

TO WHAT EXTENT, AND IN WHAT WAYS, ARE EARL W STEVICK'S SEVEN LEARNING CATEGORIES APPLIED IN SWEDISH SECONDARY EDUCATION?

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## Second Language Acquisition:

*To What Extent, and in What Ways, are Earl W Stevick's Seven Learning Categories Applied in Swedish Secondary Education?*

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## **Abstract**

Today's students are struggling to achieve a pass level at secondary education and have difficulties in learning core subjects such as English. By increasing the size of classes, reducing the number of teachers and constantly reviewing the curriculum, the students are finding it more difficult to achieve a pass grade in foreign languages. Therefore, the aim of the present study is to acquire a broader knowledge of how, and whether, Earl W Stevick's seven learning categories are applied in Swedish education.

The findings of this study indicated that some of the secondary school teachers provide occasionally for all different learning categories, but were unable to accommodate all styles regularly. Moreover, university lecturers were unfamiliar with Stevick's learning categories. Thus, his theories were not part of the formal university curriculum.

However, as only one secondary school and seven universities were included in the study, no generalization for the Swedish educational system could be made, and a more extensive research study is encouraged.

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## **Introduction:**

I have spent the last 10 years of my working life inside different classrooms, teaching both larger and smaller groups. Educating language students has always been a challenge, but now the learning environment is changing in terms of ethnic and cultural diversities. It is not only difficult to acquire the language, but there are also problems related to the increased group size of the classes. Therefore, many of today's pedagogues experience the classroom situation problematic and have difficulty meeting all the learning styles.

As a teacher, I try to vary the different tasks in order to meet all the learning styles. By giving the students a variety of tasks, it is easier to maintain the students' interest and motivation. It is important to provide the correct learning environment both for the visual learners and the oral learners. Thus, I have found it is beneficial to give tasks involving vocabulary cards, recent newspaper articles and tasks linked to oral comprehension.

It has been my experience that a number of students have expressed their concern regarding the teachers' ability to meet the students' needs. As a consequence, graduating students are not reaching their full potential; therefore, they are achieving grades that do not correspond to their true ability. Thus, being less successful at secondary school creates a snowball effect on further education in form of experiencing difficulty in applying and being accepted at university level. Therefore, it is important to determine if the language teachers at secondary education are able to accommodate all the different learning styles.

During my own teacher training, I was introduced to Earl W Stevick's seven learning categories. I have attempted to use these in my own teaching through focusing on a few of the learning categories each lesson. I have found them useful due to the fact that students appear more motivated and willing to learn. Consequently, a greater number of students achieve a pass level in the second language at secondary education.

My aim with this research is to determine whether and, if so, how, Earl W Stevick's seven learning categories are used in the Swedish education system today. To establish that, I will attempt to answer the following two questions in this study:

1. to what extent are Stevick's seven learning categories taught to trainee teachers in Swedish universities, and
2. to what extent, and in what ways, are Stevick's seven learning categories presently utilized in Swedish secondary education?

Owing to the time constraints on this study and the limitations in terms of resources, my study will be confined to the teaching of English in secondary education, Years 9-11, and in the Småland county of Sweden.

I will begin this essay by reviewing the literature regarding the theories and applications of learner types within education, focusing mainly on Stevick, and mentioning other studies carried out within the field, plus criticisms of the theory. My next chapter will describe my own qualitative study in a school in southern Sweden, and the subsequent chapter will comprise an analysis of that data. Thereafter, I will provide a discussion of the implications of my study and I will end this essay with a concluding chapter which will summarise my findings and suggest recommendations for further work in this field.

## Chapter 1: Literature Review

### 1:1 Second Language Acquisition

Second language acquisition is a field within linguistics that consists of different subfields such as psycholinguistics, sociolinguistics and social psychology (Gass and Selinker 402). *Science Daily* states: "Psycholinguistics or psychology of language is the study of the psychological and neurobiological factors that enable humans to acquire, use, and understand language" (sciencedaily.com). In other words, psycholinguistics is concerned with how the brain processes language while sociolinguistics maps the relationship between society and language. The subfield social psychology is the study of how people think and react depending on the current situation (*All About Linguistics* - shef.ac.uk). My research encounters all different subfields due to the fact that Earl W Stevick's research is within the field of second language acquisition.

According to Ellis, *The Study of Second Language Acquisition*, second language acquisition became a field of inquiry in the 1960s (1). The term "second language" is related to the learning of any other language than the first language. Chomsky is one of the first linguists to discuss the human biological ability to acquire a language. Chomsky calls this ability the "Language Acquisition Device" (LAD) (wce.wvu.edu.). The "LAD" is, according to Chomsky, the innate ability to acquire language. This ability enables children to learn a language at a rapid rate. Furthermore, Chomsky believes a second language can be acquired in a similar way to a first language with the help of the "LAD" device (esl.fis.edu/teachers). Another linguist that further develops Chomsky's "LAD" theory was Krashen. By introducing four hypotheses, he challenged the views upon teaching a second language. Krashen highlights the importance not only of gaining knowledge, but also of using it an appropriate way. As a consequence, teachers introduced vocabulary cards, gestures, drama, music, repeating new vocabulary and translation (teachers/support/krashen).

### Earl W Stevick

Earl W Stevick is a professor and a leading researcher within the field second language acquisition. Stevick has worked at several universities such as Washington University and Cambridge University (intelius). While being employed at different universities, he published several leading publications and among them is, *Success with Foreign Languages: seven who*

*achieved it and what worked for them*; this research investigates the factors which have led to the success of learners in acquiring a second language. The latter research is used in my report in order to discover whether Stevick's seven learning categories are applied in Swedish secondary education. Stevick placed the students into different learning categories according to their preferred learning environment. Furthermore, Gass and Selinker state that the learning styles are closely linked to how the students obtain, process and retain information (2008: 432). The learning styles are closely related to the students' personalities. Therefore, the exercises sometimes vary from one learning category to another.

## **Earl W. Stevick's Seven Learning Categories:**

### **1:2 An Intuitive Learner**

Earl W. Stevick's first student is a well-educated woman. Student 1 learns Norwegian with the intention of later moving to Oslo in Norway. One aspect that Stevick addresses is the importance of oral perception. Student 1 states in an interview: "I seem to do most of my learning through my ears" (Stevick 1). For Student 1, visual exercises are not an important part of her learning process. Thus, hearing the sound and vocalising the sound aloud is important in order to interpret the language. Furthermore, the intuitive learner relies on repetition in order to acquire a near-native like pronunciation. She prefers to be corrected until the pronunciation is close to perfect. Linguists also highlight the importance of pronunciation and the study of phonology. The individual's native country can, to some extent, be identified by the speaker's accent. Gass and Selinker state: "In fact, non-native speaker pronunciation is often the source of humour, as in the case of comedians mimicking particular accent types, or in cartoon characters adopting non-native accents" (178). Not only is the accent easily identified by listeners, but the speakers are also becoming an object of curiosity due to sounding different. Yule describes the "communicative approach" to second language acquisition, which focuses more on the functions of the language rather than grammatical or phonological structures. Therefore, the intuitive learner has more of a focus on the communicative approach than the forms of the language (190).

The intuitive learner is able to mimic near-native like pronunciation as well as different accents. The "LAD" is connected to two devices; the "verbal data" and the "nonverbal data" (chomsky.info). "Verbal data" involves the sounds and combinations of sounds, how they fit together or do not fit together. "Nonverbal data" involves other aspects related to the sounds

for example sights, smells, tastes and feelings (Stevick 3). Thus, seeing the word Coca-Cola creates an effect on the senses. Thus, the senses connect the word with a certain taste. According to Stevick, Student 1 organises the “verbal” and “nonverbal data” very well and does not hesitate to use them in new conversations (4).

Another aspect that makes her a successful second language learner is her “oral memory”. Being able to remember speech enables her to use textbooks only as a complement to lectures. Student 1 is, to some extent, able to interpret an unfamiliar language by using intuition. Therefore, Stevick stresses the importance of using not only words, but also gestures or pictures in order to be understood. Student 1 overheard a conversation between two teachers and she understood the conversation in spite of not knowing the language. Stevick uses the term “from the top down” comprehension, where Student 1 is aware that it is two teachers discussing a matter and therefore manages to comprehend the content of the discussion (Stevick 13).

Normal language acquisition takes place “from the bottom up”, where the student, as a rule, first understands the meaning of the word and its context. The “from the top down” comprehension involves being given the whole sentence before the student understands the meaning of each of the words. Therefore, Stevick describes Student 1 as a “from the top down” student and she benefits from using a wider aspect and later narrows them down into subsections. However, Stevick lets Student 1 overhear a discussion in Swahili. The outcome of the experiment proves that she does not understand an unfamiliar language, but uses a set of devices that help her with the acquisition of a language. The devices are linked to the current situation, the gestures from the teachers, facial expression and the connection with similar sounding words in other languages. Thus, the interpretation is partly based on nonverbal data (Chomsky.info). According to Gass and Selinker, *Second Language Acquisition- An Introductory Course*, the “background” and the “foreground” are part of the discourse structure. The “foreground” information is new fact that develops the conversation further, while the “background” information is the supporting information (210). Therefore, Student 1 also bases her conclusion on the “background” information. Thus, she bases her interpretation on her previous knowledge of what teachers generally discuss when they have short encounters in the corridors. Furthermore, the intuitive learners have weaknesses such as the need of using the vocabulary in a meaningful way. The use of drills, where words are memorised without putting them into their correct meaning, make the intuitive learner confused and unsatisfied.

### **1:3 A Formal Learner**

Stevick's second student is a diplomat who studies Chinese. Student 2 prefers to listen and absorb the language. He practises pronunciation by repetition. Thus, he repeats after the teacher and uses the acquired words in simple sentences and later more advanced sentences. Both Student 2 and Student 1 (an intuitive learner) describe that they learn the language in the same way as they had learnt English. They start with basic dialogues based on repetition and Gass and Selinker state: "Among the earliest tasks that children face is figuring out the nature of the sound they are hearing... more or less resemble adult words" (34).

By using the "audio-lingual approach", Student 2 manages to achieve the aims and objectives connected to his Chinese studies. The "audio-lingual approach" focuses on learning and understanding the language and most of this approach is based on oral skills. The formal learner expresses the importance of the teacher correcting his pronunciation. During the first six months, they only practised oral exercises and neglected grammar: "it was pretty much doing the language, not talking about it." (Stevick 24) By using the "audio-lingual approach", Student 2 is not only learning native-like pronunciation, but also the Chinese culture. However, Stevick claims that the success is not only due to the "audio-lingual approach" but also to the grammatical simplicity connected to the Chinese language (25). If the language had a more difficult grammatical structure it would have been more difficult to learn the language without using written symbols or grammar drills. The new words and sentences were explained in Chinese, using meaningful interaction with the teacher and fellow students. Student 2 uses learning methodologies that are related to "audio-lingual" thinking, methodologies such as when the personal pronoun "I" is followed by the verb "am" in the infinitive form. The "audio-lingual approach" involves considerable memorisation which student 2 does not mind. Thus, remembering 20-25 lines of text is not challenge for the formal learner.

Another important aspect related to the formal learner is the use of visual cards. Student 2 prefers to use cards with words and then practise the words in full sentences. To some extent, he is a visual learner and finds it easy to remember phrases, words and sentences. Student 2 has the gift of being able to create clear visual images and this is closely linked to, for example kinaesthetic, auditory and emotional nonverbal imagery. This approach is suitable for the learner who is interested in learning how to speak and use the language and not for the

student who prefers to translate the text into their native tongue. The “formal language approach” only works if the student is aware of the meaning of the word. Thus, if the teacher describes something in Chinese that student 2 has never heard of, then it will be difficult for him to grasp the visual and the emotional imagery linked to the object. Therefore, the formal language style only suits some of the learners. However, critics claim that Stevick does not provide the criteria that were applied during his research in order to determine the student's second language ability (oxfordjournals.org). Therefore, Stevick might have labelled the students without having fully researched if the student belongs to a particular category.

### **1:4 An Informal Learner**

The third student that Stevick discusses is a young secretary studying Portuguese and German. The informal learner is open and willing to take risks connected to her studies. Student 3 prefers to live in a country that speaks the foreign language as a first language; therefore, she lived for a while in Brazil and Germany. By being forced to use the language she acquired the language while living there. She spent time with the local people and participated in their activities and by doing this she is acquiring the language in a similar way to that of a first language. The disadvantage connected to this method is the lack of grammar due to the fact that most of the learning takes place in conversations. She is missing formal rules of grammar as required by the standard language. As a consequence, she lacks the ability to appreciate the different ways a phrase or sentence could be expressed. By acquiring the language from the natives, the structure becomes similar to the structure used by the natives; however, if the grammar is limited, the use of other structures with the same meaning is limited, too. In spite of impaired knowledge of grammar, Student 3 reaches a higher level of Portuguese and German than her fellow students that participate in the language class. She has the ability to produce correct sentences and has a totally different interactive ability compared with her fellow students. The students that participate in a normal language class usually reach this level at a much later stage.

In contrast to Student 2, (a formal learner), Student 3 is not a visual learner. She does not have difficulty remembering, but does not have the same gift as Student 2. Student 3 finds memorising parts or a whole book onerous and therefore feels uncomfortable attending a normal language class. Thus, the informal learner finds memorising difficult, especially when she is forced to memorise. The only time Student 3 appreciates memorising exercises is when the exercises are connected to something that she really enjoys. She also prefers having

sentences or words rephrased in a simpler language. Accordingly, she is able to acquire a full understanding of the meaning of the conversation. By having such a language interest, she has an advantage compared with her fellow students. Student 3 is not always able to understand all the words, but understands the main content of the conversations, TV programs and films.

Another aspect that is important for the informal learner is the importance of being comfortable with whom she is having a conversation. Sometimes, Student 3 feels intimidated in the classroom and this prevents her from being able to develop her learning skills. Thus, she feels comfortable while practising the language with native speakers. Most of her fears are connected to the feeling of being in a competition with people who achieve high scores on tests. The informal learner also finds it difficult to use books in class and prefers to practise oral memory. By only acquiring the language orally, there are difficulties for the informal learner to read and understand phrases or texts unless someone else reads the text aloud. The informal learner acquires a native-like pronunciation and fluency but the language tends to fossilize: "I frankly don't think my German has improved any, mainly because I don't make the effort to read, and that for me is the only way I think I'll ever improve". (Stevick 56) When the language fossilizes the learning stops and the student is unable to develop the language skills any further.

### **1:5 An Imaginative Learner**

The fourth student is a middle-aged executive who is learning German, Russian and Finnish. Student 4, who is an imaginative learner, has a high degree of originality and imagination. The imaginative learner is linked to another approach called the "cognitive audio-oral bilingual" method. The five steps connected to the "cognitive audio-oral bilingual" method are identification, reproduction, understanding, manipulation and application (Stevick 65). The imaginative learner identifies the words or the phrase, how it sounds and looks and later reproduces the words silently or aloud. The next step involves identifying how the words are connected to other words and using the words in a mechanical way, for example charts, or indexes. By using charts or indexes, memorising tasks becomes more enjoyable for the imaginative learner. Thus, the charts and indexes could contain grammatical structures, words or phrases. The last step involves applying the new word. Student 4 is both a visual and an oral learner and so the "cognitive audio-oral bilingual" method is also appropriate for an imaginative learner.

Unlike Student 3 (an informal learner), Student 2 (a formal learner) and Student 1 (an intuitive learner), the imaginative learner uses device tables in order to learn significant inflections of the nouns and verbs. By using device tables, Student 4 is able to see the structure of the language. However, the imaginative learner also expresses the differences between the languages and one linguistic aspect that works well in German might not work as well in Finnish. Furthermore, the device tables enable Student 4 to perceive a visual pattern and stockpile grammatical forms. The imaginative learner mostly makes her own charts and diagrams instead of using textbooks or work presented by the teacher (Stevick 63). Unlike Student 3, (an informal learner), Student 4 must see the grammatical changes in order to develop her language skills. The imaginative learner prefers the conversational approach, but also values mental files and indexes.

The imaginative learner requires mechanical work such as drills (Stevick 66). However, Student 4 states that the drills are not particularly pleasant, but they are very useful. The imaginative learner prefers physically exhausting drills where she is left tired, but satisfied. Another way for the imaginative learner to be successful in learning is the ability to start a conversation with just a few phrases (Stevick 68). The new phrases give the learner mental images, shapes the conversation and help the learner to form further phrases.

Another aspect that the imaginative learner addresses is the fatigue related to oral exercises in the classroom. Thus, Student 4 claims that many teachers use the similar topics and the same technique when it comes to oral exercises and he prefers to use new and inventive exercises. Therefore, the imaginative learner demands stimulating tasks. Jackson and Kaplan from the Foreign Service Institute in the United States, praise Stevick's learning categories: "We see individuals on a regular basis who know exactly what **they** have to do in order to learn a new language. Some of them are so good that they are astounding, and yet they are each different. Stevick made this point by describing seven such people-each with very different learning approaches (govtilr.org/Publications). However, Jackson & Kaplan also state: "Learning is more efficient when the focus is on providing each **learner** with what he or she needs in order to learn right **now**, not on following an established curriculum." [ibid]. If Jackson & Kaplan only apply exercises that are suitable for a particular classroom situation without considering the curriculum, important aims and objectives related to the curriculum are not met. Thus, there is a risk of fossilization when only certain areas of the curriculum are achieved.

The imaginative learner enjoys using fictitious characters in the conversation in order to create an interest. The oral exercises involve transferring an oral mental image from one person to another and by using different imaginary characters the oral discussion becomes more enjoyable. The imaginative learner believes pronunciation is less important compared with mastering syntax and grammar. Student 4 states that it is just the rise and fall of the voice that creates the difference between a native speaker and a learner. Therefore, Student 4 concentrates more on what is said than how the words are pronounced (Stevick 76).

### **1:6 An Active Learner**

The fifth student is a young military officer who is studying Swahili. The active learner is eager to learn and prefers to read the text aloud in order to improve the general language comprehension (Stevick 79). The active learner links the visual interpretation with the sounds that come out while reading aloud. When learning a language, the text is as important as the oral exercises and by reading it out aloud there is systematic repetition of the pronunciation. It is possible for the active learner to achieve near native-like pronunciation. Therefore, Student 5 is able to blend into the society of the foreign language. Thus, Student 5's aim with the language course is to speak the language with as little foreign accent as possible. The following quotation illustrates Student 5's feelings linked to pronunciation: "And I also find it's an impediment to my learning later if I feel that I'm not saying things properly" (Stevick 85). As a consequence, the mispronunciation affects the rest of the learning process.

The active learner also addresses the importance of using native speakers and not pre-recorded tapes or DVDs. By concentrating and listening carefully to a native speaker, the learner is able to understand the sounds of the language. Student 5 prefers to listen to a whole sentence in order to hear the rhythm, the sound of a whole phrase and not only the phonetics for each of the words.

Another aspect that is of importance for Student 5 is to watch a native speaker's mouth and to mimic the mouth's movements (Stevick 96). Being corrected is not of importance for the active learner because most of the corrections take place while reading it out loud on her own and building the auditory images from the sentence melody. Student 5 mimics out loud the teacher's pronunciation by repeating a statement or a question.

Unlike Student 2 (a formal learner), Student 5 finds memorisation hard and therefore does not focus on memorising new words or phrases. Student 5 prefers pronunciation and structure rather than vocabulary practice; therefore, she builds her learning around her strengths rather

than her weaknesses. However, focusing on only the strengths is criticised: "On one hand, you don't want to be too critical; on the other, you don't want student's errors to fossilize to the point that they are unlikely to fix them" (markrass.wordpress.com). Gaffigan claims that too much focus on the strengths will create fossilization and the student is therefore unable to develop her language skills any further [ibid].

The active learner finds the function of the language important and not the grammar terminology related to the structure of the language. By using the "bottom to top" approach instead of "top to bottom" approach, Student 5 breaks down the whole sentence into the different grammatical features (Stevick 90). The active learner prefers to be fully involved in the activity. If Student 5 is only allowed to listen to a speech, she becomes passive and learns only a few new words or the general context of the speech. Intense and lively involvement in the activities helps Student 5 with the grammatical structure and pronunciation. The active learner relies on drills, but claims that some parts of learning process require more drills, than others. Student 5 prefers to practise drills at the end of the learning session.

### **1:7 A Deliberate Learner**

Student 6 is a young woman who is learning Arabic and Hebrew. Student 6 is seen as a deliberate learner due to her strategy when it comes to learning dialogues and grammar. The deliberate learner is dependent on the course material and needs a copy of the course literature before attending class (Stevick 104). Therefore, Student 6 requires sight of the material before she tries it out. To some extent, Student 6 is the opposite of Student 1 (an intuitive learner) where Student 1 learns the most through oral exercises.

The deliberate learner uses not only textbooks, but also other available material. Thus, Student 6 wants to go through each of the lessons thoroughly in order to learn as much as possible and, therefore, drills are of importance. Just like the active learner, the deliberate learner tends to read texts aloud. However, the deliberate learner deals with all the aspects in the text such as the sounds, the meanings and the grammatical features. According to Stevick, Student 6 is "super-monitor" user who is able to monitor nearly all linguistic aspects. (108)

The deliberate learner believes mastering grammar is related to the use of drills and where learning is only possible through practising. To enable the learning process, Student 6 stockpiles grammatical forms in paradigms. The deliberate learner learns vocabulary by selecting texts of personal relevance and uses word cards. The word card is a learning tool which is used in order to enable Student 6 to memorise words and phrases. The word cards

are brought by the deliberate learner for the purpose of facilitating regular practice. However, not all words are of the same importance and the less urgent words are placed on a “stockpiling” basis. (Stevick 113) These words need to be used even if they are stockpiled and they could be incorporated while reading newspapers or watching films. According to Yule, the “grammar-translation” is a traditional method of acquiring a second language. By using vocabulary lists and grammar rules, there is more focus on written language rather than spoken language (189). The learning style related to the deliberate learner is linked to traditional ways of teaching.

The deliberate learner uses the phonetic system in order to understand how to pronounce a new word. Student 6 states that the teacher helps out with the phonetic description and the student must have their own responsibility in learning pronunciation. In contrast to Student 5 (an active learner), Student 6 makes sure she pronounces one sound at the time while Student 5 prefers to practise the whole sentence. Therefore, Student 6 uses the “top to bottom” approach, where she starts at the beginning of the sentence and builds until the sentence is grammatically and structurally correct.

According to Stevick, there are two different motivations for studying a foreign language: “instrumental motivations” and “integrative motivations”. The “instrumental motivations” involve the aim of achieving a good mark in the course, or a desire for a better job, or to fulfil some academic purposes. The “integrative motivations” are linked to the aspiration of being integrated into the society that speaks the foreign language, or the wish to become closer to the culture and the people. (120) Student 6 depends on both “instrumental” and “integrative motivations” and thus she is motivated to sound and behave like native speakers. As a consequence, she behaves and pronounces words in such a manner that she is taken for a native speaker. Student 6 uses a combination of the two approaches, “CA-OB” and the “natural order” approach. The “cognitive audio-oral bilingual method” involves five steps that affect the classroom learning: identification, reproduction, understanding, manipulation and application. First, the student identifies the word, how it sounds and looks. Secondly, reproduction involves pronouncing the word either aloud or silently. Thirdly, the student understands how the word is related to other words. The next step involves ascertaining how the word is used and whether it is applied in the appropriate meaning. Fifthly, the student uses the newly-learnt word in, for example, conversation (Stevick 65). The theory of the “natural order hypothesis” is developed by Krashen and Terrell and relates to the grammatical structure of a sentence (teachers/support/krashen). Thus, certain grammatical structures are

acquired before others; for example, the student starts with one-word structures and later proceeds to two-word structures or phrases.

### **1:8 A Self-aware learner**

Student 7 is professional linguist and supervisor of language instruction and she is learning Japanese. By having the opportunity to practise her oral skills with a native family, Student 7 manages well with developing her grammatical and oral skills. Student 7 incorporates grammatical rules that she is interested in and asks the native family to explain and put the rules in practice. Gass and Selinker argue that a student that practises newly-learnt words in conversations is able to create more complex sentences (285).

Unlike Student 5 and 6, Student 7 does not need drills. Thus, the self-aware learner is aware of her needs: "I didn't need to do dialogs and drills they wanted me to do in class. I thought that was a waste of precious time" (Stevick 130) Student 7 prefers to create her own dialog practise and drills. The self-aware learner makes sure she practises vocabulary for specific situations where certain words and phrases are needed; for example, if student 7 is going to a restaurant, she wants to make sure she is aware of the vocabulary suitable for a visit to a restaurant. The self-aware learner endeavours only to learn the vocabulary and grammar that is useful for the situation.

Like Student 1 (an intuitive learner) and 3 (an informal learner), Student 7 is able to understand and use the language without any substantial problem. However, Gaffigan claims: "Stevick is very open about the limitations of self-report data, which often reflects what learners thought they did, rather than what they actually did" (oxfordjournals.org). Gaffigan highlights the problem related to the learner's ability to believe too much in her own competence (oxfordjournals.org). Thus, Student 7 might believe that she obtain a higher competence than she actually does.

Most of the new vocabulary is learnt through having conversations with native speakers; therefore, she is acquiring the language more than she is learning. However, the self-aware learner enjoys being challenged and wants to make sure that the conversation goes beyond her comfort zone.

Another aspect that is of importance for the self-aware learner is reading novels in foreign languages. Student 7 finds that reading novels gives her depth in understanding the language and gives her the opportunity to come into contact with native speakers (Stevick 134). Not

only is the reading of foreign novels of importance - it also gives pleasure so the literary reward is more important than the genre and the quality of the literature.

Unlike Student 5 (an active learner), Student 7 does not enjoy, or benefit from, reading aloud. She feels uncomfortable and finds that she is judged by her pronunciation instead of being encouraged. Student 7 wants to establish some level of native-like pronunciation, but the focus is not on learning pronunciation. Student 7 is learning phonetics through novels and visual and oral observations.

## **Chapter 2: Methodology**

This is inductive research in which teachers and universities are asked how they use Earl W. Stevick's seven learning theories. This research involves the use of both primary and secondary data. One of the main fields within linguistics is second language acquisition and Stevick developed seven categories that he found worked for foreign language learners. Stevick established that all learners learn in different ways and several approaches are necessary in order to achieve the subject's goals. By asking teachers and universities how they use Stevick's seven learning categories, it will be possible to discover how, and to what extent, Stevick's theories are applied in Sweden.

### **2.1 Primary Data**

#### **2.1.1 Population**

The population of this research is confined to secondary education, Years 9-11. The research will take place at a secondary school in Jönköping in the county of Småland, Sweden. The students' programs are related to health care, technology and social science. Therefore, English step 5 and step 6 are core subjects and part of the formal curriculum. All students with the intention of undertaking further studies at university level must achieve a pass level in these core subjects.

#### **2.1.2 Sample Group**

The sample group will consist of teachers in the age range between 20 to 70 years. Furthermore, the group will comprise 2 males and 14 females. The teachers are selected due to the fact that they teach English as a second language to a variety of classes and students. They are representative of the population because they have a variance in experience and the teacher training has taken place at different universities in Sweden. Due to time restraints, practical considerations are taken into account and only a number of teachers will be asked to complete a questionnaire. As a consequence, the analysis and discussion process will be within the time limit set for the research. The main ethical consideration involves the privacy related to the answers of the questions in the questionnaire. In order to maintain confidentiality, each teacher will be assigned a number and is mentioned by this number throughout the analysis process for identification. Furthermore, to keep track of submitted and returned questionnaires, the researcher will be the only one who is aware of their true identity.

### **2.1.3 Questionnaire**

The questionnaires assess how teachers use Stevick's methods. Therefore, the questions in the questionnaire will be linked to the seven learning categories. Thus, Stevick's first learning category involves the listening and responding skills, while the second category the mimicry and native-like pronunciation. The questionnaire will also evaluate the degree of the students' willingness in terms of risk-taking, use of imagination and how the students manage to progress from chaos to order. The third to seventh learning categories are to be evaluated by assessing how teachers use Stevick's theories in order to ascertain if there is an alternation between the informal, formal and imaginative learning styles. Furthermore, questions in the questionnaire will be linked to the students' conversations, vocabulary and the applied grammar. Stevick proposes the seven learning categories are linked to a successful foreign language learner and the questionnaire indicates the extent to which his theories are used in school. Therefore, open and closed questions are to be used in order to collect both qualitative and quantitative data. The open questions will enable longer and more detailed answers which will give greater insights. The closed questions are short answers which normally involve ticking boxes with answers such as; "yes", "no", "sometimes". These questions will be less time consuming to analyse and the answers are constrained which is favourable when no long answers are required. Furthermore, the questionnaire will contain 44 questions which is the maximum number of questions when considering the teachers' busy schedule.

The process by which the questionnaires are to be administered will be by either handing them personally to the teachers, or by placing them in the teachers' lockers/pigeonholes. After distributing the questionnaires, each teacher in the survey will receive a reminder to answer and return them.

### **2.1.4 University Contact**

Seven English departments at seven different universities are to be contacted with the purpose of establishing if, and if so how, Stevick's learning categories are taught at university level. Thus, universities are to be contacted in order to obtain representative answers. The lecturers will be asked to respond to questions, specifically:

1. Do you teach Earl W Stevick's seven learning categories as part of the formal curriculum?
2. If so, please comment on the extent to which this topic is taught, the methodologies employed in teaching it and how student understanding of the categories is tested.

## 2.1.5 Data processing

When the data is obtained, it will be displayed in tables. Thus, there is one table for each question. It displays the question, the answer and the number connected to each of the teachers. Furthermore, the tables are placed in order according to the type of learning style they address. However, the data obtained from the university lecturers are to be displayed in one table. The collected data will help answer the thesis questions and establish whether or not the teachers apply Stevick's learning methods at secondary education.

## 3.1 Data Analysis:

The questionnaire contained 44 questions. The tables display the teachers' answers to all the questions from the questionnaire. The first column identifies the teachers' participants ID number in and the remaining columns display the possible answers to the questions. A cross symbol (X) was suggested to indicate the teacher's answer. Some of the tables are displayed in the result section and the remaining tables are displayed in appendix 3. See appendix 3 for detailed tables.

### 3.1.1 Intuitive Learner – Results

Question 2:

Numbers 1:1, 1:3-1:7, 1:9-1:11, 1:13-1:16 inclusive. Total 13 participants.

Do you think it is important to use a phonetic transcription?

Possible answers	Number of participants
Yes	2
No	0
Sometimes	11
I do not know	0

Question 12:

How often do you use recent English language in class (newspapers, magazines and journal)?

Numbers 1:1, 1:3-1:7, 1:9-11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Every lesson	1
Every second lesson	4
Sometimes	8
Never	0

### 3.1.2 Intuitive Learner - Analysis

The questionnaire revealed that 9 out of 10 teachers believe that students are unfamiliar with the phonetic transcription when they start English step 5 (appendix 3). Most of the teachers in the sample group admit the importance of phonetic transcription and one teacher states: “I try to teach them the phonetic symbols in the beginning of the course 5, but I don’t think I have ever succeeded”. Furthermore, 7 out of 16 teachers state that they sometimes ask the students to mimic the pronunciation and one teacher never asks the students to mimic (appendix 3, question 3). According to Stevick, the intuitive learner benefits from practising pronunciation regularly. In fact, 9 out of 16 teachers provide oral tasks sometimes or every second lesson and the majority of the teachers are not familiar with the expression “oral memory” (appendix 3). Furthermore, 9 out of 16 teachers always teach a whole lesson in English when teaching step 5 while all teachers teach a whole lesson in English when teaching English C. The intuitive learner does not only depend on the “oral memory” but also relies on the use of complements to the oral exercises such as gestures or pictures. Therefore, the teachers were asked about the measures taken when the students do not appear to understand the conversation. Most of the teachers responded that they rephrase or simplify the conversation. Another question that was addressed in the questionnaire is whether if the teachers permit the students to listen to the same recording of a native speaker more than once during the same lesson. According to Stevick, the intuitive learner benefits from listening to the same recording more than once. Most of the teachers answered that they sometimes require the students to listen to the recording more than once (appendix 3, question 11). Another question that was addressed related to the use of up-to-date English newspapers or recordings in class and most teachers state they provide the items, but not regularly. Furthermore, most of the teachers do not allow the students to select their own articles.

### 3.2.1 Formal Learner – Results

Question 15:

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

How often do you use drills (to memorize paradigms and sentences) in class?

Possible answer	Number of participants
Every lesson	0
Every second lesson	2
Sometimes	4
Never	7

Question 18:

When the students read out loud, do you correct their pronunciation? If so, please indicate how you do this?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answer	Number of participants
I correct every word they pronounce wrongly	0
I correct approximately every second word they pronounce wrongly	3
I correct some words they pronounce wrongly	10
I do not correct mispronunciations	0

### 3.2.2 Formal Learner – Data analysis

The formal learner prefers to listen and absorb the language. She prefers to start with basic dialogues and later move towards more advanced sentences. The formal learner bases her learning on the “audio-lingual approach” (AL) and the approach is based on oral skills. Therefore, the teachers were asked how they begin a lesson. The result is that most teachers start the lesson with an oral activity, a video or recording (appendix 3, question 14). The teachers were asked how often they use recorded speech or a video of a native speaker and 9

out of 16 teachers provide recorded speech or a video every second lesson. This method is widely used by a large majority of teachers and so it benefits the formal learner.

The formal learner wants to be corrected when pronouncing words or sentences wrongly. Therefore, the teachers were asked how they correct the students and the result was 10 out of 16 teachers only corrected some of the words the students pronounced wrongly. Drills are beneficial to the formal learner and the teachers were asked if they use drills in order to memorise paradigms or sentences. The result showed 7 out of 16 teachers never provide drills while teaching.

The repetition of the language is also of importance for the formal learner. Therefore, the teachers were asked if they repeat the drills from the previous lesson and the response was that 6 out of 16 teachers repeat the drills sometimes, but only 1 teacher regularly repeats the drills. The formal learner also prefers to memorise texts, phrases and words and the teachers were asked how their students work with texts. One teacher out of 16 teachers requires the students to memorise the text by the use of repetition. The formal learner also prefers to use vocabulary cards; thus she easily remembers words if they are connected to certain images. The teachers were asked if they use vocabulary cards and 10 out of 16 teachers provide vocabulary cards while 2 out of 16 teachers never use them (appendix 3).

### 3.3.1 Informal Learner – Results

Question 23:

How do you encourage students to speak with native speakers during the lessons?

Multiple answers are possible.

Numbers 1:3-1:4, 1:10-1:13 and 1:15-1:16 inclusive. Total 7 participants.

Possible answers	Number of participants
Twitter	0
Facebook	0
Blog	3
Other chat sites	2
Speakers or other native English speakers are invited to school	4

Question 24:

How many books or novels do you expect each student to read during the school year?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
1	0
2	10
More than 2	3
None	0

### 3.3.2 Informal Learner - Analysis

The informal learner is open and willing to take risks connected to her studies. She also benefits from living in a country that speaks the native language with the outcome of being able to practise the language on a daily basis. The informal learner prefers being forced to learn the language while encountering foreign language speakers; therefore, she is acquiring the language instead of learning the language. As a result, 9 out of 16 teachers believe that 20% of the students beginning English step 5 have low self-esteem (appendix 3, question 21). The informal learner prefers to speak with the native speakers and the teachers are therefore asked how they are encouraging a group of students to participate orally. The result from the teachers varies, but most of the teachers prefer to place the students in smaller groups in order to encourage them to speak. One teacher stated: "I let them speak in situations that feel more comfortable to them. I make discussions a natural, relaxed part of every lesson. I also work on their attitude towards English and speaking in front of others. I want them to feel more confident, that it is ok to make mistakes – they are here to learn". In other words, by creating natural, relaxed atmosphere within the classroom, the students are more willing to participate in the discussions. Another teacher successfully accommodates games and role-plays in order to encourage the students (appendix 3, question 22).

However, the informal learner benefits not only from oral exercises, but also from discussions with native speakers. The teachers were asked how they encourage students to speak with native speakers. It is evident that 7 out of 16 teachers ask the students to use blogs, other chat sites and inviting native speakers or other English speakers to school.

The informal learner acquires the language orally and sometimes finds it difficult to read and analyse long texts. The teachers were asked how many books the students read during the

school year. It is found that 13 out of the 16 teachers ask the students to read two or more books during the school year. The teachers were also asked if the students were allowed to read their books in class and all teachers answered that they are sometimes allowed to do so. Thus, reading the books in class is highly beneficial for the informal learner. Furthermore, 4 out of the 16 teachers help the students to pronounce words in longer texts (appendix 3, question 26).

### 3.4.1 Imaginative learner – Results

Question 27:

When teaching grammar, do you use a mathematical instrument for the visual learners (example rods)?

Numbers 1:1, 1:3-1:7 and 1:9-1:15 inclusive. Total 12 participants.

Possible answers	Number of participants
Yes	0
Sometimes	0
Never	12

Question 30:

Do you use role play in class?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Yes	1
Sometimes	12
Never	0

### 3.4.2 Imaginative Learner - Analysis

The imaginative learner is both a visual and an oral learner and identifies the words, how it sounds and looks. The words are later used in a mechanical way, where the words are reproduced silently or aloud. The imaginative learner benefits from using instruments while learning a foreign language. None of the teachers uses mathematical instruments such as rods while teaching English.

Stevick discusses five steps that are connected to the “cognitive audio-oral bilingual” method. None of the teachers was aware of the order of the different steps in which the imaginative learner process words (appendix 3, question 29).

The imaginative learner prefers to use fictitious characters to make the conversations more interesting. Therefore, the teachers were asked if they use role play in their classes. One teacher often uses role play while the rest of the teachers use role play sometimes.

### 3.5.1 Active Learner – Results

Question 32:

How do you let the students work with the listening comprehensions?

Multiple answers are possible.

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Answer questions related to the text	16
Oral discussions	16
Copy the text word by word and write it down on a piece of paper or the computer	0
Written review of the content	4

Question 34:

Do you focus on the students’ strengths or areas of improvement in order to develop their language skills?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Strengths	0
Areas of improvement	2
A combination of both	11

### **3.5.2 Active Learner - Analysis**

The active learner is eager and willing to learn. She is both a visual and an oral learner. The teachers were asked to answer how often they use listening comprehensions in class and 10 out of 16 teachers answered that they use listening comprehensions every second lesson. All of the teachers require students to answer questions related to the listening comprehension and they also have oral discussions related to the activity (appendix 3, question 31). None of the teachers asks the students to copy the text word by word and write it down on a piece of paper or on the computer. According to Stevick, the active learner prefers to copy the text word by word in order to be fully involved in the exercise.

Another important aspect for the active learner is pronunciation. The active learner wants to achieve near native-like pronunciation and the teachers were asked if they let the students record their own voices. By recording their own voices, they are able correct and reword their texts in order to achieve near native-like pronunciation. The result is that 3 out of 16 teachers never let the students record their voices. The active learner prefers to work on his strengths rather than his weaknesses. In this case, the active learner's strengths are pronunciation and text work and not the grammatical features of the language. Therefore, the teachers were asked if they focus on the strengths or weaknesses in order to develop their language skills and 14 out of 16 teachers focus on a combination of both, while 2 focus on the areas of improvement.

The active learner focuses on pronunciation and text work and not the grammatical terms. One teacher out of 16 answered that she never uses any grammatical terms. The active learner prefers to be actively involved in the task. The teachers were asked if they let the students write down the information while teaching grammar and 9 out of 16 teachers do but one does not (appendix 3, question 35).

### **3.6.1 Deliberate Learner – Results**

Question 37:

Do you give the lesson plan prior the lesson (a week or a few days in advance)?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Yes	2
Sometimes	6
No	5

Question 38:

Do you use paradigms while teaching grammar (for example; creating a table with two columns one singular and one plural)?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Yes	5
Sometimes	8
No	0

### 3.6.2 Deliberate Learner - Analysis

The deliberate learner has a strategy behind her learning and must have everything well organised. She needs the material prior to the lesson in order to achieve the best learning environment. As a result, 5 out of the 16 teachers answered that they never give the students the lesson plan prior to the lesson.

The deliberate learner prefers to have everything structured and she benefits from the use of paradigms and diagrams. The teachers were asked if they use paradigms and diagrams while teaching with the result of 5 teachers often use them, while 11 teachers use them only sometimes (appendix 3, question 38).

The deliberate learner hands in their homework on time. Thus, the teachers were asked how many of the students hand in their homework on time. As a result, 7 out of 16 teachers responded that 61-80% of the students hand in their homework on time (appendix 3, question 39). She also wants to sound and behave like a native speaker; therefore, the teachers were asked how they incorporate culture in their teaching. The majority of teachers provide a PowerPoint presentation related to culture, a video or clip, a listening exercise and a research project.

### 3.7.1 Self-aware Learner – Results

Question 41:

How often do you incorporate grammar in activities that are not grammar related activities (for example a piece of text)?

Numbers 1:1, 1:3-1:7, 1:9-1:11 and 1:13-1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Every lesson	0
Every second lesson	4
Sometimes	9
Never	0

Question 42:

When you teach students new words do you let them use the new words in conversations or in a written piece of text?

Numbers 1:1, 1:3 - 1:7, 1:9 - 1:11 and 1:13 - 1:16 inclusive. Total 13 participants.

Possible answers	Number of participants
Yes	6
Sometimes	7
NO	0

### 3.7.2 Self-aware Learner - Analysis

The self-aware learner is aware of her skills and learning requirements. She finds that her time is precious and only complies with activities she finds necessary. By incorporating grammar into discussions with natives, the self-aware learner is able to practise grammar without using drills. The teachers were asked how often they incorporate grammar in activities that are not grammar activities. As a result, 4 out of 16 teachers say that they incorporate grammar in every second lesson and 12 teachers state that they sometimes incorporate grammar.

When the self-aware learner learns new words, she prefers to practise the words with native speakers. The teachers were asked if they use the newly-learnt words in conversations and 7 teachers state that they sometimes use these.

### 3.8.1 Response from 5 different universities – Results

Lecturer	Response
Lecturer number 1	I am not familiar with Earl W Stevick's seven learning categories and hence do not apply them in my teaching.
Lecturer number 2	The answer is no.
Lecturer number 3	I must admit that I am not even familiar with these learning categories.
Lecturer number 4	I'm afraid I have no knowledge of Earl W Stevick's seven learning categories.
Lecturer number 5	I will send this mail forward to the Head of Dept. of Languages and literatures, Professor_____ to spread to his colleagues in English.

### 3.8.2 Response from 5 different universities - Analysis

As can be seen, there was a general, lack of awareness among education academics of Stevick's seven learning categories and this means that that it is not part of the formal curriculum. Therefore, the categories are not taught with the consequence that they are not being employed in teaching within schools. Furthermore, one university promised to forward the email to members of the teaching staff. However, there was no response.

## Chapter 4: Discussion

The first learning category is the intuitive learner who relies on oral perception. By using the phonetic transcription the students are able to learn the correct pronunciation of words and therefore acquire a native-like pronunciation (Stevick 9). In fact, a large majority of the teachers in the sample group believe students are unfamiliar with the phonetic transcription when they start English step 5. However, most of the teachers highlight the importance of using it, but believe it is generally a difficult task for the students. The students are challenged when reading the transcript and have difficulties learning the phonetics by heart. In spite of the difficulties connected to implementing phonetics, teachers should incorporate phonetics on a regular basis in order to make student comfortable with the phonetic transcription. According to Gass and Selinker, students are restricted by not being able to speak second

language to a near native-like standard. Therefore, anxiety is constraining the students from attempting to pronounce (178). Thus, the intuitive learner wants to pronounce the words near native-like and in order to blend in with the native speakers. The intuitive learner prefers to mimic pronunciation and less than half of the teachers ask the students to mimic their pronunciation. In order to encourage and motivate the students, the teachers should ask the students to mimic pronunciation every lesson. More worryingly, one teacher never asks the students to mimic, and is therefore never providing the optimal learning environment for the intuitive learner. The intuitive learner has “oral memory” and a majority of the teachers are not familiar with the phrase “oral memory”, thus they are not aware of the meaning of the phrase. Furthermore, Yule describes the “communicative approach”, which involves the function of the language rather than grammatical or phonological structures (190).

Most teachers simplify the conversation which is not beneficial for the intuitive learner. The intuitive learner needs to be cognitive and orally challenged and by using pictures or symbols the student is helped to understand the conversation (Stevick 3). Another aspect that is of importance for the intuitive learner is being able to listen to a recording of a native-speaker more than once. Thus, the student prefers to memorise conversation. Furthermore, the intuitive learner uses the bottom-up technique and prefers to have a complete text instead of isolated sentences and phrases (Stevick 12). The optimal learning environment for the intuitive learner exists where the students are permitted to select their own articles which most of the teachers do not allow them to do. Therefore, the ideal learning environment for the intuitive learner is not provided.

The formal learner prefers to start with basic dialogues and then move towards more advanced sentences (Stevick 24). With similarity to the other learners, the formal learner bases the learning on oral exercises. Therefore, the teachers were asked how often they use oral recordings of a native-speaker and half of the teachers use oral activities every second lesson. As a consequence, only half of the lessons are suitable for the formal learner. The teachers should give the students the opportunity to listen to short oral activities every lesson in order to provide the ideal learning environment for the formal learner. Furthermore, the formal learner prefers to be corrected when pronouncing words or sentences wrongly, but only approximately half of the teachers correct some of the words and as a consequence, the teachers are not complying with how the formal learner wants to learn the language. The teachers should consider different ways of correcting pronunciation. Thus, they could use recording devices or peer reading.

Drills are beneficial to the formal learner and the teachers were asked if they use drills in order to memorise paradigms or sentences with the result of approximately half of the teachers never use drills in their teaching. There are different ways of incorporating drills in the learning environment and one way could be by using instruments such as Smartboard. Smartboard can be used to create both enjoyable and interesting drills. Thus, the words do not necessarily need to be placed in tables and they could be moved around.

The repetition of the language is of importance for the formal learner and therefore, the teachers were asked if they repeat the drills from the previous lesson. The result showed that 6 out of 16 teachers repeat the drills sometimes, but only 1 teacher repeats the drills regularly. According to Gass and Selinker, the repetition of words and phrases is closely linked to how children acquire language. By repeating and practising, the children are able to pronounce the words, although not adult-like (38). The formal learner also prefers to memorise texts, phrases and words and the teachers were asked how their students work with texts. Only one teacher out of 16 asks the students to memorise the text. Stephen Krashen highlights the importance of using the gained knowledge correctly in order to further develop the language skills (teachers/support/krashen). The formal learner is a visual and oral learner and by not asking the student to memorise the text or regularly use drills, the teachers are not complying with Stevick's methods.

According to Stevick, the formal learner also prefers to use vocabulary cards, thus, he easily remembers words if they are connected to certain images (32). The result showed that 10 teachers provide cards and therefore the ideal learning environment for the formal learner, while 2 never provide for the formal learner. In order to meet the learning requirements, the teachers should use vocabulary cards whenever they introduce a new word or a new phrase.

The informal learner is a risk-taker that prefers to be placed in situations that might make other students uncomfortable. By encountering native speakers, the informal learner acquires the language (Stevick 43). The informal learner must have the courage to speak with natives and a minority of the students report they do not feel comfortable speaking in a larger group. By placing the students in smaller groups, the teachers are trying to encourage students with low self-esteem. Also by placing the students in smaller groups, the teachers enable all students to participate in conversations. Furthermore, the informal learner acquires the language rather than learns the language and this can be achieved through blogs, chat sites and by inviting native speakers or other English speakers to school. Thus, the teachers should give the students ample opportunities to speak with native speakers. However, fewer than half

of the teachers are providing the opportunity for the informal learners to encounter native speakers. Therefore, only half of the teachers provide the correct learning environment for the informal learner. The informal learner does not benefit from analysing longer text and is challenged by reading literature books (Stevick 51). It is evident that the majority of the teachers require the students to read two or more literature books during the school year and, therefore, the teachers are not providing the optimal learning environment for the informal learner. However, reading longer literary texts is part of the curriculum and must be accomplished in order to achieve all learning outcomes. In fact, all the teachers allow the students to read their books in class which is beneficial to the informal learner. Sometimes, the informal learners need help with pronunciation and understanding of longer texts. However, only a minority of the teachers read out words or pieces of text aloud in order to help the student with a task of difficult nature. Therefore, the school board should provide classroom assistants in order to help students read and pronounce words in texts. As a consequence, the majority of teachers do not provide the correct learning environment for the informal learner.

The imaginative learner is both a visual and oral learner. By providing exercises that are both of a visual and oral nature, the teachers have the opportunity to provide the correct learning environment for the imaginative learner. However, none of the teachers use any type of mathematical instruments while teaching and therefore, not providing the correct learning environment. Jackson and Kaplan discuss the importance of fulfilling the requirements of the imaginative learners in order to meet the aims and objectives. Moreover, they also claim that it is less important to employ an established curriculum ([govtilr.org/Publications](http://govtilr.org/Publications)). The teachers were also not aware of the correct order in which the imaginative learner processes words. Thus, the teachers do not, as a rule, consider the order in which students learn words. Role play was generally used in the classroom, which is beneficial for the imaginative learner. Overall, the correct learning environment for the imaginative learner is usually not provided.

Just like the imaginative learner, the active learner is both a visual and an oral learner. The majority of teachers use listening comprehensions every second lesson. However, it would have been beneficial for the imaginative learner to listen to them every lesson. The active learner prefers to copy the text word by word and write the text on a piece of paper or on the computer while listening to listening comprehensions. None of the teachers ask the students to copy the text and therefore, they do not provide for the active learner. The pronunciation is also of importance for the imaginative learner and recording their own voices is beneficial for

the active learner. Most of the teachers allow the students to record their voices and therefore give them opportunity to improve their pronunciation. Furthermore, the active learners should be identified and encouraged to use recording equipment in lessons.

Another aspect that is important for the active learner is the focus on strengths rather than weaknesses; however, the majority of the teachers focus on a combination of both. The active learner should have the opportunity to develop her strengths rather than her weaknesses. Thus, giving the student a task where she is able to achieve a high mark will encourage further learning. Therefore, the learning environment for the active learner is not provided thus giving a combination of both is not beneficial. The active learner wants to focus on pronunciation and text work and not grammatical terms. One teacher claims that she never uses any grammatical terms; therefore, only one teacher provides the correct learning environment for the active learner. There should be a focus on the comprehension of the text instead of the grammatical features. The active learner should be encouraged to be actively involved in tasks and to take notes during the lessons. However, only approximately half of the teachers require the students to take notes. Therefore, the learning environment for the active learner is mostly not suitable.

The deliberate learner is well organised and demands a clear structure (Stevick 104). In order to encourage and motivate a deliberate learner, the teachers should provide lesson plans prior to the lessons. However, only a small proportion of teachers do this and therefore is only a minority of teachers providing the ideal learning environment for the deliberate learner. The use of paradigms and diagrams are of importance for the deliberate learner and 31% of the teachers are regularly providing the students with paradigms and diagrams. Thus, in order to provide an ideal learning environment, the teachers should on regular basis provide exercises involving paradigms and diagrams.

Approximately half of the teachers find that most of the students submit their homework on time and the deliberate learner requires strict deadlines and not meeting the deadline should have implications. Another question that the teachers were required to answer was how they incorporate culture in their lessons. The deliberate learner wants to learn as much as possible about the country of the native speakers and the teachers responded that they use different resources to provide culture for the students. Thus, some of the teachers are sometimes encouraging the students and therefore providing a suitable learning environment for the deliberate learner. According to Yule, the "grammar-translation" method is a traditional method of learning a second language (189). In order to provide the optimal learning

environment the teachers should provide lists, rules and strict routines. Therefore, it could be argued that the deliberate learner requires a more traditional learning style. Furthermore, a minority of the teachers incorporate grammar in non-grammar activities. It would be beneficial for the self-aware learner to use the acquired knowledge in conversations or other activities (Stevick 130). Therefore, the majority of teachers are not providing the correct learning environment for the self-aware learner. The self-aware learner needs her own structure of the lessons and less teacher led. In other words, the self-aware learner is sometimes a too confident learner and believes she masters grammatical terms better than she actually does ([markrass.wordpress.com](http://markrass.wordpress.com)). However, in order to provide the ideal learning environment for the self-aware learner, the teachers should allow the student to structure her own learning environment.

The response from the university teachers was clear and concise. None of the university teachers apply Stevick's learning methods and some of the teachers were unfamiliar with his theories. Therefore, the universities in Sweden are not applying Stevick's seven learning categories. As a consequence, the teachers in secondary education have not been given the opportunity in teacher training to practise and develop Stevick's learning methods. In order to change the view upon the learning categories the universities should implement his methods as part of the formal curriculum.

## **Conclusion:**

The purpose of this research was to discover to what extent Earl W Stevick's seven learning categories are taught to trainee teachers in Swedish universities, and in what ways Stevick's seven learning categories are presently utilised in Swedish secondary education.

The research is based on Earl W Stevick's seven learning categories. In Stevick's book *Success with Foreign Language*, he addresses different learning styles. The title also states "Seven who achieved it and what worked for them" (Stevick). By asking the students what works for them when it comes to learning, Stevick managed to categorise their answers into different learning styles. Stevick's categories are as follows: the intuitive learner, the formal learner, the informal learner, the imaginative learner, the active learner and the deliberate learner.

Furthermore, questionnaires were conveyed to foreign language teachers at a secondary school in Sweden. Thus, the questionnaires answer how, and to what extent, teachers use Stevick's theories. The statistics is displayed in tables to enable analyse of the response and compare the answers with the seven learning categories. To establish whether Stevick's seven learning categories are applied in Sweden at university level, an email with questions related to the thesis question was sent to university teachers.

The research revealed that the teachers do not regularly provide the ideal learning environment for the intuitive and formal learner. Thus, the teachers do not focus on phonetic transcription or provide regular and suitable oral exercises. Furthermore, the informal and imaginative learners are asked to read longer literary texts and there are no mathematical instruments used in teaching; this does not provide the optimal learning conditions for members of these categories. The mathematical instruments could involve rods or tables. The imaginative learner requires exercises that stimulate her imagination and the sample group is generally not doing this. The active and deliberate learners require a thorough organisation and full involvement in tasks. The teachers are not regularly giving the students lesson plans prior to the lessons or make them actively involved in all tasks. The last learning style is the self-aware learner. The self-aware learner requires total control of her own learning and being able to improve and practise grammar in her own way. Thus, the teachers are not allowing the students to structure their own learning.

To summarise, some of the secondary school teachers provide occasionally for all different learning styles, but were unable to provide for all styles regularly. This might be a consequence of today's large class sizes and/or the curriculum that requires the teachers to fulfil all aims and objectives within a limited time. Therefore, it could be argued that most of the learning styles are not met at secondary school due to the fact that most students require more frequent exercises that are linked to their particular learning style. Thus, not providing the correct exercises for the different learning styles creates counterproductive exercises that might cause fossilization or a disinterest in the subject. Giving the students regular oral exercises encourage students to use recording devices in class and provide vocabulary cards would be hugely beneficial for many of the Stevick's seven learning categories. Moreover, the majority of the university teachers were unfamiliar with Stevick's learning methods and his theories are not part of the university curriculum. Therefore, Stevick's learning categories are not applied at university level.

Furthermore, Stevick's book introducing the seven learning categories was published in 1989. It is 24 years ago since the book was published and second language acquisition has developed since 1989. Therefore, Stevick's research is, to some extent, outdated. Methods that were applied in the research have been questioned, mostly due to a deficit in understanding to how Stevick placed the different students into the learning categories. Also, there is no evidence in the book of important matters such as the size of the teaching group or teachers' reflections regarding the students' learning. Therefore, the validity of some of the facts can be questioned.

Further research would need to be conducted in order to investigate student achievement when teachers fully incorporate Stevick's seven learning categories. Thus, it would be insightful to extend this research by identifying the different learning categories and provide exercises that are beneficial to each of the learning styles. Furthermore, the students' grades would be compared with students that are not given the ideal exercises linked to their particular learning style. The result of such study may prove important to second language learning and ultimately more aims and objectives might be fulfilled.

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## Appendixes:

### Appendix 1

#### Questionnaire

*Dear Colleague,*

*I am conducting research on Earl W Stevick's seven learning categories and how they are applied in Sweden with regard to teaching English as a second language. By filling in the questionnaire, you will be helping me to establish the extent to which teachers use Stevick's categories at Erik Dahlbergsgymnasiet in Jönköping. Your answers will be confidential. Thank you for completing the questionnaire and, if you have any further questions or comments please feel free to email me on the email address shown at the end of the questionnaire.*

#### An Intuitive Learner

**1. How familiar are students with phonetics when they start English step 5?**

Well aware

Not aware

1

2

3

4

5

**2. Do you think it is important to use a phonetic transcription?**

Yes

No

Sometimes

I do not know

**3. How do you use phonetics in the classroom?**

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**4. How often do you require the students mimic your pronunciation?**

- Every lesson
- Every second lesson
- Sometimes
- Never

**5. How often do you have oral exercises in the classroom?**

- Every lesson
- Every second lesson
- Sometimes
- Never

**6. Are you familiar with the expression aural memory?**

- Yes
- A little
- No (please move to question number 8)

**7. Approximately how many of the students in an average group do you think have aural memory?**

- Less than 20%
- 21-40%
- 41-60%
- 61-80%

More than 80%

**8. How often do you teach a whole lesson in English when you teach a step 5 class?**

Every lesson

Every second lesson

Sometimes

Never

**9. How often do you teach a whole lesson in English when you teach a step 7 (English C) class?**

Every lesson

Every second lesson

Sometimes

Never

I do not teach En C

**10. If the students do not understand the meaning of the conversation what do you normally do?**

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**11. Are students allowed to listen to the same recording of a native speaker more than once during the same lesson?**

Yes

Sometimes

No

**12. How often do you use a recent English language in class (newspaper, magazines and journals)?**

Every lesson

Every second lesson

Sometimes

Never (if you ticked this box move to question number 14)

**13. Are the students allowed to select their own article?**

Yes

No

Sometimes

**A Formal learner**

**14. How do you normally begin your lesson?**

- An oral activity
- A written activity
- Some form of media such as a video or recording
- Other (please specify underneath)

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**15. How often do you use drills (to memorize paradigms and sentences) in class?**

- Every lesson
- Every second lesson
- Sometimes
- Never (if you ticked this box move to question 17)

**16. Do you repeat the content of the drill from the previous lesson the following lesson?**

- Yes
- No
- Sometimes

**17. How often do you use a recorded speech or a video of a native speaker?**

- Every lesson
- Every second lesson
- Sometimes
- Never

**18. When the students read out loud, do you correct their pronunciation? If so, please indicate how you do this.**

- I correct every word they pronounce wrongly
- I correct approximately every second word they pronounce wrongly
- I correct some words they pronounce wrongly
- I do not correct mispronunciations

**19. How often do you use vocabulary cards (a word, sentence or text connected to an image)?**

- Every lesson
- Every second lesson
- Sometimes
- Never

**20. How are students working with texts in your class? (you can mark more than one option)**

- Create an oral review or paraphrasing
  - Create a written review or paraphrasing
  - Memorize parts of the text by repeating the text
  - Other option (please state underneath)
-

**The Informal Learner**

**21. At the beginning of step 5 (year 1), approximately how many of the students in your class have low or very low self-esteem when it comes to English?**

- Less than 20%
- 21-40%
- 41-60%
- 61-80%
- More than 80%

**22. How do you encourage a group that does not want to participate orally?**

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**23. How do you encourage students to speak with native speakers during the lessons?  
(You can mark several options)**

- Twitter
- Facebook
- Blog
- Other chat sites
- Speakers or other native English speakers invited to school

**24. How many books or novels do you expect each student to read during the school year?**

- 1
- 2
- More than 2
- None

**25. Are the students allowed to read their novels (silent reading book) in class?**

- Yes
- Sometimes
- No

**26. If a student does not understand parts of a book what do you do?**

- I help them pronounce the word (s)
- Translate the word (s)
- Ask them to use a dictionary
- Ask them to ignore it because the general understanding is the main thing

**The Imaginative Learner**

**27. When teaching grammar, do you use a mathematical instrument for the visual learners (example rods)?**

- Yes
- Sometimes

Never (if you ticked this box please move to question 28)

**28. If you answered "yes" or "sometimes" to question 27 then you use mathematical instrument please explain what type of instrument and how you use it.**

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**29. According to the CA-OB method (Cognitive Audio-Oral Bilingual) there are five steps within the classroom learning when learning a new language. Please number (1-5) the order in which you are using the steps.**

Identification – what it is, how it sounds and looks

Manipulation – connection with the appropriate meaning

Reproduction – either silently or aloud in class.

Understanding- what the item does, and how it relates to other items in the language

Application- putting the new item into real or realistic use

**30. Do you use role play in class?**

Yes

Sometimes

Never

**An Active Learner**

**31. How often do you use listening comprehensions in class?**

- Every lesson
- Every second lesson
- Once a month
- Rarely

**32. How do you let the students work with the listening comprehensions? (You can mark several options)**

- Answer questions related to the text
- Oral discussion
- Copy the text word by word and write it down on a piece of paper or computer
- Written review of the content

**33. Do you let the students record their own voices?**

- Yes
- Sometimes or some students
- Never

**34. Do you focus on the students' strengths or areas of improvement in order to develop their language skills?**

- Strengths
- Areas of improvement
- A combination of both

**35. While teaching grammar, do you teach with the help of all the grammatical terms (for example; verb, noun...)?**

Yes

Sometimes

Never

**36. When you teach a new section within grammar, do you let the students write down the information on their computers or in their notebooks?**

Yes

Sometimes

It is not necessary because I post the information on Fronter

No

#### **The Deliberate Learner**

**37. Do you give the students the lesson plan prior the lesson (a week or a few days in advance)?**

Yes

Sometimes

No

**38. Do you use paradigms while teaching grammar (for example; creating a table with two columns one singular and one plural)?**

- Yes
- Sometimes
- No

**39. Approximately how many students in a group hand in their homework on time?**

- Less than 20%
- 21-40%
- 41-60%
- 61-80%
- More than 80%

**40. How do you incorporate culture in your lessons? (You can select several options)**

- A PowerPoint related to culture
- A video or clip
- A listening exercise
- A research project
- Other (please state below)

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### **A Self-aware Learner**

**41. How often do you incorporate grammar in activities that are not grammar related activities (for example a piece of text)?**

- Every lesson
- Every second lesson
- Sometimes
- Never

**42. When you teach students new words do you let them use the new words in conversation or in a written piece of text?**

- Yes
- Sometimes
- No

**Thank you for answering the above questions. In order to ensure that I have a representative sample across my research population, I am going to ask you a couple of questions about yourself.**

**43. Please indicate your age group.**

- 20-30
- 31-40
- 41-50
- 51-60
- 61-70

**44. Sex**

Male

Female

Thank you for completing the questionnaire. Your help is very much appreciated.

Yours faithfully

Elisabeth Johansson  
Email: [elisabeth.johansson4@jonkoping.se](mailto:elisabeth.johansson4@jonkoping.se)

## Appendix 2

### Email to university teachers

Dear Sir,

My name is Elisabeth Johansson and I am studying English 61-90 at Högskolan in Halmstad. I am at the moment undertaking the C Essay and the research involves Earl W Stevick's seven learning categories and how they are applied in Sweden with regard to teaching English as a second language. By answering a few questions, you will be helping me to establish the extent to which teachers use Stevick's categories at university level in Sweden. Your answers will be confidential.

1.

Do you teach Earl W Stevick's seven learning categories as part of the formal curriculum? If so, please comment on the extent to which this topic is taught, the methodologies employed in teaching it and how student understanding of the categories is tested.

Thank you for answering the questions. Your help is very much appreciated.

Yours faithfully  
Elisabeth Johansson

## Appendix 3

### Result tables

#### Question 1:

**How familiar are students with phonetics when they start English step 5 (1= well aware and 5= not aware)?**

Participants ID number	1:1	1:3	1:4	1:5	1:6	1:7	1:9	1:10	1:11	1:13	1:14	1:15	1:16
Score	4	4	3	4	4	3	4	2	5	2	4	4	3

#### Question 2:

Do you think it is important to use a phonetic transcription?

Participants ID number	Yes	No	Sometimes	I do not know
1:1	X			
1:3			X	
1:4			X	
1:5			X	
1:6			X	
1:7			X	
1:9			X	
1:10			X	
1:11	X			
1:13			X	
1:14			X	
1:15			X	
1:16			X	

### Question 3:

How do you use phonetics in the classroom?

Participants ID number	Answer to the open question
1:1	Some help for students when they have difficulty pronouncing new words that are hard to pronounce. Also some help to memorize when practicing pronunciation.
1:3	Actually not that much right now. It's something I could develop in my teaching.
1:4	In practice – how words are pronounced.
1:5	I teach phonetics in English 5, in the beginning of the course. I find it useful when they learn the indefinite article. When it comes to pronouncing words I believe it's easier for the students to listen to the words on web based dictionaries.
1:6	-
1:7	Show in wordlists sometimes, otherwise not much.
1:9	-
1:10	Sometimes with exercises, sometimes when we look at new words and phrases.
1:11	Seldom.
1:13	Sometimes I have had exercises in the beginning of En 5 to practise it together with learning how to use a dictionary. Now not so much when you easily can click on icon on dictionary sites and hear the pronunciation.
1:14	I try to teach them the phonetic symbols in the beginning of the course 5, but I don't think I have ever succeeded.
1:15	When introducing new words.
1:16	Together with dictionaries and exercises. They use Cambridge Dictionaries online= phonetics, sound and spelling.

**Question 4:**

How often do you require students mimic your pronunciation?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3			X	
1:4			X	
1:5			X	
1:6		X		
1:7				X
1:9			X	
1:10		X		
1:11		X		
1:13			X	
1:14			X	
1:15		X		
1:16		X		

**Question 5:**

How often do you have oral exercises in the classroom?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1	X			
1:3			X	
1:4			X	
1:5			X	
1:6		X		
1:7	X			
1:9			X	
1:10		X		
1:11	X			
1:13			X	
1:14			X	
1:15	X			
1:16		X		

**Question 6:**

Are you familiar with the expression aural memory?

Participants ID number	Yes	A little	No
1:1			X
1:3		X	
1:4			X
1:5			X
1:6		X	
1:7			X
1:9			X
1:10			X
1:11	X		
1:13			X
1:14		X	
1:15	X		
1:16		X	

**Question 7:**

Approximately how many of the students in an average group do you think have aural memory?

Participants ID number	Less than 20%	21-40%	41-60%	61-80%	More than 80%
1:1					
1:3			X		
1:4					
1:5					
1:6		X			
1:7					
1:9					
1:10					
1:11		X			
1:13					
1:14			X		
1:15		X			
1:16			X		

### Question 8:

How often do you teach a whole lesson in English when you teach a step 5?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3	X			
1:4	X			
1:5	X			
1:6	X			
1:7		X		
1:9		X		
1:10	X			
1:11	X			
1:13	X			
1:14	X			
1:15			X	
1:16	X			

### Question 9:

How often do you teach a whole lesson in English when you teach a step 7 (English C) class?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never	I do not teach En C
1:1	X				
1:3	X				
1:4	X				
1:5	X				
1:6					X
1:7					X
1:9					X
1:10	X				
1:11	X				
1:13	X				
1:14	X				
1:15	X				
1:16					

### Question 10:

If the students do not understand the meaning of the conversation what do you normally do?

Participants ID number	Answer to the open question
1:1	Explain the words that cause problems. Simplify the language and explain something similar to increase their understanding. Allow the students to use their native language to be able to participate in the conversation.
1:3	Try to explain it in other ways, in English.
1:4	Rephrase.
1:5	I try to explain what I mean in other words.
1:6	Explain in English.
1:7	Try to explain again, using other words if possible.
1:9	Try to explain in English. With some students it is sometimes necessary to explain in Swedish.
1:10	I try to explain in other ways, sometimes I explain by translating into Swedish – but I always try to explain in English first.
1:11	Explain in English or ask a student to explain. Sometimes I translate a word or two.
1:13	Explain it again and simplify. Translate certain words. Explain in Swedish.
1:14	Try to rephrase what I have said.
1:15	Try to explain the meaning in English first and if they still do not understand I explain in Swedish.
1:16	Use different English words/explain in another way. If that does not work I use Swedish.

### Question 11:

Are the students allowed to listen to the same recording of a native speaker more than once during the same lesson?

Participants ID number	Yes	Sometimes	No
1:1	X		
1:3		X	
1:4		X	
1:5	X		
1:6		X	
1:7		X	
1:9		X	
1:10		X	
1:11		X	
1:13	X		
1:14		X	
1:15		X	
1:16		X	

### Question 12:

How often do you use recent English language in class (newspapers, magazines and journal)?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3			X	
1:4		X		
1:5		X		
1:6		X		
1:7			X	
1:9			X	
1:10		X		
1:11			X	
1:13			X	
1:14			X	
1:15	X			
1:16			X	

### Question 13:

Are the students allowed to select their own article?

Participants ID number	Yes	No	Sometimes
1:1	X		
1:3			X
1:4			X
1:5			X
1:6	X		
1:7			X
1:9			X
1:10	X		
1:11			X
1:13			X
1:14			X
1:15			X
1:16			X

### Question 14:

How do you normally start a lesson?

Participants ID number	An oral activity	A written activity	Some form of media such as a video or recording	Other
1:1				A combination of different activities.
1:3			X	
1:4	X			
1:5	X			
1:6				A mix of different activities.
1:7	X		X	
1:9				It depends on what kind of material we are working with at the moment.
1:10	X			
1:11	X			
1:13				Different activities.
1:14	X			
1:15	X	X		
1:16	X		X	

### Question 15:

How often do you use drills (to memorize paradigms and sentences) in class?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3				X
1:4				X
1:5			X	
1:6				X
1:7				X
1:9				X
1:10			X	
1:11			X	
1:13				X
1:14				X
1:15		X		
1:16		X		

### Question 16:

Do you repeat the content of the drill from the previous lesson the following lesson?

Participants ID number	Yes	No	Sometimes
1:1	X		
1:3			
1:4			
1:5			X
1:6			
1:7			
1:9			
1:10			X
1:11			X
1:13			
1:14			
1:15			X

1:16			X
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### Question 17:

How often do you use a recorded speech or video of a native speaker?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3		X		
1:4		X		
1:5		X		
1:6		X		
1:7	X			
1:9		X		
1:10		X		
1:11		X		
1:13			X	
1:14		X		
1:15			X	
1:16		X		

### Question 18:

When the students read out loud, do you correct their pronunciation? If so, please indicate how you do this?

Participants ID number	I correct every word they pronounce wrongly	I correct approximately every second word they pronounce wrongly	I corrects some words they pronounce wrongly	I do not correct mispronunciations
1:1			X	
1:3			X	
1:4			X	
1:5			X	

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1:6			X	
1:7			X	
1:9			X	
1:10		X		
1:11			X	
1:13		X		
1:14			X	
1:15		X		
1:16			X	

Question 19:

How often do you use vocabulary cards?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3			X	
1:4			X	
1:5				X
1:6			X	
1:7			X	
1:9				X
1:10		X		
1:11			X	
1:13			X	
1:14			X	
1:15			X	
1:16			X	

Question 20:

How are students working with texts in your class?

Participants ID number	Create an oral review or paraphrasing	Create a written review or paraphrasing	Memorize parts of the text by repeating the text	Other option
1:1	X	X	X	
1:3				Answering questions, word work, discussing the content
1:4	X	X		Questions and discussions
1:5	X			
1:6	X	X		Discussions
1:7	X			Answer questions on text, other exercises connected with vocabulary for instance
1:9	X	X		Discussions and interviews
1:10	X	X		Basis for presentation regarding the theme the text deals with
1:11	X	X		Students ask questions on text
1:13				Questions for the text, reflections, analysis, discussions
1:14	X	X		
1:15	X	X		
1:16	X	X		

### Question 21:

At the beginning of step 5 (year 1), approximately how many of the students in your class have low or very low self-esteem when it comes to English?

Participants ID number	Less than 20%	21-40%	41-60%	61-80%	More than 80%
1:1	X				
1:3	X				
1:4	X				
1:5	X				
1:6	X				
1:7	X				
1:9	X				
1:10			X		
1:11		X			
1:13	X				
1:14		X			
1:15		X			
1:16	X				

### Question 22:

How do you encourage a group that does not want to participate orally?

Participants ID number	Answer to the open question
1:1	I give them several suggestion of how to start a sentence so that they will be encouraged to continue.
1:3	Try to take it step by step. Start with small groups and games to make it less serious. Ask direct questions to get the student started.
1:4	Start with smaller groups and use games.
1:5	Put them in smaller groups, playing games.
1:6	-
1:7	I do not force them to talk in front of a bigger group.
1:9	Let them work in pairs or in small groups, sometimes use role play, word games etc.
1:10	I let them speak in situations that feel more comfortable to them. I make discussions a natural, relaxed part of every lesson. I also work on their

TO WHAT EXTENT, AND IN WHAT WAYS, ARE EARL W STEVICK'S SEVEN LEARNING CATEGORIES APPLIED IN SWEDISH SECONDARY EDUCATION?

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	attitude towards English and speaking in front of others. I want them to feel more confident, that it is ok to make mistakes – they are here to learn. Play activities can encourage them to participate more in discussions.
1:11	Conversation in small groups.
1:13	Make small groups, working with peers they know well, encouraging them when they only speak very little, creating an allowing atmosphere, talk about familiar things.
1:14	By giving them the opportunity to speak in small groups.
1:15	Divide them into small groups.
1:16	Use smaller groups when presenting, have them write things down before they speak – it makes it easier for them.

Question 23:

How do you encourage students to speak with native speakers during the lessons?

Participants ID number	Twitter	Facebook	Blog	Other chat sites	Speakers or other native English speakers invited to school
1:1					
1:3			X		
1:4				X	X
1:5					
1:6					
1:7					
1:9					
1:10			X		
1:11					X
1:13					X
1:14					
1:15				X	
1:16			X		X

### Question 24:

How many books or novels do you expect each student to read during the school year?

Participants ID number	1	2	More than 2	None
1:1			X	
1:3		X		
1:4		X		
1:5		X		
1:6		X		
1:7		X		
1:9			X	
1:10			X	
1:11		X		
1:13		X		
1:14		X		
1:15		X		
1:16		X		

### Question 25:

Are the students allowed to read their novels (silent reading books) in class?

Participants ID number	Yes	Sometimes	No
1:1		X	
1:3		X	
1:4		X	
1:5		X	
1:6		X	
1:7		X	
1:9		X	
1:10		X	
1:11		X	
1:13		X	
1:14		X	
1:15		X	
1:16		X	

**Question 26:**

If a student does not understand parts of a book what do you do?

Participants ID number	I help them pronounce the words	Translate the words	Ask them to use a dictionary	Ask them to ignore it because the general understanding is the main thing
1:1	X	X	X	X
1:3		X	X	X
1:4	X			
1:5			X	X
1:6		X	X	X
1:7		X	X	
1:9			X	
1:10	X	X	X	
1:11			X	
1:13			X	
1:14			X	
1:15				X
1:16	X	X	X	

**Question 27:**

When teaching grammar, do you use a mathematical instrument for the visual learners (example rods)?

Participants ID number	Yes	Sometimes	Never
1:1			X
1:3			X
1:4			X
1:5			X
1:6			X
1:7			X
1:9			X
1:10			X
1:11			X
1:13			X
1:14			X
1:15			X

### Question 29:

According to the CA-OB method (Cognitive Audio-Oral Bilingual) there are five steps within the classroom learning when learning a new language. Please number (1-5) the order in which you are using the steps.

Participants ID number	Identification – what it is, how it sounds and looks	Manipulation – connection with the appropriate meaning	Reproduction – either silently or aloud in class	Understanding – what the item does, and how it relates to other items in the language	Application – putting the new item into real or realistic use
1:1	2	3	1	4	5
1:3					
1:4	1	3	2	4	5
1:5	1	3	2	4	5
1:6	1		2		
1:7	3	4	5	2	1
1:9	1	2	4	3	5
1:10	1	3	2	4	5
1:11					
1:13	1	4	3	2	5
1:14	2	4	1	3	5
1:15	1	4	2	3	5
1:16	1	2	4	3	5

### Question 30:

Do you use role play in class?

Participants ID number	Yes	Sometimes	Never
1:1		X	
1:3		X	
1:4		X	
1:5		X	
1:6		X	
1:7		X	
1:9		X	
1:10		X	
1:11		X	
1:13	X		
1:14		X	

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1:15		X	
1:16		X	

Question 31:

How often do you use listening comprehensions in class?

Participants ID number	Every lesson	Every second lesson	Once a month	Rarely
1:1			X	
1:3		X		
1:4		X		
1:5		X		
1:6			X	
1:7		X		
1:9		X		
1:10		X		
1:11		X		
1:13		X		
1:14		X		
1:15			X	
1:16		X		

Question 32:

How do you let the students work with the listening comprehensions?

Participants ID number	Answer questions related to the text	Oral discussions	Copy the text word by word and write it down on a piece of paper or the computer	Written review of the content
1:1	X	X		X
1:3	X	X		
1:4	X	X		
1:5	X	X		
1:6	X	X		X
1:7	X	X		
1:9	X	X		
1:10	X	X		
1:11	X	X		
1:13	X	X		X
1:14	X	X		
1:15	X	X		X

1:16	X	X		
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### Question 33:

Do you let the students record their own voices?

Participants ID number	Yes	Sometimes	Never
1:1	X		
1:3	X		
1:4		X	
1:5			X
1:6		X	
1:7		X	
1:9		X	
1:10			X
1:11		X	
1:13			X
1:14		X	
1:15		X	
1:16		X	

### Question 34:

Do you focus on the students' strengths or areas of improvement in order to develop their language skills?

Participants ID number	Strengths	Areas of improvement	A combination of both
1:1			X
1:3			X
1:4			X
1:5			X
1:6			X
1:7			X
1:9			X
1:10			X
1:11			X
1:13			X

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1:14		X	
1:15			X
1:16		X	

Question 35:

When teaching grammar, do you teach with the help of all grammatical terms (for example; verb, noun...)?

Participants ID number	Yes	Sometimes	Never
1:1	X		
1:3		X	
1:4			X
1:5		X	
1:6		X	
1:7		X	
1:9	X		
1:10		X	
1:11		X	
1:13	X		
1:14		X	
1:15	X		
1:16	X		

Question 36:

When you teach a new section within grammar, do you let the students write down the information on their computers or in their notebooks?

Participants ID number	Yes	No	Sometimes	It is not necessary because I post the information on Fronter
1:1	X			
1:3	x			X
1:4				X
1:5	X			

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1:6	X			
1:7	x		x	
1:9		X		
1:10	X			
1:11	X			
1:13	X			
1:14			x	
1:15	X			
1:16			x	x

**Question 37:**

Do you give the lesson plan prior the lesson ( a week or a few days in advance)?

Participants ID number	Yes	Sometimes	No
1:1	X		
1:3		X	
1:4			X
1:5			X
1:6			X
1:7		X	
1:9		X	
1:10		X	
1:11			X
1:13	X		
1:14			X
1:15		X	
1:16		X	

**Question 38:**

Do you use paradigms while teaching grammar (for example; creating a table with two columns one singular and one plural)?

Participants ID number	Yes	Sometimes	No
1:1	X		
1:3		X	
1:4		x	
1:5	x		
1:6		x	

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1:7		X	
1:9		X	
1:10		X	
1:11	x		
1:13		x	
1:14	x		
1:15	x		
1:16		X	

Question 39:

Approximately how many students hand in their homework on time?

Participants ID number	Less than 20%	21-40%	41-60%	61-80%	More than 80%
1:1				X	
1:3				X	
1:4					X
1:5					X
1:6				X	
1:7				X	
1:9				X	
1:10			X		
1:11				X	
1:13				X	
1:14				X	
1:15			X		
1:16					X

Question 40:

How do you incorporate culture in your lessons?

Participants ID number	A PowerPoint related to culture	A video or clip	A listening exercise	A research projects	Other
1:1	x	x	x	X	
1:3	x	x	x	X	
1:4		x		X	
1:5		x		X	
1:6	x	x	x	X	
1:7	x	x	x	X	
1:9		x	x	X	
1:10				X	

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1:11		x	x	X	
1:13		x	x	x	Having natives in the classroom
1:14	x	x		X	
1:15	x	x	X		
1:16	x	x	x	x	Group assignments and visitors

Question 41:

How often do you incorporate grammar in activities that are not grammar related activities (for example a piece of text)?

Participants ID number	Every lesson	Every second lesson	Sometimes	Never
1:1			X	
1:3			X	
1:4		X		
1:5			X	
1:6			X	
1:7			X	
1:9			X	
1:10		X		
1:11		X		
1:13			X	
1:14			X	
1:15		X		
1:16			X	

Question 42:

When you teach students new words do you let them use the new words in conversations or in a written piece of text?

Participants ID number	Yes	Sometimes	No
1:1	X		
1:3		X	
1:4		X	

TO WHAT EXTENT, AND IN WHAT WAYS, ARE EARL W STEVICK'S SEVEN LEARNING CATEGORIES APPLIED IN SWEDISH SECONDARY EDUCATION?

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1:5		X	
1:6		X	
1:7	X		
1:9		X	
1:10	X		
1:11	X		
1:13		X	
1:14		X	
1:15	X		
1:16	X		

Age group

Participants ID number	20-30	31-40	41-50	51-60	61-70
1:1				X	
1:3	X				
1:4		X			
1:5	X				
1:6				X	
1:7		X			
1:9				X	
1:10	X				
1:11					X
1:13		X			
1:14					X
1:15		X			
1:16		X			

Sex

Participants ID number	Male	Female
1:1		x
1:3		x
1:4		x
1:5		x
1:6		x
1:7		x
1:9		x
1:10		x
1:11	x	

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1:13		x
1:14	x	
1:15		x
1:16		x