

Lithuanian Teachers' Attitudes towards the Implementation of Phenomenon-Based Learning

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Abstract

The current research findings state that Phenomenon-based learning (PhenoBL) is one of the successful didactic innovations that enable the development of 4 Competencies: Creativity, Critical thinking, Collaboration, and Communication. Still, as every innovation, PhenoBL provokes a lot of argumentative reasoning the major ideas of which might be grouped into pros and cons that are centered round the failure or success of the implementation of innovation. As there is not so many investigations directed towards the teachers' attitudes about the results of the implementation of PhenoBL, especially in FLT (foreign Language teaching), this research aims to examine the attitudes of foreign language teachers in Lithuania, about the implementation of the PhenoB, while employing the quantitative research approach. The quantitative survey results have indicated the relevance of having foundational knowledge about the processes of any innovation implementation, revealed the importance of didactic knowledge about the PhenoBL itself, highlighted the role of the teacher as a guide in the process, and the complementary nature of teaching languages using PhenoBL without replacing the curriculum. The teachers stressed the idea that the PhenoBL focuses on the process rather than the final product and can be integrated differently depending on the linguistic abilities of the learners.

Keywords: didactic innovation, foreign language teaching; innovative methods; phenomenon-based learning