

## Activity 1: Learning Style Survey: Assessing Your Learning Styles\*

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### Format:

Self-administered

### Target Audience:

This activity is designed to be used with students in a second/foreign language classroom with facilitation by the teacher and/or second/foreign language teachers, researchers, and administrators in an SSBI workshop/course.

### Purpose:

The *Learning Style Survey* assesses your general approach to learning. It does not predict your behavior, but it is a clear indication of your overall style preferences.

### Instructions:

For each item circle the response that represents your approach. Complete all items. There are eleven major activities representing twelve different aspects of your learning style. When you read the statements, try to think about what you generally do when learning.

### Time:

It takes about 30 minutes to complete the survey. Do not spend too much time on any item. Indicate your immediate response (or feeling) and move on to the next item.

For each item, circle your immediate response:

0 = Never 1 = Rarely 2 = Sometimes 3 = Often 4 = Always

### Part 1: How I Use My Physical Senses

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 1. I remember something better if I write it down.                           | 0 | 1 | 2 | 3 | 4 |
| 2. I take detailed notes during lectures.                                    | 0 | 1 | 2 | 3 | 4 |
| 3. When I listen, I visualize pictures, numbers, or words in my head.        | 0 | 1 | 2 | 3 | 4 |
| 4. I prefer to learn with TV or video rather than other media.               | 0 | 1 | 2 | 3 | 4 |
| 5. I use color coding to help me as I learn or work.                         | 0 | 1 | 2 | 3 | 4 |
| 6. I need written directions for tasks.                                      | 0 | 1 | 2 | 3 | 4 |
| 7. I have to look at people to understand what they say.                     | 0 | 1 | 2 | 3 | 4 |
| 8. I understand lecturers better when they write on the board.               | 0 | 1 | 2 | 3 | 4 |
| 9. Charts, diagrams, and maps help me understand what someone says.          | 0 | 1 | 2 | 3 | 4 |
| 10. I remember people's faces, but not their names.                          | 0 | 1 | 2 | 3 | 4 |
| <b>A Total:</b>  |   |   |   |   |   |
| 11. I remember things better if I discuss them with someone.                 | 0 | 1 | 2 | 3 | 4 |
| 12. I prefer to learn by listening to a lecture rather than reading.         | 0 | 1 | 2 | 3 | 4 |
| 13. I need oral directions for a task.                                       | 0 | 1 | 2 | 3 | 4 |
| 14. Background sound helps me think.   | 0 | 1 | 2 | 3 | 4 |
| 15. I like to listen to music when I study or work.                          | 0 | 1 | 2 | 3 | 4 |
| 16. I can understand what people say even when I cannot see them.            | 0 | 1 | 2 | 3 | 4 |
| 17. I remember people's names, but not their faces.                          | 0 | 1 | 2 | 3 | 4 |
| 18. I easily remember jokes that I hear.                                     | 0 | 1 | 2 | 3 | 4 |
| 19. I can identify people by their voices (e.g., on the phone).              | 0 | 1 | 2 | 3 | 4 |
| 20. When I turn on the TV, I listen to the sound more than watch the screen. | 0 | 1 | 2 | 3 | 4 |

**B Total:**

\* Adapted from Oxford (1995), Ehrman & Leaver (1997, 2003); last revised in 2002.