

CHAPTER ONE

INTRODUCTION

The present study is on "Learning Styles Adopted by Secondary Level Students". This is an introductory chapter. It includes the general background, a brief introduction to second language acquisition, individual differences in terms of personal and general factors and second language acquisition, learning strategies, learning styles and the perceptual learning styles. Moreover, it is followed by a brief review of the related literature, objectives of the study, the significance of the study and finally the definition of specific terms. These headings are in detail under the following sections:

1.1. General Background

Language learning is a complex process. First, language itself involves a number of subsystems. Secondly, the learning of this complex system involves a number of factors or the procedures. Thirdly, despite the uniform route that most of the researches have predicted, learners vary in a number of ways in this learning system. These are the facts not only related to the first language but also to the second language. Acquiring the first language does not need any conscious efforts or the great deal of efforts. Every human being learns it naturally. However, learning a second language is a variable phenomenon. There several factors that affect this learning system of the second or a third or any other language.

Second language learning heavily depends upon the efforts that the learners make in their learning. Not all the learners learn a language in all the similar way; obviously, it is a gradual process that it is learnt in a sequence. The degree to which one achieves proficiency is different from learners to learners. This is because there are several aspects that bring variation in learning. Some of such factors might be linguistic, sociolinguistic, cultural and also the individual

factors. Individual learners adopted different techniques in their learning. Every learner, instead of the techniques taught in the formal classes, use their own ways to learn the language. These ways can be taken as the part of their learning styles and strategies. Different learners in different situations use different ways of learning. In turn, these ways affect their learning output. Again, among learning styles also there are various types that the learners use for their learning. Besides this, another factor is personality. Many researches have shown that these factors play a vital role in the learning. Teaching activities or techniques alone are not enough for gaining the knowledge of a second language. Most of the part of learning depends upon what learners do in themselves and what they do in collaboration. This study is concerned with one of such aspects of the learners. Mainly, the concern is the learning style. Specifically among the learning styles also the concern is the perpetual learning styles.

1.1.1 Second Language Acquisition

Generally, the term second language refers to any language other than the first language. The learning or acquisition of such language is called second language acquisition. The process of picking up the knowledge of a second language is concerned with learning of such language. According to Ellis (1985, p. 5), second language acquisition (SLA) is "the study of how learners learn an additional language after they have acquired their mother tongue". This process does not include any particular aspects but involves learning of phonology, morphology, syntax, semantics and discourse or pragmatics. It involves both the competence factors and the performance factors of such language. But SLA is not a uniform and predictable phenomenon. There is not a single way in which learners learn such language.

Looking at the definition of Mitchell and Myles (2004) " SLA is the learning of any language, to any level, provided only that the learning of the second language takes place sometimes later then the acquisition of the first language"

(p. 5). On the other hand, Cook (1992, p. 2) takes SLA as "the acquisition of a language in addition to mother tongue".

Whatever way it is defined, all the definitions have a common point that second language is learning of any language subsequent to mother tongue which is a variable process. This discipline of SLA has become so broad that it has an endless explanation. But the remarkable things have is that this field is related to several other fields. This is the reason why it is called a complex one because the learning of such system is heavily dependent upon many others. The term foreign language is contrasted with the second language. The first term refers to the learning of a non-native language in the environment of one's native language, for example, learning English in the Nepalese context. On the other hand, SLA refers to the learning of a nonnative language in the environment where that language is spoken by the native speakers, for example, learning English in the context of the United States by any foreign learners.

The contexts in which a language is learnt are greatly variable. On the other hand, the learners also are different. Being based upon such variability, the complexity of SLA is predicted. There are many notions related to SLA, not all can be described here. So, focusing upon the study objectives the concern is on the learning styles and the related aspects.

1.1.2 Individual Differences and Second Language Acquisition

Second language learners vary in a number of ways. In other words, there are several parameters in which they differ. Not all the learners are same. There are a number of factors. Social, cognitive and affective those affect the learning of second language. This means that individual differences exist in terms of a number of dimensions. Ellis (1985 p. 100) makes a distinction between the personal and general factors. These factors particularly affect the rate rather than the route of SLA. Though these factors are classified variously, all are interdependent. A brief introduction of such factors is presented below:

1.1.2.1 Personal Factors

These factors refer to individual approaches to learning. There is not an exhaustive list of these personal factors. Ellis (1985, p. 101) has listed the following personal factors:

- a. **Group dynamics:** It refers to one's role in the group learning. Learners might expose various behaviours in groups. These behaviours affect their rate of learning. Such as, whether one exposes debilitating or facilitative ability in groups has crucial roles in learning. Some group performances, that is, positive facility of competitiveness positively affect learning while feeling of jealous to others progress might be less beneficial in learning.
- b. **Attitudes to the teachers and course materials:** Not all the learners even within the same context have same attitudes towards their teachers. Some might prefer one while others may not. This affects their rate of learning.
- c. **Individual learning techniques:** Different learners use different techniques in this learning. The use of techniques determines their rate and success of learning. For example, in case of vocabulary learning the techniques might be: preparing and memorizing vocabulary lists, guessing meaning in the context and learning vocabulary or practicing vocabulary through other ways (writing, drilling etc).

1.1.2.2 General Factors

These types of factors are variables that are characteristics of all the learners. They differ not in whether they are present in a particularly individual learning, but in the extent to which they are present, or the manner in which they are realized. Ellis (1985, p. 103) talks of the following general factors:

a. Age

Age is one of such factors that frequently affects the individual differences in SLA. It is said to affect both the rate and also, to some extent, the route of SLA. Researchers have shown that children are better language learners. Regarding age effect Lenneberg (1967) has proposed critical period hypothesis which states that there is a certain period. Before puberty, learning takes place effortlessly and in easier ways. However, learning after this period involves a great deal of efforts and conscious attention to great extent. So, age is regarded to be an important factor that brings individual differences in learning.

b. Intelligence and Aptitude

Intelligence is a general factor which underlies our ability to master and use whole range of academic skills (Ellis, 1985, p. 110). It is also one of the major determinants in SLA. The term aptitude on the other hand, refers to the ability of learners in particular aspects of language, such as form or meaning. So far it is concerned to the effect of aptitude in formal teaching learning, it is said to have impact on the rate of learning.

c. Cognitive Style

Cognitive style is the term used to refer to the manner in which people perceive, conceptualize, organize, and recall information (Ellis, 1985, p. 114). Learners on the basis of this cognitive styles fall into two categories, field dependent and field independent. Individuals vary to the extent to which they learn towards dependence or independence. Field dependent learners are holistic and socially cognitive with personal orientation while field independent are analytic and socially unaware with impersonal orientation. Such learners differ in their learning from context to context. So, it also affects the success and rate of learning.

d. Attitudes and Motivation

How learners view the different components of a curriculum is taken as attitude of learners attitudes to the course materials, target language or the cultures greatly affect their success. Also, whether one is motivated to learn the culture or not also depends upon such factors. Motivation is defined as a driving and pulling force which results in present behaviour directed towards particular goal. Gardner and Lambert (1979, as cited in Larsen Freeman and Long, 1991, p. 173) talk of two types of such motivation: integrative and instrumental. In the first case a learner is motivated by his wish to adopt in another ethnolinguistic group, while in the next, he/she is motivated due to the facts such as, improving carrier or social status. Researches on this fact have shown that motivation also affects learning.

e. Personality

Personality is judged on the basis of the personal traits that the learners possess. Eysenck (1964) identifies two general traits in terms of the dichotomy extrovert/ introvert and neurotic/ stable (as cited in Ellis, 1985, p. 120). Extroverts are outer oriented while introvert the inner oriented. Similarly, neurotic are dynamic but stable the fixed. These types of traits affect the success the rate of SLA. For example, extroverts learn more rapidly and are more successful in comparison to introvert (ibid).

Besides these factors, there are several others that bring differences among individual learners. Some of such factors relevant for this study are discussed under the following sub-headings:

1.1.3 Learning Strategies

All the learning strategies have particular conscious or sub-conscious plans or actions for their learning which are simple termed as their learning strategies. According to Oxford (2003, p.1), learning strategies are" the specific behaviours or thoughts learners use to enhance their language learning". These

factors influence the students' ability to learn in a particular instructional framework. For Rubin (1975, p. 43), these are the techniques or devices which a learner may use to acquire knowledge (as cited in Larsen-Freeman 2000, p. 159). The word strategy comes from the ancient Greek word "strategia", which means steps or action taken for the purpose of winning a war. The warlike meaning of "strategia" has fortunately fallen away, but the control and goal directedness remain in the modern version of world (Oxford, 2003, p. 2).

Language learners are taken as good or bad on the basis of the strategy use. However, a given strategy is neither good nor bad: it is essentially neutral until the context of its use is thoroughly considered. According to Oxford (ibid), a strategy is useful if the following conditions are present:

- a. the strategy relates well to the L2 task at hand;
- b. the strategy fits the particular student's learning style preferences to one degree or another;
- c. the students employ the strategy effectively and link it with other relevant strategies .

These types of strategies make learning easier, faster, more enjoyable, more self directed more effective and more transferable to new situations. The use of these strategies also varies from learner to learner and the context to context.

O'malley and Chamot (1994, p. 371) describe the learning strategies as follows: where they show distinction between the terms learning and learner strategies:

We use the term learner strategies to identify strategies that students have developed on their own to solve language learning problem. . . . we contrast this term with learning strategies , which we use to describe the strategies that have been . . . taught explicitly as part of instruction in both first and second language context (as cited in Finkbeiner, 1998).

Despite their various definitions, there has been an agreement on the fact that learning strategies affect learners learning process or even the success and rate. Again, regarding what types of the strategies are used by the learners, these are different categorizations. Oxford (2003, pp. 12-14) has presented the following types

a. Cognitive Strategies

These strategies enable the learner to manipulate the language materials in direct way, for example, through reasoning, analysis, note taking, summarizing, synthesizing etc.

b. Meta-cognitive Strategies

The strategies beyond the cognitive aspect are meta- cognitive strategies. These strategies are employed for managing the learning process overall, for example, planning for L2 task, monitoring mistakes, evaluating task success, arranging a study space etc.

c. Compensatory Strategies

These strategies help the learner make up for missing knowledge (Oxford, 2003, p. 13). These strategies sometimes are called communication strategies. The examples of such strategies are: guessing meaning from context, using synonyms and talking around etc.

d. Affective Strategies

For the higher progress to proficiency learners adopt these strategies. These types of strategies might be identifying one's mood and anxiety, talking about feeling, rewarding self etc.

e. Memory Related Strategies

The use of these strategies help the learners link L2 item or concept with another but do not necessarily involve deep understanding. The examples are:

combining sounds and images create learning through sounds, combining sound and body movement etc.

f. Social Strategies

Social strategies are social in nature, that is, relate to the balance of social relationship. The examples of these types include: asking for help, asking for clarification, exploring social and cultural norms.

However, the lists of learning strategies are not exhaustive. Different scholars have presented them differently. But whatever be the matter, these types of actions, behaviors, steps, techniques or plans have great impact upon learning. Some strategies might be taught by the teachers in course of their teaching, while some might automatically be inserted into learning process of the L2 learners.

1.1.4 Learning Styles

A language learning task can be regarded as a springboard for learning work (Richards and Rodgers, 2001, p. 233). It is a structured plan for the provision of opportunities for the refinement of knowledge and also involves the capabilities of the use in communication in their learning process which may go through communication.

The term learning style is used to encompass a number of aspects of a person. Various writers have included various aspects within it. Developing a general framework from such many writers, it includes cognitive style, pattern of attitudes and interests, a tendency to make situation compatible to one's own learning and a tendency to use certain strategies. Learning styles sometimes overlap with many other aspects. According to Oxford (2003, p. 2), learning styles are the general approaches for example, global or analytic, auditory or visual that students use in acquiring a new language or in learning any other subject. For (Cornetts, 1983, p. 9), these are "the overall patterns that give general direction to learning behavior" (as cited in Oxford, *ibid*).

Thus, learning styles are simply different approaches or ways of learning. They are related to concentrate on, process absorb and retain new and difficult information.

Learning styles have been categorized in several ways by different writers. Kolb (1984, as cited in Richmond and Cummings, 2005, p. 45) describes the following four types.

a. Assimilative Style

This style of learning is characterized by the ability to reason inductively. Assimilators concern themselves with ideas and abstracts concept rather than with people and social interactions and are concerned with abstract, logical rather than practical aspects of theories (Richmond and Cummings, 2005, p. 47). This individual incorporates the learning models of reflective observation and abstract conceptualization.

b. Accommodative Style

This style is opposed to the earlier one. These learners adapt oneself to the new situation. They are doing and taking risks in their learning. Further, they are often taken as opportunists. They seek new experiences to learn the language. In other words, these learners include concrete experience and active experimentation.

c. Convergent Style

The learners with this style have the ability to efficiently solve problems make decisions and apply ideas to solve problems. Through their deductive reasoning, they are said to do well on standard conventional intelligence tests. According to Richmond and Cummings (2005, p. 47), those learners emphasis on problem solving and decision making.

d. Divergent Style

According to Kolb (1984, p. 77) the divergent learners is best of task that require imaginative ability and awareness of meaning and value" (as cited in Richmond and Cummings, 2005, p. 48). They have the ability to identify concrete examples of each concept and to generate numerous qualities about this concept from many perspectives. They are taken as brain- strategies, that is, prefer to observe rather than act. So, they are creative and emotionally oriented. From social perspective, learners with this learning style are interactive.

Anyway, learning styles refer to the different ways that different people are best able to learn new information. Students learn in various ways. It is claimed that students learn better when they are learning in different ways and that they have different learning styles that work best for them. So, teaching learning approaches should address the learning styles of the learners. The teacher teaching to the students should know what particular style does a learner prefer in his/ her learning. Otherwise, the case of formal instruction, this is more complex to understand such styles due to the fact that students are from heterogeneous cognitive social and cultural status. On the basis of their learning styles, Harmer (2003, p. 43) classifies learners into four categories:

- a. Convergents:** who by native are solitary, prefer to avoid groups, and who are independent and confident in their own abilities.
- b. Conformists:** who prefer to emphasize learning about language' over learning to use it.
- c. Concrete learners:** who like conformists, enjoy social aspects of learning and like to learn from direct experience.
- d. Communicative learners:** who are language use oriented.

Thus, a teaching activity should be based upon the different learning styles of the learners. A teacher needs to understand such aspects of the learners. Also, these learning styles might differ from level to level. So, they are highly influential over teaching learning activities.

1.1.4.1 Perceptual Learning Styles

Perceptual learning styles are also known as perceptual modes or modalities. The learners may adopt many types of styles in their learning. This classification is on the basis of sensory input of information. According to Mishra (2009, p. 1) these styles refer to the way information is extracted from the environment during learning to aid perception, organization and processing. Renou (2009) defines sensory or perceptual learning styles as those which "have to do with the physical environment in which we learn, and involves using our senses to perceive data (p.2). It constitutes one of the classes of learning styles. Since it is the main focus of the study, it is discussed here under a separate heading. Reid (1995) claims that the major types of styles used by the learners are: sensory or perceptual, cognitive and affective/ temperament learning styles. Summing up her ideas, perceptual has to do with sensory learning; cognitive with thinking, organizing and problem solving abilities and affective with the emotional values and feelings of the students. Thus, perceptual learning style is related to how learners react over visual, aural, verbal, physical and logical stimuli. The common types of perceptual learning styles are as follows:

a. Visual Learning Styles

Learners learn through seeing, the style related to which is called visual learning style. The learners with this style learn greatly through teacher's body language and facial expression. This is how they make the full understanding of a lesson. These types of learners tend to sit at the front of the class so as to avoid visual obstruction. In other words, they learn most through watching the teaching activities. According to Montemayor et al. (2009, p. 61), visual

learners easily remember visual details and prefer to see what they are learning. They also prefer to write down instructions and may have trouble following lectures. The visual displays might be diagrams, pictures, board, illustration, videos, teacher's acts etc. this is also called spatial learning style.

b. Auditory Learning Styles

This style associates with listening. The auditory or aural learners learn most through listening. They hear the material and then learn. So, they benefit from oral lectures and also often read aloud to themselves when covering materials in textbook. For them voices and ears are primary modes of learning. This is related to verbal aspects of the language. According to Tight (2010), they best learn through listening and reading.

c. Tactile/ Kinesthetic Learning Styles

Learners belong to this category learn through moving, doing and touching (Montemayor et al., 2009, p. 62) they learn best through hands on approached, actively exploring the worked around them. So, it becomes difficult for them to keep still for longtime. They prefer doing the activities. For example, they may move around when talking or listening. However, in some cases tactile and kinesthetic learning styles are distinguished in that first is concerned with learning through touching while the second with the learning through the movements.

Besides these three main categories of perceptual learning style Mulalic et al. (2009, p. 106) group and individuals learning styles which is be introduced briefly here.

d. Group Learning Styles

Learners with this style prefer studying with others. In group learning they feel much comfort and enjoy. It is the easier way of learning when they discuss

with other. So group works are main modes of the learning for such learners. In other words, they learn better when they work with others.

e. Individual Learning Styles

Learners, possessing this style, prefer studying alone and they learn best independently (Mulalic et al. 2009, p. 106). For such learners progress and achievement is best visual when they learn along. It means they like doing projects themselves without being disturbed by the others.

Here, this study is mainly concerned with the perceptual learning styles of such learners. Those styles include the ones discussed above.

1.2 Review of the Related Literature

Several studies have been done in the related fields to language learning styles in the context of Nepal. To mention such related topics they are: learning strategies motivation, anxiety, personality and learners autonomy. However, no studies have been carried out in the department of English education, T.U. Kirtipur, in this field. Learning styles have not been studied by any one, so that these matters have made me select this topic as the topic of study.

But a number of studies have been done in the foreign context, some of which are reviewed here:

Reid (1987) demonstrated that ESL students varied significantly in their sensory preferences, with people from certain cultures differentially favouring the three different types of modalities for learning students from south Asian cultures were often highly visual , Korean mostly visual and Hispanic often the auditory.

O' Brein (1991), based on his experimental studies, found that difference in learning styles were associated with academic achievement. His subjects were the students of business, education, arts and sciences. In all the fields styles had great impact in learning achievement.

Dunn et al. (1995) claims that students who are taught by an approach compatible with their learning do better than those whose learning styles are not method to teaching approaches. In the similar vein, Griggs and Dunn (1996) claim that the students who learn from an approach compatible with their preferred learning style experience greater academic achievement and have a more positive attitude towards learning. They studied the relationship between the learning styles and the academic achievement.

Drysdale et al. (2001) carried out a study on the effect of learning style on the academic performance of 4,456 first year students of liberal arts and social science at the college level the study showed that there was not any significant difference.

Similarly, Castro and Peck (2005) studied on learning styles and learning difficulties that foreign language students face at college level. It was hypothesized that preference of learning style had impact over classroom learning. The results did not show any significant difference.

Likewise, Tight's (2007) study of English college students learning Spanish showed that students performed equally well on vocabulary tests regardless of perceptual learning style preference.

Shoebottom (2007) explored learning and retention of concrete nouns in second language Spanish by first language English undergraduates. The total population was 128. The findings indicated that learners of different style preference are equally successful at L2 vocabulary acquisition and that instruction through multiple modalities may even be more beneficial than matching individual.

Montemayer et al. (2009) studied learning styles of high and low academic achieving freshman teacher education students of the university of the Cordilleras. The results showed that there were not any significant differences in the achievement.

Mulalic et al. (2009) explored the perceptual learning styles of ESL students in Malaysia. The difference in learning styles and the preference were observed. The results showed that most preferred learning style was kinesthetic

Renou (2009) studied perceptual learning styles and achievement in a university level foreign language course. She concluded that if we teach in the three sensory models auditory, visual and tactile, we could help our students retain and retrieve for more information than they would if we exposed them to only on sensory mode of learning. So, the results showed positive impact.

Thus, there are mixed views on the impact of learning styles in learning. However, most of the studies have shown positive impact. Here, the researcher is also interested in how the language learning styles affect the learning of the students. He particularly focuses on the learning styles used by the students of the secondary level in our context.

1.3 Objectives of the Study

The objectives of the study were:

- a. to find out the learning styles of the students.
- b. to discover the most frequently used modes in such styles.
- c. to suggest some pedagogical implications.

1.4 Significance of the Study

This study is expected to be useful for those who are involved in the field of teaching English as a foreign language. The findings and suggestions provided in this study can serve as the feedback to their teaching. Particularly speaking, learning styles play the significant role in the learning activities of the students. This study may be useful for the teachers and learners both. The teachers may develop a chance of their awareness when they go through this work.

It can be useful to the students who are engaged in the learning of English as a foreign language; too, it could be helpful to develop their awareness in their learning. It means, they are expected to identify the different types of learners along with the findings regarding what types are the most frequently used ones. Also, this study might be helpful for those who want to carry out the further studies in the related fields that they might take it as a base for their studies.

1.5 Definition of the Specific Terms

Second language acquisition: It refers to the conscious or subconscious study of a language other than mother tongue in a tutored or natural setting.

Individual Differences: In this study, it is the term used to refer to those factors by which the learners vary in their learning behaviors.

Motivation: It is the driving force in learning by means of which students achieve better access to language.

Personality: Personality is defined as the personal character traits associated to each individual. Here, in this study, it is used to refer to those characteristics or traits associated to learning behaviours.

Learning strategies: These are the specific behaviors, thoughts, actions, techniques that the learners use in their learning.

Learning styles: These refer to the general approaches that the students adopt in their learning.

Perceptual learning styles: These are the modes of learning associated to the way of getting sensory input of information.

CHAPTER TWO

METHODOLOGY

In order to accomplish this study, the researcher used the following methodology:

2.1 Sources of Data

Both the primary and secondary sources of data were used:

2.1.1 Primary Sources of Data

The primary sources of the data were the secondary level English students from Shree Arjun Higher Secondary School, Bhakunde, Myagdi.

2.1.2 Secondary Sources of Data

For the secondary sources of the data, the researcher used the various books viz. Ellis (1985), Cook (1992), Nunan (1993), Best and Kahn (1996), Harmer (1996), Richards and Rodgers (1999), Larsen-Freeman (2000), Kumar (2006), Gass and Selinker (2008) etc.. Various, articles, reports, journals and the websites related to the topic were also used in this regard.

2.2 Population of the Study

The total population of this study were sixty secondary level students from Myagdi district.

2.3 Sampling Procedure

In the research field, sampling is the process of selecting a few from a huge group for the purpose of finding the new facts related to the group as a whole. In this study too, the researcher selected a sample of 60 students following the procedure stated on the next page:

-) The researcher purposively selected Myagdi district as his study area.
-) Following purposive non- random sampling procedure, he selected Shree Arjun Higher Secondary School of the district.
-) Then, he selected sixty students from the school; thirty were from grade nine and thirty from grade ten. This was done randomly.

2.4 Tools for Data Collection

To collect the data from the primary sources of the study, the researcher used a questionnaire (see Appendix-A) as the main tool in the study. The questionnaire was based on Montemayer et al. (2009) and Mulalic et al. (2009).

2.5 Process of Data Collection

For the collection of primary data, firstly, the researcher visited the selected school and asked for permission from the school administration. Then, he established rapport with the students. After that, he explained them about this study and its purpose. Finally, they were distributed the questionnaire and test was administered for about twenty minutes.

2.6 Limitations of the Study

This study had the following limitations:

- a. This study was limited to Shree Arjun Higher Secondary School of Myagdi district.
- b. It was also limited to the grade nine and ten.
- c. It was limited to survey questionnaire used by the researcher.
- d. It was limited to the learning styles of the students.
- e. This study was only limited to the perceptual modes of the learning styles.

2.7 Procedure of Data Analysis

For the purpose of analysis of the data, first, the information collected from the students were presented on the frequency and percentage basis. Then, arithmetic average, i.e., the weighted mean was calculated by using the following formula:

$$\text{Weighted mean } \bar{X}_w = \frac{\sum Wx}{N}$$

Where ϕ stands for summation, W for weight assigned to each points in the likert scale, x refers to the frequency and N the total number students taken in the study.

In order to find out the mean, being based upon Kumar (2006), the five points in the likert scale were assigned the weight. In this process *always, often, sometimes, rarely and never* were assigned 5,4,3,2 and 1 respectively. It was on the basis of the degree of positive and negative that the points in the scale carry. Later the first two points *always* and *often* were put together (*i.e., 5+4*) and also *rarely* and *never* were put together (*i.e., 2+1*). The interpretation of the data was done on the basis of the *frequency, percentage and weighted mean*. If the weighted mean was below 2.5, it was taken to be less significant while where above 4 was taken to be highly significant. Here significance is associated to the degree of agreement to the statement put up to the students through the questionnaire.

CHAPTER THREE

ANALYSIS AND INTERPRETATION OF THE DATA

This chapter is related to the analysis and the interpretation of data. For the convenience of the researcher, it was divided into six categories. This was also on the basis of sensory modes used by the learners in the learning. They are presented clearly in tables. The six categories of learning styles are:

1. Analysis of visual language learning styles
2. Analysis of auditory language learning styles
3. Analysis of kinesthetic language learning styles
4. Analysis of tactile language learning styles
5. Analysis of group language learning styles
6. Analysis of individual language learning styles

These six categories are presented below with the tabulation frequencies, percentages and weighted mean associated to each categories:

3.1 Analysis of Visual Language Learning Styles

Visual language learning styles are those approaches to learning whereby the learners get the information through the exercise of eyes. This category of the questionnaire comprised of five items. All of those items were related to getting input by seeing. The themes of the five items were as follows:

- learning by reading what teacher writes on the board.
- remembering better by reading instructions.
- understanding better by reading English instructions

- learning new language skill through demonstration of others.
- learning better through reading English books than listening other.

After the careful observation of responses provided by the respondents, the following frequencies, their percentage and weighted mean were found as shown in the following table:

Table No. 1

Visual Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
1.	2	3.3	18	30	20	33.3	35	58.3	5	8.4	-	-	5	8.4	3.28
2.	9	15	15	25	24	40	24	40	10	16.7	2	3.3	12	20	3.31
3.	4	6.7	26	43.3	30	50	20	33.3	10	16.7	-	-	10	16.7	3.4
4.	15	25	16	26.6	31	51.6	9	15	19	31.7	1	1.7	20	33.4	3.41
5.	13	21.7	20	33.3	33	55	11	18.3	9	15	7	11.7	16	26.7	3.38

The first item in the questionnaire included the visual learning style associated to whether the learners learnt English better by reading what the teacher writes on the chalk board. Analyzing the responses to the item it has been found that 33.3% of the students *often* adopted the style of learning. On the other hand, 58.3%, the majority used this style of learning only *sometimes*. However, 8.4% used it *rarely*. Looking at the weighted mean, which is calculated 3.31 marking that majority used style of learning.

The second item sought to find out whether the students remembered better by reading English instructions or not observing the responses of the students, it has found out that 40% used this style *often*, the equal percentage used it *sometimes* while 20% used *rarely*. In the overall, the weighted mean 3.98 marks that it was used by higher number of students.

The third item in the questionnaire was to discover whether or not the students understood better through reading instructions. Around half percentage of the population used this visual learning style *often* while learning English. However, 33.3% used it *sometimes* whereas 16.7% used it *rarely*. The total weighted mean 3.4 clarifies that a good majority adopted this style of learning English language.

The fourth item inquired whether they learnt a new language skill by watching someone demonstrating than listening someone. Nearly, 51.6% of the respondents used this style *often*. On the other side, 15% used it *sometimes* while 33.4% used it *rarely*. The weighted mean of the all responses is 3.41. This mean shows that majority of the student adopted this learning style.

The fifth item was the inquiry on whether the learners learnt more by reading English textbook than by listening to someone else. It can easily be observed in the table one above that the majority, i.e., 55% used this style *often*. However, 18.3% used *sometimes* but 26.7% used it *rarely*. The weighted mean of all the responses is 3.38 showing higher use of this style in learning English language.

3.2 Analysis of Auditory Language Learning Styles

The aim of the next part of questionnaire was to find out the auditory language learning styles used by the students. Auditory language learning styles are those styles or approaches whereby learners learn through listening sounds. The aim of the five such styles was to find out their responses regarding.

- preference of reading aloud while reading English text books

- preference of listening lectures than reading.
- remembering better through listening than reading
- learning better English through listening lecture.
- learning better by listening others in the class.

All of these five items are shown in the table below:

Table No. 2

Auditory Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
6.	7	11.7	10	16.7	17	28.3	18	30	16	26.7	9	15	25	41.7	2.83
7.	5	8.4	17	28.3	22	36.7	29	48.3	9	15	-	-	9	15	3.3
8.	1	1.7	20	33.3	21	35	18	30	17	28.3	4	6.7	21	35	2.95
9.	8	13.3	25	41.7	33	55	20	30.3	5	8.4	2	3.3	7	11.7	3.5
10.	2	3.3	16	26.6	18	29.9	15	25	22	36.7	5	8.4	27	45.1	2.8

The sixth item in the this part of questionnaire was to ask the students about whether they found it useful to read out loud while reading English textbook. Approximately, 28.3% of the respondents used this style *often*. However, 26.7% used it *sometimes*; whereas majority, i.e., 41.7% used it *rarely*. The overall weighted mean 2.83 shows that only tolerable number of learners used this learning style.

The seventh item was to know whether or not they would rather listen lecture than read English textbooks. About 36.7% adopted this auditory style of learning *often*. On the other hand, 48.3% used it *sometimes* while the minority of the respondents, i.e., 15% agreed that they used it *rarely*. The weighted mean of responses given to this item is 3.3. This shows that majority preferred this style of learning.

The eighth item was to inquire about whether they remembered the things that they had heard in the English class better than the things they had read. Regarding the responses to this item, it can be seen that the equal percentage, i.e., 35% have agreed *often* and *rarely* whereas 30% have agreed that they used this style in learning *sometimes* only. This style was used, in overall, by majority of students. This is shown by the resulted weighted mean 2.95

The ninth item was meant to know whether or not they learnt English better in the class when teacher gave a lecture. Majority of 55% used this style of learning *often* but 30.3% used it *sometimes* while only 11.7% used it *rarely*. The weighted mean 3.53 displays a good adoption of this learning style by the students.

The tenth item inquired whether or not they learnt English better in class when they listened to someone. Only 29.9% of the students responded to *often* while 25% responded to *sometimes* but the majority i.e. 45.1% responded to *rarely*. In the overall, the weighted mean 3.6 shows that this style was also one of the dominant styles implemented by the students.

3.3 Analysis of Kinesthetic Language Learning Styles

Kinesthetic language learning styles are those styles where the learners learn by doing rather than reading, listening or anything else. Like other categories. It also comprised of five items. Those five items were to discover their styles of learning related to:

- presence of learning English by doing exercises and drills

- learning English better by doing things in the class.
- getting more benefit from computer lab than listening English lecture.
- understanding better English through participating role playing.
- learning best in English through the participation in related activities.

The table three below is the complete analysis and interpretation of the responses given to all the five items under this third part of questionnaire.

Table No. 3

Kinesthetic Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
11.	21	35	28	46.7	49	81.7	8	13.3	2	3.3	1	1.7	3	5	4.2
12.	10	16.7	23	38.3	33	55	20	33.3	7	11.7	-	-	7	11.7	3.6
13.	14	23.4	12	20	26	43.4	20	33.3	11	18.3	3	5	14	23.3	3.38
14.	6	10	18	30	24	40	26	43.3	8	13.3	2	3.3	10	16.7	3.3
15	26	43.3	22	36.7	48	80	10	16	1	1.7	1	1.7	2	3.4	4.18

Item eleven was to discover whether or not the learners preferred to learn English by doing exercises and drills in the class. A vast majority of 81.7% agreed that they *often* used this style of learning. But only 13.3% used it *sometimes*; whereas a little percentage, i.e., 1.7% used it *rarely*. The overall weighted mean is 4.2. This average clearly marks that a great number preformed this style of learning.

The twelfth item in this part of questionnaire was to measure whether they learnt better English when they did things in the class. Majority, i.e., 55% *often* used this style of learning. However, 33.3% used *sometimes* but almost 11.7% used it *rarely*. The weighted mean of the responses is 3.6. It shows that the majority preferred this learning style in learning English.

The thirteenth item was the inquiry about whether they benefited more from computer lab classes than English lecturer classes. Majority of 43.4% responded *often*, 33.3% responded *sometimes*; whereas 23.3% responded *rarely*. In the overall, the weighted mean 3.38 shows their good preference to this learning styles.

The fourteenth item was the discovery on whether they understood better English in class when they participated in role playing. Observing the responses to this item, 40% *often* used this style in learning but 16.7% used it *rarely*. On the other hand, 43.3% used it *sometimes*. The weighted mean is calculated 3.3 for the statement. It shows that majority was in the favor of the use of this style.

The fifteenth item was to know whether the students learnt best in English class when they participated in the related activities. A good majority of 80% chose *often* however, 16.6% chose *sometime* but only an insignificant number with 3.4% chose *rarely*. The overall weighted mean is 4.18. It is clear from the mean that a vast majority preferred this style in learning.

3.4 Analysis of Tactile Language Learning Styles

Tactile language learning styles refer to those modes or approaches to learning whereby students touch the things and learn. The five items used under this category were to discover the styles about:

- learning English more by making model of something
- learning English more by making something for a project.

- learning English better by drawing
- remembering better by building something.
- enjoying learning English by making something for class project.

Table no. four below presents the detail analysis and interpretation of this part of questionnaire.

Table No. 4

Tactile Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
16	13	21.7	17	28.3	30	50	16	26.7	12	20	2	3.3	14	23.3	3.45
17	8	13.3	15	25	23	38.3	25	41.7	11	18.3	1	1.7	12	20	3.3
18	7	11.7	12	20	19	31.7	23	38.3	12	20	6	10	18	30	3.03
19	6	10	25	41.6	31	51.6	20	33.3	4	6.7	5	8.4	9	15	3.38
20	15	25	13	28	21.6	46.6	22	36.6	5	8.4	5	8.4	10	16.7	3.47

The sixteenth item was the inquiry about whether they learnt English more when they could make model of something. If we look at the responses given by the students, it can be seen that 50% *often* used this style of learning. However, 26.7% used it only *sometimes* but 23.3% used it *rarely*. The mean calculated for the responses is 3.45 marking the agreement of majority upon its preference.

The seventeenth item was to discover about whether or not they learnt English more when they made something for class project. About 38.3% responded that they used it *often* whereas 41.7% used it *sometimes* but only 20% used it *rarely*. The overall weighted mean of all the responses is 3.3 showing the preference of style by majority.

The eighteenth item inquired whether they learnt English better, when they made drawings as they studied. Nearly, 31.7% chose the option *often*, while 38.3% responded to *sometimes* but 30% of the students chose *rarely*. As a whole, the average 3.03 shows the support of many students to the positive degree of this style.

The nineteenth item asked whether they remembered what they had learnt better when they built something to learn English. Nearly, 51.6% the majority adopted it *often*. On the contrary, 33.3% used it *sometimes* but only 15% used *rarely*. The weighted mean computed is 3.38. This also shows that like other styles it was also found to be used by majority.

The twentieth item was to know whether the students enjoyed making something for learning English in the class project or not majority, i.e., 46.6% used it *often*; while 36.6% used *sometimes* but only 16.7% used it *rarely*. The total weighted mean 3.47 clarifies that it was also one of the styles used by majority of the students.

3.5 Analysis of Group Language Learning Styles

These styles of learning language are associated to the learning of student keeping themselves among others rather than keeping alone. The five items used to find out the styles associated to group learning were intended to find out the styles about:

- getting more work done while working with others.
- learning English more when studying with a group.

- learning English better when working with others.
- enjoying working on English assignment with others.
- preference to studying with others in the class.

All of these items with the responses have been analyzed the table no. five below:

Table No. 5

Group Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
21.	10	16.7	20	33.3	30	50	19	31.7	8	13.3	3	5	11	18.3	3.43
22	8	13.3	10	16.7	18	30	15	25	10	16.7	17	28.3	27	45	2.7
23	4	6.7	20	33.3	24	40	26	43.3	9	15	1	1.7	10	16.7	3.28
24	15	25	15	25	30	50	15	25	10	16.6	5	8.4	15	25	3.42
25	8	13.3	18	30	26	43.3	11	18.3	18	30	5	8.4	23	38.4	3.1

Item no. twenty-one in the questionnaire was prepared to discover whether the students got more work done while learning English if they worked with others. Approximately, 50% of them replied that they *often* used this style of learning. However, 31.7% used *sometimes*; while 18.3% used it *rarely*. The weighted mean 3.43 indicates that majority of the students made use of this style in learning English.

Item no. twenty-two was the inquiry about whether they learnt English more when they studied with a group. The table above shows that 30% responded *often* whereas 25% agreed *sometimes* but the majority, i.e., 45% chose *rarely*. The weighted mean 2.7 denotes the less preference of this style in their learning.

Item no. twenty-three was to know about if they learnt English best when they studied with others in the class. Analyzing the responses given to the item, it has been found that nearly 40% did it *often*. On the other hand, 43.3% did so *sometimes* only while 16.7% *rarely* did. The weighted mean of all the frequencies is 3.28. This indicates that majority applied this style in their learning.

Item no. twenty-four inquired about whether or not they enjoyed working on English assignment with two or more classmates. Table five above shows that about 50% responded to the option *often* but 25% responded *rarely*. The students who responded *sometimes* yields to be the 25%. The calculated mean for the item is 3.42. Here, this mean shows that this style was also used by majority of students.

Item no. twenty-five, the last item of this category, was to find out whether or not they preferred to study with others in English classroom. Majority, i.e., 43.3% agreed its preference only sometimes. The weighted mean yields to be 3.1 showing its implementation by majority of students in their learning of English language.

3.6. Analysis of Individual Language Learning Styles

These are the styles used in learning whereby students learn working on their own or keeping alone. Just like any other categories of the questionnaire, it also comprised of five items. The five items were meant to discover about:

- understanding better English studying alone

- learning better when working alone
- doing better in English when working alone in class
- preference of working on English project alone
- preference to working oneself in the class

Table six below presents the complete analysis and interpretation of this category:

Table No. 6

Individual Language Learning Styles of the Students

No.	Responses														Weighted Mean
	5		4		5+4		3		2		1		2+1		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
26.	5	8.4	13	21.7	18	30.1	15	25	20	33.3	7	11.6	27	44.9	2.82
27	12	20	12	20	24	40	10	16.7	16	26.6	10	16.7	26	43.3	3.0
28	3	5	17	28.3	20	33.3	22	36.7	13	21.6	5	8.4	18	30	3.0
29	5	8.4	10	16.6	15	25	18	30	17	28.3	10	16.7	27	45	2.72
30	6	10	20	33.4	26	43.4	11	18.3	20	33.3	3	5	23	38.3	3.1

Item no. twenty-six meant to know whether or not the students understood better when they studied English alone. Around 30.1% of them responded that they *often* preferred it. On the contrary, 25% of them responded *sometimes* while 33.3% preferred it *rarely*. The weighted mean 2.82 shows that this style was preferred only by the little majority of the students.

Item no. twenty-seven in the questionnaire was designed to ask whether the students learnt English better when they worked alone with English. It is shown by the table above that only 40% responded *often* while 16.7% responded *sometimes* but the majority of 43.3% responded *rarely*. The weighted mean 3 marks its preference by majority of the students.

Item no. twenty-eight was to find out if the students did better in English when they worked alone in the class. Nearly, 33.3% used this style of learning *often* but 30% used *rarely*; whereas 36.7% used it *sometimes*. The overall weighted mean is 3 showing its use by majority of student though not by a good majority.

Item no. twenty-nine was the inquiry about whether they preferred working on English project by themselves or not. Table six above displays the results that only 25% responded *often* while 30% responded *sometimes* but the majority, i.e., 45% responded *rarely*. The weighted mean 2.72 marks that this style was not practiced by a good majority though many preferred it.

Item no. thirty, the last item of this category and also the questionnaire was to know whether or not the students preferred to work by themselves in the English classroom. Table six above clearly shows that majority of 43.4% *often* practiced this style of learning. On the other hand, 38.3% *rarely* practiced it; while 18.3% practiced only *sometimes*. The weighted mean calculated for this item is 3.7. This showed that majority of the students also practiced this style of learning while learning English.

CHAPTER FOUR

FINDINGS AND RECOMMENDATIONS

The principal aim of the present study was to find out the different language learning styles used by the students and also to find out the frequently used styles in their learning. This chapter presents the findings achieved from the analysis of the responses to the survey questionnaire by the students.

4.1 Findings

The following major findings have been drawn from the analysis and interpretation of the data:

1. Almost all the language learning styles mentioned in the questionnaire were found to be used by the students though the degree of use for some styles was variant from one to the other.
2. All the styles viz. visual, auditory, kinesthetic, tactile, group and individual language learning styles were found to be used by the majority of the students.
3. The most frequently used visual language learning style was for remembering better by reading English instructions. It was nearly used by 80% of the students.
4. The most frequently used auditory language learning style was learning, better by listening the lectures of the teachers in class than the students read themselves. Nearly, 65% of the students used this style.
5. Of all the kinesthetic language learning styles, the most frequently used was the one learning English best by participating in related activities. This percentage yielded to 96.6%.

6. The most frequently used tactile language learning style was learning English by making model of something. This number tended to be 76.7%.
7. The most frequently used group language learning style was learning by working with others. The total of 81.7% used this style in learning.
8. The most preferred language learning style of individual mode was working self in English classroom. It results to preference percentage of 61.7%.
9. Comparing the use of all the language learning styles the most frequently used mode was kinesthetic language learning style while the least preferred was individual language learning style.

Hence, from this study, it can be concluded that the students preferred much learning by doing than just reading or listening.

4.2 Recommendations

On the basis of the findings above, I would like to put some recommendations for the students, teachers and the school administration as the following:

1. The teachers should try to teach through all the modes of gaining information.
2. Rather than lectures, kinesthetic modes of learning should be emphasized.
3. Students are also suggested to make use of all the types of learning styles in their learning so that they can have better access to the language.
4. Teachers and schools should facilitate the group learning than just imposing the individual tasks.

5. Teachers need to bring variety in their classes with the adoption of different perceptual modes.
6. The better students should help to the poor students while using group language learning styles.
7. The schools should create such environment that the teachers can teach using all the modes of teaching/learning and at the same time the learning of students can proceed through the mode or style they prefer to use.
8. Finally, it is suggested that learning should be taken as an integrative and a much deliberated task.

References

- Best J. W. & Kahn, V. J. (1996). *Research in education*. New Delhi: Prentice Hall.
- Chaudhary, (2009). *Learning strategies used by class toppers*. An unpublished M. Ed. Thesis. Tribhuvan University, Kirtipur.
- Cook, V. J. (1992). *Second Language learning and second language teaching*. London: Edward Arnold.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford: OUP.
- Finkbeiner, C. (1998). The promotion of explicit and implicit learning strategies in English instruction. Retrieved July 10, 2010 from:
http://webdoc.gwdg.de/edoc/ia/eese/artic98/finkb/10_98.html
- Gass, S.M. & Selinker, L. (2008). *Second language acquisition: An introductory course*. London: Routledge.
- Harmer, J. (2003). *The practice of English language teaching*. England, Longman.
- Kumar, R. (2006). *Research methodology (2nd ed.)*. Australia: Pearson Education.
- Larsen- Freeman, D. (2000). *Techniques and principles in language teaching*. Oxford: OUP.
- Larsen-Freeman, D.& Long, M.H. (1991). *An introduction to second language acquisition research*. London: Longman.
- Mishra, J. (2009). Correlating musical memorization styles and perceptual learning modalities. Retrieved July 10, 2010 from:

<http://www-usr.rider.edu/~vrme/v9n1/vision/Mishra%20Final.pdf>.

Mitchell, R. and Myles, S. (2004). *Second language learning theory*. London: Hodder Arnold.

Montemayer et al. (2009). Learning styles of high and low academic achieving Freshman teacher education students: An application of the Dunn and Dunn's learning style mode, *1 (4)*, 58-71. Philippines: University of Cordilleras.

Mulalic, A. et al. (2009). Perceptual learning styles of ESL students. *European journal of social sciences*, 7 (3), 101-113.

<http://www.tc.columbia.edu/academic/tesol/Han/yvonne.htm>.

Nunan. D. (1993). *Research methods in language learning*. Cambridge: CUP

Oxford, R.L. (2003). Learning styles and strategies. Retrieved July, 25, 2010 from:

[http://www.oomroom.ca/resources/online/oxford/language learning styles and strategies% 2003ford. Doc](http://www.oomroom.ca/resources/online/oxford/language%20learning%20styles%20and%20strategies%202003.pdf).

Renou, J. (2009). A study of perceptual learning styles and achievement in a university- level foreign language course. Retrieved July 10, 2010 from: Rico.<http://crisohenguas.uprrp.edu/article/JaneRenou.pdf>.

Richards, J. C. & Rodgers, T. S. (1999). *Approaches and methods in language teaching*. Cambridge: CUP.

Richmond, A. S.& Cummings, R. (2005). Implementing Kolb's learning styles into online distance education. *International journal of technology in teaching and learning*, 1(1), 45-71.

APPENDICES

APPENDIX- A

Survey Questionnaire

This questionnaire is part of my Master's thesis entitled "Learning Styles Adopted by Secondary Level Students". I kindly request you to help me by providing the information sought. Information you have provided will be kept highly confidential and used only for research purpose. The following are a number of statements with which some people agree and other disagree. Please tick () one alternative next to each statement according to the amount of your agreement or disagreement with that item.

Name:

Age:

Grade/Class:

Visual Language Learning Styles

1. I learn English better by reading what the teacher writes on the chalkboard.

a. always b. often c. sometimes d. rarely e. never

2. When I read English instructions, I remember them better.

a. always b. often c. sometimes d. rarely e. never

3. I understand English better, when I read instructions.

a. always b. often c. sometimes d. rarely e. never

4. While learning a new language skill, I rather watch someone demonstrate the skill than listen.

a. always b. often c. sometimes d. rarely e. never

5. I learn more by reading English textbook than by listening to someone.

a. always b. often c. sometimes d. rarely e. never

Auditory Language Learning Styles

6. I find it useful to read out loud while reading English textbook.

a. always b. often c. sometimes d. rarely e. never

7. I would rather listen to lecture than read English textbook.

a. always b. often c. sometimes d. rarely e. never

8. I remember the things I have heard in the English class better than the things I have read.

a. always b. often c. sometimes d. rarely e. never

9. I learn English better in the class when teacher gives a lecture.

a. always b. often c. sometimes d. rarely e. never

10. I learn English better in class when I listen to someone.

a. always b. often c. sometimes d. rarely e. never

Kinesthetic Language Learning Styles

11. I prefer to learn English by doing exercises and drills in the class.

a. always b. often c. sometimes d. rarely e. never

12. When I do things in class, I learn my English better.

a. always b. often c. sometimes d. rarely e. never

13. I benefit more from computer lab classes than English lecturer classes.

a. always b. often c. sometimes d. rarely e. never

14. I understand better English in class when I participate in role playing.

a. always b. often c. sometimes d. rarely e. never

15. I learn best in English class when I can participate in related activities.

a. always b. often c. sometimes d. rarely e. never

Tactile Language Learning Styles

16. I learn English more when I can make model of something.

a. always b. often c. sometimes d. rarely e. never

17. I learn English more when I make something for a class project.

a. always b. often c. sometimes d. rarely e. never

18. I learn English better, when I make drawings as I study.

a. always b. often c. sometimes d. rarely e. never

19. When I build something to learn English, I remember what I have learnt better.

a. always b. often c. sometimes d. rarely e. never

20. I enjoy making something for class project to learn English.

a. always b. often c. sometimes d. rarely e. never

Group Language Learning Styles

21. I get more work done while learning English if I work with others.

a. always b. often c. sometimes d. rarely e. never

22. I learn English more when I study with a group.

a. always b. often c. sometimes d. rarely e. never

23. In class, I learn English best when I study with others.

a. always b. often c. sometimes d. rarely e. never

24. I enjoy working on English assignment with two or three classmates.

a. always b. often c. sometimes d. rarely e. never

25. I prefer to study with others in English classroom.

a. always b. often c. sometimes d. rarely e. never

Individual Language Learning Styles

26. When I study English alone, I understand it better.

a. always b. often c. sometimes d. rarely e. never

27. When I work alone with English, I learn it better.

a. always b. often c. sometimes d. rarely e. never

28. In class, I do better in English when I work alone.

a. always b. often c. sometimes d. rarely e. never

29. I prefer working on English project by myself.

a. always b. often c. sometimes d. rarely e. never

30. I prefer to work by myself in English classroom.

a. always b. often c. sometimes d. rarely e. never

"Thank you very much for your co-operation"

Appendix-B

S. No.	Grades	Number Selected	Total
		43	

1.	Nine	30	30
2.	Ten	30	30
Total			60

Student Selected in the Study from the School Selected

Appendix-C

Frequencies and Percentages and Mean of the Responses to the Questionnaire

S. N.	Always		Often		Sometimes		Rarely		Never		Weighted Mean
	f	%	f	%	f	%	f	%	f	%	
1.	2	3.3	18	30	35	58.3	5	8.4	-	-	3.28
2.	9	15	15	25	24	40	10	16.7	2	3.3	3.31
3.	4	6.7	26	43.3	20	33.3	10	16.7	-	-	3.4
4.	15	25	16	26.6	9	15	19	31.7	1	1.7	3.41
5.	13	21.7	20	33.3	11	18.3	9	15	7	11.7	3.38
6.	7	11.7	10	16.7	18	30	16	26.7	9	15	2.83
7.	5	8.4	17	28.3	29	48.3	9	15	-	-	3.3
8.	1	1.7	20	33.3	18	30	17	28.3	4	6.7	2.95
9.	8	13.3	25	41.7	20	30.3	5	8.4	2	3.3	3.53
10.	2	3.3	16	26.6	15	25	22	36.7	5	8.4	2.8
11.	21	35	28	46.7	8	13.3	2	3.3	1	1.7	4.2
12.	10	16.7	23	38.3	20	33.3	7	11.7	-	-	3.6
13.	14	23.4	12	20	20	33.3	11	18.3	3	5	3.38
14.	6	10	18	30	26	43.3	8	13.3	2	3.3	3.3
15	26	43.3	22	36.7	10	16	1	1.7	1	1.7	4.18

16	13	21.7	17	28.3	16	26.7	12	20	2	3.3	3.45
17	8	13.3	15	25	25	41.7	11	18.3	1	1.7	3.3
18	7	11.7	12	20	23	38.3	12	20	6	10	3.03
19	6	10	25	41.6	20	33.3	4	6.7	5	8.4	3.38
20	15	25	13	28	22	36.6	5	8.4	5	8.4	3.47
21.	10	16.7	20	33.3	19	31.7	8	13.3	3	5	3.43
22	8	13.3	10	16.7	15	25	10	16.7	17	28.3	2.7
23	4	6.7	20	33.3	26	43.3	9	15	1	1.7	3.28
24	15	25	15	25	15	25	10	16.6	5	8.4	3.42
25	8	13.3	18	30	11	18.3	18	30	5	8.4	3.1
26.	5	8.4	13	21.7	15	25	20	33.3	7	11.6	2.82
27	12	20	12	20	10	16.7	16	26.6	10	16.7	3.0
28	3	5	17	28.3	22	36.7	13	21.6	5	8.4	3.0
29	5	8.4	10	16.6	18	30	17	28.3	10	16.7	2.72
30	6	10	20	33.4	11	18.3	20	33.3	3	5	3.1

Appendix-D
Perceptual Learning Styles Surveyed

NO.	Learning Styles	Mode
1.	learning by reading what teacher writes on the board	visual
2.	remembering better by reading instructions	visual
3.	understanding better by reading English instructions	visual
4.	learning new skill through demonstration of others	visual
5.	learning better through reading English books than listening other	visual
6.	preference of reading aloud while reading English text books	auditory
7.	preference of listening lectures than reading	auditory
8.	remembering better through listening than reading	auditory
9.	learning better English through listening lecture	auditory
10.	learning better by listening others in the class	auditory
11.	preference of learning English by doing exercises and drills	kinesthetic
12.	learning English better by doing things in the class	kinesthetic
13.	getting more benefit from computer lab than listening English lecture	kinesthetic
14.	understanding better English through participating role	kinesthetic

	playing	
15.	learning best through the participation in related activities	kinesthetic
16.	learning English more by making model of something	tactile
17.	learning English more by making something for a project	tactile
18.	learning English better by drawing	tactile
19.	remembering better by building something	tactile
20.	enjoying learning English by making something for class project	tactile
21.	getting more work done while working with others	group
22.	learning English more when studying with a group	group
23.	learning English better when working with others	group
24.	enjoying working n English assignment with others	group
25.	preference to studying with others in the class	group
26.	understanding better English studying alone	individual
27.	learning better when working alone	individual
28.	doing better in English when working alone in class preference of working on English project alone	individual
29.	preference to working oneself in the class	individual
30.	understanding better English studying alone	individual

Appendix-E
Sample Questionnaires