

**LEARNING STYLES ADOPTED BY SECONDARY LEVEL  
STUDENTS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for the Master of Education in English**

**Submitted by  
Krishna Prasad Regmi**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2010**

**LEARNING STYLES ADOPTED BY SECONDARY LEVEL  
STUDENTS**

**A Thesis Submitted to the Department of English Education  
in Partial Fulfillment for the Master of Education in English**

**Submitted by  
Krishna Prasad Regmi**

**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal  
2010**

**T.U. Regd.: 9-2-48-1626-2003**

**Campus Roll No: 484/2063**

**2<sup>nd</sup> Year Exam Roll No.: 280364/2065**

**Date of Approval of**

**Thesis Proposal: 2067/05/02**

**Date of Submission: 2067/06/18**

## **RECOMMENDATION FOR ACCEPTANCE**

This is to certify that **Mr. Krishna Prasad Regmi** has prepared this thesis entitled "**Learning Styles Adopted by Secondary Level Students**" under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2067/06/18

.....

**Dr. Chandreshwar Mishra (Guide)**

Professor and Head

Department of English Education

Faculty of Education,

TU, Kirtipur, Kathmandu, Nepal

## RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation from the following **Research Guidance Committee**.

**Signature**

**Dr. Chandreshwar Mishra (Guide)**

Professor and Head

Department of English Education

TU, Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Faculty of Education,

TU, Kirtipur

\_\_\_\_\_

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

Faculty of Education,

TU, Kirtipur

\_\_\_\_\_

Member

Date: 2067/06/19

## EVALUATION AND APPROVAL

This thesis has been evaluated and approved by the following Thesis **Evaluation and Approval Committee**.

**Signature**

**Dr. Chandreshwar Mishra (Guide)**

Professor and Head

Department of English Education

T.U., Kirtipur

\_\_\_\_\_

Chairperson

**Dr. Jai Raj Awasthi**

Professor

Department of English Education

Faculty of Education,

TU, Kirtipur

\_\_\_\_\_

Member

**Dr. Anjana Bhattarai**

Reader

Department of English Education

Faculty of Education,

TU, Kirtipur, Kathmandu, Nepal

\_\_\_\_\_

Member

Date: 2067/06/21

## **DECLARATION**

I hereby declare to the best of my knowledge that this thesis is original; no part of it was earlier submitted for the candidature of research degree to any university.

Date: 2067/06/17

.....

**Krishna Prasad Regmi**

## **DEDICATION**

***This thesis is dedicated***

***To my parents whose inspiration and care brought me here***

## ACKNOWLEDGEMENTS

This work might not have been completed without the help and support of people to whom I owe a great debt of gratitude. First, I would like to express my heartfelt gratitude to my honorable Guru **Dr. Chandreshwar Mishra**, Professor and Head, Department of English Education. It was he who consistently provided me with invaluable advice and constant encouragement not only as a guide but also as a true Guru of the students like me.

I am equally grateful to my respectable Guru **Dr. Jai Raj Awasthi**, Professor of English, Department of English Education and Chairperson, English and Other Foreign Languages Subject Committee, for his kind support. I really appreciate his guidance. I also express my deep gratitude to **Dr. Anjana Bhattarai** for her invaluable suggestions that I got from her in the accomplishment of this work. I cannot forget her providing me highly useful ideas on research works.

In the similar vein, I am also very grateful to all the Gurus and Gurumas in the Department; specially: **Prof. Dr. Govinda Raj Bhattarai, Prof. Dr. Tirth Raj Khaniya, Prof. Dr. Anju Giri, Dr. Tapasi Bhattacharya, Mr Vishnu Singh Rai, Dr. L.B. Maharjan, Dr. Bal Mukunda Bhandari, Mr. Prem Phyak, Mrs. Saraswati Dawadi, Mrs. Madhu Nueupane, Mr. Bhesh Raj Pokhrel and Mrs. Hima Rawal**. Similarly, I am grateful to **Mrs. Madhavi Khanal**, the Librarian, Department of English Education for helping me by providing the relevant books before and during the completion of this work.

I am also thankful to all those **schools, administration, teachers** and the **students** who kindly provided their invaluable time during the collection of data.



Likewise, I thank **all my friends** who helped me with the completion of this work by providing different materials and unforgettable supports. I specially thank my friends **Bhagwan Bahadur Khatri, Thak Raj Baruwal, Karuna Dhital, Guru Prasad Poudel and Bhoj Bahadur Chhantyal** for their every kind of support and suggestions.

I am also grateful to my brother **Bhaba Datta Sapkota** for his kind support during my study.

Finally, I am grateful to **Miss Dibya Chhettri** of Creative Computer Center, Kirtipur, Nayabazzar for helping by typing this thesis.

**Ashwin 2067**

**Krishna Prasad Regmi**

## **ABSTRACT**

The current study is on "Learning Styles Adopted by Secondary Level Students". Perceptual learning styles are the aspects of learning styles associated to the different modes of perceiving information. This study aimed to find out such perceptual language learning styles used by the students. Besides, other major aim was to discover the most frequently used styles of the students. For this purpose, sixty secondary students of Myagdi district were selected through random sampling procedure. The analysis of the responses was done using simple statistical means namely; frequency distribution, percentage and weighted mean. The findings show that the students adopted all the perceptual language learning styles that were used in the questionnaire. Specially, the kinesthetic language learning styles were found to be the most frequently used while the individual language learning styles were the least used.

This study is divided into four chapters. Chapter one includes introduction, general background, review of the related literature, objectives of the study, significance of the study and the definition of specific terms used in the study. Chapter two incorporates methodology with sources of data, sample, sampling procedures, tools for data collection, process of data collection, limitations of the study and procedure of data analysis. Chapter three is the analysis and interpretation of data. It includes the analysis of the visual, auditory, kinesthetic, tactile, group and individual language learning styles. Chapter four presents findings and recommendation. References and appendices appear at the end part of the study.

# TABLE OF CONTENTS

	<b>Page:</b>
<b>Declaration</b>	<b>i</b>
<b>Recommendation for Acceptance</b>	<b>ii</b>
<b>Recommendation for Evaluation</b>	<b>iii</b>
<b>Evaluation and Approval</b>	<b>iv</b>
<b>Dedication</b>	<b>v</b>
<b>Acknowledgements</b>	<b>vi</b>
<b>Abstract</b>	<b>viii</b>
<b>Table of Contents</b>	<b>ix</b>
<b>List of Tables</b>	<b>xii</b>
<b>List of Abbreviations and Symbols</b>	<b>xii</b>
<b>CHAPTER ONE: INTRODUCTION</b>	<b>1-17</b>
1. Introduction	1
1.1. General Background	1
1.1.1 Second Language Acquisition	2
1.1.2 Individual Differences and Second Language Acquisition	3
1.1.2.1 Personal Factors	4
1.1.2.2 General Factors	4
1.1.3 Learning Strategies	6
1.1.4 Learning Styles	9
1.1.4.1 Perceptual Learning Styles	12
1.2 Review of the Related Literature	14
1.3 Objectives of the Study	16

1.4 Significance of the Study	16
1.5 Definition of the Specific Terms	17
<b>CHAPTER TWO: METHODOLOGY</b>	<b>18-20</b>
2.1 Sources of Data	18
2.1.1 Primary Sources of Data	18
2.1.2 Secondary Sources of Data	18
2.2 Population of the Study	18
2.3 Sampling Procedure	18
2.4 Tools for Data Collection	19
2.5 Process of Data Collection	19
2.6 Limitations of the Study	19
2.7 Procedure of Data Analysis	20
<b>CHAPTER THREE: ANALYSIS AND INTERPRETATION</b>	<b>21-33</b>
3.1 Analysis of Visual Language Learning Styles	21
3.2 Analysis of Auditory Language Learning Styles	23
3.3 Analysis of Kinesthetic Language Learning Styles	25
3.4 Analysis of Tactile Language Learning Styles	27
3.5 Analysis of Group Language Learning Styles	29
3.6. Analysis of Individual Language Learning Styles	31
<b>CHAPTER FOUR: FINDINGS AND RECOMMENDATIONS</b>	<b>34-36</b>
4.1 Findings	34
4.2 Recommendations	35

## **References**

## **Appendices**

Appendix-A: Survey Questionnaire

Appendix-B: Schools and Student Numbers Selected in the Study

Appendix-C: Frequencies and Percentages of the Responses to the  
Questionnaire

Appendix-D: Perceptual Learning Styles Surveyed

Appendix-E: Sample Questionnaires

## LIST OF TABLES

<b>Table No.</b>	<b>Title</b>	<b>Page:</b>
Table 1:	Visual Language Learning Styles of the Students	22
Table 2:	Auditory Language Learning Styles of the Students	24
Table 3:	Kinesthetic Language Learning Styles of the Students	26
Table 4:	Tactile language Learning Styles of the Students	28
Table 5:	Group Language Learning Styles of the Students	30
Table 6:	Individual Language Learning Styles of the Students	32

## **LIST OF ABBREVIATIONS AND SYMBOLS**

SLA	Second Language Acquisition
L2	Second Language
TU	Tribhuvan University
ESL	English as a Second Language
etc.	et cetera
p.	page
pp.	pages
M. Ed.	Master of Education
e.g.	For Example
i.e.	that is
%	Percentage
f	frequency
No.	Number
ed.	Edition
CUP	Cambridge University Press
OUP	Oxford University Press