

# **Perceptions of Teachers on the Learning Style of Children Aged 3 to 5 Years in Dhaka City**

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A thesis submitted to Brac Institute of Educational Development, Brac University in  
partial fulfillment of the requirements for the degree of  
Master of Science in Early Childhood Development

Brac Institute of Educational Development  
Brac University  
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## **Declaration**

It is hereby declared that

1. The thesis submitted is my own original work while completing degree at Brac University.
2. The thesis does not contain material previously published or written by a third party, except where this is appropriately cited through full and accurate referencing.
3. The thesis does not contain material which has been accepted, or submitted, for any other degree or diploma at a university or other institution.
4. I have acknowledged all main sources of help.

**Student's Full Name & Signature:**

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Student's Full Name: Nazia Shabnam

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## **Approval**

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## **Ethics Statement**

**Title of Thesis Topic:** Perceptions of Teachers on the Learning Style of Children Aged 3 to 5 Years in Dhaka City

**Student Name:** Nazia Shabnam

1. Source of population: Teachers of English Medium Schools in Dhaka
2. Does the study involve (yes, or no)
  - a) Physical risk to the subjects (no)
  - b) Social risk (no)
  - c) Psychological risk to subjects (no)
  - d) Discomfort to subjects (no)
  - e) Invasion of privacy (no)
3. Will subjects be clearly informed about (yes or no)
  - a) Nature and purpose of the study (yes)
  - b) Procedures to be followed (yes)
  - c) Physical risk (n/a)
  - d) Sensitive questions (yes)
  - e) Benefits to be derived (yes)
  - f) Right to refuse to participate or to withdraw from the study (yes)
  - g) Confidential handling of data (yes)
  - h) Compensation and/or treatment where there are risks or privacy is involved (yes)
4. Will Signed verbal consent for be required (yes or no)
  - a) from study participants (yes)
  - b) from parents or guardian (n/a)
  - c) Will precautions be taken to protect anonymity of subjects? (yes)
5. Check documents being submitted herewith to Committee:
  - a) Proposal (yes)
  - b) Consent Form (yes)
  - c) Questionnaire or interview schedule (yes)

### **Ethical Review Committee:**

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## **Abstract**

Learning styles refer to the personal characteristics that influence a student's capacity to acquire knowledge, interact with peers and the teacher, and otherwise participate in learning activities. Individuals have diverse methods to learning. According to research, and a single technique or approach is unable to create optimal learning circumstances for all learners. Teachers all across the world employ a range of teaching approaches to assist individuals or children. In Bangladesh, studies on preschool teachers' perceptions and practices regarding the learning styles of children is limited. Hence, the purpose of this study was to explore the perceptions and practices of preschool teachers' regarding the learning styles of children. This study was conducted in a qualitative manner. Eight teachers from English medium schools have been selected purposively for In-depth Interviews. Findings showed that these per-school teachers are not only aware of children's different learning styles, but also express a strong desire to educate their pupils in accordance with their learning styles. They understand that different learners have different learning methods. The majority of them first became acquainted with the notion of learning styles through pre-service training. They use a range of aids or ways to deliver a lesson, including video demonstration, pair work, group work, discussion, role play, field trips etc. in face to face class. All the eight teachers shared that they face challenges in applying different learning techniques in online classes during COVID-19. More research on this area is needed to explore the best online practices to address different learning style of children in the classroom.

**Keywords:** Learning Styles; Teachers; Preschoolers

## **Dedication**

This thesis is dedicated to all teachers who devote their knowledge, time, and passion to their students' ultimate well-being. Without their participation and support, this study would not be possible.

## **Acknowledgement**

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## **List of Acronyms-**

CDC-Centers for Disease Control and Prevention

ECD- Early Childhood Development

ECCD-Early childhood care and education

VARK- Visual, Aural, Read/write, and Kinesthetic sensory modalities

WHO- World Health Organization

LS-learning Style

# **Chapter I**

## **Introduction & Background**

### **Introduction**

Early childhood is a crucial period in a child's life because during this time they learn to interact with others and they begin to develop interests that will last throughout their lives. Childhood has been proven a great time for acquiring new abilities. That is why early childhood education is becoming increasingly important in countries all over the world. The following is what the organization has to say regarding the value of early childhood education: "Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens." (UNESCO, 2021). Each child is unique and has his or her own temperament and learning style. (Linda et al., 2019). The child carries this uniqueness to each new encounter and takes an active role in the learning process. Children engage with their friends, teachers, resources, and the environment, and they relate new information to their previous world view (Turner, 2005). Learning styles (LSs) are a set of cognitive, affective, and physiological traits that are reasonably consistent indications of how a learner sees, interacts with, and responds to the learning environment (Perry, 1996). Learning styles indicate an individual's preferential focus on different types of information, the different ways of perceiving information, and the rate of understanding information (Lohri, 2003) Individuals differ in terms of which method

of instruction or study is most beneficial for them and learning-type assessment proponents argue that the best education entails determining an individual's learning style and customizing instruction to that style (Pashler et al., 2008). Although assessment instruments are extremely diverse, most learning style assessments ask people to evaluate what type of information presentation they prefer (e.g., words versus pictures versus speech) and/or what type of mental activity they find most engaging or congenial (e.g., analysis versus listening) (Pashler et al., 2008). Since its popularization in the 1970s, learning styles (LS) have dominated educational practice. People integrate environmental knowledge using four sensory modalities: visual (observing pictures, symbols, or diagrams), auditory (hearing, discussing), visual/iconic (reading and writing), and kinesthetic (moving around) (using tactile sensory abilities such as smell and touch) (Bruner, 1967; Norman, 2009). Many tools, such as the Vermunt's inventory, the Kolbe learning style indicator, Flemming's Visual, Aural, Read/Write, and Kinesthetic (VARK) questionnaire, Meyer Brigg Indicator, and others have been developed over time to better understand how people learn (Cassidy, 2004). VARK stands for Visual, Aural, Read/Write, and Kinesthetic. VARK learning style preferences (LSPs) include the following: Visual (viewing and making pictures); aural (listening to and engaging in talks); read/write (reading and writing text connected with text books and other materials); and kinesthetic (moving around and doing things). Recent studies have showed that various students have distinct learning styles and males and females have dramatically different LSPs. (Baykan et al., 2007), (Dobson et al., 2009). Some people learn best by listening, others by observing every step, and yet others by doing. To effectively commit information to memory, people require all three modalities: visual,

aural, and kinesthetic. While most people are stronger in one area than another, the key is to figure out which modality is best for the child and capitalize on his/her talents (Cugmas, 2007). Individual learning preferences have been studied extensively, as well as how teaching approaches can be modified to accommodate varied learning styles (Baykan et al., 2007; Dobson et al., 2009; Kumar et al., 2011; Latha et al., 2009). Teachers can assist students in developing techniques for adapting to a variety of contexts, particularly when LSs are not appropriate for the task (Vaughn et al., 2001). By permitting students to apply appropriate tactics, students can create a better learning environment (Kumar, 2010). “Every child is unique”, all good educators live by this philosophy. Knowing how to best teach children takes far more than simply acknowledging that they are all unique. The more information teachers have about their students' learning styles, the more efficiently they may develop learning programs and activities that correspond to those preferences (Hawker, 2014). Students who share a learning style that is attuned with the teacher remember information longer and are more optimistic about learning (Lohri, 2003). Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use.

### **Statement of the Problem**

A teacher's capacity to engage all students in active learning processes in the classroom is a critical requirement for improving student accomplishment (Linda et al., 2019). Children will not gain from learning approaches that are not aligned to their learning styles. Instead of having to adjust to the different teaching styles of teachers, teachers may provide a learning environment that meets the individual learning styles of students, allowing them to learn better and feel more comfortable in their own learning

styles. Students will not benefit from teaching methods being mismatched to the student's styles of learning. By teachers providing a learning environment that suits the unique learning styles of students they can learn better and be more comfortable in their own learning styles instead of having to adapt themselves to the differing teaching styles of teachers (Fatt, 2000). A mismatch between teaching and learning styles causes learning failure, frustration and demotivation (Reid, 1987). Having an understanding of the learning style preferences of students can provide effective learning strategies for teachers to use (Lohri, 2003). Studies have found that by matching a student's learning style to a specific teaching style can increase student achievement and satisfaction (Manochehri & Young, 2006). Learning style specialists have confirmed the theory that students will learn more and enjoy the class experience and environment when they can use their preferred learning styles (Naimie et al., 2010). Teachers who do not recognize or comprehend diverse learning styles in children will be unable to treat students according to their unique learning styles, resulting in inadequate learning and a detrimental impact on the learner's future life (Gilakjani, 2012). In Bangladesh, a study was conducted to determine the variations in learning methods between students in English and Bengali language schools (Rahman et al., 2019) The purpose of that study was to look into learning styles, their impacts, and how they are used by students. Although the teachers had positive attitudes on learning styles, they did not adhere to them correctly. Furthermore, the stress of tests and class assignments left students and teachers with insufficient time to focus on individual learning styles. A large percentage of teachers (78%) feel that slow students are innately unmotivated. It was also discovered that some students were visual learners, while others were audio learners, and still others

were kinesthetic learners, but teachers must correctly identify these learners. It can be seen that in Bangladesh a great percentage of teachers are unaware of learners' different learning style. Consequently, teachers are unable to make lesson plan effectively.

Learners would be able to learn more efficiently if they were aware of their various learning styles. Furthermore, school officials, as well as teachers and parents, must take steps to appropriately integrate the learning style approach in the classroom. It is critical to obtain the advantages of learning style in order to be effective and successful learning.

### **Purpose of the Study**

Learners take charge of their learning and become the center of the learning process, while teachers serve as facilitators (Gilakjani and Ahmadi, 2011). Teachers who do not recognize or comprehend diverse learning styles in children will be unable to treat students according to their unique learning styles, resulting in inadequate learning and a negative impact on the learner's future life (Gilakjani, 2012). Knowing one's learning type might assist students in learning how to learn and learners become more autonomous and responsible for their own learning as a result. As a result, learners' confidence will rise, and teachers' authority over students would decrease. That's why the purpose of the study was to explore teachers' perceptions and practices on learning styles of children aged 3-5 years in Dhaka city. Particularly this study was expected explore English medium preschool teachers' perceptions and practices to address different learning styles of children. Because teachers who do not recognize the diverse learning styles of children will be unable to effectively maintain children, resulting in insufficient learning and a negative impact on the learner's future life.

## **Significance and Justification of the Study**

Schools are at the microsystem level, according to Bronfen Brenner Ecological Theory, which implies instructors have a critical role in every child's learning and well-being. Preschoolers are between the ages of three and five years old, and they are extremely reliant on teachers. Although early education is not always straightforward to manage, lesson plans can integrate a variety of teaching techniques. By using images, telling tales, and delivering activities that explore the curriculum that the children need to study, teachers may interest the entire class. Because of the teacher, early childhood education gives a firm basis for a successful academic career. Children must investigate many concepts and acquire the fundamentals of numbers, letters, and relationships. Creating a learning environment that accommodates a variety of learning styles will keep all students interested, excited, and eager to learn. For that reason, knowing teachers' perceptions on different learning style of children is needed. In Bangladesh studies on preschool teachers' perceptions and practices regarding the learning styles of children is limited. Without knowing the perceptions of preschool teachers we may not be able to understand where the knowledge gap exists. We may not be able to design an effective intervention program for them. Unfortunately, many Bangladeshi schools and teachers are unaware of or dismiss these learning style concepts. As a result, students' education has become monotonous and stereotypical, preventing them from realizing their full potential. If teachers apply these learning style concepts to students, they will get the most out of what they are learning and will be a tremendous help throughout their lives. It is therefore vital to examine preschool teachers' opinions of learning styles. It could be determined how teachers are doing it and where changes are needed to make teaching



more effective by looking at their perceptions. At the very least, the findings could assist English medium schools in better designing programs for preschoolers, hence expected to make a contribution. On the other hand, in Bangladesh, research to explore preschool teachers' perceptions and practices regarding the learning styles of children is limited. In this regard one of the significant contributions of this study would be in minimizing the gaps of limited research in this field. Findings of the study is expected to be helpful in showing the directions of further research in this particular area.

### **Research Objective**

The main objective of this study is to explore preschool teachers' perceptions and practices regarding the Learning Style of 3-5 Years Children in Dhaka city.

### **Research Questions**

The three research questions of this study are mentioned below:

1. What is the understanding of preschool teachers' regarding the different learning style of children aged 3-5 years?
2. What are the practices preschool teachers used to do at schools to address different learning styles of children in face to face class?
3. What are the practices preschool teachers currently doing in the online classes to address different learning styles of children?

## **Operational Definitions**

**Perception:** Perception refers to how people comprehend and interpret information in their daily lives. A person's views or beliefs based on personal experience and external factors have an impact on that person (Susuwele-Banda, 2005). Perception, according to one theory, is constructive, relying mostly on a top-down approach from sensory data to the knowledge store and interpretation of what is happening (McLeod, 2018). "An individual's or group's unique way of viewing a phenomenon that involves the processing of stimuli and incorporates memories and experiences in the process of understanding" (McDonald, 2012). In this study, perceptions of preschool teachers will be considered.

**Preschoolers-** Children aged 3 to 5 years old are classified as preschoolers (CDC, 2020). In this study children aged 3 to 5 years old are considered as preschoolers.

**Preschool teacher-** A preschool teacher is someone who helps a child lay the foundation for all future learning (Miller, 2007). In this study, teacher who teach children aged 3 to 5 years in schools are considered as preschool teachers.

**Learning style-** "The complicated manner in which, and situations under which, learners most successfully interpret information" is how learning style is defined. Different students learn in different ways, which is referred to as a learning style. A person's preferred method of absorbing, processing, comprehending, and remembering knowledge is referred to as their learning style. Visual, auditory, and kinesthetic learning modes are the most common. To organize and explain their concepts, visual learners like to utilize visuals, graphs, and images. Listening, discussing, and memorizing are preferred activities for auditory learners. Kinesthetic learners learn best in a hands-on environment and use movements to explain ideas.

## **Chapter II**

### **Literature Review**

#### **Learning style:**

Learning styles have been identified by a variety of theories interested in the unique features of learners, and these traits have been grouped into specific classes of learners. According to Hayen & Csapo (2006) "An individual's learning style is the way he or she concentrates on, absorbs, internalizes, and retains new and difficult academic material or abilities," they write in the introduction to their study. Furthermore, according to Grasha (1994), learning styles refer to the personal characteristics that influence a student's capacity to acquire knowledge, interact with peers and the teacher, and otherwise participate in learning activities. This idea described a student's capacity to acquire knowledge and collaborate with a friend, as well as the manner he or she communicates with the teacher during the learning process. In contrast, learning styles, according to Pashler et al. (2009), explain individuals' variations in terms of which method of instruction or study is most beneficial for them. Furthermore, Litzinger et al. (2007) research and publications on learning styles emphasize, "learning styles are distinctive preferences for various ways of taking in and processing information." A person's preferred method of absorbing new information for efficient learning is referred to as their learning style (Cugmas, 2007). Learning style refers to the manner in which students study rather than the content of their studies. Each student's learning process is unique; even in the same educational setting, learning does not occur at the same degree or quality for all learners. Individuals have diverse methods to learning, according to research, and a single technique or approach is unable to create optimal learning

circumstances for all of them. Learning styles may be beneficial in both students and educators in understanding how to enhance their learning and teaching methods. Silver (1997) stated that learning styles are not fixed throughout life, but develop as a person learns and grows. Many of the learning style theorists believe that people develop and practice a mix of learning styles as they grow and learn. People use their five senses to gather information and then channel it through three separate routes, called representational systems, to make sense of it. This representational systems include visual, auditory, and kinesthetic types of learners. Each individual shows a preference towards one of these systems, and specific communication accustomed to the learning style can improve communication with others (Fatt, 2000).

### **Theoretical perspectives of learning styles:**

#### ***Gardener's theory of Multiple Intelligence:***

Howard Gardner initially presented the notion of many intelligences in his 1983 book "Frames of Mind," in which he broadens the concept of intelligence and defines numerous unique sorts of intellectual capabilities. Harvard's Howard Gardner recognized seven different intelligences. According to Gardner, this hypothesis "records the extent to which learners possess diverse kinds of brains and so learn, remember, perform, and understand in different ways" as a result of current cognitive research. "We may all know the universe through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or produce things, a knowledge of other people, and an understanding of ourselves," (Hani Morgan, 2014) according to this idea. Individuals differ in the degree of these intelligences - the so-called intelligence profile - and the manner in which these intelligences are summoned and combined to

carry out various activities, solve various issues, and advance in various fields." These disparities, according to Gardner, "confront an educational system that believes that everyone can acquire the same contents in the same way and that a uniform, universal metric suffices to assess student learning." Indeed, as it is, our educational system favors linguistic forms of instruction and assessment, and to a lesser extent, logical-quantitative modes of learning and evaluation." "An opposing set of assumptions is more likely to be educationally beneficial," Gardner claims. Students learn in a variety of methods that are easily identifiable. Disciplines might be taught in a variety of ways, and learning could be assessed in a variety of ways, which would benefit a wide range of students - and potentially society as a whole." The following are the different learning styles:

**Visual-spatial:** Architects and sailors, for example, think in terms of physical space. They are acutely aware of their surroundings. They enjoy drawing, jigsaw puzzles, reading maps, and daydreaming. Drawings, verbal, and physical images may all be used to teach them. Models, graphics, charts, photos, sketches, 3-D modeling, video, videoconferencing, television, multimedia, and texts with pictures/charts/graphs are some of the tools available. The visual learning style is considered to be a process through which students gain knowledge and understanding through explicitly visual tools (Lewis, 2012).

**Bodily kinesthetic:** Efficient use of the body, such as a dancer or a surgeon. A keen awareness of one's own body. They like moving about, making things, and touching things. They use body language to communicate and may be taught through physical exercise, hands-on learning, acting out, and role-playing. Equipment and real-world

things are examples of tools. The kinesthetic learning style means that the student learns best when they are permitted to touch and feel through physical activity (Lewis, 2012).

**Musical:** Demonstrate a sense of rhythm and music. They enjoy music, but they are also sensitive to the sounds around them. They might be able to concentrate better if there is music playing in the background. Turning teachings into songs, speaking rhythmically, and tapping out time are all ways to teach them. Musical instruments, music, radio, stereo, CD-ROM, and multimedia are examples of tools.

**Interpersonal:** Understanding and engaging with people are interpersonal skills. Interaction is how these students learn. They have many friends, a lot of empathy for others, and many street smarts. They can be taught in a variety of ways, including group exercises, seminars, and dialogues. The telephone, audio conferencing, time and attention from the teacher, video conferencing, and writing are examples of tools.

**Intrapersonal:** Recognizing one's own interests and objectives, these students prefer to avoid social situations. They have intelligence, insight, and motivation, as well as a strong will, confidence, and views, and they are in touch with their inner sentiments. They may be taught via reflection and individual study. Books, creative materials, journals, seclusion, and time are examples of tools. They are the most self-reliant of the students.

**Linguistic:** Putting words to good use, these students have advanced auditory abilities and frequently think in words. Reading, word games, and making up poems or stories are among their favorite pastimes. Encourage children to pronounce and see words, as well as read books together, to teach them. Computers, games, multimedia, books, tape recorders, and lectures are examples of tools.

**Logical:** Mathematical -Calculation, reasoning, think abstractly and theoretically, and they can discover and explore patterns and correlations. They like experimenting, solving riddles, and pondering big topics. Logic games, investigations, and mysteries may all be used to teach them. Before they can deal with specifics, they must first understand and develop concepts.

According to Gardner's book, traditional ideas of a single intellect assume that the mind has a single, central, and all-purpose "computer." The performance of people in all aspects of their lives is then determined by this computer. (Gardner et al., 2013).

Gardner's theory of multiple intelligences, on the other hand, claims that the mind contains a number of "computers" that operate essentially independently of one another and contribute to various mental capacities. Gardner originally proposed eight different intelligences, but is now considering whether naturalist intelligence and existential intelligence should be included. Learning styles, on the other hand, are associated with a person's personality as well as their learning preferences. The difficulty with learning styles, according to Gardner, is that they are not only weakly defined, but there is also little evidence that teaching to a student's preferred style affects learning outcomes.

### ***Visual, Auditory and Kinesthetic Learners (VAK)***

Learning styles may be classified in a variety of ways, but Neil Fleming's VARK model is one of the most often used. In 1987, Fleming developed an inventory to assist students and others had better understand their particular learning preferences. The VAK (or VARK or VACT) learning styles model and accompanying VAK/VARK/VACT tests (as well as the Multiple Intelligences ideas) provide easy and accessible techniques to identify and explain people's preferred learning styles. The Visual-Auditory-Kinesthetic

(or Kinesthetic - either is valid) learning styles model or 'inventory,' sometimes shortened to VAK, can help explain and illustrate Gardner's Seven Intelligences. Visual-Auditory-Physical or Visual-Auditory-Tactile/Kinesthetic are other names for the same concept. Beginning in the 1920s, psychologists and teaching experts such as Fernald, Keller, Orton, Gillingham, Stillman and Montessori created the VAK idea, theories, and techniques (formerly known as VAKT, for Visual-Auditory-Kinesthetic-Tactile). Early VAK experts recognized that people learn in different ways: for example, a child who struggles to learn words and letters by reading (visually) may find it easier to learn by drawing letter forms with their finger (kinesthetic).(reference) The VAK theory is a favorite of the accelerated learning community, and it continues to play a role in the teaching and education of young people. The VAK learning styles model does not replace Gardner's multiple intelligences; rather, it offers a new way of analyzing and describing a person's preferred or dominant thinking and learning style, as well as their abilities. One method of looking at thinking styles is Gardner's theory; another is VAK.

VAK learning styles may have some effect on learning behaviors. VAK learning styles are related to learning choices and may have some real-world implications. The implications do not lend themselves to the traditional learning styles approach, in which a classroom teacher attempts to present the same subject matter in a variety of modes based on students' learning styles in the hopes of having them all learn the same material at the highest level possible. Rather, these findings may be useful in assisting students in selecting academic courses or occupational tracks in which they are interested and have a better chance of succeeding. Most people have a dominant or favored learning style,



according to the VAK model, while other people have a mixed and evenly balanced combination of the three styles.

According to Piping (2005), the VARK learning method can enhance learners' intellectual capacity while also providing stimulus and inquisitiveness. According to Fleming (2011), "VARK is in the area of instructional preference because it works with perceptual modes". Miller (2001) defined VAK learning style as the preferred instructional replica that classified students based on their sensory preferences. "The VAK model can be used to assist in blending multiple learning strategies into classroom instruction and activities," according to Byrnes (2010).

Due to its simplicity and efficacy in line with its pedagogical implications, this model is recognized as a well-known form of learning. The identification of a person's learning style can help them study in a more effective and systematic way. According to these theorists, one or two distinct styles usually stand out, filtering what needs to be learned. If one's senses are more developed and matured, he or she can have a variety of distinct leaning styles. It encourages students to acquire, process, and retain new knowledge as part of the learning process. These unique modes allow teachers to communicate with students. He can effectively instruct them while taking into account their preferred learning method. Finally, it is a well-known reality that not everyone learns and remembers in the same way, thus it is up to the teacher to be prepared with appropriate tactics and strategies to aid his students.

### **Impact of learning style on classroom teaching:**

The human individual and the education he receive are the most important factors in a nation's development, including cultural, social, and economic advancement, modernity, and the peace and comfort of its citizens. Education involves all research into a person's behavior with the goal of assisting him in developing important behaviors for information, skill, comprehension, interest, and attitude in a deliberate and self-directed manner. The main purpose of education is to attain learning. Learning is the process by which a person's behavior changes as a result of his interactions with his surroundings. According to Hawker (2014), there is a link between learning and teaching methods. Students' learning styles play a vital role in their life. Learners take charge of their learning and become the center of the learning process, while teachers serve as facilitators (Gilakjani and Ahmadi, 2011). Another benefit of understanding learning styles is that it allows teachers to create lesson plans that are tailored to the learning patterns of their students. Matching is especially crucial when working with new or struggling students, since they are more likely to grow discouraged at this time. In other cases, mismatching may be beneficial in that it allows students to try new learning approaches, accommodate diverse ways of thinking, and reflect on their own learning styles. Mismatching, on the other hand, should be handled with caution because it can lead to learners dropping out (Tuan, 2011). Learning style, according to researchers, is a good predictor of an individual's preferred learning behavior. Having a teacher who understands a student's learning style or behavior can help to minimize learning issues (Manochehri & Young, 2006). Once they've identified their personal learning style, they should incorporate it into their learning process. Identifying students' learning styles can

help teachers apply a variety of strategies to benefit a variety of students. Teachers promote problem-solving skills by incorporating unique learning styles into the classroom (Fatt, 2000).

Khanza (2015) concludes that teachers must recognize their students' learning styles and respond with a variety of teaching approaches, including instructional materials. Similarly, Csapo & Hayen (2006) investigated the importance of students' learning styles, pointing out the norms of students' learning styles in order to produce effective teaching and enhance effective learning. As a result, there is unquestionably a significant relationship between learning and teaching styles. Many prior studies have demonstrated that when a teacher employs a variety of resources, methods, and strategies in the classroom, children learn better. Researchers and investigators study styles in order to create compatible learning settings and to teach adaption styles to a larger number of students in order to improve learning and motivation. (Cugmas, 2007). The absence of teacher knowledge of students' learning styles in the learning process, as well as an understanding of the quality of their teaching, is the major difficulty in the teaching and learning process. In reality, many teachers continue to teach in their own style and stick to lesson plans regardless of their students' requirements or learning styles. This case will build a hostile atmosphere in the classroom so students feel that their problems in learning cannot be facilitated by their teachers (C & Jr., 2020). Another research by Csapo & Hayen (2006) demonstrates the importance of understanding learning styles and their significance in effective teaching and learning. When teachers and students realize how they learn, their academic performance improves. According to (Ellis, 1989), when teachers are aware of their students' learning styles, they can more effectively assist them

by improving the amount of learning they receive because of identifying their students' strengths and shortcomings. Furthermore, according to Ellis, if students' learning styles are compatible with teachers' teaching styles, the result could be a better rate of learning success.

## **Chapter III**

### **Methodology**

#### **Research Approach**

A qualitative approach was used to explore the perceptions and practices of teachers regarding children's different learning styles in pre-primary schools. In-depth interviews were conducted to gather qualitative data.

#### **Research Site**

The study was conducted at two areas of Dhaka city, Mohammadpur and Dhanmondi.

#### **Study Participants**

The study participants are the teachers of English medium schools who teach children aged 3 to 5 years in Dhaka city. Teachers who work in rural areas, Bangla Medium schools and are refused to participate or who left at any stage during the process.

#### **Research Participants**

There were eight preschool teachers as participants. These eight teachers were interviewed for in depth interview.

#### **Sampling Procedure**

In this study, purposive sampling technique was used.

#### **Research Instruments**

In-depth interview guideline was used as data collection tools for the study. The guideline was developed by the researcher and reviewed by the experts.

## **Data Collection Procedure**

The data gathering procedure began when the ethics committee of BRAC University has given its clearance. The In-depth Interview (IDI) guideline was reviewed by experts prior to data collection. After performing two pilot IDIs with two participants, the researcher was updated the instrument as needed to optimize the data collecting process and made it more successful. The researcher performed total 8 IDIs in Dhaka's Mohammadpur and Dhanmondi neighborhoods. Each IDI lasted between 60 and 90 minutes. The researcher gathered data from IDIs herself. Interviews were performed over the phone and oral consents from participants were taken. The researcher clearly addressed the study's objectives to the participants as well as established rapport with the participants before starting the interview. The researcher also asked for permission to record audio. The participants was assured of the information's confidentiality and anonymity. The study's participation was optional, and participants had the opportunity to leave at any moment if they are uncomfortable. After that, the researcher asked the questions that are stated in the semi structured questionnaire. The researcher used field notes, a diary, and a tape recorder to descriptively document the data. Researcher used the IDI questionnaire to ask semi-structured questions to the participants about their understanding and practices about learning types. Audiotape and written notes were used to record the replies.

## **Data Management and Analysis**

In-depth interviews were performed for this study, and data was maintained from the beginning of the data gathering process. Participants' comments and thoughts were recorded during the in-depth interviews. Every day, notes were rearranged with date and

time after speaking with participants. In terms of transcriptions, exactly what revealed from the tape recorder was putted on paper as soon as possible. At least two copies of the data were produced and maintained in a secure location before examining and memoing it. Following that, the complete transcript was arranged before being examined. All first impressions of the participants were documented during the data or transcribed memo, and the essential data related to research questions and sub-questions were sorted and underlined. The researcher utilized the content analysis technique for this study, which is the analysis of what is included in a message as it is categorized verbal or behavioral data for the purposes of categorization and summary. Another rationale for using the content analysis approach was that it entails classifying and coding data in order to make sense of the information gathered and to emphasize the most significant messages, characteristics, or discoveries.

All study questions and procedures were reviewed again at the start of the data analysis, and when data collection was complete, transcriptions and notes were read multiple times to obtain a better understanding of the data and to verify that no themes are ignored. The data was then be used to categorize (in-depth interview). Following that, trends in the category was studied in order to determine the study's themes and concerns. Thematic analysis is the most frequent method of analyzing interviews in qualitative research. Thematic analysis is a technique for finding, evaluating, and recording data trends (themes). Finally, the study's findings were presented in a descriptive manner under each topic, analyzed, and presented in accordance with them.

## **Validity and Reliability**

The investigation was carried out with considerable caution by the researcher. Many strategies were utilized to ensure the study's validity because validity is vital in qualitative research to maintain the study's accuracy and credibility. Peer debriefing with the mentor was also done to establish credibility. The membership of one research participant was checked. To guarantee accuracy and meaning, the researcher read some data from the transcript to the chosen participant. To ensure transferability, detailed descriptive data was collected.

Based on the research objectives and questions, experts checked and reviewed the translated version, as well as the suitable strategy and techniques. The in-depth interview guideline, as well as the translated version, were checked and verified. For conformability and reflexivity, a reflective diary was kept. By appropriately defining the questionnaire, the study's dependability was maintained. The in-depth-interview questionnaire was studied and assessed by experts, and the guideline was amended several times in response to their feedback.

## **Ethics**

The study followed all ethical research guidelines, and the proposal was approved by the BRAC University ethical review committee. During the data collection phase, participants were recruited to participate willingly in the study, and participants were briefed about the study's objectives and purpose before providing their oral agreement. The participant's identifying information was kept private and not shared with anybody outside the study during data collection, analysis, and presentation. Participants were also not compelled to respond to the researcher right away and had the option of withdrawing.



### **Limitations of the Study**

A limitation of the study is only urban area was selected and data was collected from only two areas of Dhaka city. Another limitation of the study was the limited sample size and also the time duration is short.

## Chapter IV

### Results & Discussion

#### Results

##### Demographic Information

All the participants work in English-medium preschool setting in Dhaka city. The participants were all female because of the unavailability of male preschool teachers. The participants were between the ages of 25 and 37. All of the them earned a master's degree or higher and completed some short training/courses. The eight teachers have a total of two to eight years of teaching experience.

##### **Theme 1: Preschool Teachers' Perceptions on Learning Styles**

###### **Sub-theme: Preschool Teachers Understanding on Learning Styles**

All the participants mentioned that teachers should adjust their teaching strategies according to their students' learning styles and that if children do not learn the way they teach, they should teach the way they learn. According to the participants, students' learning styles have an impact on the learning process. Data reveals that most of the participants value taking into account students' learning styles during the teaching process. They also believe that providing a variety of teaching methods will help students with different learning styles.

*“I heard about “Learning Style”. Learning style means the way one person learn something (any idea, knowledge, and task). Four core learning styles are- visual, auditory, reading and writing, kinesthetic. Multiple intelligence-based learning is very effective.” (IDI-1, 18.10.21)*

*“Children learn in different ways – some learn by seeing, some by hearing, some by reading, and some by doing. Some by watching various shows from electronic screens.”*  
(IDI-2, 19.10.21)

*“It is essential, because if a student does not understand what the teacher is attempting to teach, it will be difficult for that student to understand the concept. Furthermore, in my experience, many students who do not cope with the teacher's teaching style become shy to participate in class or become distracted.”* (IDI-5,22.10.21)

*“Different children learn in varied ways, and I've observed numerous students in my class that have different ways of grasping concepts.”* (IDI-6, 23.10.21)

*“If my student is not learning the way I teach, then I have to think from his/her aspect and make the content easy for him/her to learn.”* (IDI-1, 18.10.2)

*“Different children learn in different ways. In my class, I've seen many children whose learning capacity or ability to grasp concepts differs. There are two siblings in my class who are excellent observers, but they can't catch most of the instruction through instruction alone, I need to demonstrate what I want them to do,”* (IDI-5, 22.10.21)

*“I truly believe that different children have different learning styles. Every child is unique; some have a higher attention span, some cannot concentrate for more than 10 minutes, some are highly active, some are quieter. So, a child who has a higher concentration level will be able to acquire knowledge via reading/writing but a child with short concentration span won't be benefitted as much. On the other hand, an active or hyper child might get more out of an activity-based learning.”*(IDI -3, 20.10.21)

**Sub theme 1: Teacher's Perceptions Regarding the Importance of Addressing Different Learning Style of Preschoolers at Classroom**

According to all the participants' students' learning styles have a significant impact on their learning. Another benefit of knowing a learner's style, according to them, is that it helps teachers deal with challenges more effectively. Furthermore, knowing one's learning type might assist students in learning how to learn. They also shared that as everyone is different, so learning styles will differ.

*"I believe understanding different learning style is necessary in order to make the classes interesting and effective." (IDI-3, 20.10.21)*

*"Yes. If we can understand or address a student's learning style, the total teaching-learning process becomes interactive, interesting and helps a student to engage in classroom activities. And all these have a great impact on achieving maximum learning." (IDI-1, 18.10.21)*

*"All children are not same even if they are in same age. We should teach them the way they learn so they won't be bored and it is kind of encouragement for them that I am teaching the way he likes." (IDI-2, 19.10.21)*

*"No, I do not think children should change their learning style according to teachers' learning styles. As a teacher/educator, a person should attempt to help children in acquiring knowledge via multiple learning methods but should not force their own ways on the children. Attempting to change a child's learning style may create pressure on the brain and on their learning abilities which may affect them in the long run."(IDI-3, 20.10.21)*

*“It is beneficial without any doubt. The reasons are: 1. it makes the lesson interesting, 2. removes the monotony of one-way learning method, 3. creates an encouragement for learning more and 4. makes the children versatile also.” (IDI-4, 21.10.21).*

### **Theme -2: Practices of Preschool Teachers Addressing Different Learning Styles of Children in physical class**

Most of the preschool teachers mentioned that when teaching a subject, they all regularly employ audio and video demonstration, pair work, groups work, hands-on experiences, and role-play. When teaching something new or difficult, participants frequently provide examples and encourage students to infer conclusions, as is the normal teaching style.

With different groups of students, most of the teachers use a range of teaching approaches. According to the majority of teachers, working in groups and pairs helps children gain confidence in the learning process and makes the lesson more interesting for the students. Participants feel that seeing diagrams, charts, and tables that connect to new material helps students learn better.

*“Such as starting of making CVC words students find it bit hard. That time I show them similar CVC words to make it easy and to blend it easily and ask them to make more rhyming words like that.” (IDI-1, 18.10.21)*

*“Suppose, it is a Science class and the topic is healthy and unhealthy food. I show them photo/props and give them examples from our daily food menu. I usually play a small Q&A game: I say, please raise your hand if you like burger and pizza. Now tell me who likes cucumber and egg? Now, I describe which one is healthy, which one is unhealthy and ask the students to give one example for healthy-unhealthy food. “(IDI-1, 18.10.21)*

*“I like to give examples and ask students to draw conclusions in order to build their critical thinking.”(IDI-3, 20.10.21)*

*“I do both. I allow them to work independently at first so that I get an idea of their individual progress and then I ask them to work in groups as I always want to encourage teamwork and friendship over competition.”(IDI-3, 20.10.21)*

*“Few works are better to work individually; few are better to work in group. For example in early years they do some crafts work, in this case they need to work independently and individually. On the other hand, when they do some activity like treasure hunt numbers, letter hunting etc. these activities need to be done in group.”  
(IDI-2, 19.10.21)*

*“Naturally, no teacher can use every teaching style to suit every individual student’s needs in a classroom. Rather, they need to consider how to balance the needs of different students without diluting the learning experience by trying to be all things to all students.”(IDI-2, 19.10.21)*

*“When taking a class, I attempt to use different methods in order to ensure that most/all students get a hang of the concept. For example, let’s assume I am going to teach vowels to the students. First, I will show them the vowels, next I will show a video with vowels and then I will sing a song/rhyme with vowels. After the oral session is done, I will ask the students to write down the vowels and identify/draw images that start with vowels. After the writing session, I will do a small craft like make a vowel caterpillar or something similar to that.” (IDI-3, 20.10.21)*

### **Theme 3: Practices of Preschool Teachers Addressing Different Learning Styles of Children in Online Class**

According to the interviews, all of the teachers try their best to address different learning styles into their classes, even on the online platform. They use video communication which are effective tools for children's online learning. They share screen which allows them to exhibit images, video clips, or other visual/audio presentations from a computer, enabling for real-time class meetings and conversations that are mostly equivalent to those held in face-to-face classrooms. They use whiteboards to draw or write. They all shared that finding online learning tools that are suitable for children's, encourage children's participation and learning is not easy always.

*“The majority of the time, I attempt to include an activity into the topic and instruct them to participate in the activity with me. I reward them for paying attention to the activity.”(IDI-7, 24.10.21)*

*“I try to make the topic interesting relating with their favorite things...then they start to focus on task, then slowly engage them to do the work by telling them after finishing this work they will be rewarded by the nice stars I have made for them, and they can color their pictures with their favorite colors. Sometimes they can watch their favorite rhyme/story as well.” (IDI-2, 19.10.21)*

*“we teach numbers to children, we tell them to make the number with us, show them how to make it on the screen numerous times, then have them make a number with papers and scissors together, and then tell them to color it.” (IDI-6, 23.10.21).*

All the eight teachers shared that they faced challenges in addressing different learning styles of children in online classes during COVID-19. According to them, teachers face difficulty in engaging students in online classes. All of them narrate that maintaining the length of online classes for an extended period of time is challenging, and that the flow of online classes is sometimes disrupted by technological issues. The study findings imply that the majority of participants have difficulty attracting children's attention. They need to slow down their delivery pace owing to technical concerns and the short duration of the class. As they are not physically there in class, they can't always execute the exercises or hand on activities precisely.

*“I have found it very difficult to grab the attention of the children for long time, as you know small children’s attention span is short.” (IDI -6, 23.10.21)*

*“To manage a class of early years with many hyper active students is one of my challenges during online classes. I use audio-visual (rhymes, animation) and hand on activity (origami, drawings, made something with clay, paper) to keep them engaged and grab their attention.” (IDI-1, 18.10.21)*

*“I face two challenges the most. One is time, we can’t give enough time to them, second is children’s concentration, it’s really difficult to make them sit in fixed place for long time and keep their attention.” (IDI-6, 23.10.21)*



**Key Findings:**

- All the participants mentioned that teachers should adjust their teaching strategies according to their students' learning styles and that if children do not learn the way they teach, they should teach the way they learn.
- All the participants mentioned that students' learning styles have an significant impact on the learning process.
- Most of the preschool teachers mentioned that when teaching a subject, they all regularly employ audio and video demonstration, pair work, groups work, hands-on experiences, and role-play.
- All of the teachers try their best to address different learning styles into their classes, even on the online platform but face challenges in addressing different learning styles of children in online classes during COVID-19. According to them, teachers face difficulty in engaging students in online classes. All of them narrate that maintaining the length of online classes for an extended period of time is challenging, and that the flow of online classes is sometimes disrupted by technological issues.

## **Discussion**

It is very clear from the interviews that all the teachers know about learning style because of the training and workshops they have attended from school. Overall, it is clear from the responses of the teachers that they are concerned about how students learn and understand that different people have different preferences when it comes to learning new content. Each learner has various preferences when it comes to collecting or processing new knowledge and information. Eight teachers are unanimous in their beliefs that if learners do not learn the way the teacher teaches, the teacher must teach them how they learn. They also feel that giving students with a choice of teaching approaches will benefit students with various learning styles. Teachers believe that students' learning styles have a major impact on their learning, according to the interviews. According to them, recognizing a student's learning style also helps teachers cope with challenges more efficiently. As a result, teachers should learn more about this notion through workshops and training in order to better comprehend it and apply it to the teaching process. Claxton and Murrell (1987) encourage that teachers attend seminars and other professional development opportunities to learn more about the relevance of learning styles and their role in enhancing the learning process. Effective teaching requires a thorough understanding of the learning process, learning activities, and students' learning styles. As the majority of participants have more than three years of teaching experience with rigorous training, they not only aware of their students' learning styles, but they also demonstrate a strong desire to educate their students in ways that are appropriate for their learning types.

During the physical class, majority of the teachers regularly use recorders, conduct individual/group work, hands-on experiences, and role-playing. When teaching something new or difficult, participants frequently provide examples and encourage students to draw conclusions. With different groups of students, they use a range of teaching approaches. Working in groups and pairs, according to the majority of teachers, helps children acquire confidence in the learning process. It makes the class more exciting for the students. The majority of the participants unwilling to commit to a single learning strategy or activity because they want to try out several approaches. According to their responses, students learn better when they see diagrams, charts, and tables that connect to new material.

Each child, according to (Shah, Ahmed, Shenoy and N, 2013), has a particular learning style. Students have diverse levels of prior knowledge and learn at different rates. Traditional teaching methods don't always account for the various types of learners and their diverse abilities, which puts teachers in a tough position when trying to reach all of their students. Differentiated instruction, chunking, tiered learning, multiple intelligences, and cooperative learning groups are all successful strategies for boosting student interest and academic achievement. Most of the teachers applies demonstrations in their teaching. They also emphasized that including visual elements in the classroom, such as photos, diagrams, clip charts, graphs, and videos, should be a key priority. Furthermore, the teachers felt that students learn best when they are given opportunities to perform things and have hands-on experiences. Research of (Wery and Thomson, 2013) has shown that successful teaching focuses on helping students connect what they've learned or will learn by adopting various strategies in their teaching, such as providing real life examples, demonstrating real objects, facilitating and exploring possibilities.

All of the teachers try their best to address different learning styles into their classes, even on the online platform but face challenges in addressing different learning styles of children in online classes during COVID-19. According to them, teachers face difficulty in engaging students in online classes. Issues with student participation continue to be a stumbling block for online learning. During the in-person classes teachers observe student's behavior and participation to determine whether or not students are engaged in the activities or not. But in the online classes, they are unable to notice these. All of them narrate that maintaining the length of online classes for an extended period of time is challenging, and that the flow of online classes is sometimes disrupted by technological issues. Young children may lack the technological skills required for online learning tasks such as entering comments into a chat window or exchanging files containing textual material. However, when teachers use the various functions and facilities of numerous video communication platforms effectively, they can help children's learning. Teachers shared that they utilize the 'share screen' function to exhibit photographs, video clips, or other visual/audio presentations from a computer. Sometimes they use whiteboard to draw or write on while still discussing concepts and interacting with students online. It is vital to consider children's developmental levels, as well as to discover appropriate online learning tools that can promote children's participation and learning in the online modality. Research of (Ogebo and Aina, 2020) has also shown that the ability of early childhood teachers to use technology is another aspect that influences the efficiency of distance education. The attitudes and skills of early childhood educators in the use of technology have an impact on children's motivation and learning. As the number of encounters with children in online education is limited, student teachers must maximize the value of their

communications and language with each kid and establish a welcome social environment to encourage all children to participate.

Play and hands-on activities are essential for young children's development, but they are difficult to replicate online. Participants have shared that during the online class, singing and dancing, cutting from a handout and building a pattern, painting, drawings, and making an object out of recyclable materials are the activities they do most. It's critical to think outside the box when it comes to developing developmentally appropriate practices that allow children to engage in a range of hands-on activities via the internet. That is why teachers mentioned that they might not be able to teach and learn in the same ways that they did before COVID-19, nor will we be able to provide the same types of environments and activities that they could in a classroom. So, more research on this regard is needed to identify best practices or activities for these age group children in online modality so that we can plan ahead and prepare for future.

## **Conclusion**

Trained English medium preschool teachers in Dhaka city are concerned about how children learn and understand that different children have different learning styles when it comes to learning new content. Teachers hold the notion that learning styles play an important part in students' lives. Once teachers discover the learner's style, they will be able to incorporate it into their teaching process. Learning will become more enjoyable, faster, and efficient as a result. A main message from this study is that Teachers participated in the study strive to adjust their teaching methods to their students' learning styles. During the in-person class they apply multiple teaching techniques to address different learning styles of students. On the other hand, still there are many challenges to overcome when it comes to online classes. Many studies are conducted on learners in college or at a higher level of education, however, more study is needed at the preschool level, particularly in Bangladesh context.

## **Recommendations**

The study offers recommendations based on the study's overall findings to help preschool teachers support their students' learning styles. The following are some suggestions:

- This small study reveals that through quality training these teachers got to know about learning styles. So, when there has a reflection of this particular concept in the teacher training packages, teachers will get opportunity to learn and address this issue in the classroom. Hence, this concept needed to be included in all the existing teachers training packages, where needed.
- Addressing different learning styles of children in the existing online modality is quite challenging. Hence, more research could be done to develop child friendly online learning platform/programs.
- More research could be done to capture/document best practices of teachers in addressing different learning styles both in person and online classes and knowledge sharing sessions for teachers could be arranged to spread the best practices.

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## Annex-1: In-depth Interview Questionnaire

### Section A: Participants demographic information

Interviewee's Name _____	Date of Interview _____
Name _____	Age _____
Educational Qualification:	Experience as a teacher (Specify in year):
Class Taught _____	No of children in the class: _____
Children's age:	
Interview starting time:	
Interview ending time:	

### Section B: Teachers' perceptions of learning styles

1. How do you think children learn? Please explain.
2. Have you heard the term "Learning Style" before? What is your understanding about "Learning Style"? Please explain.
3. Do you think that different children have different learning styles to acquire or process knowledge? If yes, then why? if not, then why not?
4. According to you, why do you think teachers need to address different learning styles in teaching - learning process?
5. Do you think that children should change their learning styles according to teachers' teaching styles? If yes, then why? if not, then why not?
6. Do you think that if children do not learn the way you teach, you should teach them the way they learn? If yes, then why? If not, then why not?
7. Do you think that using mixed teaching methods, children with different learning styles will get benefit? If yes, then why? If not, then why not?
8. Do you believe it is necessary to address students' learning styles in order to achieve maximum learning and involve children in the classroom? If yes, then why? if not, then why not?

9. “Different students have different ways of learning.” How can you address this in teaching a concept in your class? Please explain in detail?

**Section C: Previous and current practices of teachers in addressing different learning Styles of children in classroom**

1. Which one do you prefer? Online class or offline? Why?
2. When you teach something new or difficult, do you use different teaching methods with different students? Please give examples.
3. When you teach something new or difficult, do you ask students to work in groups or pairs or work independently? Why? Please give examples.
4. When you teach something new or difficult, do you give examples and ask students give conclusion? Please give examples.
5. What were the teaching learning methods you used to apply in the face to face classroom?
6. What are the teaching learning methods you use in online classroom now?
7. How do you engage children in hands-on learning in the online class?
8. How will you know if the preschoolers are progressing? How do you assess students’ progress? Please elaborate.
9. Given that online learning is a new concept, what modifications do you need to make to your teaching technique to address different learning style of children during COVID-19?
10. Do you face any challenges in teaching children online? How do you mitigate these challenges?

**Section D: Concluding Question**

1. What are your thoughts on a preschooler's learning style?
2. Do you have any other concerns/ suggestions regarding this issue?

**Annex II: IDI questionnaire for pre-school teachers (Translated in Bangla)**

**অনুচ্ছেদ ক: জনতাত্ত্বিক সংক্রান্ত তথ্য**

সাক্ষাতকারীর নাম :	সাক্ষাৎকারের তারিখ :
নাম :	বয়স:
শিক্ষাগত যোগ্যতা:	একজন শিক্ষক হিসাবে অভিজ্ঞতা (বছরে উল্লেখ করুন):
ক্লাস পড়ানো হয়েছে :	ক্লাসে শিশুদের সংখ্যা:
শিশুদের বয়স:	
সাক্ষাৎকার শুরুর সময়:	সাক্ষাৎকার শেষ হওয়ার সময়:

**অনুচ্ছেদ খ: শিশুর শেখার ধরন সম্পর্কে শিক্ষকদের ধারণা:**

১. শিশুরা কীভাবে শিখবে বলে আপনি মনে করেন? দয়া করে ব্যাখ্যা করুন.
২. আপনি কি আগে "লার্নিং স্টাইল" শব্দটি শুনেছেন? "লার্নিং স্টাইল" সম্পর্কে আপনি কী জানেন? দয়া করে ব্যাখ্যা করুন।
৩. আপনি কি মনে করেন যে শিশুদের জ্ঞান অর্জন করার জন্য বিভিন্ন শেখার পদ্ধতি রয়েছে? যদি হ্যাঁ, তাহলে কেন? যদি না হয়, তাহলে কেন নয়?
৪. আপনার মতে, শিক্ষকদের শিক্ষাদানে বিভিন্ন শেখার পদ্ধতি কেন প্রয়োগ করা প্রয়োজন ?
৫. আপনি কি মনে করেন যে শিক্ষকদের শেখানোর পদ্ধতি অনুসারে শিশুদের তাদের শেখার পদ্ধতি পরিবর্তন করা উচিত? যদি হ্যাঁ, তাহলে কেন? যদি না হয়, তাহলে কেন নয়?
৬. আপনি কি মনে করেন যে শিশুরা আপনার শেখানো পদ্ধতিতে না শিখলে, তারা যেভাবে শেখে সেভাবে আপনার শেখানো উচিত? যদি হ্যাঁ, তাহলে কেন? যদি না হয়, তাহলে কেন নয়?
৭. আপনি কি মনে করেন যে মিশ্র শিক্ষণ পদ্ধতি ব্যবহার করলে শিশুরা বেশি শিখতে পারবে? যদি হ্যাঁ, তাহলে কেন? যদি না হয়, তাহলে কেন নয়?

৮. আপনি কি বিশ্বাস করেন যে সর্বাধিক শেখার জন্য এবং শ্রেণিকক্ষে শিশুদের সম্পৃক্ত করার জন্য শিক্ষার্থীদের শেখার শৈলীগুলিকে সম্বোধন করা প্রয়োজন? যদি হ্যাঁ, তাহলে কেন? যদি না হয়, তাহলে কেন নয়?

৯. “বিভিন্ন শিক্ষার্থী বিভিন্ন ভাবে শেখে। “ আপনার ক্লাসে এই ধারণাটি আপনি কীভাবে প্রয়োগ করেন? বিস্তারিত ব্যাখ্যা করুন?

### **অনুচ্ছেদ গ:বিভিন্ন শেখার পদ্ধতি নিয়ে শিক্ষকদের পূর্ব ও বর্তমান অনুশীলন**

১. আপনি কোনটি পছন্দ করেন? অনলাইন ক্লাস নাকি অফলাইন? কেন?

২. আপনি যখন নতুন বা কঠিন কিছু শেখান, তখন কি আপনি বিভিন্ন শিশুর সাথে বিভিন্ন শিক্ষার পদ্ধতি ব্যবহার করেন? উদাহরণ দিন।

৩. আপনি যখন নতুন বা কঠিন কিছু শেখান, আপনি কি শিশুদের দলে বা জোড়ায় কাজ করতে বা স্বাধীনভাবে কাজ করতে বলেন? কেন? উদাহরণ দিন।

৪. আপনি যখন নতুন বা কঠিন কিছু শেখান তখন কি উদাহরণ দেন এবং শিক্ষার্থীদের উপসংহার দিতে বলেন? উদাহরণ দিন।

৫. মুখোমুখি শ্রেণিকক্ষে আপনি কী কী শিক্ষাদান পদ্ধতি ব্যবহার করতেন?

৬. এখন অনলাইন শ্রেণিকক্ষে আপনি যে শিক্ষণ শেখার পদ্ধতিগুলি ব্যবহার করেন তা কী কী?

৭. অনলাইন ক্লাসে আপনি কীভাবে বাচ্চাদের হাতে-কলমে শেখার সাথে জড়িত করেন?

৮. আপনি কিভাবে জানবেন যে প্রি-স্কুলাররা উন্নতি করেছে কি না? শিক্ষার্থীদের অগ্রগতি কীভাবে মূল্যায়ন করবেন? ব্যাখ্যা করুন।

৯. অনলাইন শিক্ষা একটি নতুন ধারণা- COVID-19-এর সময় শ্রেণিকক্ষে শিশুদের বিভিন্ন শেখার পদ্ধতিগুলো প্রয়োগ করতে হলে আপনার শেখানোর কৌশলটিতে আপনাকে কী পরিবর্তন করতে হবে?

১০. অনলাইনে বাচ্চাদের শেখানোর ক্ষেত্রে আপনি কি কোন চ্যালেঞ্জের সম্মুখীন হন? আপনি কিভাবে এই চ্যালেঞ্জগুলি মোকাবেলা করেন?

### **অনুচ্ছেদ ঘ: সমাপনী প্রশ্ন**

১. একজন প্রিন্সিপালের শেখার উপায় সম্পর্কে আপনার মতামত কি?

২. এই সম্পর্কে আপনার কি অন্য কোন প্রশ্ন/পরামর্শ আছে?