

Transcript for Practice TEEP 1 listening: LEARNING STYLES

This is the Test of English for Educational Purposes, Practice Test 1, Part 4, Listening.

This section tests your ability to understand spoken English by making notes and then using them to answer questions.

You are going to hear a lecture about the topic of Learning Styles.

The lecture is divided into 4 sections. There is a short break between each section.

There are 13 questions.

As you listen, you can write notes in the task booklet.

Answer the questions by using short answers.

Words can be taken from the lecture or you may express the answer in your own words.

You now have 5 minutes to read the questions.

You will now hear the lecture once only.

After you have heard the lecture, you will have 10 minutes to check notes and write your answers in the separate answer booklet.

Listen to the first section and answer questions 1 to 3

Hello, everyone. Well, today, we're going to continue looking at the ways people learn and we'll concentrate on three particular learning styles. So let's begin by examining some definitions of learning which involve students learning together either in pairs or in groups ... in other words where some collaboration is taking place. The three terms I'll be explaining are firstly peer tutoring, secondly co-operative learning and then finally, I'll move on to peer collaboration. There is often some confusion about the difference between these particular styles of learning.

So let's look first at 'peer tutoring'. A typical dictionary definition of 'peer' in the sense we are interested in might be: a person who is the same age, or has the same social position, or the same abilities as other people in a group. Yes, so basically a 'peer' is someone who is similar ... in terms of age, social standing and ability to do things. So 'peer tutoring' might simply refer to peers like, for example, school children teaching each other. In fact ... peer tutoring does not necessarily mean students of the same age teaching each other. One of the most successful peer tutoring schemes in

English schools is where older children – for example, children from a secondary school aged say 15 or 16 – go to a local primary school and help the classroom teacher in a class of six or seven year-olds.

Thus, the older child may listen to the younger child read, or help them with their number work or handwriting. Meanwhile the busy classroom teacher can teach the rest of the class.

Now listen to the next section and answer questions 4 to 6

These secondary school children are often not doing well with their own studies at school and the peer tutoring scheme is an attempt to give these older children a sense of responsibility and self-worth. The older children in a way are being treated as ‘experts’. In fact, often by helping their younger peers the older children begin to get a better understanding of how to learn themselves. This can be a scheme to try to re-habilitate secondary pupils – those with behavioural or discipline problems. The scheme is also good for the younger primary school children because they get more individual attention. Also the younger children often like this because this attention is from an older child, which helps to make it more special. The key factors in peer tutoring are usually that the relationship is one-to-one and secondly that one of the two participants in the relationship is deemed to be the ‘expert’.

It would be interesting to consider whether this peer tutoring system occurs in universities. Well, for example, in tutorials, the teacher or lecturer is obviously the expert but is not the student’s peer ... so there isn’t normally any ‘peer’ tutoring as such going on in tutorials. ... But let’s consider the seminar. Now as you all know a seminar is where small class groups meet to discuss a particular topic. A lecturer is normally present, but the topic for discussion is often introduced by one of the students ... the seminar ‘leader’, in fact. ... In this situation, the seminar leader could be regarded as the ‘expert’, in fact, the person who has done some preparation work in order to ‘lead’ the seminar discussion. ... The role of the lecturer is really to monitor the class - to supervise and keep the class work going. ... Another example, of peer tutoring in the university situation might be where certain post-graduate or research students act as teaching assistants and help supervise experiments, for example, or possibly work of a more practical nature. These post-graduate assistants are paid for the work they do and it helps subsidise their study and accommodation fees.

Right, well, we’ve discussed peer tutoring in quite some detail so let’s move on now to co-operative learning. A good example of co-operative learning involves ‘peer evaluation’. International students on university Pre-session Courses often do this with process writing. This is where students look at each others’ written work and evaluate or assess it ... either for content, or organisation or ... or

even maybe language accuracy ... in other words how correct the language is. The students give feedback to each other ... maybe suggest some corrections ... or ask for clarification about something they haven't understood. The students then consider each others' suggestions, and may, in fact, carry out some corrections based on their peer's suggestions before submitting their work to the teacher.

This idea of co-operative learning is often new to students and the concept, in fact, has to be imposed by the teacher as part of the lesson. Later, some students may eventually adopt this system of co-operation and carry out more informal collaborative work with classmates outside the classroom using the same system, as I'll mention in a minute.

Now listen to the next section and answer questions 7 to 9

So ... co-operative learning methods are taught by the teacher. Examples of co-operative learning are where students are working in groups in order to co-operate in some problem-solving task, or they might have to give a group presentation, or produce an end product such as a group poster. There is often a group 'reward'. For example, in some university departments students give group presentations. These presentations may be given a group grade and every member of the group is given the same grade or mark. So the group 'reward' for a co-operative learning activity where each student works equally hard for the group might be ... hopefully ... a good mark or a high grade. Therefore, the giving of a reward and the responsibility of the individual to the group is what makes co-operative learning successful in this case.

Co-operative learning is generally quite formal in the sense that it is imposed or directed, controlled if you like by the teacher. If the teacher doesn't monitor and listen to and direct co-operative learning, the students may get very little from it. The teacher's role is to encourage students to listen to each other; to challenge each other if they disagree with their ideas; to give their own opinions; and to ask for the opinions of others.

But ... there are certain problems with co-operative learning. There are cultural problems, for example, for international students on a Pre-sessional Course. These students usually come from very different educational backgrounds – maybe Thailand or South Korea – where the idea of co-operative learning has a very different interpretation. Students may believe that only the teacher is the 'expert' and that all opinions come from the teacher. They may find it difficult to accept the ideas of their peers – the other students – because of this cultural factor.

Now listen to the final section and answer questions 10 to 13

Finally, peer collaboration is the third learning style that I want to mention. Peer collaboration is different from the other two learning styles I've mentioned because ... to start with it is essentially informal ... and ... it normally takes place outside the classroom. It's possibly the most natural of the three styles in question. For example, students naturally may talk about the contents of a lecture they've just been to. Also some students may discuss or check each others' work before submitting it. ... I encourage my international students, in particular, to collaborate during and particularly after lectures ... where they not only have to understand and make notes about the content of the lecture, but they have to do this in a foreign language. ... This can cause tremendous problems for some students so I encourage peer collaboration as a coping strategy – a way of dealing with the problem. The idea is that students get together in groups or maybe pairs after the lecture. They then review the lecture. For example, they can compare notes. ... They can help each other with gaps in their understanding and add to their notes where necessary. They might discuss the importance of the lecture, for example, in helping them complete an assignment.

Yes, certainly peer collaboration can be an effective learning style. It can help students tremendously. They have to accept the need to share their knowledge and to accept that there are some things that they will not understand, so ... they can help 'each other' to understand better. It is also a way for students to learn to appreciate their ability to pass on and share knowledge. Possibly, the most important thing is that it is good for them to accept that the teacher is not the only source of knowledge and ideas and opinions. It is perhaps the role of the Pre-sessional teacher to help students appreciate both the value of collaborative and co-operative learning, and the important part these forms of learning play in all aspects of academic life.

So to sum up, we've looked briefly first of all at 'peer tutoring', then we moved on to 'co-operative learning' and finally ... we mentioned another approach, namely 'collaborative learning'. We've looked at how these learning styles can be put into practice and the reasons that these methods – although different to traditional teaching methods – can be very important learning methods for students to make use of. ... Now let's move on to another learning style ... (fade out).

You now have ten minutes to check your notes and write your answers in the separate answer booklet.

You can also use this time to transfer reading section answers.

This is the end of the listening section.