



Spotlight on Learning Styles

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Developing Business English Teachers

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BEsig→

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

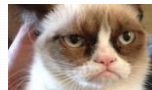
What learning styles are

- 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

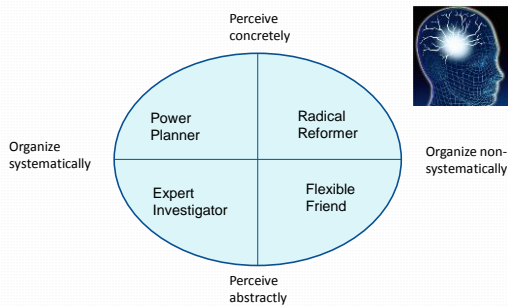


- ❑ Global



- ❑ 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?

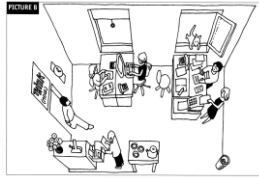
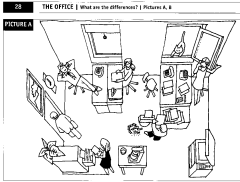
- Use different sensory channels
- Make use of different cognitive processing
- Accept different forms of organisation
- Help learners make use of strengths
- Create possibility to discover new strategies
- Accept how students learn
- Give feeling of progress



Activities



Finding differences in pictures



Become a machine



- Pre-teach language of processes.
- Put learners into groups.
- Have them think of a machine they would like to have.
- Have them decide which of them does each action carried out by the machine.
- Ask them to demonstrate their machine for the others.
- Ask the others what type of machine they think this is.
- Discuss necessary language which came up in the exercise.

Can you describe the drawing?



What would you do if ...?



- it began to rain ice cream in the office?
- your boss told you to come to work in your pajamas?
- you had to explain in detail what you do everyday to the CEO of the company?

- Send two people out of the room and choose a topic.
- Bring the two people back in and have them ask the others the 'what would you do if ...?' question
- Based on the answers they get, they should try to guess what happened.

The Yes-No Hotseat

- Ask for a volunteer to think of an activity.
- Have the others ask questions to try and guess what the activity is.
- The person answering is not allowed to say 'Yes or No' but must find alternative ways to answer.
- If the person says 'Yes or No' they tell the group the activity and another volunteer is chosen.

Yes!



No!

The envelope game



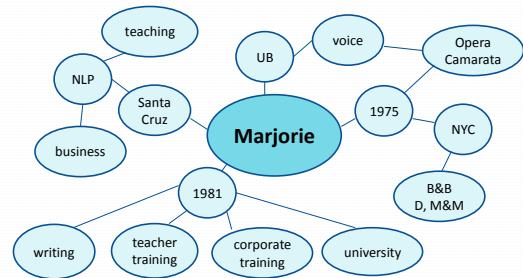
- Brainstorm business jobs.
- Hand out envelopes and small pieces of paper to each of the learners.
- Have them write their names on their envelopes.
- They then pass their envelopes to the person on their right who writes a job on a piece of paper they think the person is suited for and puts it in the envelope.
- The envelopes are passed around till they come back to their owners who take out the jobs and look at them.
- The learners discuss the jobs they feel they are suited for and why.

Can you sell it?



- Brainstorm persuasive language.
- Discuss USPs.
- Divide the group into buyers and sellers.
- Tell the buyers that they can buy a total of three different products.
- Tell the sellers to look around the classroom and find an object they can sell.
- Give them a time limit and then debrief to find out who was successful and why.

My personal mindmap



This activity is
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Learning Styles*

Activities

- Find the differences
- Becoming a 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

- Which activities did you personally enjoy most?
- How do these activities compare with your style?
- Which activities will work in your classroom?
- Do you have any ideas for adapting the activities?



Any questions?



**Thank you for your
attention.**

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