



LEARNER STYLES



It is anticipated that participants will be aware of these theories and will probably have done tests in the past, but may not see how helpful this can be for CLIL students. Smoothing the way is always beneficial when teaching in another language and by adopting these methodologies students should find it easier to access the lessons, retain information, adopt self-study procedures and become more interested and involved.

What do you think?



Ask participants:

What does *Learner Styles* mean to you?

If nothing is known move on with the presentation.

If participants know about *Learner Styles* brainstorm what they know and whether they implement it in their classroom.

General information:

Assessing *Learning Styles* became popular in the 70s. The theory is that people learn in very different ways and by assessing someone's *Learner Style* we can teach them in a way that we facilitate their learning process. However, people do not learn in one particular way, rather most people show a stronger inclination to one or two styles and a mixture of other styles will be present in their results. There are normally one or two styles which are absent or which score very low in an individual's assessment. It is therefore a good idea to play to the strengths of a student, but not to exclude any options completely.

In the classroom we will obviously end up with a huge mixture of styles. It is often interesting to assess your students as it can often help them to become aware of the ways that they learn best. As a teacher knowing the *Learning Styles* in your class can help you to form groups and set tasks which play to the strengths of your students, particularly if you are introducing new or difficult concepts and you want them to

actively engage. It can also help with disruptive students.

Assessing for *Learner Styles* is particularly useful for CLIL students as they may find their lessons a lot more challenging in L2 than they would normally. They may become frustrated more easily and bored, which can lead to disruption. By programming lessons which appeal to different *Learner Styles* and even by allowing students to choose which activities they would like to do (from a range that have been set up in the classroom) teachers should be able to ensure that students engage, participate and progress in their CLIL sessions.

I would regularly prepare several related activities (which essentially taught the same thing) that catered for different *Styles* and allow students to choose where they wanted to work for a set period. Then we would reconvene to discuss conclusions/findings or to test knowledge.

The umbrella term *Learner Styles* covers a wide range of theories. We will focus on the *Learning Modalities* theory and *Multiple Intelligences*, consider testing and look at tasks which can be adapted for different styles.

Invite participants to take an active role in this session sharing ideas and giving feedback. Making suggestions and adapting each others ideas.


Image: <https://s-media-cache-ak0.pinimg.com/736x/60/c9/92/60c99261386875d66f2e0d66f88d4bad.jpg>

Learning Modalities

- *Learning Modalities* consider 3 different types of learner.
- Occasionally a 4th type is considered : *Reading & Writing*, but this can be included under *Visual (reading) & Kinaesthetic (writing)*.
- It is also known as *VAK* or *VARK*

VISUAL
SEE IT 

AUDITORY
HEAR IT 

KINESTHETIC
DO IT 



NB: When *VAR* is used over *VARK* 'reading' would be considered under the *Visual* section and 'writing' under the *Kinaesthetic* although *VAR* tries not to rely on the use of words for *Visual*.

Image:

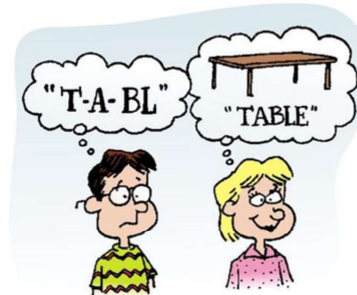
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Learning Modalities

Visual

Visual learners prefer visual aids rather than words:

- Pictures
- Charts
- Graphs
- Diagrams
- Symbols
- Video clips



Before going through the slide – with just the picture up – ask participants to brainstorm how *Visual* learners will learn. Then go through the points.

Ask participants what activities they already do in the classroom which are good for *Visual* learners.

You can give them some time to discuss this with a partner rather than as a whole group if it would better suit the dynamic of your group.

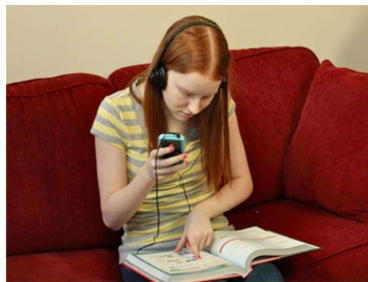
Image: <https://msdillard.files.wordpress.com/2013/01/see-eye-to-eye.jpg>
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Learning Modalities

Auditory

Auditory learners learn best through listening:

- Lectures
- Discussions
- Tapes



Before going through the slide – with just the picture up – ask participants to brainstorm how *Auditory* learners will learn. Then go through the points.

Ask participants what activities they already do in the classroom which are good for *Auditory* learners.

You can give them some time to discuss this with a partner rather than as a whole group if it would better suit the dynamic of your group.

Image: http://wdy.h-cdn.co/assets/cm/15/09/54eb698451151_-_9-things-you-didn-t-know-about-your-ears-mdn.jpg

<http://0.tqn.com/d/create/1/S/T/B/H/-/auditory-learners.jpg>

Learning Modalities

Kinaesthetic

Kinaesthetic learners prefer to learn through experience:

- Moving
- Touching
- Doing
- Active exploration
- Projects
- Experiments
- Plays
- Construction



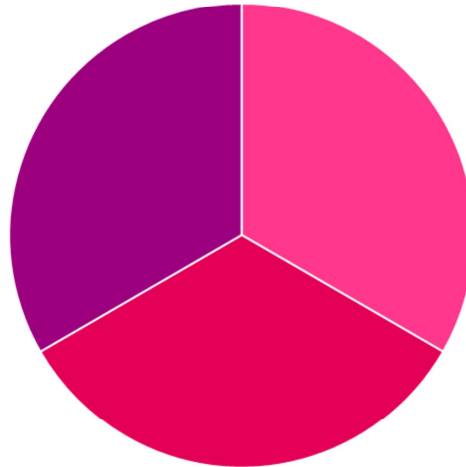
Before going through the slide – with just the picture up – ask participants to brainstorm how *Kinaesthetic* learners will learn. Then go through the points.

Ask participants what activities they already do in the classroom which are good for *Kinaesthetic* learners.

You can give them some time to discuss this with a partner rather than as a whole group if it would better suit the dynamic of your group.

Image: https://asd-hs.wikispaces.com/file/view/never_sits_still.jpg/312145874/332x333/never_sits_still.jpg
<https://www.brainscape.com/blog/wp-content/uploads/2013/11/Screenshot-2014-07-01-20.32.09.png>

Learning Modalities in CLIL



■ VISUAL ■ AUDITORY ■ KINAESTHETIC ■



Give students some time now to work individually and think of tasks they could provide for *Visual, Auditory* and *Kinaesthetic Learners* in their subject area.
After 10 minutes ask them to share their ideas with a partner. Ask them to suggest improvements, adaptations, innovative ideas.
After 15 minutes feedback as a class. Tutors should walk around giving L2 support where appropriate and making note of strong ideas to begin full class feedback.

Multiple Intelligences

- *Multiple Intelligences* consider 8 different types of learner.



- See if you can match the definitions with the *Learner Types*...



Multiple intelligences consider many more *Learner Styles*.

In detail (for tutor's reference) the *Multiple Intelligences* are:

Musical–rhythmic and harmonic: This area has to do with sensitivity to sounds, rhythms, tones, and music. People with a high musical intelligence normally have good pitch and are able to sing, play musical instruments, and compose music. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

Visual–spatial: This area deals with spatial judgment and the ability to visualize with the mind's eye. Spatial ability is one of the three factors beneath *g* in the hierarchical model of intelligence.

Verbal–linguistic: People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates.

Logical–mathematical: This area has to do with logic, abstractions, reasoning, numbers and critical thinking. This also has to do with having the capacity to understand the underlying principles of some kind of causal system.

Bodily–kinaesthetic: The core elements of the bodily-kinaesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses.

People who have high bodily-kinesthetic intelligence should be generally good at

physical activities such as sports, dance, acting, and making things.

Gardner believes that careers that suit those with high bodily-kinesthetic intelligence include: athletes, dancers, musicians, actors, builders, police officers, and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

Interpersonal: In theory, individuals who have high interpersonal intelligence are characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. According to Gardner in *How Are Kids Smart: Multiple Intelligences in the Classroom*, "Inter- and Intra- personal intelligence is often misunderstood with being extroverted or liking other people..." Those with high interpersonal intelligence communicate effectively and empathize easily with others, and may be either leaders or followers. They often enjoy discussion and debate.

Gardner believes that careers that suit those with high interpersonal intelligence include sales persons, politicians, managers, teachers, lecturers, counsellors and social workers.

Intrapersonal: This area has to do with introspective and self-reflective capacities. This refers to having a deep understanding of the self; what one's strengths or weaknesses are, what makes one unique, being able to predict one's own reactions or emotions.

Naturalistic: Not part of Gardner's original seven, naturalistic intelligence was proposed by him in 1995. "If I were to rewrite Frames of Mind today, I would probably add an eighth intelligence - the intelligence of the naturalist. It seems to me that the individual who is readily able to recognize flora and fauna, to make other consequential distinctions in the natural world, and to use this ability productively (in hunting, in farming, in biological science) is exercising an important intelligence and one that is not adequately encompassed in the current list. "This area has to do with nurturing and relating information to one's natural surroundings. Examples include classifying natural forms such as animal and plant species and rocks and mountain types. This ability was clearly of value in our evolutionary past as hunters, gatherers, and farmers; it continues to be central in such roles as botanist or chef. This sort of ecological receptiveness is deeply rooted in a "sensitive, ethical, and holistic understanding" of the world and its complexities—including the role of humanity within the greater ecosphere.

Existential: Gardner did not want to commit to a spiritual intelligence, but suggested that an "existential" intelligence may be a useful construct, also proposed after the original 7 in his 1999 book. The hypothesis of an existential intelligence has been further explored by educational researchers.

Information from: https://en.wikipedia.org/wiki/Theory_of_multiple_intelligences

Multiple Intelligences

Try to match the *Learner Type* to the *activities*...

Learner Type	Students may enjoy...
Verbal – Linguistic	Maps, charts, diagrams, drawing, sculpture, graphic organisers, models, puppets, photos.
Logical – Mathematical	Movement, dance, manipulatives, drama, building, role-play, sports.
Visual – Spatial	Board games, cooperative groups, collective problem solving, interviewing, peer-tutoring, think-pair-share, discussions.
Bodily – Kinaesthetic	Writing, speaking, publishing, vocabulary, tongue twisters, puns, word puzzles.
Musical	Outdoor experiences, plants, pets, bugs, classifying natural objects, environmental topics.
Intrapersonal	Maths games, logic puzzles, experiments, codes, analogies, numbers, mysteries.
Interpersonal	Musical instruments, listening, recording, rhythmic language, poetry, songs, clapping.
Naturalistic	Journaling, scrapbooks, reflection, goal-setting, self-directed projects, debates, memoir.



Multiple intelligences consider many more *Learner Styles*.

NB: This is **NOT** the correct order.

Show this slide to participants and ask them to work in pairs or individually to match the *Learner Type* to the activities these people may enjoy.

Allow about 5 minutes. There is space in the *Seminar Three Fact Pack* for them to make these connections. Ask them to do it now **in pencil**. There is no need to feedback now. We will come back to this after we have looked at the intelligences in more detail.

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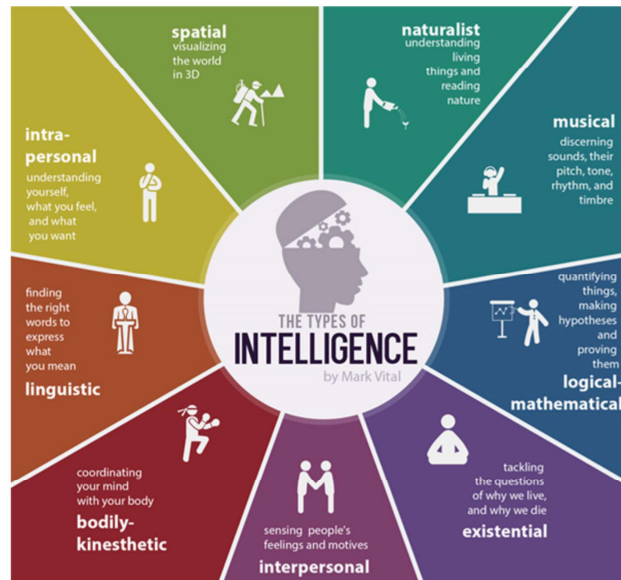
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Multiple Intelligences



Go through the different types fairly quickly (they are pretty self-explanatory) – give language support where necessary.

Image: <http://fundersandfounders.com/wp-content/uploads/2014/03/9-types-of-intelligence-infographic.png>

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Naturalistic	Outdoor experiences, plants, pets, bugs, classifying natural objects, environmental topics.



This is the solution to the previous grid. Ask participants to check the solution they noted in their *Fact Pack* and complete **in pen**. Check through the answers.

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Learner Styles Getting started...

- There are numerous *Learner Style* tests online.
- Choose one that is appropriate for your students (level/age).
- You might prefer for your students to take the test in their mother tongue – the results will be the same.
- Set this test as a homework and ask them to take a screenshot of the results and email it to you – that way you know they've done it!



NB: There are no *Learner Styles* questionnaires included in the PPT or the *Fact Pack* this is because there are hundreds available on the net which give instant results. Participants should select ones which are apt for the L2 level of their students. I ask my students to take these tests online for homework. They screenshot their results and email them to me. This saves on class time and allows them some independent study using authentic sites. Teachers should give them guidelines for their searches, e.g.: *VAR learner styles test ESL*

Learner Styles

Use it!

- Have a number of boxes/buckets/envelopes in your classroom with the different *Learner Style* symbols on them.
- Place extension activities with tasks specific for each *Learner Style* in the sections.
- Once students have completed their classwork invite them to choose an activity from their section.



If you are able to differentiate the whole lesson – even better!



Above is a way to start using specific activities.

‘Extension activities’ are tasks which are completed once the main lesson is finished. These are mostly for fast finishers or stronger students, so teachers should make sure that even weaker students get the chance to do this, otherwise they may feel overlooked.

However this method can be used with mini-activities or whole projects. Teachers could introduce an idea/concept (e.g. ‘medieval medicine’) and then allow students to study or develop the project/idea according to their specific *Learner Styles*.



In Conclusion

- Testing your students for their *Learner Style* can be done even if you don't intend to use it every lesson.
- It is beneficial to have this information, particularly if a student is finding something difficult or becoming disruptive.
- Students can work in groups according to their *Learner Style*.
- Students can choose tasks/study methods which maximise their *Learner Style*.
- Make sure that students take a *Learner Style* questionnaire which is suitable for their ability/age.





Any Comments?





THANK YOU FOR LISTENING



LANGUAGE POINT
International Education Group