



THE UNIVERSITY
of ADELAIDE

Suzanne Piovesan
& Marie Fitzpatrick

November 3rd 2018

UECA, Adelaide



BRINGING THE PAGE TO LIFE

adelaide.edu.au

seek LIGHT

Outline

- Introduction
- Theory & Rationale – Motivation and Learning preferences
- Tactile/Experiential/Kinaesthetic teaching and learning in Academic contexts
- Snapshots of activities
- Action & Reflection
- Conclusion
- Finale

Introduction

Academic classrooms

- cognitive thinking styles
- particular learning preferences eg. aural, visual, group or individual
- Intensive academic learning & expectations



Stress & lower motivation

- Integrating tactile/kinaesthetic learning preferences within EAP classrooms

beneficial impact



intrinsic motivation
student engagement



Fig.#1 Bored student (Gettingsmart.com)



Fig.#2 Excited students
(<https://case.edu/2017>)

Motivation

Intrinsic motivation = “desire for new knowledge and understanding”
(Valerio, 2012)

Recent research on motivation

- **Dynamic & changeable nature** (Waninge, De Bot & Dornyei, 2014)
- **Duration of a single lesson/across lessons** (Kruk & Zawodkiak 2018)

Some factors influencing fluctuation

- “activity types and duration”
- “task attractiveness” (Kruk 2016 cited in Kruk & Zawodkiak 2018)



Fig.#3 Motivation

(<https://www.burnthefatinnercircle.com/public/3-Keys-to-Intrinsic-Motivation.cfm>) Venuto, T



Fig.#4 Motivation (Historyoflearningpreferences, 2016)

Learning Preferences

Carl Jung – 1920s + field of education 1970s (Griffiths 2012 cited in Kruk & Zawodkiak 2018)

Reid (1987)

- most commonly cited research
- visual/auditory/kinaesthetic/tactile/individual and group

“Individual’s natural, habitual and preferred way(s) of absorbing, processing, and retaining new information and skills” (Sun & Teng 2017).

Kinaesthetic = experiential / total physical activities

Tactile = Learning by doing



FIG#5 Learning Preferences (historyoflearningpreferences, 2016)

Previous research on EFL students **➔** kinaesthetic

- most favoured style
- followed by tactile and auditory

(Nasarei & Sarab 2013; Reid 1987; Peacock 2001; Isemonger & Sheppard 2003, cited in Sun & Teng 2017).

Role of the teacher

“People factor” - enhances motivation
(Chambers 1999)

Teachers - highly influential in “shaping student’s enjoyment...(and) creating a more friendly, energizing classroom climate.” Chambers 1999 (cited in Kruk & Zawodniak 2018)

“A teacher’s passion significantly impacts upon the energy of the classroom, enhancing the value of the task and intriguing students into wanting to know more” (Metcalf and Game 2006 cited in Valerio 2012 p.33)



Fig.#6 Enthusiastic teacher (natcom, 2015)

Makes learning relatable to students



Increases the effectiveness of learning



Links theory to practice

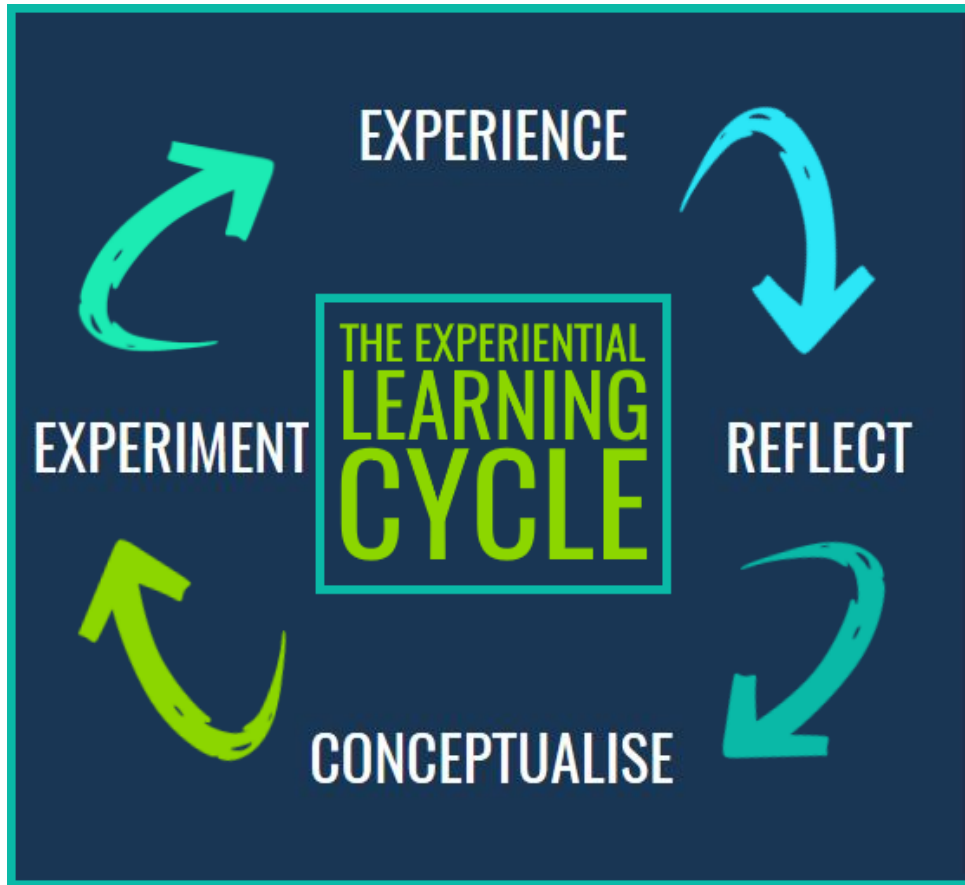


Increases students engagement



Assists in memory retention

(McLeod 2013)

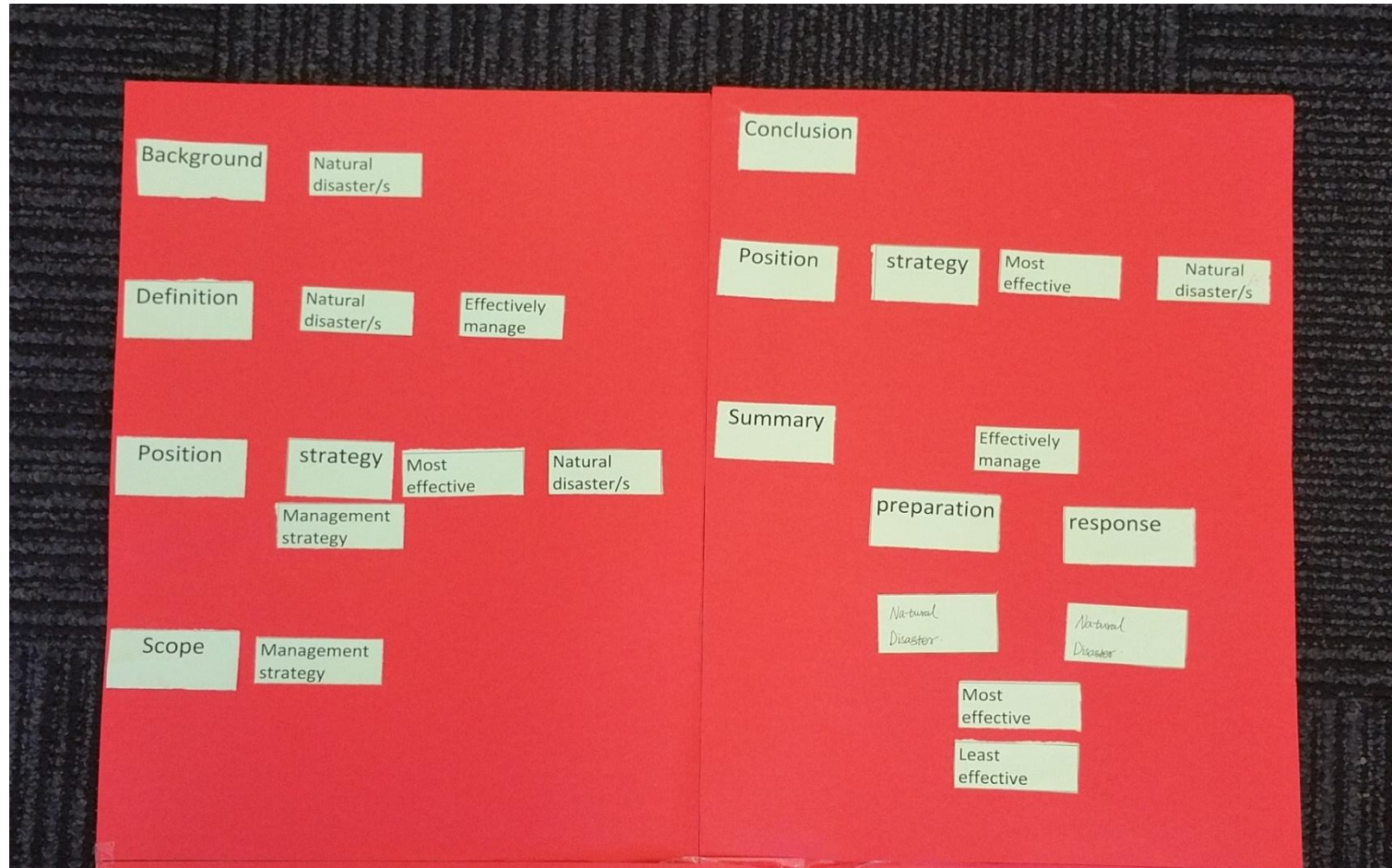


“Just engaging in the activity does not result in learning ... students need to make conscious connections between experience and the outcome, consequences, continuity and interaction”
(Dewey, cited in McLeod, 2013)

Fig.#7 Kolb's Experiential Learning Cycle, (the growth engineering, viewed 20/10/18)

Experiential
Physical
Experiments
materials
Objects
Realia
Variety
Authentic
Hands-on
Interactive
Movement

SNAPSHOTS



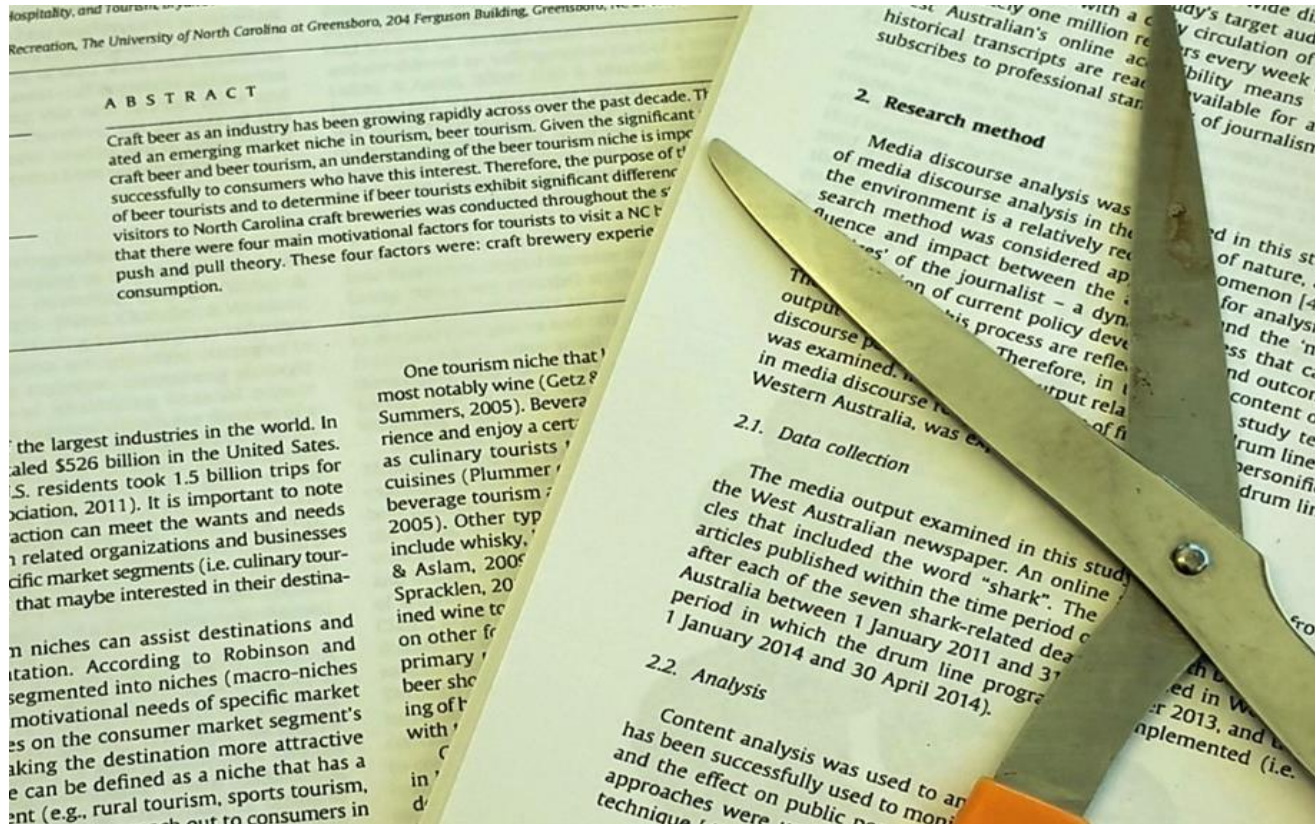
Essay “Puzzle”: Text Organisation
Context: Essay structure – diverse possibilities

SNAPSHOTS



“Chains”: Problem-Solution OR Cause-Effect
Context: Logical order of thinking for essay development

SNAPSHOTS



Fig# Article activity (own source)

“Cut up & Run”: Efficient Reading & navigation
Context: Understanding structure of Research Reports

ACTION

ACTIVITY #1:

“Run for the Info”

- navigating through Academic Journal articles & efficient reading

ACTIVITY #2:

“Modality”

- understanding the use of Degrees of Certainty

REFLECTION

****Check under your chairs**** Final Activity

CONCLUSION

Reference List

- Kruk, M & Zawodkiak, J 2018, 'On the possible interactions of carried EFL activities and learning styles with EFL students' motivational changes', *Innovation in Language Learning and Teaching*, pp. 1 – 16. <http://www.tandfonline.com/loi/rill20>
- McLeod, S 2013, 'Kolb: Learning Styles. In Simply Psychology'. <https://www.simplypsychology.org/learninig-kolb.html>
- Sun, P & Teng, SL 2017, 'Profiling Perceptual Learning Styles of Chinese as a Second language Learners in University Settings', *Journal of Psycholinguist Res*, 46, pp. 1529 – 1548.
- Valerio, K 2012 'Intrinsic Motivation in the Classroom', *Journal of Student Engagement: Education Matters*, 2, 1, pp. 30 – 35.
- Waninge, F , De Bot, K Dornyei, Z 2014, 'Motivational Dynamics in Language learning: Change, Stability, and Context', *The Modern Language Journal*, 98, 3, pp. 704 – 723.



THE UNIVERSITY

of ADELAIDE