

Learning Styles Diagnostic Assessment Entry 1+

Group Tutorial Activity (45 mins - 1 hour)

Four different learning styles are considered in this assessment:

1. Visual
2. Auditory
3. Kinaesthetic
4. Independent

Contents

- Learning Styles explanation.
- Lesson activities and learning style chart.
- Tutorial lesson plan (2 pages).
- Lesson activities OHP sheet.
- Activity cards - cut up for learners working alone (need multiple sets)
- Pair work interview sheet.
- Group discussion record sheet.
- Class learning styles diagnostic assessment record sheet.

Learning Styles Explanation

Visual learners

A visual learner likes to see things on the whiteboard, have pictures on the classroom walls, use visual aids and take lots of notes. They like to see things in colour. They will often have well presented work.

Auditory learners

An auditory learner likes lots of verbal instructions and will listen a lot during lessons. They like the use of a cassette player, and enjoy discussions. They will pay a lot of attention to other students' opinions.

Kinaesthetic learners

A kinaesthetic learner likes to move around for activities. They like group activities and coming to the front to put things on the board to demonstrate what they have learnt.

Independent learners

An independent learner likes to work alone and try things for themselves. They like to write things down to practise new ideas, and will write things down several times to reinforce learning.

Lesson Activities and Learning Style chart

Lesson Activity	Style
Copying from the board (writing)	visual
Reading handouts from the teacher	visual
Answering questions (speaking)	auditory
Working with a partner (speaking)	auditory
Working in a group (3-4 students)	kinaesthetic
Working with the whole class	kinaesthetic
Working on my own	independent
Doing worksheets (writing)	independent

ESOL TUTORIAL LESSON PLAN

Name	Level	Date	Timing
	Entry 1 +		45 minutes - 1 hour

Aims

To assess Entry 1 learners learning styles: visual/ auditory/ kinaesthetic/ independent.

Objectives

(Before lesson set up 3 styles of classroom organisation around the room: individual, pairwork, group work.)
Explain the lesson activities that are the focus of the assessment by whole class presentation.
Explain learners need to choose the types of activities they like and don't like.
Learners choose their preferred method, by going to that area of the room.
Record the findings on a Record Sheet.

Resources/Materials

- Lesson Activities OHP sheet.
- Activity cards to be put in preferred order (multiple sets).
- Pair-work interview sheets.
- Group discussion record sheet.
- Class learning styles diagnostic assessment record sheet.

Differentiation/anticipated problems

Learners may be unsure how to choose their preferred method and may be influenced by classmates. Encourage independent thinking.

Dealing with lateness and other issues

Ask late learners to sit down. Don't disrupt class by talking to them when they arrive; talk to them at the first break.

Learning Styles Diagnostic Assessment

LESSON ACTIVITIES

Classroom preparation	Curriculum reference	Timing
<p>If possible, before the lesson set up 3 areas for students to work:</p> <ol style="list-style-type: none"> 1. individually (single table + 1 chair) 2. in pairs (single table + 2 chairs) 3. in groups of 3 or 4 (2 tables together + 4 chairs) 		15 mins
<p>Setting lesson objectives Introduction: explain people learn in different ways. Elicit if they prefer to watch the television, listen to the radio or read a book (probably a first language knowledge based question).</p>	Lr/E1.1d	5 mins
<p>Other activities</p>		Timing
<p>Show Lesson Activities OHP sheet.</p> <p>Explain the lesson activities one by one that are the focus of the assessment by whole class presentation. Give clear examples.</p> <p>Ensure all learners understand each activity by using concept checking questions.</p>	Rs/E1.1a Lr/E1.1d	10 mins
<p>Explain they need to choose the types of activities they like most and those they don't like. NOT what they are good at.</p>		
<p>Show them the different areas of the room and let them know they are free to choose to work individually, in pairs, or in a group.</p> <p>Encourage learners to look at each area to help them decide.</p> <p>Explain what they would have to do in each area.</p>		10 mins
<p>Learners choose their preferred method, by going to that area. Set a time limit of 15 minutes for the task.</p>		
<p><u>Individual:</u> Use activity cards and put in personal preference order showing their personal favourite to least favourite.</p>	Rs/E1.1a	15 mins each
<p><u>Pair work:</u> Interview their partner by asking questions and recording answers with ticks on an interview sheet.</p> <p>Then ask partner to give a number for each activity. 1 =favourite and 8 = least favourite. <i>Explain they must use all numbers 1-8; not 5 x 1, etc.</i></p>	Sd/E1.1c Sc/E1.3c Ww/E1.2b	
<p><u>Group work:</u> Groups of 3 or 4 learners discuss each Lesson Activity. After the discussion, they write their names on the Group Discussion Record Sheet and give a number for each activity. 1 = favourite and 8 = least favourite.</p>	Sd/E1.1c Sd/E1.3c Ws/E1.2b	
<p>Post task: class feedback.</p>	Sc/E1.4a	5 mins
<p>After the lesson: Record the findings on a Record Sheet.</p>		

Learning Styles Diagnostic Assessment

ENTRY 1 Learning Styles Diagnostic Assessment - OHP SHEET

Discuss and explain each activity with the whole class.

Lesson Activity
Copying from the board (writing)
Reading handouts from the teacher
Answering questions (speaking)
Working with a partner (speaking)
Working in a group (3-4 students)
Working with the whole class
Working on my own
Doing worksheets (writing)

Learning Styles Diagnostic Assessment

copying from the board
(writing)

Reading handouts
from the teacher

answering questions
(speaking)

Learning Styles Diagnostic Assessment

Working with a partner (speaking)
Working in a group 3-4 students)
Working on my own

Learning Styles Diagnostic Assessment

Working with
the whole class

Doing worksheets (writing)

Learning Styles Diagnostic Assessment

Pair work Interview Sheet

Activity 1

Ask your partner questions and tick if they *like* or *don't like* the activities.

Example:

Question: *Do you like copying from the board?*

Answer: Yes. Like 😊 ✓

Activity 2

Ask your partner to number the activities from number 1 (favourite) to number 8 (least favourite).

Name:
(person who answers the questions)

Lesson Activity	Like 😊	Don't like 😞	Numbers
Copying from the board (writing)			
Reading handouts from the teacher			
Answering questions (speaking)			
Working with a partner (speaking)			
Working in a group (3-4 students)			
Working with the whole class			
Working on my own			
Doing worksheets (writing)			

Learning Styles Diagnostic Assessment

Group Discussion Record Sheet

1. Discuss each lesson activity with your group.
2. Number the activities from number 1 (favourite) to number 8 (least favourite).

Lesson Activity	Name 1	Name 2	Name 3	Name 4
	Copying from the board (writing)			
Reading handouts from the teacher				
Answering questions (speaking)				
Working with a partner (speaking)				
Working in a group (3-4 students)				
Working with the whole class				
Working on my own				
Doing worksheets (writing)				

Learning Styles Diagnostic Assessment

**Entry 1 Learning Styles Diagnostic Assessment
Record Sheet**
(Lesson Activities preference)

	Learner name																		
Date:																			
Visual																			
Copying from the board (writing)																			
Reading handouts form the teacher																			
Auditory																			
Answering questions (speaking)																			
Working with a partner (speaking)																			
Kinaesthetic																			
Working in a group (3-4 students)																			
Working with the whole class																			
Independent																			
Working on my own																			
Doing worksheets (Writing)																			
Did they work in a Group, Pairs or Alone?																			
Key learning style:																			

Instructions:

Record each learner's priority ordering numbers to the chart (1 = favourite, 8 = least favourite).

Then note their main learning style/styles at the bottom.

V = visual; A = auditory; K = kinaesthetic; I = Independent

Learner's influences

Name	Learning Style	Nationality	Educational Background	Other

