



Spotlight on learning styles has shed light on three specific learning style models and their importance for successful teaching and learning. Now that the fundamentals have been explored, we can begin to take action and apply this knowledge.

- 

Spotlight on strategies leads both you the teacher, as well as your learners, on a journey of discovery. By doing the Checklists and then checking your answers against the Keys, you can begin to put together your individual learning profile. Examining the characteristics – and the strategies both for learning and for teaching suggested for each model – will offer you further insight into your unique way of processing information and reflecting on what you do in order to learn. As this is a constant process, becoming aware of your style will allow you to observe yourself and your learners, gaining knowledge as you progress on each step of the way.
- 

The VAK model of multi-sensory instruction has become part of the curricula for a number of teacher training programmes worldwide. This type of teaching was used successfully with younger children by educators such as Dr Maria Montessori, but there is no reason why this type of teaching cannot continue with older and adult learners. Our styles are set early on but we learn to adapt as we get older, and most learners would agree that being comfortable in a class is motivating and provides a reason to go come for more and continue taking an active part.
- 

The Global-Analytic model deals with the cognitive processing of information. As it is completely independent from the VAK model, it adds another layer to the learning style profile and may clarify why certain aspects of the learning process are easier for some learners than for others. The activities help us to offer strategies to learners who have been feeling overwhelmed – due to materials being presented in a way they were having trouble grasping. Showing them *alternatives* can set the basis for more self-confidence, leading to better performance and creating a cycle of success rather than failure.
- 

The Mind Organisation model helps us to understand our own behaviour as well as the behaviour of our learners, and gives insight into both – and the resulting actions that manifest themselves in the classroom. For teachers, and for the learners themselves, finding out how they approach tasks can be enlightening. Understanding *why* someone needs a particular ‘method’ can help us to be more tolerant towards those who are very different.

These, then, are the directions in which we shall be going in Part B.



The activities

The activities in Chapters Two, Three and Four are presented in such a way as to make them user-friendly and easy to implement in a variety of teaching situations:

Strategy

The specific strategies inherent in each individual activity are very briefly described, to explain at a glance the objectives of the activity.

Spotlight on style

The individual styles for which the activities have been designed are marked clearly, while the final activities in each chapter have elements of *all* the styles within each model.

Spotlight on language

This will help you in planning your lessons or prepare you for practising particular lexis or grammar.

Set-up

Some activities require a certain amount of preparation or materials. You will see immediately if you need to bring something with you, to photocopy and cut up materials for the learners, or prepare questions or topics before the lesson.

Steps

The procedure for each activity is spelled out 'step by step'. Following the icon , you will find suggestions for extending the activities. These can include homework, portfolio work, stretching the activity to appeal to other learner types, or reviewing what has been accomplished.

Style spectrum

A Spectrum is provided for every activity and shows the aspects of the activity with regard to *other* learner styles. Beyond its principal focus, it can be helpful to see what makes an activity more diverse – in order to include and appeal to learners of other styles. For example:

- For the **VAK** chapter, aspects of the activities which the other VAK learner types would find appealing are listed, as well as the elements for global or analytic learners.
- In the **Global-Analytic** chapter, the three basic VAK styles are mentioned, as well as the *other* global/analytic learner type (the one *not* under the spotlight) – except in the mixed section, where both the global *and* analytic elements are pointed out.
- For the **Mind Organisation** chapter, the Spectrum includes only the Mind Organisation styles, as both *perception* and *processing* are incorporated already within the model.

It is important to remember that these are *general* comments regarding these learner types and apply to *general* teaching and learning situations – although the comments in the Spectrum directly relate to the activity which they describe.



The outcomes

It is also important to bear in mind that learners may react in different ways to an activity, and the outcome could be different from what you are expecting. For example:

- Some learners may want to make notes in order to solve the logic puzzles which are planned as auditory activities, or they may connect a particular sentence with a particular person and remember things in that way, rather than concentrating solely on what they have heard.
- In some of the mixed activities, such as the guessing game *Animal, vegetable, mineral*, some learners may tend to rely more heavily on adjectives that describe what something looks like, while others may go for the purpose of the item or the feeling it gives them.
- There are several activities dealing with a similar topic, such as 'planning a trip'. However, these have been specifically designed in such a way that the methods used by the learners – and the outcomes – are different.

Some of the activities were discovered in professional development seminars or in other published materials, and have been adapted to suit the learning styles and then extensively tried and tested – with varying outcomes. (Acknowledgements have been given when the sources were clear but, in some cases, it has not been possible to identify the original inspiration for the activities.)

The main premise of *Spotlight on Learning Styles* and the activities that follow is to engage the learners so that they actually 'forget' they are speaking a foreign language.

When learners become involved in solving a puzzle, when they work together to achieve an aim or just have fun playing a game, when they respond to strategies which make them feel comfortable because they appeal to their particular strengths ... they have the chance to 'lose themselves' and react spontaneously.



The next step

Chapter One, opposite, gives you the opportunity to know your own style and the styles of your learners – by means of three checklists (which can be conducted, if necessary, in the learners' mother tongue).

Doing these three questionnaires – and discussing the characteristics of the styles and then reflecting on the learner and teacher strategies suggested – should allow you to get off to a flying start.

Jigsaw listening

Strategy

Completing a text by listening to information.

Spotlight on style

Auditory

Spotlight on language

Mixed language, depending on the topic

Set-up

Prepare a text that practises the grammar, vocabulary or a particular topic you would like to discuss. Write a version for Learner A and a version for Learner B, leaving different gaps (of several words together) in each version. Make copies.

Steps

- Put the learners into pairs and give them their texts.
- Tell them they have to complete their texts by talking to their partners:
 - They try to find out their missing elements.
 - To do this they can ask their partners questions.
- They work together to complete their texts.
- Write several comprehension questions on the board, then ask the learners to answer these orally.
- Discuss the text and clarify any questions they may have.

You can give half the class *one* text and the other half a *different* text.

- Ask them to write a summary of their texts in small groups.
- The learners have to find someone who had the other text.
- They sit together and listen to the summary. Encourage them to ask questions about it.
- The learners who heard the summary then take turns telling the class about the text they heard.
- When all the groups have finished, give out the texts the groups did not have, and ask them to read them and compare them with the summaries they wrote.
- Discuss any questions which come up.

Style spectrum

- Reading a text is visual.
- Working with a partner is kinaesthetic emotional.
- Writing in the answers is kinaesthetic motoric.
- Helping a partner is global.
- Filling in gaps accurately is analytic.

Emotional objects

Strategy

Finding an emotional connection to an object and discussing its future use, for others to guess what it is.

Spotlight on style

Kinaesthetic emotional

Spotlight on language

The language of emotions; adjectives; *going to* future

Set-up

Bring several objects or photos of objects to class. These can be small soft toys, a special pen or pencil, a CD, a book, a theatre or concert ticket, a train ticket, an apple, etc.

Steps

- Put the learners into pairs, or groups of three to five.
- Give each pair or group an object or a photo of an object. They should keep it secret.
 - They have to find emotional adjectives *to describe* the object.
 - They then have to decide, as a group, what they are *going to do* with the object in the future.
- When they have finished, they say the adjectives out loud and tell the others what they are going to do with the object.
- The others have to guess what the object is. Encourage them to use modals by expanding the responses to include '*It could be*' or '*It might be*' when guessing.

The statements could be followed up by asking:

- Would the other learners use the same adjectives to describe the object?
- Would they use it in the same way?

This can lead to an interesting discussion about perceptions and personal preferences.

The learners can write an emotional description of an object, and ask the others to guess what it could be.

Style spectrum

- Looking at the items is visual.
- Sharing ideas aloud is auditory.
- Handling a photo or object is kinaesthetic motoric.
- Being allowed to choose adjectives is global.
- Finding ways to use something is analytic.

Do you want to bet?

Strategy

To work with a partner to find mistakes in a text.

Spotlight on style

Analytic

Spotlight on language

Phrasal verbs, dependent prepositions; mixed tenses, modals

Set-up

Create a text with mistakes. This can be done by using examples that the learners have written and compiling a list with the most common mistakes. See below for some examples of mistakes and the instructions for the activity.

Steps

- Give each learner a copy of your list and explain the instructions.
- Tell them to follow the instructions in pairs.
- When they have finished, go over the answers in open class.

- Award the points.
- Ask the learners *why* particular words were wrong. For example:
 - preposition missing in phrasal verb
 - wrong tense
 - verb not agreeing with noun

The learners can write the text out correctly at home.

They can also be asked to keep a list of common mistakes to use in their future writing endeavours. See *The perfect page* on page 88.

Sentence	Correction	Points bet	Points won	Points lost	Total
1 I slept long this morning.					
2 Can you borrow me your pencil?					
3 What means this word?					
4 I am here since January.					
5 Went he home early?					
6 If I would see her, I would tell her.					
7 I am going to my class every day.					
8 He remembers me of my brother.					
9 I am interesting in that film.					
10 I have known him since many years.					

GRAND TOTAL:

Instructions

Work with a partner and look at the sentences.

Find the mistakes and correct them.

You can bet 10, 20, 30, 40 or 50 points that your corrections are the right ones:

- If you are right, you will be awarded the points you bet.
- If you are wrong, you will lose them.

Start correcting!

Style spectrum

- Checking a text for errors is analytic.
- Reading a text is visual.
- Deliberating aloud is auditory.
- Circling, underlining or crossing out words is kinaesthetic.

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

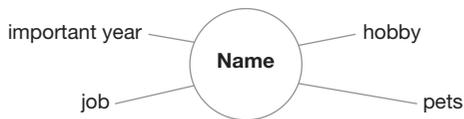
Flexible Friend

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.

What we have in common

Strategy

The learners work with a partner to find things they have in common.

Spotlight on style

Flexible Friend

Spotlight on language

Free-time activities; likes and dislikes; goals; gerunds

Set-up

You need to make copies of the stem sentences below.

Steps

- Put the learners into pairs and give each one a copy of the stem sentences:
 - We both ...
 - Neither of us has ...
 - Our families ...
 - Our plans for the future include ...
 - We hope to ...
 - Both of us enjoy ...
 - Both of us dislike ...
 - Neither of us likes to ...
 - If we could, we would ...
- Ask them to talk to their partners and fill them out.
- To find out which pairs had the most in common, they read some of the statements aloud. Do others in the class have the same things in common?



Rather than giving out a prepared set of sentences, the learners can be put into pairs to find five things they have in common.

- Give the pairs five minutes for this activity and tell them that, once they have found five things, they can continue to see how many *other* things they have in common.
- Remind them that they can talk about things in the past, present or future, hobbies, likes, dislikes, free-time activities, etc.

Style spectrum

- Getting details is something Expert Investigators enjoy.
- Organising their time is something Power Planners enjoy.
- Having freedom to find commonalities is something Radical Reformers enjoy.

The department store

Strategy

The learners roleplay shopping in a large store.

Spotlight on style

Mixed

Spotlight on language

Everyday items; departments in a big store

Set-up

You need blank cards on which you write several shopping situations (you need a birthday present, clothes for a job interview, things to take on a two-week cruise to Asia, for a surprise party for someone in your office, etc). Find photos of various items found in department stores (in adverts or catalogues, etc). You also need additional blank cards.

Steps

- Ask the learners to name departments in large stores.
- The departments that will be used in the game are then written on cards and placed around the classroom.
- Sort the items into the correct department. If there are no prices on the photos, the learners have to price them.
- Several learners will be *salespeople*, the others *shoppers*.
 - The shoppers are given a limit of money and a situation card, and told to make a list and buy what they think will be most appropriate, unusual or fun.
 - The salespeople try to sell as much as they can and keep track of their sales, while the shoppers try to keep within their limit – but buy everything they need.
- A final debriefing includes the items that were bought – and why they were bought.

The salespeople can elaborate on what they could have sold but didn't have in stock. The buyers can explain why they bought one item but not another. This can be done orally or in writing.

Style spectrum

- Talking to others is something Flexible Friends enjoy.
- Deciding what an item costs is something Expert Investigators enjoy.
- Making a list is something Power Planners enjoy.
- Looking for unusual or fun items to buy is something Radical Reformers enjoy.

Our type of trip

Strategy

The learners work in their style groups and plan an activity.

Spotlight on style

Mixed

Spotlight on language

Travel words; tourist sights

Set-up

You need to know the preferred Mind Organisation styles of your learners. You will also need a flipchart, paper and pens.

Steps

- Put the learners into groups according to their preferred Mind Organisation style.
- Tell them that they have to plan an overnight trip to some place that is interesting for the class.
 - Give them a budget, and explain that they need to stay within it. They may need to do some research for this.
 - Give each of the groups a piece of flipchart paper, pens and a time limit of 15–20 minutes to plan.
- Ask each group to present their ideas to the class.
- The class choose one of the destinations and give their reasons for their choice.

You can 'debrief' after this activity – to find out how the groups went about their planning. For example:

- How did the group decide where to go?
- How did they organise the trip?

Comparing the different styles of organisation:

- Did the different groups work in different ways?
- Did they go about the task in a similar way?

Working together:

- How could the ideas be combined into one plan?
- Which compromises would they need to make?

Style spectrum

- Collaborating is something Flexible Friends enjoy.
- Determining details about finances is something Expert Investigators enjoy.
- Organising an activity is something Power Planners enjoy.
- Thinking up something interesting to do is something Radical Reformers enjoy.