



## EXPLAIN HOW TO MATCH LEARNERS' NEEDS TO APPROPRIATE TEACHING TECHNIQUES AND ACTIVITIES

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**Key words:** *focus on, pay attention, visual, body language, charts, auditory.*

### **Learner type 1: Auditory**

Explanations: Auditory learners get information from what they hear and what others say. Most of the time, they like to be told, how to do something and then have the main points repeated out loud to help them remember. Students who study hearing pay attention to different parts of speaking. This type of learner is often good at music and may be able to focus better if soft music is playing in the background. Teachers have to record lectures and then listen to them to help students who learn best by hearing. They try to say things out loud and in their own words. In their study groups they have to talk about what they are learning. They try to read out loud from their books, They have to listen to music without words while they study.

### **Learner type 2: Visual**

Explanation: Visual learners get information from things they can see, such as graphs, chart and pictures. They are good at reading body language and have a good sense of beauty. Visual learners can remember and remember what they have learned. They learn more from lectures when they watch the speaker. Teachers must turn their notes into pictures, charts, and maps for students who learn best by seeing. Teachers try to keep students' attention. Instead of making outlines, they have to make mind and concept maps. They have to learn how to use color-coding to keep track of parts of new ideas in their notes. They have to use their flash cards to learn new words.

### **Learner type 3: Kinesthetic**

Explanation: Kinesthetic learner like to learn by doing things with their hands. Most of the time they are good at math and science. Students who learn by doing would rather see how to do something than hear how to do it. Most of the time, they like group work more than others. For teaching teachers who learn best by doing have to take a lot of study breaks. Teachers try to learn new things while being active. It is good that they chew gum while they study, even. Teachers stand while they work. Teachers try to take classes with teachers who encourage demonstrations and fieldwork.

b. How to determine the needs of learners: Teachers figure out what their students need based on their needs, interests, culture, language, identify demographics, knowledge of learner preferences, abilities, personal connections, and



relationship individual goals and aspirations. For teachers to add student's interests to their classes, they have to know what the students want. To carry out this process, they teacher should conduct a needs analysis which contains questions to help the teacher to identify the student's needs.

c. potential difficulties of determining learner's needs in the online environment; there are some problems with figuring out what students need online. If the internet connection isn't good it is not possible to see each other. The teacher can't hear what the kids are saying. They can't show each other their acts, and the teacher mightn't even be able to use ppt.

d..Activities and techniques for different types of learner.;

i. Visual learners activity; WORD PUZZLES

Explanation of activity:

How the activity works: word searchers, crossword puzzles, scrabble and boggle are all fun games for people who learn best by seeing. Visual learners can see the problem and figure out how to solve it with these games. Visual learners can also build their vocabulary with these games because they will be able to remember what the words look like. Word puzzle game is an English word spelling game where students have to make words out of the given letters. The screen should show some letter tiles. Students think about whether the teacher could spell a word with some or all of the letters they see. They can't use the same letter tile more than once. In other words, if there is only P letter tile on the board, students won't have enough Ps to spell HAPPY.

ii) Auditory learners activity: listening to audio materials.

Explanation of activity

We know one of the best things for people who learn best by hearing is to listen to audio materials. How well teachers can do this activity will depend on what materials they have in their classrooms. If the teacher has a computer lab, it is best for his hearing students to use their own headphones so they can each listen to their own audio material. The teacher can also ask the class, based on the topic, to guess what kind of words will hear. If the teacher knows there are new words that are important to the topic, it is the best to talk about what those words mean first. Once students have done the above pre-listening activity. They can listen to the audio. When they are done listening, it is time to make sure they understand. The teacher can give the students a list questions that they can answer in pairs to show how much they understood. The benefits of using audio materials that come with textbook is that the listening aids are often timed and fit with the textbook they go with. If the answers the students give are wrong. The teacher can have the class listen to the audio again, this time focusing on the answer they didn't get right the first time.

iii) Kinesthetic learners learners activity:

Roleplaying

Explanation of activity:



To start the process , gather the students together, explain the problem and encourage an open discussion to find out everything that needs to be talked about. This will help students start thinking about the problem before the role –play starts. If students are in a group and don't know each other , you might want to do some activities to break the ice. Next make a scenario that seems " real" by giving it enough details. Make sure every one understands the problem the teacher is trying to solve and what you want to accomplish by end of the session. One teacher has set the scene and named the fictional characters who are in the story. Some of them may be students who have to deal with the situation when it happens. Depending on the scenario, some students will be friendly and others will be mean . One teacher chose these roles and give them to the students in the exercise. The students should use their imaginations to put themselves in the minds of the students they are representing. This means trying to understand their points of view , their goals , what drives them, and how they feel when they come into the situation. The teacher could then try out and practice different ways to deal with situation so that participants could learn how to deal with them.

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