

# TOEFL Listening Lesson 17

**Setting:** A college-level *Education* class.

## Questions

### 1. What is the main topic of the discussion?

- A. The history of educational psychology
- B. How teachers can adapt to different learning styles
- C. Strategies for managing classroom behavior
- D. The role of technology in education

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**伝え方:** スカイプチャット or 予約時のコメント欄に記入

Please inform your teacher “name of the material” before the lesson.  
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### 3. According to the professor, what is one way teachers can address multiple learning styles?

- A. By identifying each student's dominant style
- B. By varying instructional methods over time
- C. By assigning more homework
- D. By using only lecture-based teaching

#### 4. Why does the professor mention that some researchers criticize learning style theories?

- A. To show that auditory learners are more successful
- B. To argue that teaching should be entirely individualized
- C. To emphasize that labeling students may be ineffective
- D. To encourage students to do more independent research

#### 5. Why does the student describe a teacher who used both visual notes and audio recordings?

- A. To criticize teachers who use outdated methods

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## Script

**Professor:** Today, we're going to talk about learning styles—how students absorb information differently—and how teachers can adjust their instruction to accommodate those differences. To start, can anyone name a common learning style?

**Student 1:** Um... visual learning?

**Professor:** Yes, exactly. Visual learners prefer to see information—charts, diagrams, videos, anything that appeals to the eyes. Others?

**Student 2:** Auditory?

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who fits neatly into just one.

**Student 3:** So, if most people have a mix of styles, how should teachers respond?

**Professor:** Excellent question. The idea is not to cater to every single learning style in every lesson—that's not practical—but to vary instruction methods over time. For example, a teacher might present new material using a diagram one day, then lead a discussion the next, and follow up with a hands-on activity. That way, over the course of a unit, different learning styles are supported.

**Student 4:** Isn't there some debate about how effective these learning styles really are?

**Professor:** Yes. That's a key point. Some researchers argue that the idea of learning styles is oversimplified or even unsupported by evidence. They suggest that it's not necessarily helpful to label students or try to match instruction to their "style." Instead, the focus should be on using varied instructional methods that promote deep understanding for everyone, regardless of style.

**Student 2:** So teachers should be flexible, but not necessarily stick to labels?

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**Student 1:** I remember one teacher who always gave us visual notes, but also recorded audio explanations we could listen to at home.

**Professor:** That's a great example. It shows thoughtful planning and respect for diverse learners. Also, keep in mind cultural and language differences—what works for one group might not work for another. Inclusive teaching isn't just about learning styles; it's about recognizing that students bring different experiences into the classroom.

**Student 3:** So it's more about being responsive and adaptive?

**Professor:** Absolutely. Teaching is about responsiveness—observing, adjusting, and providing multiple entry points into the material. While the concept of learning styles has its critics, the idea of differentiated instruction—adapting teaching to meet student needs—is widely supported in educational research.

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## Answers

1. What is the main topic of the discussion?  
B. How teachers can adapt to different learning styles
  
2. What are visual learners most likely to prefer?  
A. Diagrams and charts
  
3. According to the professor, what is one way teachers can address multiple learning styles?  

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~~C. To emphasize that learning students may be ineffective~~

5. Why does the student describe a teacher who used both visual notes and audio recordings?  
C. To give an example of inclusive and varied instruction