

Video to watch

<https://www.youtube.com/watch?v=v61Jl6h423E>

To see the contrast between American and British accent

<https://www.youtube.com/watch?v=I9obGdzeSD4>

Learning styles

TEXT 1

Some students learn in a different way from others and so need to be taught in a way that makes it easy for them to learn. Where their preferred learning opportunities are not provided, students may perform less well and therefore mistakenly be assumed to be underachieving through lack of ability. The three most widely recognized categories of learning styles are visual, auditory, and kinaesthetic. The majority of people are visual learners, who use mainly their sight to gather information. They cope well in lessons with lots of written, pictorial, and diagrammatic styles of presentation. Visual learners struggle where there is an emphasis on giving information orally. Auditory learners prefer spoken examinations to expand on any graphical information presented to them. The use of technological aids such as voice recorders can be as effective as the teacher's voice. Kinaesthetic learners prefer to learn through activity. They enjoy movement and space. A great benefit to kinaesthetic learners is to be able to watch another person demonstrate what they need to do before trying themselves. Kinaesthetic learners enjoy hands-on activities. Most people possess elements of all three learning styles. This makes a multi-sensory approach to teaching the most likely to engage all students most of the time.

SOURCE: Wallace, S. (Ed.) (2008). p.160. *Oxford Dictionary of Education*. Oxford: Oxford University Press.

GLOSSARY

cope (v) to deal successfully with sth difficult

expand on (v phr) to say more about sth and add some details

hands-on (adj) doing sth rather than just talking about it

multi-sensory (adj) connected with more than one of your physical senses

TASK 4 Reading for more detail

- 1 Read the description of each type of learner more carefully and complete the table. Some information is not given.

Learner type	How they learn	Likes	Dislikes
Visual			
Auditory			
Kinaesthetic			

- 2 Work in pairs. Take turns to describe the different learning styles using the notes in the table.

TASK 5 Reflecting on learning styles

- 1 Look back at the items in Task 2. In the same groups, discuss whether you learnt each item in a mainly visual, auditory, or kinaesthetic way. Which learning style best suits each item to be learnt?
- 2 Think about your own learning style. Are you mostly a visual, auditory, or kinaesthetic learner, or a mix of all three?

TASK 6 Critical thinking - connecting words and ideas

- 1 Work in pairs. Select at least three of the following words in the list and discuss how they are connected to learning.

environment curiosity discovery explore problem-solving
topics engaged teacher philosophy resources

Example: *environment* Environment could mean the learning environment, in other words the space where people learn. Most people learn better in an attractive learning environment.

- 2 Did you find it easy to connect these words to learning? Which words caused you difficulty? Why?

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ACADEMIC LANGUAGE

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Sentence structure (1) Frequent sentence patterns

The most frequent sentence patterns in English are **simple** and **compound**. Sentences are built up using one or more **clauses**. A clause normally has a **subject (S)**, **verb (V)**, plus other element: **object (O)**, **complement (C)**, and **adverbial (A)**. Each of the following is a simple sentence with one main clause:

Kinaesthetic learners enjoy hands-on activities.

Auditory learners prefer spoken examinations to expand any graphical information presented to them.

The three most widely recognized categories of learning styles are visual, auditory, and kinaesthetic.

Kinaesthetic learners prefer to learn through activity.

Two clauses can be joined to create a compound sentence using a **coordinator**. There are three main coordinators: *and*, *but*, and *or*. For example:

*Some students learn in a different way from others **and so** need to be taught in a way that makes it easy for them to learn.*

In this example, the subject (*Some students*) is the same in both clauses, so it does not have to be repeated. The author could decide to express the two main clauses in separate sentences instead, perhaps adding a linking adverbial (e.g. *therefore*) to help connect the meaning:

*Some students learn in a different way from others. **Therefore** they need to be taught in a way that makes it easy for them to learn.*

TASK 7 Using coordinators to create compound sentences

1 Complete the text with the correct coordinators: *and*, *but*, and *or*.

Rote learning

Learning which does not necessitate understanding, ¹..... is undertaken systematically ²..... mechanistically, usually through repetition. Examples might be the chanting of multiplication tables ³..... the reciting of passages learnt 'by heart' ⁴..... with no accurate comprehension of content. Such activities were an integral part of education in the 19th ⁵..... early 20th centuries, ⁶..... find little acceptance today. To learn something by rote implies an *intention* to learn which is not present when, for example, the lyrics of a song ⁷..... the sequence of numbers for a telephone call become committed to memory through repeated exposure ⁸..... frequent use.

SOURCE: Wallace, S. (Ed.) (2008). p.225. *Oxford Dictionary of Education*. Oxford: Oxford University Press.

2 Compare your answers, saying why you selected a particular coordinator and how a different coordinator would change the meaning.

3 Tick the statements you think are true.

- 1 The main coordinators in English are *and*, *but*, and *or*.
- 2 There are many other coordinators in English.
- 3 Coordinators can be removed from the sentence without changing the meaning.
- 4 Coordinators are frequently-used words, particularly *and*.
- 5 Coordinators normally join equal items, such as word + word (*black and white*), phrase + phrase (*two problems but only one solution*), and clause + clause (*You could work on your essay or you could listen to a lecture online*).
- 6 Coordinators are normally followed by a comma.
- 7 Beginning a sentence with a coordinator is considered to be informal style.
- 8 In academic writing, it is better to use words like *however* rather than coordinators such as *but*.