

## Exploring the Use of Learning Styles to Develop Materials: Reflections from a Government School ESL Classroom

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### Abstract

In the recent years there has been significant development in the field of English Language Education with a gradual shift from 'teaching' to 'learning', and on placing the onus of language development to learners' preferred style of learning. The learning style approach is seen as an important factor in the success of second language learning because it takes into account the individual differences in the psychology of learners to acquire the target language. In this paper, the author shares her classroom experience adopting a learner-centric approach by developing materials to accommodate two learning styles—*active* and *reflective*. The paper demonstrates through a set of materials how the language learning process is supported and enhanced in the government school ESL classroom when the two styles are instantiated.

**Keywords:** language learning styles, active style, reflective style, ESL classroom

### Introduction: Learning Styles

ESL classrooms, since the advent of communicative language teaching and task based language teaching approaches, have shifted the focus from being teacher-directed to being more learner-centric. In addition to these approaches, there has been a body of research on second language learning styles and strategies affecting the language learning outcomes positively (Oxford, 2003). To look at what the learners do on the basis of their personality traits and learning styles in approaching