

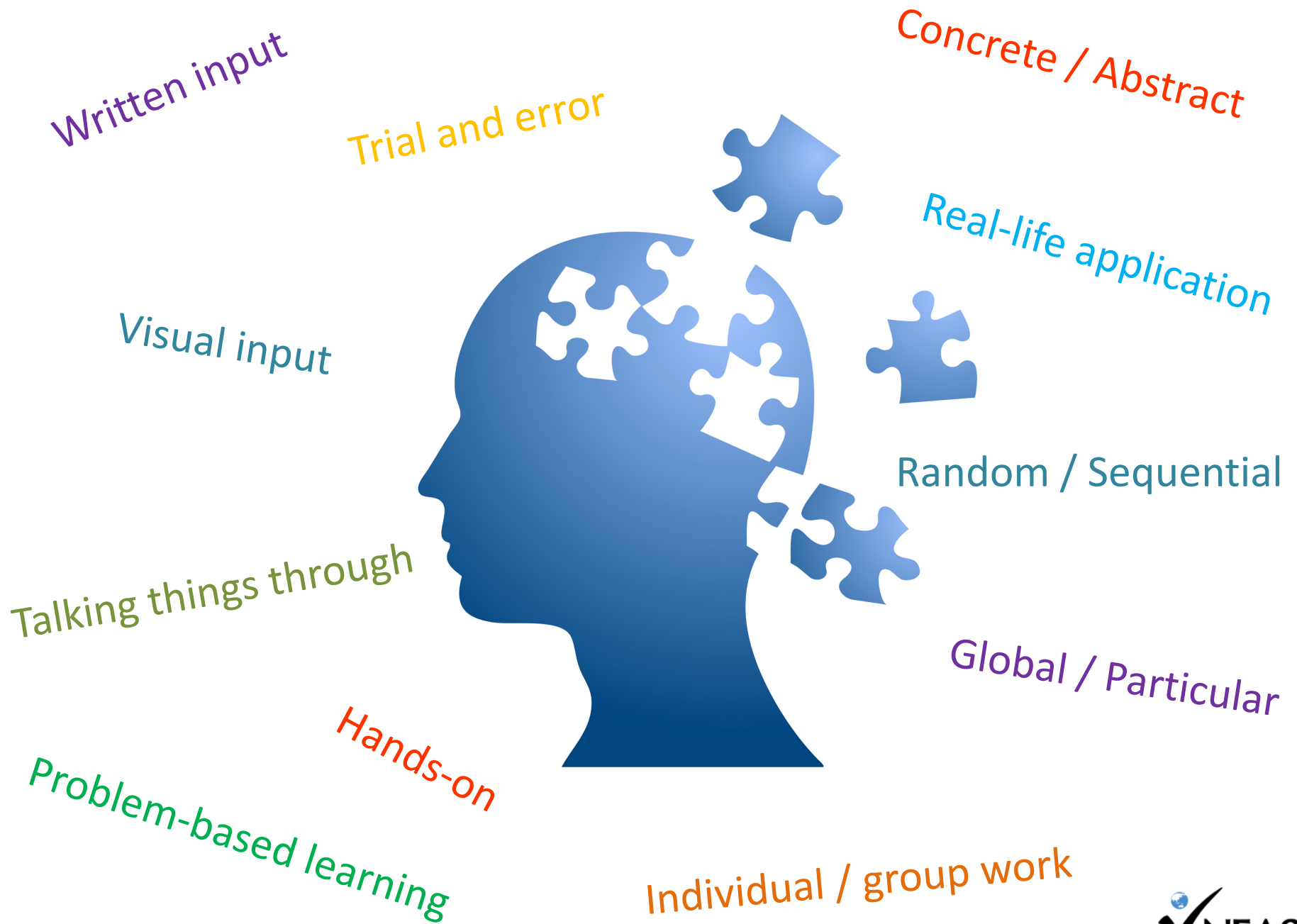


Learner Preferences

Implications for 21st century English language learners

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Workshop objectives

- Discuss significance of learning style preferences for English language learning
- Explore and share practical teaching approaches
- Consider strategies for students

Learning styles

*“The composite of characteristic **cognitive, affective, and physiological factors** that serve as relatively stable indicators of how a learner perceives, interacts with, and responds to the learning environment.”*

Keefe, J.W. (1979) Learning style: An overview. NASSP's *Student learning styles: Diagnosing and proscribing programs* (pp. 1-17). Reston, VA. National Association of Secondary school Principles.

*“There are arguably at least two self-evident 'truths' about effective teaching and learning in the classroom. The first is that an individual pupil's approach to learning is central to educational achievement. The second is that **a teacher's awareness and response to this approach is equally crucial for success in the classroom.**”*

Banner, G. & Rayner, S. (2000) *Learning language and learning style: principles, process and practice*. Language Learning Journal, 21, 37-44.

Fleming's VARK model

- teacher's body language / facial expressions
- diagrams & videos
- mind maps
- illustrated textbooks
- visualiser / overheads
- colour



Visual

- verbal instructions
- discussions
- talking things through
- voice tone / pitch / speed
- group work



Aural /
Auditory

- hands-on
- cut-up activities
- role plays
- standing/sitting work stations
- regular breaks
- excursions
- typing
- real-life relevance, e.g. case studies / scenarios



Kinaesthetic

- text-based input / instructions
- handouts
- lists
- bullet points
- dictionaries & thesauri



Read / Write

Honey & Mumford's model

- brainstorming
- problem solving
- group work
- puzzles
- competitions
- role-play
- leaders
- Interactive



Activist

- group / pair discussions
- individual work
- self analysis
- time out
- observing activities
- feedback
- multiple perspectives



Reflector

- time to think about how to apply learning in reality
- case studies
- problem based learning
- group discussion
- trial and error



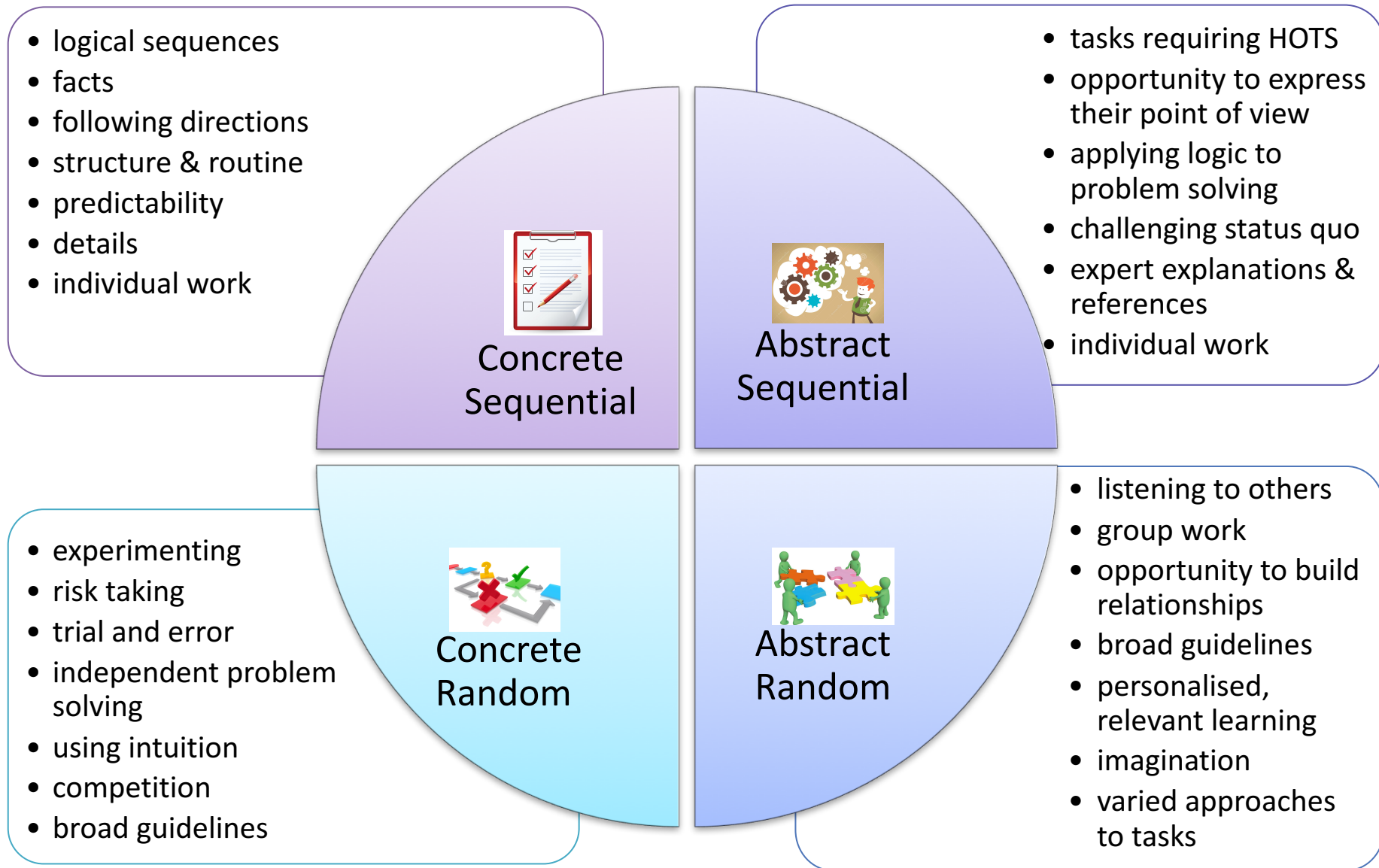
Pragmatist

- logical, sequential steps
- facts
- models
- statistics
- stories
- background information



Theorist

Gregorc's model



Activity

- Novice teachers are about to begin teaching an EAP course with new students.
- The students have completed a questionnaire in order to identify their preferred learning styles based on your given model, and it is clear that there are a range of learner preferences in the class.
- Master teachers must explain the characteristics of the model to the novice teachers and help them identify strategies to cater for each learning style for the task provided.

Outcome

ALTE L4 Reading:

Can understand complex opinions/arguments as expressed in serious newspapers

Discussion

Learning style

*“Because language learning is largely an autonomous activity, **promoting learner autonomy is vitally important**. It involves helping learners learn how to learn and equipping them with the strategies necessary to self-direct their own learning.”*

Kumaravadivelu, B. (2009) *Understanding Language Teaching; From Method to Postmethod*. New York: Routledge

VARK Study Tips Resource

Online questionnaires

VARK Questionnaire

<http://vark-learn.com/>

H&M Learning Styles Questionnaire

<http://resources.eln.io/honey-mumford-learner-types-1986-questionnaire-online/>

Gregorc Style Delineator

<http://www.quibblo.com/quiz/9lkj3YT/What-Learning-Type-Are-You>

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