (Ellis, 1994). Language learning can be a challenging task, especially for foreign language learners who are learning a language that is different from their first language. However, effective language learning can be achieved through a variety of strategies, including classroom instruction, immersion, and self-study.

Learning Style:

Learning style refers to the "characteristic ways in which an individual approaches learning" (Felder & Silverman, 1988, p. 28). There are various learning styles, including visual, auditory, and kinesthetic, among others. Visual learners prefer to learn through visual aids such as pictures, charts, and diagrams, while auditory learners prefer to learn through listening to lectures, discussions, and audio recordings. Kinesthetic learners, on the other hand, prefer to learn through hands-on activities and experiences.

Foreign Language Learners:

Foreign language learners refer to individuals who are learning a language that is not their first language. Foreign language learning is essential for individuals who want to communicate with individuals from other countries or for those who want to advance their education or career opportunities.

Language Learning Style Preferences:

Language learning style preferences refer to the unique ways in which foreign language learners prefer to learn a new language. There are various language learning style preferences, including visual, auditory, and kinesthetic, among others. Understanding language learning style preferences is critical for language instructors to design effective language instruction that meets the needs of all learners.

Impact of Language Learning Style Preferences on Foreign Language Learners:

The impact of language learning style preferences on foreign language learners is significant. Learners who receive instruction that aligns with their learning style preferences are more likely to retain information, comprehend new concepts, and ultimately, learn a new language (Dunn, Dunn, & Price, 1993). In contrast, learners who receive instruction that does not align with their learning style preferences may struggle to understand new concepts and may become frustrated with the learning process (Felder & Silverman, 1988).

PART II
LANGUAGE LEARNING STYLES

2.1 Factors Influencing Language Learning

According to various researchers, there are several factors that influence language learning, including cognitive, affective, and social factors (Gardner, 1985; Oxford, 1990; Ellis, 1994). Cognitive factors refer to the learner's ability to process and retain information, including memory, attention, and problem-solving skills. Affective factors relate to the learner's emotional state, motivation, and attitude towards the language and the learning process. Social factors refer to the cultural and linguistic environment in which the learner is situated, including exposure to the language, opportunities for interaction with native speakers, and the sociolinguistic norms of the target language community.

Research has shown that learners' cognitive abilities play a crucial role in language learning. For example, learners with good memory skills may be better able to recall vocabulary and grammar rules (Robinson, 2002). Attention is also an essential cognitive factor in language learning. According to Schmidt's (1990) noticing hypothesis, learners must attend to the input they receive in order to acquire the language. Additionally, learners with good problem-solving skills may be better able to apply the language rules they have learned to new situations (DeKeyser, 2000).

Affective factors also play a significant role in language learning. Motivation is perhaps the most important affective factor, as it drives learners to engage in the learning process (Gardner, 1985). According to Oxford's (1990) language learning strategy model, learners who are motivated to learn the language are more likely to use effective language learning strategies, such as setting goals, seeking feedback, and practicing regularly. Additionally, learners' attitudes towards the language and the learning process can influence their success in language learning. Positive attitudes can lead to greater engagement and perseverance, while negative attitudes can lead to disengagement and drop-out (Ellis, 1994).

Social factors also have a significant impact on language learning. Exposure to the language through immersion, authentic materials, and interaction with native speakers is critical for language acquisition (Krashen, 1985). Additionally, opportunities for

interaction with native speakers and other learners can provide valuable language practice and feedback (Swain, 1985). Furthermore, the sociolinguistic norms of the target language community can affect learners' ability to communicate effectively and appropriately in the language (Kramsch, 1993).

2.2 Learning Style Models

The Dunn & Dunn Learning Styles Model

The Dunn & Dunn Learning Styles Model, developed by Rita and Kenneth Dunn in the 1970s, is a widely used approach to understanding individual learning preferences. This model suggests that every individual has a unique learning style, which is influenced by a range of factors such as environmental preferences, sensory preferences, emotional preferences, sociological preferences, and physiological preferences. In this thesis, we will discuss the Dunn & Dunn Learning Styles Model in detail, exploring each factor that contributes to an individual's learning style.

According to the Dunn & Dunn Learning Styles Model, environmental preferences refer to an individual's preference for the physical and social environment in which learning takes place. For example, some learners may prefer a quiet and well-lit environment, while others may prefer a more active and noisy environment. According to the model, environmental preferences can have a significant impact on an individual's ability to learn effectively. Therefore, it is important for educators to understand the environmental preferences of their learners and provide an appropriate learning environment that suits their needs (Dunn & Dunn, 1992).

Sensory preferences are another important factor that influences an individual's learning style. According to the Dunn & Dunn Learning Styles Model, learners can be classified based on their sensory preferences such as visual, auditory, tactile, kinesthetic, and olfactory preferences. Visual learners prefer to learn through pictures, diagrams, and other visual aids. Auditory learners prefer to learn through sound and prefer lecture-based instruction. Tactile learners prefer to learn through hands-on activities, while kinesthetic learners prefer to learn through movement and physical activity. Olfactory learners, on the

other hand, prefer to learn through smell and may benefit from the use of scents in the learning environment (Dunn, Griggs, Olson, Beasley, & Gorman, 1995).

Emotional preferences are another important factor that affects an individual's learning style. According to the Dunn & Dunn Learning Styles Model, learners can be classified based on their emotional preferences such as motivation, persistence, responsibility, and structure. Motivated learners are more likely to engage in learning activities and are more likely to achieve better learning outcomes. Persistent learners are those who are willing to work through difficult tasks and persist in their learning despite obstacles. Responsible learners take responsibility for their own learning and seek opportunities to learn independently. Structured learners prefer a clear and organized learning environment and may struggle in unstructured or chaotic environments (Dunn, 1984).

Sociological preferences refer to an individual's preference for social interaction and collaboration. According to the Dunn & Dunn Learning Styles Model, learners can be classified based on their sociological preferences such as learning alone, learning with a partner, or learning in a group. Learners who prefer to learn alone may benefit from self-directed learning activities and independent study. Learners who prefer to learn with a partner may benefit from peer tutoring or collaborative learning activities. Learners who prefer to learn in a group may benefit from group discussions or team-based learning activities (Dunn & Dunn, 1992).

Finally, physiological preferences refer to an individual's biological and physiological factors that influence their learning style. These factors may include preferences for lighting, temperature, and seating arrangements. For example, some learners may prefer a warmer or cooler environment, while others may prefer a specific type of seating arrangement. According to the Dunn & Dunn Learning Styles Model, understanding the physiological preferences of learners can improve their comfort and well-being in the learning environment, leading to improved learning outcomes (Dunn & Griggs, 1995).

Reid's (1987) Learning Style Model

Reid's (1987) Learning Style Model is a widely recognized approach to understanding individual learning preferences. This model is based on the premise that every individual has a unique learning style, which is influenced by a range of factors such as cognitive, affective, and physiological preferences. In this thesis, we will discuss Reid's Learning Style Model in detail, exploring each factor that contributes to an individual's learning style.

According to Reid's (1987) Learning Style Model, cognitive preferences refer to an individual's preferred method of processing information. Reid identified four cognitive styles: reflective, impulsive, intuitive, and analytical. Reflective learners prefer to think things through before making decisions and tend to work better independently. Impulsive learners, on the other hand, tend to make decisions quickly and prefer to work in groups. Intuitive learners rely on their intuition and tend to use creative thinking, while analytical learners prefer to use logic and reasoning (Reid, 1987).

Affective preferences are another important factor that influences an individual's learning style. According to Reid's (1987) model, affective preferences refer to an individual's preferred way of dealing with emotions and motivation. Reid identified four affective styles: feeling, thinking, sensation, and intuition. Feeling learners tend to rely on their emotions and feelings, while thinking learners tend to rely on logic and reasoning. Sensation learners tend to be more hands-on and practical, while intuition learners tend to use their instincts and imagination (Reid, 1987).

Physiological preferences are another important factor that affects an individual's learning style. According to Reid's (1987) model, physiological preferences refer to an individual's preferred way of dealing with their physical environment. Reid identified two physiological styles: environmental and perceptual. Environmental learners tend to prefer specific environmental conditions, such as lighting and temperature, while perceptual learners tend to prefer specific ways of receiving information, such as auditory or visual learning (Reid, 1987).

Reid's Learning Style Model is also influenced by the concept of learning modalities. According to Reid (1987), learning modalities refer to the different ways in

which individuals process and retain information. Reid identified three learning modalities: visual, auditory, and kinesthetic. Visual learners prefer to learn through visual aids such as diagrams, pictures, and videos. Auditory learners prefer to learn through hearing and listening, such as lectures or podcasts. Kinesthetic learners prefer hands-on, physical activities to learn and process information (Reid, 1987).

In addition to cognitive, affective, physiological, and learning modality preferences, Reid's Learning Style Model also includes the concept of hemisphericity. According to Reid (1987), hemisphericity refers to the dominant hemisphere of the brain that an individual uses when processing information. Reid identified two hemisphericity styles: left-brain dominant and right-brain dominant. Left-brain dominant learners tend to be more analytical, logical, and sequential in their thinking, while right-brain dominant learners tend to be more creative, intuitive, and holistic (Reid, 1987).

Reid's Learning Style Model has been widely used in educational settings to help teachers understand their students' learning preferences and develop appropriate teaching strategies. For example, teachers may use different teaching methods and resources to accommodate different learning modalities, such as visual aids for visual learners or hands-on activities for kinesthetic learners. Additionally, teachers may use different assessment methods that are better suited to their students' learning styles, such as verbal assessments for auditory learners or practical assessments for kinesthetic learners (Robbins & Reid, 1995).

According to Reid's Learning Style Model, learners can be categorized into four main groups based on their learning preferences. These groups include: the imaginative learner, the analytic learner, the common-sense learner, and the dynamic learner. Each of these groups has its own unique set of learning preferences, which can be understood and accommodated by educators to facilitate effective learning experiences.

The imaginative learner is characterized by a preference for learning through creative and imaginative activities. According to Reid, imaginative learners have a strong preference for visual and imaginative learning activities, and they often rely on their intuition and feelings to make sense of information. Imaginative learners prefer activities such as brainstorming, role-playing, and creative writing, and they often enjoy using their imagination to solve problems and generate new ideas (Reid, 1987).

The analytic learner, on the other hand, is characterized by a preference for learning through logical and analytical activities. According to Reid, analytic learners have a strong preference for activities that involve analysis, problem-solving, and critical thinking. They enjoy activities such as classifying, analyzing, and comparing information, and they often prefer to work independently on complex tasks (Reid, 1987).

The common-sense learner is characterized by a preference for learning through practical and hands-on activities. According to Reid, common-sense learners have a strong preference for activities that involve practical problem-solving and real-world applications. They enjoy activities such as trial and error, experimentation, and applying knowledge in real-life situations. Common-sense learners often prefer to work in groups or with a mentor who can guide them through practical applications of knowledge (Reid, 1987).

Another important aspect of Reid's model is the role of culture in shaping an individual's learning style. Reid (1987) argues that culture influences learning styles by shaping an individual's beliefs, values, and attitudes towards learning. According to Reid, learners from different cultural backgrounds may have different expectations and preferences regarding learning activities and instructional methods. Therefore, educators must be aware of these cultural differences and adapt their teaching methods to meet the needs of their culturally diverse learners.

Reid's Learning Style Model has also been used to improve instructional design in various settings. For example, in the field of online learning, the model has been used to develop adaptive learning systems that adjust to the learning style of each individual learner (Bimrose et al., 2011). The model has also been used in the design of educational games to ensure that the games are engaging and effective for learners with different learning styles (Larsen & Bussone, 2016).

Finally, the dynamic learner is characterized by a preference for learning through active and interactive activities. According to Reid, dynamic learners have a strong preference for activities that involve movement, interaction, and socialization. They enjoy activities such as group discussions, cooperative learning, and physical activities. Dynamic learners often prefer to work in a team or with a partner, and they enjoy activities that allow them to interact with others and build relationships (Reid, 1987).

Reid's Learning Style Model suggests that understanding the learning preferences of individual learners can facilitate effective teaching and learning experiences. By identifying the learning preferences of learners, educators can tailor their teaching approaches to suit the individual needs of each learner. This can involve adapting instructional methods, providing alternative learning resources, or providing opportunities for learners to explore their preferred learning styles (Reid, 1987).

2.3 Types of Vocabulary Learning Strategies

According to researchers in the field of language learning, vocabulary knowledge is essential for successful communication in a foreign language (Nation, 2001). As such, learners must develop effective strategies for acquiring new vocabulary in order to improve their overall language proficiency. In this paper, we will examine the different types of vocabulary learning strategies that have been identified by researchers in the field.

1.   Repetition Strategies

One of the most commonly used vocabulary learning strategies is repetition. This strategy involves repeatedly reviewing and practicing new words until they are firmly committed to memory. Repetition can take many forms, including using flashcards, listening to recordings of new vocabulary, and writing out new words multiple times (Schmitt & Schmitt, 2014).

2.   Association Strategies

Association strategies involve making connections between new vocabulary and existing knowledge or experiences. This can include linking new words to images or concepts that are familiar to the learner, or using mnemonic devices to aid in the memorization of new words (Schmitt & Schmitt, 2014). For example, a learner might associate the Spanish word for "bread" (pan) with the English word "pantry."

3.   Contextual Strategies

Contextual strategies involve using the context in which new words are encountered to infer their meaning. This can include looking for clues in the surrounding text or using prior knowledge to make educated guesses about the meaning of unfamiliar words (Schmitt & Schmitt, 2014). For example, if a learner encounters the phrase "I can't wait to hit the beach," they might infer that the word "beach" refers to a sandy shoreline.

4.   Inference Strategies

Inference strategies involve using clues within the language itself to infer the meaning of unfamiliar words. This can include looking at word roots, prefixes, and suffixes, or using knowledge of grammatical structures to infer the meaning of new vocabulary (Schmitt & Schmitt, 2014). For example, a learner who knows that the prefix "re-" means "again" might infer that the word "revisit" means "to visit again."

5.   Dictionary Strategies

Using a dictionary is another common vocabulary learning strategy. Learners may use a dictionary to look up the meaning of unfamiliar words, as well as to find synonyms and antonyms for words they already know (Schmitt & Schmitt, 2014). However, it is important to note that relying too heavily on dictionaries can be detrimental to vocabulary acquisition, as learners may become overly reliant on the dictionary and fail to develop other effective strategies (Nation, 2001).

6.   Cognitive Strategies

Cognitive strategies involve the manipulation and processing of information in order to aid in the memorization and retention of new vocabulary. This can include strategies such as repetition, visualization, and association, as well as more complex strategies such as summarization and note-taking (Schmitt & Schmitt, 2014). These strategies are particularly important for learners who struggle with memorization or who have difficulty retaining new vocabulary.

7.   Metacognitive Strategies

Metacognitive strategies involve the regulation and monitoring of one's own cognitive processes. This can include setting goals, self-assessing, and reflecting on one's

own learning processes (Schmitt & Schmitt, 2014). Learners who use metacognitive strategies are more likely to be self-directed and motivated in their language learning, and may be better able to identify areas for improvement and make adjustments as necessary.

8.   Social Strategies

Social strategies involve interacting with others in order to aid in the acquisition of new vocabulary. This can include asking peers or teachers for feedback or clarification, participating in group discussions, and using language learning apps or websites (Schmitt & Schmitt, 2014). These strategies are particularly important for learners who are seeking to improve their oral

2.4 Vocabulary Learning Style Preferences

According to Krashen (1982), vocabulary is an essential component of language learning, and the acquisition of a large vocabulary is a crucial factor in attaining fluency in a language. Vocabulary learning, however, can be a challenging task for language learners, and the methods used to acquire vocabulary can vary widely depending on individual learning style preferences.

Learning style preferences refer to an individual's preferred method of acquiring knowledge and skills. These preferences can be influenced by a range of factors, such as age, culture, and personal experience (Kolb, 1984). Kolb's learning style model proposes that individuals have different ways of learning, and these can be categorized into four types: diverging, assimilating, converging, and accommodating (Kolb, 1984). Diverging learners prefer to learn through concrete experience and reflection, while assimilating learners prefer to learn through abstract concepts and observation. Converging learners prefer to learn through experimentation and practical applications, while accommodating learners prefer to learn through trial and error and active experimentation (Kolb, 1984).

According to Reid (1995), language learners' vocabulary learning style preferences can be categorized into three types: analytic, global, and interactive. Analytic learners prefer to learn vocabulary through a structured approach, such as word lists, and by analyzing the components of words. Global learners prefer to learn vocabulary through

contextual clues and by relating new words to existing knowledge. Interactive learners prefer to learn vocabulary through interaction with others, such as discussion and debate.

Research has shown that different vocabulary learning style preferences can impact the effectiveness of language acquisition. For example, Zhang and Lu (2013) found that analytic learners had better performance in vocabulary tests than global learners. Analytic learners also tended to use memorization and repetition as vocabulary learning strategies. In contrast, global learners tended to use context and guessing as vocabulary learning strategies (Zhang & Lu, 2013). These findings suggest that the effectiveness of vocabulary learning strategies can vary depending on individual learning style preferences.

Another factor that can influence vocabulary learning style preferences is the type of vocabulary being learned. For example, technical vocabulary, such as medical or legal terminology, may require a different learning approach than everyday vocabulary. Learners may need to use more analytical strategies to learn technical vocabulary, while relying more on contextual clues to learn everyday vocabulary (Nation & Newton, 2009).

In addition to individual learning style preferences, other factors can impact the effectiveness of vocabulary learning, such as the level of motivation and the quality of instruction. For example, research has shown that learners who are highly motivated tend to have better vocabulary acquisition than learners with low motivation (Gu & Johnson, 1996). Quality instruction can also have a significant impact on vocabulary acquisition, particularly when it comes to providing opportunities for vocabulary acquisition through reading, writing, and speaking (Nation & Newton, 2009).

2.5 Negative Language Learning Style Preferences

Language learning can be a challenging task, and language learners may have different preferences in terms of the learning strategies they find most effective. While positive language learning style preferences, such as a preference for visual aids or hands-on activities, can enhance language acquisition, negative language learning style preferences can impede progress and lead to frustration and low motivation.

Negative language learning style preferences can take various forms, such as a preference for rote memorization, avoidance of speaking in the target language, or a fear of making mistakes. According to Oxford (2011), language learners' negative beliefs and attitudes can significantly impact their motivation and success in language learning. These negative beliefs can stem from a range of factors, such as previous negative language learning experiences, fear of embarrassment or failure, or lack of confidence in one's abilities.

One common negative language learning style preference is a preference for rote memorization. While memorization can be a useful learning tool, relying solely on this strategy can impede language acquisition, as it does not allow learners to develop an understanding of the underlying rules and structures of the language. According to Brown (2007), a focus on memorization can also lead to a lack of confidence in using the language in real-world contexts, as learners may not have the skills to adapt to unexpected situations.

Another negative language learning style preference is a fear of making mistakes. Language learners who fear making mistakes may avoid speaking in the target language, leading to limited opportunities for practice and feedback. This fear can be compounded by a lack of confidence in one's abilities or previous negative experiences, such as being corrected or criticized in front of others. According to Arnold and Brown (1999), this fear can also lead to a lack of risk-taking in language learning, as learners may avoid challenging themselves or attempting new tasks for fear of failure.

Avoidance of speaking in the target language can also be a negative language learning style preference. Language learners who prefer to remain silent in the classroom or in social situations may miss out on valuable opportunities for practice and feedback, which can impede progress in language acquisition. According to Horwitz (2001), this preference can stem from a fear of negative evaluation or embarrassment, or a lack of confidence in one's speaking abilities.

Negative language learning style preferences can have a significant impact on language acquisition and overall success in language learning. According to Dörnyei (2005), motivation is a key factor in language learning, and negative beliefs and attitudes can significantly impact motivation levels. A focus on negative language learning

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strategies, such as rote memorization or avoidance of speaking in the target language, can lead to frustration and low motivation, as learners may not see progress or may not feel confident in their abilities.

However, there are strategies that language learners can employ to overcome negative language learning style preferences and enhance their language acquisition. One strategy is to focus on developing a growth mindset. According to Dweck (2006), a growth mindset is the belief that intelligence and abilities can be developed through hard work and dedication. By focusing on the process of language learning and the skills they are developing, rather than on a fixed ability or outcome, language learners can build confidence and resilience in the face of challenges.

Another strategy is to employ more positive language learning style preferences. According to Rubin (1975), positive language learning strategies, such as using context to infer meaning or engaging in conversation with native speakers, can enhance language acquisition and motivation. By focusing on these strategies and building a positive attitude towards language learning, learners can overcome negative language learning style preferences and enhance their progress.

Language teachers can also play a role in addressing negative language learning style preferences. Teachers can create a supportive learning environment that encourages risk-taking and focuses on the process of language learning, rather than solely on outcomes. According to Wenden and Rubin (1987), teachers can also provide opportunities for learners to reflect on their learning strategies and preferences, and to develop a greater awareness of their strengths and weaknesses.

PART III
LANGUAGE LEARNING PREFERENCES, MOTIVATION AND CHALLENGES

The aim of the study was to identify the most common language learning preferences of foreign language learners and to find out what is their motivation and difficulties in learning a second language.This research focuses on four categories: visual, auditory, reading/writing, and kinesthetic. In this section, I will present the study's participants, data collection and instrumentation, results, and discussion.

3.1. Method

3.1.1 Participants

The study's participants were 56 foreign language learners who completed an online survey. The participants were primarily Hungarian speakers who were learning a foreign language, and their ages ranged from 14 to 32 years old.

3.1.2 Data Collection and Instrumentation

The aim of this research was to find out which learning style strategies were commonly used by language learners. The research included twenty-two questions. The study utilized an online survey questionnaire to collect data from the participants. The questionnaire included questions related to the participants' demographics, language learning preferences, motivation and their difficulties in learning a second language. The questionnaire was composed of multiple-choice questions and open-ended questions.

3.2 Results and Discussion

The questionnaire study provides the data obtained from fifty-six participants who learn a foreign language. The first three questions dealt with the general information about the participants. Of 56 participants there were 40 females (71.4%) and 16 males (28,6%). Regarding the age of participants, they were aged between 14-32, and the biggest number of answers came from the age group of 21. Each question contained 4 answer options.

3.2.1 Visual preference

Visual learning style preference is a way of processing information that involves using visual aids such as pictures, diagrams, graphs, and videos. Individuals with this learning style tend to learn best when information is presented to them visually. They often prefer to see and visualize information rather than hearing it or reading it.

According to a study by Lawrence and McPherson (2010), visual learning style is one of the most common learning styles among students. The study also found that students who have a visual learning style preference tend to perform better academically when visual aids are incorporated into the classroom. This is because visual aids help them to process and retain information more effectively.

Visual learning style preference is not limited to the classroom setting. It can also be applied to language learning. In fact, many language learners prefer visual aids to help them learn new vocabulary and grammar rules.

The spreadsheet data show that visual preferences are the most widespread among language learners, with a total of 57.8% respondents indicating the use of visual aids. This finding is consistent with the research of Clark and Paivio (1991), who proposed that the use of visual aids enhances memory retention and improves learning outcomes. Furthermore, visual aids such as videos, images, and graphs are more engaging and stimulating for learners (Mayer, 2001), which could explain their popularity among learners. In conclusion, visual learning style preference is a popular way of learning that involves using visual aids to process and retain information. It has been found to be effective in both the classroom setting and in language learning. As such, educators and language learners should consider incorporating visual aids into their teaching and learning strategies to optimize learning outcomes.

Table 1. Visual preferences

Question	Percentage	Answer
Which of the following do you prefer to use when learning new words?	39.3%	Using an app like Duolingo
Which of the following best describes your language learning style?	39.3%	Visual learner
When learning a new language, which of the following do you find most helpful for retaining new words?	43.6%	Associating them with a visual image or object

3.2.2 Auditory preference

Individuals who prefer the auditory learning style learn best through hearing and listening. According to Kolb's experiential learning theory, auditory learners process and retain information most effectively through spoken words, sounds, and music. Yashima and Zenuk-Nishide's (2008) study found that auditory learners showed a significant positive correlation with listening and speaking proficiency in learning English as a foreign language. Incorporating oral presentations, discussions, language exchanges, and audio

materials like podcasts can enhance language learning outcomes for auditory learners. The second group of preferences pertains to auditory style as shown in the spredsheet, with 21.4% of respondents indicating the use of this method. The use of auditory aids such as listening to podcasts or recordings can improve language proficiency, particularly for listening and speaking skills (Goh & Burns, 2012). This finding is consistent with the research of Nation and Newton (2009), who suggested that listening to authentic materials improves listening comprehension and the acquisition of vocabulary.

Table 2. Auditory preference

Question	Percentage	Answer
When practicing speaking, which of the following situations do you find most helpful?	60.7%	Having a conversation with a native speaker
When learning a new language, which of the following resources do you find most helpful?	58.9%	Audio programs or podcasts
Which of the following do you find most helpful when learning new grammar rules?	50%	Listening to explanations from a teacher or tutor

3.2.3 Reading/writing preference

Reading/writing preference is a learning style where students learn best through reading, writing, and other visual means of learning. These learners tend to understand and retain information better when presented in written form, such as textbooks, notes, and written exercises. They prefer to read instructions, take notes, and work on assignments on their own.

According to Felder and Silverman's Index of Learning Styles, reading/writing learners tend to be strong in written communication, critical thinking, and analytical skills. They enjoy reading and writing, and are often able to express their ideas clearly in written form.

The third most commonly preferred style among language learners in the spreadsheet data pertains to reading/writing, with 17.1% of respondents indicating their frequent use. This finding is consistent with the research of Nation (2009), who suggested that reading extensively and widely is essential for improving vocabulary, grammar, and writing skills. Moreover, the use of writing as a tool for language learning can enhance the retention of vocabulary and grammar (Robinson, 1996).

Table 3. Reading/writing preference

Question	Percentage	Answer
Which of the following do you prefer to use when learning new words?	37.5%	Writing them down repeatedly

Which of the following best describes your language learning style?	51.8%	Reading/writing learner
When learning a new language, which of the following resources do you find most helpful?	39.3%	Textbooks and workbooks
When learning a new language, which of the following skills do you prioritize improving first?	50%	Reading
Which of the following do you think is most important for language learning?	26.8%	Grammar
When learning a new language, which of the following do you find most helpful for retaining new grammar rules?	18.2%	Writing them down repeatedly
Which of the following do you find most helpful for practicing reading skills in a new language?	49.1%	Reading books or articles in the target language
Which of the following do you find most helpful for practicing writing skills in a new language?	56.4%	Practicing writing formal essays or letters

3.2.4 Kinesthetic preference

Kinesthetic learning style preference is a learning style where students learn best through physical movement, touch, and hands-on experiences. This type of learner is commonly referred to as a "hands-on" learner, and they prefer to learn through doing rather than listening or reading. According to Kolb's experiential learning theory, kinesthetic learners process and retain information most effectively through direct experiences, practical applications, and hands-on activities.

The least preferred style among language learners in the spreadsheet data is kinesthetic, with only 3.7% of respondents indicating its use. Kinesthetic preferences involve physical movement and action in learning, such as using gestures or role-playing. This finding is consistent with the research of Kolb (1984), who proposed that the use of kinesthetic strategies is less common in academic settings. However, some studies suggest that the use of kinesthetic strategies can improve language learning outcomes (Zhang, Li, & Li, 2013).

Table 4. Kinesthetic preference

Question	Percentage	Answer
Which of the following do you prefer to use when learning new words?	26.8%	Hands-on experiences
Which of the following best describes your language learning style?	5.4%	Kinesthetic learner
Which of the following do you find most helpful for practicing reading skills in a new language?	20%	Using flashcards to memorize new vocabulary words

In conclusion, the analysis of the spreadsheet data suggests that visual preferences are the most widespred among language learners, followed by auditory and reading/writing preferences. However, kinesthetic preferences appear to be the least favoured by learning a foreign language. These findings could have implications for language educators in selecting appropriate instructional materials and methods for language learners.

3.3 Motivation

According to the data, the top motivations for language learners are the desire to travel to a new country where the language is spoken (60.7%), followed by career advancement opportunities (55.4%), personal interest in the language and culture (50%), and the challenge of learning a new skill (25%). The desire to travel to a new country is a strong motivator for language learners, as it can facilitate communication with locals and enhance the travel experience. Career advancement opportunities also motivate learners to acquire new language skills, as bilingualism or multilingualism is often valued in the workplace. Personal interest in a language and its culture is another motivator, as it can lead to a deeper understanding and appreciation of different cultures and can foster connections with people from diverse backgrounds. The challenge of learning a new skill can also be a motivator for some learners, as it provides a sense of achievement and personal growth.

Table 5. Motivation

Motivation	Percentage
Desire to travel to a new country where the language is spoken	60.7%
Career advancement opportunities	55.4%

Personal interest in the language and culture	50%
Challenge of learning a new skill	25%

3.4 Difficulties

The answers shows that the top difficulties encountered by language learners are difficulty understanding grammar rules (53.6%), sentence structure (41.8%), maintaining a conversation (38.2%), vocabulary recall (34.5%), and pronunciation (23.6%). Lack of motivation (33.9%) and difficulty finding opportunities to practice speaking (25%) are also reported as challenges.

Table 6. Difficulties

Difficulties	**Percentage**
Difficulty understanding grammar rules	53.6%
Lack of motivation	33.9%
Difficulty finding opportunities to practice speaking	25%
Difficulty memorizing vocabulary	21.4%

Sentence structure	41.8%
Maintaining a conversation	38.2%
Vocabulary recall	34.5%
Pronunciation	23.6%

Difficulty understanding grammar rules is a common difficulty in language learning, as grammar is a fundamental aspect of language and can be complex and nuanced. Sentence structure and maintaining a conversation can be challenging as they require an understanding of grammar and the ability to apply it in real-time conversation. Vocabulary recall can also be difficult, especially in languages with a large number of words or irregularities. Pronunciation can be another challenge, as different languages may have unfamiliar sounds or intonation patterns.

Lack of motivation and difficulty finding opportunities to practice speaking are also reported as challenges, as they can affect the learner's ability to progress and stay engaged in the language learning process.

CONCLUSIONS

In conclusion, this study was conducted in three parts, as outlined in the introduction. Part 1 discussed the background of language learning preferences, including the importance of the study and the definition of key terms. Part 2 explored the various types of learning styles and preferences, while Part 3 presented the research results on the most common language learning preferences, learners' motivation for learning a new language, and the difficulties they encounter in the process.

The questionnaire study provided valuable insights into the language learning preferences and motivations of foreign language learners. The data showed that the desire to travel to a new country where the language is spoken is the strongest motivator for language learners, followed by career advancement opportunities, personal interest in the language and culture, and the challenge of learning a new skill. These findings underscore the importance of cultural immersion and experiential learning in language education.

On the other hand, the data also revealed that learners face significant challenges when learning a new language, with difficulties understanding grammar rules, sentence structure, and maintaining a conversation being the most common obstacles. The findings suggest that educators should focus on providing more comprehensive instruction on these key areas and offer ample opportunities for speaking practice to help students overcome these challenges.

Overall, the results of this study provide valuable insights for language educators and policymakers, highlighting the need for tailored language learning programs that take into account individual learners' preferences and motivations. With this knowledge, educators can create more effective and engaging language learning experiences that cater to the needs and interests of a diverse range of learners.

РЕЗЮМЕ

Дане дослідження присвячено вивченню преференцій щодо індивідуальному навчального стилю учнів, які вивчають англійську мову як іноземну.

У Частині 1 розглянуто теоретичні засади проблеми та подано визначення ключових термінів. У Частині 2 розглянуто різні типи стилів навчання та вподобань, тоді як у Частині 3 були представлені результати емпіричного дослідження преференцій щодо індивідуальному навчального стилю учнів, які вивчають англійську мову як іноземну, мотивації учнів до вивчення іноземної мови та труднощів, з якими вони стикаються в цьому процесі.

Дослідження виконувалося методом анкетування, що дозволило отримати цінну інформацію про вподобання та мотивацію студентів, які вивчають англійську мову як іноземну. Згідно з одержаними результатами, бажання подорожувати або переїхати до англомовної країни є першочерговим мотивом для учнів, за яким слідують можливості кар'єрного зростання, особистий інтерес до мови та культури, а також виклики, пов'язані з вивченням нової навички.

Водночас, було виявлено, що учні стикаються зі значними труднощами при вивченні іноземної мови, причому найпоширенішими перешкодами є труднощі, пов'язані з розумінням граматичних правил, структури речень і підтриманням розмови.

Загалом, дане дослідження надає корисну інформацію для викладачів англійської мови як іноземної, що підкреслює необхідність індивідуального підходу у створенні програм вивчення мови, який враховує вподобання та мотивацію кожного учня. З такими знаннями викладачі зможуть створювати більш ефективні та цікаві програми вивчення мови, що відповідають потребам та інтересам різноманітної аудиторії.

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