LEARNING STYLES ADOPTED BY SECONDARY LEVEL LEARNERS OF ENGLISH IN ILAM

A Thesis Submitted to the Department of English Education
In Partial Fulfilment for the Master of Education in English

Submitted by
Jashoda Karki

Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
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DECLARATION

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

Date: 2016- 08-31

_____

Jashoda Karki

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Jashoda Karki** has prepared this thesis entitled **Learning Styles Adopted by Secondary Level Learners of English in Ilam** under my guidance and supervision.

I recommend this thesis for acceptance.

Date: 2016-09-01

Dr. Purna Bahadur Kadel (Supervisor)
Lecturer
Department of English Education
University Campus, T.U.
Kirtipur, Kathmandu

RECOMMENDATION FOR EVALUATION

This thesis has been recommended for evaluation by the following **Research Guidance Committee:**

Signature

Dr. Anjana Bhattarai _____
Professor and Head — Chairperson
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

Dr. Purna Bahadur Kadel (Supervisor) _____
Lecturer — Member
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

Mr. Guru Prasad Poudel _____
Teaching Assistant — Member
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

Date: 2016-04-05

EVALUATION AND APPROVAL

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

Signature

Dr. Anjana Bhattarai _____
Professor and Head — Chairperson
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

Dr. Anju Giri _____
Professor — Member
Department of English Education
Chairperson
English and Other Foreign Languages
Education Subject Committee
Faculty of Education
T.U., Kirtipur

Dr. Purna Bahadur Kadel (Supervisor) _____
Lecturer — Member
Department of English Education
University Campus
T.U., Kirtipur, Kathmandu

Date: 2016-09-07

DEDICATION

Dedicated

To

My Parents

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ABSTRACT

The present thesis entitled **Learning Styles Adopted by Secondary Level Learners of English in Ilam** aimed to find out the learning styles adopted by secondary level learners of English in Ilam and to find out the personality differences in the use of learning styles in English classroom. Keeping the objectives in consideration, 70 English learners of secondary school from Danabari, Ilam were sampled through non-random purposive sampling procedure. A set of structured questionnaire was the tool of data collection. After analysis and interpretation of data, it has been found that majority of the students used visual learning styles and least of the students used field independent learning styles. Likewise, all of the learning styles mentioned in the questionnaire i.e. perceptual styles, introvert, extrovert, deductive, inductive, field independent and field dependent learning styles were found to be used by both 35 introvert and 35 extrovert learners with slight variation in the degree of use.

This thesis consists of five chapters. Chapter one is introductory part which includes background of the study, statement of the problems, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms. Similarly, chapter two includes the review of the related theoretical literature, review of related empirical literature, implications of the review of the study and conceptual framework. The chapter three deals with methods and procedures of the study under which design and method of the study, population, sample and sampling strategy, study area/ site, data collection tools and techniques, data collection procedures, analysis and interpretation procedures are mentioned. Likewise, chapter four includes analysis and interpretation of results and summary of the findings. Chapter five includes conclusions and recommendations .The recommendation is classified into policy related, practice related and further research related. Finally, the references and appendices are included.

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LIST OF ABBREVIATIONS AND ACRONYMS

SLA	Second Language Acquisition
L2	Second Language
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
ed.	Edition
CUP	Cambridge University Press
OUP	Oxford University Press
T. U.	Tribhuvan University
S.N.	Serial Number
No.	Number

CHAPTER ONE
INTRODUCTION

This study is on **Learning Styles Adopted by Secondary Level Learners of English in Ilam.** This chapter consists of background of study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

1.1 Background of the Study

English is the most important link language that has played a pivotal role in international communication. The use of language makes communication easier. Thus, it is said that language is the most common means of communication. A language is used either in spoken or written form. Crystal (1994, p. 212) defines language as "the systematic, conventional use of sounds, signs or written symbols in human society for communication and self-expression." As a social creature, human beings cannot survive alone, which leads him/her to keep contact with other people. With the age of globalization, speakers of one language could not be able to keep in touch with the speakers of another language. This is why, they are compelled to find a solution to the problem of language gap between different language speakers i.e., either to learn each other's code or find a middle path by learning a common language as their link language, which is called lingua-franca in linguistic term.

The language we use reveals our identity. Holmes (2008, p. 2) writes, "Our speech provides clues to other about who we are, where we come from, and perhaps what kind of social experiences we have had." This is to say we can express different aspects of our social identity through our linguistic choices. In teaching any language in general and English language in particular, different methods, techniques have been employed by the language teachers. English language is taught as a compulsory subject in various schools and universities of the world. Nepal is no exception. Teaching English is difficult in foreign land. Language teacher should use different approaches, methods, techniques strategies and learning styles to teach English language.

Acquiring 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 are several factors that affect this learning system of the second or third or any other language. So, English is not first or foreign, it can be learnt as second language using different learning styles. "Learning styles are general approaches for example, global, or analytic, auditory or visual that students use in acquiring a new language or in learning any other subjects" (Oxford, 2003, p. 2). Similarly, Gass and Selinker (2008, p. 432) say, "the term learning styles refers in broad term to the preferences that an individual

has of obtaining, processing and retaining information". Thus, learning styles are generally the different ways, approaches of retaining the information in course of SLA. They are the broad categories which refer to the manner in which people perceive, conceptualize, organize and recall information.

Second language learning heavily depends upon the efforts that the learners make in their learning. All of the learners do not learn language in the similar way. Obviously, it is a gradual process that it is learnt in a sequence of order of the items. The degree to which one achieves proficiency is different from the learners to learners. This is because there are several aspects that bring variation in the learning. Some of such factors might be linguistic, socio-linguistic, cultural and also the individual factors. Individual learners adopt different styles in their learning. Every learner, instead of the styles taught in the formal classes, uses their own ways to learn the language. These ways can be taken as the part of their learning which is used by different learners in different situations. Among learning styles also there are various types such as visual, auditory, kinesthetic, risk taking styles etc. that the learners use for their learning. Most of the part of learning depends upon what learners do for themselves and what they do in collaboration.

Generally, we can find out two types of learners during the teaching learning process. They are introvert and extrovert. Gass and Selinker (2008, p. 433) say: "Extrovert learners are those learners who used to participate with other people or activities and introvert learners are those learners who used to read book rather than people". These introvert and extrovert have implications for second language learning success but the implications are contradictory. Everyone expect that introvert learner to do better in school. In other word, introversion is a cognitive type of learning. Learner wants to know anything by the help of book or other reading materials in the separate place. They take peaceful environment for gaining knowledge.

English is widely used and popular variety of language. Therefore, all people want to know English language for gaining English knowledge. We should adopt different styles, which make learning easier. This study is concerned with Learning Styles Adopted by Secondary Level Learners of English in Ilam which are mainly the concern in the learning style, personality, specifically introvert and extrovert learning styles.

1.2 Statement of the Problem

Most of the English teachers frequently express their dissatisfaction that their students are not able to use the English language in real communication. They argue that the students do not make an attempt to use it either inside the classroom or outside the classroom but they prefer to use their L1 language. On the other hand, a large number of students are found to be making complaints against the ways they are taught English in the classroom.

Various techniques, learning strategies and learning styles are in practice in English classroom aiming to facilitate students. Every style has something new to offer as well as every learning styles are not free from its limitations. Moreover, no single learning styles can address the classroom realities. There is a long list of the learning styles such as visual, auditory and kinesthetic etc. The present study "Learning Styles Adopted by Secondary Level Learners of English in Ilam" aimed to explore what are the learning styles adopted by secondary level learners of English, what are the personality differences in the use of learning styles of English students. In our context, the government of Nepal, Ministry of Education has made the provision of ELT training for teachers aiming to develop professional qualities on them. So, we can say that almost all the English teachers are well known about different learning styles and its benefits in learning language. They advocate that learning

styles are the importance of teaching English so, the teacher should be able to choose appropriate learning styles for handle the classroom effectively. We can find pupils in the classroom from different society, culture, language and caste. Teachers as well as the students face the problem during the teaching learning process due to the different learning styles. Unfortunately, it is heard that students are not making smooth and expected progress in English.

1.3 Objectives of the study

The present study had the following objectives:

a. To find out the learning styles adopted by secondary level learners of English in Ilam.

b. To find out the personality differences in the use of learning styles in English classroom..

c. To suggest some pedagogical implications based on the research findings.

1.4 Research Questions

The research study was oriented to find out the answers of the following questions:

a) What are the learning styles adopted by secondary level English students in Ilam?

b) what are the personality differences in the use of learning styles of English students?

1.5 Significant of the Study

This study was conducted aiming to explore the learning styles adopted by secondary level learners of English in Ilam. This study is expected to be significant to those who are interested in teaching and learning in general and to English teachers in particular. It will be useful for the teachers, students, syllabus designers, researchers, and all other related personalities who are directly and indirectly involved in ELT field. Typically, it is expected that the secondary level English teachers and learners who have been centrally prioritized throughout the study will gain much benefits from this study. It will be a brick in the field of teacher development and ELT by helping teachers to make their language classes more communicative, interactive, and effective.

1.6 Delimitations of the Study

The study had the following limitations:

a. This study included the English students who were studying at secondary level in public school of Ilam district.

b. This study was confined to seventy students from class nine and ten.

c. This study was limited to the learning styles of secondary level learners of English in Ilam.

d. This study analyzed the learning styles adopted by secondary level learners of English.
e. The data collection tool was questionnaire.
d. This study was limited to purposive non-random sampling procedure.

1.7 Operational Definitions of the Key Terms

Learning Styles **:** In my study, learning styles refers to general approaches that learners adopt in English language learning process in secondary level.

Perceptual Learning Styles **:** Here, It refers to the modes of learning associated to the way of getting information through the eyes, ears, body movement etc., for example visual, auditory, kinesthetic in English classroom.

Personality **:** In my study, it is defined as the total sum of the overall traits that extrovert and introvert learners possesses in English classroom.

Introvert Learning Styles : Here, it refers to the styles of learning where learners learn much from books than interaction in English classroom in secondary level of Ilam.

Extrovert Learning Styles **:** Here, they are the styles of learning from social interaction in English classroom.

Cognitive Style	**:**	In my study, it is a term used to refer to the manner in which secondary level students perceive, conceptualize, organize and recall information in English language learning process.
Learning Strategies	**:**	Here, they are the techniques, deliberate actions and thoughts that learners use in English language classroom.

CHAPTER TWO
REVIEW OF THE RELATED LITERATURE AND CONCEPTUAL FRAMEWORK

We can find a number of research works carried out related to learning styles. However, no researches have yet been carried out that could address learning styles adopted by secondary level learners of English in Ilam and possible challenges in implementing those styles in ELT classes. This chapter consists of review of the theoretical literature, review of the empirical literature, implications of the review for the study and conceptual framework for the study.

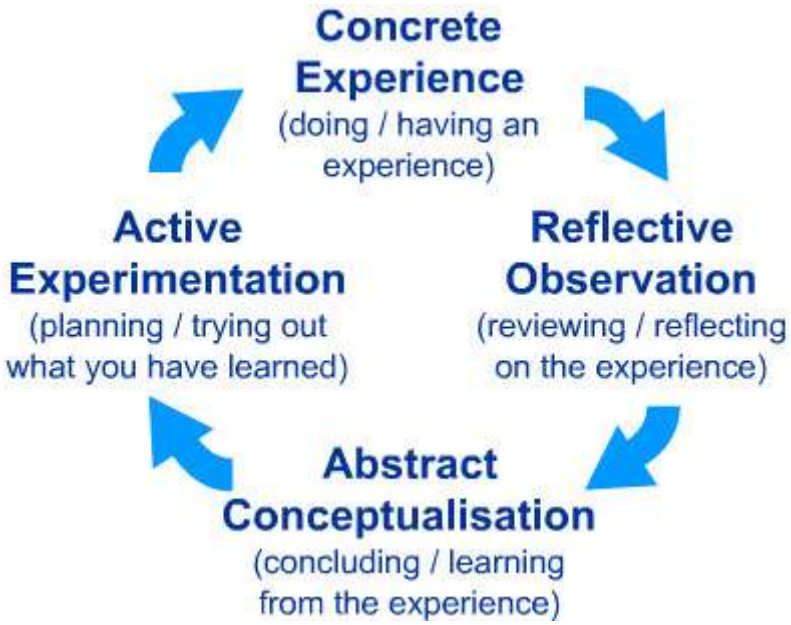
2.1 Review of the Related Theoretical Literature

There are some theories which can be used to understand the learning process. The theoretical discussion is needed for the interaction of the finding out of the study. Many theories about the learning and development of children such as cognitive, behaviorist, humanist and social constructivism. Learning theories are conceptual frameworks describing how information is absorbed, processed, and retained during learning.

Cognitive, emotional and environmental influences, as well as prior experience, all play a part in how understanding, or a world view, is acquired or changed and knowledge and skills retained. Behaviorists look at learning as an aspect of conditioning and will advocate a system of rewards and targets in education. Educators who embrace cognitive theory believe that the definition of learning as a change in behavior is too narrow and prefer to study the learners rather than their environment and in particular the complexities of human memory. Those who advocate constructivism believe that a learner's ability to learn relies to a large extent on what he already knows and understands, and the acquisition of knowledge should be an individually tailored process of construction. Transformative learning theory focuses upon the often-necessary change that is required in a learner's preconceptions and world view. David Kolb published his learning styles model in 1984 from which he developed his learning style inventory. Kolb's experiential learning theory works on two levels: a four stage cycle of learning and four separate learning styles. Much of Kolb's theory is concerned with the learner's internal cognitive processes. Kolb states that learning involves the acquisition of abstract concepts that can be applied flexibly in a range of situations. In Kolb's theory, the impetus for the development of new concepts is provided by new experiences."Learning is the process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38).

The Experiential Learning Cycle

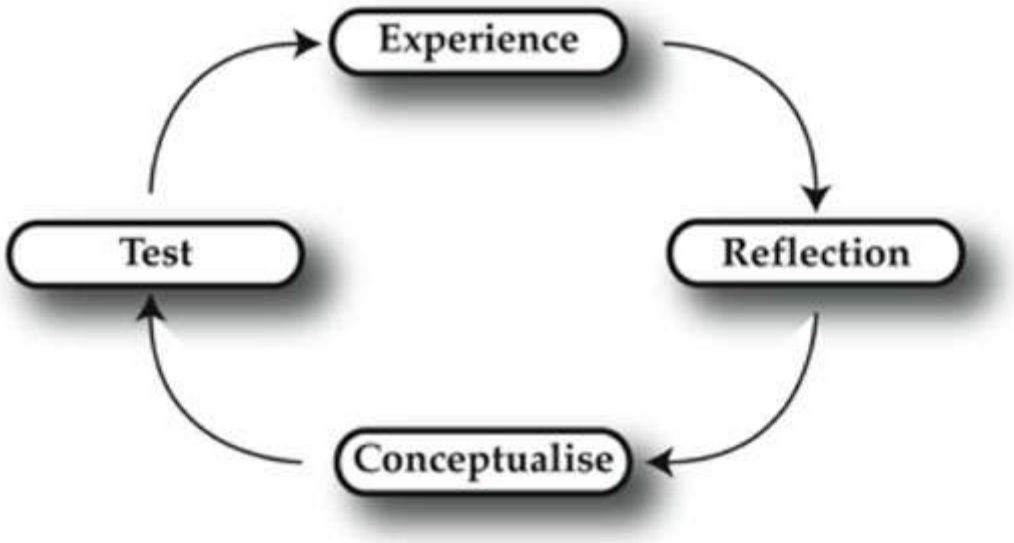
Kolb's experiential learning style theory is typically represented by a four stage learning cycle in which the learner 'touches all the bases':



Source : (Kolb,D.1984)

1. Concrete Experience - (It means a new experience of situation is encountered, or a reinterpretation of existing experience).
2. Reflective Observation (It means a new experience of particular importance are any inconsistencies between experience and understanding).
3. Abstract Conceptualization (reflection gives rise to a new idea, or a modification of an existing abstract concept).
4. Active Experimentation (the learner applies them to the world around them to see what results).

Effective learning is seen when a person progresses through a cycle of four stages: of (1) having a concrete experience followed by (2) observation of and reflection on that experience which leads to (3) the formation of abstract concepts (analysis) and generalizations (conclusions) which are then (4) used to test hypothesis in future situations, resulting in new experiences.



Source (Kolb,D.1984)

Kolb (1974) views learning as an integrated process with each stage being mutually supportive of and feeding into the next. It is possible to enter the cycle at any stage and follow it through its logical sequence. However, effective learning only occurs when a learner is able to execute all four stages of the model. Therefore, no one stage of the cycle is an effective as a learning procedure on its own.

Likewise VAK (Visual, Auditory, Kinesthetic) learning model is also one of the best models for secondary level learners. When considering preferred styles of learning, it is probably more helpful to think of learning as a range of styles we all have to some degree 'having a strength in auditory learning', for example, rather than ' being +an auditory learner'. The notion of a person having only one learning style is inappropriate, especially as our knowledge of learning styles is not complete by any means. We need to consider ways of accessing the full range of pupils' learning strengths. Gardner (1995) had identified the following learning styles:

1. Visual Learning, it includes visualizing the content, drawing, visualizing the writing process, pictures & real objects, concept mapping, plans & diagrams, film, video & computer images, etc.
2. Auditory Learning, it includes hearing writing read aloud, collaborative writing, role playing, interviewing & telephoning, hearing the voice, talking about words, etc.
3. Kinesthetic Learning, it includes practical investigations, feeling the meaning of words, moving around to collaborate with others, moving ideas physically, etc.
4. Interpersonal Learning, it includes collaborative working, collaboration to develop reasoning, etc.
5. Intrapersonal Learning, it includes knowing learning objectives, feedback, reflection of opportunities, etc.

SLA is a newly introduced discipline in the Department of English Education. So, the numbers of studies done under this field are very few in comparison to other subjects. However, several studies have been done on the topics like learning strategies, motivation, social distance, anxiety, and learner autonomy in Nepalese scenario. But the studies in learning styles are very few. Therefore, I have selected this topic.

2.1.1 Learning Styles

Language learning is a complex task. So, learners need to devote a lot of effort from their part to learn a language successfully. Each individual has his/her own styles and strategies of learning that may ultimately determine their success rate. Since language is a network of numerous sub- systems, Richards and Rodgers (2001, p. 233) state that a language learning task can be regarded as a springboard for learning work.

Keefe (1979, as cited in Ellis 1994, p. 499) described learning styles as "the characteristic cognitive, affective, and physiological behaviors that serve relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." Students' learning styles can be influenced by many factors among which are their genetic background, their culture and previous learning experience. It is said that if teachers match their teaching methods to the students' learning styles, the students will be more successful and more interested in the language. Researchers have developed many different types of the learning styles. Field dependence and independence is one of the most widely studied classifications. It was proved that people who are field independent prefer deductive way of introducing a language, and achieve high level of proficiency in the classroom (Neiman et. al. 1978; Abraham 1985). The field dependent students do better in naturalistic language environment. Brown (1994) states that neither of styles decides about success or failure in the language learning. Both types of learners can achieve a lot but in the appropriate conditions of learning. He also suggests that field dependence/ independence does not have to be a stable factor and some people can change their style in different contexts and situations.

Another classification is left-right-brain dominance, which is strongly related to field dependence/independence. Brown (1994) presents a table listing left and right- brain characteristics by Torrance (1980). Left-brain dominated students are intellectual, prefer established, certain information and rely on language in thinking and remembering while right-brain dominated students are intuitive, process information in a holistic way, rely on drawing and manipulating to help them think and learn. Reid (1987) identified four learning modalities: visual (seeing), auditory (listening), and kinesthetic (moving) or tactile (touching). Visual learners learn through seeing. They prefer to see a teacher during a lesson, learn by visuals: pictures, wall displays, diagrams, videos. They make notes during lectures and use lists to organize their thoughts. Auditory learners learn through listening. They prefer verbal instructions, like dialogues, discussions and plays, solve problems by talking about them, use rhythm and sound as memory aids. Kinesthetic learners learn through moving and doing. They learn best when they are active. It is difficult for them to sit still for long periods. Tactile learners learn through touching. They use writing and drawing. They learn well in hands-on activities like projects and demonstrations

Learning styles that learners employ are said to be biologically determined. They play crucial role to make second language learning successful although there may be the cases of failure owing to several reasons in spite of the fact that learning styles are carefully selected. Anyway, learning styles are the individual techniques and procedures used in learning second or foreign language. Regarding the types of learning styles, scholars have different opinions. I am dealing with the following various learning styles those are from various scholars used in this thesis.

2.1.1.1Visual Learners

Visual learners are those who take in information visually. In other words, learners who learn better by seeing are called visual learners. Visual learners are those who "like to read

and obtain a great deal from visual stimulation" (Oxford, 2003). Generally, such learners learn by seeing the body movement, facial expressions, and gestures of the teachers, blackboard use or power point representation. They tend to prefer sitting at the front of the classroom to avoid audio visual obstructions.

2.1.1.2 Auditory Learners

The learners who learn best through listening are called auditory learners. Auditory or aural learners hear the lessons or subject matter and learn it. "Auditory learners are those who prefer to take in information auditorily" (Gass & Selinker, 2008, P. 437).

Montemayer (2009, p. 61) say that students with this learning style learn best through verbal lecture, discussion, taking things through listening to what others have said. They tend to talk to themselves while learning new information. They may have little knowledge until they hear it and devote their attention on voice, pitch, speech and other things. They prefer listening over reading.

2.1.1.3 Tactile/ Kinesthetic Learners

Kinesthetic or tactile learners learn better when the whole body is involved or when objects can be manipulated. They tend to feel difficulty to sit for long periods and learn only when they feel things, touch or play round them. "Learners belonging to this category learn through moving, doing and touching" (Montemayer 2009, p. 62). Generally, kinesthetic and tactile learners belong to same category however; there is slight difference between them since the former is concerned with learning through movement whereas latter through touching. Beside these perceptual learning styles, the following are some other styles which are the interest of this study.

2.1.1.4 Introversion and Extroversion

Introvert learners are those who can do more work when they work alone. They learn best when they study alone. They think that it is fun to learn with classmates, but is hard to study with them. On the other hand, extrovert learners enjoy joining in on class discussions. They prefer group work to working in isolation. If they have to decide something, they ask other people for their opinions. If they understand a problem, they like to help other learners understand it too.

Gass & Selinker (2008 p.432) refer that the stereotype of an introvert is someone who is much happier with a book than with other people, on the other hand, the stereotype of an extrovert is the opposite; someone happier with people than with a book. Thus, extrovert learners are oriented towards the society whereas introvert towards inner mentality. It is generally believed that extrovert learners are more successful since they find it easier to make contact with other people, therefore, obtain more input and interactional feedback. Anyway, both of the personalities can be benefitted depending on the context.

2.1.1.5 Risk-taking

A risk taker is a learner who makes decision even when something is uncertain and they reach the possibility of failure. A learner's willingness to take risk depends upon situations. Risk taking has been defined as a situation where an individual has to make a decision involving choice between alternatives of different desirability, the outcome of the choice is uncertain; there is the possibility of failure (Beebe, 1983, as cited in Gass & Selinker (2008). Thus, risk- takers do not think about its consequences before doing anything. Researchers have found that individuals are generally risk-averse when contemplating a gain but risk-seeking when contemplating a loss.

2.1.1.6 Deductive and Inductive Learning Style

This model or concept is more about the learning process than learning style. But I have found it useful for my research. Thus it is described here theoretically hence, let me introduce it. Deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. This may be contrasted with inductive learning in which learners are not taught rules directly, but are left to discover - or induce - rules from their experience of using the language (Richards et al, 1985).
Harmer (1989), ascertains that these two techniques encourage learners to compensate for the gap in second language knowledge by using a variety of communication strategies. A number of research studies, likewise, have reported that successful learners often adopt certain learning strategies such as seeking out practice opportunities or mouthing the questions put to other learners (Peck, 1988). Inductive and deductive models offer this chance to learners because these two models foster a cooperative atmosphere among students. According to Celce-Murcia (1997), the communicative classroom provides a better environment for second language learning than classrooms dominated by formal instruction.

2.1.1.7 Field Independence/ Dependence Learning Styles

Field independence has its origins in visual perception. It distinguishes individuals dichotomously as to whether or not they are dependent on a prevailing visual field. If an individual is dependent on the prevailing visual, she or he cannot see something right in front of them. On the other hand, those who are field-independent are better able to notice details outside of the prevailing visual object and are not dependent on that object. Some individuals are better at finding objects in the middle of clutter (field-independent), where as others (field-dependent) cannot see things that may be obvious to those with a field independent orientation. In other words, the "field" (surroundings) gets in the way of field dependent individuals.
The idea of field dependence/independence is related to cognitive style. Language learners differ in the manner in which they perceive, organize and recall information. Field dependents perceive the field as a whole (i.e. holistically), whereas field independents perceive the field in terms of its component parts (i.e. analytically).Witkin (1971, p. 4) provide the following description:

In a field-dependent mode of perceiving, perception is strongly dominated by all the overall organization of the surrounding field, and parts of the field are experienced as 'fused'. In a field-independent mode of perceiving, parts of the field are experienced as discrete from organization ground.

Gass & Selinker (1994, p.435) "In a review of a literature, Johnson, Prior, and Artuso (2000) report that field independents are in general, better at performing cognitive tasks, but Chapelle (1995) pointed out that those who are field dependent have an orientation that might be deemed more interpersonal and more sensitive to the social context. This would certainly have importance for their differential role in interaction studies. It would be predicted that field-dependent individuals would be more sensitive to implicit feedback than field-independent individuals and would, as a result benefit more from interactions".

2.1.2 Personality

Personality has been described as a set of features that characterize an individual. It has been stated that this concept is difficult to define and measure because of its complicated nature. Studies which investigate personality traits are based on the belief that

learners bring to the classroom not only their cognitive abilities but also affective states which influence the way they acquire a language. Some of them have been found as a benefit while the others as an obstacle in learning a second language. The most important personality factors are: introversion/extroversion, self-esteem, inhibition, risk-taking, anxiety and empathy.

Personality is the combined from of personal traits that a person possesses. Eysenck (1964) identifies two kinds of personalities: introvert and extrovert (as cited in Ellis, 1985, p. 120). An introvert is someone who is happier with a book than with others whereas an extrovert is one who is happier with people than a book. Extroverts learn more rapidly and more successfully than introverts because they find it easier to make contact with other people therefore obtain more input and more international feedback. However, both the personalities may influence SLA depending upon the context of learning.

2.2 Review of the Related Empirical Literature

Learning styles has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of second/foreign language learning. Researchers at several universities in the world are carrying out research works on learning styles.

Reid (1987) conducted a research on "Learning Style Preferences of ESL". The main objectives was to find out the learning styles preferences of ESL. Students were used questionnaire, simple random sampling was used in sampling strategy and found that students varied significantly in their sensory preferences and people from different cultures preferred different types of modalities in learning for example; students from South Asian cultures were highly visual, Korean mostly visual and Hispanic often the auditory.

Highhouse and Doverspike (1987) examined the relationship between measures of cognitive style (i.e., learning style), occupational preference (i.e., personality type) and learning modes of 111 psychology students (48 males and 63 females) at the university level utilizing Kolb's Learning Style Inventory (LSI), the Group Embedded Figures Test (GEFT) and Holland's Vocational Preference Inventory (VPI). With the means, standard deviations, and inter correlations measured, the results of this study revealed no significant correlations between the LSI and the GEFT. However, there were correlations found between Kolb's LSI and Holland's VPI which parallels the Self-Directed-Search (SDS) instrument. Kolb's Concrete Experience (CE) scale significantly correlated with Holland's Artistic (A) personality type. Kolb's Active Experimentation (AE) scale significantly correlated with Holland's Realistic (R), Social (S), Conventional (C) and Enterprising (E) personality types. Furthermore, Kolb's Reflective Observation (RO) scale significantly negatively correlated with Holland's R, C and E personality types. Finally, Kolb's Abstract Conceptualization (AC) did not correlate with any of Holland's personality types.

A similar study conducted by Penney and Cahill (2002) examined the work personality and learning style of 60 adult male correctional institution parolees on the Avalon Peninsula of Newfoundland utilizing Holland's SDS (Form E), Kolb's LSI and a Career Counseling Preferences Questionnaire (CCPQ). The results revealed: (a) a positive relationship between the LSI and the CCPQ Thinker score; (b) Holland's Investigative (I) personality type was positively correlated with Kolb's AC and AC - CE score; (c) Holland's I personality type was negatively correlated with Kolb's AE score; (d) Holland's A personality type was found to be negatively correlated with Kolb's RO score; and (e) Holland's C personality type was negatively correlated with Kolb's AE and AE - RO score. Penney and Cahill were forthcoming in identifying that "none of the significant correlations found by Highhouse and Doverspike between the LSI styles and Holland type were replicated in this study" (p. 33).

Castro and Peck (2005) conducted a research on "Learning Styles and Learning Difficulties that Foreign Language Students face at College Level". It was hypothesized that learning style preference had impact over classroom learning. The result did not show any significant difference on final achievement of the students due to learning style preferences.
Over the years, a majority of studies have examined the relationship between personality and learning via the Myers-Briggs Type Indicator (MBTI). One such study by Fallan (2006) suggested that a student's personality type relates to the most effective form of learning and if ignored can present a conflict in the educational process.
Regmi (2006) studied " Perceptual Learning Styles of Secondary Level Students". His objectives were to find out the learning styles, and provide some pedagogical suggestions. He used random sampling through the snow ball technique. He used questionnaire to collect the data from primary sources. He found that almost all the perceptual learning styles were used by students and perceptual as well as individual learning styles were found to be frequently used by majority or the students.
Montemayer (2009) studied "Learning Styles of High and Low Academic Achieving Freshman Teacher Education Students of the University of the Cordilleras". The main objectives was to find out learning styles of high and low academic achieving freshman teacher education students of the university of the cordilleras. Questionnaire was used in data collection. The descriptive-comparative method was used to analyze the data. The findings showed that there were not any significant differences in the achieving.
Mulalic (2009) explored "Perceptual Learning Styles of ESL Students in Malaysia". The main objectives were to find out the perceptual learning style and learning preferences of ESL in Malaysia. Questionnaire was used in data collection. The difference in learning styles and learning preferences were observed. The result showed that most preferred learning styles were kinesthetic.
Renou (2009) studied "Perceptual Learning Styles and Achievement in a University Level Foreign Language Courses". Her objectives was perceptual learning and achievement in a university level foreign language courses. She had used the questionnaire as a tool for data collection. She concluded that if we teach in the three sensory models, namely 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. Thus, the result showed the positive impact while used the perceptual learning styles and achievement in a foreign language courses.
Bhatta (2012) studied "Learning Styles adopted by Masters' Level Students of T.U". Her objectives were to find out the learning styles of the students studying M. Ed. and to find out the gender differences in use of such learning styles . She used questionnaire as a tool to collect the data from primary sources. The sample of this study were sixty M. Ed. Students from T.U., Kathmandu. The sampling procedure was purposive non-random sampling . She found it variant and slight variation in genders and the gender does not seem to affect in the selection of appropriate styles.

Similarly, Bohara (2013) studied " Learning Styles of Bachelor Level Students". His objective were find out learning style of the student studying bachelor, to find out the frequency of learning style and provide some pedagogical implications. He used questionnaire as a tool to collect the data from primary sources. The sample of this study were all the students of

bachelor level from Dadeldhura and the sampling strategy was purposive- non random sampling procedure. The most frequently used visual learning style was to remember something better if they write that down, which was always used by 48.34% of the students whereas the least used visual learning style was the preference to learn with the TV or video rather than other media though 33.34% students always favored it.

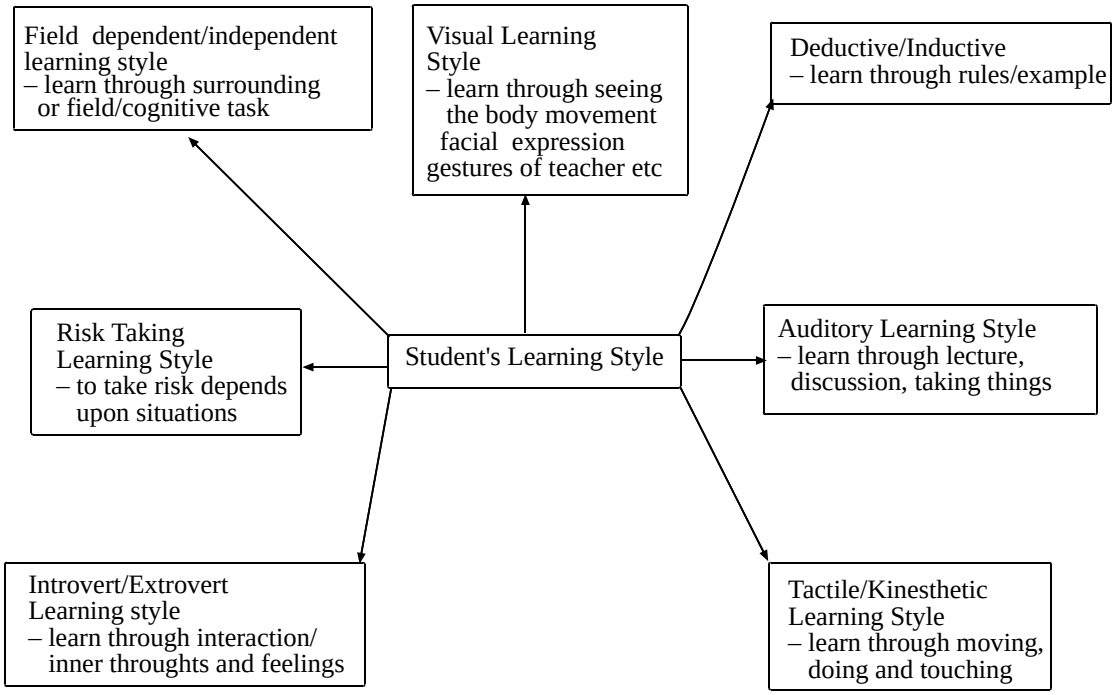
In this way, these studies show mixed results on the relationship between learning style preferences of the students and their achievement in learning a language. However, most of the studies have shown the positive effect. The present study focuses on the learning styles of the secondary level learners studying English in Nepalese context from the far Eastern part of Nepal i.e. Ilam District. Therefore, it is different from the existing research works.

2.3 Implications of the Review of the Study

The above reviewed works were to some extent related to the researcher's study. After reviewing these works the researcher got lots of ideas regarding learning style. These above mentioned works gave theoretical bases to conduct this study. To be specific, the researcher got information on survey research design and knowledge about learning styles from the works of Penney and Cahill (2002), Castro and Peck (2005), Reid (1987), Mulalic (2009), Regmi (2006) . In addition to this, the researcher got ideas about learning styles from the works of Bhatta (2012), Bohara (2013). Furthermore I got chance to learned how to make objective of the research from the research article Penney& Chill (2002), likewise from the work of the Bhatta (2012), Bohara (2013), I got the idea how to formulate the research questions and conceptual framework from their work . Moreover, these previous works helped the researcher to design methodology, develop data collection tools, analysis and interpretations of the data . Finally, the aforementioned research works had great value to carry out this research.

2.4 Conceptual Framework

Conceptual framework is the representation of the understanding of theories. It is a written or visual presentation that explains the main things to be studied. The conceptual framework of this study was as follows:


Field dependent/independent learning style – learn through surrounding or field/cognitive task
Visual Learning Style – learn through seeing the body movement facial expression gestures of teacher etc
Deductive/Inductive – learn through rules/example
Risk Taking Learning Style – to take risk depends upon situations
Student's Learning Style
Auditory Learning Style – learn through lecture, discussion, taking things
Introvert/Extrovert Learning style – learn through interaction/ inner throughts and feelings
Tactile/Kinesthetic Learning Style – learn through moving, doing and touching

CHAPTER THREE
METHODES AND PROCEDURES OF THE STUDY

The Method of the study describes the basic research plan. This is really the heart of the study here the activities that use to complete the proposed study should be described in detail. Research method and procedure is a plan, which determines how to complete the research systematically. This chapter describes research design and method, population ,sample and sampling strategy ,study area ,data collection and techniques, data collection procedures, data analysis and interpretation procedures.

3.1 Design and Method of the Study

The researcher had followed survey research design as the nature of the study demanded to find out the learning styles adopted by secondary level learners in Ilam . Surveys are used mostly in large scale researches. This means, survey research is carried out in a large number of populations in order to find out the public opinions in certain issues and the behaviors of certain professionals and others. It studies large and small populations by selecting and studying sample chosen from the populations. In this regard, Cohen and Manion (1985, as cited in Nunan, 1993, p. 140), " Surveys are the most commonly used descriptive method in educational research and may vary in scope from large scale studies carried out by single researcher." Similarly, Cohen et al. (2010) write that survey research in which researcher gathers data at a particular point of time especially to describe the nature of existing situation.

This study was survey research design because of the following reasons:

a. This study design came to be very useful to study learning style adopted by secondary level learners in Ilam.
b. It required wide coverage which made the research reliable.
c. This study analyzed the situation of Ilam district.
d. Sample of the population was taken from the large number.
e. Data was collected at a single time.
f. The findings were generalized to the whole population.

This study was an attempt to expose what was the learning styles adopted by secondary level students of Ilam . Knowing what are the learning styles adopted by secondary level students and to find out the personality differences in the use learning styles in English classroom was the aim of this study. The researcher thought, the objectives of this study could be achieved through survey research. Therefore, the researcher followed the survey research design.

3.2 Population, Sample and Sampling Strategy

Survey research demands a large number of population. The number of the sample population of this study consisted of the secondary level students who were studying at secondary level in public schools of Danabari, Ilam. The researcher sampled seventy students from nine and ten class. Thus, the findings could be generalized to the whole population. The required sample was selected according to the purpose of the study and feasibility of the researcher using purposive non-random sampling procedure.

3.3 Study Area/Field

The study area of the study was the academic field of Ilam district i.e., public school of Shree Kankai H.S.S Danabari, Ilam. It was carried at secondary level. In addition to this, it was mainly concerned with learning styles adopted by secondary level students.

3.4 Data Collection Tools and Techniques

Different types of tools can be used to collect required data such as questionnaire, interview, observation, and so on. The researcher used questionnaire as the tool of data collection for the study. Close-ended questions were used. Mainly, close-ended questions were used to know the level of their agreement i.e., strongly agree, agree, undecided, and strongly disagree on the learning style. The reason behind selecting questionnaire as a research tool was that it is appropriate to collect data within limited time from a large number of population and the information collected through questionnaire is easy to process and analyze later. Using questionnaire as a tool in research is economic in terms of cost and time compared to interview and observations. Therefore, the researcher selected questionnaire as the tool for collecting required data.

3.5 Data Collection Procedures

To collect the data for this study, the researcher followed the following procedures:

a) At first, the researcher selected the schools according to the purpose of the study and feasibility.

b) Then, the researcher visited the selected schools and took the permission from the school authority and contacted the respondents.

c) After this, the researcher built rapport with respondents.

d) After that, I explained to them about my study and purpose.

e) Questionnaire was distributed to the respondents.

f) At last, I distributed the questionnaire and took their opinions for about twenty-five minutes.

3.6 Data Analysis and Interpretation Procedures

In order to meet the objectives of my study, I divided the analysis and interpretation of the data into two sections. In first section, the information collected from the students were presented on the frequency and percentage basis and finally arithmetic average, i.e. weighted mean was calculated in order to find out the learning styles of the students using the following formula:

Weighted mean $(\overline{X}w) = \frac{\Sigma wx}{\Sigma w}$

Where Σ stands for summation, w for the frequency of the responses and x for the weight assigned to each points in the likert scale.

In order to find out the mean, the five points in the likert scales were assigned the weight being based on Kumar (2006). In this process strongly agree, agree, undecided, disagree, strongly disagree were assigned 5,4,3,2 and 1 weight ages respectively. It was on the basis of positive and negative degree that the points in the scale carry. Thus, the interpretation of

the data was done on the basis of frequency, percentage and weighted mean. If the weighted mean was below 2.5, it was taken to be less significant whereas above 4 was taken to be highly significant.

In the second section, the collected data were again presented on the frequency, percentage and weighted mean on the basis of personality difference using the same procedure as described above that helped to find out the use of learning styles on the basis of personality differences or learning style.

CHAPTER FOUR
ANALYSIS AND INTERPRETATION OF RESULTS

This chapter deals with analysis and interpretation of the collected data. The raw data were analyzed and interpreted both qualitatively and quantitatively. On the basis of their nature, the qualitative data were analyzed and interpreted descriptively in narrative form. In contrary, the quantitative data were analyzed and interpreted using simple statistical tools such as measures of frequency, percentile and weighted mean.

4.1 Analysis of Data and interpretation of Results

In this section, the researcher has analyzed the obtained data and interpreted it. The data have been analyzed under the following sub-headings:

i. Holistic Analysis of Data
ii. Item-wise Analysis of Data

4.1.1 Holistic Analysis of Data

The researcher has put the responses of close-ended questions of the learning styles in a single table that reveals their overall views of each questions . The number of close-ended questions was forty. All questions had the common alternatives i.e., strongly agree, agree, undecided, disagree, strongly disagree.

The following table shows it:

Table 1

Frequencies, Percentages and Weighted Means of the Responses to the

Visual Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
1	I learn better by seeing the directions rather than by listening to someone.	24	34.3	21	30	14	20	10	14.3	1	1.4	3.81
2	I prefer to learn watching TV or video rather than other media.	55	78.5	14	20	1	1.5	-	-	-	-	4.77
3	I like to create pictures to match with the words.	54	77.2	11	15.8	2	2.9	3	4.3	-	-	4.65
4	I understand lectures/classes better when professors/teachers write on the board.	9	12.9	13	18.6	33	47.1	10	14.3	5	7.2	3.15

The table one shows that the majority of the students i.e., 55 students (78.5%) responded to strongly agree; 14 students (20%) agree that visual learning style is the best way to learn English. No one responded to disagree and strongly disagree . In overall, the weighted mean 4.77 indicates that almost all the students preferred this style in learning English and it was the most dominant style among all the categories under visual learning styles.

Table 2

Auditory Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
5	When the teacher tells me the instructions ,I understand better.	12	17.2	24	34.3	24	34.3	8	11.4	2	2.9	3.51
6	I prefer to learn by listening to a lecture rather than reading.	12	17.2	5	7.2	18	25.7	18	25.7	17	24.3	2.67
7	I easily remember jokes that I hear.	18	25.7	22	31.4	28	40	2	2.9	-	-	3.8
8	I can identify people by their voice (e.g., on the phone).	34	48.6	28	40	6	8.6	2	2.9	-	-	4.34

In similar vein, the above mentioned table shows that 34 students (48.6%) responded to strongly agree; 28 students (40%) agree; and 6 students (8.6%) undecided to the statement on whether the students easily identify people by their voice. remember jokes that I hear. The analysis of the responses proves that it was the most dominant style under auditory learning mode since the weighted mean is 4.34.

Table 3

Kinesthetic Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
9	I learn best in class when I can participate in related activities	30	42.9	20	28.6	14	20	3	4.3	3	4.3	4.01
10	Learning becomes easier for me when the whole body is involved.	23	32.9	20	28.6	15	21.4	10	14.3	2	2.9	3.51
11	Dramatization, simulation and role play are the techniques I prefer in learning.	43	61.4	20	28.6	7	10	-	-	-	-	4.51
12	I prefer to learn by moving around and doing something in class.	10	14.3	24	34.3	13	18.6	12	17.2	11	15.7	2.98

Regarding the statement of kinesthetic learning styles the eleven item was meant to know if dramatization, role play and simulation are preferred by the students or not. Majority, i.e. 43 students (61.4%) responded to strongly agree; 20 students (29.6%) agree with this style. The weighted mean is 4.51 that indicates majority of the students adopted this style. It also seems that the style was most preferred among all the Kinesthetic learning styles.

Table 4

Introvert Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
13	I learn easily when I study in a silent place.	53	75.71	11	15.7	2	2.2	2	2.9	2	2.9	4.58
14	In a large group, I tend to keep silent.	18	25.7	31	44.3	15	21.4	3	4.3	3	4.3	3.82
15	I become happier with a book than with other people.	18	25.7	26	37.2	21	30	3	4.3	2	2.9	3.78
16	When I study alone, I remember things better.	24	34.3	27	38.6	16	22.9	3	4.3	-	-	4.02

Under the introvert learning styles, item no. thirteen was the discovery on whether the students learn by studying in silent place. The result as shown in table four that approximately 53 students (75.71%) responded to strongly agree; 11 students (15.7%) agree and 2 students (2.9%) undecided with this style. In addition to, the weighted mean is 4.58 indicates that it was the most preferred style among all the styles under this category.

Table 5

Extrovert Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
17	Discussion and interaction are the techniques I like best.	42	60	21	30	5	7.2	2	2.9	-	-	4.47
18	Language rules become transparent when I interact with friends.	17	24.3	20	28.6	18	25.7	6	8.6	9	12.9	3.42
19	Doing class work in group and pair appeals me.	11	15.7	27	38.6	23	32.9	6	8.6	3	4.3	3.51
20	Learning English entertains me when I get chance to interact with natives.	2	2.9	6	8.6	14	20	23	32.9	25	35.7	2.1

Extrovert learning styles, item seventeen was the inquiry on whether the students like discussion and interaction techniques or not. After the careful analysis of the responses provided by the students, it has been found that majority of the students adopted that style since it has the weighted mean is 4.47. It also shows that 42 students (60%) responded to strongly agree; 21 students (30%) agree; 5 students (7.2%) undecided with this style. However, only 2 students (2.9%) responded to disagree with it. It is also evident that this style was the most preferred among all the categories.

Table 6

Risk-taking Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
21	I like to know how the rules are applied and why.	34	48.6	27	38.6	9	12.9	-	-	-	-	4.35
22	I am not afraid of making mistakes while speaking.	16	22.9	20	28.6	20	28.6	10	14.3	4	5.7	3.42
23	Learning English is like gambling for me.	7	10	12	17.2	14	20	9	12.9	28	40	2.44
24	I need to know the consequences before starting my study.	18	25.7	25	35.7	20	28.6	4	5.7	3	4.3	3.72

The analysis as shown in the table six depicts that 34 students (48.6%) responded to strongly agree; 27 students (38.6%) agree and 9 students (12.9%) undecided to the statement if the students like to know how the rules are applied or not . There was not even a single student to reject that style. This was the most favored style among all the categories under risk-taking style with 4.35 weighted mean.

Table 7

Deductive Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
25	I like to go from general patterns to the specific examples in learning a target language.	16	22.9	26	37.2	18	25.7	7	10	3	4.3	3.64
26	I like to start with rules and theories rather than examples.	43	61.4	14	20	6	8.6	3	4.3	4	5.7	4.27
27	I really care if I hear a rule stated since I remember rules very well anyway.	22	31.4	28	40	17	24.3	1	1.5	2	2.9	3.95
28	To learn more about the operation of a mobile phone , I would prefer to understand the principles on which they operate.	3	4.3	11	15.7	28	40	16	22.9	12	17.2	2.67

The table seven shows that majority of the students i.e.,43 students (61.4%) responded to strongly agree; 14 students (20%) agree; 4 students (5.7%) strongly disagree to the statement I like to start with rules and theories rather than examples. Careful observation and analysis of the responses provided by learners indicate that it was the most preferred style among all the categories under deductive learning style since the weighted mean is 4.27.

Table 8

Inductive Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
29	I like to go from specific examples rather than general patterns in learning a target language.	15	21.5	20	28.6	24	34.3	7	10	4	5.8	3.77
30	I like to start with examples rather than rules and theories.	13	18.6	15	21.5	21	30	16	22.9	5	7.2	3.21
31	To learn more about the operation of a mobile phone I would prefer to work with several type of mobile phone.	47	67.14	17	24.28	2	2.85	1	1.4	2	2.85	4.48
32	I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features.	29	41.5	19	27.2	14	20	5	7.2	3	4.3	3.94

The table eight shows that 17 students (24.28%) responded to agree with this style. However, maximum number of students 47 (67%) responded to strongly agree; 2 students (2.85%) undecided; 2 students (2.85%) strongly disagree with the statement to learn more about the operation of a mobile phone I would prefer to work with several type of mobile phone. The weighted mean is 4.48 indicates that it was the most preferred style among all the styles under this category.

Table 9

Field Independent Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
33	I have no problem concentrating amid noise and confusion.	20	28.6	10	14.3	6	8.6	24	34.3	10	14.3	3.22

34	I enjoy analyzing grammar structures.	4	5.71	7	10	9	12.85	33	47.14	17	24.28	2.25
35	I feel I must understand every word of what I read or hear.	19	27.2	21	30	15	21.5	10	14.3	5	7.2	3.55
36	I think classroom study is the key to effective language learning.	25	35.8	15	21.5	13	18.6	8	11.5	9	12.9	3.55

Similarly table nine was related to field independent learning style, item no. thirty-five which was I must understand every word of what I read or hear. The presented data proves that the adoption of this style was satisfactory among the students since 15 students (21.5%) responded undecided; 21 students (30%) agree; 19 students (27.2%) strongly agree. However, the weighted mean is 3.55.

Table 10

Field dependent Learning Style

S.N.		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Weighted Mean
		F	%	F	%	F	%	F	%	F	%	
37	I need a quiet environment in order to concentrate well.	23	32.9	12	17.2	16	22.9	9	12.9	10	14.3	3.44
38	I find grammar analysis tedious and boring.	8	11.5	14	20	23	32.9	16	22.9	9	12.9	2.94
39	I don't mind reading or listening in theL2 without understanding every single word as long as I 'catch' the main idea.	23	32.9	24	34.3	13	18.6	6	8.6	4	5.8	3.64
40	I think communication is the key to effective language learning.	18	25.8	14	20	23	32.9	11	15.8	4	5.8	3.41

The table ten which was related to field dependent learning style, item no. thirty-nine was I do not mind reading or listening in the L2 without understanding every single word as long as I catch the main idea. Nearly (34.3%) 24 students responded to agree; 23 students (32.9%) strongly agree with this style. The weighted mean is 3.64 indicates that majority of the students adopted this style.

4.1.2 Item-Wise Analysis of Data

Here, the researcher has made item-wise analysis of data. For my convenience, it was divided into ten categories. This was done on the basis of the learning modes used by the students in learning English. All the styles are presented clearly in the tables. The ten categories are:

1. Analysis of visual learning style
2. Analysis of auditory learning styles
3. Analysis of kinesthetic learning style
4. Analysis of introvert learning style
5. Analysis of extrovert learning style
6. Analysis of risk-taking learning style
7. Deductive learning style

8. Inductive learning style
9. Field independent learning style
10. Dependent learning style

4.1.2.1 Analysis of Visual Learning Styles

Visual learning styles are those approaches to learning whereby the students get the information by seeing. This category of the questionnaire comprised of four items. The themes of those four items were as follows:

- Learning better by seeing the directions then by listening to someone.
- Prefer to learn with TV or video rather than other media.
- Like to create pictures to match with the words.
- Understand classes better when teachers write on the board.

After the careful observation of the responses provided by the respondents, the frequencies, weighted means were found as shown in the table eleven:

Table 11

Visual Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	F	%	F	%	F	%	F	%	
1.	24	34.3	21	30	14	20	10	14.3	1	1.4	3.81
2.	55	78.5	14	20	1	1.5	-	-	-	-	4.77
3.	54	77.2	11	15.8	2	2.9	3	4.3	-	-	4.65
4.	9	12.9	13	18.6	33	47.1	10	14.3	5	7.2	3.15

The table eleven included the visual learning style related to whether the students learn English better by seeing directions rather than by listening to someone. Careful observation and analysis of the responses to the item has shown that 24 students (34.3%) responded to strongly agree; 21 students (30%) agree; 14 students (20%) undecided to this style. Looking at the weighted mean is 3.81 indicates that majority of the students used this style. The second item in the questionnaire was prefer to learn watching TV or video rather than other media. The above table clearly reflects that 55 students (78.5%) responded to strongly agree; 14 students (20%) agree; 1 student (1.5%) undecided with this style . In addition to, no one responded to disagree and strongly disagree. In overall, the weighted mean is 4.77 indicates that almost all the students preferred this style in learning English and it was the most dominant style among all the categories under visual learning styles. Similarly, the third item in the questionnaire was to know whether the students like to create pictures to match with the words or not . Observations of the respondents provided by the students reveals that 55 students (77.2%) responded to strongly agree; 11 students (15.8%) agree; 2 students (2.9%) undecided and 3 students (4.3%) disagree with it. The weighted mean has been calculated 4.65 marking that high majority of the students preferred this style. The fourth item in the questionnaire was to know whether the students understand lectures/classes better when teachers write on the board. Nearly 33 students (47.1%) responded undecided with this style. However 9 students (12.9%) responded to strongly agree; 13 students (18.6%) agree; 10 students (14.3%) disagree . Looking at the weighted mean which is calculated 3.15 indicates that it is the least used style in their learning.

4.1.2.2 Personality- Based Analysis of Visual Learning Styles

As the study also aims to find out the personality differences in the use of learning styles in English classroom, the personality differences of visual learning styles can be seen in the given table twelve.

Table 12

Personality-Based Analysis of Visual Learning Styles

No.	Responses																		Weighted mean	
	5				4				3				2				1			
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	F	%	F	%	F	%	F	%	F	%	F	%	f	%	F	%		
1.	10	28.6	14	40	13	37.2	8	22.9	6	17.2	8	22.9	5	14.3	5	14.3	1	2.9	-	-	3.74	3.88
2.	18	51.4	24	68.6	13	37.2	6	17.2	3	8.6	4	11.4	1	2.9	1	2.9	-	-	-	-	4.37	4.51
3.	20	57.2	23	65.7	5	14.3	9	25.7	4	11.4	2	5.7	2	5.7	1	2.9	4	11.4	-	-	4	4.54
4.	3	8.6	6	17.2	8	22.9	5	14.3	18	51.4	15	42.9	5	14.3	5	14.3	1	2.9	4	11.4	3.2	3.11

To see the personality – based analysis of the item no. one careful observation and analysis of the responses provided by the students as presented in the table twelve clearly reveals that 10 extrovert learners (28.6%) responded to strongly agree; 13 extrovert learners (37.2%) agree; 6 extrovert learners (17.2%) undecided with this style whereas14 introvert learners (40%) responded to strongly agree; 8 extrovert learners (22.9%) agree and the same percentage undecided with this style. However, the weighted means of the extrovert and introvert 3.74 and 3.88 respectively prove that both of the learners were used this styles . To see the second item, the weighted means of the extrovert and introvert learners 4.37 and 4.51 respectively indicate that there is no great personality differences in use of that style. The third item also does not indicate any significant variation between introvert and extrovert learners. The table demonstrates that 20 extrovert (57.2%) and 23 introvert learners (65.7%) responded to strongly agree with this style marking that majority of the extrovert and introvert learners adopted this style. The weighted mean of the extrovert is 4 whereas of the introvert learner is 4.54 which exemplifies that introvert and extrovert learners are equally adopted this style. Looking at the fourth item, the weighted means of the extrovert and introvert have been given 3.2 and 3.11 respectively revealing that both of the personality adopted the style in more or less equal manner. To sum up, I did not notice any significant differences between extrovert and introvert in the use of visual learning styles since majority of them used all the categories in more or less similar vein.

4.1.2.3 Analysis of Auditory Learning Styles

The aim of the second part of the questionnaire was to find out the auditory learning styles used by the students. Auditory learning styles are those approaches to learning whereby the students get the information through listening. Auditory learning style comprised of the following four categories:

- When the teacher tells me the instructions I understand better.
- I prefer to learn by listening to a lecture rather than reading.
- Easily remember jokes that I hear.
- Can identify people by their voice (e.g., on the phone).

After the careful observation and analysis of the responses given by the informants, the following results can be drawn as shown in the following table thirteen:

Table 13

Auditory Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	F	%	f	%	F	%	
5.	12	17.2	24	34.3	24	34.3	8	11.4	2	2.9	3.51
6.	12	17.2	5	7.2	18	25.7	18	25.7	17	24.3	2.67
7.	34	48.6	28	40	6	8.6	2	2.9	-	-	4.34
8.	18	25.7	22	31.4	28	40	2	2.9	-	-	3.87

The table thirteen shows that approximately 24 students (34.3%) responded to agree this style as well as undecided whereas12 students (17.2%) strongly agree . Only 8 students (11.4%) responded to disagree to the statement when the teacher tells me the instructions, I understand better. The weighted mean is 3.51 indicates that a good portion of the students adopted this style in their learning. The six item was the inquiry on learn English by listening

to a lecture rather than reading . Only 12 students (17.2%) responded to strongly agree; 5 students (7.2%) agree with this style whereas 18 students (25.7%) disagree. However, 17 students (24.3%) responded to strongly disagree with this style. In average, the weighted mean is 2.67 indicates that it was the least preferred style among auditory learning styles. In similar vein, the seven item was the inquiry on whether the students easily remember jokes that I hear. The analysis of the responses proves that it was the most dominant style under auditory learning mode since the weighted mean is 4.34. The table thirteen shows that 34 students (48.6%) responded to strongly agree; 28 students (40%) agree; 6 students (8.6%) undecided with this style.

Likewise, item no. eight was meant to know if the students can identify people by their voice(e.g. on the phone) . The weighted mean is 3.87 indicates that a good portion of the students adopted this style in their learning. The table shows that 18 students (25.7%) responded to strongly agree; 22students (31.4%) agree; 28 students (40%) undecided; 2 students (2.9%) disagree with this style.

4.1.2.4 Personality- Based Analysis of Auditory Learning Styles

To find out the variation between personality differences in use of auditory learning styles, the data have been analyzed as shown in the given table fourteen:

Table 14

Personality- Based Analysis of Auditory Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	F	%		
5.	7	20	5	14.3	11	31.4	13	37.2	12	34.3	12	34.3	3	8.6	5	14.3	2	5.7	-	-	3.51	3.51
6.	3	8.6	9	25.7	2	5.7	3	8.6	13	37.2	5	14.3	10	28.6	8	22.9	7	20	10	28.6	2.54	2.51
7.	9	25.7	9	25.7	11	31.4	11	31.4	14	40	14	40	1	2.9	1	2.9	-	-	-	-	3.8	3.8
8.	12	34.3	22	62.9	15	42.9	13	37.2	6	17.2	-	-	2	5.78	-	-	-	-	-	-	4.05	4.62

When I tried to see the five items from personality differences perspective, it seems that nearly equal portion of both personality adopted this styles since the weighted mean is shown 3.51 of both the learners. It also presents that 7 extrovert learners (20%) responded to strongly agree; 11 learners (31.4%) agree;12 learners (34.3%) undecided with this style whereas 5 introvert learners (14.3%) responded to strongly agree; 13 introvert learners (37.2%) agree with this style. In the same way, we cannot demark the variation in items no. six in terms of the personality differences. It seems that 13 extrovert learners (37.2%) responded undecided with this style whereas 9 introvert learners (25.7%) responded to agree with this style. The weighted means is 2.54 and 2.51 of the extrovert and introvert learners respectively prove that both the personality used the style in similar vein.

To look at the seven item, it is surprising that equal percentage of the extrovert and introvert learners adopted this style in equal manner since 9 both learners (25.7%) responded to strongly agree; 11students (31.4%) agree; 14 students (40%) undecided; 1 student(2.9%)disagree with this style. Thus, the weighted mean is also equal, i.e. 3.8. Item no. eight also shows similarity between extrovert and introvert learners since the weighted means are 4.05 and 4.62 respectively. However, the introvert learners responded to strongly agree outnumbered the extrovert by (29%). Thus, it was the most variant style under auditory learning styles.

In conclusion, almost all the students have been found to employ auditory learning styles and there is no remarkable variation between introvert and extrovert learners in use of those styles.

4.1.2.5 Analysis of Kinesthetic Learning Styles

Kinesthetic learning styles are those approaches to learning whereby the students learn through moving, doing and touching things. The third part of the questionnaire was aimed to find out the kinesthetic learning styles adopted by the students. Likewise other categories, it also comprised of four items. Those four items were to discover the learning styles related to:

- I learn best in class when I can participate in related activities
- Learning becomes easier for me when the whole body is involved.
- Dramatization, simulation and role play are the techniques I prefer in learning.
- I prefer to learn by moving around and doing something in class.

Careful observation and analysis of the responses provided by the informants has given the result as shown in table fifteen:

Table 15

Kinesthetic Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	F	%	f	%	F	%	F	%	
9.	30	42.9	20	28.6	14	20	3	4.3	3	4.3	4.01
10.	23	32.9	20	28.6	15	21.4	10	14.3	2	2.9	3.51
11.	43	61.4	20	28.6	7	10	-	-	-	-	4.51

12.	10	14.3	24	34.3	13	18.6	12	17.2	11	15.7	2.98

The table fifteen shows that item in the questionnaire was that majority of the students, i.e. 30 students (42.9%) responded to strongly agree; 20 students (28.6%) agree; 14 students (20%) undecided; 3students (4.3%) disagree with this style whereas only 3 students (4.3%) responded to strongly disagree to the statement I learn best in class when I can participate in related activities. The weighted mean is 4.01 shows that nearly all the students adopted it. Similarly, the ten item meant to know whether the learning becomes easier for students when the whole body is involved or not. The table fifteen demonstrates that 20 students (28.6%) responded to agree; 3students (32.9%) strongly agree;15 students (21.4%) undecided with it. The weighted mean is 4.01indicates that most of the students adopted of this style.

The eleventh item was meant to know if dramatization, role play and simulation are preferred by the students or not. Majority, i.e. 43 students (61.4%) responded to strongly agree; 20students (29.6%) agree with this style. The weighted mean is 4.51 indicates majority of the students adopted this style. It also seems that the style was most preferred among all the Kinesthetic learning styles. Likewise, the last item was the inquiry on if the students prefer to learn by moving around and doing something in class than class lectures. It seems that 13 students (18.6%) responded undecided;10 students (14.3%) responded to strongly agree; 24 students (34.3%) agree; 12 students (17.2%) disagree whereas 11 students (15.7%) strongly disagree with it. The weighted mean is 2.98 proves that it is the least preferred style among all the styles of this category.

4.1.2.6 Personality - Based Analysis of Kinesthetic Learning Styles

To determine the personality differences in the use of kinesthetic styles, the frequencies, percentages and weighted means of both extrovert and introvert learners have been analyzed separately. The result is shown in table sixteen:

Table 16

Personality - Based Analysis of Kinesthetic Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	F	%	f	%	f	%	F	%	F	%	f	%	F	%	f	%		
9.	14	40	16	45.7	16	45.7	4	11.4	3	8.6	11	31.4	1	2.9	2	5.7	1	2.9	2	5.7	4.17	3.85
10.	7	20	8	22.9	11	31.4	9	25.7	13	37.2	10	28.6	3	8.6	7	20	1	2.9	1	2.9	3.57	3.45
11.	23	65.7	20	57.2	10	28.6	10	28.6	2	5.7	5	14.3	-	-	-	-	-	-	-	-	4.6	4.4
12.	3	8.6	7	20	8	22.9	5	14.3	15	42.9	9	25.7	4	11.4	8	22.9	5	14.3	6	17.2	3	2.97

Looking at the item no. nine from personality-based eyes, it seems that majority of the extrovert as well as introvert learners adopted that style since the weighted means are 4.17 and 3.85 respectively. It also indicates that 14 extrovert learners (40%) and 16 introvert learners (45.7%) responded to strongly agree with this style. So, we do not see any variation between extrovert and introvert learners in the use of it. Likewise, it is difficult to demark the variation in item no. ten in terms of personality. It seems that 13 extrovert learners (37.2%) whereas 10 introvert learners (28.6%) responded undecided. The weighted means are 3.57 and 3.45 of the extrovert and introvert learners respectively which proves no personality variation in that style. When I tried to analyze the eleven items from personality – based view point, 23 extrovert learners (65.7%) and 20 introvert learners (57.2%) responded to strongly agree with this style. The weighted means are 4.6 and 4.42 of the extrovert and introvert learners respectively indicate that it is the most preferred category among kinesthetic styles.

Personality-based analysis of the twelve item as shown in the table sixteen demonstrates that 15 extrovert learners (42.8%) and 9 introvert learners (25.7%) responded undecided . However, only few students i.e. 3 extrovert learners (8.6%) and 7 introvert learners (20%) responded to strongly agree with it . The weighted means are calculated 3 and 2.97 of the extrovert and introvert learners respectively proving no difference between them. In conclusion, we cannot see remarkable differences between extrovert and introvert learners in use of kinesthetic learning styles. Both learners used it in similar degree to some extent except slight variation.

4.1.2.7 Analysis of Introvert Learning Styles

Introvert learning styles refer to those approaches to learning whereby the students learn solely through their inner world and become much happier with the book. This part of questionnaire also comprised of four items associated with:

- I learn easily when I study in a silent place.
- In a large group, I tend to keep silent.
- I become happier with a book than with other people.
- When I study alone, I remember things better.

Careful observation and analysis of the responses provided by the learners provided the result as shown in the table seventeen below:

Table 17

Introvert Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	f	%	f	%	f	%	
13.	53	75.71	11	15.7	2	2.2	2	2.9	2	2.9	4.58
14.	18	25.7	31	44.3	15	21.4	3	4.3	3	4.3	3.82
15.	18	25.7	26	37.2	21	30	3	4.3	2	2.9	3.78
16.	24	34.3	27	38.6	16	22.9	3	4.3	-	-	4.02

Item no. thirteen was the discovery on whether the students learn by studying in silent place. The result as shown in the table seventeen demonstrate that approximately 53 students (75.71%) responded to strongly agree; 11 students (15.7%) agree and 2 students (2.9%) undecided with this style. In addition to, the weighted mean is 4.58 indicates that it was the most preferred style among all the styles under this category. Similarly, item no. fourteen sought to know whether the students tend to keep silent in large group. The analysis of students' responses provides that 31 students (44.3%) responded to agree; 15 students (21.4%) undecided and18 students (25.7%) strongly agree that style. However, 2 students (2.9%) responded to strongly disagree with it. Nevertheless, the weighted mean is 3.82 indicates satisfactory use of that style among the students.

Item no. fifteen sought to determine if the students become happier with a book than with other people or not. Careful analysis of the students' responses demonstrates that 26 students (37.2%) responded to agree; only 18 students (25.7%) strongly agree; 21students (30%) undecided; 3 students (4.3%) disagree with it. The weighted mean is 3.78 marks its adaptation in satisfactory manner.

The last item of this category was the inquiry on whether the students study alone they can remember things better or not. It seems that majority of the students, i.e. 24 students (34.3%) responded to strongly agree that style. Likewise, 27 students (38.6%) responded to agree; 16 students (22.9%) undecided; 3 students (4.3%) disagree with it. Thus, the weighted mean is 4.02 which clarifies the preference of this style by most of the students.

4.1.2.8 Analysis of Extrovert Learning Styles

Extrovert learning styles are those approaches to learning whereby the students learn from social interaction rather than reading books. So, they are by nature outward looking. The fifth part of the questionnaire comprised of four items associated to find out the extrovert learning styles. The themes of those items were:

- Discussion and interaction are the techniques I like best.
- Language rules become transparent when I interact with friends.
- Doing class work in group and pair appeals me.
- Learning English entertains me when I get chance to interact with natives.

All of these items with the responses have been analyzed in detail in table eighteen below:

Table 18

Extrovert Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	f	%	F	%	F	%	
17.	42	60	21	30	5	7.2	2	2.9	-	-	4.47
18.	17	24.3	20	28.6	18	25.7	6	8.6	9	12.9	3.42
19.	11	15.7	27	38.6	23	32.9	6	8.6	3	4.3	3.51
20.	2	2.9	6	8.6	14	20	23	32.9	25	35.7	2.1

The table eighteen shows that whether the students like discussion and interaction techniques or not. After the careful analysis of the responses provided by the students, it has been found that majority of the students adopted that style since it has the weighted mean is 4.58 shown in table eighteen. It also shows that 42 students (60%) responded to strongly agree; 21 students (30%) agree; 5 students (7.2%) undecided with this style. However, only 2 students (2.9%) disagree with it. It is also evident that this style was the most preferred among all the categories under extrovert style. Item no. eighteen sought to determine whether the students interact with friends while learning rules or not. The statistical analysis of the data clearly depicts that the adoption of that style was satisfactory among the students since the weighted mean is 3.42. It seems that 20 students (28.6%) responded to agree; 17 students (24.3%) strongly agree, 18 students (25.7%) undecided with it.

Item no. nineteen was prepared to determine if the students like to work in group and pair or not. The table depicts that the students used that style satisfactorily. However, the weighted mean is 3.51 marking it the least used style under extrovert styles. It seems that 27 students (38.6%) responded to agree; 23 students (32.9%) undecided; 11 students (15.7%) strongly agree with that style. The analysis of items no. twenty also shows that few of the students, i.e. 2 students (2.9%) responded to strongly agree; 6 students (8.6%) agree; 14 students (20%) undecided; and 25 students (35.7%) strongly disagree with this style. The weighted mean is 2.1 indicates that it was least used styles under the extrovert learning.

4.1.2.9 Analysis of Risk-Taking Learning Styles

Risk-taking styles are those approaches to learning whereby the students learn when the result is uncertain and they are likely to reach the possibility of failure. The themes of those four items were:

- Students' curiosity on how the rules are applied and why
- Not being afraid of making mistakes in speaking
- Comparison of learning English with gambling
- Desire to know the consequences before study

On the basis of the responses found from the students, I carefully observed and analyzed them and derived the result as shown in the table nineteen below:

Table 19

Risk-taking Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	F	%	F	%	F	%	
21.	34	48.6	27	38.6	9	12.9	-	-	-	-	4.35
22.	16	22.9	20	28.6	20	28.6	10	14.3	4	5.7	3.42
23.	7	10	12	17.2	14	20	9	12.9	28	40	2.44
24.	18	25.7	25	35.7	20	28.6	4	5.7	3	4.3	3.72

Here, the given table shows that 34 students (48.6%) responded to strongly agree; 27 students (38.6%) agree; 19 students (2.9%) undecided this style. There was not even single student to reject the statement if the students like to know how the rules are applied and why or not. This was the most favored style among all the categories under risk-taking style with 4.35 weighted mean. Similarly, item no. twenty two was meant to know whether the

students are afraid of making mistakes while speaking or not. The table presents that 20 students (28.6%) responded to agree and undecided; 16 students (22.9%) strongly agree; 10 students (14.3%) disagree. However, 4 students (5.7%) responded to strongly disagree with this style. Anyway, the weighted mean is 3.42 indicates satisfactory role of that style among students.

In the similar vein, item no. twenty three sought to determine if the students compare learning English with gambling or not. That style was found to be less preferred among the students since the weighted mean is 2.44 only. It is also surprising that 28 students (40%) responded to disagree. So, it was the least liked style among all the categories under risk-taking styles. Item no. twenty four was the discovery on if the students need to know the consequences before starting the study or not. It seems that 25 students (35.7%) responded to agree; 20 students (28.6%) undecided and 18 students (25.7%) strongly agree . However, the weighted mean is 3.72 indicates that average students adopted that style.

4.1.2.10 Personality- Based Analysis of Risk-taking Styles

The overleaf table presents the personality- based analysis of risk-taking styles:

Table 20

Personality - Based Analysis of Risk-taking Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	F	%	F	%	f	%	f	%	F	%	F	%	F	%	F	%		
21.	15	42.6	19	54.3	15	42.6	12	34.3	5	14.3	4	11.4	-	-	-	-	-	-	-	-	4.28	4.42
22.	6	17.2	10	28.6	11	31.4	9	25.7	11	31.4	9	25.7	5	14.3	5	14.3	2	5.7	2	5.7	3.4	3.57
23.	2	5.7	5	14.3	4	11.4	8	22.9	5	14.3	9	25.7	9	25.7	-	-	15	42.6	13	37.1	2.11	2.77
24.	10	28.6	8	22.9	10	28.6	15	42.6	13	37.2	7	20	1	2.9	3	8.6	1	2.9	2	5.7	3.77	3.68

To look at the item no. twenty one from personality-based eyes, table twenty demonstrates that almost all the extrovert as well the introvert adopted that style since the weighted means are 4.28 and 4.42 respectively. It seems that 15 extrovert learners (42.6%) and 19 introvert learners (54.3%) responded to strongly agree with this style. It indicates personality similarity rather than differences. The personality-based analysis of item no. twenty two also does not show variation between personality. The weighted means of the extrovert and introvert are 3.4 and 3.57 respectively. It shows that 11 extrovert learners (31.4%) responded to agree; 10 introvert learners (28.6%) strongly agree with this style. Similar is the case with the item no. twenty three. It is the least preferred style between extrovert and introvert both because the weighted means are 2.11 and 2.77 respectively. However, it also signifies similarity between personality.

Personality-based analysis of the item no. twenty four indicates the similar result as in the previous cases, i.e. personality similarity. The weighted means of the extrovert and introvert are 3.77 and 3.68 respectively. It shows that 10 extrovert learners (28.6%) responded to strongly agree and 15 introvert learners (42.6%) agree. In overall, we saw no personality variation in use of risk-taking learning styles as the table showed. It indicates that both the learners were risk-taker in equal manner in learning English.

4.1.2.11 Analysis of Deductive Learning Styles

Deductive learning is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. This part of questionnaire also consists of four items. They are associated with:

- I like to go from general patterns to the specific examples in learning a target language.
- I like to start with rules and theories rather than examples.
- I really care if I hear a rule stated since I remember rules very well anyway.
- To learn more about the operation of a mobile phone , I would prefer to understand the principles on which they operate.

On the basis of the responses found from the students, I carefully observed and analyzed them and derived the result as shown in the table twenty one below:

Table 21

Deductive Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	f	%	F	%	F	%	
25.	16	22.9	26	37.2	18	25.7	7	10	3	4.3	3.64
26.	43	61.4	14	20	6	8.6	3	4.3	4	5.7	4.27
27.	22	31.4	28	40	17	24.3	1	1.5	2	2.9	3.95
28.	3	4.3	11	15.7	28	40	16	22.9	12	17.2	2.67

Item no. twenty five was used as the inquiry on whether the students go to general patterns to the specific examples in learning a target language. The table twenty one clearly present that a good portion of the students adopted this style since the weighted mean is 3.64. It was agreed by 26 students (37.2%) strongly agreed by 16 students (22.9%) . The twenty six item was student like to start with rules and theories rather than examples. Careful observation and analysis of the responses provided by the learners indicate that it was the

most preferred style among all the categories under deductive learning style since the weighted mean is 4.27. It also shows that majority of the students, i.e. 43 students (61.4%) responded to strongly agree with this style.

Item no. twenty seven sought to determine whether the students really care if they hear a rule stated since they remember rules very well or not. About 17 students (24.3%) responded undecided; only 22 students (31.4%) responded to strongly agree; 28 students (40%) agree with it. The mean calculated is 3.95 marking the agreement of majority upon its adoption.

The last item under deductive styles was used to find out whether the students learn more about the operation of a mobile phone, they would prefer to understand the principles on which they operate or not. If we look at the response given by the students, it can be seen that only 3 students (4.3%) responded to strongly agree; 11 students (15.7%) agree; 28 students (40%) undecided and16 students (22.9%) disagree. This is the least preferred style among all the categories under deductive styles since the weighted mean is only 2.67.

4.1.2.12 Personality-based Analysis of Deductive Learning Styles

As the study seeks to find out the personality variation in the use of learning styles, table twenty one gives the personality-based analysis of deductive learning styles:

Table 22

Personality - based Analysis of Deductive Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	F	%	F	%		
25.	9	25.7	7	20	14	40	12	34.3	7	20	11	31.4	3	8.6	4	11.4	2	5.7	1	2.9	3.71	3.57
26.	24	68.6	31	88.6	8	22.9	2	5.7	-	-	2	5.7	3	8.6	-	-	-	-	-	-	4.51	4.42
27.	7	20	15	42.9	15	42.9	13	37.2	12	34.3	5	14.3	-	-	1	2.9	1	2.9	1	2.9	3.77	4.14
28.	3	8.6	-	-	8	22.9	3	8.6	15	42.9	13	37.2	6	17.2	10	28.6	3	8.6	9	25.7	3.28	2.28

To look at the item no. twenty five from personality-based eyes, it seems that majority of the extrovert as well the introvert learners employed that style in their learning since the weighted means are 3.71 and 3.57 respectively. 9 extrovert learners (25.7%) and 7 introvert learners (20%) responded to strongly agree; 14 extrovert learners (40%) and 12 introvert learners (34.3%) responded to agree. So, personality variation cannot be seen clearly in it. Likewise, almost all the extrovert as well as introvert preferred the styles inquired in item no. twenty six because the calculated means are 4.51 and 4.42 respectively. It also shows that 24 extrovert learners (68.6%) and 31 introvert learners (88.6%) responded to strongly agree with this style.

Item no. twenty seven reveals that almost all the extrovert as well as introvert learners adopted that style since the weighted means are 3.7 and 4.14 respectively. However, this was the most variant style between them since the introvert learners responded to strongly agree outnumbered the extrovert by (22.9%). There is slight difference between both learners in the adoption of the style selected in item no. twenty eight since the weighted means are 3.28 and 2.28 respectively. Thus, it indicates that both learners differ by 1 in weighted mean in adoption of that style. To conclude, no clear cut demarcation can be seen between personality differences in use of deductive learning styles as similar to the case of other styles in average.

4.1.2.13 Analysis of Inductive Learning Styles

Inductive learning is an approach to language teaching in which learners are not taught rules directly, but are left to discover - or induce - rules from their experience of using the language. This part of questionnaire also consists of four items. They are associated with:

- I like to go from specific examples rather than general patterns in learning a target language.
- I like to start with examples rather than rules and theories.
- To learn more about the operation of a mobile phone I would prefer to work with several type of mobile phone.
- I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features.

Careful observation and analysis of the responses provided by the learners provides the result as shown in the table twenty three below:

Table 23

Inductive Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	F	%	F	%	f	%	f	%	F	%	
29.	15	21.5	20	28.6	24	34.3	7	10	4	5.8	3.77
30.	13	18.6	15	21.5	21	30	16	22.9	5	7.2	3.21
31.	47	67.1	17	24.28	2	2.85	1	1.4	2	2.85	4.48
32.	29	41.5	19	27.2	14	20	5	7.2	3	4.3	3.94

Item no. twenty nine which was related inductive language learning style, was the discovery on whether the students like to go from specific example rather than general patterns in learning a target language . The result as shown in the table no. thirteen demonstrate that approximately 15 students (21.5%) responded to strongly agree; 20 students (28.6%) agree; 24 students (34.3%) undecided. In addition to, the weighted mean is 3.77. Similarly, item no. thirty which was whether the students like to start with examples rather than rules

and theories. The analysis of students' responses provides that 15 students (21.5%) responded to agree; 21 students (30%) undecided and 13 students (18.6%) strongly agree. However,5 students (7.2%) responded to strongly disagree. Nevertheless, the weighted mean is 3.21 indicates satisfactory use of that style among the students.

Item no. thirty one was to learn more about the operation of a mobile phone I would prefer to work with several type of mobile phone. Careful analysis of the students' responses demonstrates that 17 students (24.28%) responded to agree . However, maximum number of students 47 students (67,14%) responded to strongly agree; 2 students (2.25%) undecided; 2 students (2.85%) strongly disagree. The weighted mean is 4.48 indicates that it was the most preferred style among all the styles under this category.

In similar vein, item no. thirty two, was students are like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features . The table shows that 3 students (4.3%) responded to disagree; 14 students (20%) undecided; 19 students (27.2%) agree and only 29 students (41.5%) strongly agree with this style. Thus, the weighted mean is 3.94 marks that majority of the students adopted that style.

4.1.2.14 Personality-based Analysis of Inductive Learning Styles

The personality- based analysis of Inductive learning style can be seen from the overleaf table twenty four:

Table 24

Personality- Based Analysis of Inductive Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	F	%	F	%	F	%	F	%	F	%	F	%	f	%	F	%		
29.	25	71.4	30	85.7	7	20	4	11.4	1	2.9	1	2.9	-	-	-	-	2	5.7	-	-	4.51	4.82
30.	8	22.9	9	25.7	11	31.4	9	25.7	9	25.7	9	25.7	2	5.7	4	11.4	5	14.3	4	11.4	3.42	3.42
31.	5	14.3	6	17.2	15	42.9	12	34.3	12	34.3	11	31.4	2	5.7	4	11.4	1	2.9	2	5.7	3.6	3.45
32.	2	5.7	-	-	5	14.3	1	2.9	6	17.2	8	22.9	13	37.2	10	28.6	9	25.7	16	45.7	2.37	1.82

To look at the item no. twenty nine from personality-based perspectives, it seems to be the most variant style of this category since the introvert learners responded to strongly agree outnumbered the 25 extrovert learners by (71.4%). However, the weighted means are 4.51 and 4.82 of the extrovert and introvert learners respectively indicate slight personality variation in use of that style. Likewise, the weighted mean is 3.42 of both learners are the signal to show similarity between personality in case of item no. thirty . So, the equal portion of extrovert and introvert adopted that style. In addition to, item thirty one proves personality similarity rather than variation since the weighted means are 3.6 and 3.45 of the extrovert and introvert respectively.15 extrovert learners
(42.9 %) responded to agree and12 extrovert learners (34.3%) undecided and the same percentage of the introvert learners responded to agree with this style.
Item no. thirty two shows slight variation between personality differences since the weighted means are calculated 2.37 and 1.82 of the extrovert and introvert learners respectively. Majority of the extrovert, i.e. 13 extrovert learners (37.2%) responded to disagree with this style whereas majority of the introvert, i.e. 16 (45.7%) responded to strongly disagree. Careful observation and analysis of the responses provided by the learners indicate that it was the least preferred style among all the categories under inductive learning style.

4.1.2.15 Analysis of Field Independent Learning Styles

The aim of the ninth part of the questionnaire was to find out the field independency learning styles of the learners. Field independence has its origins in visual perception. It distinguishes individuals dichotomously as to whether or not they are dependent on a prevailing visual field. Those who are field-independent are better able to notice details outside of the prevailing visual object and are not dependent on that object. As similar to other styles, it also consists of four categories to discover the styles. They are about:

- I have no problem concentrating amid noise and confusion .
- I enjoy analyzing grammar structures.
- I feel I must understand every word of what I read or hear.
- I think classroom study is the key to effective language learning.

Careful observation and analysis of the responses provided by the informants has given the result as shown in table twenty five:

Table 25

Field Independent Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	F	%	F	%	F	%	
33.	20	28.6	10	14.3	6	8.6	24	34.3	10	14.3	3.22
34.	4	5.71	7	10	9	12.85	33	47.14	17	24.28	2.25
35.	19	27.2	21	30	15	21.5	10	14.3	5	7.2	3.55
36.	25	35.8	15	21.5	13	18.6	8	11.5	9	12.9	3.55

Item no. thirty three was I have no problem concentrating amid noise and confusion. The table twenty five clearly present that a good portion of the students adopted this style since the weighted mean is 3.22. It was agreed by 10 students (14.3%), majority of the students strongly agreed by 20 (28.6%). The thirty four item was meant to know if they enjoy analyzing grammar structures. Careful observation and analysis of the responses provided by

the learners indicate that it was the least preferred style among all the categories under field independent learning style since the weighted mean is 2.25. It also shows that majority of the students, i.e. 33 students (47.14%) responded to strongly disagree. Item no. thirty five which was I feel I must understand every word of what I read or hear. The presented data proves that the adoption of this style was satisfactory among the students since 15 students (21.5%) responded undecided; 21 students (30%) responded to agree; 19 students (27.2%) strongly agree. However, the weighted mean is 3.55. Item thirty six, which was related to I think classroom study is the key to effective language learning. It seems that this was also the average preferred style since the weighted mean is 3.55. However, 25 students (35.8%) responded to strongly agree; 15 students (21.5%) agree; 13 students (18.6%) undecided; 8 students (11.5%) disagree. In addition to 9 students (12.9%) responded to strongly disagree. This is also the satisfactory preferred style among all the categories under independent styles since the weighted mean is 3.55

4.1.2.16 Personality- Based Analysis of Field Independent Learning Style

The personality- based analysis of this style is presented in the table twenty six:

Table 26

Personality - Based Analysis of Field Independent Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1					
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	f	%	f	%	f	%	F	%	F	%	f	%	f	%	F	%		
33.	17	48.6	25	71.4	12	34.3	9	25.7	4	11.4	1	2.9	2	5.7	-	-	-	-	-	-	4.2	4.6
34.	9	25.7	9	25.7	13	37.2	18	51.4	9	25.7	6	17.2	2	5.7	1	2.9	2	5.7	1	2.9	3.7	3.9
35.	7	20	11	31.4	16	45.7	10	28.6	8	22.9	13	37.2	2	5.7	1	2.9	2	5.7	-	-	3.6	3.8
36.	13	37.2	12	34.3	13	37.2	8	22.9	8	22.9	10	28.6	-	-	5	14.3	1	2.9	-	-	4.0	3.7

Looking at the item thirty three from personality-based perspective, it seems that both the learners adopted the style in equal degree since the weighted means are 4.25 and 4.68 respectively. It is also clear that it is the most variant among all these categories of field independent styles since 17 extrovert learners (48.6%) and 25 introvert learners (71.4%) responded to strongly agree. I see no marks of personality variation in it. Item thirty four also proves personality similarity since the weighted means of both learners are 3.71 and 3.94 respectively. The table shows that 9 (25.7%) both learners responded to strongly agree and 13 extrovert learners (37.2%) and 18 introvert learners (51.4%) agree this style. Item thirty five also signals personality similarity in use of that style since the weighted means are somehow equal to each other, i.e. 3.68 of the extrovert and 3.88 of the introvert learners respectively.

Item thirty six depicts that 13 extrovert learners (37.2%) and 12 introvert learners (34.3%) responded to strongly agree. Similarly, 13 extrovert learners (37.2%) and 8 introvert learners (22.9%) responded to agree with it. However, the weighted means are 4.05 and 3.77 of the both learners respectively which indicates that most of the extrovert as well as introvert learners employed it. In conclusion, it is difficult to see personality difference between both learners in their adoption of field independent learning styles in learning English class.

4.1.2.17 Analysis of Field Dependent Learning Styles

The aim of the tenth part of the questionnaire was to find out the field dependency learning styles of the learners. If an individual is dependent on the prevailing visual, she or he cannot see something right in front of them. Some individuals are better at finding objects in the middle of clutter (field-independent), where as others (field-dependent) cannot see things that may be obvious to those with a field independent orientation. In other words, the "field" (surroundings) gets in the way of field dependent individuals. As similar to other styles, It also consists of four categories to discover the styles. They are :-

- I need a quiet environment in order to concentrate well.
- I find grammar analysis tedious and boring.
- I don't mind reading or listening in theL2 without understanding every single word as long as I 'catch' the main idea.
- I think communication is the key to effective language learning.

Careful observation and analysis of the responses provided by the informants has given the result as shown in table twenty seven:

Table No. 27

Field Dependent Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	F	%	F	%	F	%	F	%	
37.	23	32.9	12	17.2	16	22.9	9	12.9	10	14.3	3.44
38.	8	11.5	14	20	23	32.9	16	22.9	9	12.9	2.94
39.	23	32.9	24	34.3	13	18.6	6	8.6	4	5.8	3.64
40.	18	25.8	14	20	23	32.9	11	15.8	4	5.8	3.41

The table twenty seven shows that majority of the students, i.e. 23 students (32.9%) responded to strongly agree; 12 students (17.2%) agree; 16 students

(22.9%) undecided; 9 students (12.9%) disagree whereas 10 students (14.3%) strongly disagree with the statement I need a quite environment in order to concentrate well. The weighted mean is 3.41 shows that nearly the average students adopted it. Similarly, the thirty eight item was I find grammar analysis tedious and boring. The table demonstrates that 14 students (20%) responded to agree whereas 8 students (11.5%) strongly agree; 23 students (32.9%) undecided with it. In average 2.94 weighted mean indicates the adoption of this style by least of the students.

The thirty nine item was I do not mind reading or listening in the L2 without understanding every single word as long as I catch the main idea. Nearly 24 students (34.3%) responded to agree; 23 students(32.9%) strongly agree. The weighted mean is 3.64 indicates that a vast majority adopted this style. It also seems that the style was most preferred among all the Field Independent learning styles. Likewise, the forty item was I think communication is the key to effective language learning. It seems that 23 students (32.9%) responded undecided,18 students (25.8%) responded to strongly agree; 14 students (20%) agree; 11 students (15.8%) disagree whereas 4 students (5.8%) strongly disagree with it. The weighted mean is 3.41 proves that it is also the average preferred style among all the styles of this category.

4.1.2.18 Personality-based Analysis of Field Dependent Learning Styles

The personality- based analysis of this style is presented in the table twenty eight:

Table 28

Personality - Based Analysis of Field Dependent Learning Styles

No.	Responses																		Weighted mean	
	5				4				3				2				1			
	Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners		Introvert Learners		Extrovert Learners	Introvert Learners
	f	%	f	%	f	%	F	%	F	%	F	%	F	%	f	%	f	%	F	%		
37.	10	28.57	10	28.57	12	34.2	11	31.4	10	28.5	8	22.8	2	5.7	3	5.8	2	5.7	3	8.5	3.8	3.6
38.	9	25.7	11	31.4	10	28.6	12	34.2	7	20	8	22.8	7	20	2	5.7	2	5.7	2	5.7	3.48	3.8
39.	23	65.7	20	57.2	10	28.6	10	28.6	2	5.7	5	14.3	-	-	-	-	-	-	-	-	4.6	4.42
40.	3	8.6	7	20	8	22.9	5	14.3	15	42.9	9	25.7	4	11.4	8	22.9	5	14.3	6	17.2	3	2.97

Looking at the item no. thirty seven from personality-based eyes, it seems that majority of the extrovert as well as introvert adopted that style since the weighted means are 3.8 and 3.6 respectively. It also indicates that 10 extrovert learners (28.57%) and 10 introvert learners (28.57%) responded to strongly agree. Likewise, it is difficult to demark the variation in item no. thirty eight in terms of personality. It seems that 9 extrovert learners (25.7%) and11 introvert learners (31.4%) responded to strongly agree. The weighted means are 3.48 and 3.8 of the extrovert and introvert learners respectively which proves no personality variation in that style. When I tried to analyze the thirty nine items from personality – based view point, 23 extrovert (65.7%) and 20 introvert learners (57.2%) responded to strongly agree with this style. The weighted means are 4.6 and 4.42 of the extrovert and introvert learners respectively indicate that it is the most preferred category among field dependent learning styles.

Personality-based analysis of the forty item as shown in the table eighteen demonstrates that 15 extrovert (42.8%) and 9 introvert learners (25.7%) responded undecided . However, only few students i.e. 3 extrovert learners (8.6%) and 7 introvert learners (20%) strongly agree. The weighted means are calculated 3 and 2.97 of the extrovert and introvert learners respectively proving no difference between them. In conclusion, we cannot see remarkable differences between extrovert and introvert learners in use of field dependent learning styles. Both learners used it in similar degree to some extent except slight variation.

4.2 Summary of Findings

On the basis of careful observation, analysis and interpretation of the responses of the students to survey questionnaire, the following major findings were drawn:

i. Almost all the learning styles mentioned in the questionnaire, viz. perceptual styles, introvert, extrovert and risk-taking ,deductive, inductive, field independent and field dependent learning styles were found to be used by almost all the students though the degree of use was variant from one-another.

ii. Visual learning style was the most adopted learning styles in secondary level students. The questionnaire I prefer to learn watching TV or video rather than other media, which was responded to strongly agree by 55 students (78.5%) whereas the least used visual learning style was I understand classes better when teachers write on the board, only 9 students (12.85%) responded to strongly agree with this.

iii. In terms of personality differences, understanding through watching TV or video rather than other media was found to be

the most variant since 18 extrovert learners (51.4%) and 24 introvert learners (68.6%) always favored it respectively.

iv. Under auditory learning style, I easily remember jokes that I hear was responded to strongly agree by 34 students (48.6%) whereas when the teacher tells me the instruction I understand better was the least used, i.e. only 12 students (17.2%) preferred it.

v. To talk about personality differences, the same auditory style was found to be the most frequent style between extrovert and introvert learners with the weighted mean are 3.8 and 3.8 respectively.

vi. To talk about the kinesthetic learning styles, dramatization, simulation and role play are the techniques I prefer in learning was responded to strongly agree by 43students (61.4%) ; but standing, if students had a choice between sitting, standing and doing something was least preferred of kinesthetic learning style and overall learning style i.e. only 10 students (14.3%). However, learning through dramatization, simulation and role play are the techniques they prefer in learning was variant with respect to(8.5%) between extrovert and introvert learners .

vii. To compare the learning styles mentioned in the questionnaire of extrovert and introvert, introvert style was found to be the most dominant style with the overall mean 16.2 whereas extrovert style was the least used style with 13.5 overall mean.

viii. In all the categories of risk-taking styles, desire to know how and why the rules are applied attracted majority of the students, i.e. 34 students (48.6%) responded to strongly agree but very few students liked to compare their learning with gambling. Nearly 28 students (40%) responded to strongly disagree with this learning style.

ix. Among all the categories of inductive and deductive learning styles mentioned in the questionnaire, inductive style was found

to be the most used style with the overall mean 15.4 whereas deductive style was the least used style with 14.53 overall mean.

x. Like wise to compare the learning styles mentioned in the questionnaire, field dependent style was found to be the most dominant style with the overall mean 13.43 whereas field independent style was the least used style with 12.57 overall mean.

CHAPTER FIVE
CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher included the conclusions of the research and recommendations of the study on the basis of analysis and interpretation of the collected data. The following conclusions and recommendations have been drawn on the basis of analysis and interpretation of data and summary of findings.

5.1 Conclusions

This study focuses on the learning styles of secondary level students and personality differences in used of learning style. Following conclusions were drawn from this study:

i. To compare the learning styles mentioned in the questionnaire, viz. perceptual styles, introvert, extrovert and risk-taking, deductive, inductive, field independent and field dependent among them visual style was found to be the most dominant style with the overall mean 16.38 whereas field independent style was the least used style with 12.57 overall mean.

ii. All the styles mentioned in the questionnaire were found to be used by both introvert and extrovert learners with slight variation in the degree of use.

iii. To compare the personality- based learning styles mentioned in the questionnaire, 31 introvert learners (88.6%) responded to strongly agree with deductive learning style whereas only 25 extrovert learners (71.4%) responded to strongly agree with inductive learning style.

5.2 Recommendations

On the basis of the above mentioned conclusions, the following things have been recommended:

5.2.1 Policy Related

i. Before instructing in the secondary level learners, the teachers are suggested to assess and recognize the styles employed by the students to meet the learners' needs so that both of the parties could be facilitated.

ii. Teachers should be encouraged extrovert and introvert learners to take charge of their learning by expanding their preferred styles to meet the teaching methods used in class.

iii. Curriculum export, textbook writers and material designers should try to include different modes of gaining information to facilitate extrovert and introvert learners.

iv. The teachers should always remember that no single L_2 methodology fits all the students.

v. The teachers are recommended to bring variation in teaching rather than always depending on lecture method only.

5.2.2 Practice Related

i. The administrators of Danabari Ilam are suggested to manage the classroom environment in such a way that extrovert and introvert learners could benefit from teaching.

ii. Instead of emphasizing in individual study much, group work, pair work, discussion and interaction techniques should be used regularly so that field dependent learners benefit much.

iii. They want to learn grammar by memorizing the rules, means deductive method. Teacher should encourage them to learn grammar inductively.

iv. Introvert learners should be encouraged to take active role in learning process and to use the target language.

v. Language learning should be made as a fun, interesting by using different learning styles by the teachers. It would be better to manage student-friendly classroom.

5.2.3 Further Research Related

i. This research will provide a valuable secondary source for other researchers.

ii. It will provide new research topic such as Learning Styles Adopted by Higher Secondary Level Students of Nepal.

iii. Likewise, Learning Styles Adopted by Primary Level Students of Boarding School .

iv. It will also be equally beneficial to include the respondents from other parts of the country to get more comprehensive picture of the existing situation of learning styles of secondary level students of Nepal.

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Appendix I

QUESTIONNAIRE

This questionnaire is a research tool with a view to gather information of my study research entitled **Learning Styles Adopted by Secondary Level Learners of English in Ilam** under the supervision of **Dr. Purna Bahadur Kadel**, Department of English Education, T.U., Kirtipur. Your co-operation in completion of this questionnaire will be of a great value to me . I shall appreciate your personal opinions. Please fee l free to put your responses required by the questionnaire. I assure you that the responses made by you will be exclusively used only for the research study.

Researcher
Jashoda Karki
T.U. Kirtipur,
Kathmandu

Personal Information

Name:…….

Age:……..

Gender: Male: ( ) Female: ( )

Class: 10: ( ) 9: ( )

School:……..

This questionnaire has been designed to help you identify the ways you learn best the ways you prefer to learn.

Read each statement on the following pages and respond to the statements as they apply to your learning in English classroom at school.

Decide whether you agree or disagree with each statement. For example, if you strongly agree, mark:

SA Strongly Agree	A Agree	U Undecided	D Disagree	SD Strongly Disagree
5	4	3	2	1

Try not to change your responses after you choose them. Please answer all the questions.

S.N.		SA	A	U	D	SD
	Visual Learning Style	5	4	3	2	1
1.	I learn better by seeing the directions rather than by listening to someone.					
2.	I prefer to learn watching TV or video rather than other media.					
3.	I like to create pictures to match with the words.					
4.	I understand lectures/classes better when professors/teachers write on the board.					
	Auditory Learning Style					
5.	When the teacher tells me the instructions, I understand better.					
6.	I prefer to learn by listening to a lecture rather than reading.					
7.	I easily remember jokes that I hear.					
8.	I can identify people by their voice (e.g., on the phone).					
	Kinesthetic Language Learning Style					
9.	I learn best in class when I can participate in related activities.					
10.	Learning becomes easier for me when the whole body is involved.					
11.	Dramatization, simulation and role play are the techniques I prefer in learning.					
12.	I prefer to learn by moving around and doing something in class.					
	Introvert Learning Style					
13.	I learn easily when I study in a silent place.					
14.	In a large group, I tend to keep silent.					
15.	I become happier with a book than with other people.					

16.	When I study alone, I remember things better.					
	Extrovert Learning Style					
17.	Discussion and interaction are the techniques I like best.					
18.	Language rules become transparent when I interact with friends.					
19.	Doing class work in group and pair appeals me.					
20.	Learning English entertains me when I get chance to interact with natives.					
	Risk- taking learning style					
21.	I like to know how the rules are applied and why.					
22.	I am not afraid of making mistakes while speaking.					
23.	Learning English is like gambling for me.					
24.	I need to know the consequences before starting my study.					
	Deductive learning style					
25.	I like to go from general patterns to the specific examples in learning a target language.					
26.	I like to start with rules and theories rather than examples.					
27.	I really care if I hear a rule stated since I remember rules very well anyway.					
28.	To learn more about the operation of a mobile phone , I would prefer to understand the principles on which they operate.					

	Inductive Learning Style					
29.	I like to go from specific [illegible] ıer than general patterns in learnin [illegible] guage.					

30.	I like to start with examples rather than rules and theories.					
31.	To learn more about the operation of a mobile phone I would prefer to work with several type of mobile phone.					
32.	I like to learn rules of language indirectly by being exposed to examples of grammatical structures and other language features.					
	Field Independent Learning Style					
33.	I have no problem concentrating amid noise and confusion .					
34.	I enjoy analyzing grammar structures.					
35.	I feel I must understand every word of what I read or hear.					
36.	I think classroom study is the key to effective language learning.					
	Field Dependent learning style					
37.	I need a quiet environment in order to concentrate well.					
38.	I find grammar analysis tedious and boring.					
39.	I don't mind reading or listening in theL2 without understanding every single word as long as I 'catch' the main idea.					
40.	I think communication is the key to effective language learning.					

THANK YOU FOR YOUR KIND COOPERATION.