



VARK Learning Styles and Differentiated Instruction in the English for Change Textbook

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Abstract : The diversity of students' learning preferences is often not fully accommodated in instructional materials, despite the Merdeka Curriculum emphasizing learner-centered and differentiated learning. This study aimed to analyze the representation of learning styles in the English for Change textbook using Fleming's VARK framework and evaluate its support for differentiated instruction. A qualitative content analysis was conducted on learning activities, texts, visuals, tasks, and assessments in the Grade XI textbook. Data were analyzed using a VARK coding rubric and thematic coding supported by NVivo software, complemented by semi-structured interviews with English teachers. The findings showed that all VARK modalities were represented, with Visual learning being the most dominant (36%), followed by Aural (27%), Kinesthetic (19%), and Read/Write (18%). The textbook supports multimodal and differentiated learning, although auditory and kinesthetic activities need further strengthening to enhance instructional inclusivity.

Keywords : VARK Learning Styles, Differentiated Instruction, Multimodal Learning.

INTRODUCTION

The implementation of the Merdeka Curriculum has transformed the orientation of education in Indonesia toward more flexible and student-centered learning practices. The curriculum emphasizes learner autonomy, inclusivity, and meaningful learning experiences that accommodate students' diverse characteristics and learning preferences. In English as a Foreign Language (EFL) classrooms, these principles are highly relevant because students demonstrate different levels of language proficiency, motivation, and cognitive readiness. Consequently, instructional materials are expected to support inclusive and multimodal learning experiences aligned with curriculum objectives (Witraguna et al., 2024).

The emphasis on learner diversity within the Merdeka Curriculum is closely associated with differentiated instruction in classroom practice. Differentiated instruction enables teachers

to adapt learning content, processes, and assessments according to students' readiness, interests, and learning preferences. Such flexibility is particularly important in EFL contexts because learners possess heterogeneous linguistic and educational backgrounds. Through differentiated learning practices, teachers can foster more inclusive and participatory learning environments that support active engagement among students (Endeshaw, 2023).

Differentiated instruction has been widely recognized for its positive impact on student engagement, academic achievement, and learning autonomy. By adapting learning activities to students' readiness levels and individual needs, teachers can create more meaningful learning experiences and encourage active participation in the classroom. Such flexibility is particularly important in foreign language learning contexts, where learners often have diverse backgrounds and learning characteristics (Tajik et al., 2024). As a result, differentiated learning has become an essential component of inclusive and effective education that acknowledges learner diversity (Farhurohman et al., 2025).

One framework frequently used to understand learner diversity is Fleming's VARK model, which categorizes learning preferences into four modalities: Visual, Aural, Read/Write, and Kinesthetic. Each modality reflects different ways students process and engage with information, ranging from visual representations and oral discussions to written materials and hands-on experiences (El-Saftawy et al., 2024). The VARK framework has gained attention because it supports multimodal and learner-centered instruction by providing multiple pathways for learning. Such an approach can enhance student motivation, participation, and engagement while helping teachers address diverse learning preferences within the same classroom (Durán Pincay & Durán Pincay, 2024).

The integration of multiple learning modalities into instructional design contributes to the development of more adaptive and responsive classroom practices. Learning activities that combine visual, auditory, textual, and experiential elements provide learners with multiple opportunities to construct understanding. In language learning environments, multimodal instruction supports learners in engaging with language input and communication tasks through diverse forms of interaction, thereby promoting more inclusive learning experiences (Talukder, 2023).

In EFL classrooms, textbooks continue to play a central role in providing language input, learning activities, and assessment guidance. Beyond supporting curriculum objectives, textbooks are expected to offer diverse learning experiences that accommodate students' varying needs and preferences. Effective instructional materials should therefore include

balanced activities that promote multimodal learning engagement (Efendi et al., 2023). One textbook currently used under the Merdeka Curriculum is English for Change for Grade XI, which was designed to foster communicative competence, collaborative learning, and reflective learning through thematic and genre based instruction.

The textbook includes activities related to listening, speaking, reading, writing, viewing, and presenting, suggesting the integration of multimodal learning principles. Previous studies have shown that English for Change generally aligns with the goals of the Merdeka Curriculum and supports communicative language teaching practices (Ameliana & Zahro, 2025). Other research has highlighted the representation of local and global cultural perspectives within its content through discourse and cultural analysis (Ningrum & Yunita, 2025). However, little attention has been given to how the textbook accommodates different learning preferences through its instructional activities.

Although differentiated instruction and learner diversity have received increasing attention in educational research, studies examining how English textbooks accommodate different learning preferences within the Merdeka Curriculum remain limited. Previous research has largely focused on curriculum implementation, discourse analysis, and cultural representation, leaving the issue of learning-style representation underexplored. In addition, few studies have combined textbook analysis with teacher perspectives to evaluate how instructional materials support diverse learners. This gap highlights the need for a more comprehensive investigation of learning-style representation in EFL textbooks.

This study addresses that gap by applying Fleming's VARK framework to analyze the representation of Visual, Aural, Read/Write, and Kinesthetic learning styles in the English for Change textbook. It also incorporates teachers' perspectives to provide a broader understanding of how the textbook supports differentiated instruction in classroom practice. By combining content analysis with contextual insights from teachers, the study offers a more comprehensive evaluation of instructional inclusivity. Therefore, the study aims to examine the representation of VARK modalities and evaluate their contribution to differentiated learning within the Merdeka Curriculum.

RESEARCH METHOD

This study employed a qualitative content analysis approach within a case study design to investigate how the English for Change textbook represents learning styles based on Fleming's VARK model. Qualitative content analysis was selected because it enables the

researcher to systematically interpret instructional content, learning activities, and textbook tasks through categorization and thematic interpretation. The case study approach was considered appropriate because the research focused specifically on one bounded case, namely the implementation of the English for Change textbook within the Merdeka Curriculum context. This design also allowed the researcher to explore the relationship between textbook content, differentiated instruction, and learning style representation in authentic educational settings.

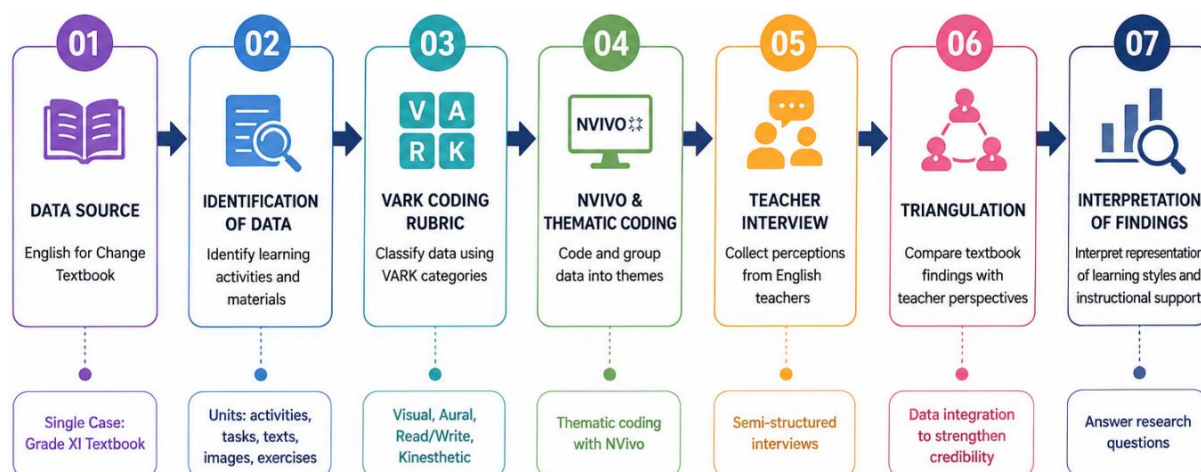


Figure 1. Research Flow Diagram

This study employed a qualitative content analysis within a case study design to examine the representation of learning styles in the English for Change textbook for Grade XI, published by the Ministry of Education, Culture, Research, and Technology under the Merdeka Curriculum. The textbook was selected because it is officially used in Indonesian senior high schools and contains a variety of learning activities that engage students in listening, speaking, reading, writing, viewing, and presenting. The units of analysis included learning activities, task instructions, reading texts, dialogues, visuals, classroom exercises, and assessment tasks found throughout the textbook.

Fleming's VARK model served as the analytical framework for identifying learning style representation. The four modalities (Visual, Aural, Read/Write, and Kinesthetic) were used as coding categories. A VARK coding rubric was developed and adapted from Fleming's framework to classify instructional elements according to their dominant modality. Visual elements included images, diagrams, charts, and graphic organizers; Aural elements consisted of listening and discussion activities; Read/Write elements involved reading and writing tasks; while Kinesthetic elements referred to hands-on activities, role plays, simulations, and real life applications. Each activity was coded systematically to examine the balance and inclusivity of learning style representation within the textbook.

The data were analyzed through thematic coding supported by NVivo software. The analysis began with intensive reading of the textbook, followed by coding and categorizing instructional activities according to the VARK rubric. The coded data were then organized into broader themes and interpreted to evaluate how the textbook supports differentiated instruction and accommodates diverse learner preferences. To enhance the credibility of the findings, semi-structured interviews were conducted with English teachers. Their perspectives were analyzed thematically and used to complement the textbook analysis, providing methodological triangulation and a more comprehensive understanding of instructional inclusivity in the implementation of the English for Change textbook.

RESULT AND DISCUSSION

The first objective of this study was to examine how the English for Change textbook represents learning preferences based on Fleming's VARK framework. The analysis revealed that all four modalities: Visual, Aural, Read/Write, and Kinesthetic were present throughout the textbook. This finding suggests that the textbook has incorporated elements of multimodal learning by providing students with different ways of accessing and engaging with instructional content. Nevertheless, the distribution of these modalities was not evenly balanced.

Table 1. Distribution of VARK Learning Style Representation

Learning Style	References	Percentage
Visual	86	36%
Aural	64	27%
Kinesthetic	46	19%
Read/Write	44	18%
Total	240	100%

The NVivo coding results show that Visual Learning Style was the most dominant modality, representing 36% of all coded references. Aural learning accounted for 27%, while Kinesthetic and Read/Write modalities represented 19% and 18%, respectively. These findings suggest that although the textbook provides a range of learning experiences, visual learning receives the greatest emphasis. This is reflected in the frequent use of images, illustrations, tables, graphic organizers, and other multimodal texts across the learning units. Such visual elements can help students understand concepts more easily by connecting textual and visual information. This finding is consistent with previous studies showing that multimodal resources enhance comprehension and learner engagement by combining different modes of meaning-making (Lyu & Cao, 2024). Likewise, research in the Indonesian EFL context found that visual

representations in English textbooks support students' understanding and facilitate meaning-making through the integration of text and visuals (Selanova & Farida, 2026).

Table 2. Dominant Instructional Activities

Instructional Activity	References
Individual Activity	182
Read/Write Activity	160
Aural Activity	142
Kinesthetic Activity	140
Presentation Task	116
Multimodal Activity	114
Collaborative Learning	111

The second research question examined how the textbook supports differentiated instruction through its learning activities. The Matrix Coding Query showed that all major activities were linked to one or more VARK modalities, providing students with multiple ways to engage with learning content. Individual activities appeared most frequently, indicating a strong emphasis on learner autonomy, self-directed learning, and personal responsibility. This finding is consistent with the Merdeka Curriculum, which encourages student agency and active participation in the learning process. The variety of activities also reflects key principles of differentiated instruction by offering flexible learning experiences that accommodate diverse learner needs and support student-centered learning (Fadil & Nurulpaik, 2026).

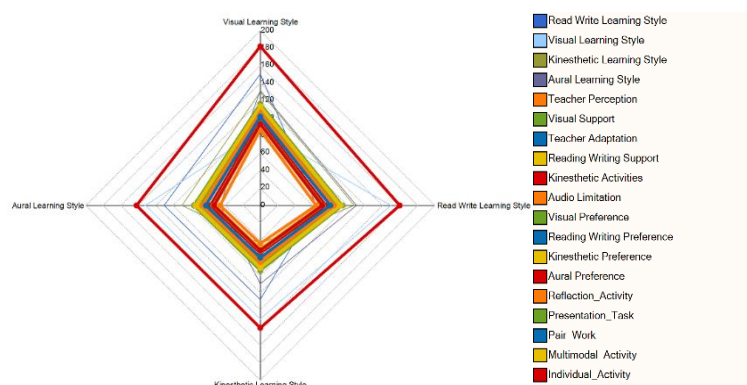


Figure 2. Teacher Perception Analysis of Teachers' Perceptions toward Textbook Modalities

The third research question explored teachers' perceptions regarding the suitability of the textbook for addressing diverse learner preferences. The interview findings generated four major themes: visual support, literacy support, audio limitations, and teacher adaptation strategies. The interview findings revealed four major themes regarding teachers' perceptions of the suitability of the English for Change textbook in accommodating diverse learning preferences, namely Visual Support, Reading/Writing Support, Audio Limitation, and Teacher

Adaptation. These themes illustrate how teachers evaluate the strengths and limitations of the textbook when implementing learning activities in the classroom.

The interview findings identified four main themes: Visual Support, Reading/Writing Support, Audio Limitation, and Teacher Adaptation. Teachers viewed the textbook as strong in supporting visual and literacy-based learning through illustrations, graphic organizers, reading passages, and writing activities. As one teacher explained, *“The textbook provides many pictures and visual aids that help students understand the lesson more easily” (T1)*. Another teacher noted, *“Most activities involve reading texts and writing responses, which support students’ literacy skills” (T2)*. These responses indicate that visual and literacy-oriented elements are prominent features of the textbook and contribute to students’ comprehension and engagement with learning materials (Purwaningtyas, 2020). Similarly, the emphasis on reading and writing activities reflects the principles of differentiated learning that provide students with opportunities to learn according to their individual needs, interests, and learning profiles through varied instructional experiences (Setiyana et al., 2024).

However, teachers reported that auditory learning opportunities were relatively limited. One participant stated, *“There are only a few listening activities in the textbook, so I usually add audio recordings or videos to support learning” (T3)*. This suggests that additional instructional resources are needed to accommodate auditory learners. Therefore, teachers frequently supplemented the textbook with audio recordings, videos, discussions, role-plays, and collaborative activities to better accommodate diverse learning preferences and strengthen the implementation of differentiated instruction in classroom practice. This finding is consistent with studies showing that teachers often modify instructional materials and learning strategies to address learner diversity and ensure that differentiated learning can be implemented more effectively in classroom contexts (Juwita et al., 2024).

Taken together, these four themes demonstrate that while the English for Change textbook provides strong support for visual and literacy-oriented learning, its representation of auditory and experiential learning remains relatively limited. This finding suggests that the textbook has incorporated several elements of multimodal learning, although the balance among learning modalities has not yet been fully achieved. Previous studies have emphasized that effective instructional materials should provide diverse learning pathways to accommodate students’ varying learning preferences and support inclusive classroom practices (Pozas et al., 2020). Furthermore, differentiated instruction requires teachers to continuously adapt instructional resources, learning activities, and classroom strategies to respond effectively to

learner diversity and promote meaningful participation among students with different educational needs (Kupers et al., 2024). Research also highlights that multimodal instructional practices can strengthen learner engagement and improve access to learning by integrating various forms of representation, interaction, and communication within classroom activities (Kessler & Marino, 2023). Consequently, teachers play a crucial role in extending and enriching textbook-based instruction to ensure that learning experiences become more inclusive and responsive to learner diversity within the implementation of the Merdeka Curriculum.

Teachers consistently identified visual representation as one of the strongest aspects of the textbook. According to the participants, images, illustrations, visual layouts, and graphic organizers helped students understand instructional content more easily and provided useful contextual support during learning activities. Visual elements are considered important in facilitating learners' comprehension because they help students interpret information, connect concepts, and construct meaning from instructional materials more effectively (Purwaningtyas, 2020). Furthermore, multimodal learning resources that integrate visual, textual, and other representational modes have been shown to enhance students' engagement, meaning-making processes, and comprehension in EFL learning contexts (Kaowiwattanakul, 2025). These perceptions are consistent with the coding results, which identified Visual Learning Style as the most dominant modality represented throughout the textbook.

Another strength highlighted by teachers was the textbook's emphasis on literacy development. Reading passages, writing exercises, reflective activities, and vocabulary tasks were viewed as effective tools for developing students' language proficiency. Teachers noted that these activities encouraged students to engage deeply with texts and provided opportunities to strengthen both receptive and productive language skills. This finding is supported by research showing that literacy-oriented activities in EFL textbooks contribute significantly to the development of reading comprehension, vocabulary acquisition, and written communication skills by encouraging learners to interact critically with texts (Kaowiwattanakul, 2025). Despite these strengths, teachers also identified several limitations. In particular, auditory learning opportunities were perceived as less extensive than visual and literacy-oriented activities. Although listening and speaking tasks were present, participants felt that additional audio-based materials could further enhance students' learning experiences. Similarly, kinesthetic activities were viewed as less prominent than visual and textual components. Previous studies have emphasized that effective multimodal instruction should

integrate audiovisual and interactive learning experiences to accommodate diverse learner preferences and promote more balanced classroom engagement (Nicolaou et al., 2022).

The findings highlight that differentiated instruction is not determined exclusively by the quality of instructional materials. Instead, it emerges through the interaction between curriculum resources and teacher practices. Even when a textbook provides multimodal learning opportunities, teachers remain responsible for adapting instruction to meet the needs of their students. In this sense, teachers function as facilitators who extend and enrich textbook content to create more inclusive learning environments. Previous studies have shown that the successful implementation of differentiated learning depends largely on teachers' ability to modify learning activities, instructional strategies, and assessment practices according to students' readiness, interests, and learning profiles (Setiyana et al., 2024). Similarly, the effectiveness of differentiated learning is strongly influenced by how teachers design and implement learning experiences that accommodate student diversity and promote active participation in the classroom (Pramudianti et al., 2023). Overall, the interview findings suggest that the English for Change textbook provides a solid foundation for multimodal learning but still requires pedagogical adaptation to achieve a more balanced implementation of differentiated instruction.

When viewed collectively, the findings indicate that the English for Change textbook reflects several important principles of learner-centered education and differentiated instruction. The representation of Visual, Aural, Read/Write, and Kinesthetic modalities demonstrates an effort to accommodate learner diversity through multimodal learning experiences. This finding is consistent with the notion that differentiated instruction is designed to respond to learners' diverse characteristics, as differentiated instruction is an approach that supports students' learning processes according to their learning profiles, readiness levels, and interests (Wardani & Darmawan, 2024). Furthermore, the textbook provides opportunities for students to engage with instructional content through various forms of interaction, communication, and knowledge construction. This result also supports the argument that diversity in students' readiness, interests, and learning profiles requires instructional approaches that are flexible and responsive (Amri & Adifa, 2025). Nevertheless, the representation of these modalities is not equally distributed. Visual learning consistently receives greater emphasis than the other modalities, particularly Read/Write and Kinesthetic learning. As a result, differentiated instruction appears to be partially rather than

comprehensively embedded within the textbook. The instructional design recognizes learner diversity, yet the balance among learning preferences remains uneven.

The findings also underscore the crucial role of teachers in translating curriculum materials into meaningful classroom experiences. Through instructional adaptation, teachers supplement textbook activities, introduce additional learning resources, and create opportunities for students to engage with content through different modalities. Consequently, the effectiveness of differentiated instruction within the Merdeka Curriculum depends not only on textbook design but also on teachers' capacity to respond flexibly to learner diversity. In conclusion, the English for Change textbook can be regarded as a multimodal instructional resource that supports learner-centered learning. However, achieving a more inclusive and balanced implementation of differentiated instruction requires continued refinement of instructional materials as well as active pedagogical adaptation by teachers in classroom practice.

CONCLUSION

This study found that the English for Change textbook incorporates all four VARK learning modalities (Visual, Aural, Read/Write, and Kinesthetic) showing its potential to support diverse learning preferences within the Merdeka Curriculum. However, visual activities appear more frequently than the other modalities. The textbook offers a range of learning tasks that encourage student participation and support learner-centered instruction. Teachers interviewed in this study viewed the textbook as particularly helpful for visual and literacy-based learning, but noted that opportunities for auditory and hands-on learning are less prominent. As a result, they often adapt or enrich the materials to better meet students' diverse needs. Overall, the textbook serves as a useful multimodal learning resource, although a more balanced representation of learning modalities would further support differentiated instruction and inclusive classroom practices.

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