

Unit 6 Educational theories II

Task 1 Listen to the presentations on educational thinkers and complete the table below.

Name	Main concepts	Classroom application
B. F. Skinner		
M. Montessori		
Lev Vygotsky		
Abraham Maslow		
Carl Rogers		
Paulo Freire		
John Dewey		
Jean Piaget		
Socrates		
?		

Task 2 Socrates

A) In the text below find five words that fit the meaning of explanations 1- 5.

1. the quality of firmly continuing in an opinion or action despite difficulty -
2. an important quality or feature on which sth. depends -
3. the process of asking a question -
4. (of an idea or an opinion) formed too early, especially without thought or knowledge -
5. a set of beliefs accepted by a particular group -

Socrates is often considered to be one of the founders of western philosophy. He developed the Socratic or dialectic method of philosophy which is based on persistent questioning and the belief that the life which is unexamined is not worth living.

The Socratic method of teaching is based on the teacher asking leading questions and guiding the learner to discovery. Its cornerstone is the dialogue between the teacher and the learner, which uses critical inquiry to challenge preconceived thoughts and established doctrines.

B) Think of suitable questions for the following points about the Socratic method.

1.?

Socrates categorised knowledge into the trivial and the important. Trivial knowledge doesn't provide the possessor with any useful expertise or wisdom, important knowledge relates to ethics and morals and can be defined by how best to live one's life.

2.?

Although he believed that goodness and truth, and ethical and moral instincts are inherent in everyone, they can only be brought to the surface through learning.

3.?

He described learning as the search for truth. Learning will only occur as the result of questioning and interpreting the wisdom of others and when one comes to recognise his/her own ignorance and faults.

4.?

He didn't believe that any one person, or any one particular school of thought, had the wisdom or legitimate authority to teach things. He did, however, argue that individuals are not self-sufficient and that other people are necessary to share the experience and wisdom from which learning can flourish.

5.?

He questioned the established idea that learning could only take place in educational establishments and advocated that learning should take place wherever and whenever people meet.

6.?

He argued that this happened whenever two or more people engaged in meaningful dialogue and one person was willing to see their own faults, weaknesses and negative tendencies.

(Adapted from Bates, B. (2016). *Learning Theories Simplified*. London: Sage Publications.)

Task 3 Vocabulary - Organising arguments

A) Underline collocations in the sentences below:

1. *Later, I shall make reference to the work of Georgi Perelmutter, a leading figure in the field of zoology.*
2. *Chapter 3 raises important questions about the need for transport planning in rapidly growing urban environments. It also touches on issues such as pollution.*
3. *Adverbs in English fall into two main categories: those ending in -ly and those with other endings.*
4. *The chapter makes a case for re-examining the assassination of President Kennedy in the light of evidence which has emerged since 1963.*
5. *In this chapter I draw a distinction between societies where democracy has developed slowly and those where it came about quickly or suddenly.*
6. *We also need to take into consideration the economic history of Latin America as a whole.*

B) Now fill the gaps in this article about collocations:

Collocations in English (1) into a number of different categories. In this article I would like to draw a (2) between 'ordinary' collocations and those that are so fixed that they can be called idioms. Although my main focus is on 'ordinary' collocations, I shall also to some extent (3) idioms into consideration too. I plan to (4) a number of questions about learning collocations in a foreign or second language. I shall attempt to answer these questions by (5) reference to the work of the leading writers in the field. My intention is to make a strong (6) for a more intensive focus on collocations in the language learning process.

C) Complete the gaps with one of the expressions below:

assess convincingly draw (2x) lay/put forward profoundly

1. _____ attention to a new trend
2. _____ emphasis on one factor
3. disagree _____ with someone
4. put _____ an argument
5. _____ the significance of a factor
6. _____ an analogy
7. argue something very _____

(adapted from McCarthy, M., O'Dell, F. (2005). *English Collocations in Use*. CUP.)