

Learning Generators: ICT and e-Learning Teaching and Learning Methodologies for Language Acquisition

Eva Zanuy

E-mail: evazanuy@hotmail.com

Universidad de Educación a Distancia (Spain)

Abstract

The study of learning styles tries to explain the individual differences in the way people use their cognitive resources, learning best depending on the way they both perceive and process information.

The importance of this investigation is to try to optimise the learning process of a foreign language, increasing the level of knowledge of all the students using a Learning Generator or common book for all the students of a definite English level, organizing it previously so that it teaches up to the maximum capacity of each student, considering their Learning Style and thus eliminating the teaching style of each teacher. ICT and e-learning methods prove to be extremely useful in this goal. When we say "books" we could be saying "e-books".

But the higher representation of exercises that benefits the Reflector Style demonstrates that all the editorials, without exception, follow the so called Natural Method. For the Natural Method, to acquire a language means a gradual learning, obtaining the ability of communication without the necessity of using the rules that a teacher explains, which benefits the students with a predominant Reflector Learning Style, since they are observers, compilers and assimilators. The Natural Method fails because it has an excess of representation of a single Learning Style, which happens to be the one with the smallest representation among the students (Reflector Style).

We can conclude with clear evidence that the editorials do not consider the different Learning Styles at the time of programming their books or e-books. They go against e-learning.

It is obvious that the general implantation of the very fashionable natural method in the teaching of English does not give the corresponding results. Students who finish obligatory education do not end up with a level of English that allows good oral and written communication.

Now it is time for the editorials to pay greater attention to the theories on individual learning and new technologies than to the present educative tendencies in language teaching. Books should act as a tool which generates learning, and if we improved them taking into account the different Learning Styles, we would be working with a real Learning Generator for all the students, without any exception at all. If we used a method which benefited all our students, we would be creating students who would learn with the maximum of their capacities and all society would benefit from that.

We could do so by using technology, e-books which deal with individuals so as to generate e-learning. Can we imagine a learning system where all the students learned at their best? What degree of knowledge could those students end up reaching if this system were implanted in a generalized manner? It seems utopia, but it is an attainable utopia if we prepare books that benefit all students.