

Kort skriftligt oplæg

University College
SJÆLLAND

Læreruddannelsen Vordingborg

Fag: Engelsk

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Didactics Synopsis

Problemformulering:

Learning Styles

Omfanget er 2-5 sider.

Der skal i opgaven skrives med Times New Roman str. 12 og 1½ linjeafstand. De angivne sidetal er inklusive billeder, tabeller og bilag.

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Opgaven afleveres på studiekontoret senest den 11. maj 2009 i 2 eksemplarer

Begge eksemplarer skal være forsynet med forsider.

Plan for English Examination

1. Introduction
2. Learning Styles
 - Learning Styles Model
 - Visual, Auditory, Tactual, Kinaesthetic
 - Global/Analytic
3. British Food
 - Culture and British Food
 - Learning Styles and British Food
4. Student Essay
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Learning styles

Introduction

The school has to include all pupils. It needs to acknowledge that children are individuals who have different ways of learning as well as using their intelligence.

Section 18 in the law of the Danish *folkeskole* says that teaching materials, methods, and forms need to vary in order to match the needs and qualifications of each individual pupil.

I can remember my own English lessons when I went to school. There was no differentiation at all. We did the same week after week and everybody had to do the same and was met with the same demands and expectations. Most of the work in the English classes was built up analytically – beginning with an explanation of what to do and how to do it. Our homework was always to conjugate words from different word classes (especially irregular verbs), write down key words and answer questions from a text. Rita and Kenneth Dunn (known as Dunn & Dunn) say that about 88% of the pupils are global learners while only 12% are analytics!

Dunn & Dunn also say that children are the more tactual/kinaesthetic the younger they are. In our class we almost never experienced any tactual/kinaesthetic activities and today when I am studying to become a teacher that worries me.

In this synopsis I should like to look at Dunn & Dunn's theory about learning styles in order to get wiser and try to find out how to use the theory in practice. I will focus on English in classes 3 and 4 because this is where it is most important to make tactual/kinaesthetic activities and to consider the global pupils who actually constitute the majority!

What is learning styles?

*"Learning styles, then, is the way in which each learner begins to concentrate on, process, and retain new and difficult information"*¹

As a teacher you can work with learning styles in different ways. You can identify each individual's learning style by examining the stimuli that have an influence to the way he/she learns. As I mentioned in my introduction you can look at two learning styles that

¹ Dunn & Dunn, *Teaching Elementary Students through Their Individual Learning Styles*, page 2

contrast each other – the *global* and the *analytic* learning style. Lena Boström has studied Dunn & Dunn's theories and her focus is especially four learning styles: Visual, auditory, tactual and kinaesthetic.

I will now have a closer look at the three approaches to learning styles that I have just mentioned.

The Dunn and Dunn Learning Styles Model

The model consists of 21 elements each divided into five different stimuli:

- Environmental (sound, light, temperature and design)
- Emotional (motivation, persistence, responsibility and structure)
- Sociological (self, pair, peers, team, adult and varied)
- Physiological (perceptual, intake, time and mobility)
- Psychological (global/analytic, hemisphericity and impulsive/reflective)

People can be very sensitive towards sound, light, temperature and design and these elements could affect their learning process more than people tend to think. Do I prefer to have lots of light when I am working or would I rather like to sit in the dark? Do I need total silence in order to concentrate or would music improve my work?

These questions are important in the work with the environmental stimuli.

Do I prefer to work alone or do I learn more when I am in a group or does it vary?

This question concerning the sociological stimuli is interesting for the teacher to ask the pupils in order to know how they prefer to work.

The work with Dunn & Dunn's Learning Styles Model could be beneficial in every subject in the school! As an English teacher you could learn much about your pupils' needs and use that knowledge when you consider your teaching. It should also be good for the pupils to be conscious about their own wants and needs in their learning processes.

Global or analytic learning styles

A central part of Dunn & Dunn's theory is two learning styles known as the global and the analytic. These two learning styles could also be used as useful approaches to teaching.

Analytic pupils need directions, rules, procedures and details. They like specific, step-by-step instructions and can work independently and are often very auditory. They are not very sensitive towards the decorating in the classroom and can sit still and work from early morning till the school day is over.

In total contrast to the analytic pupils we have the global pupils. Global learners need overviews and want to see “the big picture”. Their concern is end results and they like variety, alternatives, and different approaches. They are often very visual and sensitive towards the decorations in the classroom – they dislike a clinical environment. Global pupils need authorities and have preferences for tactual and kinaesthetic work.

Approximately 88% of pupils are, as I mentioned in the introduction, global learners and just 12% analytics. With this in mind it would be wrong to think that you are able to reach all pupils if you always teach in an analytic or a global mode.

“At a minimum, research on learning styles should make us sceptical of claims that a single teaching method or textbook will suit the needs of all learners.”²

Visual, auditory, tactual and kinaesthetic learning styles

Dunn & Dunn also work with the terms visual, auditory, tactual and kinaesthetic learning styles and skills. Lena Boström, a Swedish expert on learning styles, focuses on these four terms.

Visual learners can be divided into two groups – text visuals and picture visuals.

Common for pupils in both groups is that they use their eyes when they learn. They recall information by using their “inner sight” and need illustrations, pictures, posters, books etc. in their learning process.

Auditory pupils are good listeners and they remember what they have heard. They like discussions and find it natural to talk with others when they are to do an exercise. They prefer that the teacher tells them what to do and enjoys listening exercises, oral presentations, and group work.

Tactual learners like to touch things and to use their hands in the learning process. They like drawing, writing, and “cut-and-glue” exercises. Obviously, they enjoy practical tasks and all kinds of games where they are to use their hands.

² Lightbown and Spada, *How Languages are Learned*, page 59

Kinaesthetic pupils prefer to use their body in the learning process. They are often controlled by their emotions and need to be motivated and encouraged by the teacher. They like songs, role plays and games and plays where they are to use their body.

To see

To hear

To touch

To do

Everybody has strengths".³

Why learning styles in English teaching?

Steen Larsen, a Danish senior lecturer, says that you cannot learn anything for anybody. You can teach pupils in order for them to learn, but you cannot force knowledge and skills into pupils. I teach – you learn (hopefully). This theory supports the reasons to work with the term *learning styles*. Cf. "Jug and mug theory".

The younger pupils are the more tactual/kinaesthetic they are. It is therefore extremely important that these pupils also get stimulated in English in order to strengthen their learning processes. Only to make visual and auditory activities will not stimulate tactual/kinaesthetic pupils and they will probably not learn as much as the visual/auditory pupils – and that is a problem!

In Common Goals for English it is mentioned that you need practical/musical activities when you are teaching classes 3 and 4. In fact it says that you should emphasize the practical/musical activities!⁴

How to work with Learning styles in English?

I would work with the three approaches to learning styles in different ways.

The Dunn and Dunn Learning Styles Model

I would make a questionnaire and have conversations with the pupils regarding their preferences in the learning situation. Questions could be, "Do you prefer a lot of light when you work?" "Do you like to work alone, in pairs or in a group?" "Do you need silence when you work?"

³ Dunn & Dunn, *Teaching Elementary Students through Their Individual Learning Styles*, page 1

⁴ Common goals for English, page 65

I could use the answers to know how each individual prefer to work. This could optimize teaching in English and in other subjects in the school.

Visual, auditory, tactual and kinaesthetic learning styles

When teaching English I would make sure not to forget one of the four learning styles. I would make different activities that consider visual, auditory, tactual and kinaesthetic pupils.

I would ask the pupils to make pictures connected with words, read short text pieces, make posters and comic strips, and watch movies in order to meet visual competences. For auditory learners I would read stories aloud, make exercises with a lot of dialogues, discuss different subjects in the class, have the pupils to do oral presentations and sing. Making sentences of words written on cardboard, writing words in sand, on the blackboard, and on paper, making drawings, working on the computer, playing board games, playing memory and other games are activities that would be beneficial for tactual learners and I would make sure that English lessons in classes 3 and 4 contain tactual activities.

I would play games, make role plays, sing, make outside activities, go for a walk or a ride and make text pieces and activities due to what we experienced on the trip in order to meet kinaesthetic pupils.

I have made a reading game for tactual and kinaesthetic pupils in classes 3 and 4 which I will show at the oral examination.

Global or analytic learning styles

The most tangible to do is to make sure that teaching sometimes has a global procedure and at other times an analytic procedure. Each lesson should contain both an analytic and a global way of working in order to meet both types of pupils. As a newly qualified teacher in a class 3 this would be the easiest way of starting to work with learning styles. Later on you could work more intensely with the other two approaches.

I find the learning styles' theory very interesting and have become am a strong advocator of working with it – especially in classes 3 and 4.

I am looking forward to discuss the theory with you at the oral examination!

Casper Guldbrandt Pedersen

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Culture Synopsis

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British food

Introduction

In this cultural assignment I have chosen to work with British food. I like the theme – I like food and I find it interesting to work with in school.

Food is an important part of British culture and I think you could create many good activities with the theme “food”. You could have a lot of cross-curricular work – Home Economics, Social Studies, Danish (which could include working with Danish food and food habits and compare them with British food and food habits).

I will start the synopsis by examining what culture is and next what British food is, then figure out why it is relevant to work with the theme *food* and finally discuss how you could work with *British food* in the Danish *folkeskole*.

What is culture?

Karen Risager defines culture as three interdependent aspects: Knowledge, attitudes and behaviour.

You need to **know** and have an insight into cultural and social conditions in the languages you are studying. “Who is the Prime Minister of United Kingdom?” “What is the difference between Danish and English schools?” “What is the population of London?”

Attitudes include a sympathetic insight into the situation of other people, known as empathy, and you are to work with terms like ethics, morals and values, prejudices and stereotypes. “What impression do Danes have of the British – and is it the correct impression?” “Why are the problems between Catholics and Protestants in Northern Ireland so hard to solve?” “How are ethnic minorities in London treated?”

Behaviour is to know specific cultural rules and conventions in the target land. They could vary in different environments – and it could be useful to know these differences. Among many things behaviour has to do with social conventions in daily life, communication, relationship between sexes, clothing and eating.

What is “British food”?

What comes to your mind when you think of food in Britain? I think of the traditional English breakfast, pudding, fish & chips, and scones, but British food is much more than that and it has a long history.

The French and Italian cuisine is worldwide recognized, but the British cuisine has been met by many prejudices during the years.

“The actor John Cleese, famous for his role in the sitcom Fawlty Towers, recalls how, for his parents, the only thing that mattered at the dinner table was that the plates were hot. The quality of the food was of secondary importance.”¹

Until the 1960s the British did not have a tradition of dining out for pleasure. This has changed. When the British started to dine out more they expected more quality of the food. Food programs on television and radio turned up, and British people got devoted to the theme *food*. Who has not heard of Gordon Ramsay and Jamie Oliver?

Chinese and especially Indian food has had a huge growth in Britain as well as the fast-food culture has found its way into particularly young people’s lives.

Meals of the day

- Breakfast – the British are known for their English breakfast. Hotels, guesthouses, and cafés serve a “full English breakfast”. It consists of bacon, eggs, sausages, tomatoes, kidneys (beans which have shape like kidneys), black pudding, and baked beans. Most people do not eat the full English breakfast, but just parts of it. Other days, British people eat a quicker breakfast of cereals or toast. The traditional English marmalade is made a special way, and continues to survive.
- Lunch/brunch – Schools throughout the land as well as working class families call this meal “dinner” while the middle and upper class call it “lunch”. Brunch is typically on weekends when you can sleep a little longer. Lunch is usually a light meal (soup, sandwich, salad), but children usually eat lunch as their main meal. Sometimes, lunch is two courses (a main course and a dessert).
- Tea – The British are known as tea drinkers, and in the afternoon, before dinner, many British people drink tea and have a light meal (such as cucumber sandwiches, scones with jam, or cake)

¹ Norbury, Paul, Culture Smart! Britain, page 90

- Supper/dinner – In the evening British people eat either supper or dinner. Supper is a less formal meal which is eaten in the most convenient time of the evening. Dinner many times includes guests, a more formal dress code, and many courses.²

As mentioned earlier, the British are known for their breakfast, and in most parts of the world you can get a traditional English breakfast. In Denmark we often use the word *brunch* when referring to it.

Other traditional English dishes are:

Christmas pudding (also known as *plum pudding*) – A dessert that is traditionally eaten on Christmas day. It is steamed pudding with a lot of dried fruit and nuts and it is very dark, almost black, in appearance.

Scones – buns backed with baking powder, and not with yeast

Muffins – a type of cake usually formed like a cupcake (many variants)

Pie – a round, baked dish with filling that is either sweet or savoury

Pasty – a pastry case filled with meat and vegetables, and then baked.

Many kinds of seafood – Britain is surrounded by water and is known for a great variety of fish and seafood.

Fish & chips – There are more than eight thousand fish & chips shops around the country and the dish is the most eaten take-out food in Britain. For many years the dish was wrapped in newspaper, but today the wrapping is paper or paper boxes.

Why work with British food in the school?

British food and food habits are parts of British culture, and we are obliged to teach in for instance British culture. Area 4 in the Central Knowledge and Proficiency areas for English has to do with culture and social conditions. The aim is to *use knowledge about culture and social conditions in English-speaking countries in order to get an insight into social relations and an understanding of other cultures.*³

² Norbury, Paul, *Culture Smart! Britain*, page 90-107

³ Common Goals for English, page 10

I will give some examples of some of the threshold goals in *CKP area 4* which I could work with through the topic *food*. I have chosen to use the present Common Goals because these are the ones that we have to use today. New Common Goals will come into force in August 2009.

After class 4: *know about culture and living conditions in Great Britain and USA within topics like family, school, animals, hobbies, vacation, and festivals.*

After class 7: *know about examples of cultural and living conditions in English-speaking countries especially from the work with fictional texts.*

After class 9: *put texts into perspectives of your own culture and of conditions in English-speaking countries within topics like school, lifestyle, consumption, leisure and working life and current problems⁴.*

After step 10: *The same as after step 9!*

Karen Risager says that culture is a mixture of *knowledge, attitudes and behaviour* and I believe it is important to think of these three aspects when you are to teach pupils in cultural stuff – such as *food*!

Knowledge: What is food? What is British food? What are they known for? How is the British food culture? How many meals do they eat, and what are they called?

Attitudes: What do you think of British food? What do you think of when you think of British food? Are food traditions important in Britain? Is British food healthy or unhealthy? What is British food compared to Danish food?

Behaviour: How do you need to be dressed when you are eating out in Britain? How much money do you tip the waiter at a restaurant? Is there anything you need to take into consideration when you compare the British food and restaurant habits with the Danish?

How and when to work with British food

I believe you could work with *British food* at every level at the school – from class 3 to class 10. Of course, I would not work with the topic in the same way at every level.

⁴ Common Goals for English, page 28 and 29

In classes 3, 4, and (5), I would focus on language acquisition and prioritize the practical musical dimension. I would emphasize *knowledge* in these classes among other things to strengthen their vocabularies.

In classes 6 to 9 I would also concentrate on attitudes and behaviour because these aspects are important when you are to work with cultural matters.

Examples of class 3 and 4 activities

- Make a list – what do you eat in a day?
- Play grocer (with many kinds of packing, prices and money)
- Play Fruit salad (and other floor games)
- Simple cooking (scones and muffins)
- The Fruit and Vegetables Song (and other songs)
- Memory with food words and pictures (and other board games)

Examples of class 5, 6 and 7 activities

- Create a Fish & Chips shop (inviting parents to come and eat)
- What is British food? (read texts and watch movies/documentaries)
- Make English food (cross curricular work with Home Economics. What do you think of British food? Compared to Danish food? Is British food healthy or not?)
- Read short/middle length texts about British food and food culture

Examples of class 8, 9, and (10) activities

- Correspondence with a parallel class in Britain (with do you eat, what do you like, asking and answering questions of own food culture)
- Create an English restaurant (cross curricular project with Home Economics)
- Read texts of English food culture, and be critical of what you read. Answer questions and make up questions themselves
- Study trip to Britain

Of course, I would think of learning styles when I am to work with *food* in the school!

At the oral examination, I will try to show coherence between my two synopses.

Casper Guldbrandt Pedersen

An Accident

1 The school year in 7. Class¹ had just begun. It was Monday, and I should to²
2 football training with my friends. My friend and I has³ just left school and we
3 drove home to chance⁴ clothes.⁵ then after⁶ we drove down on⁷ Herlufsholmvej.
4 We were talking to each other, and we should pass over⁸ the road. My friend
5 went across the road⁹ an¹⁰ I followed him.¹¹ But we had not seen the car there¹²
6 where¹³ coming towards us.¹⁴ then the car drove right into my friend, and he
7 fall¹⁵ to the ground and hid¹⁶ his back. His shoes flow¹⁷ up in the air. I was very
8 scared because the car drove very fast and my friend could have be¹⁸ dead. My
9 friend cried because he was scared and we had no control over the situation.
10 Fortunately I could take my bicycle and drive to football training. I didn't call
11 my parents because I though¹⁹ they would be²⁰ mad at me. Then I went to
12 football training, but my football coach send²¹ me home. When I got home I
13 went to my²² bed and tried to sleep. I could not sleep because I though²³ a lot
14 on²⁴ my friend²⁵ and I just hoped that he was all right, so we could play some
15 football the next day.²⁶
16 That where²⁷ a little story, and it can happen to you if your²⁸ not careful in the
17 traffic.

¹ Ordinal number should be written 7th or seventh. You could also choose to write class seven or class 7.

² Modal auxiliary verb error. In this case = was going to

³ Concord error and wrong tense. My friend and I take plural and it needs to be have, but the story is written in past tense. Therefore it needs to be corrected to had.

⁴ Correction = change

⁵ I would put a full stop here.

⁶ Then should be deleted. Correction = After that or Afterwards

⁷ Down on is a Danicism. Correction = to

⁸ Danicism. Delete the word over.

⁹ Comma in front of the conjunction and.

¹⁰ Correction = and. (an is an indefinite article)

¹¹ Comma instead of full stop.

¹² You need a relative pronoun in order to refer to the car. In this case = which or that.

¹³ Concord error and mis-spelling. Where should have been were, but "car" takes singular so it needs to be was.

¹⁴ I would put a full stop here.

¹⁵ Wrong tense. The story is written in past tense. Therefore it needs to be fell.

¹⁶ Correction = hit

¹⁷ Wrong tense. Correction = flew

¹⁸ In present perfect it is called have been.

¹⁹ Correction = thought (past tense of to think)

²⁰ Correction = get (they would get mad. They are not mad yet)

²¹ Wrong tense. Correction = sent

²² Delete "my". Otherwise, you are not in the bed you are next to the bed.

²³ Correction = thought (past tense of to think).

²⁴ Preposition error: Correction = of

²⁵ Comma in front of the conjunction and.

²⁶ Full stop!

²⁷ Concord error and mis-spelling. Where should have been were, but "that" takes singular so it needs to be was.

²⁸ Mis-spelling and contraction error. "Your" is a possessive pronoun. In this case it is meant to be "you are". The contraction would be "you're".

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15 football the next day,
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17 traffic.

Focus points

- Verbs (tense and concord)
- Avoid Danicism (be careful with direct translation, "down on" Herlufsholmvej)
- "Where/were" and "though/thought"

Kommentar [CG1]: class 7 or 7th
class

Kommentar [CG2]: was going to

Kommentar [CG3]: had

Kommentar [CG4]: change

Kommentar [CG5]: full stop

Kommentar [CG6]: Afterwards

Kommentar [CG7]: to

Kommentar [CG8]: delete the
word

Kommentar [CG9]: comma

Kommentar [CG10]: and

Kommentar [CG11]: comma

Kommentar [CG12]: that or which

Kommentar [CG13]: was

Kommentar [CG14]: full stop

Kommentar [CG15]: fell

Kommentar [CG16]: hit

Kommentar [CG17]: flew

Kommentar [CG18]: have been

Kommentar [CG19]: thought

Kommentar [CG20]: get

Kommentar [CG21]: sent

Kommentar [CG22]: delete the
word

Kommentar [CG23]: thought

Kommentar [CG24]: of

Kommentar [CG25]: comma

Kommentar [CG26]: full stop

Kommentar [CG27]: was

Kommentar [CG28]: you are