SLOVENŠČINA NA DLANI

SLOVENE IN THE PALM OF YOUR HAND

REPUBLIKA SLOVENIJA
MINISTRSTVO ZA KULTURO

Univerza v Mariboru

EVROPSKA UNIJA
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NALOŽBA V VAŠO PRIHODNOST

slovenščina na dlani
interaktivno učno e-okolje

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E-learning Materials for the Slovene Language in Secondary Schools

METODY A FORMY PRÁCE VE VÝUCE MATEŘSKÉHO JAZYKA

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The theoretical part:	The empirical part:
➢ the project: *SLOVENŠČINA NA DLANI* (*SLOVENE IN THE PALM OF YOUR HAND*), ➢ in general: establishment of an interactive learning environment for the Slovene (as mother tongue) language learning in ➢ elementary and ➢ **secondary schools.**	➢ existing freely accessible e-materials for learning Slovene for: ➢ **high schools and** ➢ **secondary schools**; ➢ the results of the analysis of current e-learning materials according to **question types** (**4442** tasks).

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SLOVENŠČINA NA DLANI (*SLOVENE IN THE PALM OF YOUR HAND*):

- was implemented in August 2017;

- to create an interactive learning environment for Slovene learning in elementary and secondary schools;

- to overcome the limitations of existing e-resources for Slovene learning – *no longer just a transfer of the printed workbooks into an electronic form*;

- focused on:
    - the review of existing freely accessible materials for learning Slovene from the 6th to the 9th grade of elementary school and
    - **for high schools and secondary schools.**

    - The results of the analysis of current e-learning resources according to **question types**.

    - The findings obtained show an **unbalanced representation of different question types**, with **a predominant type that is least popular among pupils.**

The e-exercises will be divided into five content sets:

(1) orthography,

(2) grammar,

(3) idioms, proverbs,

(4) textual corpus and

(5) explanations of linguistic topics is added.

| VEJICO STRESEM IZ ROKAVA | SLOVNICA V MALEM PRSTU | VEČ ZNAŠ, VEČ VELJAŠ | IZ MALEGA ZRASTE VELIKO | VSAK ZAKAJ IMA SVOJ ZATO |

SLOVENŠČINO POZNAM KOT LASTNO DLAN

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E-learning materials for the Slovene for High Schools and Secondary Schools

The review covered and analysed 4442 **tasks.**

➢ I-learning materials SIO.si,

1st grade:

http://eucbeniki.sio.si/slo1/index.html.

➢ E-learning materials, Slovenian for high schools and secondary schools:

http://gradiva.txt.si/slovenscina/;

2nd grade: http://www.s-sers.mb.edus.si/gradiva/w3/slo/000_mapa/index.html

➢ E-learning materials, Slovenian for high schools and secondary schools:

http ://gradiva.txt.si/slovenscina/

3rd grade: http://gradiva.txt.si/slovenscina/slovenscina-za-gimnazije-srednje-sole/3-letnik/

➢ E-learning materials, Slovenian for high schools and secondary schools:

http://gradiva.txt.si/slovenscina/

4th grade: http://gradiva.txt.si/slovenscina/slovenscina-za-gimnazije-srednje-sole/4-letnik/;

➢ E-learning materials, Slovenian for **three-year** (secondary) schools

http://gradiva.txt.si/slovenscina/.

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Methodology used

- E-resources have been reviewed and analysed according to **question types**

  that occur in all materials.

- Individual question types were checked, counted, and then percentages of all

  question types in the analysed materials were calculated.

Within the analysis **21 different question types** were examined:

1 *Fill in the blank questions* 2 *Short answer questions* 3. *Multiple choice questions (one correct answer)* 4. *Multiple answer questions (two correct answers)* 5. *Multiple answer questions (more correct answers)* 6. *Multiple choice questions with a different degree of correctness* 7. *Multiple choice questions with an incorrect answer* 8. *Multiple choice questions with the best answer* 9. *Matching questions*	10. *Editing questions* 11. *Alternative questions* 12. *Alternative questions with argumentation* 13. *Open questions* 14 *Oral response* 15 *Gap-filling* 16. *Mark correct answer (of the multiple choice answers)* 17. *Error Correction* 18. *Ordering questions* 19. *Reading* 20. *A type including in-class activities* 21. *A type involving other resources*

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Question Types Analysis of Exercises in the Existing E- and I-learning Resources For Learning Slovene

- The tables **present** a set of tasks that represent **at least 70.0%** of all tasks in individual e-resources.

- Tasks representing **less than 4.0%** of tasks are not representative and therefore **not included** in the tables.

Table 1: Slovenian, i-learning materials, Slovenian for high schools, **1st grade**

Question types	Number of tasks	Percentages
Short answer questions	344	24.1%
Open questions	241	16.9%
IMultiple choice questions (one correct answer)	158	11.1%
Reading	109	7.7%
Alternative questions	100	7.0%
A type including in-class activities*	74	5.2%
Oral response	73	5.1%
Fill in the blank questions	64	4.5%

Among 1430 tasks, the most common ones represent 81.6% of all tasks, while other tasks occurred in 3.3% or less.

Table 2: Slovenian, E-learning materials, Slovenian for high schools and secondary schools, **2nd grade**

Question types	Number of tasks	Percentages
Short answer questions	194	24.2%
Multiple choice questions (one correct answer)	154	19.2%
Open questions	108	13.5%
Gap-filling	54	6.7%
Alternative questions	44	5.5%
Fill in the blank questions	42	5.2%

Among 802 tasks, the most common ones represent 74.3% of all tasks, while other tasks occurred in 3.9% or less.

Table 3: Slovenian, E-learning materials, Slovenian for high schools and secondary schools, **3rd grade**

Question types	Number of tasks	Percentages
Short answer questions	107	24.9%
Multiple choice questions (one correct answer)	57	13.3%
A type involving other resources	55	12.8%
Open questions	48	11.2%
Alternative questions	38	8.9%
Reading	27	6.3%
Mark correct answer (of the multiple choice answers)	26	6.1%
Fill in the blank questions	24	5.6%
Alternative questions with argumentation	18	4.2%

Among 429 tasks, the most common ones represent 93.3% of all tasks, while other tasks occurred in 2.1% or less.

Table 4: Slovenian, E-learning materials, Slovenian for high schools and secondary schools: **4th grade:**

Question types	Number of tasks	Percentages
Short answer questions	129	36.7%
Open questions	50	14.3%
Multiple choice questions (one correct answer)	36	10.3%
A type involving other resources	32	9.1%
Alternative questions	27	7.7%
Reading	24	6.8%
Fill in the blank questions	16	4.6%

Among 351 tasks, the most common ones represent 89.5% of all tasks, while other tasks occurred in 3.7% or less.

Table 5: Slovenian, E-learning materials, Slovenian for **three-year** (secondary) schools

Question types	Number of tasks	Percentages
Short answer questions	354	25.3%
Alternative questions	231	16.5%
Multiple choice questions (one correct answer)	194	13.9%
Fill in the blank questions	79	5.6%
Reading	78	5.5%
Oral response	65	4.7%
A type including in-class activities (observation task–watching video animation)	64	4.6%

Among 1430 tasks, the most common ones represent 76.1% of all tasks, while other tasks occurred in 3.2% or less.

Interpretation of e-materials analyse:

- **the <u>most</u> popular:**

✓ *Multiple choice questions* (*Multiple choice questions with one incorrect answer*),

✓ *Alternative questions*,

✓ *Marking correct answer,*

✓ *Matching questions*,

✓ *Editing questions*, and

✓ *A type including in-class activities* (quizzes, tasks that include video content).

Interpretation of e-materials analyse:

- **the least popular:**
  - *Short-answer questions,*
  - *Fill in the blank questions.*

Interpretation of e-materials analyse:

- **by frequency of occurrence:**

➢*Short-answer questions* => the most frequently presented (**the least popular)**

- **are followed by:**

➢1ˢᵗ and 4ᵗʰ grade–*Open questions.*

 1ˢᵗ grade also – *Reading, A type including in-class activities, Oral response.*

➢2ⁿᵈ grade *Gap-fillings.*

➢2ⁿᵈ and 3ʳᵈ grade *Multiple choice questions (one correct answer).*

➢3ʳᵈ and 4ᵗʰ grade *A type involving other resources.*

➢3-year schools *Alternative questions.* In addition: *Fill in the blank questions* and *Reading.*

CONCLUSION

- All these are question types that are more than suitable for e-environments,

- they also enable the realization and achievement of higher taxonomic rates (use, analysis, synthesis),

- the results of the analysis and the teachers' perceptions will help us

✓ to design appropriate e- and i-resources within the framework of the project *SLOVENŠČINA NA DLANI.*