



SEAMEO RETRAC
ISO 9001: 2015



Volume 08

September 2018

ENGLISH LANGUAGE TEACHING

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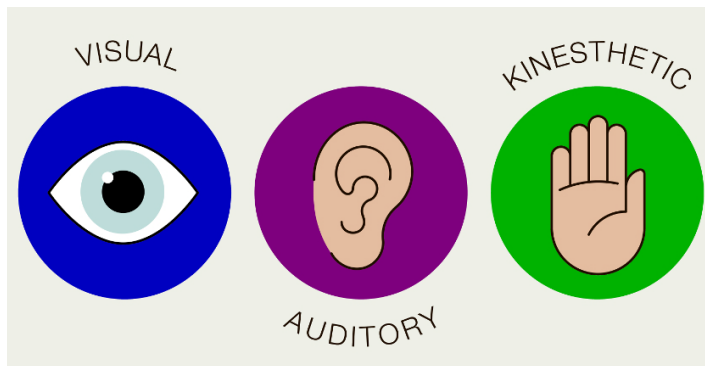
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LEARNING STYLES IN THE EFL CLASSROOM

HOW TO TEACH ENGLISH FOR DIFFERENT LEARNING STYLES

Summarized by Do Kieu Anh ⁽¹⁾



Although there have been numerous studies on learning styles for decades and a variety of models and distinctions of learning styles have been proposed, most researchers have agreed upon our basic types of learners in terms of learning styles: auditory learners, visual learners, kinesthetic learners, and tactile learners. As a teacher, we need to figure out not only our teaching styles but also our students' learning styles in order to design and conduct appropriate learning activities that motivate students to learn English. In this article, the author has provided us with a wide range of games and fun activities which can be delineated in the following table:

Learning styles	Description	Activities
Auditory	Auditory learners prefer to listen to lectures, verbal explanations, tapes and oral instructions.	<ul style="list-style-type: none"> • Recitation games • Listening games • Quiz and story building games
Visual	Visual learners like reading silently, especially texts with illustrations and written instructions and prefer teachers to act out situations, to watch a demonstration or to present scenarios in videos.	<ul style="list-style-type: none"> • Board games • Picture games • Reading games
Tactile and Kinesthetic	Kinesthetic learners study best when they use their whole bodies to complete practice exercises. Tactile learners are also physical learners, but they are more likely to learn things from model building and hands on activities.	<ul style="list-style-type: none"> • Touch Games • Craft Games

¹ From https://www.teachingenglishgames.com/Articles/Learning_Styles.htm.

IDENTIFYING LEARNING STYLES IN EFL CLASSROOM

Summarized by Mach Buu Hien ⁽²⁾

This research was conducted to find out students' various learning styles and know whether there were differences between the learning styles of male and female EFL students. In order to find the answers, the author adopted the VARK learning styles model and theory (version 7.1), which was developed by Neil Fleming (2011) to select the data and the participants were purposely chosen at the Bachelor level. Moreover, the comparative data analysis was used to identify the differences between the learning preferences of boys and girls at the same level. The findings of the research highlighted that the female students' learning styles differed from the males'. Particularly, it is found that girls were more of Aural learners, who preferred explaining new ideas, discussing topics, attending lectures and discussion groups. Meanwhile, boys were identified as Kinesthetic learners, who preferred field trips, doing things to learn them, using hand-on approaches and their senses. Therefore, the author suggested that the teachers should take the modification of their teaching strategies into consideration to be appropriate with their students' learning styles.



References:

- N. Fleming and D. Baume (2006), "Learning styles again: Varking up the right tree!" Educational Development, pp. 4-7.
- N. Fleming. (2011). VARK: A Guide to Learning Styles. Available from: http://www.varklearn.com/english/page.asp?p_questionnaire

² Alqunayeer & Zamir (2015). Identifying Learning Styles in EFL Classroom. International Journal of Learning and Teaching, Vol. 1, No. 2. From <http://www.ijlt.org/index.php?m=content&c=index&a=show&catid=118&id=500>

³ From <https://www.wikihow.com/Determine-Your-Child%27s-Learning-Style>

HOW TO DETERMINE YOUR CHILD'S LEARNING STYLE

Summarized by Mai Thi Minh Tho ⁽³⁾

It is found that children's receiving and processing information are different, in which three major learning styles, identified by experts are visual, auditory and kinesthetic. At your child's early age, it is crucial to identify his/ her learning styles as it can help to shape his/ her educational experience. Following are some of the suggestions for recognizing your child's learning style.

1. Observing Your Child in Action

- Watch how your child expresses themselves:
 - Auditory learners can express through words and tend to read out loud instead of quietly to themselves.
 - Visual learners are recognized through their facial expressions and emotions. They also watch others' faces and then store these images for future use.
 - Kinesthetic learners often imitate others and express themselves through body language.
- Consider your child's interests:
 - Auditory learners love music and sounds so they may be distracted by noises and loud sounds.
 - Visual learners are keen on reading and watching TV so they may have good imagination.
 - Kinesthetic learners like physical activities so they often can't sit still long enough to read.
- See how your child solves problems:
 - Auditory learners tend to talk and discuss possible solutions to problems.
 - Visual learners have tendency to use their eyes to solve problems, so they have ability to notice things out of place or amiss.
 - Kinesthetic learners solve problems with their hands, so these learners love science projects.



2. Identify Other Clues

- Make cautious assumptions based on genetics:
 - Baby girls are often responsive to sounds and learn to talk earlier while boys tend to pick up on spatial concepts like spelling and math more quickly. However, most of children are believed to inherit one of their parent's learning styles.
 - Talk to teachers and people who interact with your child regularly:
 - It is advised that you should cooperate closely with other people, such as daycare providers, preschool teachers, or pediatrician as these people will probably pick up on tendency and indications that you miss. This will help you to acquire insights into their child's learning tendencies.
- Ask your child to take multiple learning-style quizzes:
 - You can search reputable child-and family-focused websites for short, multiple-choice tests about your kid's habits and behaviors.

3. Acting Upon Your Findings

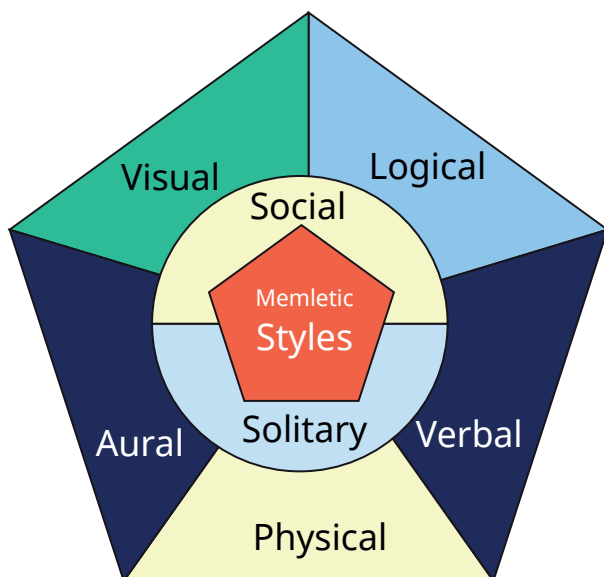
- Match your child's learning style with your teaching style
 - If your child is an auditory learner, you

³ From <https://www.wikihow.com/Determine-Your-Child%27s-Learning-Style>

should teach by reading out loud and incorporating songs and music.

- If your child is a visual learner, you can use visual aids, flashcards, and educational videos.
 - If your child is a kinesthetic learner, you should allow him/ her to do hands-on projects.
- Find programs that cater to your child's strengths
- For auditory learners: choosing the traditional programs is the best way, for example, the educational program which focuses on music or has a strong music department.
 - For visual learners: traditional educational programs are also appropriate for them, for example, magnet schools focusing on the visual and performing arts.
 - For kinesthetic learners: a Montessori program is the best option for your child.
- Teach your child to study based on their learning style

- For auditory learners, they can be asked to create rhymes to memorize information such as dates and facts or to record lectures for them to study by listening.
 - For visual learners: asking your child to use flashcards to memorize information or textbooks with graphs, pictures and charts.
 - For kinesthetic learners: asking them to use flashcards to study facts, dates, and processes or encouraging them to take breaks when studying because they need time to process.
- Don't completely limit your child to a single learning style
- Some children can combine different learning styles so they cannot be identified a specific single style. For example, well-rounded individual needs to be able to acquire and utilize information in a wide range of ways, including through listening, looking, and doing.



HOW TO ENGAGE THE 7 TYPES OF LEARNERS IN YOUR CLASSROOM

Summarized by Nguyen Thi Thuy Trang ⁽⁴⁾

Every student has strengths and weaknesses and they have their own way of learning. It seems to be difficult for teachers to engage every student in each classroom. In this article, teachers can find advice and strategies to implement in their classrooms with seven different learning styles to help their students engage in learning and become more successful.

⁴LiteracyPlanet. (October 9, 2017). How to Engage the 7 Types of Learners in your Classroom. From <https://www.literacyplanet.com/au/news/engage-7-types-learners-classroom/>

Following are some suggested strategies for teachers to use with each type of learner:

Types of learners	Learners' qualities	Strategies
1. Auditory and musical	<ul style="list-style-type: none"> - Possessing a 'good ear' for music and tones - May be distractible - Likes to talk to self / others / hum / sing 	<ul style="list-style-type: none"> - Writing down something in the board and read it aloud in interesting and engaging tones - Recording lessons for later listening and reference - Encouraging auditory listeners to 'teach others' verbally - Seating them away from distractions
2. Visual and spatial	<ul style="list-style-type: none"> - Habitual doodlers / drawers - Observant - Not easily distracted - Enjoys planning - Prefers visual instructions 	<ul style="list-style-type: none"> - including elements like maps, diagrams and images - sketching out their ideas, create mind maps and flowcharts. - Sitting visual learners near the front - Using colour codes and cues - Encouraging note taking and recopying notes during study
3. Verbal	<ul style="list-style-type: none"> - Intellectual - Bookworm - Good story teller 	<ul style="list-style-type: none"> - Letting learners write down notes, talk about concepts and potentially present them
4. Logical and mathematical	<ul style="list-style-type: none"> - Pattern recognition - Good with numbers - Predisposition towards grouping and classification 	<ul style="list-style-type: none"> - logically explaining the subject at hand
5. Physical or kinesthetic	<ul style="list-style-type: none"> - Preference to 'get their hands dirty' - Energetic, may drum fingers or shake legs - Action-orientated and outgoing - May deprioritise reading and writing 	<ul style="list-style-type: none"> - Taking breaks so they can move around - encouraging roleplay and movement - using of props and models - giving them something to grab onto - Encouraging movement during study (don't punish them for fidgeting) - Decluttering desks and surfaces so they can focus on learning
6. Social and interpersonal	<ul style="list-style-type: none"> - Extraverted - Good communicator - Sensitive and empathetic 	<ul style="list-style-type: none"> - encouraging both group collaboration and presentation
7. Solitary and intrapersonal	<ul style="list-style-type: none"> - Independent - Introspective -Private 	<ul style="list-style-type: none"> - Providing visual materials, books and learning aids - Designating quiet areas, and collaborating with defined sharing time

Finally, a mixed learning approach is also suggested to be used in large classrooms to help teachers cater to each type of learning style.

NEWS

The 15th Annual CamTESOL Conference on English Language Teaching

**15th Annual
CamTESOL
Conference**
on English Language Teaching

**T E A C H E R S
A S L E A R N E R S**

16 - 17 Feb 2019
Phnom Penh, Cambodia



The 15th CamTESOL will be held on 15-17 February 2019 in Phnom Penh with the theme of **“Teachers as Learners”**. CamTESOL continues to strive hard to have this professional development opportunity accessible to Cambodian teachers of English from the provinces as well as colleagues from South East Asia through sponsorship funding made available by generous individuals and institutions.

The aims of this main conference are to:

- Provide a forum for the exchange of ideas on good practices within English Language Teaching
- Strengthen and broaden the network of English language teachers and all those involved in the ELT sector in Cambodia and the region
- Increase the links between the ELT communities in Southeast Asia and the international ELT community
- Showcase research in the fields of language and language education

Time & Venue:

- Date: February 15 - 17, 2019
- Venue: Phnom Pehn, Cambodia.
- Website: <https://goo.gl/rA9wff>

The ELTU Conference 2019 in Hong Kong

The ELTU Conference will be held on 27 - 28 May, 2019 at The Chinese University of Hong Kong, Hong Kong.

The theme of the conference is **“Alternative Approaches to English Language Learning and Teaching”**. This conference provides a platform for ELT practitioners and other interested parties in the field to share their insights and experiences on the design, development, and implementation of innovative and novel approaches to learning and teaching English as a second / foreign language at the tertiary level. Through sharing and exchanging ideas, participants can reflect on their own current practices and explore alternative ways to enrich their teaching methods, as well as course and curriculum development.

Time & Venue:

- Date: May 27- 28, 2019
- Venue: at the Chinese University of Hong Kong, Hong Kong
- Website: <http://eltu.cuhk.edu.hk/conference2019/index.html>

ELTU
Conference 2019

Alternative Approaches to
English Language Learning and Teaching

Keynote Speakers
Professor Richard Andrews
Professor in English Education
University of San Diego, CA

Professor Pamela Flagg
Associate Professor of English Education
University of Minnesota, USA

Professor David Little
Senior Lecturer, Associate Professor Applied Linguistics
Faculty of Education, University of Cambridge, UK

27-28 May 2019
CUHK Campus

For enquiries, Tel: (852) 3943 7465 Email: conference.eltu@cuhk.edu.hk

Training Workshop on Experience and Solutions of Asian countries in Creating Environment for School Students to Use English



The SEAMEO Regional Training Center (SEAMEO RETRAC) in collaboration with the National Foreign Languages Project is hosting the training workshop “Experience and Solutions of Asian Countries in Creating Environment for School Students to Use English” to be held on the 18th & 19th of October 2018 in Da Lat City, Lam Dong Province.

The conference will accommodate approximately 130 provincial English specialists, teachers, and heads of English teaching teams from some selected schools from Departments of Education and Training of 63 provinces and cities in Vietnam.

The aims and objectives of the workshop:

➤ Aims:

- Updating and sharing information on experience and solutions in creating and maintaining English learning and using environment in and outside the classroom for school students in Vietnam and Asian countries

➤ Objectives:

- Updating and raising participants’ awareness of the importance of using English in and outside the classroom;
- Sharing successful models/good practices of creating environment for English use at schools and developing ways to apply these models/practices for English language teaching and learning in Vietnam;
- Proving participants with practical and applicable strategies and techniques for creating environments for English use in and outside the classroom;
- Proposing recommendations in policy making on how to create environments for English use appropriately to the context of each school in Vietnam

Inspiring Young People in STEM: Resources and Diversity

This course is designed for volunteers and others working with young people, who will learn how to find and adapt resources for STEM activities, and explore current research on diversity and learning how to engage every young person in practical STEM activities by understanding different audiences and contexts.



The course will cover the following topics:

- What you can do as a volunteer in STEM (science, technology, engineering and mathematics) working with young people in schools and non-school settings.
- How to draw upon special collections of resources to support practical activities in STEM with young people.
- Working with young people inclusively, with an introduction to special educational needs settings gender bias minority and disadvantaged groups.

For further details, please go to the website: <https://goo.gl/MxE5sh>

By the end of the course, participants are able to:

- Explore current research on diversity and the implications for STEM communication and apply this to their own interactions with young people.
- Evaluate and adapt resources for a specific audience and specific activity with young people, reflecting the diversity and the context for the activity.
- Identify the range of resources available that support practical activities that inspire young people in STEM subjects.

FUN CORNER

THE CLEVER CROW

Once upon a time there lived a crow. She had built her nest on a tree. At the root of the same tree, a snake had built its home.

Whenever the crow laid eggs, the snake would eat them up. The crow felt helpless. "That evil snake. I must do something. Let me go and talk to him," thought the crow.

The next morning, the crow went to the snake and said politely, "Please spare my eggs, dear friend. Let us live like good neighbors and not disturb each other."

"Huh! You cannot expect me to go hungry. Eggs are what I eat," replied the snake, in a nasty tone.

The crow felt angry and she thought, "I must teach that snake a lesson."

The very next day, the crow was flying over the King's palace. She saw the Princess wearing an expensive necklace. Suddenly a thought flashed in her mind and she swooped down, picked up the necklace in her beak and flew off to her nest.

When the Princess saw the crow flying off with her necklace, she screamed, "Somebody help,

the crow has taken my necklace."

Soon the palace guards were running around in search of the necklace. Within a short time the guards found the crow. She still sat with the necklace hanging from her beak.

The clever crow thought, "Now is the time to act." And she dropped the necklace, which fell right into the snake's pit of house.

When the snake heard the noise, it came out of its pit of house. The palace guards saw the snake. "A snake! Kill it!" they shouted. With big sticks, they beat the snake and killed it.

Then the guards took the necklace and went back to the princess. The crow was happy, "Now my eggs will be safe," she thought and led a happy and peaceful life.



THE ARROGANT SWANS



In a faraway kingdom, there was a river. This river was home to many golden swans. The swans spent most of their time on the banks of the river. Every six months, the swans would leave a golden feather as a fee for using the lake. The soldiers of the kingdom would collect the feathers and deposit them in the royal treasury.

One day, a homeless bird saw the river. "The water in this river seems so cool and soothing. I will make my home here," thought the bird. As soon as the bird settled down near the river, the golden swans noticed her. They came shouting. "This river belongs to us. We pay a golden feather to the King to use this river. You cannot live here."

"I am homeless, brothers. I too will pay the rent. Please give me shelter," the bird pleaded. "How will you pay the rent? You do not have golden feathers," said the swans laughing. They further added, "Stop dreaming and leave once." The humble bird pleaded many times. But the arrogant swans drove the bird away.

"I will teach them a lesson!" decided the humiliated bird.

She went to the King and said, "O King! The swans in your river are impolite and unkind. I begged for shelter but they said that they had purchased the river with golden feathers." The King was angry with the arrogant swans for having insulted the homeless bird. He ordered his soldiers to bring the arrogant swans to his court. In no time, all the golden swans were brought to the King's court.

"Do you think the royal treasury depends upon your golden feathers? You cannot decide who lives by the river. Leave the river at once or you all will be beheaded!" shouted the King.

The swans shivered with fear on hearing the King. They flew away never to return. The bird built her home near the river and lived there happily forever. The bird gave shelter to all other birds in the river.

THE BIRTHDAY PRESENT



A woman needed to buy her mother a birthday present. She didn't know what to buy her mother. She only had one day to buy her mother something.

So she went out window shopping. Soon enough, she walked by a pet store window. She thought to herself, "What a lovely idea for a present! My mother is so lonely and she needs a pet." The woman went into the store and saw many wonderful animals. Puppy dogs, fluffy cats, gold fish, cute mice. But the woman didn't think these were special enough. She asked the manager if he had a pet that was really special.

The manager thought for a moment and replied, "Yes, but it costs a lot of money. \$5,000" "I have a parrot that can speak 7 languages, Chinese, English, French, Korean, German, Russian and even Hindi!"

The woman said, "Perfect" and bought the bird. She sent it by special delivery to her mother, so she would get it the next day.

The next evening after work, the woman called her mother. She asked, "How do you like your birthday present."

Her mother replied, "Thank you, IT'S DELICIOUS!"

Source:

<http://www.english-for-students.com/The-Clever-Crow.html>

<http://www.english-for-students.com/The-Arrogant-Swans.html>

<http://eflclassroom.com/books/premium/funnystories.pdf>

