



Funded by the European Union



Government of Sindh



Teacher Training Module: English Learning Cycle Eighteen

Learning Styles in English Language Learning

Sindh Technical Assistance –
Development through
Enhanced Education Programme
(STA-DEEP)



THE AGA KHAN UNIVERSITY

School Education & Literacy Department (SE&LD)

Government of Sindh.

Introduction and Rationale of the Training

Dear Teachers!

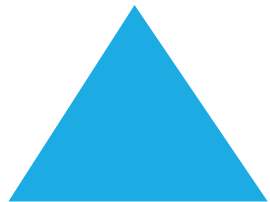
Welcome to the new phase of the Continuous Professional Development (CPD) Program. In the previous phase, we had focused on pedagogical skills that helped you to develop your skills to make classroom more interactive, participative, and joyful for our students. In the new phase, we will continue practicing those pedagogical skills and also learn about the introduced content knowledge and skills in Mathematics, Science, English, Urdu, and Sindhi. As a result, you will be better prepared to deal classroom situation using modern teaching strategies integrated with subject knowledge.

Our vision

Our common goal is to improve the quality of teaching in schools all over Sindh. We want students to become active and collaborative learners, problem solvers, and critical thinkers who approach tasks with creativity and confidence. They are conceptually clear about the subject content and have the skills to link this content with the world around them. To make this possible, we, as teachers, must be better prepared for the classroom demands in pedagogy and the subject content. Moreover, we aim to professionalize these trainings so that the CPD teacher training courses make an impact and substantially change student performance.

Our Teaching Philosophy

The CPD training sessions, including this training, follow a participatory teaching philosophy that engages participants to apply and practice active and collaborative learning, as well as engage in self and peer reflection to become community of practice. The objective is not only to improve the teaching practices but to help you understand the theory of the subject content and the strategies that help students apply the content in daily life with confidence and mastery.



Supporting You

The training module is designed to support you in your classroom teaching. It will introduce you to the subject content and some approaches for use in the classroom. This will make your teaching more manageable and help you grow as a skilled teacher.

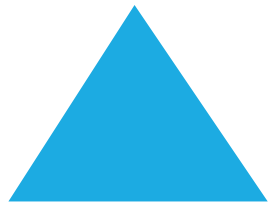
Online CPD portal for teachers

An online CPD portal has been developed for teachers to ask questions to experts, exchange ideas, and share personal learning experiences and difficulties in rolling out the CBLCs. The online CPD portal would help teachers connect with other teachers from all the districts and subject experts to share and learn as a community of teachers. Online portal: <https://stadeep-cpd.com/>

Note: CBLCs have been developed in alignment with the School Education & Literacy Department (SE&LD), Government of Sindh notified curriculum and textbooks of English subject from grades 1-8 under STEADA and PITE supervision. English textbooks of Grade 5-8 have been used in this LC as a reference.

CBLCs: 1-20:

Please refer to the last page of this LC to see the complete list of topics for 1-20 LCs.



Acknowledgement

This module was developed by IBA Sukkur University and Aga Khan University- Institute for Educational Development under the direction of the Provincial Institute of Teacher Education (PITE). It was supported by UNICEF in the scope of the Sindh Technical Assistance Development through Enhanced Education Program (STA-DEEP), funded by the European Union.

We would like to express sincere gratitude to the following contributors:

Mr. Sayed Rasool Bux Shah	Executive Director, Sindh Teachers Education Development Authority (STEDA), Karachi
Ms. Nusrat Fatima Kalhoro	Director-General Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad
Mr. Inayat Ullah Shaikh	Additional Director, Directorate of Teacher Training Institutions Sindh, Hyderabad
Dr. Altaf Hussain Samo	Director Executive Development Center at Sukkur IBA University, Sukkur
Dr. Takbir Ali	Associate Professor and Director Outreach at Aga Khan University, Karachi
Mr. Abdul Majeed Bhurt	Director, Directorate of Curriculum, Assessment and Research (DCAR), Jamshoro
Mr. Shahabuddin Mallah	Director and English Subject Specialist, Provincial Institute of Teacher Education (PITE), Shaheed Benazirabad
Mr. Saqif Rafique Ansari	Module Developer/ English Subject Specialist, Sukkur IBA University, Sukkur
Ms. Seema Memon	Module Developer/ English Subject Specialist, Teachers Training Institute (TTI), Sukkur
Mr. Hassan Ali	Module Designer, Sukkur IBA University, Sukkur
Mr. Syed Kamran Shah	Project Coordinator, Sukkur IBA University, Sukkur
Ms. Rabia Batool	Project Manager, Sukkur IBA University, Sukkur
Ms. Abeer Maqbool	Education Manager, UNICEF
Mr. Asif Abrar	Education Specialist, UNICEF
Dr. Pervaiz Pirzado	Education Officer, UNICEF
Mr. Aftab Ahmed Nizamani	National Teachers Professional Development Consultant, UNICEF

Learning Styles in English Language Learning

Learning Objectives: By the end of the session, the teachers will be able to:



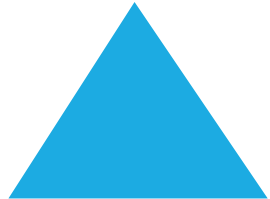
Develop Understanding on Learning Styles.

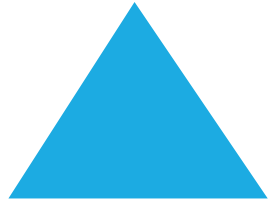


Identify Learning Style through Different Strategies.









Practice and Apply Activities to Different Learning Styles

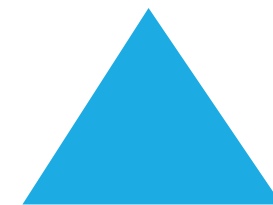






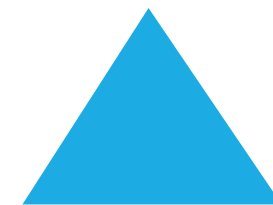
Session Plan




Time	Objective of the activity	Activities	Materials/resources
 5 mins	Recitation 	Activity-1 <ol style="list-style-type: none"> 1. Ask a volunteer to recite a few verses from the Holy Quran. 2. Invite few teachers to reflect about the previous session. 3. Briefly explain the objectives of today's session. 	
 10 mins	Warm-up 	Activity-2 <ol style="list-style-type: none"> 1. Ask teachers to recall a learning experience that could be a subject studied in school, an activity pursued at university, professional training, a hobby like swimming or painting, or a practical skill such as learning to drive which brought their enjoyment. 2. Then, distribute sticky notes among teachers and ask them to write the title of their experience like painting, driving, etc. on it and stick them onto themselves. 3. After that, ask them to move around the room asking each other about their enjoyable experience with respect to the following questions. <ol style="list-style-type: none"> a) What did you learn from that experience? 	Board, Marker, Duster, Sticky Notes

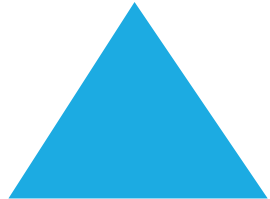
		<p>b) How did that experience affect you?</p> <p>4. Finally, ask them randomly to share each other's experience with all.</p>	
 <p>10 mins</p>	<p>Developing Understanding on Learning Styles</p> 	<p>Activity-3</p> <ol style="list-style-type: none"> 1. Divide teachers into pairs/groups. 2. Ask each pair/group to discuss the following questions. <ol style="list-style-type: none"> a. What do you know about Learning Styles? b. Why are Learning Styles important in learning English language? c. What can be the advantages of using different learning styles in learning English language? 3. After discussion, ask each pair/ group to share their understanding with all. 4. Sum-up the activity by eliciting information on Learning Styles and explain that the next activity will help to clarify the VARK Model of Learning Styles. 	<p>Marker, Board, Duster,</p>




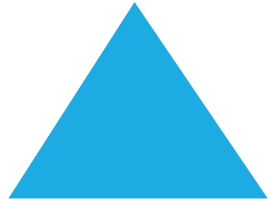
 <p>35 mins</p>	<p>Identifying their own Learning Style</p> 	<p>Activity-4</p> <ol style="list-style-type: none">1. Ask teachers to fill questionnaire individually given in Handout 18.1.2. When they have done this, ask them to calculate their scores to identify their Learning Style.3. Next, ask them to watch the video and read Handout 18.2 about Learning Styles to answer the following questions<ol style="list-style-type: none">a) How would you describe the concept of "Learning Styles" based on what you watched in the video?b) How were the different types of Learning Styles explained?c) Did the video change or reinforce your understanding on how people learn differently? If so, how?d) Do you believe that recognizing and catering to different Learning Styles is important in educational settings? Why or why not?4. Sum-up the activity by giving feedback on their responses.	<p>Board, Marker, Duster Handout 18.1 Handout 18.2</p> <p>Video Link: https://www.youtube.com/watch?v=arv9V-G2UIs</p>
--	--	---	---



 <p>30 mins</p>	<p>Identifying Students' Learning Styles in Classroom through Different Strategies</p> 	<p>Activity-5</p> <ol style="list-style-type: none"> 1. Divide teachers in pairs (in each Pair one is Learner A and other is Learner B), 2. Learner A is the runner and has to find and note a Learning Strategy pasted on the wall and return to Learner B. 3. Learner A dictates the strategy to Learner B, who writes it into the correct place in the Hand-out 18.3 (A). 4. When half of the strategies are completed, ask A and B to change their roles. 5. Then, take the cut-ups off the wall and ask each pair to exchange their texts and check the Learning Strategies with respect to the Hand-out 18.3 (B) and share with all. 6. Sum up the activity by asking why it is a good idea to find out about your learners' Learning Styles. 	<p>Charts, Markers, etc. Handout 18.3 (A) and 18.3 (B)</p> <p>Note: Wall Dictation Sheet: For running dictation, either use full sheet or cut up into separate strips</p>
 <p>20</p>	<p>Adapting Activities to Different Learning Styles</p>	<p>Activity-6</p> <ol style="list-style-type: none"> 7. Divide teachers into groups. 8. Ask them to choose an activity from the Textbooks 5-8. 9. Ask them to fill the table given in Handout 18.4 by discussing together the activities they feel are suited to different Learning Styles. 10. Sum-up the activity by asking them how an activity that matches one particular learning style could be adapted to other learning styles keeping their own classroom context in the mind. 	<p>Marker, Board, Duster Textbooks 5-8 Handout 18.4</p>



 5 mins	Feedback/ Closure	Activity-7 Conclude the session by asking about the achievement/learning of the day.	
---	--------------------------	--	--



Handout# 18.1

This questionnaire will help you determine which VARK modalities you are currently using when learning.

Learning Style Questionnaire

Assign points as follows:

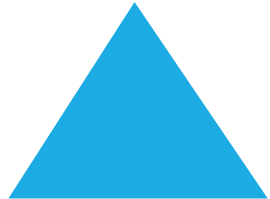
Never = 0 Point

Occasionally = 1 Point

Often = 2 Points

S#	Strategy	Never	Occasionally	Often
1	I draw pictures to show ideas.			
2	I attend laboratory sessions, practical sessions, and/or field trips.			
3	I use lists and order things into categories and hierarchies.			
4	I make every page look different.			
5	I use graphs, flowcharts and other diagrams.			
6	I convert words into diagrams.			
7	I take care to spell-check and correct written language errors.			
8	I attend classes where I can listen to the teacher.			
9	I write summaries of my notes out again and again.			
10	I convert diagrams and graphs into statements.			
11	I take notice of real-life examples.			
12	I use trial and error to learn how to do something new.			

13	I focus on applications and details before theories and abstract concepts.			
14	I write detailed notes (often verbatim).			
15	I try to relate what I am learning to my own experiences.			
16	I use plans and maps.			
17	I replace words with symbols, pictures or my own codes.			
18	I read handouts, books with dense text, essays, and/or articles.			
19	I read my notes again and again.			
20	I learn from the ideas of others and what they say about my ideas.			
21	I make complex processes and lists into flow charts.			
22	I watch demonstrations and then try to apply what I have learned.			
23	I do extra or recommended reading.			
24	I use color or highlighting in my notes, on handouts and sometimes texts.			
25	I focus on practical problems and problem solving.			
26	I remember interesting spoken examples, stories, jokes...			
27	I listen to experts.			
28	I attend tutorials or groups where I can discuss with others.			
29	I discuss topics with others online and/or in person.			
30	I make recordings so that I can listen again and again.			
31	I use white space in my layouts.			
32	I watch videos, especially those that show real things.			
33	I get information from exhibits, samples, photographs.			
34	I use dictionaries and glossaries.			
35	I put care into the design and layout of my pages.			
36	I listen to podcasts or other recordings.			



37	I look for information in autobiographies, case studies and/or documentaries.			
38	I explain new ideas to others.			
39	I use titles and headings that clearly explain what follows.			
40	I talk things through with myself.			

Scoring Suggestion:

Calculate Scores: Add up the points for each category (Visual, Auditory, Read/Write, Kinesthetic) based on your responses (Never =0 Point, Occasionally = 1 Point, Often = 2 Points).

Compare Scores: The category with the highest score indicates your dominant learning style. However, it's common to have a combination of styles, so consider if you have high scores across multiple categories

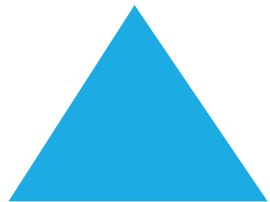
<https://vark-learn.com/the-vark-questionnaire/strategies-questionnaire/>

To determine your learning style based on the questionnaire provided, you can use the following key:

Categorization by VARK Learning Styles

Visual (V)

1. I draw pictures to show ideas.
2. I make every page look different.
3. I use graphs, flowcharts and other diagrams.
2. I convert words into diagrams.
3. I use color or highlighting in my notes, on handouts and sometimes texts.
2. I make complex processes and lists into flow charts.



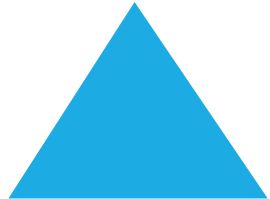
3. I use plans and maps.
4. I replace words with symbols, pictures or my own codes.
5. I put care into the design and layout of my pages.
6. I get information from exhibits, samples, and photographs.
7. I use white space in my layouts.
8. I watch videos, especially those that show real things.

Aural/Auditory (A)

1. I attend classes where I can listen to the teacher.
2. I attend laboratory sessions, practical sessions, and/or field trips.
3. I listen to experts.
4. I remember interesting spoken examples, stories, jokes...
5. I make recordings so that I can listen again and again.
6. I listen to podcasts or other recordings.
7. I attend tutorials or groups where I can discuss with others.
8. I discuss topics with others online and/or in person.
9. I listen to podcasts or other recordings.

Read/Write (R)

1. I use lists and order things into categories and hierarchies.
2. I write summaries of my notes, again and again.
3. I take care to spell-check and correct written language errors.
4. I convert diagrams and graphs into statements.
5. I read handouts, books with dense text, essays, and/or articles.

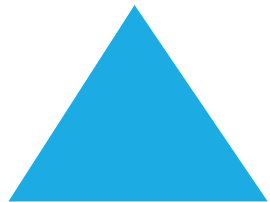


6. I read my notes again and again.
7. I use dictionaries and glossaries.
8. I use titles and headings that clearly explain what follows.
10. I look for information in autobiographies, case studies and/or documentaries.
11. I explain new ideas to others.

Kinesthetic (K)

1. I use trial and error to learn how to do something new.
2. I focus on applications and details before theories and abstract concepts.
3. I try to relate what I am learning to my own experiences.
4. I watch demonstrations and then try to apply what I have learned.
5. I talk things through with myself.
6. I get information from exhibits, samples, and photographs.
7. I put care into the design and layout of my pages.
8. I watch videos, especially those that show real things.

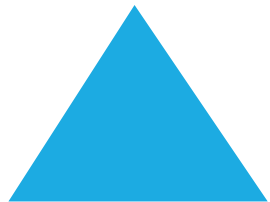
Reflect and Apply: Once you identify your dominant learning style(s), reflect on how you can leverage this knowledge to enhance your learning experiences. Adapt your study methods to align with your preferred style(s) for better retention and understanding of information.







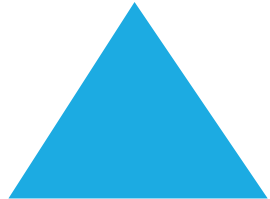
Handout# 18.2

Learning styles refer to individual preferences and approaches to acquiring knowledge. Understanding one's learning style can enhance comprehension and academic success by tailoring study methods to fit individual needs.

Every individual has a unique learning style. This is because how an individual gathers, understands, organizes, and remembers information is unique. However, the learning style of an individual does not stay the same throughout. It changes and evolves. Factors such as age, subject area, learning environment, social environment, cognitive skills, and education influence the learning style. An individual's unique learning style does not in any way limit their learning abilities. It is just their preferred way of learning, not their only way of learning. An individual may prefer to learn differently under different situations.



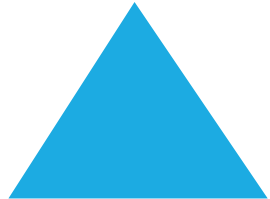
	<i>Type of learning Style</i>	<i>Key Ability</i>	<i>Learn from..</i>	<i>Likely Professions</i>
	<i>Visual learning Style</i>	<i>Visual Memory and Visual perception</i>	<i>Images, Pictures, Graphs, Maps, Diagrams, etc.</i>	<i>Graphic designers, Photographers, Architects, Advertising, etc .</i>
	<i>Aural Learning Style</i>	<i>Auditory memory and Auditory Perception</i>	<i>Discussions, Debates, Lectures, Audiobooks, etc.</i>	<i>Counsellors, Media Program Anchors, etc.</i>
	<i>Kinesthetic Learning Style</i>	<i>Learning through doing.</i>	<i>Demonstrations, experiments, Role Plays, etc.</i>	<i>Carpenters, Athletes, Physical Therapists, Mechanics, etc.</i>
	<i>Verbal learning Style</i>	<i>Reading, Writing, Speaking.</i>	<i>Books, Journals, Notes etc.</i>	<i>Editing, Translating, Language Experts, etc</i>



Handout# 18.3 (A)

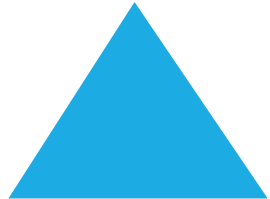
Observation: A-----B

Learning Preference Inventories: B-----A



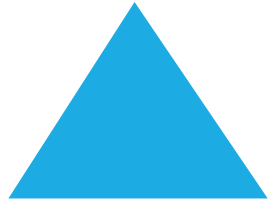
Learning Style Assessments: A-----B

Student Interviews and Discussions: B-----A



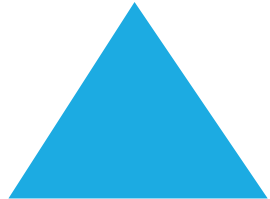
Portfolio Reviews: A-----B

Feedback and Reflection: B-----A



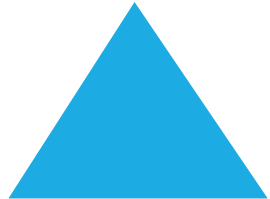
Collaborative Activities: A-----B

Technology and Digital Tools: B-----A



Parental or Previous Teacher Input: A-----B

Flexibility in Instruction: B-----A



Handout# 18.3 (B)

Strategies to Identify Learning Styles of Students in Classroom

Identifying the learning styles of students in a classroom setting can greatly enhance teaching effectiveness and student engagement. Here are several strategies you can use to identify the learning styles of your students:

Running Dictation Sheet to be pasted on the wall

Observation: A-----B

Classroom Behavior: Observe how students interact with learning materials. Do they prefer visual aids, participate actively in discussions (auditory), or prefer hands-on activities (kinesthetic)?

Work Preferences: Notice if students gravitate towards certain types of assignments or activities. Some may prefer writing essays (read/write), while others excel in group projects (auditory/kinesthetic)

Learning Preference Inventories: B-----A

Use structured questionnaires or inventories similar to the VARK questionnaire provided earlier. Distribute these to students to self-assess their preferred learning styles. Analyze the results to understand the dominant styles within your class.

Learning Style Assessments: A-----B

Conduct informal assessments or quizzes that incorporate various learning modalities. For example, include activities that involve reading texts, listening to explanations, observing demonstrations, and engaging in hands-on tasks. Observe how students respond to each type of activity.

Student Interviews and Discussions: B-----A

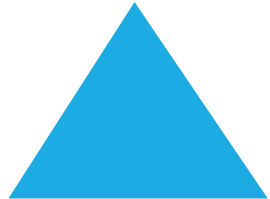
Engage students in one-on-one discussions or group conversations about their learning preferences. Ask open-ended questions about how they best understand and retain information. Encourage them to reflect on their preferred study methods and learning experiences.

Portfolio Reviews: A-----B

Review student work and assignments to identify patterns in how they present information. Look for use of visuals, detailed written explanations, practical applications, or creative approaches. This can provide insights into their preferred learning styles.

Feedback and Reflection: B-----A

Encourage students to provide feedback on their learning experiences throughout the term. Use surveys or reflective journals to gather information on what strategies they find most effective for their learning.



Collaborative Activities: A-----B

Incorporate collaborative learning activities where students work together in groups. Observe how they contribute to group discussions, solve problems, and present their findings. Different roles within groups can also indicate varying learning preferences.

Technology and Digital Tools: B-----A

Utilize educational technology tools that provide analytics or insights into student engagement and learning preferences. Some platforms offer assessments or adaptive learning features that can help identify individual learning styles based on interactions with digital content.

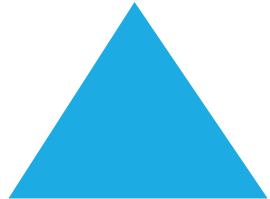
Parental or Previous Teacher Input: A-----B

Consult with parents or previous teachers to gain insights into students' learning preferences and behaviors. They may provide valuable information about how students approach learning at home or in previous educational settings.

Flexibility in Instruction: B-----A

Once you have identified predominant learning styles in your classroom, strive to incorporate a variety of teaching strategies that cater to different modalities. This inclusive approach can optimize learning outcomes for all students.

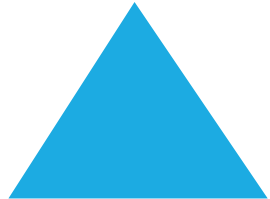
By employing these strategies, you can gain a clearer understanding of the learning styles and preferences of your students, allowing you to tailor your instructional methods more effectively to meet their diverse needs.



Handout# 18.4

Adapting Activities Using Table

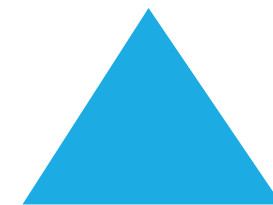
Learning Style	Description of Style	Activity Example (e.g., Fill in the Blanks)	Adaptation for Other Styles (e.g, Running Dictation)
Visual			
Auditory			
Read/Write			
Kinesthetic			



For reference:

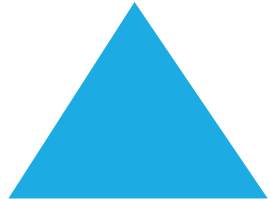
List of 1-20 LCs topics

Learning Cycles (LCs)	Topics
LC-1	Listening Skills
LC-2	Reading: Approaches and Components
LC-3	Reading: Types and Techniques
LC-4	Teaching Grammar: Approaches and Methods
LC-5	Teaching of Writing
LC-6	Writing: Types and Genres
LC-7	Teaching of Vocabulary and Comprehension
LC-8	Teaching of Story-writing and Story-telling
LC-9	Grammar Structures: Parts of Speech and Narration
LC-10	Integrated Language Skills and 21 st Century Skills
LC-11	Presentation Skills for Effective Oral Communication
LC-12	Aligning English Curriculum with Textbooks
LC-13	Use of Correct Pronunciation in Reading and Speaking
LC-14	English Language Learning through Games
LC-15	Teaching of Poetry and Prose
LC-16	Formation of Words and Sentence Structures
LC-17	The Use of Technology in Learning English Language
LC-18	Learning Styles in English Language Learning
LC-19	Real-life English Language Learning by Using Different Strategies
LC-20	Use of English Language in School Culture



For Reference:**List of Resource Items for English Learning Cycles (11-20)**

Items	No. of items	LC-11	LC-12	LC-13	LC-14	LC-15	LC-16	LC-17	LC-18	LC-19	LC-20
Sticky Notes	6		✓						✓		
Paper Cutters	1								✓		
Tennis Ball	01				✓						
Chart Papers	40		✓				✓	✓	✓		✓
Permanent Markers (Assorted Colors)	20		✓				✓	✓	✓		✓
Paper Tape	5		✓				✓	✓	✓		✓
Speakers	1	✓		✓					✓	✓	
Multimedia	1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



Contact email address:

kamranshah@iba-suk.edu.pk

School Education & Literacy Department (SE&LD)
Government of Sindh

