

Teaching Techniques for Major Learning Styles

Auditory Language

These students learn from hearing words spoken. They may vocalize or move their lips or throat while reading, particularly when striving to understand new material. They will be more capable of understanding and remembering words or facts that could have been learned only by hearing.

This kind of learner benefits from lecture, rote oral practice, class discussion, or listening to audio recordings. The student could record the tutoring session for later review. Teaching another student or conversing with the teacher might be helpful too. Working in groups of two or more, playing games, or doing interactive activities can also provide the needed sound of words being spoken.

Auditory Numerical

These students learn from hearing numbers and oral explanations. Remembering telephone and locker numbers is easy for them, and they may be successful with oral number games and puzzles. You might notice these students can do well without a math textbook in front of them or will say numbers out loud while reading. Also, don't be surprised if they can work problems in their heads.

This type of learner benefits from listening to math sound tapes, working with another person, or talking about a problem. Tutoring another student or delivering an explanation to a study group or the instructor might also help. Make sure pertinent facts are spoken.

Auditory-Visual-Kinesthetic Combination

These students learn best by experience, doing, and self-involvement. They profit from a combination of stimuli. The manipulation of material, along with accompanying sight and sound (words and numbers seen and heard), will aid their learning. This kind of student may not seem to understand, concentrate, or work unless totally involved and instead will seek to handle, touch, and work with what's being learned.

Expressiveness-Oral

This student gives better oral reports than written ones. Whether in conference, small group, or large group, these students should be evaluated more by what they say than what they write. Reports can be on tape to save class time. Demand a minimum of written words, but of good quality, and the tutor can ignore the basics of composition and legibility. Grammar can be corrected orally but is best done at another time.

Expressiveness-Written

This kind of student needs to be allowed to write reports, keep notebooks and journals for credit, and take written tests for evaluation. Oral transactions should be under relaxed conditions, perhaps mainly in a one-on-one conference.

Kinesthetic-Tactile

These students must be given more than just an ordinary reading or math assignment. Group them in teams or pairs and then find an activity to relate to the assignment. You can also try accompanying an audio tape with instructional pictures and objects or with an activity, such as drawing, writing, or physical movement.

Social-Individual

This student needs to be allowed to do important learning alone. Let him or her go to the library or a corner of the room to be alone. Don't force this kind of student into group work. Some great thinkers have been loners.

Social-Group

This kind of student needs to learn with someone else. The stimulation of the group may be more helpful at certain times in the learning process than at others. Find ways to fulfill this need.

Visual Language

These students learn well from seeing words in books, on the chalkboard, as part of charts, or in workbooks. They may even write down words that are given orally in order to learn by seeing them on paper. This type of learner remembers and uses information better after reading it.

This student benefits from a variety of books and other written materials on several levels of difficulty. Given time alone with a book, he or she may learn more than in a group. Make sure important information has been given on paper or that the student takes notes.

Visual Numerical

These students must see numbers on the board, in a book, or on paper in order to work with them. They are more likely to remember and understand math facts when they are presented visually but don't seem to need as much oral explanation.

This kind of student will benefit from worksheets, workbooks, and texts. Give a variety of written materials and allow time to study them. In playing games and being involved in activities with number problems, make sure the numbers are printed. Important information should be given on paper.

Learning Styles Score Sheet

Student: _____ Date: _____

Ask your student the questions on the Learning Styles Instrument, using a scale of “1” for strongly disagree to “4” for strongly agree; then enter the numbers for each answer in the blanks provided below. Add the numbers together for the total and multiply the sum times 2 to get the score for each learning style.

Visual Language

5. ____ 13. ____ 21. ____ 29. ____ 37. ____ Total ____ x 2
= ____

Social-Individual

4. ____ 12. ____ 20. ____ 28. ____ 45. ____ Total ____ x 2
= ____

Auditory Numerical

7. ____ 15. ____ 23. ____ 31. ____ 39. ____ Total ____ x 2
= ____

Visual Numerical

9. ____ 17. ____ 25. ____ 33. ____ 41. ____ Total ____ x 2
= ____

Social-Group

8. ____ 16. ____ 24. ____ 32. ____ 40. ____ Total ____ x 2
= ____

Kinesthetic-Tactile

1 ____ 18. ____ 26. ____ 34. ____ 42. ____ Total ____ x 2
= ____

Auditory Language

3 ____ 11. ____ 19. ____ 36. ____ 44. ____ Total ____ x 2
= ____

Expression-Oral

6. ____ 14. ____ 22. ____ 30. ____ 38. ____ Total ____ x 2
= ____

Expressiveness-Written

2. ____ 10. ____ 27. ____ 35. ____ 43. ____ Total ____ x 2
= ____

Score

33-40

20-30

5-20

Learning Style Rank

student's major method for learning

student's minor method for learning

negligible use by student

Learning Styles Instrument

1. When I make things for my studies, I remember what I have learned better.	4	3	2	1
2. Written assignments are easy for me to do.	4	3	2	1
3. I learn better if someone reads a book to me than if I read silently to myself.	4	3	2	1
4. I learn best when I study alone.	4	3	2	1
5. Having assignment directions written on the board makes them easier to understand.	4	3	2	1
6. It's harder for me to do a written assignment than an oral one.	4	3	2	1
7. When I do math problems in my head, I say the numbers to myself.	4	3	2	1
8. If I need help in a subject, I will ask a classmate for help.	4	3	2	1
9. I understand a math problem that is written down better than one I hear.	4	3	2	1
10. I don't mind doing written assignments.	4	3	2	1
11. I remember better the things I hear than the things I read.	4	3	2	1
12. I remember more of what I learn if I learn it when I am alone.	4	3	2	1
13. I would rather read a story than listen to it read.	4	3	2	1
14. I feel like I talk smarter than I write.	4	3	2	1
15. If someone tells me three numbers, I usually can add them correctly without writing them down.	4	3	2	1
16. I like to work in a group because I learn from the others in my group.	4	3	2	1
17. Written math problems are easier for me to do than oral ones.	4	3	2	1
18. Writing a spelling word several times helps me remember it better.	4	3	2	1
19. I find it easier to remember what I hear than what I read.	4	3	2	1
20. It is more fun to learn with classmates at first, but it is hard to study with them.	4	3	2	1
21. I like written directions better than spoken ones.	4	3	2	1
22. If homework were oral, I would do it all.	4	3	2	1
23. When I hear a phone number, I can remember it without writing it down.	4	3	2	1
24. I get more work done when I work with someone.	4	3	2	1
25. Seeing a number makes more sense to me than hearing a number.	4	3	2	1
26. I like to do things like simple repairs or crafts with my hands.	4	3	2	1
27. The things I write on paper sound better than when I say them.	4	3	2	1
28. I study best when no one is around to talk or listen to.	4	3	2	1
29. I would rather read things in a book than have the teacher tell me about them.	4	3	2	1
30. Speaking is better than writing if you want someone to understand what you really mean.	4	3	2	1
31. When I have a written math problem, I say it to myself to understand it better.	4	3	2	1
32. I can learn more about a subject if I am with a small group of students.	4	3	2	1
33. Seeing the price of something written down is easier to understand than having someone say it.	4	3	2	1
34. I like to make things with my hands.	4	3	2	1
35. I like tests that call for sentence completion or written answers.	4	3	2	1
36. I understand more from class discussion than from reading about a subject.	4	3	2	1
37. I remember the spelling of a word better if I see it written down than if someone spells it aloud.	4	3	2	1
38. Spelling and grammar rules make it hard for me to say what I mean in writing.	4	3	2	1
39. Saying the numbers of a problem out loud makes it easier to work out.	4	3	2	1
40. I like to study with other people.	4	3	2	1
41. When a teacher says a number, I really don't understand it until I see it written down.	4	3	2	1
42. I better understand what I have learned when I'm involved in making something for the subject.	4	3	2	1
43. Sometimes I say dumb things, but writing gives me time to correct myself.	4	3	2	1
44. I do well on tests if they are about things I hear in class.	4	3	2	1
45. I can't think as well when I work with someone else as when I work alone.	4	3	2	1

