BAKALÁŘSKÁ PRÁCE

How Polyglots Learn Languages. Methods for Language Acquisition by Multilingual People

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Anotace:

Cílem práce je zjistit, jakými metodami si polygloti osvojují jazyky, v jakém časovém horizontu, podle čeho si jazyky vybírají a jak se vůbec polyglotem stát. Práce se tedy bude zabývat polygloty a metodami osvojování jazyka u multilinguálních jedinců.

V teoretické části budou vysvětleny termíny relevantní k tématu. Dále budou diskutovány předpoklady, které mohou ovlivnit učení jazyka. Následně budou rozebrány typy stylů učení a poslední část práce se zaměří na metody osvojování jazyka.

K praktické analýze bude použit dotazník, který budou vyplňovat multilinguální jedinci. Otázky, na něž budou odpovídat, se týkají jejich národnosti, mateřského jazyka, počtu jazyků, kterými mluví, v jakém pořadí se je učili atd. Dále dotazník zkoumá různé typy metod učení jazyka a dotazovatelé zhodnotí jejich výhody a nevýhody. Vyplněné dotazníky budou dále analyzovány a interpretovány.

Klíčová slova:

Učení druhého jazyka, metody učení jazyka, polyglot, multilinguální, učení cizího jazyka

Abstract:

This thesis aims to find out what methods polyglots use to acquire languages; what the time horizon of that is; what the reason for a particular choice of a language is; and how to actually become a polyglot. Therefore, the thesis will deal with polyglots and methods of language acquisition in multilingual individuals.

The theoretical part will explain the terms relevant to the topic. Assumptions that may affect language learning will also be discussed. Subsequently, the types of learning styles will be analyzed, while the last part of the thesis will focus on methods of language acquisition.

A questionnaire will be used for practical analysis, which will be filled in by multilingual individuals. The questions they will answer concern their nationality, mother tongue, the number of languages they speak, the order in which they learnt them, etc. Furthermore, the questionnaire will examine different types of language learning methods and based on that, the interviewers will evaluate their advantages and disadvantages. The completed questionnaires will be further analyzed and interpreted.

Obsah

Introduction

Nowadays, multilingualism has become more than just useful additional knowledge. On the contrary, it has become a necessary skill for many reasons. Whether viewed from the financial or social aspects, knowing a foreign language has turned out to be extremely beneficial. Learning a foreign language has recently become essential for businesses that want to sustain a strong footing in the global economy. Apart from financial gains, learning a foreign language can offer a life changing experience – simple interaction with new people, better understanding of the country's culture or just simpler travel. Moreover, learning a foreign language enhances cognitive and analytical abilities (D'Astoli, 2016). I could go on and on about the advantages of language learning and why this is a topical issue.

Learning a foreign language, however, is by no means an easy task and there are many different opinions on this issue. In my bachelor thesis I do not want to search for a universal method for language learning that suits everyone. Instead, I would like to focus on diverse methods used by polyglots; i.e. multilingual individuals. People who speak two or more languages are usually seen as exceptionally intelligent (Fasold & Connor-Linton 2014, p. 403). Nevertheless, polyglots do not have any special talents; most of them gained their language knowledge in adulthood (Lýdia Machová – Ten things polyglots do differently, 2017).

As a student of English, German and Italian languages, I am interested in learning languages and therefore, I wanted to focus on different methods used for acquiring a foreign language. From my personal experiences with polyglots, I concluded that there are many methods and each polyglot has a different way of using them. Therefore, in my bachelor thesis I am going to focus not only on the method alone, but also on the individual differences and aspects that might (or might not) have had an impact on language learning. I believe that knowing a foreign language has benefits for people from many points of view and all they need to achieve their goal is to find a proper way to learn (a method). In my theoretical part I aim to point out individual differences in second language learning, such as age, motivation etc. Furthermore, I discuss different learning styles and methods and their methodology. Based on my theoretical and empirical part I would like to provide the reader of this bachelor thesis with different learning styles and several methods for language learning. I would like to provide the readers with sufficient knowledge and examples so they are able to choose by themselves the method

that suits them best as I believe that there is no universal method (at least for now) and each of us language learners needs to find a way to approach language learning in a proper manner.

1. Polyglot

In this chapter and the following ones, I will provide several definitions concerning language learning and polyglotism. The purpose of this limited set of definitions is not to dictate readers a certain understanding of the terms; it is rather to allow readers to grasp the meaning of the most important terms necessary for this bachelor thesis.

The term "polyglotism", or in other words also multilingualism, is based on second language acquisition, which is a process of learning a second language. For the purpose of this bachelor thesis it is important to further define what the terms "polyglotism" or "polyglot", as well as the "second language acquisition" and "language" stand for.

The first term I would like to define is "language". Since I will be dealing with language acquisition, it is important to define the word as it can have more connotations. For example, in Czech, Hungarian, Italian and many other languages one single word stands for both "language" and "tongue", yet it can mean much more.

Fasold and Connor-Linton explain that the language phenomenon is very complex and has many facets. They define language as a composition of separate sounds, words, sentences and other utterance units (2014, p. 4).

Finegan and Besnier define language similarly; i.e. as a "finite system of elements and principles that make it possible for speakers to construct sentences to do particular communicative jobs" (1989 as cited in Fasold & Connor-Linton 2014, p. 1). Fasold and Connor-Linton as well as Finegan and Besnier both put an importance on the communicative function of a language; i.e. a particular utterance. However, a reading and listening skills along with non-verbal speech also play a significant role in language. Polyglots (and language learners in general) should be able to use all of these skills.

Furthermore, I will explain the term polyglot, what kind of a person it is and how many languages they can speak. Defining the term polyglot is necessary for further analysis of methods used by polyglots.

Defining the term is, however, a very difficult task as linguistic definitions of a polyglot differ. The field and the terminology concerning polyglotism/multilingualism do not constitute an extensively examined linguistic area. Therefore, there are not any fixed definitions of the term polyglot.

In some multilingual and multicultural countries such as the United States, Australia, China etc. many people are considered multilingual as they can speak more than one language. Ellis considers people multilingual if they learn more than one language in addition to their first language (1994).

Nia Kirniawati, who carried out a case study with a nine-language speaker, has a similar opinion, whereupon she claims that a "multilingual person is one who is able to communicate in more than one language" (2017, p.2).Therefore, some linguists like Ellis or Kirniawati support the fact that knowing at least one language is enough to be considered multilingual or a polyglot.

There are, however, linguists that feel the necessity to know more languages than only one additional to the mother tongue to be considered multilingual. E.g. J. R. Nation, who compiled a study with "good" language learners, defined the term polyglot, aka a multilingual person, as someone who is fluent in four or more languages (1983, p.1).

Why is it so difficult to define the term 'polyglot'? On the blog *The Linguist*, which is managed by a famous polyglot Steve Kaufman, who claims he can speak 20 foreign languages, he states a theory and possible reason why there are no fixed definitions of the word "polyglot". According to Kaufman, people have different ways in engaging with languages. There are people who are able to read and understand the written and spoken word very well, yet are not able to speak in the given language. On the contrary, there are people who have great socializing skills, but have little or limited knowledge of a foreign language in which they communicate. Kaufman uses a definition of a polyglot as someone "who knows and is able to use several languages" to show that the person does not have to *speak* the language; i.e. the person therefore has to only be able to use the language in whichever way (2019).

Another problem arises when considering the language level of languages learnt. Kató Lomb, probably the most famous female-polyglot, who allegedly spoke 17 languages, wrote in her

book *Polyglot: How I Learn Languages* that in fact it is not possible for her to know 16 languages, at least not at the same level of ability. She continues to explain that with some languages she can switch between with no problem. With other languages, however, she requires at least half a day to brush up on her language skills (2011, p.17). Another situation is when she is not able to speak the particular language, but has no problem understanding the written word of that language (e.g. "I no longer speak Romanian but have plenty of occasions to translate Romanian technical papers into other languages" 2011, p.31).

Green agrees that there are different levels of activating a language in a polyglot; "*selected* (controls speech output), *active* (plays a role in ongoing processing; runs parallel to the selected language, but is not articulated) or *dormant* (not active during ongoing processing)" (Green 1986 as cited in Williams & Hammarberg 1998, p. 299). It is therefore important to involve not only different levels of language, but also different times of the language-use, necessity of the language etc. There are truly many factors impacting the definition of a polyglot, languages and language acquisition in general and, therefore, it is quite impossible to agree on just one.

Polyglots can be found everywhere in the world; actually, in almost every field of interest. A lot of polyglots can also be found in the Czech Republic.One of them is Lucie Gramelová, who occupies herself with languages; i.e. language learning, teaching, interpreting, translating etc. In her book *Jak vyzrát na cizí jazyky* she mentions the term "polyglot" and states that the biggest group of polyglots can be found among students and teachers of Faculties of Arts. However, lawyers, economists and clerics are no exceptions; in fact, polyglots themselves claim that anyone can become a polyglot. Most of them achieve their knowledge by studying languages, not by being born multilingual (2018; *Jazykový koutek*).

Ultimately, it is impossible to define the term polyglot. Yet this chapter should provide a short overview of different ideas which should give the reader certain knowledge on this topic. For the purpose of this thesis I will refer to a polyglot as someone who speaks more than three languages on the B1 level according to the CEFR.

In the following chapter I will focus on language learning and factors that have a significant impact on language learning.

2. Individual differences in second language learning

In this chapter I will briefly explain what second language acquisition is and discuss some of the most influential factors impacting second language learning.

Polygotism is related to second language acquisition study. "The second language acquisition itself is a process of enormous complexity in which a variety of factors are at work and which evades description and explanation" (De Bot, Lowie, & Verspoor 2005 as cited in Kurniawati 2017).

To understand conditions impacting second language acquisition (SLA) it is necessary to explain what SLA is. Nevertheless, as the field of linguistics is broad and diverse, and there are many shared beliefs as well as totally different opinions about it, the problem with defining the SLA already arises in the distinction between "acquisition" and "learning". "The process by which a person learns a language is sometimes called acquisition instead of learning, because some linguists believe that the development of a first language in a child is a special process" (Richards 1985, p.3).

There are several linguists that use the term "acquisition" as a referral to the second language learning. Jack Richards et al. defines SLA as "the process by which people develop proficiency in a second or foreign language" (1985, p. 252).

Fasold and Connor-Linton claim that "a second language refers to any language learnt after one's first language, no matter how many others have been learned" (2014, p. 446). They have a more specified definition of SLA. They divide SLA into two categories. The first category is 'second language learning', which refers to the process of learning a second language within a community speaking different language (e.g. a Czech person living in Italy). The language is therefore acquired subconsciously. On the other hand, the second group refers to 'foreign language learning' and it is a conscious acquisition of a language that is not spoken by the surrounding community (e.g. a Czech person learning Italian at a language school) (Fasold & Connor-Linton 2014, p.446).

Khasinah distinguishes second language learning and second language acquisition in a similar way as Fasold and Connor-Linton. After reviewing theories of other linguists, she defines second language acquisition as "an unconscious study of language in a natural way" independent on specific language teaching (2014, p. 257). On the other side, she views second language learning as "a conscious study through formal instruction" and "internalization of rules and formulas which are then used to communicate in the second language" (2014, p. 257).

Similarly, Krashen divides language learning into two distinct and independent ways of developing competence in a second language for adults. The first way can be considered subconscious and is very similar to the way children acquire a language; they use the language for communication, while not aware of the fact that they are simultaneously acquiring the language. This means that adults are not usually aware of grammatical rules, they "have a 'feel' of the correctness" instead (Krashen 2009, p. 10). The second way is done in a conscious way, i.e. language learning. This includes actively knowing the rules, being aware of them and being able to talk about them. Krashen mentions linguists that claim that only children can acquire a language subconsciously while adults only by learning, but he disagrees. Instead he claims that "acquisition is a very powerful process in the adult" (Krashen 2009, p.10).

I will refer to SLA as the way of learning a second language regardless of the way – whether it is through formal instructions, learning rules etc. or learning a language subconsciously by e.g. living in the area where the particular language is spoken. I believe there are several factors influencing SLA, not only the way or the area of learning, but many others.

A supporter of this claim, Rod Ellis, also includes the external factors in his theory about language learning. He defines SLA as "a complex process, involving many interrelated factors" (1986, p. 4).

Khasinah further explored these additional factors in her work and came to a decision that there are seven main contributing factors; *motivation*, *attitude*, *age*, *intelligence*, *aptitude*, *personality* and *learning style*. Some of these factors are more dominant and some are equal to one another, yet each of them has a different impact on SLA (2014, p. 256). It is important to add that these factors impact language learning of every language learner, not only polyglots.

2.1. Age

As it was already differentiated before, there is first and second language acquisition and it is obvious that age plays a significant role in it. Some of the linguists claim that it is very hard to learn something on a professional level (not only a language, but any skill in general) after puberty. However, evidence of thousands of polyglots who learnt many languages as adults prove otherwise. Children do have certain benefits of a younger brain, yet it does not necessarily ensure success.

As it was said before, it is believed that younger learners are more successful (Khasinah 2014, p. 258) and indeed, according to several researches a younger age shows to be the strongest predictor of success (before reaching a critical period; i.e. before reaching puberty). Learning after puberty may be more challenging as the brain lacks the ability and adaptation (Richards 1985, p. 68). This claim, however, is a subject of speculation, as some adult learners *do* achieve native-like proficiency in the second language (Fasold & Connor-Linton 2014, p. 457).

Adults and adolescents have, however, the advantage of their social understanding and other nonbiological factors, i.e. learner's attachment to the language, culture, different types of motivation etc. (Fasold & Connor-Linton 2014, pp. 457–458).

Scarcella and Higa support the claim that being behind the critical period does not necessarily mean the possibility to learn a new language is gone. They claim that "there is growing evidence that older learners are able to acquire a second language faster than younger learners" (1981, p. 409). Ellis conducted a study where he found out that SLA is not influenced by the starting age, but that there is a relationship between the rate of learning and the age of learners (Ellis 1985, p. 107 as cited in Khasinah 2014, p. 259).

Krashen reviewed the empirical research on the effect of age and second language acquisition, finding out that it "is not simply the case of *younger is better*". This research found that adults and older children proceed faster through the early stages of SLA than younger children (if the time and exposure were held constant). Adults are also expected to have a higher comprehension because their world is simply more complex than the world of the child (Krashen 2009, p. 43).

Khasinah supports this claim with the fact that "older learners are able to apply linguistic rules when they use the language", which makes it easier for them to actually understand and improve the norms (2014, p. 259).

All in all, learning a language as a child as well as learning as an adult has its benefits. Children acquire the language easier due to younger brains; adults, however, have better chances to understand their reasons to learn a language and therefore, e.g. find proper motivation, style of learning etc.

2.2. Gender

It would be unwise to think that there are no differences between genders. Several studies focussing on this type of issue have been carried out.

For example, some researchers found out that "females tend to use a greater variety of language learning strategies" (Fasold & Connor-Linton 2014, p. 458) and other studies have shown that "females usually have more positive attitudes toward learning a second language and may be more motivated"(Fasold & Connor-Linton 2014, p. 459).

Yet, there are many studies contradicting these statements, such as the study conducted by Karthigeyan and Nirmala or Nematipour where the differences between learning styles of men and women were found not to be significant (Karthigeyan & Nirmala 2013; Nematipour 2012 as cited in Lee et. al. 2016, p. 1085).

In terms of findings, there are simply no supporting researches that would prove 100 % that one of the genders learns a second language better than the other one. It would also be quite impossible to examine this aspect as the roles of men and women differ in different cultures (Fasold & Connor-Linton 2014, pp. 459–460). Furthermore, the numbers considering genders among polyglots would also show no difference between genders. There is no group of genders that would stand out more than others.

2.3. Native language

Surprisingly, even the native language of the learner can possibly influence SLA. It would seem predictable when talking about the same language families (see Bouckeart et. al. 2012); however, the transfer of different aspects of language can be seen even within languages from completely different language families. The impact of other languages on one another was described for example in the work of Williams and Hammarberg and many others (see William & Hammarberg 1998).

According to Fasold and Connor-Linton there are researchers that suggest that "while characteristics of the first language do not strongly predict errors of a second language, they do influence the development of the second language in subtle and complicated ways" and that learners often consciously use their knowledge about the first language when attempting to communicate in the second language (especially in early stages of learning and when the languages are similar, i.e. from the same language family) (Fasold & Connor-Linton 2014, p. 457).

This, however, does not need to be one's disadvantage. For instance, Hudson claims that one can build a new language on their already learnt language/languages (2008). This claim is supported by a study conducted by Williams and Hammarberg, who focused not only on the transfer from a native language to a second language but also within languages learnt (i.e. L2; L3; L4 etc.) themselves. They found out that "a previously learnt language (L2) may also have an influence on a learner's production in a new target language (L3)" (1998, p. 296).

To conclude, there are no 100% confirmed theories that would verify that there are significant factors impacting SLA due to a native language; however, there are some. Polyglots come from different countries and backgrounds, yet I personally believe that the impacts of a native language influencing SLA differ by each language. It all depends again on many factors, such as the language family, memory and other things.

2.4. Memory

The transfer of different language aspects from the native language to the learnt languages would not be possible, though, if there wasn't any memory. Similar to almost every linguistic

field, also the science analysing the brain (and therefore the memory) is diverse and hard to be defined. Again, many researches have been conducted in this area and some might contradict one another.

Through both learning experiences and also 'life' experience people learn not only words, but also specific aspects which are constantly upgraded (the word *cat* inherits all of one's experiences; e.g. the sound for cat they learnt as well as the fact that it enjoys being stroked). These experiences get stored in different parts of the brain, i.e. the memory.

Hudson in his work admits that there are "many linguists that believe that language is a 'mental module' which is separated from the rest of knowledge" (Hudson 2008, p. 15). He also admits that there is a variety of knowledge – factual and perceptual, motor skills and feelings etc. But language is a part of the same mental network, in other words a part of 'long-term memory'.

The general distinction of memory is in short-term and long-term memory. Nonetheless, scientists have recently added a new term - a working memory. Long- and short-term memory could differ in two fundamental ways, with "short-term memory demonstrating temporal decay and chunk capacity limits" (Cowan 2008, p.1). According to Cowan, long- and short-term memory may differ in two ways; in duration and capacity (see Cowan 2008).

Fasold & Connor-Linton define working memory as "the ability to store and process information at the same time" (2014, p. 460). They add that working memory especially affects vocabulary and grammar rules, as well as the reading ability and listening proficiency in the second language (2014, p. 461). Hudson defines working memory as "the limit of words and things we can remember in one period" (2008, p.21).

Memory has an impact on language learning; however, it was not proven that polyglots would have "a better" memory than others.

2.5.   Motivation

Kató Lomb in her book wrote: "self-assurance, motivation, and a good method play a much more important role in language learning than the vague concept of innate ability" (Lomb 2011,

p.21). Motivation indeed plays a significant role in terms of language learning, but it does not apply to everyone to the same extent and there are different kinds of it.

Robert Gardner defines a motivated individual as someone who is "goal directed, expends effort, is persistent, is attentive, has desires, exhibits a positive affect, is aroused, has expectations, demonstrates self-confidence and has reasons" (2010, p. 8). Motivation is therefore not important only for language learning, but for every activity where one can reach a certain level (for instance work, school, physical and non-physical skills). E.g. Richards sees motivation as a factor that determines one's desire to achieve something (1985, p. 185).

Gardner reviewed the impact of motivation on language learning and states that motivation to learn a new language is not a simple establishment. He claims that it cannot be defined by one type of motivation; instead, it can even be looked at from three or four different points of view (2010, p. 2).

Researchers differ in small nuances; sometimes they use different terminology yet meaning the same type of motivation. E.g. Mondahl and Razmerita understand motivation as the reason why people do something, and how long and how hard they are willing to pursue it. They admit that during the process "motivation does not remain constant but is associated with a dynamically changing and evolving mental process characterized by constant (re)appraisal and balancing of the various internal and external influences" (2014, p. 340).

Fasold and Connor-Linton claim that motivation is another characteristic that varies across second language learners; they state that language learners with strong motivation who are willing to give more time and energy towards the goal of fluency in the target language are more successful. According to them, some researchers even claim that "motivation is the single most important individual difference impacting second language acquisition" (Fasold &Connor-Linton 2014, p. 461).

They use Robert Gardner's socio-educational model of motivation to distinguish two types of motivation – *integrative motivation* (involving the learner's attitudes toward a specific group and his/her desire to get in the group; this usually happens when a learner is abroad and wants to integrate with a native-speaker group) and *instrumental motivation* (which refers to more practical reasons for learning a second language, i.e. good marks, an economic reward etc.)

(Gardner 1985 as cited in Fasold &Connor-Linton 2014, p. 461). Gardner also differentiates two another types of motivation – language learning motivation and classroom learning motivation, which actually works on the basis of integrative and instrumental motivation (2010, pp. 2–3).

Khasinah further develops Gargner's theory and states that different kinds of motivation in various situations can be more effective than other. She believes that an integrative motivation has a significant role when learning a language ("foreign language learning" according to Fasold & Connor-Linton) and contrarily an instrumental motivation is more important when acquiring a second language ("second language learning" according to Fasold & Connor-Linton; 2014, p. 258).

As mentioned before, motivation can be defined and divided in several ways. Another distinction between the types of motivation is between *intrinsic* and *extrinsic*. Fasold and Connor-Linton define intrinsic motivation as motivation that often involves the wish to socialize and communicate with the people of the second language being learnt, whereas extrinsic motivation is considered as an obligation (e.g. to learn a language because it is a local lingua franca) and this does not necessarily motivate and promote language learning (2014, p. 462). This distinction is very similar to Gardner's language learning motivation and classroom learning motivation.

Khasinah describes intrinsic motivation as motivation with no apparent reward; it should bring a certain internal reward. Extrinsic motivation is moved by the expectation of an actual reward, e.g. money, praise of positive feedback (2014, p. 258). Maslow and Brown focused on the importance of motivation in SLA and claim that "intrinsic motivation leads to greater success in learning a foreign language" (Maslow 1970; Brown 1994 as cited in Khasinah 2014, p. 258).

The learner's motivation is, from my point of view, one of the most significant aspects of language learning. Learning a language needs time and dedication and polyglots seem to understand this very well. Yet motivation is again often affected by other factors, e.g. the environment, group dynamics, learner's self-image etc. or simply the attitude towards learning.

2.6.   Attitude

Attitude towards a language or language learning is deduced from personal characteristics and general interests can be either positive or negative. What plays an important role is how a person feels about learning a particular language and the way of learning (how they feel about the teacher, curriculum, classmates and course etc., if there are some). Learners with a positive attitude are able to learn more and faster than those with a negative attitude (Khasinah 2014, p. 259).

Khasinah further examined the work of Ellis. He views attitude as sets of beliefs about different factors concerning language learning. According to him, "language attitudes are the attitudes which speakers of different languages have toward other's languages or to their own language" (Ellis 1985, p. 292 as cited in Khasinah 2014, p. 259).

It is therefore important to find an environment, a way of learning etc. that would bring out the positive attitude in order to learn a language quicker. Polyglots tend to have their methods, ways of learning and other things influencing their managing of SLA so they can have the most positive attitude possible.

To understand all factors influencing SLA one would have to examine everything, from school education to family situation and more. The factors influencing language learners are infinite and every individual has to adapt to their proper situation. I chose these six factors which are frequently mentioned by other literature with regard to SLA and polyglots in order to give the reader an idea of how complex SLA can be. All these factors and many other aspects also influence the way language learners learn; i.e. a learning style, which will be discussed in the following chapter.

3. Learning styles

A learning style can be, in some literatures, recognized as *cognitive style* and may be defined in multiple ways, depending on a person's perspective. In this chapter I will define major learning styles based on different literatures. Division of learning styles and their definitions are important for this bachelor thesis, as I will further divide diverse methods of language

learning into groups defined by these learning styles. I will also take into consideration that one method does not necessarily have to represent only one learning style, because more than one learning style can be found in some methods.

Khasinah views a learning style as a "particular way in which a learner tries to learn something" (2014, p. 264). Brown is more specific and focuses not only on learning, but on the perception and processing of information; he defines a learning style as "the manner in which individuals perceive and process information in learning situations" (Brown 2000 as cited in Branch& Gilakjani 2011, p. 108). Oxford, on the other hand, takes into consideration a learner's preference and defines a learning style as a "learner's preferred mode of dealing with new information" (1990, p. 74). Compiling all these definitions together; every person has their own individual learning style which refers to the way in which a student "absorbs, processes, comprehends and retains information" (TeAch, n.d.).

Furthermore, Branch and Gilakjani consider the diversity of learners and therefore their learning styles. They insist that learning styles are important from various reasons; they claim people are different and their learning styles therefore differ as well (Branch & Gilakjani 2011, p. 104–109).

There are, however, some researchers that are completely against any theories regarding learning styles. They claim that learning styles are myths which arose from "the common belief that instructions should be more effective if they match students' learning style" (Lee et. al. 2016, p. 1037). There is, however, a number of researchers who disagree with this statement and they conducted many studies to prove it.

Based on their studies, Branch, Gilakjani and many other researchers further divide learning styles into three major groups; *visual*, *auditory* and *kinaesthetic* (Branch & Gilakjani 2011). Similar todefining the term language, polyglot, and many other linguistic terms, dividing learning styles also differs with each linguist.

Lee et. al. conducted a study and differentiated four learning styles; visual, auditory, kinesthetic and tactile (2016, p. 1040). Most of the researches include visual, auditory and kinesthetic learning styles; I do not necessarily see a tactile learning style too different from kinesthetic. It definitely depends on the depth of a research, as can be seen in Reid's research, which provides

probably the most elaborated division of learning styles (1987). In her work she examined learning styles of native English-speaking students and students with English as a second language, and identified six learning styles; visual, auditory, kinesthetic, tactile, group and individual learning. The first four styles are solely perceptual and related to individual characteristics, while the last two learning styles are based on social interaction and preferences (Lee et. al. 2016, p. 1037). For my thesis I will, however, focus only on the first three learning styles.

As seen in the factors-related chapter, it would be ill-advised to think that particular learning styles are suitable for everyone, as everyone is different and has different preferences. Language learning is in fact moderated and navigated by individual differences (Ellis 2006). Lee et. al. claim that individual differences are not only limited to a learning style, aptitude and motivation, in fact, "an individual learning style may be influenced by the gender and age group to which one belongs" (2016, p. 1035). Lee et. al. also conducted a study which found out that learners with English as a second language preferred different language styles according to their language and culture (2016, p. 1038).

Personal differences may be used to one's advantage. Hill et. al. claim that learners and their personal preferences are never the same and therefore, they can use different methods to support their learning (2014). Mondahl and Razmerita support this claim as they define learning as "an individual matter" and claim that "each learner has his or her own method of acquiring knowledge" (2014, p. 341). Basically, individual learning styles depend on cognitive, emotional and environmental factors, as well as on one's life experiences (TeAch, n.d.).

Branch and Gilakjani, supporters of not only different learning styles but also of the influence on these styles by personal characteristic, are of the same opinion. They state that "while students use all of their senses to take in information, they seem to have preferences in how they learn the best" (Branch & Gilakjani 2011, p. 104).

Lastly, only few studies focused on the exclusivity of styles, which is in my opinion quite significant. The study of Lee et. al. found out that students' learning styles might differentiate; however, they are not mutually exclusive of each other. "Instead, they were positively associated, which means that an individual is likely to simultaneously exercise a range of learning styles during a language learning process" (Lee et. al. 2016, p. 1042). Branch and

Gilakjani also support this claim: "Students can prefer one, two or three learning styles" (2012, p. 108). Similar to learning styles that can be preferred by a learner at the same time, different methods can use more learning styles.

Stephen Krashen in his work discuses different methods and materials of second language acquisitions and immediately points out that the "approaches should influence and help each other" (2009, p. 4), which confirms a previous theory of the influence between different learning styles. He also states that "there is no attempt to claim that one is more important than another" (2009, p. 62).

It all comes down to one's personal preference of a learning style(s). This is why polyglots are able to learn many languages, even as adults, with different backgrounds, genders, learning methods etc. Lomb even claims that people do not need any special talents to learn a language, only a genuine interest and amount of energy dedicated to it (2011, p. 18). However, without knowing one's personal preference of a learning style, learning a language could take years. That is why Branch and Gilakjani claim that learners should develop an understanding of their own form of learning (2011, p. 108). Every polyglot knows the proper learning style, which suits them the most. Therefore, according to their favourite learning style they are able to choose an adequate learning method.

To provide the best division possible I decided to briefly describe three learning styles which are most relevant to the methods I discuss in my thesis. These styles will be described in the following subchapters.

3.1. Visual learning style

Visual learners are people who "think in pictures and learn best in visual imagines". (LdPride, n.d.). Someone who prefers visual learning tends to prefer seeing and observing things, such as images, maps, diagrams, written directions, graphic organizers etc. which they use to access and understand new information (TeAch, n.d.; Gilakjani 2011; Elrick 2018).

3.2. Auditory learning style

Gilakjani and Branch define an auditory learner as someone who learns "best when hearing the information and, perhaps, listening to the lecture" (2011, p. 110).
Auditory learners discover information through listening and interpreting information by the means of pitch, emphasis and speed (LdPride, n.d.). They reportedly best understand content through listening and speaking in situations such as lectures and group discussions (TeAch, n.d.).

3.3. Kinesthetic learning style

According to Gilakjani and Branch kinaesthetic learners prefer "active participation experiences, for example drama, role-play or moving around" which means that these students learn best by experience and by being involved physically (Gilakjani & Branch 2011, p. 110). These individuals learn best with an active "hands-on" approach and favour interaction with the physical world; i.e. they learn by doing (LdPride,n.d.).

4. Methods

For many years, researchers, linguists, scientists and basically everyone have been searching for an ultimate universal method for language learning. This hunt for an easier gain of knowledge has so far been unsuccessful; however, language learners do have the possibility to learn languages thanks to the *already existing methods*. There is a huge number of learning methods based on individual style and preferences. In this chapter I would like to describe several methods (by no means all of them, as once again that would not be possible) which people use for acquiring a language. After doing a theoretical research on these methods I used this knowledge for my empirical part, where I questioned polyglots about the methods they use. In this part I would like to describe each method, how they should work based on different researches, and literature and the type of a learning style they use.

4.1. Lessons

It is appropriate to start with language teaching in class – as it is probably for most people the first time where they "meet" the language. Usually these lessons are compulsory lessons

at school, or, if children have proactive parents, they might even start their first language learning experience in language schools, either group lessons or individual lessons. There are many variables concerning this type of method and even more opposing opinions. In this chapter I would like to describe different methods of lesson-teaching, factors influencing it and possible advantages and disadvantages of this type of learning and teaching.

Before delving into specific types of lessons it is also necessary to mention different types of teachers themselves, primarily native and non-native teachers. There is a hot debate about which teacher is the most suitable for language teaching.

The native speaker is someone who learnt the target language as their first language in childhood. Non-native speakers, on the other hand, are people who learnt the target language as their second language and have a different language as their native language.

Native speakers usually provide learners with language creativity, knowledge of non-standard forms of that particular language, as well as an accent and the possibility to improve listening and communication skills quite easily. However, native speakers sometimes lack "teacher's competence" (as they are sometimes hired just because they speak the language), which can then result in a lack of error-correction. Interestingly enough, "native speakers might not always be conscious of the language rules and structures of the language they teach, as they use those innately and not as conscious as a teacher who himself has learned the language as a second language" (Cook 1999 as cited in Christen 2008 chapter 2.2.2.).

On the other hand, non-native speakers are more familiar with the students' need, as they usually speak the same language and know the same culture. Gardner is a supporter of this claim and further explains that teaching should take into consideration not only educational context (syllabus; grammar, vocabularies etc.) but also the cultural context, which is, however, usually left out, especially when talking about school curricula (2010, p. 6).

A common opinion on this matter whether to have a native or non-native teacher is that answers lie at the level of a learner. For instance, a non-native teacher is much more suitable for students with no comprehension of the target language, as the teacher is able to relate the core basics to get the students started. Moreover, the teachers, if raised in the same culture, can be more helpful as they are able to understand some of the problems related to the cultural adaptation as

distinct from the problems of a more linguistic matter and relate to learning new grammar, vocabulary etc. This means that native teachers as well as non-native teachers are both suitable at different stages of language learning. Many polyglots search help from both native and non-native speakers. This all brings together the facts that everyone needs something slightly different and not everything can be suitable for everyone. Some methods are, however, less favoured than others. Probably the least preferred ones – regardless of the native language of the teacher – are the obligatory school language lessons.

4.1.1. Compulsory language lessons at school

Nowadays, there are compulsory language lessons in almost every school on this planet. Yet so many people are then unable to use their language skills in real life. There are many theories why this is happening.

Krashen claims that teaching in class is suitable mostly for beginners. A simpler "teacher talk" can provide students much more benefits than e.g. being thrown in a particular country with no knowledge of the language (Krashen 2009, p. 59). Nevertheless, after several years of studying (with or without this so-called teacher talk) most of the students are not able to use their knowledge in real life.

There are several reasons for this problem with classroom teaching. Firstly, students tend to be passive participants. They expect their teacher to "deliver" the language to them without them having to make an effort (*The Mezzofanti Guild* n.d., Luca Lampariello n.d.). In other words, students see learning a language as the teacher's responsibility.

Secondly, compulsory language lessons at school are seen as a subject to study, not a skill to acquire. Students are in the class because they have to be, not because of some personal investments or interests; therefore, they usually make average progress. They simply learn out of obligation (Luca Lampariello n.d.). This is why many polyglots started really acquiring languages after school. In order to achieve the ultimate goal of a student learning it is important to use a combination of teaching methods and to make the classroom environment as stimulating and interactive as possible (Gilakjani & Branch 2011, p. 105). Students must feel their own need or wish to learn the particular language.

Teachers should not only use adequate learning styles which suit the majority of the class, but they also should make the classes diverse. Brach claims that knowing more learning styles (and being able to use them properly; the amount of researches showed that students in language classrooms have greatly different learning styles and in order to help the students, teachers need to teach in many of learning styles as possible; Branch & Gilakjani 2011, pp. 104–106) is important as "sticking to just one model unthinkingly will create a monotonous learning environment, so not everyone will enjoy the lesson" (Branch & Gilakjani 2011, p. 109).

The way languages are taught in group lessons, usually provided by language schools, is significantly different from classroom style of language learning, which are.

4.1.2. Group lessons

A different type of language taught in the classroom or in bigger groups of people are group lessons. These lessons are usually taught to people who chose to attend these courses from their own interests or need (for now I disregard children who are put into courses to improve or learn a language by their parents).

These group lessons usually differ not only in the number of participants but also in the themes and possibilities of learning about things which are actually interesting for the students. It is a great way to meet people with similar interests (i.e. to learn a new language) and learn from each other (O'Brien 2018).

These classroom settings are suitable for people who might have a hard time staying self-motivated; who like the structure and interaction with not only classmates, but also the lecturers; and who want correction and help with difficulties. These group lessons actually create a "safe space" where mistakes are welcomed and corrected with no degradation (Nelson, n.d., O'Brien 2018).

4.1.3. Individual lessons

Contrast to both language classroom teaching and group lessons are individual lessons. Again, the preferences lie solely on the student. This way of learning does not suit everyone. There are several aspects of individual lessons.

Firstly, the attention is solely aimed at the student. This can have a positive and a negative side. As the only receiver of the knowledge the teacher gives the student, the student has to respond and actively participate in the lesson and therefore is prompted to faster and better progress. The student is also less likely to get bored since the teacher does not give attention to other students as in a classroom or group lessons.

Individual lessons also provide interesting subjects, as the learning structure is based on a student's personal linguistic needs and interests. Moreover, the teacher has the possibility to focus on particular linguistic areas which might be troublesome for that particular student.

However, the lack of interaction with other students means that the particular student is not able to compare his/her gained language skills and language progress with others. This can result in stagnation as the individuals do not feel the pressure to keep up with the group.

As for the individual lessons, it is also very difficult or even impossible to use a kinesthetic style of learning regarding e.g. language games or making students work in pairs and competing against each other. The use of auditory learning style, e.g. listening, or visual learning style, e.g. reading is much more common in this case.

4.2.   Reading

When it comes to language learning, reading does not come to mind as the first method to use. The reason why it is not easy to read in a language that is not reader's first language is because their brain is not able to easily extract meaning from words and sentences and therefore, the learner needs to concentrate and think harder (Klimas n.d.). Instinctively most people read for meaning or pleasure, not to "think harder". There are, however, a lot of supporters – many of them are polyglots themselves – of the language learning method based on reading. There are also different ways how to use this method, which will be described in this chapter.

Kató Lomb used primarily this method, simply because there weren't many options to use other learning methods (back then even owning a Russian book was a crime; Lomb 2011). She is, however, very fond of reading; she says: "We should read because it is books that provide

knowledge in the most interesting way, and it is a fundamental truth of human nature to seek the pleasant and avoid the unpleasant," (Lomb 2011, p. 9).

According to Kuimova reading is "an interesting, effective, and, above all, fun way to learn a language" (2019). She states that reading is the fastest way to increase one's vocabulary and it does not depend on the particular language. She believes that even if readers do not know all the words in the text, they are able to derive the meaning from the context (even if it gives only a vague idea of what the word might signify) and after encountering the same word repeatedly, the mind is able to construct a fairly good description of this word's meaning (2019).

Moreover, through reading the learners come to better understanding how the language works; i.e. readers use their previous awareness of the language to notice the additional aspects of the language; how the language fits together (i.e. the structure of the language); the vocabulary (i.e. reading improves word precision and reinforces word-acquisition); the style; the differences between written and spoken language etc. Additionally, it is a well-known fact that books contain a richer language.

In fact, boosting vocabulary thanks to reading in different language strategies has been proven by many researchers. Ellis claims that "reading is associated with vocabulary development and improved spelling" (1994, p. 278). Similarly, Krashen supports this as he claims that reading a text in a foreign language provides acquisition (2009, pp. 183–184).

There are diverse types of books and reading styles which can be suitable for language learning. One of them is *pleasure reading*. If a learner reads interesting content in meaningful chunks, the brain naturally absorbs word meanings and grammar rules (Klimas, n.d., Krashen 2009, Lomb 2011).

Many users of the reading method, however, advice using different types of books, i.e. *books for children*. Kuimova claims that to start with the reading method is easy; all one needs to do is to read at the right level (2019). Both children and adult learners of either a first or second language would not be able to start with books on specialized topics like politics, philosophy, economics etc. Instead they start (or they should start) with books that have a shorter content, easy basic vocabulary, and simple sentence structures.

Other very popular types of texts to learn a language are *parallel texts*; i.e. texts written in dual language. These texts are perfect as one does not need to lose time searching for vocabulary in a dictionary and at the same time, the reader can notice how grammar rules work, or notice the similarities and differences between the two languages.

Another possibility is to *re-read* books which one has already read in their native language. This will result in the knowledge of the story and the reader can concentrate on vocabulary and different language structure.

There are two ways how all these types of books can be read. Either *extensively* (i.e. the reader reads a lot, quickly, and does not really try to understand everything) or *intensively* (i.e. translation of word by word with thorough understanding).

Extensive reading was described by Krashen. "The success of reading depends on the reader's willingness to find material at his level and reject material that is beyond it" (Krashen 2009, p. 165). This means that a language learner can choose to skip difficult parts and just read the easier ones. The question is whether this should be considered a good thing or a bad thing. Also, Lomb agrees that it is not necessary to understand every single word. She did not let herself get set back by rare or complicated expressions, she simply skipped them (Kaufman, 2019).

The last type of books that partially fall into this category are *audiobooks*. While all types of books mentioned above use solely visual perception and therefore are best for visual learning style, audiobooks use both visual and auditory perception of language. Audiobooks will be further discussed in the following chapter.

4.3. Audio-lingual teaching

Listening takes on a significant meaning as it is an essential source of language in SLA. Listening is often regarded as difficult for foreign language learners (Chuang and Wang 2015, Rintaningrum 2018). Yet according to Andrew Weiler (M.A. Applied Linguistics; University of Melbourne) "listening precedes speaking, so without listening closely to [one's] progress in speaking will be limited". Listening has been widely recognized as the most frequently used language skill. Ellis even claims that listening should be one of the first things language students

learn, yet even now teachers hesitate with this approach (1994, p.1). Many language learning methods therefore focus on or use an audio-lingual way of teaching.

To be able to use this method effectively, learners should not only choose comprehensible input, but as the same with reading, they should also listen to what they enjoy as it is then harder to lose interest and focus. One of the main reasons of the difficulties (see Rintaningrum 2018) for language learners is that they do not choose comprehensible input (e.g. starting with a podcast that can be considered native-level materials and therefore above a learner's level).

Another advice on how to use this method comes from Lampariello, who advises focussing on "the bigger picture"; i.e. it is not a problem if a student does not understand every single word, as long as they understand the message (n.d.). Ellis also implies this advice claiming that learners incline to analyse isolated words, which then can result in decoding text without understanding the message (1994).

There are several ways of using audio-lingual methods. Krashen defines four methods based on audio receptors: simple repetition, substitution (i.e. replacing single words for another), transformation (e.g. changing an affirmative sentence into a negative sentence) and translation (Krashen 2009, p. 130).

On the blog *JoyOfLanguages* the author separated listening into three groups; *deliberate listening* ("focuses on understanding, evaluating and analysing messages"), *binge listening* (listening as much as possible) and *passive listening* (subconscious way of learning).

Listening to a spoken word is, however, not the only type of auditory learning style. Learning a language through *music* is becoming more and more popular way of learning. It actually has a lot in common; both language and music have given melody, tone, rhythm, volume, pitch and pauses. Thanks to these attributes and the regular repetition of at least the refrain the words are made much more memorable. Students can either use the melody to remember certain phrases or use the specific context of the song to remember vocabulary, as songs present a particular theme.

Most of these methods are solely focused on auditory learning styles, yet as seen before, learning styles can be combined, *audiobooks* and possibly even *subtitles* being an example of this combination.

Audiobooks can either be only used for listening or one can listen to it while reading the text, which has been becoming very popular. Chuang and Wang found out in their study that "involving learners to notice the listening input by linking the text to the visual stimuli has been claimed to contribute to comprehension enhancement" (Chuang & Wang 2015, p. 1091). For example, the polyglot Steve Kaufman uses this method – he either listens to the audiobook or he reads while listening to the book. He claims that this way "he has a chance of understanding the text and he saves words and phrases easily into his memory" (*The Linguist*, n.d.). This method is also helpful as while reading the student can also hear the proper pronunciation.

Movies, videos, TV programmes, TV series etc. are becoming more and more popular, yet not every platform provides any or sufficient dubbing; that is why subtitles are not only popular but also very helpful. More will be discussed in the following chapter.

4.4. Technologies

Technologies are integral to the lives of people of the 21st century. Many polyglots not only use them for their daily lives, they bountifully use them to learn languages. Yet some teachers are against using them in their lessons and therefore teaching can sometimes be viewed as retrograde. Many studies have been conducted focusing on the impact of technologies on any type of learning, i.e. even language learning. Technologies (or technologically related possibilities) have, however, tremendous advantages, and many teachers and learners notice this fact.

Problem with the studies focused on technologies is that the technologies are always "on the move"; i.e. they are upgrading and evolving. Therefore, a one-year-old study does not have to be corresponding with the current state of technologies. As a result, the following subchapters will be discussed only on a general level; however, even so this theoretical part is possibly prompted to be inconclusive in the near future.

4.4.1. Social media

Today, social media form a major part of people's lives and a lot of them spend many hours on Facebook, YouTube, and Twitter worldwide. There were over 2.5 billion monthly active users for December 2019, and 1.66 billion people on average log onto Facebook daily and are considered daily active users (Facebook 2020). YouTube has over 2 billion monthly active users and has as many as one billion hours of YouTube content viewed per day (YouTube 2020). The statistics could continue, the facts are all the same. Social media, more specifically the social platforms, have strong numbers of active users.

At the beginning of the era of social media, the main purpose was to connect people. The purpose did not change, but developers added an enormous number of other possibilities that social media offer, including language learning possibilities. Although social media is not directly intended for educational purposes, there are researchers suggesting that "it [social media] has potential to change the educational system completely, encouraging students for superior learning instead of being inactive participants of a classroom" (Ziegler 2007 as cited in Başőz 2016, p. 431).

Knowing a language requires getting beyond textbooks; it means understanding the cultural dimension as well. Social media offer unimaginable help in this field, especially due to its realness and authentic language use (Başőz 2016, p. 434). Even though some teachers disagree with including social media within the language courses, there have been studies that found out that students see adding social media into a curriculum a positive thing (Başőz 2016, p. 431). Recent studies show that the digital generation of students learn differently from the previous ones; they are dependent on the use of technologies and social media (Mondahl & Razmerita 2014).

The importance of being connected to other users (other potential language learners) is highly acknowledged among polyglots. Acquiring a foreign language is a particularly long process which involves interaction with peers and professors, constant feedback, and feed-forward towards the next learning objective. For this reason, easily accessible social media are the best (Mondahl & Razmerita 2014). The capacity and more importantly the simplicity and rapidity of networking emphasize relationship initiation (Zourou 2012) and therefore make it easier for people to connect in order to learn languages.

Nowadays, language learners are accustomed to using social media platforms, such as social networking sites (e.g. Facebook), blogs (e.g. The Linguist), content communities (e.g. YouTube), and virtual social worlds (e.g. Blue Mars), which help them improve their language skills.

Zourou divided language learning communities on social media into three different types – structured learning communities communicates, marketplaces, and language exchange sites (2012). The first category embraces communities such as Babbel, where learning materials as well as structured learning pathways are provided. The second category, marketplaces, refers to communities in which learning looks for tutors, and language tutors can offer their services (for a fee), which is for example italki. The third category serves for language socialization purposes (e.g. Lingofriends). These three groups give users the freedom to handle content (i.e. modify it, multiply it and mix it) the way they want to (Zourou 2012).

4.4.2. Streaming platforms, TV etc.

It might seem ridiculous but watching TV or a TV series does not necessarily need to be that different from a book when talking about learning languages. In this chapter I would like to discuss some advantages of using streaming platforms, TV etc. as language learning devices. I will address all watchable possibilities as a 'movie', even though a person can also watch videos or TV series; however, I would like to avoid the excessive use of words.

Needless to say, there are as many supporters as opponents of this method. Krashen for example mentions why sometimes educational TV programs fail to teach foreign languages. The input is simply not comprehensible and inadequate, especially in the beginning stages (2009). That is why, the same as with reading, it is necessary to start at one's proper language level. Several sites advise e.g. watching films for children (as they use an easy language), a comedy (with easily understandable humour), TED TALKS (which not only contain language on a high level, but also provide the watcher with subtitles and a transcript), telenovelas (as they are high engaging and have predictable structure) etc. It is again important to watch films according to one's interest.

There are two options; a learner can either watch a movie which is dubbed in the particular language or watch a movie in its original language.

There are several advantages of watching movies from foreign countries. Some of those are being exposed to a new culture and cultural situation (this includes e.g. different body language and other nonverbal cues, e.g. typical gestures and mimic in Italian movies). One is also exposed to a more "authentic" vocabulary and can pick up idioms and colloquial ways of expressing ideas. In general, one can see how a language is being used in "real world" scenarios.

Watching dubbed movies in a foreign language might seem a bit counter-productive, yet it is a great learning opportunity. Similar to re-reading a book, one can simply watch a movie they have already seen in their native language. Therefore, they can focus on the language even if they do not understand every single word yet still understand what is going on.

This concept was further developed by streaming platforms. Well-known is Netflix's LLN tool (*Language Learning With Netflix*), which allows viewers to watch foreign language shows with subtitles both in the original language and English, and pauses automatically to allow the learner to absorb what they have heard.

Watching a few-hour-long movie(s) is also time-demanding, though, and sometimes there is not enough time to thoroughly watch a film in order to learn a language. This time-sparring demand causes rise in the number of mobile applications which will be discussed in a following subchapter.

4.4.3. Apps

"Pricing and mobile connectivity for [mobile phones] is rapidly becoming more accessible to students. Smartphones now outnumber laptops and ownership is exceeding saturation" (Traxler 2011 as cited in Steel 2012, p. 875).

In the year 2020, the number of mobile phone users worldwide reached the number of 4.78 billion (Statista 2020). The importance of cell phones has rapidly risen in recent years and app developers have noticed this trend. Furthermore, they have also noticed the trend and importance of languages. "In today's globalised world language knowledge becomes more and more important for good and skilled communication" (Christen 2008, chapter 2.2.2.). The world

has also become more hectic and people hardly find enough time to attend language courses. That is why apps came in handy, as they can fill out so called "pockets of time". "Pockets of time available at certain times of day can become profitable moments of learning, and places that were previously dedicated to one purpose can assume a different role" (Kukulska-Hulme, A. 2012 as cited in Steel 2012 and Murphy et. al. 2017).

Overall, the advantages of mobile applications are often associated with being used on-the-go, which gives the user a certain amount of independence. Steel praises the "flexibility and convenience of using [users'] apps to meet their personal learning needs at times and in places that suited their lifestyle" (2012, p. 378). Independence is also supported by the fact that users can learn at their own pace and learn what is relevant to them. Some learner factors such as learning styles and age may influence their perception or intervene in the learning process and engagement. As personal devices, the cell phones are ideal for individualized informal learning as "the user determines which apps to acquire and how to use them" (Godwing-Jones 2011, p. 8).

It is also a great tool to avoid forgetting. Hudson gives a great importance to a frequency; in order to remember a word or a particular grammar rule it has to be repeated. He uses the phrase: "Use it or lose it" to point out that unused words have a greater chance of fading in a matter of weeks (Hudson 2008, p. 23).

Steel conducted a study finding out that "mobile apps reportedly benefited most with vocabulary (particularly for memorization, accessing meaning and contexts for use) and with reading, writing, grammar and translation tasks" (2012, p. 378). Another important thing for her students was the convenience and low cost of mobile applications (2012, p. 375).

However, this can be also viewed as a disadvantage as usually the free trials of these language learning apps are either time-limited or content-limited. Another disadvantage can be the learner's self-discipline.

A sub-part of this chapter should be also dedicated to learning a language via games; either a simply playing a game in a different language or multiplayer games. Berns et. al. found out that game-experience apps were perceived in general very positively, as students increased their vocabulary knowledge in only four weeks (Berns et. al. 2015, p. 54).

4.5.   Immersion and interaction with native speakers

Any language learning should reach the eventual end – an interaction with natives. Usually people wish to interact with natives only if they have a high level of language competence. However, some language learners use this method as their starting point or to improve their not-so-high level of language competence. In this chapter I will discuss some important aspects. Nonetheless this method is a huge issue to discuss and cannot be contained in one simple chapter, as it involves many impacting factors. I will try to tackle the most important factors I consider relevant for this bachelor thesis.

As I mentioned above, people usually do not feel confident enough to use their language skill as they don't think they are skilled enough. Immersion – being in a foreign country among native speakers – forces learners to get past their own discomfort, as it is very likely that they will have to use their language skill before feeling like an "expert" of the particular language (O'Brien 2018).

This learning approach is generally popular among language learners, but it has some practical defects. Nowadays, not many people have the time, means or possibility to move to another country for a period of time. The general rule of "the longer the period one stays in the particular country speaking the target language, the better the language can be learnt" gives a particular idea of how time consuming and possibly life changing this method can be. This claim is supported e.g. by Krashen, who mentions in his work that several studies had been conducted to examine if length of residence has an impact of second language acquisition and it certainly does (2009, p. 37).

Nevertheless, it does not need to be true for everyone. There are many cases of people living in a particular country for several years and still not being able to talk fluently in comparison to people who spend a few months in the area and are able to have a full-on conversation. This also shows the importance of willingness and self-discipline of the learner in connection with this method.

Learning a foreign language while living abroad is very dependent on the environment and people around the learner. Lots of Erasmus students go abroad to improve the target language and get to know the culture, yet some of them might speak English or their native language

the whole time and not learn anything about the culture – simply because the environment provided these limited possibilities. Ultimately, as it is with every language learning method, the approach and willingness to learn (and possibly make sacrifices) is reliant on the learner themselves.

What learners cannot influence is the way natives talk to them. Native speakers usually speak too quickly so that learners often do not have time to mentally break down the sounds, words and meaning of what they are hearing. This is why native speakers usually adapt their way of talking according to the level of the language learner (Ellis 1994, p. 262).

Krashen distinguishes three types of communication with a second language learner; basic-talk, foreigner-talk and teacher-talk (2009, p.24). The *basic-talk* can be defined as a conversation that two native speakers would have with one another. The *foreigner-talk* is a conversation adapted on the level of learner. Conversational partners make adjustments in vocabulary (easier content words), syntax (shorter sentences), speed (slower) etc. They also ask reassuring questions if the language learner understood well (Ellis 1994, pp. 249–259). And lastly, the *teacher-talk* is very similar to the foreigner-talk plus it focuses on error correction (Krashen 2009, pp. 24–25).

As I mentioned before, it is by no means possible to write down each and every method used for language learning. Not only do I believe that each method deserves a thesis on its own. It is also simply because every individual (and especially polyglots) uses a different type of methods which they can even combine with one another, all for the purpose to learn a language. Polyglots have the advantage of knowing well what method suits them the most and that is (also) why they are so successful in learning languages.

5. Empirical part

5.1. Methodology

The questionnaire, which is composed of twelve sections, consists of 32 items in total. The first part of the questionnaire obtains language information (what language and the level of that particular language) from the participants. The second part investigates some information about the duration of language learning. The third part of the questionnaire focuses on languages at school. Following that, the next part focuses on language tutors and language courses. The following part concentrated on reading and reading strategies. The fifth part contained questions about technologies. The sixth part focused on music, while the seventh part on study books and vocabulary, and the eighth on interaction. The ninth part focused on polyglot community. The following part investigated the time spent on language learning. The last part concentrated on media use for language learning.

Questions were based on the knowledge gained throughout working on the theoretical part as well as my personal experiences with polyglots. I used most of the concepts described in the theoretical part to prepare questions for this questionnaire.

The questionnaire was administered to several polyglot groups on Facebook, as well as universities in the Czech Republic, Italy, Poland etc. I decided to use this type of methodology questionnaire as it is easy to distribute among large numbers of people in different countries all over the world.

5.2. Languages

The first section of my questionnaire focused on languages. As mentioned before, the exact number of languages or their level is not scientifically defined. In my research I decided to require 4 languages on a minimum B1 level. I consider the levels B1 ("the ability to express oneself in a limited way in familiar situations and to deal in a general way with nonroutine information"; Exam English; 2019) or B2 ("the capacity to achieve most goals and express oneself on a range of topics"; Exam English; 2019) as the most adequate levels of language knowledge because a person is able to express their thoughts on an understandable level.

5.2.1. Number of languages on B1-C2 level

The numerical answers to the question: "How many languages do you speak at the levels B1-C2 according to the CEFR? (number including your mother tongue)" were as follows:
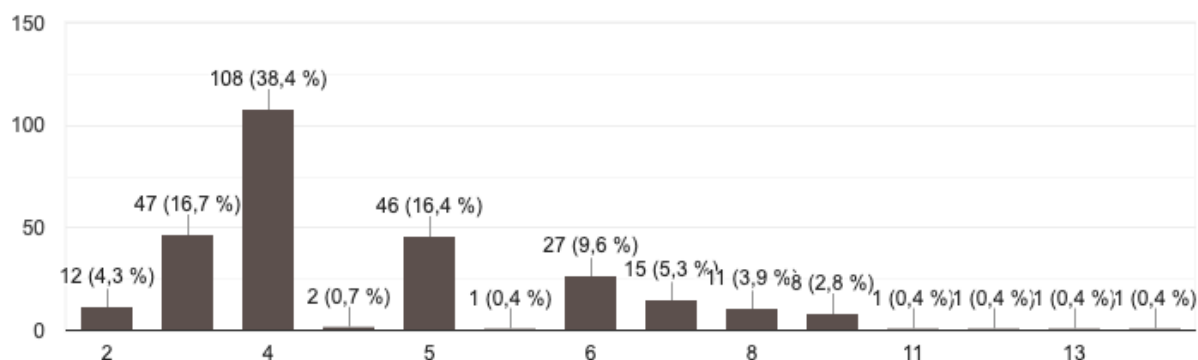
I deliberately asked this question without the necessity to have a language certificate. I believe that almost every polyglot is able to estimate their level correspondingly; contrarily, they tend to downgrade the level of their language knowledge. From my personal experience I expected the numbers going mostly from 4 to 7 languages, which matches the results.

It can be seen in the first question that not everyone followed my instructions and the questionnaire was also filled out by people who can only speak two or three languages.

5.2.2. Specific languages

I proceeded with a question focusing on the level of a language according to CEFR. Respondents were supposed to check off the level of language they know. Naturally the majority of polyglots knows English and usually on a very high level. Other frequently chosen languages were German, Spanish and French, which can also be called world languages. On the other hand, I did not have any response from speakers of any level of Estonian, Bulgarian, Romanian, Greek and Croatian.

Polyglots tend to challenge themselves by e.g. learning Asian languages, or even so-called languages on the verge of extinction. Polyglots learn these languages so that the languages would not die out with their last native speakers. To learn these languages, polyglots use

e.g. the app *FirstVoices*, which supports the teaching of dying out languages across the world, e.g. in Canada, USA, New Zealand or Australia (*FirstVoices*, n.d.)

From my personal experience I know that the communication language among polyglots (on polyglot meetings and conferences) is usually English; however, there are also so-called non-English-zones, where one can use any language as long as it is not English. There are also many lectures held e.g. in French, German, Russian etc.

The question was: "Please state what languages you speak at what level according to CEFR."
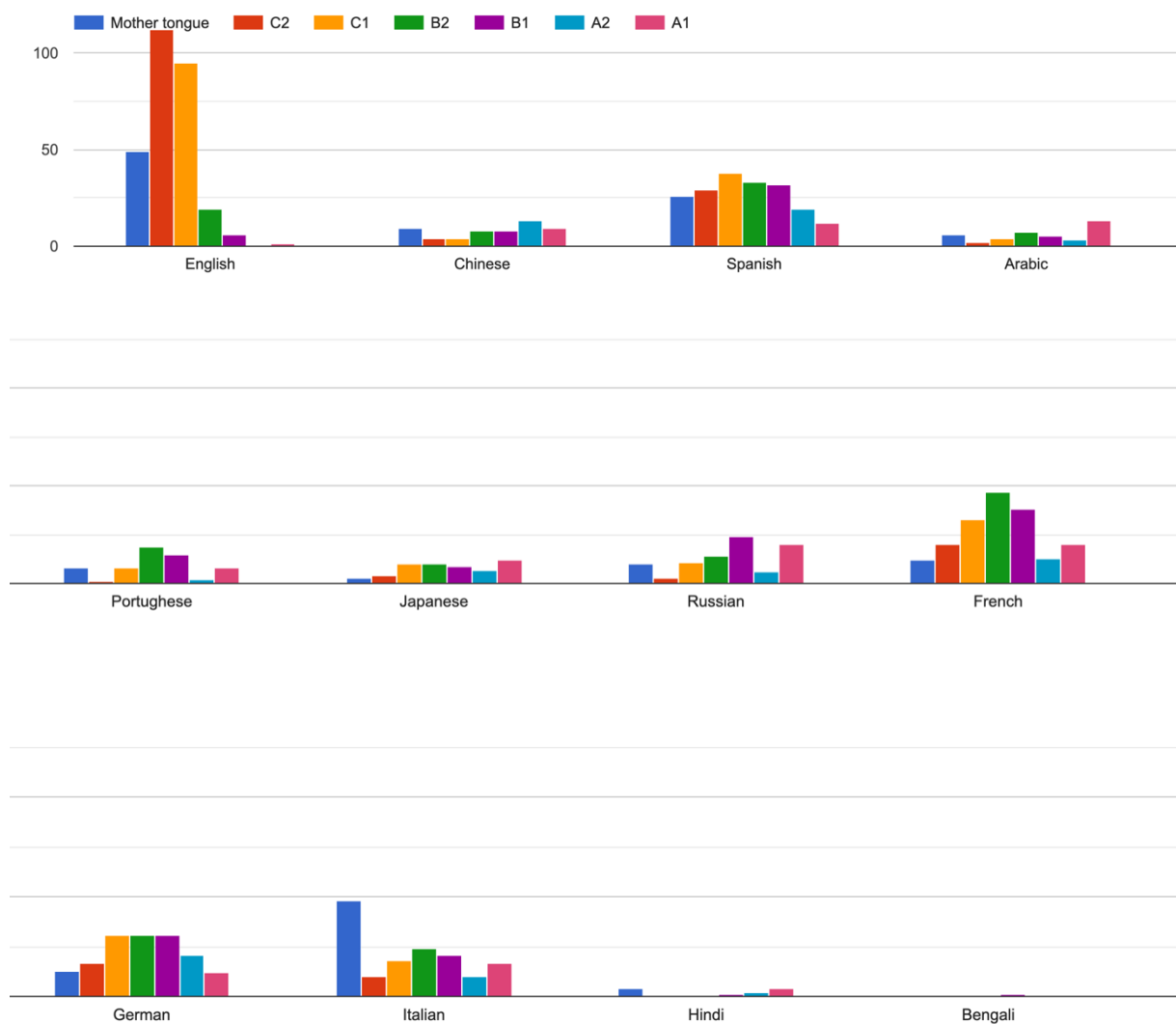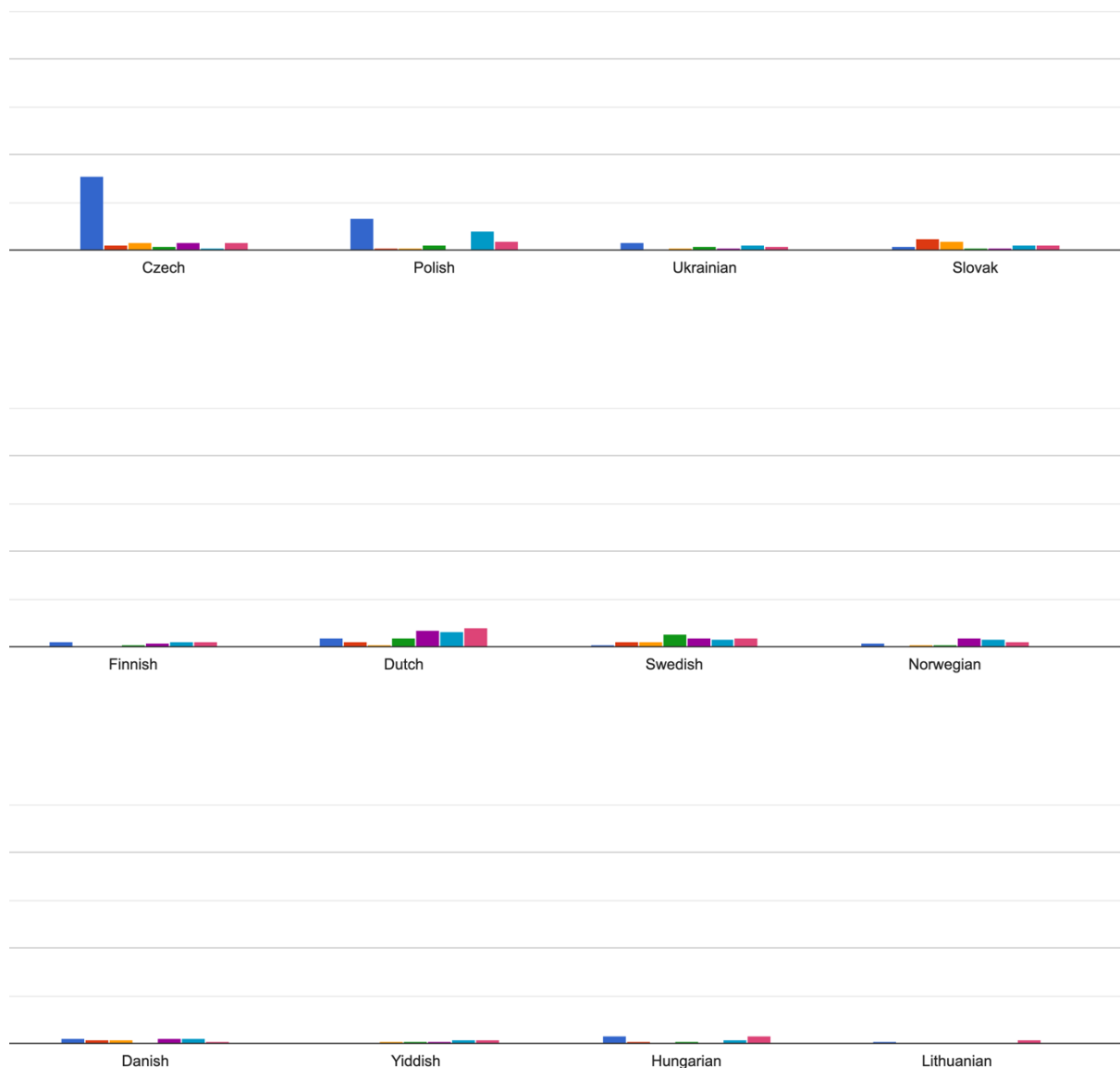
I was well aware of the fact that I could not name all of the languages, that is why I asked additional questions about any other language which was not mentioned before in the list. Among these languages were e.g. Hebrew, Korean, Macedonian, Catalan, Latin, Esperanto etc.

I wanted to find out the most popular languages among polyglots. Choosing the language itself is another interesting aspect of language learning. There is no distinction between languages to "easy" and "difficult"; Lomb claims that "all languages are different in their learnability" (2017, p. 41). As mentioned above, there are some "more popular" languages, yet no pattern among polyglots of choosing a particular new language to learn has been found.

5.2.3. Learning a language at B1 level

The question "How long does it take you to learn a language at B1 level?" was rather senseless, as the duration is directly related to the effort and time given to the language learning. Therefore, the answers differed greatly, from one month to several years. Some of the respondents acknowledged this fact and as there was a space to type an arbitrary answer, some of them chose to give more complex answers.

The answers tackled not only effort ("It would depend on how committed I was.") and time, but also the methods, school systems and more importantly, the language itself ("It depends on the language").

One respondent for example stated: "It depends on the language; 3-4 years for 'easiest' languages as English and Spanish, more [longer] for more complicated ones like Russian." As a speaker of a Slavic language I would for example argue that Russian can be easier for speakers of Slavic languages and contrarily Spanish and English can be harder. This connection between similar families was confirmed by answers of other respondents, e.g. "I arrived at B1 level in portugues [Portuguese] in few months, because I already spoke Italian (mother tongue), Spanish and French and especially because I spoke (and speak) portugues [Portuguese] every day". Lomb has a different opinion on the issue concerning the "easy" and "difficult" languages as she believes that "all languages are different in their learnability" (Lomb 2011, p. 41).

One respondent also pointed out that he/she was learning more than one language at the time, saying that "That depends! Because I don't focus strictly on one language all the time, and am trying to maintain others".

These many opinions and impacting factors only confirm that this question is too complex to be answered so sporadically. However, I used some of the more complex answers to this question in other sections as the respondents focused on different factors as well in their answers to this question.

5.3. Languages at school

Some answers from the previous section also acknowledged the factor of school, i.e. compulsory language lessons. Respondents gave examples, such as: "Spanish was first and through school, so it took years" or "In fact, I'm not sure because I learned French and English at school, for long, intermittent periods of about 10 to 14 years because the system is bad, but I can learn in just 5 months". This supports the opinion that language lessons at school are not usually efficient enough and they might even discourage students from learning foreign languages.

For my empirical part this section was, however, rather supplementary, as it only served to understand what basis and experiences polyglots had from school.

5.3.1. Compulsory second language lessons

The question "Did you have compulsory second language lessons at school?" was answered by the majority that they indeed had compulsory language lessons at school. 90.7 % of the respondents (polyglots) therefore had a certain starting point with languages at school.
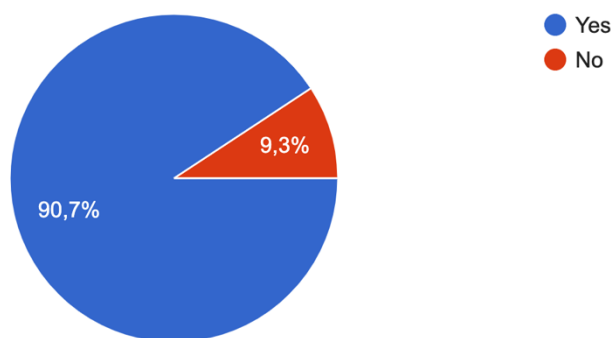
5.3.2. Languages

The usual answer to the question "If yes, which language did you have?" (concerning what language(s) the polyglots have) was English. Other frequent languages were German, French and Russian. Other answers were e.g. Spanish, Latin, Castellano, Arabic, Welsh, Dutch,

Chinese, Swedish, Danish, Hindi, Italian, Japanese, etc. This question was again rather supplementary as this factor can neither be alternated by a student, nor it validates any rule.

5.4. Language tutor

Unlike compulsory language lessons, having a language tutor (attend language courses) is seen as positive. One respondent answered that one can learn a language in a shorter period when having a private tutor: "If you go to [a] language school, 9 months, with a private tutor 6 months". In this section I wanted to find out how many of polyglots use this method to learn a foreign language.

5.4.1. Language tutor

Even though the majority of polyglots can acquire a language without any teachers' intervention, 61.6% r answered the question "Do/did you have a language tutor?" that they had/had had experience with a language tutor.
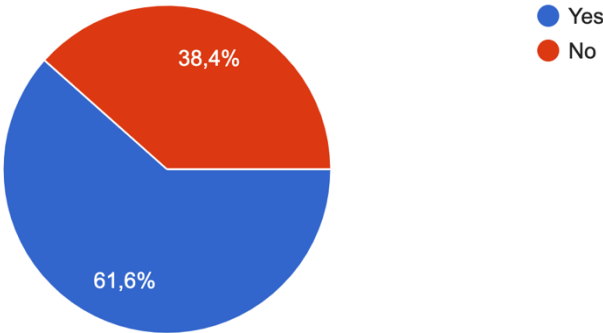
5.4.2. Type of language lessons

Following questions focused on the type of lessons (respondents could choose arbitrarily from private lessons, private online lessons, group lessons, other) and it was an interesting finding for me. I had expected that the majority would fill out private lessons or private online lessons, as I believe that group lessons are not as suitable as private lessons for the speed of learning of a polyglot, especially when learning another language from the same language

family ("I already knew Spanish and Italian when I studied French and Portuguese, so those languages took relatively little time"). I believe that these students can easily feel hindered by other students and therefore frustrated.

However, 65.4 % of respondents answered that they had/had had group lessons, while only 44.9 % responded that they had/had had private lessons and only 27 % of respondents had /had had private online lessons.
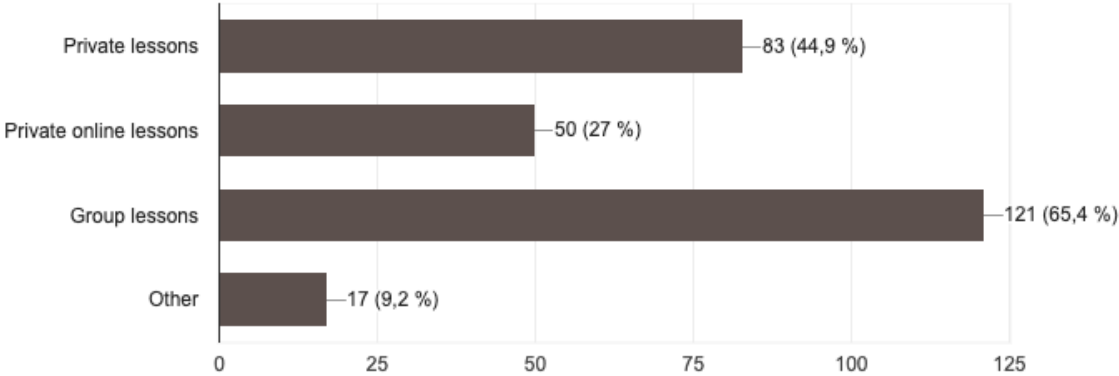

5.4.3. Native or non-native language tutor

The importance of a native language of the language tutor is debatable. Polyglots usually have had experience with a native speaker, which I anticipated. I personally believe that in advanced phases of a language it is necessary to have contact with a native speaker.
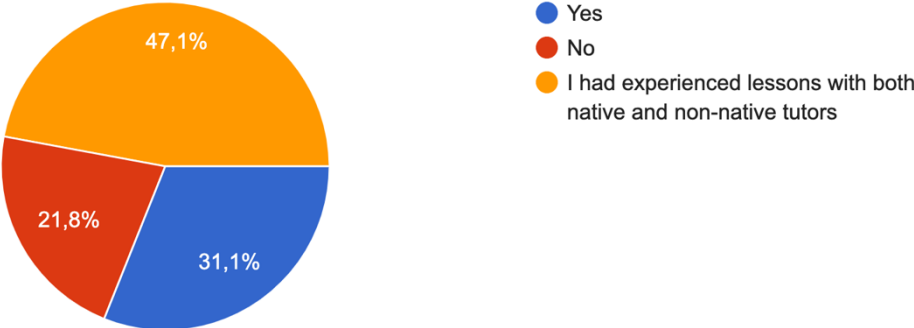
5.4.5. Language coaching

I also added two questions concerning "language coaching" which is a fairly new term. Among polyglots this method is quite unknown and unused. This question turned out to be not subject to my thesis.

10. Do you know the term "language coaching"?
281 odpovědí
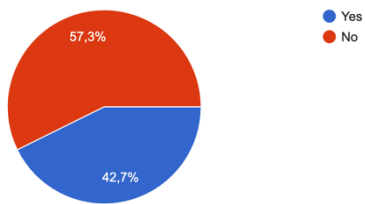
yes, have you used this method?
ipovědí
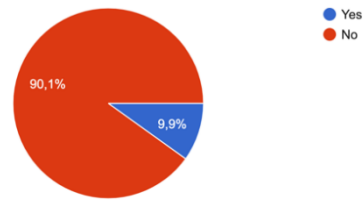
5.5.   Reading

This section focused on language learning via reading. I had anticipated that this method would be bountifully used, as it can be considered one of the oldest and most used methods for language learning of all.

5.5.1. Learning by reading

The majority, namely 95.4%, responded to the question "Do you learn by reading?", by answering that they used this method. I had expected a high number; however, I was surprised by such a high number.
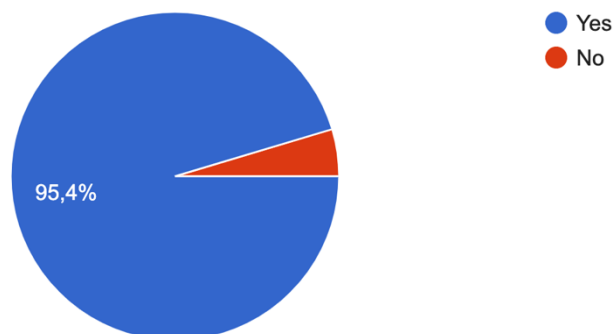
5.5.2. Type of text

I was not surprised that polyglots prefer reading normal books, but also that they do not dismiss e.g. books for children or bilingual books, as simplified language is very useful for language learning, which was anticipated in the theoretical part. The simplicity and popularity of technologies are also the reasons why the online reading sources are so popular nowadays. Online articles and blogs contain not only useful phrases but usually also simplified languages which can be helpful for learners with a lower language level.
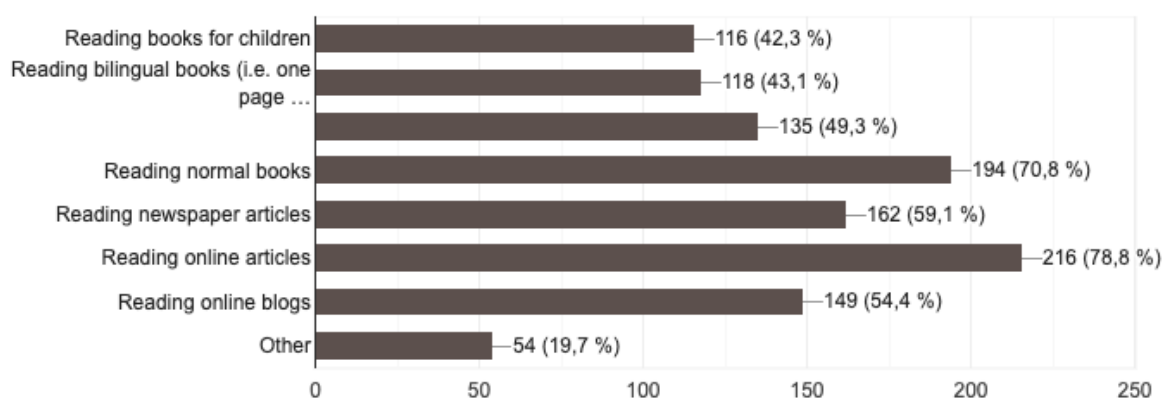
I asked the respondents to give out some examples of the books/texts they use for language learning. One of the respondents stated that e.g. The Hunger Games can be considered a good book for learners with a lower language level. Others gave examples such as Harry Potter books, The Little Prince, Une femme d'Egypte, The Bible. As far as newspaper articles were concerned, they gave examples e.g. The Guardian, National Geographic, Puntoycoma, BBC News, Zeit, Gazzetta dello Sport etc.

5.6. Technologies

In this section I focused on the apps that can be used for language learning. As stated in the theoretical part, virtual learning environments are nowadays popular teaching and learning tools. I was solely interested in specific types of apps polyglots use. For example, in the Czech Republic the majority of people knows and uses Duolingo, but not many people (including myself) are familiar with diverse mobile applications.

5.6.2. Mobile application for language learning

Steel conducted a study where she focused on the way students used mobile apps. She found out that students used them to maximise time, location and opportunity to fit language learning into their daily programs (Steel 2012).

Even though over a half of the respondents answered the question "Do you use a mobile app for learning a new language?" positively, I had anticipated a higher number of mobile language app users.
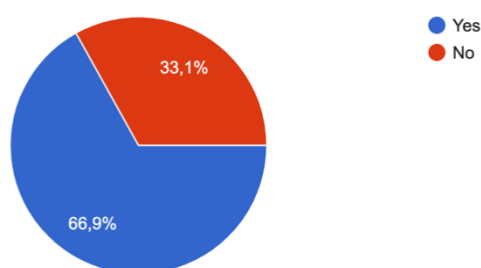

5.6.3. Types of mobile apps

Even though the number of mobile language learning apps users was not as high I as had expected, the variety of used apps was incredible. Out of 187 individual answers I decided to write down a few of them. The majority uses Duolingo and Memrise, then Anki, Quizlet, Busuu, Mondly, Drops, Poro Nihongo, LingQ, Eggbun, 50 languages, Pleco, LingoDeer, Clozemaster, Hiragana Pro, Katakana Pro, JustKana, Obenkyo, Elsa, Babbel, SatoriReader, Wordbit, Pleco, KanjiStudy, Guaranglish, SpanishDict, HelloChinese, HelloTalk, Bunpo, etc.

5.7. Music

Personally, I have never used music as a language learning method; therefore, it was truly interesting to do the research about this topic.

5.7.2. Music as a learning method

The majority of polyglots (77.9%) responded to the question "Do you use music to learn a new language?" positively. I had anticipated much fewer people to use this method, which was proven wrong.
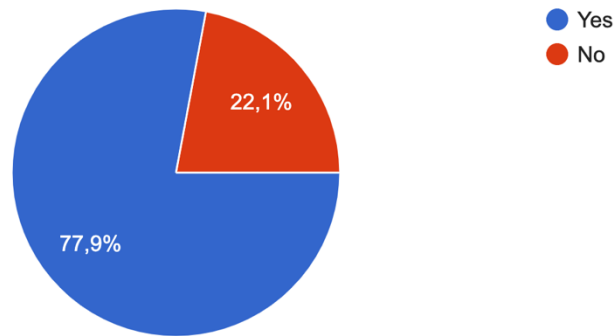
5.7.3. Music based learning methods

The majority of respondents specified their answer. Most of them concentrate on reading the lyrics; alternatively reading and translating the lyrics ("I watch a video on YouTube and then I read the lyrics"). Some of them learn vocabulary, grammar and sentence structures thanks to this method.

Some of the respondents stated that they used this learning method to learn more about the language, such as pronunciation or accents ("Vocabulary and because of the rythim [rhythm] I will know how to pronounce the words, If I learn to sing the song then I translate so then I will be learning" or "reading the lyrics, trying to understand and repeating words, trying to imitate the accent"). They either just listen to the lyrics or deliberately repeat certain parts to improve pronunciation. Some on the other hand use this method only for passive listening ("just enjoying the music, and let it get into my brain. I don't think about it too much"), others read the lyrics while listening ("reading along to lyrics and translating them"), write down the lyrics, or compare original and translated lyrics. The type of music was also specified; some of the respondents preferred to listen to kids' songs in order to improve their vocabulary.

One of the comments was interesting as they answered that "Reading lyrics, reading books about singers to understand better who they are and what kinds of song the [they] sing", which would suggest that the music language learning method also helps with understanding the culture.

5.8. Study books and vocabulary

5.8.1. Study books

As I had anticipated, polyglots do not dismiss study books and regarding the question "Do you use a study book to learn a new language?" 83.6% stated that they indeed did use study books to learn a new language.
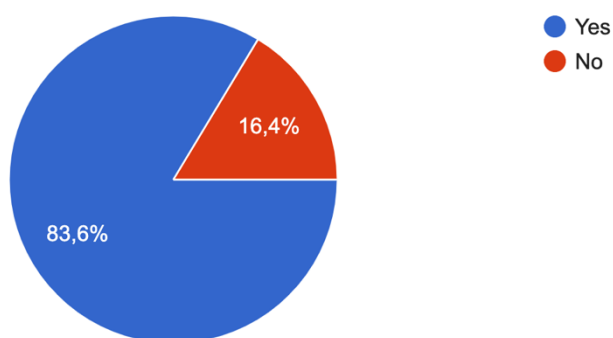
5.8.2. Vocabulary

Even though writing down vocabulary and learning it by heart might seem outdated, it is still the most popular method. As regards the question "Do you pay special attention to vocabulary?" the respondents could choose more diverse methods. Only 15.2% of respondents stated that they did not pay special attention to the vocabulary.
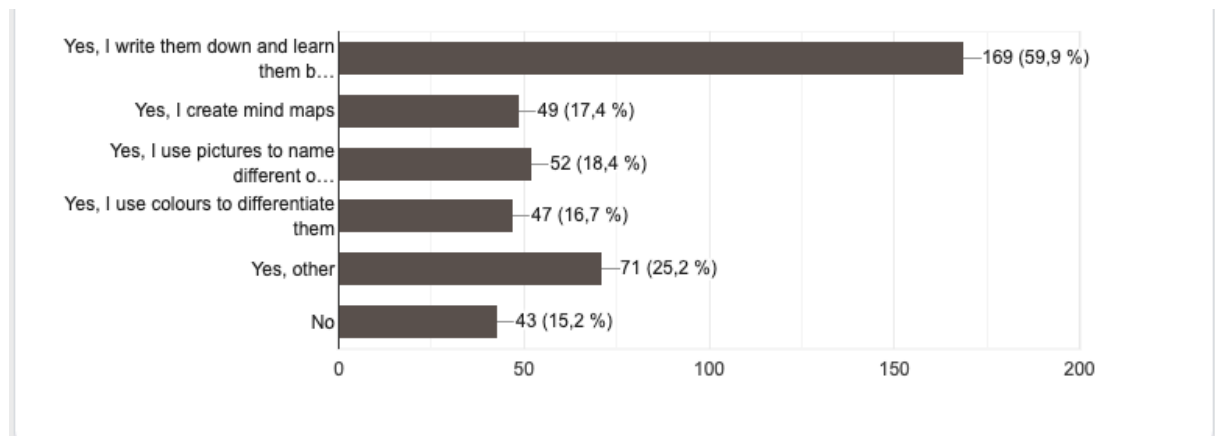
An additional question allowed respondents to write other ways of focussing on the vocabulary. Some of the examples were using flashcards, writing words on sticky notes and putting them some place visible, mental images, correlation to mother tongue, associating the new term with something similar, trying to use it in a sentence, etc.
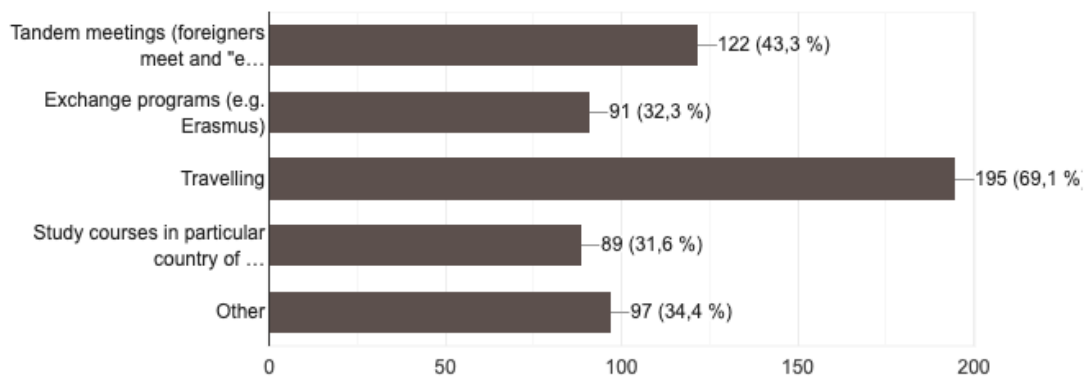
There were several opinions on how to learn vocabulary. A lot of them stated that using vocabulary in context was helpful. One respondent wrote: "Sometimes I read a text (words in context) 2-3 times. No words list!" or "I use them in context, if I need it, I will come back to it". Having words put into context can also help with the grammar. One respondent wrote that he/she focused on: "Concentration on gender, whether or not [a] word follows [the] rules of [the] respective language". Some interesting – I believe rather peripheral - ways to learn vocabulary were via poetry ("I try to use them in my own poetry").

Separating vocabulary to specific groups according to their relation to the subject was also very popular ("I divide basic vocab in categories [fruits, tools, animals etc.] and I learn them by category"). This concept can be further developed into mind maps and pictures ("I create visualizations and associations to connect the word to words").

5.9. Interaction

I personally believe that getting into contact with the particular language is not only useful, it is necessary for achieving fluency. The majority of polyglots is not shy and does not hesitate to use the language when they have a chance; especially when talking to other polyglots, because they all know that one cannot learn a language without making a mistake.

There are several possibilities how to interact with native speakers. In the first question "Do you interact with foreigners speaking your chosen language?" I gave the respondents several examples. The majority (69.1%) stated that most of the time they came in contact with natives was via travelling. Tandem meetings with foreigners are also very popular among polyglots. Study courses and exchange programs are represented equally, yet from my point of view these numbers are unfortunately too low. I believe that the price of these study programs is not negligible, yet I think it is still possible to manage.

Tandem meetings (foreigners meet and "e…	122 (43,3 %)
Exchange programs (e.g. Erasmus)	91 (32,3 %)
Travelling	195 (69,1 %
Study courses in particular country of …	89 (31,6 %)
Other	97 (34,4 %)

Many of the respondents who answered 'other' stated that they interacted with natives via work. Others stated that they were in contact with their native friends via chat (or they had so-called pen pals), they played video games with people of different nationalities or even dated a native speaker. Moreover, some universities offer classes taught by native speakers and students are able to meet arriving Erasmus students (e.g. ESN organisation).

5.10. Polyglot meeting

This section was created simply out of my pure interest as I was lucky enough to attend a polyglot gathering in Bratislava. I asked if the respondents had ever attended any polyglot meeting and if they followed the journey of other polyglots. 32.4 % stated that they had been to a polyglot meeting and 58.4 % stated that they followed some other polyglots. Between the polyglots who were mostly followed were for example Luca Lampariello, Steve Kauffman, Benny Lewis and Richard Simcott, yet there were many others.

Some of the polyglots even have their own platforms (12.4%) where they post about their journey. Polyglots are open-minded people and they not only like to get inspired, but also like

to inspire other people. However, most of them prefer more private contact than posting their progress and tips online.

5.11. Daily studying

Similarly, to the duration of arriving at the B1 level, daily/weekly studying differs with each polyglot. There are many factors impacting it. A typical answer was an hour a day, but there were also answers such as three hours a day, 10 hours weekly, twice a week etc.

One of the respondents noted correctly that there is a difference between active and passive studying. When someone is living in a foreign country, even though they would not study by sitting over a book for three hours, it is very likely that they would still be learning the language, only in a passive way.

Some of the answers were following:

"I don't study [a] language in a planned manner. Everyone has a unique way of learning languages."

"Very individual, depends also if I have classes or not."

"Not so much anymore – only passive learning through Netflix and music. I usually try to do part-time courses for active learning during the year and one short intensive course in a country where the language is spoken."

5.12. Media

As stated before, the internet, computers and technologies in general offer so many possibilities to learn a language. Sim and Pop argue that technologies and therefore media are "beneficial for foreign language learners, as it considerably builds confidence and increases learners' interest in the topic" (2014, p. 130). Media include social media, streaming platforms and others.

Social media include chat forums, wikis, blogs, social networking etc., which make knowledge sharing easy and undisruptive for an individual. Users can easily express their opinions, search others' opinions, get feedback, and simply be connected with others.

One can choose from a variety of content, from talk shows such as Jimmy Fallon, vlogs of YouTubers, to science documentaries. There are channels that specifically focus on language learning, e.g. Easy German, Slow Russian, Learn Italian with Lucrezia etc.

Furthermore, polyglots like to use streaming platforms such as Netflix or HBO for diversification of their studies, TV series are usually simple to understand, and they have repetitive dialogs.

Lately, Instagram has been very popular, especially among the younger population. (Usually) short captions are easy to understand and short videos can be helpful in learning new languages.

5.12.1. Use of media

95.4% answered positively to the question "Do you use any media to improve your language?".
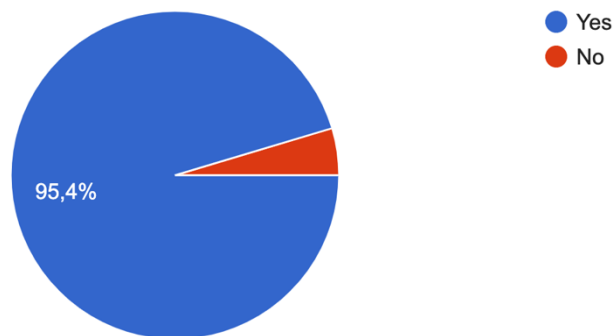
5.12.2. Types of media

In this section I focused on the type of media. There are several types, but the most used out of all of them is YouTube (92.6 % of respondents). YouTube is full of not only videos that focus on language learning but also those so-called vlogs (i.e. videos from the daily life of a certain person), which can be used as a language learning tool. The use of YouTube videos can offer a real native speaker setting and therefore learners can access audio-visual materials

that can enhance listening comprehension skills; moreover, it can also encourage learners' motivation (Kao 2009).

The second most used media platform was Facebook. Facebook is bountifully used as it is very interactive, improves writing skills, and promotes interaction besides other things (Başőz 2016). Başőz conducted a study, where students agreed that " social media can help them to develop their vocabulary knowledge (…), can help them to develop their reading (…) communication (…), listening (…), writing (…), speaking (…) and pronunciation skills (…)"(2016, p. 433). A similar study was conducted by Sim and Pop who found that students after being exposed to vocabulary via Facebook showed a slightly better vocabulary performance and confidence than the control group that benefited only from traditional instruction (2014, p. 130).

Twitter was not used extensively, however also the use of Twitter is believed to promote language learning and social cohesion (Başőz 2016, p. 431).
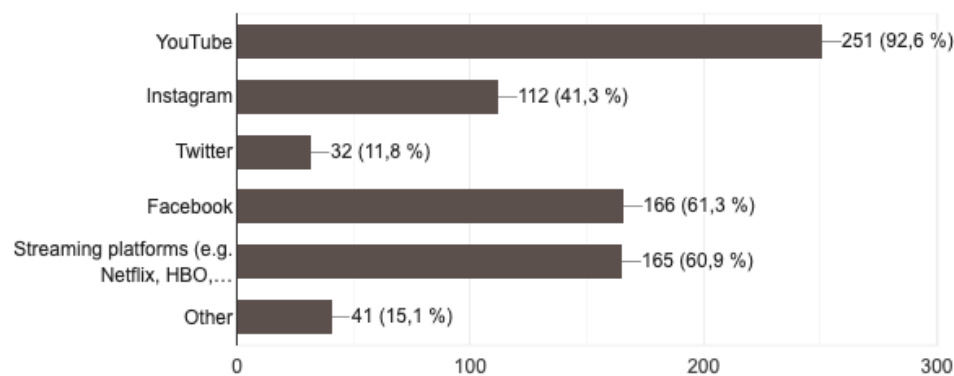
5.12.3. Other types of media

Other media mentioned by polyglots were blogs, podcasts, Tumbrl, national television, watching tv with subtitles, broadcasting sites, Spotify, Pinterest etc.

Many studies have found that including blogs and microblogs has a positive effect on students (Başőz 2016, p. 431) as it can be motivating, enjoyable and encouraging.

5.13. Conclusion of the questionnaire

The last part of this questionnaire allowed respondents to state their e-mail address if they were interested in the outcome of my research. The number of people interested in the results surprised me and it further proves that there are no universal methods and people are aware of it. That is why they are eager to learn about new different methods which would suit their personalities and learning styles.

6. Conclusion

Even though multiple research has estimated that most people speak more than one language according to Eurostat, which could possibly set multilingualism as the norm and monolingualism as the exception, research from 2015 showed that 62% of British people could only speak English. A research study from a year later contemplated again by Eurostat in 2016, claimed that only 34.6 % of British citizens know more than one foreign language. Moreover, the majority of Americans only speaks English and monolingualism seems normal to them. How is it possible then that there is just a certain amount of people that accomplished acquiring two and more languages?

In my bachelor thesis I focused on individual differences of language learners, different learning styles and different methods, all of which was (or I made effort to) put into framework of polyglotism. Based on my theoretical knowledge obtained through the research I was able to create a cohesive structured thesis and detailed research of my own.

In the course of writing this bachelor thesis I deviated from the structure of the original thesis. After thorough examination of the issue of methods for language acquisition by multilingual people I decided to change the order of chapters and eliminate less relevant chapters which had originally been included in the thesis-structure. These changes were a natural outcome of gradual processing of this bachelor thesis and were made in an effort to narrow the focus of this thesis and to create some logical continuity.

I succeeded in discovering many diverse methods that are used by polyglots and which were based on carefully compiled questions established due to the theoretical part of this thesis. The number of respondents exceeded my expectations. Their responses further developed the empirical part and brought some surprising findings.

In the course of writing this bachelor thesis I discovered, however, that this issue is extensively broad and cannot be possibly contained in one thesis. Even though I believe I managed to elaborate each method to a basic level, it would be more fitting to divide this thesis into individual methods and focus more on each of them separately. In the future, it would be more applicable to discuss only one method and aspects connected with it.

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9. Appendix

Languages

Levels according to the CEFR:
C2 - The capacity to deal with material which is academic or cognitively demanding, and to use language to good effect at a level of performance which may in certain respects be more advanced than that of an average native speaker.
C1 - The ability to communicate with the emphasis on how well it is done, in terms of appropriacy, sensitivity and the capacity to deal with unfamiliar topics.
B2 - The capacity to achieve most goals and express oneself on a range of topics.
B1 - The ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information.
A2 - An ability to deal with simple, straightforward information and begin to express oneself in familiar contexts.
Example: CAN take part in a routine conversation on simple predictable topics.
A1 - A basic ability to communicate and exchange information in a simple way.
Example: CAN ask simple questions about a menu and understand simple answers.

1. How many languages do you speak at the levels B1-C2 according to the CEFR? (number including your mother tongue) *

Please try to be as accurate as possible, if you have a certificate, the better.

Vaše odpověď

2. Please state what languages do you speak at what level according to CEFR.

	Mother tongue	C2	C1	B2	B1	A2	A1
English	☐	☐	☐	☐	☐	☐	☐
Chinese	☐	☐	☐	☐	☐	☐	☐
Spanish	☐	☐	☐	☐	☐	☐	☐

Norwegian	☐	☐	☐	☐	☐	☐	☐
Danish	☐	☐	☐	☐	☐	☐	☐
Yiddish	☐	☐	☐	☐	☐	☐	☐
Hungarian	☐	☐	☐	☐	☐	☐	☐
Lithuanian	☐	☐	☐	☐	☐	☐	☐
Latvian	☐	☐	☐	☐	☐	☐	☐
Estonian	☐	☐	☐	☐	☐	☐	☐
Bulgarian	☐	☐	☐	☐	☐	☐	☐
Romanian	☐	☐	☐	☐	☐	☐	☐
Greek	☐	☐	☐	☐	☐	☐	☐
Croatian	☐	☐	☐	☐	☐	☐	☐

3. Other language (and level)

Vaše odpověď

Learning

Now I would like to learn about your learning experience. State ca. how long (months - years) it takes you to learn a new language (i.e. arriving at level B1; having at least the ability to express oneself in a limited way in familiar situations and to deal in a general way with non-routine information).

4. How long does it take you to learn a language at B1 level? *

Vaše odpověď

Languages at school

5. Did you have compulsory second language lessons at school? *

○ Yes

○ No

6. If yes, which language did you have?
If you had more compulsory languages, please state all of them.

Vaše odpověď

Language tutor

7. Do/did you have a language tutor? *

- ◯ Yes
- ◯ No

8. If yes, do/did you have:

- ☐ Private lessons
- ☐ Private online lessons
- ☐ Group lessons
- ☐ Other

9. Is/was your language tutor a native speaker?

- ◯ Yes
- ◯ No
- ◯ I had experienced lessons with both native and non-native tutors

10. Do you know the term "language coaching"? *

○ Yes

○ No

11. If yes, have you used this method?

○ Yes

○ No

Reading

12. Do you learn by reading? *
For example: reading bilingual books, books for children, articles, blogs etc.

○ Yes

○ No

13. If yes, how:

☐ Reading books for children

☐ Reading bilingual books (i.e. one page in foreign language, one in your language)

☐ Re-reading books you already know in foreign language

☐ Reading normal books

☐ Reading newspaper articles

☐ Reading online articles

☐ Reading online blogs

☐ Other

14. Could you write some examples?
Names of books, magazines, newspapers, blogs etc.

Vaše odpověď

Technologies

15. Do you use a mobile app for learning a new language? *

○ Yes

○ No

16. If yes, which mobile app do you use?

Vaše odpověď

Music

17. Do you use music to learn a new language? *

For example: reading the lyrics, repeating words etc

○ Yes

◉ No

18. How do you use music to improve your language ability?

For example: reading the lyrics, repeating words etc

Vaše odpověď

Study books and vocabulary

19. Do you use a study book to learn a new language? *

○ Yes

○ No

20. Do you pay special attention to vocabulary? *

☐ Yes, I write them down and learn them by heart

☐ Yes, I create mind maps

☐ Yes, I use pictures to name different objects

☐ Yes, I use colours to differentiate them

☐ Yes, other

☐ No

21. If you chose other, please write down your thoughts.

Vaše odpověď

Interaction

22. Do you interact with foreigners speaking your chosen language? For example:
*

☐ Tandem meetings (foreigners meet and "exchange" languages)

☐ Exchange programs (e.g. Erasmus)

☐ Travelling

☐ Study courses in particular country of your chosen language

☐ Other

23. If you chose other, please write down your own method/experience

Vaše odpověď

Polyglot community

24. Have you ever been to any polyglot meeting? *

○ Yes

○ No

25. Do you follow other polyglots? *

For example: YouTube, social media etc.

○ Yes

○ No

26. If yes, who do you follow?

Vaše odpověď

27. Do you have your own platform, where you post ideas and experiences connected to language learning? *

○ Yes

○ No

Daily studying

29. How much time do you spend studying languages? (daily/weekly) *

Vaše odpověď

Media

30. Do you use any media to improve your language? (YouTube/Twitter/web-sites...) *

○ Yes

○ No

31. If yes, please check the ones you use.

☐ YouTube

☐ Instagram

☐ Twitter

☐ Facebook

☐ Streaming platforms (e.g. Netflix, HBO, Hulu etc.)

☐ Other

32. If you chose other, please write down your answer.

Vaše odpověď

Thank you

Thank you for your time. At your discretion, please write down your e-mail address/website/Instagram/Twitter/... for follow-up questions.

If you are interested in reading my bachelor thesis, do not hesitate to contact me on: prochazkova.marky@seznam.cz .

Again, thank you very much and good luck on your polyglot journey.

Contact

Vaše odpověď