




# Spotlight on Learning Styles

26<sup>th</sup> Annual IATEFL BESIG Conference  
8 – 10 November 2013  
Prague, Czech Republic  
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*BESIG* →



'I never knew there were different styles of learning. I thought I just couldn't learn a foreign language.'

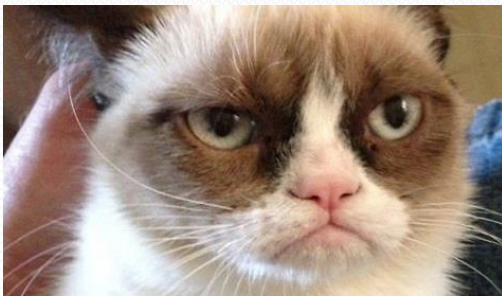
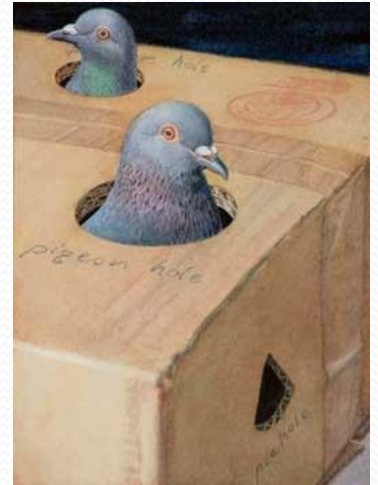
# What learning styles are

- Perceptual filters
- Strategies to perceive, store and recall material
- Cognitive processing
- Organisation of perceived material
- Approaches used by individuals
- Patterns of behavior



# What learning styles are *not*

- An excuse
- A method of pigeon-holing
- Right or wrong
- A limitation with no possibility of stretching
- An indication of competence
- Judgmental



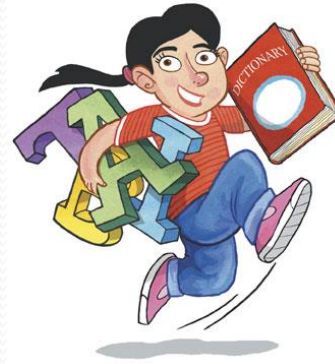
# Learning styles in the classroom

- Most classes have variety of learner types
- Teachers often teach in the way *we* learn
- A mix of methods can reach more learners
- Help learners stretch out of preferred styles
- Encourage learners to develop successful strategies
- Harmonise and challenge learners
- Metacognition of styles gives learners more insight
- Tolerance grows from acceptance of other styles



# Three models

- Sensory perception: VAK
- Cognitive processing: Global-Analytic
- Behaviour: Mind Organisation



# VAK Model

❑ Visual



❑ Auditory



❑ Kinaesthetic Emotional



❑ Kinaesthetic Motoric





# Global / Analytic Model



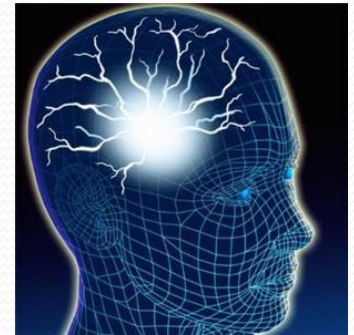
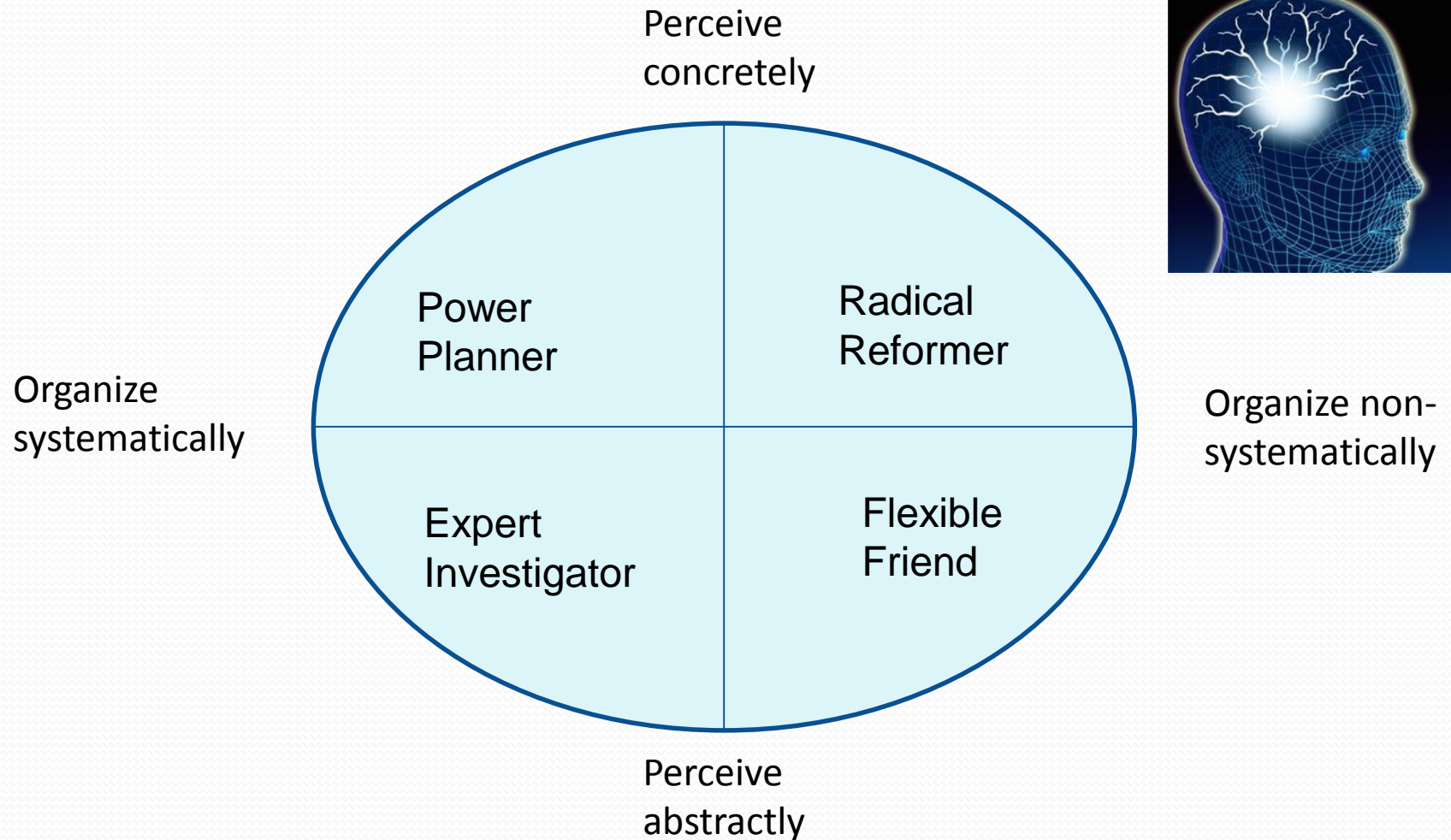
□ Global



□ Analytic

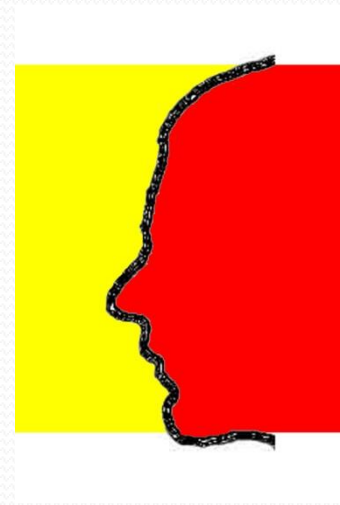


# Mind Organisation



# A complete profile

- Which of my senses do I use to perceive information?
- How do I store and recall information?
- Do I prefer abstract ideas or concrete situations?
- Do I use emotions or logic to understand?
- Do I organise systematically or non-systematically?



# What makes activities appeal to different learner types?

- Use different sensory channels
- Make use of different cognitive processing
- Accept different forms of organisation
- Help learners make use of strengths
- Create possibility to discover new strategies
- Accept how students learn
- Give feeling of progress



# Activities

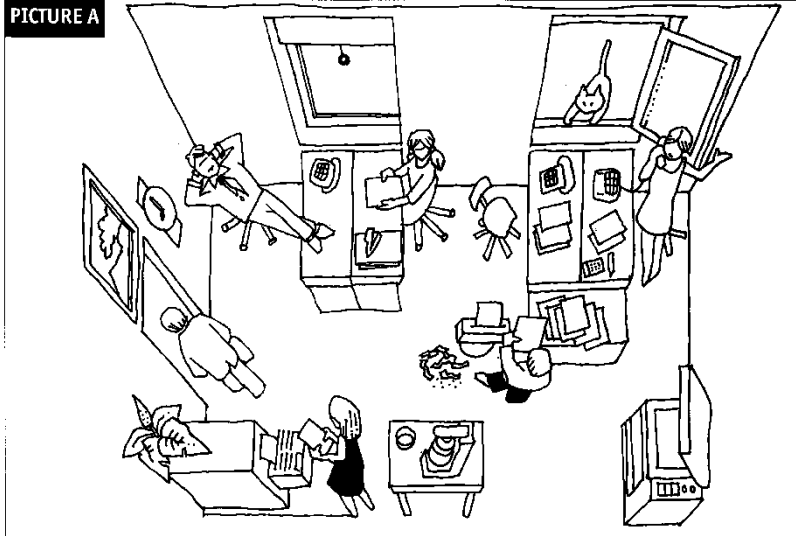


# Finding differences in pictures

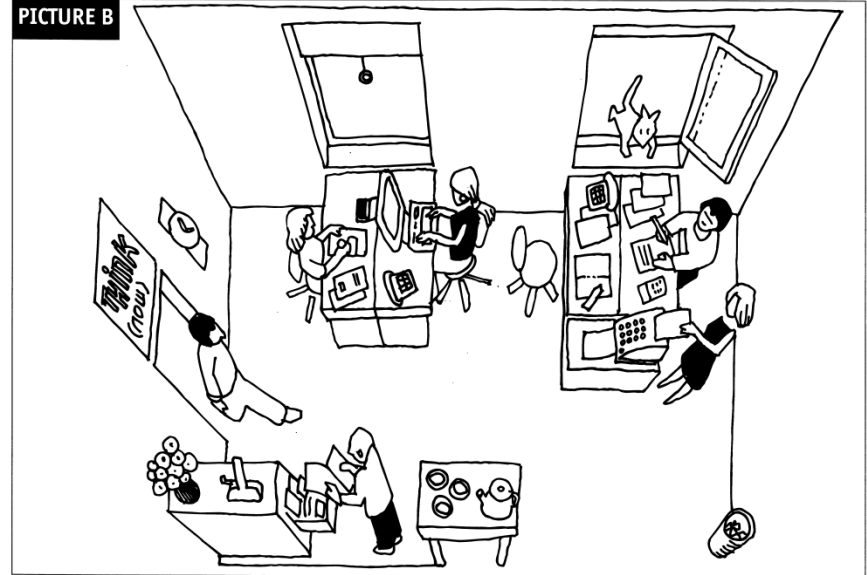
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THE OFFICE | What are the differences? | Pictures A, B

PICTURE A



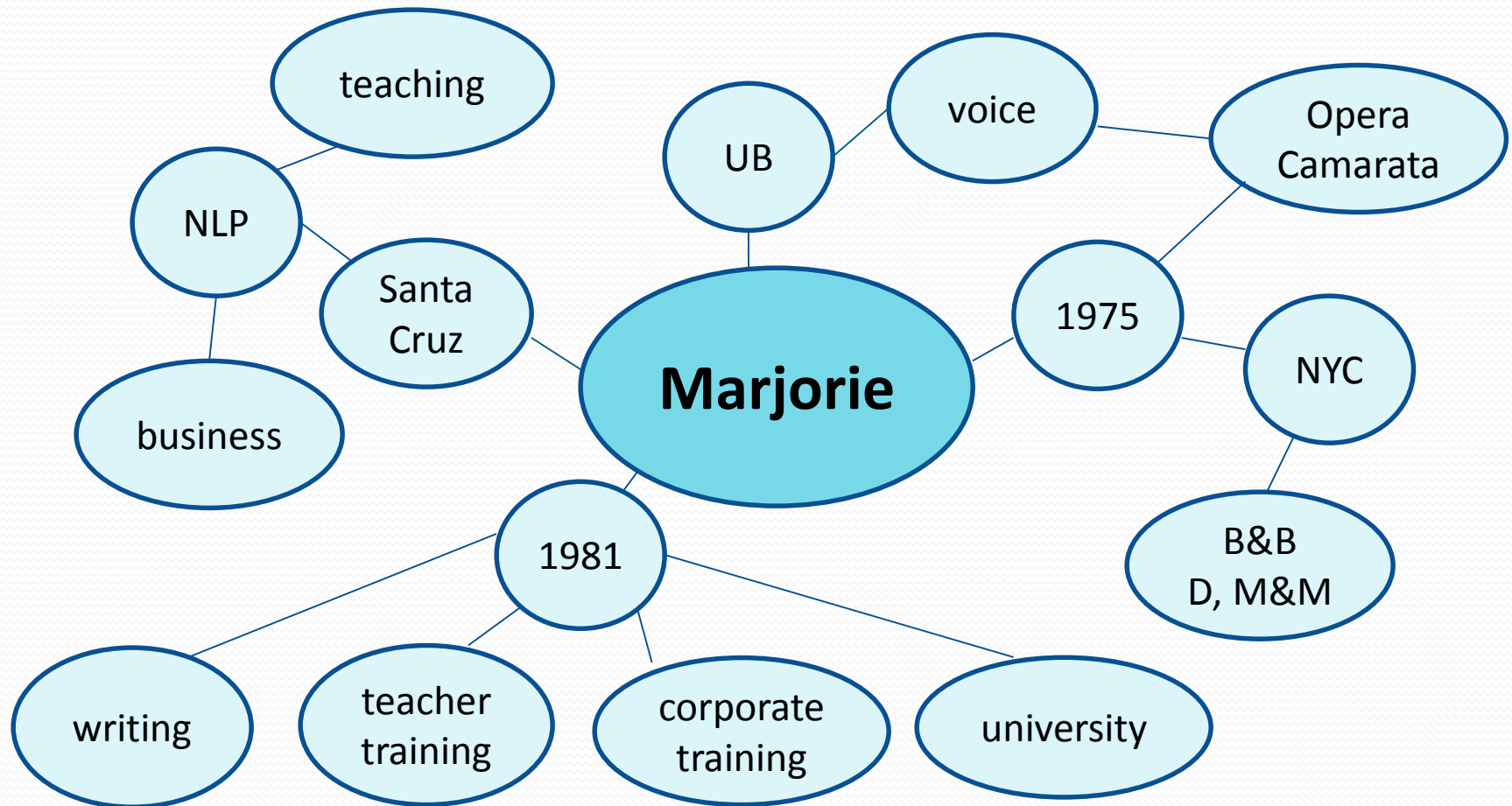
PICTURE B



# Can you describe the drawing?



# My personal mindmap





## Personal mindmaps

### Strategy

The learners work as a group to ask each other about their personal mindmaps, and then introduce each other to the class.

### Spotlight on style

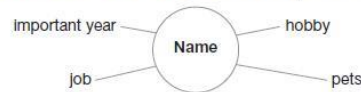
Flexible Friend

### Spotlight on language

Personal information; dates; hobbies

### Steps

- Draw *your* personal mindmap on the board. Put your name in the centre circle and draw lines from it.
- Write important words, years and names at the end of the lines:
  - The learners ask you questions about the mindmap and what the information means.
  - You answer the questions.
- Put the learners into pairs.
- Tell them to each draw their own mindmap. For example:



- They then ask each other questions to find out what information is suggested by the mindmap.
- When the groups have finished, they take turns introducing each other to the class.

You can tell the learners to take home one of the mindmaps belonging to another person and write a short story about that person's life, using the information. (You can give them a word limit, depending on their level.)

- These can be displayed in the classroom.
- The person whose mindmap was the basis for the story reads it and gives feedback on how accurately it actually portrays them.

### Style spectrum

- Being exact is something Expert Investigators enjoy.
- Having clear instructions for the assignment is something Power Planners enjoy.
- Writing a creative story is enjoyed by Radical Reformers.

This activity is  
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Learning Styles*

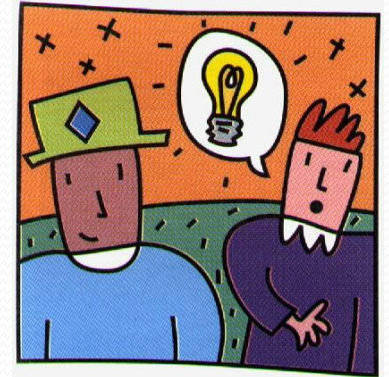
# Activities

- Find the differences
- The machine
- Draw the picture
- What would you do if ...?
- The 'yes-no' hot seat
- The envelope game
- Can you sell it?
- Personal mind maps



# Where do learning styles fit in?

- A way to raise awareness
- Learners take an active part
- Can increase motivation
- Learner-centred
- Help learners develop successful strategies
- Encourage meta-cognition in learners
- Encourage autonomy

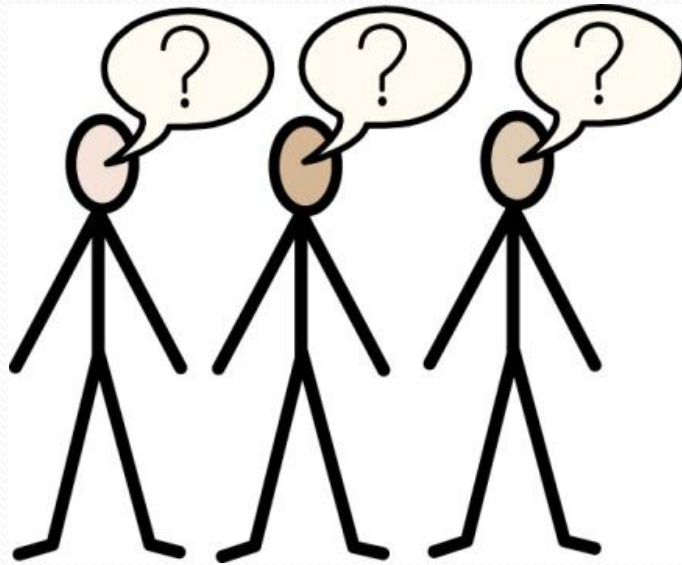


# Time for Reflection

- Work in small groups
- Discuss which activities you personally enjoyed most
- Compare the activities with your styles
- Discuss which activities will work in your classroom
- Talk about ideas for adapting the activities



# Any questions?





**Thank you for your  
attention.**

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