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ЗАТВЕРДЖЕНО

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Qualifying paper

**LANGUAGE LEARNING STYLES AND STRATEGIES, THEIR APPLICATION IN
THE CLASSROOM**

Bachelor's Thesis

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INTRODUCTION

“If you look around the room you are in right now, you will observe a great diversity of items, shapes, sizes, textures, colors, and functions, with all their associated nuances and subtleties. Every career, hobby, occupation, sport, industry, philosophy, plant, animal, object, event, and sensory experience—visual and otherwise—corresponds to a specific language. Language, in a word, is all-encompassing, and there are numerous registers, dialects, idioms, metaphors, and synonyms that express the same idea in multiple ways. “Mastering” one’s native language is a lifelong pursuit. Mastering a foreign language is an even taller order.”

— Benjamin Batarseh

Today the field of Second Language Acquisition expanded significantly, with numerous branches, sub-fields, and specialized areas of study. Despite considerable research efforts, there are still many unanswered questions in this field, and the reports often end with „more research needed” phrase. In *The Handbook of Second Language Acquisition*, which has 888 pages, the ending sentence states: "It is hardly surprising, though, that theoretical and methodological problems still abound; SLA is a newly merging scientific field, and problems come with the territory" (Gregg, 2003, p- 856).

The past decade has seen the rapid development of language learning styles and strategies, and the researches including this topic have also increased in number. The importance of learning languages is present in almost every aspect of our life starting with children, who are learning second languages at school, or with adults who are using it during work.

Realizing how students learn differently has become more crucial in education. Each and every mind is learns differently due to factors such as their unique cognitive abilities, prior knowledge, and individual preferences. Understanding these differences helps teachers to tailor their methods to meet diverse learning needs, while creating an effective learning environment.

So far, however, there has been little discussion about how to apply the learning styles and strategies in the classroom. This year-paper is aiming to dive deep into this topic, and unfold the practical ways teachers can use these methods effectively to enhance student learning

experiences. My goal is to explore different teaching and learning styles, explaining how they work and what tools they use. By understanding which teaching styles matches different learning preferences best, I hope to help teachers improve how they teach in various situations.

Ultimately, my goal is to investigate how and when to use different teaching methods to meet the needs of diverse learners effectively. The object of this thesis are learning styles and strategies, and their application in the classroom. The subject of my work is to explore the relationship between learning and teaching styles, and to clarify how to use them in a way that benefits the process of language teaching and learning. To achieve this purpose, I will carry out the following tasks:

- Analysis of relevant literature
- Outlining the fundamental concepts related to language learning styles and strategies
- Identifying each learning and teaching style, their purposes and the tools they utilize.
- Explore the connection between ways of teaching and learning strategies
- State hypotheses according to the gained knowledge

My work will be divided into four chapters, each starting with a short introduction to the topic it will discuss, and ending with a conclusion: the first one will be dealing with the historical overview of language teaching, where I would like to describe the process of language learning during different periods of time. The second chapter would include details about the journey of language learning from the first language acquisition, through the physical and mental effects of learning a new language, and the co-existence of these languages; the motivation and the student's needs. The third chapter would dive deeper into language learning styles, strategies and methods used in the classroom, with detailed description. The fourth chapter will be dealing with my research on the topic of "Language learning styles and strategies, their application in the classroom". Here I will state my hypotheses and analyse my questionnaire, and present my results.

CHAPTER 1: HISTORICAL OVERVIEW OF LANGUAGE TEACHING

Stage I: Modern Language Teaching in Europe (1750–1920)

1. The Classical Period	1750–1880
Core Concern:	Emulating the teaching of classical languages
Associated Teaching Methods:	[The Grammar-Translation Method] [The Classical Method]

2. The Reform Period	1880–1920
Core Concern:	Teaching the spoken language
Associated Teaching Methods:	[various Reform Methods] <i>(see Jespersen, 1904: 2–3)</i> The Natural Method (<i>Henness, Sauveur</i>) The Berlitz Method The Direct Method

Stage II: English Language Teaching beyond and within Europe (1920–2000+)

3. The Scientific Period (1920–70)	
Core Concern:	Scientific basis for teaching
Associated Teaching Methods:	The Oral Method (<i>Palmer</i>) The Multiple Line of Approach (<i>Palmer</i>) The Situational Approach (<i>Hornby</i>) The Oral Approach (<i>Fries</i>) The Audiolingual Method

4. The Communicative Period (1970–2000+)	
Core Concern:	Aiming for ‘real-life communication’
Associated Teaching Methods:	Communicative Language Teaching Task-based Language Teaching

Forrás: A. P. R. Howatt & Richard Smith: The History of Teaching English as a Foreign Language, from a British and European Perspective, 2014

In this chapter, we'll take a journey through time to explore how language teaching and learning have evolved over the years. We'll discover key moments, methods, and influential figures that have shaped the way languages are taught and learned today. With the earned knowledge, we will be able to see, how did the process of language acquisition changed and evolved during different circumstances trough the ages.

THE ANCIENT PERIOD

Language learning has been a part of human history since **ancient times**, starting with people observing and learning each other's tongue. There were no language schools or courses, or even textbooks that was dealing with this matter, instead people learned from what surrounded them: the community and its way of communicating. Children acquired language skills by observing and imitating their parents and siblings. This learning took place during everyday activities such as storytelling, games, and communal gatherings, where they absorbed vocabulary, pronunciation, and grammatical structures. Trade, travel, and conquest allowed for the exchange of languages, bringing in new words and phrases from nearby cultures. Learning happened through exploring, trading, and meeting different people.

THE MEDIEVAL PERIOD

Taking a step forward in time, during **the medieval** a new educational form appeared, although it was reserved for the elite classes, such as nobles and scholars. In schools and monasteries the language of religion, Latin, was taught to the higher rank. The emphasis was on memorizing the grammar rules and translating religious texts. In this period the right of knowledge were only given to a certain circle of people, while the lower rank still learned aurally.

THE RENAISSANCE PERIOD

The Renaissance period saw a growing interest in classical texts, leading to the study of Greek and Latin literature. Scholars and intellectuals devoted themselves to mastering these languages to gain access to the knowledge of these ancient texts. The rise of the printing press helped in spreading the language materials, making them more accessible for people.

This brings us to the **18th century**, a time when language learning was approached in various ways. Before the 20th century, language teaching had two main approaches: one focused on making learners speak and understand a language, while the other focused on teaching them the grammatical rules. In the 18th century, **the grammar translation method** was a popular approach to language learning. This method focused heavily on the study of grammar rules and the translation of texts. Students would spend a lot of time memorizing grammar rules and vocabulary lists, and then applying these rules to translate sentences and passages from the target language into their native language.

„The classical languages, first Greek and then Latin, were used as *lingua francas*. Higher learning was conducted primarily through these languages all over Europe. They were used widely in philosophy, religion, politics, and business. Thus the educated elite became fluent speakers, readers, and writers of the appropriate classical language. We can assume that the teachers or tutors used informal and more or less direct approaches to convey the form and meaning of the language they were teaching and that they used aural-oral techniques with no language textbooks per se, but rather a small stock of hand-copied written manuscripts of some sort, perhaps a few texts in the target language, or crude dictionaries that listed equivalent words in two or more languages side by side” (Celce-Murcia, M., 1979, pg.3).

The goal of the grammar translation method was to develop students' reading and writing skills in the target language, with less emphasis on speaking and listening. Classes were often conducted in the students' native language, with the teacher explaining grammar rules and giving translations of texts.

According to H. Douglas Brown Prator and Ceice-Murcia (1979, p. 3) listed the major characteristics of Grammar Translation:

1. Classes taught in the mother tongue; little use of the L2
2. Much vocabulary taught in the form of lists of isolated words
3. Elaborate explanations of the intricacies of grammar
4. Reading of difficult classical texts begun early
5. Texts treated as exercises in grammatical analysis

6. Occasional drills and exercises in translating sentences from LI to L2

7. Little or no attention to pronunciation (Principles of language learning and teaching, 2006)

According to A.P.R Howatt and Richard Smith, this method was all rather dull, but it prepared pupils to read the literature of the foreign language, which was the commonly accepted goal at the time, and, if lessons were 'extended' a bit by energetic teachers, there might be some more practical outcomes like a small measure of conversational fluency. As time went on, however, and as the need for practical skills in the spoken language became more obvious with improved travel and communication. (The History of Teaching English as a Foreign Language, from a British and European Perspective, 2014).

THE REFORM PERIOD

Later, in **the Reform Period** the emphasis was on prioritizing the teaching of spoken language, as it was believed that speech forms the basis of all language skills. The rise of phonetics, a new scientific field, played a significant role during this period, building a strong relationship between language teaching and linguistics. This era was a notable time for changing how languages were taught. The changes made during this period were effective and long-lasting.

There were two distinct reform movements in language teaching that began around 1880. The first was the pan-European Reform Movement, which focused on changing how foreign languages were taught in secondary schools. This movement aimed to shift the emphasis in teaching away from traditional topics like grammar and literature, and towards developing practical speaking skills in modern languages. The methods of teaching that emerged from this movement are referred to as "Reform Methods", but this term was not used at the time. Instead, the term "**Direct Method**" became more commonly used to describe these approaches after the turn of the century. The other reform movement is called "**The Natural Method**", it appeared in private schools in the US. Unlike the first method, this one aimed to help anyone learn languages, not just the well-educated. It focused on teaching people how to talk in a foreign language instead of just studying grammar or literature. At first, it was known as the "**Berlitz Method**" and became quite popular. But as time passed, it became part of the broader "Direct Method" category, which includes various ways of teaching languages directly through conversation and practical use.

„The Direct Method became very popular in France and Germany and has enthusiastic followers among language teachers even today (as does the Grammar Translation Approach). In 1886, during the same period that the Direct Method first became popular in Europe, the International Phonetic Association was established by scholars such as Henry Sweet, Wilhelm Victor, and Paul Passy. They developed the International Phonetic Alphabet (IPA) and became part of the Reform Movement in language teaching in the 1890s. These phoneticians made some of the first truly scientific contributions to language teaching when they advocated principles such as the following:

- the spoken form of a language is primary and should be taught first;
- the findings of phonetics should be applied to language teaching;
- language teachers must have solid training in phonetics;
- learners should be given phonetic training to establish good speech habits.

The work of these phoneticians focused on the teaching of pronunciation and oral skills, which they felt had been ignored in Grammar Translation. Thus, although the Reform Movement is not necessarily considered a full-blown pedagogical approach to language teaching, its adherents did have an influence on future approaches, as we shall see.” (Celce-Murcia, M., 2001, pg. 5)

THE SCIENTIFIC PERIOD

Because the Reform Movement highlighted phonetics, language teaching theorists in **the Scientific Period** looked to confirm their ideas by studying new social sciences like linguistics and psychology. This era was characterized by a shift towards a more scientific and systematic approach to language teaching, with a focus on evidence-based methods and materials. Harold Palmer played a significant role in advancing language teaching methodologies during this period. „Palmer’s major achievement was to synthesize and systematize ideas from the Reform Movement and Berlitz Method traditions, which were then carried forward via A. S. Hornby (himself a colleague of Palmer’s in pre-war Japan) to inform the post-war UK methodological orthodoxy of ‘situational language teaching’. In this emerging Palmer-Hornby ‘tradition’, there was some though not a lot of influence from the USA where, from the 1940s onwards, Charles Fries developed his own ‘Oral Approach’ via appeals to structural linguistics, and where advocates of the ‘Audiolingual Method’ and associated language laboratories later added in

references to behaviourist psychology. Although, as time went on, Hornby increasingly paid tribute to Palmer's — and thus, indirectly, the Reform Period's — influence, US advocates of the Oral Approach and the Audiolingual Method did not, choosing instead to refer only to the most recent background science.”(A.P.R. Howatt and R.C. Smith, 2004, pg. 244)

While Palmer, Hornby, and other experts had different views on the specific teaching procedures for English, they shared common principles known as the **Oral Approach** to language teaching. This approach emphasized oral communication skills and practical language use. However, it's important to note that the Oral Approach was distinct from the Direct Method, despite both involving oral procedures. Unlike the Oral Approach, the Direct Method lacked a systematic basis in applied linguistic theory and practice. According to Celce Murcia, who wrote a list about the main key points of this approach:

- a. The spoken language is primary.
- b. All language material is practiced orally before being presented in written form (reading and writing are taught only after an oral base in lexical and grammatical forms has been established).
- c. Only the target language should be used in the classroom.
- d. Efforts are made to ensure that the most general and useful lexical items are presented.
- e. Grammatical structures are graded from simple to complex.
- f. New items (lexical and grammatical) are introduced and practiced situationally (e.g., at the post office, at the bank, at the dinner table). (Celce-Murcia, M., & McIntosh, L., 1979, pg. 7)

In the UK, there were some changes in how English was taught to people from other countries, though it started small. The British Council showed its commitment by making the English Language Teaching journal, with A.S. Hornby as the first editor. Hornby shared ideas from before the war and helped spread Palmer's ideas. In 1950, Hornby introduced the **Situational Approach** to language teaching, which used made-up situations to help students understand better. This became popular in the 1960s.

During this time, new tools like tape recorders made teaching easier. The language laboratory came from the USA and was similar to Hornby's approach, but focused more on practice drills. Some teachers didn't like it because they thought it didn't focus enough on meaning.

Meanwhile, teachers in the UK were interested in the **Audio-Visual Method** from France. This used films and recorded dialogues to show real-life situations, which some thought was better than the Situational Approach or the language laboratory. They thought those methods were too formal and didn't focus enough on making learning meaningful.

'The Multiple Line of Approach' by Palmer was a method of teaching languages that focused on using different techniques at the same time. Instead of just one way of teaching, Palmer believed in combining several methods to help students learn better. For example, he might use spoken exercises along with written exercises and games. This way, students could learn in different ways and find what worked best for them. Palmer thought this approach made learning more effective and enjoyable. According to Palmer, it emphasizes a philosophy called eclecticism, which means selecting the best from different sources rather than sticking to one rigid method. It encourages a balanced approach to language learning, avoiding extremes or compromises. The principle suggests that effective language teaching involves combining various techniques and methods, tailored to the needs of the students. For example, instead of just intensive reading or extensive reading, it proposes using both approaches at different times. This principle also allows for flexibility and innovation in teaching methods. Overall, the principle of the multiple line of approach promotes a holistic and adaptable approach to language teaching, aiming to maximize learning outcomes by incorporating diverse strategies. (The principles of language study, 1921).

THE COMMUNICATIVE PERIOD

Around 1970, there were changes in English language teaching, and the term 'communicative' started to be used. The main goal of these changes was to move away from just learning skills to actually using them for real-life purposes that mattered to the learner. **The Communicative period** revolved around teaching how to communicate in the real world. The approach that emerged in this time was also called **Communicative Approach**, and it combined elements from previous language teaching methods while emphasizing communication as the primary goal. It acknowledged different theories of language learning and language use, while focusing on practical application in real-world situations. It took some time for the new ideas to show up in teaching materials, conferences, and other public forums. There wasn't a sudden, drastic change like the rejection of translation a century earlier. However, over time, it became evident that the

whole landscape of language teaching had shifted. There was now a stronger emphasis on the learner and their goals, which had started to emerge in the 1960s. This focus evolved into a greater emphasis on practical use in the classroom.

In this journey through time, we've witnessed the evolution of language teaching and learning, shaped by key moments, methods, and influential figures. From the ancient period, where language acquisition was organic and community-driven, to the medieval period, with its emphasis on teaching Latin to the elite, and the Renaissance period, marked interest in classical texts, each era has left its mark on language education. After learning these information, we can tell, that there were times, when language learning wasn't for everyone, but moving forward with time, people discovered that the knowledge of speaking another language, that isn't our own, is a useful tool, and it is worth to master it.

CHAPTER 2: THE JOURNEY OF LANGUAGE LEARNING

In the following chapter, we will delve into the process of language learning, starting from birth, and observe different factors, that are present during this journey. In my opinion, exploring a new language can be a difficult road to take, but with the right amount of time and effort this expedition can start in a young age. During this chapter we will discuss, how first language acquisition happens and what factors are influencing this process.

FIRST LANGUAGE ACQUISITION

When we are born into this world, the first thing we do is to scream and cry as loud as we can, so the world that surrounds us will acknowledge the fact, that a new soul, a new „sound” is present. In this way all that surrounds us will know, that we are there. But once the cries fade, how do we continue to make our presence known? How will they know that we are still here? How can we let them know? There is a will planted deep inside of us that others have to acknowledge our existence. So what will we do? We see adults talking to each other by moving their mouths and making sounds. We are amazed as they understand and communicate, making each other feel happy or sad. And they are trying to communicate with us too, they are talking, but we do not understand. Yet. We also try to inform them about our thoughts in any way we can, but our thoughts are not getting through. Yet. But soon, this will change. We're drawn to the magic of language and aim to master it, eager to join the conversation and connect with the ones around us.

At birth, infants possess an innate capacity for language acquisition, demonstrated by their ability to distinguish speech sounds and vocalize basic sounds themselves. As Noam Chomsky famously wrote, "Children are born with a language acquisition device that enables them to learn any language they are exposed to." (Chomsky N. Reflections on Language. 1975, pg.51-53.)

As psychologist Jean Piaget stated, "The first stage of language development is mostly pre-verbal. Infants communicate through cries, coos, and babbling as they explore the sounds of their environment." (Piaget J. The Origins of Intelligence in Children. 1952, pg. 37-39.) During the early years of their childhood, children will build the base of their language skills. This period is typically characterized as a rapid development in their communication, as they are observing their surroundings and build up their vocabulary based on it.

Between the ages of 6-12 month, they are beginning to use the language itself by saying their first words, which are usually connected with the environment surrounding them, and these are the first steps of a lifelong journey.

The amazing skill to learn one's first language in the first few years of life has intrigued people for centuries. According to H. Douglas Brown researches on how children learn language started in the late 1700s when Dietrich Tiedemann observed his son's development. In the late 1800s, Francois Gouin studied his nephew's language learning and created the Series Method for teaching languages. It wasn't until the mid-1900s that researchers began to systematically study child language acquisition. Over a few decades, significant progress was made in understanding how humans learn language, including through generative and cognitive models, studying specific languages, and exploring universal aspects of language acquisition. Research on how children learn language influenced language teachers to consider similarities between first and second language acquisition. Although children pick up languages naturally, teaching adults differs due to cognitive and emotional factors.(Brown HD. Principles of Language Learning and Teaching. 6th ed. White Plains, NY: Pearson Education; 2014:25-27.)

At some point, everyone has observed children's impressive communication skills. From infancy, they babble, coo, cry, and convey numerous messages both verbally and non-verbally, receiving even more in return.

“As they reach the end of their first year, children make specific attempts to imitate words and speech sounds they hear around them, and about this time they utter their first "words." By about 18 months of age, these words have multiplied considerably and are beginning to appear in two-word and three-word "sentences". The production tempo now begins to increase as more and more words are spoken every day and more and more combinations of multi-word sentences are uttered. By two years of age, children are comprehending more sophisticated language and their production repertoire is mushrooming, even to forming questions and negatives. By about age 3, children can comprehend an amazing quantity of linguistic input. Their speech and comprehension capacity geometrically increases as they become the generators of nonstop chattering and incessant conversation, language thereby becoming a mixed blessing for those around them! Their creativity alone brings smiles to parents and older siblings. This fluency and creativity continues into school age as children internalize increasingly complex structures,

expand their vocabulary, and sharpen communicative skills. At school age, children not only learn what to say but what not to say as they learn the social functions of their language.”(H. Douglas Brown, 2014, pg. 35)

Theories of language acquisition aim to explain this progression, addressing questions such as how infants go from crying to speaking thousands of words.

NATURE OR NURTURE

Psammetichus I, an ancient Egyptian ruler around the 7th century BCE, did a study involving children to find out the original language people naturally speak. He raised two kids with sheep, isolating them from human speech. However, they didn't start speaking Egyptian or any other human language. Over time, various figures like Saint Augustine and Charles Darwin also shared their thoughts on how language develops. Today, many researchers focus on studying how people learn and use language throughout their lives.

The debate over nature versus nurture in language learning has been a central issue in linguistics and psychology for decades. At its core, it questions whether language acquisition is primarily influenced by innate biological factors (nature) or by environmental and social factors (nurture).

„Beginning in the late 1950s, Noam Chomsky and others, working from the assumption that language is a universal human trait, tried to identify syntactic rules that applied to all human languages. These rules were assumed to be present in each human at birth in a location of the brain theoretically called the language acquisition device, or LAD.” (Robert E. Owens, 2016, pg. 23) The approach that is connected to this statement is called Generative or Native Approach, and it claims, that children are able to learn a language, because they are born with knowledge that is connected to the base principles of the structure of human speech. Generativists think kids can't learn language just from what they hear because it's not always clear or complete. But even with these challenges, kids still pick up language fast because they have built-in ideas about language that help them learn. Chomsky disagreed with behaviorism's idea that language is just learned responses to stimuli. He argued that children learn language too easily for that to be true, and exposure to bad grammar doesn't stop them from learning proper language rules. His idea was that language is rule-based, and learning language means acquiring these rules, even if we're not

always aware of them. This perspective shifted the focus to understanding the hidden rules behind how we use language.

The Interactionist approach, unlike the Generative approach, highlights the role of both biology and environment. It suggests that children learn language by absorbing information from their surroundings.

One of the first theorists to propose how language learning occurs was B. F. Skinner, a well-known behaviorist. In 1957, Skinner wrote *Verbal Behavior*, in which he assumed that learning language was similar to learning any behavior. In brief, he theorized that parents model language, young children imitate these models, and parents reinforce children for these imitations. When a child's spoken word is understood and appreciated by an adult, it's rewarded with praise or what it requests. This positive reinforcement strengthens successful language attempts while unsuccessful ones fade away. "One of the best-known attempts to construct a behavioral model of linguistic behavior was embodied in B. F. Skinner's classic, *Verbal Behavior* (1957). Skinner was commonly known for his experiments with animal behavior, but he also gained recognition for his contributions to education through teaching machines and programmed learning (Skinner, 1968). Skinner's theory of verbal behavior was an extension of his general theory of learning by operant conditioning. Operant conditioning refers to conditioning in which the organism (in this case, a human being) emits a response, or operant (a sentence or utterance), without necessarily observable stimuli; that operant is maintained (learned) by reinforcement (for example, a positive verbal or nonverbal response from another person), if a child says "want milk" and a parent gives him/her some milk, the operant is reinforced and, over repeated instances, is conditioned.

According to Skinner, verbal behavior, like other behavior, is controlled by its consequences. When consequences are rewarding, behavior is maintained and is increased in strength and perhaps frequency. When consequences are punishing, or when there is a total lack of reinforcement, the behavior is weakened and eventually extinguished." (H. Douglas Brown, 2006, pg. 36).

Tim Wardle's documentary "Three Identical Strangers" tells the story of an unexpected reunion of three identical triplets at age 19. Separated at birth, each was adopted into a different family without knowledge of their siblings. Their reunion created a media frenzy in the early 1980s due to their striking similarities. While genetics played a role, the documentary suggests that being

raised in different environments significantly influenced their development, supporting Skinner's perspective on the impact of environment on behavior.

	NATIVIST	CONSTRUCTIONIST
Major focus	Language structure.	Language use.
Cognitive contribution	Specific neural structures dedicated to language enable humans to learn, process, and use language.	Language form and use result from complex human brains and the need to transmit messages in social interactions.
Language learning	Child learns language structure by learning specific language rules.	Child uses the form that best accomplishes his or her social goals. Through repeated use, child deduces rules.
Origins of language	Language is innate and thus universal language rules exist across languages.	Language universals do not exist. Instead, language evolved to meet social needs.
Role of environment	Child uses language input to deduce rules of the language.	Child and context have a dynamic relationship in which the child's behavior influences child-directed speech tailored to the level required by the child to participate in social interactions.

Forrás: Language Development An Introduction Robert E. Owens, Jr., 2005, pg. 106

CRITICAL PERIOD

Learning a second or foreign language takes a lot of time and effort, and not everyone reaches a very high level of skill. It's rare to find learners who can use the language as well as native speakers. Researchers in second language acquisition are interested in understanding why some learners struggle to reach native-like proficiency. One hypothesis, called the Critical Period Hypothesis, suggests that there's a certain age after which it becomes difficult for adults to achieve native-like fluency. The strong version of it states, that language acquisition can only occur during a specified time (from infancy through puberty), and after this period comes the weak version, which clarifies, that the language learners cannot reach the same level of proficiency as those who mastered it during the critical period.

After studying this matter thoroughly, I prepared a table according to the study of *Tran-Hoang-Thu: The Critical Period And Second Language Acquisition*, mentioning the name of the researcher, the year of the research took place, the outcome of it, and the on- and offset, if the author mentioned any.

Researcher	Contribution and Outcome	On- and offset
Penfield and Roberts (1959)	Introduced the idea of a critical period for language learning.	Offset: age 9
Lenneberg (1967)	Popularized the critical period hypothesis, suggesting that the ability to learn language naturally disappears at puberty. Claimed that erasing a foreign accent becomes difficult after puberty.	Onset: age 2 Offset: puberty
Johnson and Newport (1989)	Conducted a major research study supporting the critical period hypothesis, stating that those, who are started learning the language earlier were having an advantage in the grammaticality judgment test.	Offset of phase 1: age 7 Offset of phase 2: puberty
Birdsong (1992)	Reported results challenging the CPH, showing that some adult learners achieved native-like proficiency in grammaticality judgment tests.	-
Birdsong (1999)	Initially supported the CPH but reconsidered after own research results. Found empirical evidence challenging the strong version of the CPH.	-
Grosjean (1998)	Confirmed the difficulty for L2 learners to become native-like, aligning with the CPH.	Offset: puberty

Researcher	Contribution and Outcome	On- and offset
White and Genesee (1996)	Found no significant differences between near-native and native speakers in grammaticality judgment tests, challenging the CPH.	-
Bongaerts (1999)	Presented research studies showing highly successful L2 learners achieving native-like pronunciation, challenging the idea of CPH.	-
Moyer (1999)	Studied highly motivated L2 learners who achieved native-like proficiency, suggesting that age alone doesn't affect pronunciation.	-
Hakuta, Bialystok, and Wiley (2003)	Used census data to test the CPH, suggesting a decline in second language proficiency with increasing age but without a clear critical period.	-
Abu-Rabia and Kehat (2004)	Tested the CPH for pronunciation and found late starters achieving native-like accents, challenging the idea of a critical period.	-
Nikolov (2000)	Investigated adults beginning L2 learning after puberty, finding cases of native-like proficiency, challenging the strong version of the CPH.	-
Singleton (2005)	Reviewed various versions of the CPH, arguing that its variations make it misleading and implausible.	-
Marinova-Todd, Marshall and Snow (2000)	Identified misconceptions about age and L2 learning, suggesting that older learners can learn faster initially and that more emphasis should be placed on successful adult L2 learners.	-
Harley (2008)	Argued for rejecting the strong version of the CPH but defending a weaker version.	

My conclusions on this topic are, that learning a new language takes time and effort, and it might be easier in young age, but not all researchers agree. There is evidence that the sooner the children starts to learn a language, the easier they can achieve native like proficiency, but in some cases, adults can produce the same outcome too. This suggests that while age can play a role in language learning, it's not the only factor determining success.

PHYSICAL AND MENTAL EFFECTS OF LANGUAGE LEARNING

Language learning can have both physical and mental consequences on individuals. Physically, studies have shown that the process of learning a new language can lead to changes in brain structure and function. For example, a study made by Mechelli, Jenny T. Crinion, Uta Noppeney, John O'Doherty, John Ashburner, Richard S. Frackowiak and Cathy J. Price in 2004, where they used MRI scans to demonstrate that learning a second language increases the density of gray matter in the brain regions associated with language processing. This suggests that language learning can have a tangible impact on the brain's anatomy.

Additionally, there are mental consequences associated with language learning. One prominent area of research focuses on the cognitive benefits of bilingualism. Bilingual individuals have been found to exhibit enhanced executive function skills, such as problem-solving, task-switching, and working memory (Bialystok, 2009, pg. 89). This cognitive advantage is thought to arise from the constant need to manage and switch between two languages, which exercises and strengthens the brain's executive control system.

Moreover, language learning can also influence psychological factors such as self-esteem and cultural identity. Research by Oller and Eilers (2002) suggests that bilingual individuals may experience greater self-esteem and a stronger sense of cultural identity as they navigate between different linguistic and cultural contexts.

Overall, language learning can have profound physical and mental consequences, shaping both the structure and function of the brain, as well as influencing cognitive, emotional, and social aspects of individuals' lives.

THE CO-EXISTENCE OF THE TWO LANGUAGE

When kids learn two language, they usually use them separately, but can switch between them easily. There are situations, when they mix up the words, and use the other language equivalent of it. Even though it might take them a bit longer to learn both languages, studies show that kids who grow up bilingual are really good at understanding things and being flexible in their thinking.

On the other hand, adults learn new languages a bit harder, they tend to stick to the base rules of their mother language. But sometimes, they end up making the same mistakes as kids do when they're learning their first language.

Knowing the first language can be a barrier, but a useful tool at the same time. Adults might use what they know from their first language to understand things better in the new language. Their knowledge can be used as a crutch, to help them navigate through the new language. The research on this topic shows that learning languages, whether you're a kid or an adult, is a bit like solving a puzzle with pieces from different languages.

MOTIVATION

The most common questions about human behavior are usually the "why" questions. „Why are you reading?“ „Why did you start teaching?“, „Why did you fail?“. Humans seems to be interested in each other's behaviour, and the causes of their action. The answer lies in the concept of „motivation“.

“Countless studies and experiments in human learning have shown that motivation is a key to learning in general (Wciner, 1986; Deci, 1975; Maslow, 1970). In the field of second language acquisition, in particular, the subject of motivation has garnered plenty of attention (see Dornyei, 2005, 2001, 1998; Dornyei & Skehan, 2003; Dornyei & Sel Midt, 2001; Spolsky, 2000, Gardner & Lambert, 1972). But broad claims can gloss over a detailed understanding of exactly what motivation is and what the subcomponents of motivation are. What does it mean to say that someone is motivated? How do you create, foster, and maintain motivation?” (H. Douglas Brown, 2006, pg. 170)

Firstly, let's find out the meaning of this word. Motivation can be defined as the driving force behind behavior, encompassing the desires, needs, and goals that propel individuals to take action. One definition comes from Richard M. Ryan and Edward L. Deci in their *Self-Determination Theory*. They define motivation as "the energization and direction of behavior towards a goal" (Ryan & Deci, 2000). Another definition of motivation comes from Johnmarshall Reeve, who is known for his work in educational psychology. He defines motivation as "an internal process that activates, guides, and maintains behavior over time" (Reeve, 2015). Motivation, to me, is the logical or emotional conviction which leads us to accomplish our ambition. It's what pushes us to pursue our goals, overcome challenges, and strive for success. Motivation can stem from various sources, including internal desires, external rewards, or a sense of purpose.

It shapes our behavior in numerous ways. Firstly, it provides a sense of direction, guiding us towards our goals. Whether it's achieving academic success, pursuing a career, or maintaining a healthy lifestyle, motivation directs our attention towards the objectives we aim to accomplish.

Furthermore, the intensity of our motivation influences the vigor and effort we invest in our actions. When our motivation is high, we tend to put more energy into pursuing our goals, making us more likely to overcome obstacles and challenges along the way.

Persistence is another key aspect influenced by motivation. Even if „life gives lemons“, motivated individuals show determination and they stay committed to their goals. They are more willing to keep going, maintaining their focus on long-term goals despite short-term setbacks.

Motivation also plays a significant role in decision-making processes. It helps individuals to set their goals, encouraging them to make choices that align with their values and desires, whether it's selecting a career path, pursuing further education, or making lifestyle changes, motivation influences the decisions we make to achieve our aims.

Moreover, motivation can impact our emotional state and overall well-being. When we are motivated, we often experience positive emotions such as enthusiasm, excitement, and confidence, which drive us forward towards our goals. On the other hand, a lack of motivation may lead to frustration, or loose of interest, and this can influence the outcome of our work. By

harnessing motivation effectively, we can unlock our full potential and achieve our goal, while building knowledge along the way.

From what stems our motivation and how does that influence us?

Edward L. Deci wrote that psychoanalytic theorists focused on unconscious processes, suggesting that behavior is influenced by unconscious drives and the environment. Cognitive psychologists, on the other hand, emphasize thought processes and decision-making. Humanistic psychologists view humans as active beings making continuous choices, focusing more on the overall experience of individuals. Some psychologists study the affective component of behavior, suggesting that behavior patterns develop based on associated feelings. Behaviorists, meanwhile, focus on the mechanistic links between stimuli and responses through reinforcement. (L. Deci, 1975, pg. 9-10)

Another important aspect of motivation, perhaps the most impactful, is how much learners are driven internally or externally to succeed in a task. Inner motivation refers to the drive that comes from within an individual, such as personal interest or enjoyment of the activity itself, while outer motivation stems from external factors like rewards or punishments. Deci and Ryan have studied these concepts in their *Self-Determination Theory*. Inner motivation, driven by personal interest, curiosity, and enjoyment of the language itself, can lead to deep and persistent learning. When students are motivated because of themselves, they are more likely to actively participate in lessons and seek out additional resources. On the other hand, outer motivation, which arises from external factors like grades, praise, or rewards, also influences students' learning experiences. While extrinsic rewards can provide temporary boosts in motivation and encourage certain behaviors, they may not be lasting.

THE STUDENT'S NEEDS

A well designed program can help a student to achieve their aim easier and faster. This program should be flexible and tailored to the needs of that student. Although there isn't a single method that works for everyone, using different approaches in the teaching plan makes sure we cover all bases when learning or teaching a language.

Before starting to teach, we have to observe who we are going to pass our knowledge on. The student's learning capability varies through their age and mental maturity. But how to find out the learning preferences of a student? The most common way is through written surveys. The answers will reveal the way the students like to learn. While these surveys aren't always completely accurate, they've been giving teachers and students information that helps them understand how to head toward their goal.

After studying H. Douglas Brown's „Teaching by Principle”, I have prepared a table, which consists of the most efficient ways according to the researchers, paired with the age group. While making this table, I paid close attention to the age peculiarities, and the method of teaching, that would be most suitable for the age group.

Age Group	Most Efficient Way of Teaching Language
Toddlers (1-3 years)	Aid language development through everyday interactions, such as talking, singing, and reading aloud. With using simple, repetitive language the young children can understand us better, and with imitating we can achieve even better results. Using activities that involve the senses, like touch, sight, and hearing, and interactive games or activities makes the learning process more effective and engaging for young children. Researcher: Patricia Kuhl (1997)
Preschoolers (3-5 years)	Using play-based activities and interactive games to introduce vocabulary and basic language concepts seems to be an adequate way of teaching children in this age. They are interested in visuals and gestures, thus songs, rhymes, and storytelling are useful during teaching. Researcher: Jean Piaget (1952)
Early Elementary (6-8 years)	Use hands-on activities, visual aids, and games to reinforce language skills. Children in this age are curious and eager to explore. Encourage creativity through individual projects and group activities. Researcher: Lev Vygotsky (1934)

Age Group	Most Efficient Way of Teaching Language
Upper Elementary (9-11 years)	Introducing more complex language structures and vocabulary through storytelling, discussions, and project-based learning. Provide opportunities for independent reading and writing to develop fluency and comprehension. Children around this age are starting to become independent, and the teacher can use this in the teaching process by giving the students tasks, which require data collecting, project work, and solving puzzles. These tasks allow students to work at their own pace, and increase their confidence. Researcher: Jerome Bruner (1960)
Adolescents (12-14 years)	Put emphasis on independent learning and critical thinking skills through interactive tasks, debates, and multimedia projects. Take advantage of the technology, use visual aids, presentations, and videos. Include group projects, interactive discussions, and hands-on experiments. They enjoy creative tasks like writing stories, producing videos, or designing presentations. Incorporating technology, games, and real-world connections can further enhance their interest and motivation in learning. Support peer collaboration and self-expression. Researcher: Albert Bandura (1977)
Teens (15-18 years)	Using a learner-centered approach that respects their independence and interests. Real-world topics, current events, and multimedia resources can make the lesson more interesting for them. Providing opportunities for group and pair work, and self-assessment. Researcher: Zoltán Dörnyei (2001)

With the newly gained knowledge we can surely state, that the student's are playing a huge learn trough the process of language learning. With their arrival to the world they start to explore their mother tongue, firstly by observing how adults talk, after that they start to mimic them, and in the end they will master the first language they have learned. During the critical period, these young ones can start to learn another language, and if they have the right motivation, let it be internal or external, they will be able to use it for their goals. In my opinion, it is crucial for a teacher, to recognize, how can a student be taught in the most efficient way, and use it to raise the seed of a new language into a beautiful blooming plant.

CHAPTER 3: LANGUAGE LEARNING STYLES, STRATEGIES AND METHODS, THEIR APPLICATION IN THE CLASSROOM

In the following chapter we will discover the definition of language learning styles and strategies, their aim, and usage in the classroom. We will talk about which factors are influencing the way a student learns, and how can we benefit from this knowledge while teaching a new language.

The question of the best method for language study is a persistent one, often asked by both teachers and learners alike. While some may approach the task with simply following the methods they themselves were taught, others seek new ways to pass on knowledge in a more effective way.

The ideal method is often considered to be one that works in the most effective way to reach the desired outcome. The true challenge lies in determining which method best aligns with the goal. Before deeply diving into the search for the best method, it's crucial to define precisely what that goal is. Language learners may have different aims, such as reading and writing proficiency, conversational fluency, or mastery of pronunciation. The learner has to know his individual aim, and search for a method, which will help him to achieve his goal. Experimentation with various methods are common, with the students eventually finding what works best for them.

Moreover, the duration of study plays a significant role in determining the most suitable method. There is a difference between the intense and the mild language learning course's approaches. The former prioritizes immediate results and may involve shortcuts, sacrificing some depth for speed. In contrast, longer courses allow for a more natural, deeper progression, with time for reflection and adaptation.

Individual needs also influence the choice of method. Those students, who are emerged in self-study can tailor their approach to focus on specific areas, such as pronunciation, spelling, or listening comprehension. In a classroom with multiple students, the teacher tries to meet the needs of most students while also making sure that different ways of learning and different skill levels are taken into account.

What are the different ways of teaching? What is a learning style?

„Language learning styles and strategies are among the main factors that help determine how – and how well –our students learn a second or foreign language. A second language is a language studied in a setting where that language is the main vehicle of everyday communication and where abundant input exists in that language. A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted” (Rebecca L. Oxford, 2003., pg. 1)

LEARNING STYLES IN THE CLASSROOM

A learning style refers to an individual's preferred method or approach to acquiring new knowledge and skills. One prominent researcher in this field is David Kolb, who developed the Kolb Learning Style Inventory (LSI) in 1976. Kolb defines learning styles as characteristic cognitive, affective, and psychological behaviors that serve as indicators of how individuals perceive and process information. Richard Felder and Linda Silverman stated a similar definition, they described learning style as an individual's preferred way of gathering, organizing, and interpreting information.

Ehrman and Oxford (1990) identified 9 key style dimensions that matter in L2 learning, though there may be more style aspects that could have an impact. In this chapter we will discuss four learning style dimensions that are expected to have a significant connection with L2 learning: sensory preferences, personality types, preferred level of generality, and biological variances. (Rebecca L. Oxford, 2003., pg. 2-3)

SENSORY PREFERENCES

They can be categorized into four main types: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented). These preferences relate to the ways students best absorb information through their senses. Visual learners prefer reading and benefit from visual aids, like presentations and colourful images. They may find lectures, discussions, and verbal instructions confusing without visual support. Auditory learners, on the other hand benefit from discussions, and dialogues. They enjoy activities like role-plays but may struggle with written tasks. Kinesthetic and tactile learners prefer hands-on activities, such as working with physical objects, they find it difficult to sit still for long periods and prefer frequent breaks and movement.

PERSONALITY TYPES

Personality Types are another important aspect of L2 education, which can be categorized into four strands: extraverted vs. introverted; intuitive-random vs. sensing-sequential; thinking vs. feeling; and closure-oriented/judging vs. open/perceiving. Personality type, also known as psychological type, is a concept rooted in the work of psychologist Carl Jung. Ehrman and Oxford (1989, 1990) discovered significant connections between personality type and L2 proficiency in native English-speaking learners of foreign languages. (Rebecca L. Oxford, 2003., pg. 6)

Extraverted vs. Introverted. Extraverts gain energy from external interactions and often have numerous friendships, while introverts derive energy internally and tend to have fewer, deeper friendships. Teachers can help extraverts and introverts collaborate by managing time limits in the classroom to moderate extraverts' enthusiasm and rotating discussion leadership roles to ensure introverts can participate equally.

Intuitive-Random vs. Sensing-Sequential. Intuitive-random students think abstractly, focus on future possibilities, and prefer guiding their own learning, while sensing-sequential learners prefer concrete facts, clear instructions, and consistency. To accommodate both types, teachers should offer structured lessons for sensing-sequential learners and various options for intuitive-random students.

Thinking vs. Feeling. Thinking learners prioritize truth and competence and may appear detached, while feeling learners value personal connections and express empathy. Teachers can encourage thinking learners to show compassion and suggest feeling learners moderate emotional expression when working together.

Closure-oriented/Judging vs. Open/Perceiving. Closure-oriented students seek quick judgments and clarity, preferring structured tasks with deadlines, while open learners enjoy new experiences and dislike deadlines. Both types provide balance in the classroom, with closure-oriented learners focused on tasks and open learners enjoying the learning process. Skilled teachers create cooperative groups that include both types to foster collaboration.

PREFERRED LEVEL OF GENERALITY

This aspect compares learners who focus on the big picture with those who concentrate on details. Global learners prefer interactive, communicative activities emphasizing the main idea, while analytic learners pay attention to grammatical details and may avoid guessing from context unless confident. Both types can learn from each other, and finding a balance between the two approaches is beneficial for language learning.

BIOLOGICAL FACTORS

Biorhythms, sustenance, and environment can influence L2 learning styles. Biorhythms determine peak performance times, sustenance affects concentration, and environmental factors vary among learners. Teachers can accommodate these differences to support students' learning.

While sticking to preferred styles is beneficial, learners should occasionally step outside their comfort zones. Teachers can facilitate this by offering diverse activities within a learner-centered approach.

LEARNING STRATEGIES IN THE CLASSROOM

The term "strategy" originates from the ancient Greek word "strategia," meaning steps or actions taken to achieve victory in war. A strategy is considered useful if it aligns well with the specific language learning task, fits the learner's style preferences to some extent, and is employed effectively while being integrated with other relevant strategies. Strategies meeting these criteria can make learning easier, faster, more enjoyable, self-directed, effective, and transferable to new situations (Oxford, 1990). Additionally, learning strategies can foster independence and lifelong learning skills (Allwright, 1990; Little, 1991).

Strategy Use and Learning Styles

Students often naturally gravitate towards learning strategies that align with their preferred learning styles (Ehrman & Oxford, 1989; Oxford, 1996a, 1996b). However, teachers can assist students in exploring strategies outside their primary preferences, thus broadening their learning horizons (Ehrman & Oxford, 1989; Oxford, 1996a, 1996b).

Conscious Goal-Directed Strategies

Learning strategies are purposeful actions consciously chosen by learners to achieve language learning goals. For example, Divna, aiming to conduct research in chemistry using L2 articles,

implements strategies like weekly article reading, skimming for main points, and using dictionaries to enhance understanding. (Pressley with McCormick, 1995., pg. 28).

Positive Outcomes

In various subjects, including L2 learning, employing learning strategies correlates with higher achievement and proficiency (Pressley & Associates, 1990., pg. 51). Studies on "good language learners" reveal that effective learners demonstrate strategic orchestration and reflection on their learning processes (Nunan, 1991., pg. 168).

Effective Strategy Instruction

Effective strategy instruction involves demonstrating the utility of strategies, teaching their application, and fostering their transferability to diverse tasks and contexts (Oxford & Leaver, 1996., pg. 63). Incorporating strategy instruction into regular L2 teaching yields significant benefits, promoting student motivation, self-efficacy, and proficiency (Nunan, 1997., pg.77).

Students tend to use learning strategies aligned with their preferred learning styles, and teachers can help them explore new strategies. Learning strategies are purposeful actions chosen by learners to achieve language goals. Employing these strategies leads to higher achievement and proficiency. Effective strategy instruction involves demonstrating, teaching, and fostering the transferability of strategies in regular teaching practices.

There are six major groups of learning strategies identified by Oxford (1990., pg. 17):

COGNITIVE STRATEGIES

Cognitive strategies involve directly manipulating language material, such as reasoning, analysis, note-taking, summarizing, and synthesizing information. These strategies, shown to enhance L2 proficiency, were investigated in studies by Kato, Ku, Oxford, Ehrman, Judd, Giesen, and Park, among others. Notably, three studies were conducted in EFL contexts, while two focused on native English speakers learning Kanji and various foreign languages.

METACOGNITIVE STRATEGIES

Metacognitive strategies involve managing the overall learning process, such as understanding one's learning style, planning tasks, organizing materials, and evaluating progress. Studies have shown that metacognitive strategies positively impact cognitive strategy use and L2 proficiency.

MEMORY-RELATED STRATEGIES

Memory-related strategies aid in linking L2 items or concepts, using techniques like acronyms, rhyming, mental imagery, and more. While memory strategies can boost proficiency, they may not always relate positively to test performance. „Various memory-related strategies enable learners to learn and retrieve information in an orderly string (e.g., acronyms), while other techniques create learning and retrieval via sounds (e.g., rhyming), images (e.g., a mental picture of the word itself or the meaning of the word), a combination of sounds and images (e.g., the keyword method), body movement (e.g., total physical response), mechanical means (e.g., flashcards), or location (e.g., on a page or blackboard)” (Oxford, 2003., pg. 13)

COMPENSATORY STRATEGIES

Compensatory strategies help learners cope with missing knowledge, like guessing from context or using synonyms. These strategies, though primarily for language use, also contribute to language learning. Guessing from the context while listening and reading in the target language; using synonyms and “talking around” the missing word to aid speaking and writing; and using gestures or pause words for speaking are a part of this strategy.

AFFECTIVE STRATEGIES

Affective strategies, such as managing mood and anxiety, have shown mixed effects on proficiency, possibly diminishing as learners progress. Talking about feelings, rewarding oneself for good performance, and using deep breathing or positive selftalk in target language are included in this strategy.

SOCIAL STRATEGIES

Social strategies involve interaction with others and understanding the target culture, positively associated with L2 proficiency in various studies. Double checking questions, clearing up confusing points, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms play important role in this strategy.

LANGUAGE TEACHING METHODS IN THE CLASSROOM

While many of us know how languages are taught in school, there are lots of different ways to learn languages. Some ways work better for some individuals than others. Different language teaching methods suit different types of learners.

THE DIRECT METHOD

Direct Method works well for those who learn best through immersion and practical speaking. In this approach, students engage in activities like role-playing everyday conversations such as ordering food at a restaurant or asking for directions in a city. The students are speaking on the target language, emphasis on pronunciation.

THE GRAMMAR-TRANSLATION METHOD

This method appeals to students who excel in memorization and prefer structured learning. Here, tasks may involve translating passages from one language to another and identifying grammar rules within the text, translation and vocabulary learning by heart plays a huge role during the lesson.

THE AUDIO – LINGUAL METHOD

Audio-Lingual instruction, meanwhile, caters to auditory learners who benefit from repetition and auditory cues. In this method, students might engage in activities like repeating and practicing dialogues in pairs or groups to improve pronunciation and fluency.

THE STRUCTURAL APPROACH

For those who thrive on systematic learning this method is ideal. Tasks within this method may include breaking down sentences into grammatical components and rearranging them to form new sentences. During lessons grammatical rules are learned by heart, one at a time, in a set order.

THE TOTAL PHYSICAL RESPONSE (TPR) METHOD

Kinesthetic learners, who learn best through movement and action, find success with the Total Physical Response (TPR) method. In TPR, students follow commands given by the teacher, such as standing up, sitting down, or acting out daily routines, emphasis is on the kinesthetic learning.

THE COMMUNICATIVE LANGUAGE TEACHING METHOD

Communicative Language Teaching (CLT) focuses on real-life communication skills and practical language use, making it suitable for students interested in authentic interactions. This method often involves engaging in role-plays simulating situations like making phone calls, negotiating prices, or participating in job interviews.

THE TASK BASED METHOD

This method appeals to hands-on learners who want to apply language skills to real-world tasks. Students collaborate in groups to complete projects such as planning a trip itinerary, organizing a party, or creating a presentation on a topic of interest.

THE NATURAL APPROACH

The Natural Approach is for students who learn best by hearing and understanding. It's simple: no correction of mistakes and lots of listening. The focus is on finding similarities between the mother language and the target language, the aim is to learn the new language as the first one. Tasks involve listening to understandable language and responding without worrying about errors.

Choosing the best language learning method involves defining goals, considering study duration, and accommodating individual needs and learning styles. Goals vary from reading and writing proficiency to conversational fluency. Learning styles, such as visual, auditory, and kinesthetic

preferences, inform teaching strategies. Personality types also shape learning dynamics. Effective language learning strategies complement styles and goals. Cognitive strategies manipulate language material, metacognitive strategies manage the learning process, and memory-related strategies aid retention. Affective and social strategies address emotional and interpersonal aspects. Various methods cater to diverse needs in classrooms. The Direct Method immerses learners in practical speaking, while the Grammar-Translation Method focuses on structured learning. Through exploration, learners find the method that best fits their goals, enhancing their language learning journey.

CHAPTER 4: RESEARCH ON LANGUAGE LEARNING STRATEGIES AND THEIR APPLICATION IN THE CLASSROOM

The aim of the study was to identify which language learning styles and strategies are used by students and teachers in the classroom. The focus was on how the students learn during foreign language lessons, and in what way do teachers convey their knowledge to them.

METHOD

PARTICIPANTS

The participants were 33 foreign language learner, who completed an online survey, their ages ranged from 12 to 17 years old.

DATA COLLECTION AND INSTRUMENTATION

The aim of the survey was to find out the learning styles and strategies used by students and teachers. The online questionnaire included 20 questions, related to the participants learning preferences, their difficulties on second language acquisition, their present knowledge and the methods used by their teachers. The survey included open-ended questions, multiple-choice questions and Likert scale questions.

I wanted to examine the following hypotheses during the survey:

HYPOTHESES

1. In order to employ the most effective teaching strategy, we must assess the learning styles of the students and tailor our teaching methods accordingly.
2. The consistent exposure to the second language within the environment aids students in gaining a deeper understanding of it and facilitates easier usage.
3. Students are more likely to learn a second language effectively when they have a personal connection to it.

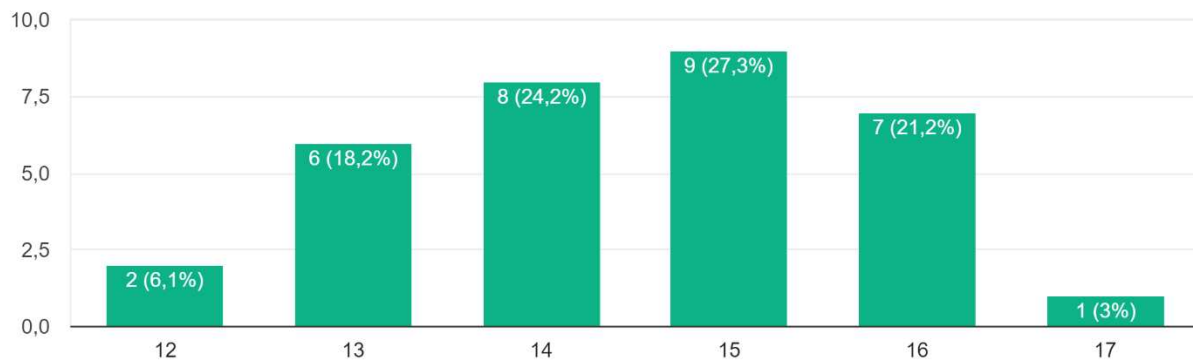
4. The utilization of modern technology, such as laptops, visuals, and projectors, enhances language learning for today's youth.
5. The teacher plays a crucial role in language teaching; with the appropriate method, students find learning easier.

RESULTS

The first two questions were aimed to find out the age and the gender of the students.

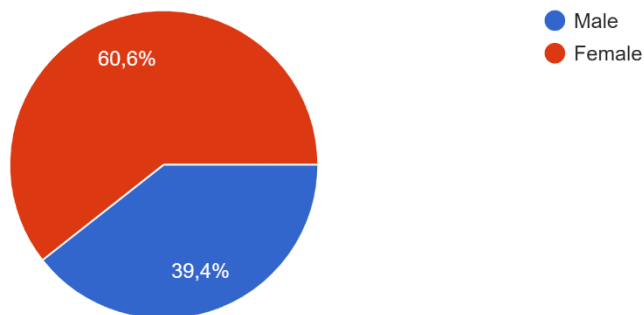
What's your age?

33 válasz



Your gender?

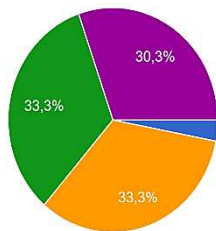
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Of the 33 participants there were 20 females (60.6%), and 13 males (39.4%), their ages varied between 12 and 17 years, most of the answers were from students between the ages of 14-15.

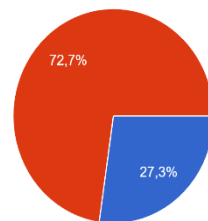
The following 3 questions were aimed at general information about how many languages are the students learning, since when, and how frequently. I was also curious about how do they determine the level of difficulty of language learning. According to the answers most of the students (72.7%) learns two foreign languages, since 4-6 years (48.5%), and for some of them (33.3%) it is not so hard/they are struggling with it, and for the rest (30.3%) it is really hard to learn a new language. This suggests that while many students are engaged in language learning for a longer period of time, there is a notable portion facing difficulties in the process.

What do you think, is language learning...?
33 válasz



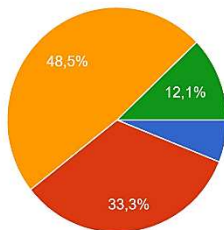
How many foreign languages are you learning?

- Simple
- Easy peasy
- Not so hard
- I might be struggling with some parts...
- Really hard



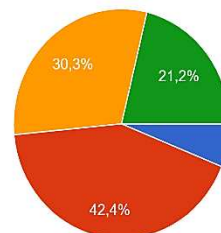
- 1
- 2
- 3

How long have you been learning foreign languages?
33 válasz



- 0-2 years
- 3-4 years
- 4-6 years
- 6 years or more

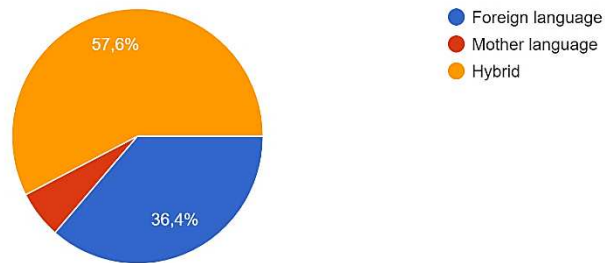
How many foreign language classes do you have in a week?
33 válasz



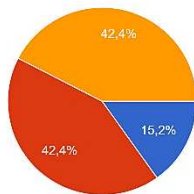
- 2
- 3
- 4
- 5

The next four questions were aimed to find out more details about the foreign language lessons. With the answers I can state that during the lessons teachers prefer to use hybrid language, so that the students can understand the material in their mother tongue, but also hear the explanation in the foreign language, which can help them with pronunciation and develop their listening skills. This is connected to my second hypothesis, which state, that the consistent exposure to the second language within the environment aids students in gaining a deeper understanding of it and facilitates easier usage.

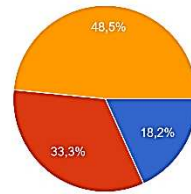
In what language do you speak on these lessons?
33 válasz



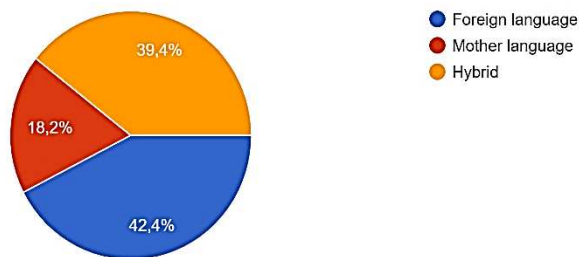
If you're stuck with a task, what language do they use to help you?
33 válasz



What language do the teachers use, when they're explaining the grammar?
33 válasz



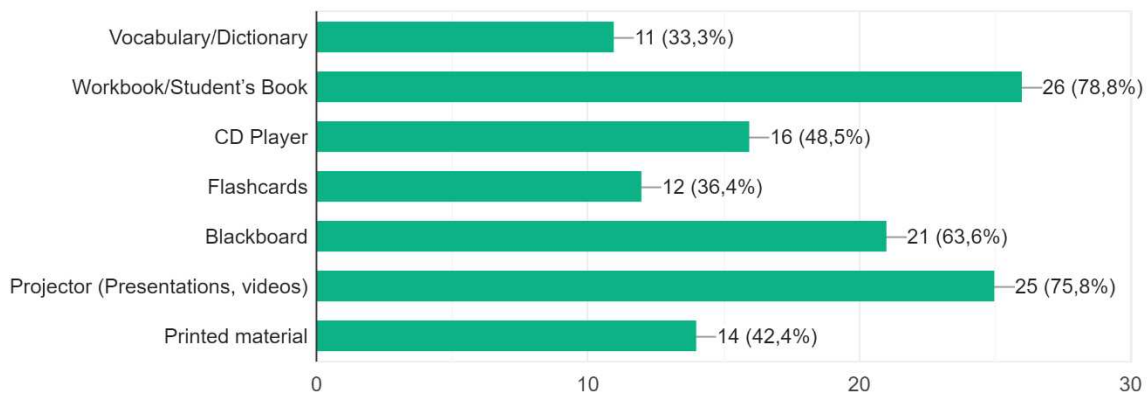
In what language does the teacher give the instructions for the tasks?
33 válasz



The next question was about the tools teachers use during the lesson. The aim was to find out, if my third and fourth hypothesis is right, which were: students are more likely to learn a second language effectively when they have a personal connection to it, and the utilization of modern technology, such as laptops, visuals, and projectors, enhances language learning for today's youth. The answers showed, that the most used tool is the workbook and the student's book, which are essential part of language teaching, but in my opinion, alone they can't stand a chance, since today's youth can't be tied down with written words only. The winner of the second place is the projector, which indicates, that the process of teaching started to use more modern tools to gain student's attention. Multimedia resources, including videos, audio recordings, and interactive simulations, create dynamic and immersive learning environments, and students have personal connection to modern devices, because they use them almost every day. Utilizing devices like CD players, flashcards, blackboards, and printed materials enhances language teaching by providing auditory, visual, and interactive learning experiences. CD players offer authentic language recordings for listening practice, while flashcards aid vocabulary acquisition.

What devices does your teacher use in the lesson? You can mark more than one!

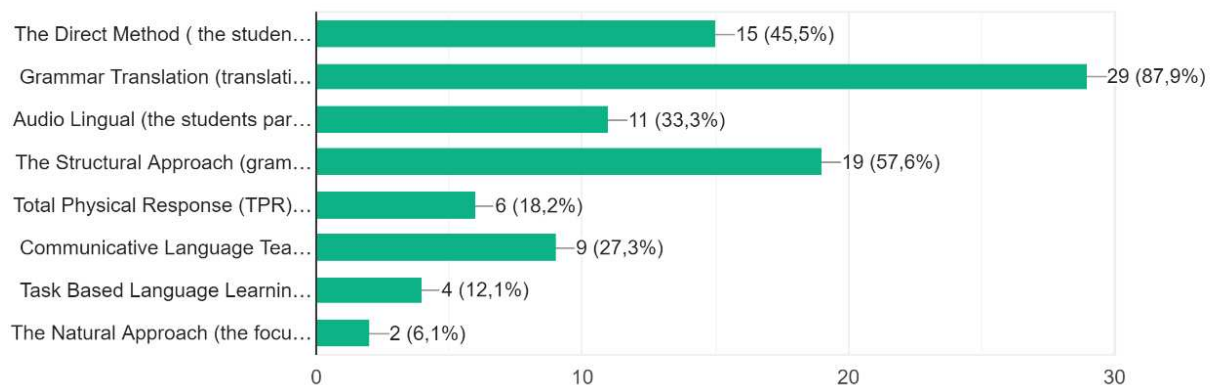
33 válasz



The next three questions were aimed to estimate students knowledge about language learning styles and strategies, and if they recognize them in use. Majority of the students couldn't name language learning techniques or strategies, but there were a few ideas, like: „I always translate what I learn” or „I listen to english music”, which alone are not strategies, but can be connected to them. This indicates, that the students are not aware of learning strategies, but are using them uncounciesly. In the next question the taks was to recognize, what method did the teachers use during the lessons. I have prepared a short explanation to the methods, so that students can give accurate answers, and the answers sugested that the most used one is the grammar translation method. According to this translation and vocabulary learning plays huge part during the lessons, in this way students will be able to translate accurately and their reading skills will develop significantly.

Do you recognize, what methods do your teachers use? You can mark more than one!

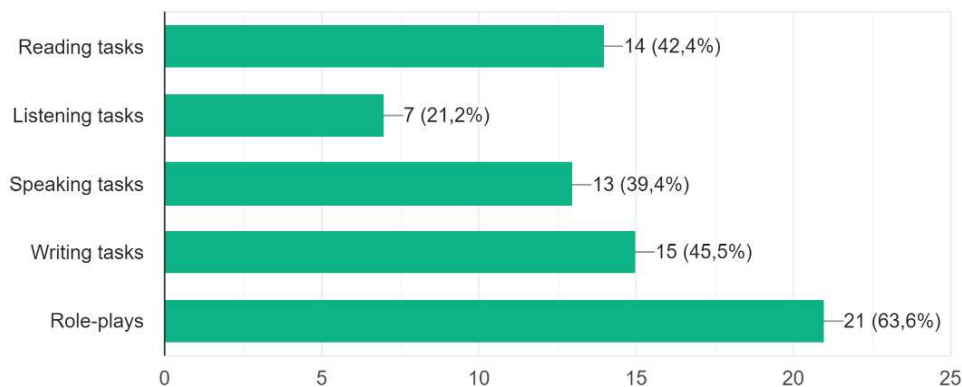
33 válasz



The next question was aimed to find out which activities are favoured by the students. With this, I wanted to prove my first hypothesis, which states that in order to employ the most effective teaching strategy, we must assess the learning styles of the students and tailor our teaching methods accordingly. With finding out which activities are the most popular among the students, and including them into the lessons, we can gain the attention of our students, and create an effective learning environment for them. The winner of the first place was role plays, 63.6% of the students preferred this activity during the lessons. Role plays in language lessons help students practice speaking and listening by acting out real-life situations. They make learning fun and boost confidence in using new words and grammar. This can be connected to my third hypothesis as well, that states that students are more likely to learn a second language effectively when they have a personal connection to it. If students prefer this kind of activity, they will be more eager to learn if we use it during teaching.

Which comprehension tasks or activities do you prefer in the lesson? You can mark more than one!

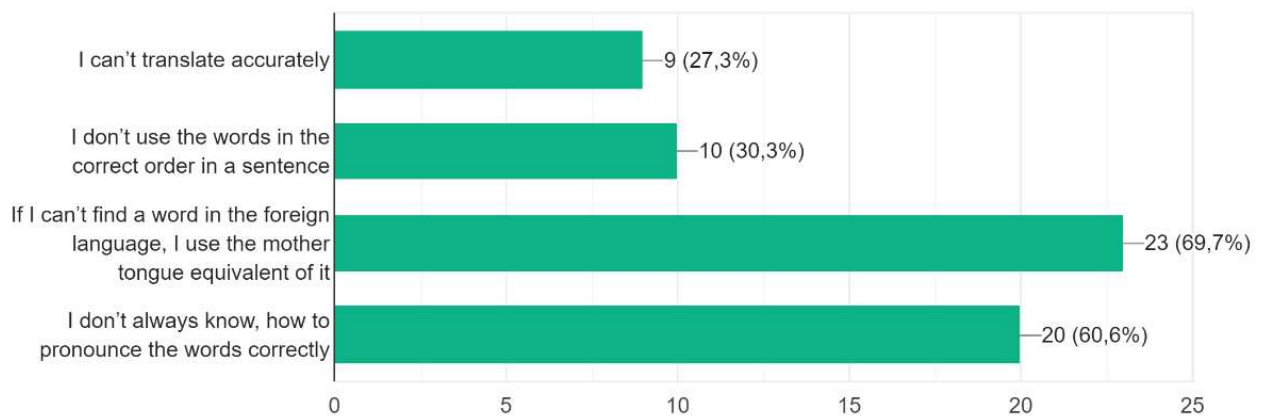
33 válasz



I was curious about the difficulties students occur during the process of language learning, so my next question was aimed to find out the answer. According to the students, using the mother tongue equivalent for a word we don't know in the foreign language is a common problem. The second most occurring problem was that they can't pronounce the word accurately. The solution to these problems are to dive deeper to translating and communicating during lessons with the help of the teacher. If the educator include the grammar-translation and the communicative language teaching method, these problems can be minimized, as my fifth hypothesis states: the teacher plays a crucial role in language teaching; with the appropriate method, students find learning easier.

What difficulties do you have while learning a new language? You can mark more than one!

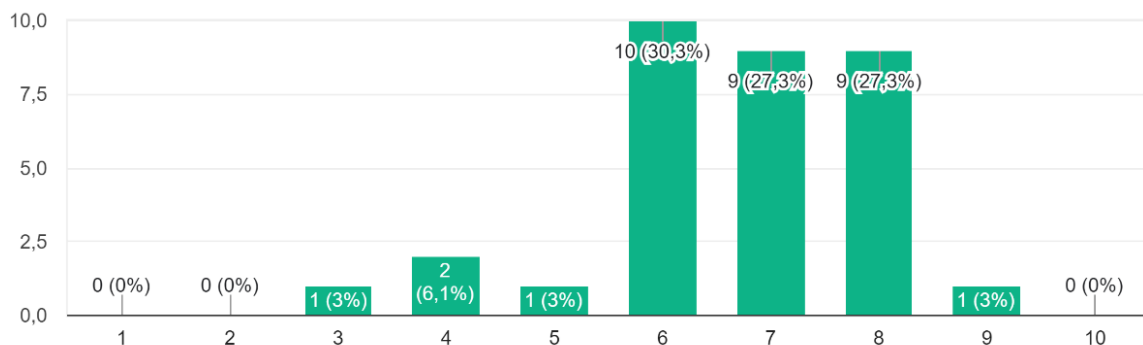
33 válasz



The four following questions students were asked to rate their knowledge in vocabulary, reading, speaking and listening skills on a Likert scale from 1 to 10. With this I was determined to find out how do students see their own development in language learning. This question provided insights into students' self-assessment of their language proficiency and allowed for a better understanding of their strengths and areas for improvement in language learning.

10 student out of the 33 stated that their vocabulary knowledge is worth a 6 on a 10 scale, and 9-9 stated that it is worth 7-8. Only one student thought that their knowledge is almost perfect, a 9 out of 10. This shows that students are not so confident in their vocabulary, and it needs more attention. With the help of communicative language learning method, teachers can improve the vocabulary of the students by using dialogues and speaking tasks during the lesson.

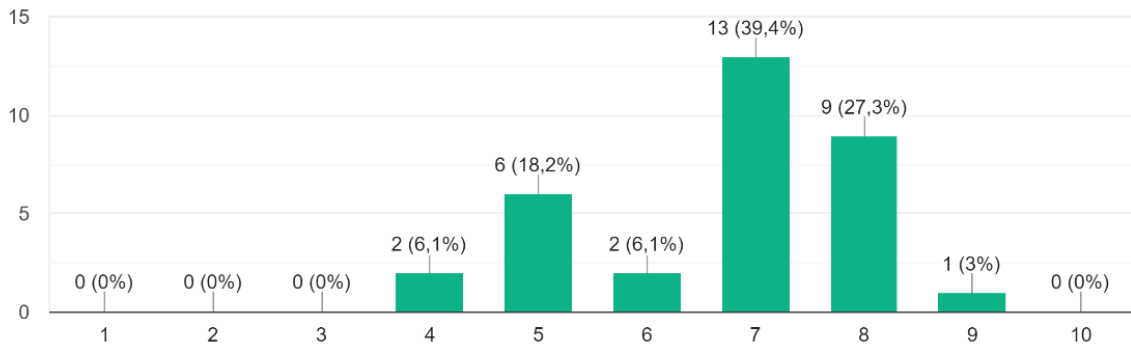
Vocabulary
33 válasz



The reading skill is in the middle section among the students, most of them rate their knowledge on this field a 7 out of 10. The solution can be the usage of grammar translation method during the lessons, where students would read and translate more.

Reading

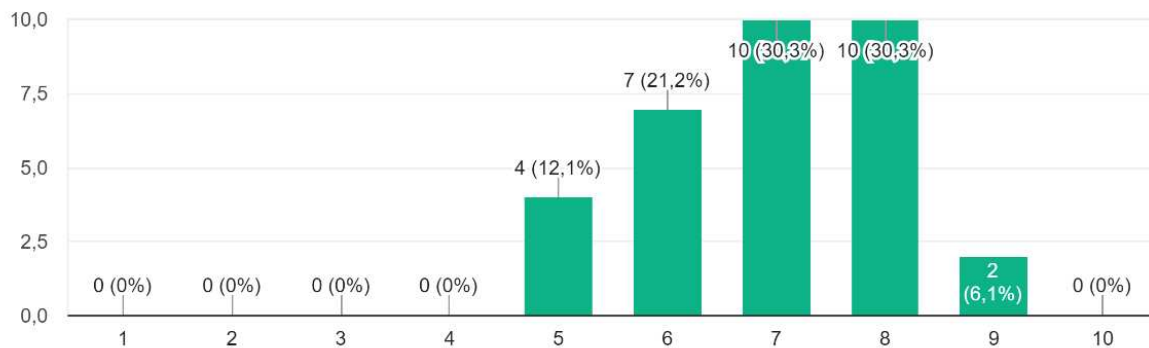
33 válasz



The listening skill is also in the middle section, with 20 people rating their knowledge 7-8 points out of 10. This skill can be improved with the audio lingual method, in which students would listen to dialogues, and pay attention to the pronunciation and understanding the concepts and situations by listening to them.

Listening

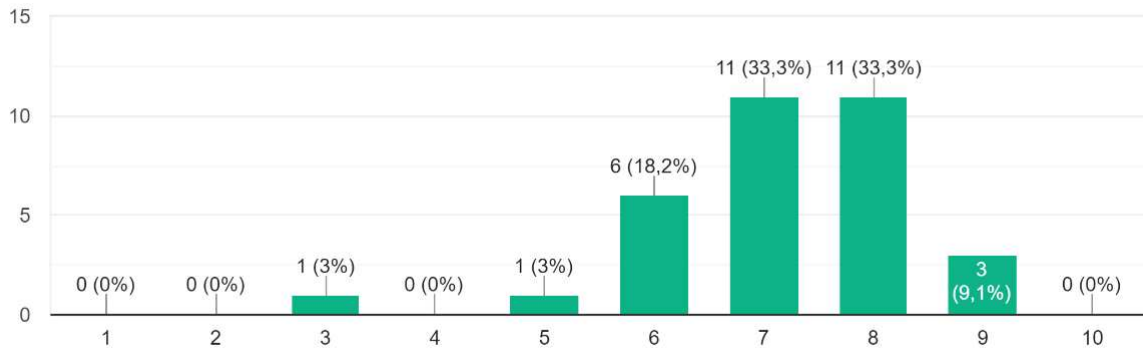
33 válasz



Speaking skills are mostly rated between 7 and 8 as well, but 3 students are confident in their knowledge and stated 9 out of 10, which is a great result. So far this is the skill that the students are most confident about.

Speaking

33 válasz



The following 2 questions aim was to find out which strategies are the most efficient for students, and which one do they prefer in their individual learning. The metacognitive strategies were the most popular one in both of the questions. Gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and appreciating task success is commonly used by these students.

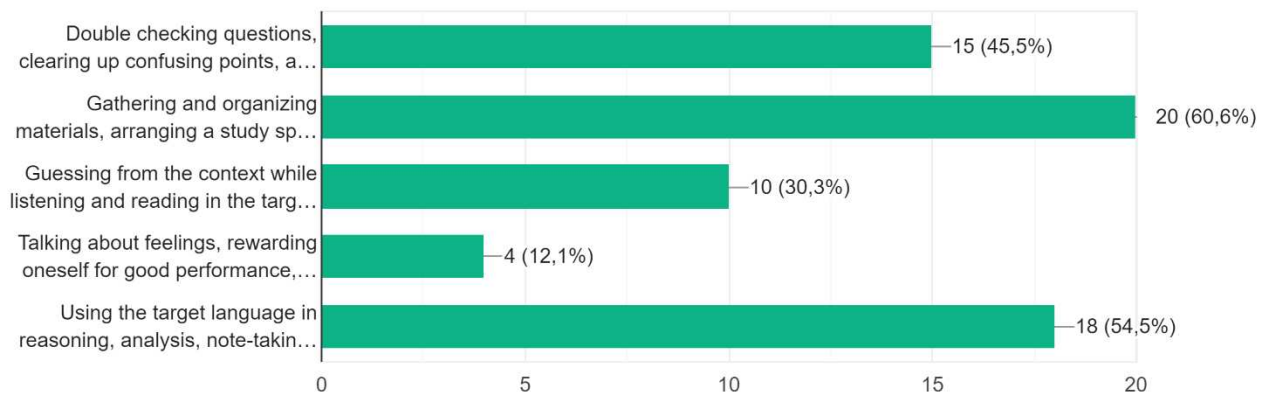
Which strategy is the most efficient for you?

33 válasz



Which strategies do you use more in your individual learning? You can mark more than one!

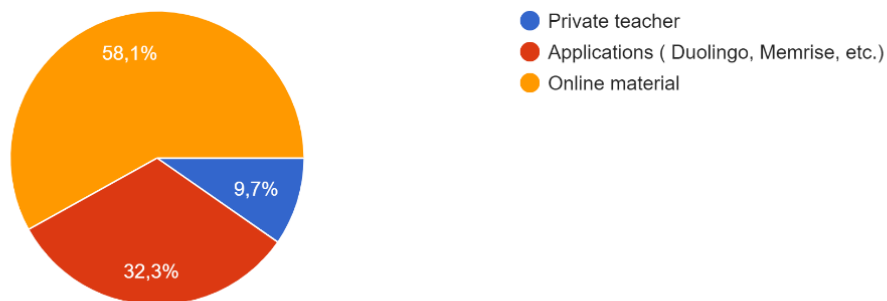
33 válasz



The last questions aim was to find out whether the students use any other form of language learning outside the school. The answers suggested, that 18 students out of the 33 use some kind of online material, such as videos, series, movies or simply just music to learn, 10 student stated that they are using applications for language learning. This can contribute to my third and fourth hyphothesis, which states that students are more likely to learn a second language effectively when they have a personal connection to it, and the utilization of modern technology, such as laptops, visuals, and projectors, enhances language learning for today's youth. The usage of modern technologies are connected personally to the younger generations, since they are using it in their everyday life. 3 people goes to private teacher to develelop their language learning further.

Do you use any other form of language learning, outside school?

31 válasz



In conclusion, my research aimed to investigate language teaching styles and strategies among students and teachers, as well as the challenges encountered during language learning and common learning strategies used by students outside of school. The questionnaire was divided into five parts: one assessing the dynamics of foreign language lessons, another exploring classroom learning styles and strategies, a section on difficulties faced by students in language learning, one focusing on students' proficiency levels, and a final part examining language learning activities outside of school.

The data on teaching methods showed a preference for hybrid language use, aligning with the hypothesis that consistent exposure to a second language aids learning. Additionally, while

traditional tools like workbooks were prevalent, the projector emerged as a modern alternative, indicating a shift towards multimedia resources. However, students showed limited awareness of language learning strategies, suggesting a need for explicit instruction in this area. The popularity of role plays highlighted their efficacy in enhancing speaking skills and fostering personal connections to language learning. Challenges such as pronunciation and translation were identified, with potential solutions including a combination of grammar-translation and communicative language teaching methods. Self-assessment revealed areas of improvement, particularly in vocabulary, which could be addressed through communicative language learning techniques. Overall, the study underscored the importance of tailored teaching methods, technological integration, and metacognitive strategies in optimizing language learning outcomes for students.

CONCLUSION

In conclusion, the goal of my study was to investigate how and when to use different teaching methods to meet the needs of diverse learners effectively. Through the first three chapters, we have discovered the history of language teaching, and the journey of language learning, after that we delved into language learning styles and strategies used in the classroom by students and teachers. The subject of my work was to explore the relationship between learning and teaching styles, and to clarify how to use them in a way that benefits the process of language teaching and learning.

At the beginning of my thesis we've explored the history of language teaching, we've seen how it's changed over time. Through the different periods, starting with ancient times, people were always interested in how language is functioning. Each era had its own way of teaching languages. Our journey through the history of language teaching has revealed a rich tapestry of evolving methodologies and practices. From the organic acquisition of ancient tongues within communal settings to the structured dissemination of knowledge in early schools, each era has left a distinct imprint on the landscape of language education.

As societies progressed, the imperative for multilingualism became increasingly evident, driven by expanding horizons of trade, exploration, and cultural exchange. The emergence of formal education systems provided avenues for language instruction, albeit initially restricted to the privileged few. However, as the world became more interconnected, proficiency in foreign languages emerged as an indispensable skill, permeating various facets of modern life.

Today, whether in the classroom, the workplace, or leisure pursuits such as travel, the ability to communicate in multiple languages is regarded as a valuable asset.

This journey starts as soon as we are born into this world, and start to communicate, firstly by crying, later with coos, and when we reach the appropriate age, with words and complex sentences. There were thousands of studies dealing with how does this miracle happen, how do we learn our first language? Is it inside of us when we are born, or is it learned through the years? When should we start to learn a new language?

We found the answers to these questions, and learned about how language is born inside of us. We learned that there are different ways we can “raise” that knowledge inside of us: with

different methods and strategies developed through centuries of researching on the features of language learning and what influences this process. How do we teach children new languages, which method, strategy, styles should be used while teaching an individual?

In the fourth chapter I presented an empirical research, analysing its answers with diagrams. The sample consisted of 33 foreign language learning students. After processing data, it was concluded that a significant part of the participants were aged between 12 and 17 years old, and are studying 2 languages since a longer time of period, 4-6 years. According to the answers, during the lessons teachers prefer to use hybrid language, and they start to introduce multimedia devices during the teaching, such as laptops and projectors to gain the attention of the students. Regarding language learning styles and strategies, students are not aware, that they are using them, but able to recognize them during lessons. Further analysis showed that the most used method during the lesson is the Grammar Translation Method. Another important finding was that role plays are favoured by students, and their usage in the classroom can contribute to the learning process. However, according to the student's answers, a majority of them meets with problems during language learning, most of them can't translate accurately, or has problems with pronunciation. The results of this study indicate that there is more need for translation and the practice of speaking skills in the classroom. The most interesting findings were the ratings students gave on their own knowledge. This question provided insights into students' self-assessment of their language proficiency and allowed for a better understanding of their strengths and areas for improvement in language learning. The data analyzed from the answers of the following two questions, suggested that Metacognitive strategies are the most effective for the majority of students, and they are using it during their individual learning. Gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and appreciating task success is commonly used by them, resulting in improved learning outcomes and a deeper understanding of the material. The last question was aimed to find out, whether children use any other form of language learning, outside the school. The findings suggested that among a vast amount of students are using online materials and applications to aid their language learning process.

How does language learning work, what difficulties students face while learning, how do they learn, how do we teach them? When I started to write this thesis, these were the questions I

wanted to answer. In the end I think, I found the answers, and understood how different we are, and how we can and should be learning differently.

РЕЗЮМЕ

На завершення, метою мого дослідження було вивчити, як і коли використовувати різні методи викладання для ефективного задоволення потреб різних учнів. Протягом перших трьох розділів ми вивчили історію викладання мов та шлях навчання мовам, після чого занурилися в стилі та стратегії вивчення мов, які використовуються в класі студентами та викладачами. Темою моєї роботи було дослідити взаємозв'язок між стилями навчання та викладання та з'ясувати, як використовувати їх таким чином, щоб це сприяло процесу викладання та вивчення мов.

На початку моєї роботи ми дослідили історію викладання мов і побачили, як вона змінювалася з часом. Протягом різних періодів, починаючи з давніх часів, люди завжди цікавилися функціонуванням мов. Кожна епоха мала свій спосіб викладання мов. Наша подорож через історію викладання мов виявила багату мозаїку еволюціонуючих методологій та практик. Від органічного освоєння давніх мов у комунальних середовищах до структурованого поширення знань у ранніх школах, кожна епоха залишила свій унікальний слід у галузі викладання мов.

З розвитком суспільств необхідність багатомовності ставала дедалі очевиднішою, що було зумовлено розширенням горизонтів торгівлі, досліджень та культурного обміну.

Виникнення формальних систем освіти надало можливості для викладання мов, хоча спочатку вони були доступні лише для привілейованих. Однак, зі збільшенням взаємопов'язаності світу, володіння іноземними мовами стало невід'ємною навичкою, яка проникає в різні аспекти сучасного життя.

Сьогодні, чи то в класі, на робочому місці, чи у дозвіллі, таких як подорожі, здатність спілкуватися кількома мовами вважається цінним активом. Ця подорож починається, коли ми народжуємося у цей світ і починаємо спілкуватися, спочатку плачем, потім згукми, а коли досягаємо відповідного віку, словами та складними реченнями. Було проведено тисячі досліджень, присвячених тому, як відбувається це диво, як ми вивчаємо свою першу мову? Чи є вона всередині нас з моменту народження, чи вивчається протягом років? Коли нам слід почати вивчати нову мову?

Ми знайшли відповіді на ці питання та дізналися, як мова зароджується всередині нас. Ми дізналися, що існують різні способи "виховання" цих знань у нас: з використанням різних

методів та стратегій, розроблених протягом століть досліджень особливостей вивчення мови та того, що впливає на цей процес. Як ми навчаємо дітей нових мов, які методи, стратегії, стилі слід використовувати під час викладання окремій людині?

У четвертому розділі я представив емпіричне дослідження, аналізуючи його результати за допомогою діаграм. Вибірка складалася з 33 студентів, які вивчають іноземні мови. Після обробки даних було встановлено, що значна частина учасників віком від 12 до 17 років вивчають 2 мови протягом тривалого періоду, 4-6 років. Згідно з відповідями, під час уроків вчителі надають перевагу використанню змішаних мов і починають вводити мультимедійні пристрої під час викладання, такі як ноутбуки та проектори, щоб привернути увагу студентів. Щодо стилів та стратегій вивчення мов, студенти не усвідомлюють, що вони їх використовують, але можуть розпізнати їх під час уроків. Подальший аналіз показав, що найбільш використовуваним методом під час уроків є метод граматичного перекладу. Ще одним важливим висновком було те, що студенти надають перевагу рольовим іграм, і їх використання в класі може сприяти процесу навчання. Однак, згідно з відповідями студентів, більшість з них стикаються з проблемами під час вивчення мови: більшість не можуть точно перекладати або мають проблеми з вимовою. Результати цього дослідження свідчать про те, що в класі є потреба в більшій кількості перекладів та практиці мовленнєвих навичок. Найцікавішими висновками були оцінки, які студенти давали своїм знанням. Це питання надало уявлення про самооцінку студентів щодо їхньої мовної компетенції і дозволило краще зрозуміти їхні сильні та слабкі сторони у вивченні мов. Дані, проаналізовані з відповідей на наступні два питання, показали, що метакогнітивні стратегії є найбільш ефективними для більшості студентів, і вони використовують їх під час індивідуального навчання. Збирання та організація матеріалів, облаштування місця для навчання та графіку, контроль за помилками та оцінка успіхів у завданні є поширеними серед них, що призводить до покращення результатів навчання та глибшого розуміння матеріалу. Останнє питання було спрямоване на з'ясування, чи використовують діти будь-які інші форми вивчення мови поза школою. Результати показали, що значна кількість студентів використовують онлайн-матеріали та додатки для підтримки процесу вивчення мови.

Як працює вивчення мови, з якими труднощами стикаються студенти під час навчання, як вони вчаться, як ми їх навчаємо? Коли я почав писати цю роботу, це були питання, на які я хотів знайти відповіді. У кінцевому підсумку, я думаю, що знайшов відповіді і зрозумів, наскільки ми різні, і як ми можемо та повинні вчитися по-різному.

APPENDIX

QUESTIONNAIRE

Hi! My name is Ivett Máté, I am an IV. year English major student at II. Ferenc Rákóczi Transcarpathian Hungarian College. For my bachelor's thesis I am working on a research on the topic of language learning styles and strategies. Please, help my work with answering these questions anonymously!

1. What's your age?
2. Your gender?
 - Male
 - Female
3. What do you think, is language learning...?
 - Simple
 - Easy peasy
 - Not so hard
 - I might be struggling with some parts..
 - Really hard
4. How many foreign languages are you learning?
 - 1
 - 2
 - 3
 - More
5. How long have you been learning foreign languages?
 - 0-2 years
 - 3-4 years
 - 4-6 years
 - 6 years or more
6. How many foreign language classes do you have in a week?
 - 2
 - 3
 - More: _____
7. In what language do you speak on these lessons?
 - Foreign language
 - Mother language
 - Hybrid
8. In what language does the teacher give the instructions for the task?
 - Foreign language
 - Mother language
 - Hybrid
9. What language do the teachers use, when they're explaining the grammar?

- Foreign language
 - Mother language
 - Hybrid
10. If you're stuck with a task, what language do they use to help you?
- Foreign language
 - Mother language
 - Hybrid
11. What devices does your teacher use in the lesson? You can mark more than one!
- Vocabulary/Dictionary
 - Workbook/Student's Book
 - CD Player
 - Flashcards
 - Blackboard
 - Projector (Presentations, videos)
 - Printed material
12. Do you know any language learning techniques or strategies?
- Yes, _____
 - No
13. Do you use language learning strategies? Please, explain!
14. Do you recognize, what methods do your teachers use?
- The Direct Method (the students are speaking on the target language, emphasis on pronunciation)
 - Grammar Translation (translation and vocabulary learning by heart plays a huge role during the lesson)
 - Audio Lingual (the students participate in dialogues and listening tasks in target language, emphasis is on listening skills)
 - The Structural Approach (grammatical rules are learned by heart, one at a time, in a set order)
 - Total Physical Response (TPR) (students are responding to simple, physical tasks, emphasis is on the kinesthetic learning)
 - Communicative Language Teaching (the focus of this method is the development of communicating skills, with the help of role-plays and dialogues in various situations)
 - Task Based Language Learning (to complete a task, it is vital to use target language, showing the importance of knowing the target language to finish the exercise)
 - The Natural Approach (the focus is on finding similarities between the mother language and the target language)
15. Which comprehension tasks or activities do you prefer in the lesson? You can mark more than one!
- Reading tasks
 - Listening tasks
 - Speaking tasks
 - Writing tasks

- Role-plays
 - Other: _____
16. What difficulties do you have while learning a new language?
- I can't translate accurately
 - I don't use the words in the correct order in a sentence
 - If I can't find a word in the foreign language, I use the mother tongue equivalent of it
 - I don't always know, how to pronounce the words correctly
 - Other: _____
17. On a scale from 1 to 10 how would you rate your knowledge in:
- Vocabulary
 - Reading
 - Listening
 - Speaking
18. Which strategy is the most efficient for you?
- Using the target language in reasoning, analysis, note-taking, summarizing, synthesizing, outlining
 - Gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and appreciating task success
 - Guessing from the context while listening and reading in the target language; using synonyms and "talking around" the missing word to aid speaking and writing; and using gestures or pause words for speaking
 - Talking about feelings, rewarding oneself for good performance, and using deep breathing or positive selftalk in target language
 - Double checking questions, clearing up confusing points, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms
19. Which strategies do you use more in your individual learning?
- Double checking questions, clearing up confusing points, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms
 - Gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and appreciating task success
 - Guessing from the context while listening and reading in the target language; using synonyms and "talking around" the missing word to aid speaking and writing; and using gestures or pause words for speaking
 - Talking about feelings, rewarding oneself for good performance, and using deep breathing or positive selftalk in target language
 - Using the target language in reasoning, analysis, note-taking, summarizing, synthesizing, outlining
20. Do you use any other form of language learning, outside school?
- Private teacher
 - Applications (Duolingo, Memrise, etc.)
 - Online material

Thank you very much for answering, I appreciate it greatly!

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