

ACADEMIC LANGUAGE

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*.

- 1 Read Text 2 *Discovery learning* and match each item 1–3 with one explanation a–f.
 - 1 the student's role in discovery learning
 - 2 the teacher's role in discovery learning
 - 3 the theory behind discovery learning
 - a being told about ideas and objects by your teacher
 - b the learner's needs and interests are at the centre of the learning process
 - c finding out for yourself about ideas and objects
 - d facts and procedures are at the centre of the learning process
 - e to encourage students to learn things for themselves
 - f to be an instructor and provide the 'correct' answers
- 2 Work in pairs. Find the words from Task 6 in Text 2 and discuss how they are connected to *discovery learning*.

Discovery learning

TEXT 2



An approach to learning in which the learner is allowed to explore and become actively engaged with concepts, objects, or the physical environment in order to develop their understanding of it. In this process, the teacher is a facilitator rather than an instructor, and it is their role to organize a rich or appropriately resourced learning environment and to encourage the learner's self-directed curiosity and problem-solving skills, rather than to demonstrate or provide 'correct' answers or procedures. Discovery learning is a learner-centred approach, theoretically underpinned by a humanist philosophy of education, according to which the planning and teaching of lessons should take into account the learners' needs in relation to their social, emotional, and personal development, and should take as their starting point those topics which are of direct interest and relevance to the learners. It has been argued that although children might refine and evaluate their own ideas as a result of socio-cognitive conflict with peers, they would tend to adopt uncritically and too easily the ideas of teachers and other adults where these conflicted with their own. In the latter case the result would be conventional instructional learning rather than learning constructed by the child through their own discoveries.

SOURCE: Wallace, S. (Ed.) (2008), p.078. *Oxford Dictionary of Education*. Oxford: Oxford University Press.

TASK 9 Note-taking (1) - organizing key information

- 1 Read Text 2 again and underline any key information related to discovery learning that you think is important. Work in groups and compare your ideas.
- 2 Make notes on discovery learning using the key information you identified in Text 2. Organize your notes under the following headings.
 - The learner
 - Engagement
 - Philosophy
 - The teacher
 - The environment

TASK 10 Writing a summary

- 1 Use your notes from Task 9.2 and the following guidelines to write a summary of Text 2. Your summary should be 50–70 words.
 - Start by referring to the original source, e.g. *The Oxford Dictionary of Education (Wallace, 2008) describes discovery learning as ...*
 - Include all the main points; exclude supporting detail.
 - Do not add anything new, such as your own response or knowledge.
 - Use your own words.
- 2 Exchange your summary with another student or group. Compare the two summaries using the guidelines in 1.