

Styles of Learning

VISUAL Learners

- Recall words after seeing them a few times.
- Prefer directions that are written.
- Can concentrate on visual tasks despite visual distractions.
- Remember and understand words accompanied by pictures and graphs.
- Discriminate between letters that look alike (m/n) and words that look alike (full/fill)
- Do not confuse the order of letters (stop/spot)

Implications for tutoring:

For a visual student, use written instructions, not just oral ones. A Language Experience story may work better than phonics. Use pictures and charts, if possible, and make pictures out of words or letters.

AUDITORY Learners

- Recall words after hearing them a few times.
- Prefer oral instructions.
- Can concentrate on listening despite auditory distractions.
- Use appropriate vocabulary and sentence structure.
- Discriminate between words that sound alike (cat/cot) and letters that sound alike (t/d).
- Blend sounds quickly to form words.
- Can retain the story line while sounding out words.

Implications for tutoring:

Use tapes, radio, discussions, and verbal explanations with an auditory learner. Read aloud to student. Tapes of words may be better than flash cards. Echo reading may help. Have student listen to a tape of a book while reading it. Give oral instructions, not just written ones.

KINESTHETIC Learners

- Recall words after writing them a few times.
- Move smoothly, rhythmically, and freely.
- Recall words from signs seen on a trip.
- Recall words more easily when walking or pacing.
- Remember the feelings of a story better than the details.

TACTILE Learners

- Recall words after typing them a few times.
- Excel at crafts such as sewing or making models.
- Hold a pen or pencil correctly.
- Write legibly and proportionately.
- Recall words after touching the object they represent or using them in a game.

Implications for tutoring:

Students with strong tactile and kinesthetic skills may benefit by using Scrabble® tiles, alphabet cut-outs (made of wood, sandpaper, or textured material), or lettered dice to make words. Games that let the student identify the answer by manipulating, rather than saying it, may help. Computers and the Language Experience story are excellent tools.