

LEARNING

Didáctica y Metodología del Inglés

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LEARNING

- What can we say about Learning?
- When learning takes place, there is a change that takes place with the learner.
- No learning has taken place if the learner has not changed.

Learning MAY BE:

- INTENTIONAL
- UNINTENTIONAL
- DESIRABLE
- UNDESIRABLE
- SOUGHT
- UNSOUGHT
- FORMAL
- INFORMAL
- THEORETICAL
- PRACTICAL

PRINCIPLES OF LEARNING

- Learning is always taking place
- Learning is continuous - ie LIFELONG
- Individuals have different learning styles
- External factors can inhibit/promote learning
- People are motivated to learn
- Initial learning needs to be reinforced

LEARNING INGREDIENTS

MEMORISING

- Putting things into your memory, keeping them there and being able to get them when you need them.



UNDERSTANDING

- Making sense of ideas and principles.
- seeing how and why things fit together.



DOING

- Developing practical and physical skills through practice.

= MUD

The LEARNING needs... of a pupil

- I need to have some short term achievable targets.
- I need to know what is expected of me.
- I need to be offered strategies to help me learn more effectively.
- I need to feel valued and respected.
- I need to know what I can do well and what I need to improve.
- I need to recognise my own achievements and have them recognised by others.
- I need to be able to evaluate my own learning and to develop my own strategies to improve it.

THE CONDITIONS OF LEARNING

LEARNING occurs when there is:

- **1. An environment of active people.**

People learn when they feel they are personally involved with others in the learning process.

- **2. A climate of respect.**

When a high value is placed on individuals and a sense of caring prevails.

- **3. A climate of acceptance.**

Accepting a person means that he or she can be himself or herself and expresses beliefs without fear.

- **4. An atmosphere of trust.**

When people have a feeling of trust in themselves and in others.

- **5. A climate of self-discovery.**

When learners are helped to find out about themselves, and to meet their own needs, rather than having their needs dictated to them.

- **6. A non-threatening climate.**

So that people can confront each other and ideas can be confronted without fear.

- **7. A climate of openness.**

When personal concerns, feelings, ideas and beliefs can be expressed and examined openly.

- **8. An emphasis on the uniquely personal nature of learning.**

When each individual knows that values, beliefs, feelings and views are important and significant.

- **9. A climate which differences are thought to be good and desirable.**

When differences in people are acceptable as differences in ideas.

- **10. A climate which recognises the right of individuals to make mistakes.**

Learning is facilitated when error is accepted as a natural part of the learning process.

- **11. An atmosphere that tolerates ambiguity.**

When alternative solutions can be explored without the pressure of having an immediate single answer.

- **12. An emphasis on co-operative education and self-evaluation.**

When people can see themselves as they really are, with the help of their peers.

BARRIERS TO COMMUNICATION

- Write some examples:

BARRIERS TO COMMUNICATION

- * **PERCEPTION**
- * **LANGUAGE** - jargon, accent, foreign language.
- * **NOISE** - equipment, people.
- * **MANNER / ATTITUDE** - defensive / negative
- * **TONE OF VOICE**
- * **POOR LISTENING SKILLS**
- * **PHYSICAL SURROUNDINGS**
- * **STATUS**
- * **MEDIUM / MEDIA USED**
- * **DISABILITY**