

Learning styles match

Trainer's notes

Aims	To familiarise trainees with different learning styles To practise identifying suitable activities for particular learning styles
Syllabus area	Learner characteristics
Timetable fit	For use as input or consolidation work on learning styles
Interaction pattern	Group work
Timing	30 minutes
Materials needed	One set of learning styles cards (1.7A) for each group One set of activity cards (1.7B) for each group

Instructions

1. Divide the class into groups of four. Hand out a set of learning styles cards to each group. Have each group match each learning style to its definition.
2. Check answers as a whole group.
3. Explain that you are going to give each group another set of cards with activities described on them. Explain that for each activity the students should make a note of which learning style(s) the activity would be suitable for. Have one student in each group make notes.
4. When the groups have finished, have trainees walk around the classroom looking at the other groups' answers and noticing any differences.
5. Lead feedback on any discrepancies and different choices. To give trainees a written record, hand out a copy of the complete worksheet (1.7B) for them to note the answers on.
6. Have trainees identify their own learning styles by placing their finger(s) on the card(s) which they most identify with. Ask a couple of volunteers to explain their choices, e.g. *I'm a visual learner as I need to see words and phrases written down before I can memorise and use them, but I also learn well in groups. I lose motivation if I have to study too much on my own!*
7. Finally, elicit which learning style this activity most appeals to (visual, group).

Answer key

Learning styles

visual learners: students who learn well through seeing

auditory learners: students who learn well through hearing

kinaesthetic learners: students who learn well when moving their bodies

group learners: students who learn well working with other people

individual learners: students who learn well when working alone

reflective learners: students who learn well by thinking things through

impulsive learners: students who learn well by reacting quickly

Activities and learning styles

- A. group
- B. group, auditory, impulsive
- C. auditory, impulsive
- D. reflective, group
- E. visual, reflective, group
- F. individual, visual, reflective
- G. visual, impulsive
- H. impulsive, kinaesthetic, auditory
- I. individual, auditory
- J. reflective, individual
- K. individual, visual
- L. reflective, visual, individual
- M. kinaesthetic, group, impulsive
- N. auditory, visual, individual
- O. kinaesthetic, auditory, group
- P. kinaesthetic, auditory

Learning styles match

Learning styles cards



students who learn well
through hearing

students who learn well
through seeing

students who learn well when
moving their bodies

students who learn well when
working alone

students who learn well
working with other people

students who learn well by
reacting quickly

students who learn well by
thinking things through

AUDITORY
LEARNERS

VISUAL
LEARNERS

KINAESTHETIC
LEARNERS

INDIVIDUAL
LEARNERS

GROUP
LEARNERS

IMPULSIVE
LEARNERS

REFLECTIVE
LEARNERS



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Activity cards

A

Creating a class newspaper with a group of friends

B

Telling and listening to jokes with the teacher and whole class

C

Recording voice messages on classmates' mobile phones; receiving and responding to other students' messages

D

Thinking back over a task conducted in L2 to recall new or problematic language the class would like the teacher to help with

E

Making a class list of ten important spellings to learn this month

F

Working alone, students find example sentences in the dictionary for new items of vocabulary, and copy them into own exercise books

G

Chatting on an internet website with learners from other countries

H

In pairs, making the letter shape with your bodies as the teacher calls out various alphabet items one after the other

I

Listening to model/own pronunciation on a website

J

Keeping a daily journal at the end of each class

K

Reading a graded reader at home and doing comprehension exercises

L

Receiving written feedback from the teacher on the content and language in a recent oral presentation

M

Doing a treasure hunt challenge in teams around the school grounds

N

Watching an L2 film with L1 subtitles

O

Singing and dancing to an action song, e.g.
The Hokey Cokey

P

Walking and stamping the sentence stress for a new phrase