

**LEARNING STYLES ADOPTED
BY M. ED. STUDENTS**

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

**Submitted by
Kalpana Kumari Bhatta**

**Faculty of Education
Tribhuvan University, Kirtipur
Kathmandu, Nepal
2012**

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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 : 25/03/2012

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RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. Kalpana Kumari Bhatta** has prepared this thesis entitled “**Learning Styles Adopted by M.Ed. Students**” under my guidance and supervision.

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DEDICATION

***TO MY PARENTS AND LATE GRANDMOTHER
WITHOUT WHOSE CARE AND INSPIRATION
I WOULD NOT HAVE BEEN ABLE TO MEET
THIS POSITION.***

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Chaitra, 2068

Kalpana Kumari Bhatta

ABSTRACT

The current study is on “**Learning Styles Adopted by M.Ed. Students**”. The study basically aimed to find out the learning styles, namely perceptual styles, introvert, extrovert and risk- taking used by the students. Besides, other aims were to find out the most dominant and least used styles among those categories, to find out the gender difference in the use of such styles and to provide some pedagogical implications. For the purpose, seventy M.Ed. students were selected from the Department of English Education through quota non-random sampling procedure. The questionnaire was used as a tool to collect the data from the primary source. The data were analyzed using simple statistical tools, namely frequency distribution, percentage and weighted mean. The findings drawn from the analysis and interpretation of the data showed that all the styles mentioned in the questionnaire were found to be used by the majority of the students with some variation in the degree of their use. Mostly, the extrovert learning styles were found to be the most dominant whereas the introvert learning styles were found to be the least used styles. Likewise, the gender did not seem to affect in the adoption of learning styles.

The study is divided into four chapters. Chapter one includes introduction, general background, review of the related literature, significance of the study and definitions of the specific terms used in the study. Chapter two incorporates methodology with sources of data collection, limitations of the study and procedures of data analysis. Chapter three is the analysis and interpretation of the data. It includes the analysis of perceptual, introvert, extrovert and risk- taking styles. Chapter four presents the findings and recommendations. References and appendices appear at the end part of the study.

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LIST OF ABBREVIATIONS AND SYMBOLS

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

The study basically includes general background, a short introduction to first language acquisition, second language acquisition, individual differences in terms of different general and personal factors like age, aptitude, personality, motivation, affect etc. It also presents a brief description of learning strategies and their importance in learning along learning styles, a brief review of related literature, objectives of the study and significance of the study. It is followed by methodology, analysis and interpretation and finally the findings and recommendations.

1.1 General Background

The world has turned into a global village due to the rapid advancement of science and technology and means of communication. As a result, what happens in one corner of the world can easily be visualized within a small room in another corner at the same time. In such world, language serves as a vehicle mediating the opinions, ideas, thoughts, feelings and emotions of the people who belong to different regions of the world.

Language is a powerful means of communication. But learning a language, especially second language, is not as easy as we think it is. Every child who is not cognitively impaired acquires his/her first language sub-consciously and automatically after his/her birth. But second language learning is very difficult in comparison to first language owing to several reasons. Firstly, language is a network consisting of several sub-systems governing within it. Secondly, language learning is influenced by a number of factors. Thirdly, there is variability among the learners which makes the process difficult despite the fact that second language researchers have predicted the uniform route for language acquisition. Thus, second language learning is a variable phenomenon which is affected by several facts.

Second language learning heavily depends upon the efforts that learners make in their learning. Not all the learners learn it in similar way; obviously, it is a gradual process that is learnt in a sequence. Though all the learners are said to follow the same route, their rate of success differs to a lesser or greater extent. It happens because of several aspects, namely linguistic, sociolinguistic, cultural, individual, etc. Individuals vary in the ways and techniques they use in learning language. These can be taken as different styles and strategies of language learning. So, teaching activities and techniques are not enough for gaining the knowledge of second language.

Several researchers in second language acquisition have shown that these learning styles affect learning to a greater extent, although some of them show the neutral role of these styles in success rate. However, only the efforts made from the part of the teachers are not sufficient to determine the final achievement of the students in language learning. Mostly, it is determined by the styles they adopt in learning. The study is primarily concerned with learning styles adopted by M.Ed. students which are sub-divided as perceptual styles, introversion, extroversion and risk-taking. In spite of the fact that language acquisition process, either first or second, is not the primary concern of this study, it is suitably present briefly here since learning styles are the components of language acquisition process.

1.1.1 First Language Acquisition

Every child who is not cognitively impaired acquires the first language amazingly. A normal human child is exposed to language as soon as possible after his/her birth and learns the language naturally, automatically and effortlessly. All the children go through approximately the similar stages while acquiring the first language, for example; crying, cooing, and babbling to saturation. The empirical research base tells us that, for children who grow up monolinguals, the bulk of language is acquired between 18 months and three to four years of age and child language acquisition happens in a predictable

pattern (Ortega, 2009, p. 3). The field has been important to learn since much second language acquisition research parallels development in child language acquisition. That's why, even though first language acquisition is not the concern of my study; it is important to include here.

1.1.2 Second Language Acquisition (SLA)

Generally, the term second language refers to the language other than first language. Therefore, SLA refers to the learning of any language different from mother tongue. Ellis (1985, p.5) states, "SLA is the study of how learners learn an additional language after they have acquired their mother tongue".

According to Mitchell and Myles (2004, p 5) "SLA refers to the learning of any language to any level, provided only that the learning of the second language takes place sometimes later the acquisition of the first language". Both of the definitions seem to express that second language is any additional language to first language and which is always acquired after first language.

In the words of Gass and Selinker (2008, p.7) "SLA refers to the process of learning another language after native language has been learned. Sometimes, the term refers to the learning of a third or fourth language." Thus, second language is not restricted to the language belonging to number two in terms of the order of acquisition but is a broad concept that covers all the languages learned by a person except his/her mother tongue. Likewise for Cook (2008, p.2) "SLA is the acquisition of a language in addition to mother tongue". This definition also matches with the previous ones.

When we try to minutely analyze the definitions of SLA as stated by several theorists, they seem to agree to a common point i.e. SLA is the acquisition of any additional languages to mother tongue provided that they are learned after the acquisition of first language. Thus, though they have used different terminologies to define SLA, the essence of all is common. In conclusion, all the languages learned after mother tongue either in natural or tutored setting are

termed as second language irrespective of the order of acquisition. In overall, SLA refers to the process of learning other languages different from one's mother tongue.

SLA is a newly bloomed discipline in the field of applied linguistics. Though it is hard to state a beginning date exactly, it is probably fair to say that the study of SLA has developed and expanded significantly in the past 40-45 years (Gass and Selinker, 2008, p.1). However, it has turned to an independent discipline nowadays since it has its own separate area of study, research agenda, it conducts various national and international conferences every year, publishes different volumes, books, journals and articles and has many researchers claiming themselves as SLA researchers. The field is multi-disciplinary in its characteristics. This is the reason why this discipline is complex. Learning of second language mostly depends upon several factors like cognitive ability, attitude, motivation, social distance, anxiety, styles and strategies, age, aptitude, etc. First language acquisition, heritage language acquisition, bilingualism and multilingualism etc. are known as the neighbouring disciplines of SLA.

SLA is a variable phenomenon which is influenced by the learners, context, teachers, etc. There are many factors that ultimately affect the success rate of the learners in SLA as stated previously. But all the factors are not the concern of present study. The study is concerned with learning styles only. Furthermore, it is devoted to perceptual learning styles, introversion, extroversion and risk-taking.

1.1.3 Individual Differences and SLA

Not all the learners reach the same level of proficiency in SLA even though they are said to follow the same route. It means, there exists variation among the learners on their final achievements. Various factors are responsible to bring such variation. Ellis (1985, p.100) has broadly categorized such factors

into two categories, namely personal and general factors. The factors are particularly said to influence the rate of success rather than the route of learning. They are presented below in short:

1.1.3.1 Personal Factors

Personal factors are related to the individual traits that affect SLA. They are the combined form of the qualities that an individual possesses. The external forces have no role to build up such traits. Though the complete list of personal factors is difficult to find out, Ellis (1985, pp.101-103) has presented the following factors:

a. Group Dynamics

Group dynamics refers to the contribution made from the part of learners in group in terms of SLA. Learners, by nature, expose different behaviours in their group. These behaviors affect the rate of learning either positively or negatively, for example; healthy competitiveness positively affects learning whereas too much anxiety and feeling of jealous to others in group might hinder learning.

b. Attitude to the Teachers and Course Materials

Individuals have inevitably different attitude to the teachers and course materials. Those who have positive attitude towards them benefit much from learning whereas learners with negative attitude may feel discomfort in learning. As a result, their rate of learning gets influenced.

c. Individual Learning Techniques

Learners employ different techniques in SLA. Selection of such techniques might be influenced by individual preferences, the context of learning, level of proficiency etc. Techniques are the specific ways that learners follow to obtain input and process it. Whatever the techniques might have been adopted, they

affect the rate of learning in second language, for example; in order to learn the main points within a topic, some learners make song out of them, some memorize all the points and some others just memorize the first letter of each points etc. Thus, the adoption of individual learning techniques affects SLA.

1.1.3.2 General Factors

General factors are the variables that are found in all the learners but not confined to individuality. They do influence each and every individuals' learning but to a greater or lesser extent. Ellis (1985, pp. 104-121) has talked about the following general factors:

a. Age: Age of the learners invariably affects the rate of learning in second language. It is commonly believed that children are better learners than adults in the sense that they can achieve native like competency. The same idea is reflected in Critical Period Hypothesis developed by Penfield and Roberts (1959) and Lenneberg (1967 as cited in Ortega, 2009, p.12). They state that learning becomes automatic, effortless and natural before puberty due to the fact that our mind retains elasticity till that time and that is lost later. The elasticity of mind is lost not in the sense of no learning but learning after puberty becomes forcible and slower. Therefore, age of the learners influences SLA.

b. Cognitive Styles: “Cognitive style is a term used to refer to the manner in which people perceive, conceptualize, organize and recall information” (Ellis, 1985, p. 114). Learners, on the basis of cognitive styles fall into two classes, namely field dependent and field independent. Field dependent learners are holistic, socially sensitive and have personal orientation whereas field independent learners are analytic, socially unaware and have impersonal orientation. Both of the styles may influence SLA depending upon the context.

c. Intelligence and Aptitude: Ellis (1985, p.110) states that intelligence is the term used to refer to a hypothesized general factor which underlies our ability

to master and use a whole range of academic skills either linguistic or non-linguistic. So, it is a broad notion that includes all kinds of general abilities. This is also one of the factors affecting SLA. On the other hand, the term aptitude refers to the special ability required to learn a language. It is one's potential for language learning. J.B. Carroll is said to be the originator of aptitude study. Carroll and Sapon (1959) identify three major components of aptitude:

- a. Phonetic coding ability,
- b. Grammatical sensitivity and
- c. Inductive language learning ability (as cited in Ellis, 1985, p.112).

The effects of aptitude on language learning have been measured in terms of the proficiency levels achieved by different classroom learners. Since aptitude is language special ability, it affects SLA.

d. Attitude and Motivation: Attitude is someone's view regarding something. Learners have different attitudes towards the course, teachers, evaluation process and language teaching as a whole. The learners who have positive attitude towards second language, its culture and the speakers of that language tend to be successful learners whereas those who are negatively influenced by the above mentioned factors feel difficulty to learn the language. Thus, attitude is also one of the determinants of SLA.

Motivation is defined as the inner drive towards language learning. Lampert (1972) defines motivation in terms of the second language learners' overall goal or orientation (as cited in Ellis 1985, p.118). A person's behaviours are guided by certain needs and interests which influence how he/she actually performs. The more the learner is motivated, the better the result is. Despite the fact that motivation has crucial role in SLA, it cannot be measured directly. However, the level of motivation in the learners is inferred from how he/she actually performs. Motivation has been divided into various ways. Gardner and

Lampert (1979, as cited in Larsen Freeman and Long, 1999, p. 175) talk of two types of motivation: integrative and instrumental. Similarly, Brown (1981, as cited in Ellis 1985 p. 118) has given three types of motivation, viz. global motivation, situational motivation and task motivation. Whatever the type of motivation, it tends to affect SLA.

e. Personality: The last but not the least general factor given by Ellis (ibid., p.120) is personality. 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.

Besides the factors as described by Ellis , there are several other factors that are responsible to bring variation among second language learners. Some of the relevant factors are dealt here briefly:

1.1.4 Affect

American Heritage dictionary writes “Affect is a feeling or emotion as distinguished from cognition, thought or action” (as cited in Gass and Selinker, 2008, p. 398). So, it is the feeling or emotion that somebody has about something. In case of language learning, it refers to the feeling or emotional reaction of individuals towards any language, its speaker and culture. Learners with positive attitude towards the language being learned, its native people and their culture are influenced positively and they tend to learn the language easily, whereas those who are negatively affected by the above mentioned factors tend to be lagged behind since they feel language shock, culture shock,

too much anxiety and their affective filter goes high. As a result, such high affective filter stops much of the input from being intake and language learning becomes slower and sometimes even fossilized. Thus, affect is one of the powerful factors influencing SLA.

1.1.5 Social Distance

The concept of social distance is based on Schumann's (1978) acculturation model which states that learning second language is the process of adapting target language culture. Social distance means the gap between target language and second language learners. When learners do not feel an affinity with the target language community, they create social and psychological distance from the speakers of target language community. As a result, second language learning becomes slower and to some extent likely to be fossilized. Schumann (1978) lists the following factors which determine good language learning situation (as cited in Ellis, 1985, p. 252):

- a. The target group and second language learner group view each other as socially equal.
- b. Both groups are desirous that second language learner group will assimilate.
- c. The second language learners' culture is congruent with that of the target language group.
- d. Both groups have positive attitude to each other and so on.

He also mentions that bad learning situation is created when one or more of the above variables are not favourable. Thus, condition should be created in such a way that the social distance between the second language learners and target community is narrowed down. When the physical and psychological distance is great, the learners can't progress further and their languages is pidginized for example; Alberto, an Spanish learner of English couldn't progress due to the great social distance (as cited in Ellis, *ibid.*, p.252).

1.1.6 Learning Strategies

To talk about the etymological meaning, the word strategy comes from the Greek word 'strategia' which means steps or actions taken for the purpose of winning a war. The warlike meaning of strategia has fortunately fallen away. But the control and goal directedness remain in the modern version of the world (Oxford, 2003, P.2).

Learning strategies are the internal processes which account for how learners handle input data and utilize second language resources in the production of message in second language. They are the techniques or deliberate actions that the learners use to make language learning more successful, self-directed. Rubin (1975, p. 43) defines learning strategies as the techniques or devices which a learner may use to acquire knowledge (as cited in Larsen-Freeman 2007, p. 159). Cohen (1998, p. 4 as cited in Gass and Selinker, 2008, p. 518) writes:

Language learning strategies are those processes which are consciously selected by learners and which may result in action taken to enhance the learning or use of a second or foreign language, through the storage, retention, recall, and application of information about the language.

Thus, the definition reveals that learning strategies are consciously decided and used by learners to enhance their second and foreign language acquisition and such strategies are mostly mental action.

According to Oxford (2003, P.1), "Learning strategies are the specific behaviours or thoughts learners use to enhance their language learning". Her definition is somehow similar to previous one. Likewise, Gass and Selinker

(2008, p. 440) state that learning strategies clearly involve internal mental actions, but they may involve physical action as well.

Despite the fact that several theorists have expressed their views differently on learning strategies, the crux of all is the same, i.e. learning strategies are the deliberate actions of the learners selected in order to enhance their second or foreign language acquisition and such strategies can be mental as well as physical.

Whatever the strategies the learners employ, neither are they good nor bad in themselves. First of all, the context of use should be understood in order to select the appropriate strategy. Oxford (ibid, P.2) mentions the following conditions to make the strategies useful:

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

Even though learning strategies have been stated variously, all the theorists have agreement on the point that learning strategies affect success rate of the learners . Even highly intelligent learners may sometimes fail to reach the target direction in absence of the appropriate strategy. Again, theorists do not have consensus on the types of learning strategies. O' Malley and Chamot (1985 as cited in Hismanoglu, 2000, pp.4-5) have classified the learning strategies into main three types, namely meta-cognitive strategies, cognitive strategies and socio-affective strategies. However, Stern (1992, pp.262-266 as cited in Hismanoglu, 2000, p.5) has given five categories of learning strategies.

a. Management and Planning Strategies

These strategies are related with the learners' intention to direct their own learning. A learner can take charge of his own programme, when he/she is advised by the teacher. So, learners should decide their commitment to language learning, goals, methodology and even evaluate one's achievement.

b. Cognitive Strategies

Cognitive strategies are the steps or operations used in learning or problems solving that require direct analysis, synthesis or transformation of learning materials (Stern, *ibid*, P.262) . They include classification, verification, guessing, reasoning, memorization etc. Oxford (2003, p.12) also states that cognitive strategies enable the learners to manipulate the language materials in direct way.

c. Communicative -Experimental Strategies

Communication strategies are the techniques used by learners so as to keep a conversation going on or they are deliberate attempts used by learners to express meaning when faced difficulties in an ongoing communication. Such strategies avoid the interruption in the flow of communication. Example of such strategies can be circumlocution, gesture, paraphrase, repetition, exploration, etc.

d. Interpersonal Strategies

Interpersonal strategies are used to make contact with native speakers and cooperate with them. Learners should monitor their own development and evaluate their own performance. Along with linguistics knowledge, they must become acquainted with the target culture since language and culture are embedded with each other.

e. Affective Strategies

Language learning can be frustrating in some cases since some learners feel strangeness towards learning foreign language. In such cases, good learners try to create associations of positive effects towards the learning activities, which are called affective strategies. These strategies are especially related to solving emotional problems, for example; identifying one's mood, anxiety, talking about feeling, rewarding self etc.

However, this is not the final list of learning strategies. Such categorization differs from scholar to scholar. Oxford (2003, pp. 12-14) has classified them as cognitive, meta-cognitive, compensatory, affective, memory related and social strategies. Whatever the types might be, learning strategies have great impact upon learning. Some strategies might be taught by the teachers in course of teaching whereas some are automatically inserted by the learners into learning process.

1.1.6.1 Importance of Language Learning Strategies

Learners use different strategies in performing the task and processing the new input they face in SLA. They are the good indicators of how learners approach tasks or problems encountered during SLA. Language learners, without exception, use language learning strategies in learning process. These strategies affect the ways in which they learn the target language. They are also the good indicator of age, gender, motivation level, personality, self concept, life experience etc. Therefore, teachers should be able to recognize the strategies used by the learners in order to provide them the accurate guidance. Some learners may not reach to success in absence of suitable strategies, in such cases; teachers should help them to find out good learner strategies. The learners who can use a variety of strategies can improve their language skills in better way which builds up learner independence and autonomy in learning. Oxford (2003, p.1) states, "Language learning strategies are the specific

behaviours or thoughts learners use to enhance their language learning, these factors influence the students ability to learn in a particular instructional framework.”

As a whole, learning strategies play important role in language learning because they are tools for active, self-directed movement which is essential for developing communicative competence.

1.1.7 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.

“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. Gass and Selinker (ibid, P.432) state that learning style is interchangeably used with personality, although the former is undoubtedly more variable, whereas the latter refers to a trait of an individual. However, there has not been much effort to separate them.

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. Kolb (1984, as cited in Richmond and Cummings, 2005, p. 45) has given the following four types:

a. Assimilative Style

Assimilative style is characterized by the ability to reason inductively. Assimilators concern themselves with ideas and abstract concepts rather than with people and social interaction and are concerned with abstract, logical rather than practical aspects of theories (Richmond and Cummings , 2005, p. 47). Therefore, they incorporate the learning models of reflective observation and abstract conceptualization.

b. Accommodative Style

Accommodative style is opposite to assimilative style. These learners easily adapt themselves to the new learning situation. They are risk-takers in their learning. Moreover, they are often taken as opportunist. They seek new experiences to learn language and include concrete experience and active experimentation.

c. Convergent Style

Convergent learners prefer deductive reasoning and through that, they are said to do well on standard conventional intelligence tests. Such learners have the ability to efficiently solve problems, make decisions. According to Richmond and Cummings (2005, p. 47), these learners emphasize on problem solving and decision making.

d. Divergent Style

According to Kolb (1984, p.77) “The divergent learner is best of task that require imaginative ability and awareness of meaning and value” (as cited in

Richmond and Cummings, 2005, p.48). They have the ability to identify concrete examples of each concepts and to generate numerous qualities about this concept from many perspectives. They are taken as brain-strategies i.e. prefer to observe rather than act. So, they are creative and emotionally oriented. Learners with this style are interactive from social perspective.

Thus, different people prefer different styles in language learning. It is obvious that learners learn better when they are learning in different ways that work best for them. So, teaching approaches should address the learning styles of the learners. It means, the teacher teaching to a particular group of students should know the learning preferences of those students. Otherwise, teaching learning may not be fruitful. Learners from different socio-cultural background and proficiency levels have different learning preferences. On the basis of their learning styles, Harmer (2007, p. 88) classified the learners into four categories:

a. Converggers

The students, who are by nature solitary, prefer to avoid groups, and who are independent and confident in their own abilities are called convergers. They tend to be analytic, cool and pragmatic.

b. Conformists

The students who prefer to emphasize to learning about language over learning to use it are conformists. They tend to be dependent on authority and are perfectly happy to work in non-communicative classrooms, doing what they are told.

c. Concrete Learners

Although concrete learners are like conformists, they also enjoy the social aspect of learning and like to learn from direct experience, they are interested

in language use and language as communication rather than language as a system.

d. Communicative Learners

They are by nature language use oriented. They are comfortable out of class and show a degree of confidence and willingness to take risks which their colleagues may lack. They are more interested in social interaction and perfectly happy to work without any guidance of the teacher.

In the same way, Gass and Selinker (2008, pp. 433-37) have divided the learning styles as extroversion and introversion, risk-taking, field dependent and independent and modalities.

Anyway, learning styles refer to the different ways of approaching new information. Learners have different styles depending upon their context of language use, personalities and so on. So, such styles work best for their successful learning. Though scholars vary in their classification of learning styles, this study focuses on perceptual, introvert, extrovert, and risk-taking styles.

1.1.7.1 Perceptual Learning Styles

Perceptual learning styles are also known as perceptual modes or modalities. As discussed previously, learners adopt different kinds of learning styles in SLA, perceptual styles are one of these categories. They are based on sensory preferences of the students and describe how learners react over visual, aural, verbal, physical and logical stimuli. Reid (1995) claims that major styles used by the learners are sensory or perceptual, cognitive and temperament styles. The major types of perceptual learning styles are given in next pages:

a. Visual Learning Styles

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

Montemayer et al. (2009, p. 61) state that visual learners easily remember visual details and prefer to what they are learning.

b. Auditory Learners

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

Montemayer et al. (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.

c. Tactile/ Kinesthetic Learners

“Learners belonging to this category learn through moving, doing and touching” (Montemayer et al. 2009, p. 62). 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. 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.

d. Introversion and Extroversion

The distinction between introversion and extroversion was first introduced by Jung and has been measured by Eysenck (1970 as cited in Stern, 1985, p.380). Stern (ibid., p.380) states that extroversion is a tendency to withdraw from social interaction and introversion is a tendency to be pre-occupied with inner thought and feelings. Likewise, Gass and 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.

e. 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, p.39, as cited in Gass and Selinker, 2008, p. 433). 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.

1.1.7.2 Teachers' and Learners' Roles in Learning Styles

Learners have different styles that suit their personalities. The styles they have highly influence their final achievement. Therefore, learners should be aware of their learning styles. Preferences of such styles may be influenced by personal traits like age, gender, motivation level, anxiety, context of language use, the kind of language skill or aspect to be learnt etc. As a result, different learners have different styles of learning even with in a classroom which can't be neglected in teaching.

The language teachers aiming at training their students in using language should learn about the students, their interest, motivation and learning styles. Knowing about the learning preferences of the students, teachers should modify their teaching strategies or techniques accordingly. As a result, teaching-learning becomes fruitful. Knowing the learning styles of students, educators can organize the classroom setting to response their learners' needs and select related materials and method of teaching. They can orient their lecture or other teaching methods to their learners. Thus, they can facilitate a large proportion of students and utilize class time at their best.

The sole aim of conducting language teaching and learning activities is to develop communicative competence in the learners. All the efforts of the teachers may go in vein if proper attention is not given to the learners' learning styles. So, it is compulsory for the teachers to understand about the learners before instructing them. Only then, the aim can be achieved.

1.2 Review of the Related Literature

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, personalities, anxiety, and learner autonomy in

Nepalese scenario. But the studies in learning styles are very few. Therefore, I have selected this topic.

Regmi (2006) studied perceptual learning styles of secondary level students. His objectives were to find out the learning styles, most frequent mode and provide some pedagogical suggestions. 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.

But a number of studies have been done in foreign context, some of them are reviewed below:

Reid (1987) conducted a research on learning style preferences of ESL students using questionnaire 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.

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.

Similarly, Montemayer et al. (2009) studied learning styles of high and low academic achieving freshman teacher education students of the University of the Cordilleras. The descriptive-comparative method was used to analyze the data. The findings showed that there were not any significant differences in the achievement.

Mulalic et al. (2009) explored the perceptual learning styles of ESL students in Malaysia. The perceptual learning style preference 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. 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.

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 will focus on the learning styles of M.Ed. students studying English in Nepalese context. Therefore, it is different from the existing research works.

1.3 Objectives of the Study

The study had the following objectives:

- a. To find out the learning styles of the students studying English in M.Ed.
- b. To find out the most dominant and least used styles.
- c. To find out the gender differences in use of such styles.
- d. To provide some pedagogical implications.

1.4 Significance of the Study

The study is expected to be useful for those who are primarily involved in teaching English as a second or foreign language. When they go through this study, they might use the findings and suggestions that will be provided in this study as the feedback to their teaching. Learning styles of the students should be recognized by the educators so that it helps them to modify or gear their teaching methodologies accordingly. It also helps them in their classroom management and selection of appropriate materials. Likewise, the study will be

equally beneficial for the students of English as a second or foreign language. Going through this study, they will get chance to be aware in their learning preferences.

Besides, the study will be helpful for the curriculum developers, course designers, textbook writers and material producers in the field of language teaching, language testers, policy makers and planners.

1.5 Definitions of the Specific Terms

SLA: It refers to the conscious or sub-conscious process of learning a language other than mother tongue either in natural or tutored setting.

Individual Differences: It is a term used in SLA which refers to the factors by which the learners vary in their learning behaviours.

Group Dynamics: It refers to the contribution made from the part of learners in group in terms of SLA.

Cognitive Style: It is a term used to refer to the manner in which people perceive, conceptualize, organize and recall information.

Intelligence and Aptitude: The former refers to the general ability used to acquire linguistic as well as non-linguistic skills where as the latter refers to the special ability required for language acquisition.

Attitude and Motivation: Attitude refers to someone's view towards something, e.g. towards language where as motivation is defined as the inner drive towards language learning.

Personality: Personality is defined as the total sum of the overall traits that someone possesses.

Affect: It is the feeling or emotion that somebody has about something which can be positive or negative.

Social Distance: It is the gap between target language and second language learners.

Learning Strategies: They are the techniques, deliberate actions and thoughts that learners use in learning.

Learning Styles: They are the general approaches that learners adopt in learning.

Perceptual Learning styles: These are the modes of learning associated to the way of getting information through the eyes, ears, body movement etc., for example visual, auditory, kinesthetic.

Introvert Learning Styles: They refer to the styles of learning where learners learn much from books than interaction.

Extrovert Learning Styles: They are the styles of learning from social interaction.

Risk- taking Learning Styles: They are one of the learning styles where learners make decision even if something is uncertain.

CHAPTER TWO

METHODOLOGY

In order to accomplish my research, I used the following methodology:

2.1 Sources of Data

Both primary and secondary sources of data were used in this study.

2.1.1 Primary Sources

The primary sources of data were the M. Ed. students from the Department of English Education, T.U. Kirtipur, Kathmandu.

2.1.2 Secondary Sources

Different sources were used as the secondary sources of the data. Some of such research related secondary sources were; Stern (1983), Ellis (1985), Richards and Rodgers (2001), Mitchell and Myles (2004), Kumar (2006), Harmer (2007), Gass and Selinker (2008), Ortega (2009), Cohen et al. (2010) etc. In the same way, I used various theses, articles, reports and websites concerned to the topic.

2.2 Population of the Study

The population of this study was seventy M. Ed. Students from T.U., Kathmandu. There was the equal representation of both of the genders.

2.3 Sampling procedure

First of all, I selected the Department of English Education, T.U. Kirtipur using purposive non-random sampling procedure in my study. Then, I selected seventy M.Ed. students using quota non- random sampling procedure where thirty five students were selected from first year and thirty five from second

year. There was the equal representation (35 boys and 35 girls) of both of gender in order to find out the gender differences in use of such learning styles.

2.4 Tools for Data Collection

I used questionnaire as a tool to collect the data from primary sources. The questionnaire is given in appendix- A. It is based on the framework developed by Oxford (1990).

2.5 Process of Data Collection

For the collection of primary data, I visited the Department of English education and asked for permission from the authority. Then, I met the students and established rapport with them. After that, I explained about my study and purpose. Finally, the questionnaire was distributed for about twenty five minutes.

2.6 Limitations of the Study

The study had the following limitations:

- a. It was limited to the Department of English Education.
- b. It was limited to M.Ed. first year and second year.
- c. It was limited to the seventy students only.
- d. It was limited to the survey questionnaire only.
- e. It was limited to the perceptual, introversion, extroversion and risk-taking learning styles only.
- f. It was limited to English as a second language.
- g. It was limited to the findings of this study.

2.7 Procedure of Data Analysis

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:

$$\text{Weighted mean } (\bar{X}_w) = \frac{\sum wx}{\sum w}$$

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, always, often, sometimes, rarely and never were assigned 5,4,3,2 and 1 weightages 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 gender difference using the same procedure as described above that helped to find out the use of learning styles on the basis of gender.

CHAPTER THREE

ANALYSIS AND INTERPRETATION

This chapter is solely devoted to the analysis and interpretation of the data. The data were analyzed and interpreted through quantitative- descriptive methodology. For my convenience, it was divided into seven 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 seven categories are:

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

3.1 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 six items. The themes of those six items were as follows:

- learning English better by seeing and watching the content
- learning by reading the English textbooks than by listening to others
- understanding better by seeing the diagrams, posters and visual aids
- sitting in front of the class to see teachers' gesture and writings of the blackboard
- creating pictures to match with words
- visualizing the lessons to get meaning

After the careful observation of the responses provided by the respondents, the frequencies, weighted means were found as shown in the table no. one:

Table No. 1
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.	20	28.6	30	42.9	16	22.9	4	5.7	-	-	3.94
3.	42	60	19	27.2	7	10	2	2.9	-	-	4.44
4.	43	61.4	14	20	6	8.6	3	4.3	4	5.7	4.27
5.	9	12.9	13	18.6	33	47.1	10	14.3	5	7.2	3.15
6.	9	12.9	20	28.6	26	37.1	10	14.3	5	7.2	3.25

The first item in the questionnaire included the visual learning style related to whether the students learn English better by seeing and watching the content. Careful observation and analysis of the responses to the item has shown that 34.3% of the students always adopted this style. Likewise, 30% of the students often and 20% of the students sometimes used this style. Looking at the weighted mean which is calculated 3.81, indicates that majority of the students used this style. Similarly, the second item was the inquiry on whether the students learn better by reading the English textbooks than by listening to others. It has been found that majority of the students, i.e. 42.9% often used this style. In the same way, 28.6% always and 22.9% sometimes used this style. In over all, the weighted mean 3.94 marks that it was used by higher number of students.

The third items in the questionnaire was to discover if the students understand better by seeing the diagrams, slides, posters and visual aids. The above table clearly reflects that 60% of the students always, 27.2% often and 10% sometimes adopted this style in learning English. In addition to, 2.9% used the

style rarely. The weighted mean has been calculated 4.44 marking that high majority of the students preferred the style. Similarly, the fourth item was the inquiry on if the students sit in front of the class to see teachers' gestures and writings of the blackboard or not. Observations of the respondents provided by the students reveals that 61.41%, the majority of the students always adopted this style whereas 20% often, 8.6% sometimes and 4.3% rarely used it. In overall, the weighted mean 4.27 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.

The fifth item in the questionnaire was to know whether the students like to create pictures to match with the words or not. Nearly, 47.1% of the students sometimes used this style. However, 12.9% always, 18.6% often and 14.3% rarely adopted this style in their learning. Looking at the weighted mean which is calculated 3.15 indicates that it is the least used style in their learning. In the similar vein, the sixth item inquired on whether the students visualize the lesson to get meaning or not. The table clearly demonstrates that 37.1% of the students sometimes, 12.9% always, 28.6% often and 14.3% rarely used this style. The weighted mean 3.25 proves that the style was preferred by average no. of students.

3.1.1 Gender-based Analysis of Visual Learning Styles

As the study also aims to find out the gender variations in the use of learning styles, the gender variations of visual learning styles can be seen in the given table:

Table No. 2
Gender - based Analysis of Visual Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	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.	10	28.6	10	28.6	17	48.6	13	37.2	6	17.1	10	28.6	2	5.7	2	5.7	-	-	-	-	4	3.88
3.	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
4.	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
5.	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
6.	4	11.4	5	14.3	6	17.2	14	40	14	40	12	34.3	7	20	3	8.6	4	11.4	1	2.9	3.68	3.54

To see the gender variation of the item no. one, careful observation and analysis of the responses provided by the students as presented in the table no. two clearly reveals that 28.6% of the boys always, 37.2% often and 17.2% sometimes used this style whereas 40% of the girls always, 22.9% often and the same percentage sometimes used the style. However, the weighted means of the boys and girls 3.74 and 3.88 respectively prove that both of the genders used the style in majority. Likewise, there is not any difference between girls and boys in item no. second because the equal percentage, i.e. 28.6 of both used the style in their learning. The weighted means have been calculated 4 and 3.88 of the boys and girls respectively which informs that both of the genders used the style in equal manner. To see the third items, the weighted means of the boys and girls 4.37 and 4.51 respectively indicate that there is no great gender variation in use of that style. Nevertheless, this showed more difference between genders since the girls to favour it always outnumbered the boys by 17.2%.

Gender-based analysis of the fourth item also does not indicate any significant variation between girls and boys. The table demonstrates that 57.2% boys and 65.7% girls always used the style marking that majority of the boys and girls adopted the style. The weighted mean of the boys is 4 whereas of the girls is 4.54 which exemplifies that girls and boys equally adopted the style. Looking at the fifth item, the weighted means of the boys and girls have been given 3.2 and 3.11 respectively revealing that both of the genders adopted the style in more or less equal manner. The final category under visual learning styles, i.e. item no. six also proves that there is similarity rather than differences between boys and girls in use of that style since 40% of the girls often and the same percentage of the boys sometimes used that style. In overall, the weighted means 3.68 and 3.54 of the boys and girls respectively indicate no variation between genders in use of this style. To sum up, I did not notice any significant differences between boys and girls in use of visual learning styles since majority of them used all the categories in more or less similar vein.

3.2 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 six categories:

- preference of listening lectures than reading textbook
- doing loud reading when reading a lesson
- preference to talking to own self when learning a new rule
- getting impression of the voice, pitch and tone of teachers in learning
- quickly picking up new vocabulary listening to friends' talking
- listening teachers' description to understand the lesson

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:

Table No. 3
Auditory Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
7.	12	17.2	24	34.3	24	34.3	8	11.4	2	2.9	3.51
8.	12	17.2	5	7.2	18	25.7	18	25.7	17	24.3	2.67
9.	19	27.2	29	41.4	18	25.7	2	2.9	2	2.9	3.87
10.	45	64.3	16	22.9	7	10	2	2.9	-	-	4.48
11.	18	25.7	22	31.4	28	40	2	2.9	-	-	3.8
12.	34	48.6	28	40	6	8.6	2	2.9	-	-	4.34

The seventh item in this part of questionnaire was associated to know whether the students prefer lectures than reading textbook or not. Approximately, 34.3% of the students adopted this style often as well as sometimes whereas 17.2% used it always. Only 11.4% used it rarely. The weighted mean 3.51 indicates that a good portion of the students adopted this style in their learning.

The eighth item was the inquiry on if the students read loudly or not. Only 17.2% students always and 7.2% often used the style whereas 25.7% used it rarely. However, 24.3% never used the style. In average, the weighted mean 2.67 indicates that it was the least preferred style among auditory learning styles.

The ninth item sought to determine if the students prefer to talk to themselves when learning a new rule. The figures presented in the table clearly verify that 41.4%, majority of the students used that style often whereas 27.2% always and 25.7% sometimes used the style. Looking at the weighted mean 3.87, shows that the style was preferred by higher no. of the students. In similar vein, the tenth item was meant to know whether the students get impressed by the voice, pitch and tones of the teachers. The analysis of the responses proves that it was the most dominant style under auditory learning mode since the weighted mean is 4.48. It was used always by 64.3% of the students, often by 22.9% and sometimes by 10%. Not even single student did use it never.

The eleventh item in the questionnaire was the inquiry on whether the students quickly pick up new vocabulary listening to their friends' talking or not. It has been shown that 40% of the students, majority of the students, sometimes used the style whereas 35.7% always and 31.4% often used this style. The style was adopted by majority of the students can be proved through the weighted mean which is calculated 3.8. Likewise, item no. twelve was meant to know if the students become clear by listening teachers' description. The table shows that 48.6% always, 40% often and 8.6% of the students sometimes used the style. The weighted mean 4.34 proves that almost all the students preferred this style.

3.2.1 Gender-based Analysis of Auditory Learning Styles

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

Table No. 4
Gender - based Analysis of Auditory Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
7.	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
8.	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
9.	9	25.7	10	28.6	15	42.9	14	40	9	25.7	9	25.7	1	2.9	1	2.9	1	2.9	1	2.9	3.85	3.88
10.	20	57.2	25	71.4	9	25.7	7	20	5	14.3	2	5.7	1	2.9	1	2.9	-	-	-	-	4.37	4.6
11.	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
12.	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 seventh items from gender based perspective, it seems that nearly equal portion of both genders adopted the style since the weighted mean is shown 3.51 of both the genders. It also presents that 20% of the boys always, 31.4% often and 34.3% sometimes used that style whereas 14.3% girls always, 37.2% often and equal percentage to that of boys sometimes used the style. In the same way, we can not demark the variation in items no. eight in terms of the gender. It seems that 37.2% of the boys sometimes used the style whereas 25.7% of the girls always used the style. The weighted means 2.54 and 2.51 of the boys and girls respectively prove that both the genders used the style in similar vein. Likewise, the ninth item also does not show much variation between two genders since the weighted means have been calculated 3.85 and 3.8 of the boys and girls respectively.

Gender-based analysis of the items no. ten as shown in the table demonstrates that 57.2%, majority of the boys, always used that style whereas 71.4% of the girls also always used the style. The weighted means of the boys and girls 4.37 and 4.6 respectively indicate that approximately all the boys as well as the girls used that style. To look at the eleventh item, it is surprising that equal percentage of the boys and girls adopted this style in equal manner since 25.7% always, 31.4% often, 40% sometimes and 2.9% of both genders rarely adopted this style. Thus, the weighted mean is also equal, i.e. 3.8. Item no. twelve also shows similarity between boys and girls since the weighted means are 4.05 and 4.62 respectively. However, the girls to use it always outnumbered the boys 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 girls and boys in use of those styles.

3.3 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 six items. Those six items were to discover the learning styles related to:

- learning English better by doing the things in class
- enjoying manipulating the things of class
- feeling happy to solve the problems, exercises and drills of textbook
- learning from computer labs than class lectures
- learning by involving the whole body
- preferring dramatization, simulations and role play techniques

Careful observation and analysis of the responses provided by the informants has given the result as shown in table no. five:

Table No. 5
Kinesthetic Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
13.	30	42.9	20	28.6	14	20	3	4.3	3	4.3	4.01
14.	15	21.4	20	28.6	23	32.9	10	14.3	2	2.9	3.51
15.	43	61.4	20	28.6	7	10	-	-	-	-	4.51
16.	10	14.3	13	18.6	24	34.3	12	17.2	11	15.7	2.98
17.	25	35.7	16	22.8	17	24.3	6	8.6	6	8.6	3.68
18.	19	27.2	23	32.9	22	31.4	5	7.2	1	1.4	3.77

The thirteenth item in the questionnaire was used to discover whether the students learn by doing things in class or not. The analysis of the responses provided by the learners reveals that majority of the students, i.e. 42.9% always, 28.6% often, 20% sometimes and 4.3% rarely employed this style whereas only 4.3% students never used it. The weighted mean 4.01 shows that

nearly all the students adopted it. Similarly, the fourteenth item meant to know whether the students enjoy manipulating the things of class or not. The table demonstrates that 28.6% students often used it whereas 21.4% always and 32.9% sometimes used it. In average 4.01 weighted mean indicates the adoption of this style by most of the students.

The fifteenth item was used to measure the feeling of the students to solve the exercises, problems and drills of textbook. Majority, i.e. 61.4% students always and 29.6% often used that style. The weighted mean 4.51 indicates that a vast majority adopted this style. It also seems that the style was most preferred among all the Kinesthetic learning styles. Likewise, the sixteenth item was the inquiry on if the students prefer computer labs than class lectures. It seems that 34.3% sometimes, 14.3% always, 18.6% often and 17.2% rarely used that style whereas 15.7% never used it. The weighted mean, 2.98 proves that it is the least preferred style among all the styles of this category.

The seventeenth item was used to measure if the students involve the whole body in learning or not. It has been found that majority, i.e. 35.7% students always, 22.8% often and 24.3% sometimes adopted this style. However, the weighted mean 3.68 shows that it was liked by a good portion of students. The last item in this category was meant to know if dramatization, role play and simulation are preferred by the students or not. The table reveals that 32.9% students often used it. Likewise, 27.2% always and 31.4% students sometimes used it. In average, 3.77 weighted mean indicates that most of the students used the style in their learning of English.

3.3.1 Gender-based Analysis of Kinesthetic Learning Styles

To determine the gender variation in the use of kinesthetic styles, the frequencies, percentages and weighted means of both boys and girls have been analyzed separately. The result is shown in table no. six:

Table No. 6
Gender - based Analysis of Kinesthetic Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
13.	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
14.	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
15.	23	65.7	20	57.2	10	28.6	10	28.6	2	5.7	5	14.3	-	-	-	-	-	-	-	-	4.6	4.42
16.	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
17.	15	42.9	10	28.6	7	20	9	25.7	5	14.3	12	34.3	5	14.3	1	2.9	3	8.6	3	8.6	3.74	3.62
18.	11	31.4	8	22.9	14	40	9	25.7	7	20	15	42.9	2	5.7	3	8.6	4	2.9	-	-	3.91	3.62

Looking at the item no. thirteen from gender-based eyes, it seems that majority of the boys as well as girls adopted that style since the weighted means are 4.17 and 3.85 respectively. It also indicates that 40% boys and 45.7% girls always used that style. So, we do not see any variation between boys and girls in use of it. Likewise, it is difficult to demark the variation in item no. fourteen in terms of gender. It seems that 37.2% boys whereas 28.6% girls used it sometimes. The weighted means are 3.57 and 3.45 of the boys and girls respectively which proves no gender variation in that style. When I tried to analyze the fifteenth items from gender view point, 65.7% boys and 57.2% girls always adopted this style. The weighted means 4.6 and 4.42 of the boys and girls respectively indicate that it is the most preferred category among kinesthetic styles.

Gender-based analysis of the sixteenth item as shown in the table no. six demonstrates that 42.8% boys and 25.7% girls sometimes used this style. However, only few students i.e. 8.6% boys and 20% girls always used it in their learning. The weighted means are calculated 3 and 2.97 of the boys and girls respectively proving no difference between them. Item no. seventeenth shows slight variation in comparison to other styles of this category since 42.9% boys and 28.6% girls always used that style whereas the weighted means 3.74 and 3.62 respectively exemplify the similarity rather than differences between them. The last item under kinesthetic learning style also indicates gender similarly rather than variation between genders since 31.4% boys and 22.9% girls always used it. The weighted means are to some extent same, i.e. 3.91 of the boys and 3.62 of the girls.

In conclusion, we can not see remarkable differences between boys and girls in use of kinesthetic learning styles. Both the genders used it in similar degree to some extent except slight variation.

3.4 Analysis of Tactile Learning Styles

The aim of the fourth part of the questionnaire was to find out the tactile learning styles used by the students. Tactile learning styles are more or less similar to kinesthetic styles; however there are slight differences between them

since the students learn touching the things in the former. As similar to other styles, it also comprised of six categories to discover the styles about:

- learning by making model of something
- highlighting the important information in learning
- playing with objects while learning
- stimulation of learning by moving fingers, pencil or ball pen
- preference in taking notes while listening
- learning through drawings

Table no. seven below presents the detailed analysis and interpretation of the responses provided by the learners of this part of questionnaire:

Table No. 7
Tactile Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
19.	16	22.9	26	37.2	18	25.7	7	10	3	4.3	3.64
20.	55	78.6	10	14.3	2	2.9	3	4.3	-	-	4.67
21.	11	15.7	19	27.2	20	28.6	10	14.3	10	14.3	3.15
22.	10	14.3	19	37.2	15	21.4	11	15.7	15	21.4	2.97
23.	22	31.4	28	40	17	24.3	1	1.5	2	2.9	3.95
24.	3	4.3	11	15.7	28	40	16	22.9	12	17.2	2.67

Item no. nineteenth was used as the inquiry on whether the students learn by making model of something or not. The figures given in the table no. seven clearly present that a good portion of the students adopted this style since the weighted mean is 3.64. It was used often by 37.2%, majority of the students and always by 22.9% of the students. The twentieth item was meant to know if the students highlight the important information in learning. Careful

observation and analysis of the responses provided by the learners indicate that it was the most preferred style among all the categories under tactile learning style since the weighted mean is 4.67. It also shows that majority of the students, i.e. 78.6% always adopted that style.

Item no. twenty-one sought to determine whether the students play with objects while learning or not. The presented data proves that the adoption of this style was satisfactory among the students since 28.6% sometimes, 27.2% often and 15.7% students always adopted the style. However, the weighted mean is 3.15.

Item no. twenty two aimed to discover whether the students' learning is stimulated by the movement of fingers, pencil or ball pen or not. It seems that this was the less preferred style since the weighted mean is only 2.97.

However, 14.3% students always, 27.2% often, 21.4% sometimes and 21.4% rarely used that style. In addition to 21.4% never used that style.

Item no. twenty three was used to find out whether the students prefer taking notes while listening or not. If we look at the response given by the students, it can be seen that 40% students often, 31.4% always, 24.3% sometimes and 22.9% rarely employed that. The mean calculated is 3.95 marking the agreement of majority upon its adoption. The last item under tactile styles sought to determine whether the students make drawings as they study or not. About 40% students sometimes, only 4.3% always and 15.7% often used that in their learning. This is the least preferred style among all the categories under tactile styles since the weighted mean is only 2.67.

3.4.1 Gender-based Analysis of Tactile Learning Styles

As the study seeks to find out the gender variation in the use of learning styles, table no. eight gives the gender-based analysis of tactile learning styles:

Table No. 8

Gender - based Analysis of Tactile Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
19.	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
20.	24	68.6	31	88.6	8	22.9	2	5.7	-	-	2	5.7	3	8.6	-	-	-	-	-	-	4.51	4.42
21.	7	20	4	11.4	7	20	12	34.3	10	28.6	10	28.6	5	14.3	5	14.3	6	17.2	4	11.4	3.11	3.2
22.	4	11.4	6	17.2	12	34.3	7	20	8	22.9	7	20	6	17.2	5	14.3	5	14.3	10	28.6	3.11	3.82
23.	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
24.	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. nineteen from gender-based eyes, it seems that majority of the boys as well the girls employed that style in their learning since the weighted means are 3.71 and 3.57 respectively. 25.7% boys and 20% girls always, 40% boys and 34.3% girls often used that style. So, gender variation can not be seen clearly in it. Likewise, almost all the boys as well as girls preferred the styles inquired in item no. twenty because the calculated means are 4.51 and 4.42 respectively. It also shows that 68.6% boys and 88.6% girls always employed the style. When I tried to analyze the item no. twenty-one from gender-based view point, it clarifies that both the genders employed it in satisfactory manner. The means have been calculated 3.11 and 3.2 respectively.

Gender-based analysis of item no. twenty-two as shown in the table no. eight demonstrates that it was the least preferred style between both genders. The weighted means are 3.11 and 2.82 respectively of the boys and girls. It seems that 34.3%, majority of the boys often and 28.6%, majority of the girls never used that style. Thus, slight variation can be found between genders in use of that style. Item no. twenty three reveals that almost all the boys as well as girls 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 girls to use it always outnumbered the boys by 22.9%. There is slight difference between boys and girls in the adoption of the style selected in item no. twenty four since the weighted means are 3.28 and 2.28 respectively. Thus, it indicates that boys and girls differ by 1 in weighted mean in adoption of that style.

To conclude, no clear cut demarcation can be seen between genders in use of tactile learning styles as similar to the case of other styles in average.

3.5 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 six items associated with:

- learning by studying in silent place
- being silent in large group
- becoming happier with a book than with other people
- being irritated while doing exercises in group
- sitting alone when teachers are introducing new lessons
- understanding by thinking deeply

Careful observation and analysis of the responses provided by the learners provided the result as shown in the table no. nine below:

Table No. 9

Introvert Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
25.	55	78.6	11	15.7	2	2.9	-	-	2	2.9	4.67
26.	17	24.3	20	28.6	18	25.7	6	8.6	9	12.9	3.42
27.	11	15.7	27	38.6	23	32.9	6	8.6	3	4.3	3.51
28.	2	2.9	6	8.6	14	20	23	32.9	25	35.7	2.1
29.	1	1.4	17	24.3	8	11.4	10	14.3	34	48.6	2.15
30.	36	51.4	21	30	10	14.3	3	4.3	-	-	4.28

Item no. twenty five was the discovery on whether the students learn by studying in silent place. The result as shown in the table no. nine demonstrate that approximately 78.6% of the students always 15.7% often and 2.9% sometimes adopted that style in their learning. In addition to, the weighted mean 4.67 indicates that it was the most preferred style among all the styles under this category. Similarly, item no. twenty six sought to know whether the students tend to keep silent in large group. The analysis of students' responses provides that 28.6% of the students often, 25.7% sometimes and 24.3% always

adopted that style. However, 12.9% never used it. Nevertheless, the weighted mean 3.42 indicates satisfactory use of that style among the students.

Item no. twenty seven 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 38.6% of the students often used that style. However, only 15.7% always, 32.9% sometimes and 8.6% rarely used it. The weighted mean 3.52 marks its adaptation in satisfactory manner. In similar vein, item no. twenty eight aimed to find out whether the idea of doing exercises in group irritates the students or not. The table shows that 35.7% students never used that style. Similarly, 32.9% rarely, 20% sometimes, 8.6% often and only 2.9% always adopted that style. Thus, the weighted mean 2.1 marks that majority of the students rejected that style.

The twenty ninth item was the inquiry on if the students tend to sit alone when teachers are introducing new lessons or not. It seems that 48.6%, majority, of the students never used that style. So, the weighted mean is only 2.15 which signals that it was the least preferred style of this category. The last item of this category was the inquiry on whether the students understand through deep thinking or not. It seems that majority of the students, i.e. 51.4% always adopted that style. Likewise, 30% often, 14.3% sometimes and 4.3% rarely used it. Thus, the weighted mean is 4.28 which clarifies the preference of this style by most of the students.

3.5.1 Gender-based Analysis of Introvert Learning Styles

The gender-based analysis of Introvert learning style can be seen from the overleaf table no. ten:

Table No. 10

Gender - based Analysis of Introvert Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
25.	25	71.4	30	85.7	7	20	4	11.4	1	2.9	1	2.9	-	-	-	-	2	5.7	-	-	4.51	4.82
26.	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
27.	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
28.	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
29.	1	2.9	-	-	7	20	10	28.6	4	11.4	4	11.4	6	17.2	4	11.4	17	48.6	17	48.6	2.11	2.2
30.	17	48.6	19	54.3	9	25.7	12	34.3	7	20	3	8.6	2	5.7	1	2.9	-	-	-	-	4.17	4.4

To look at the item no. twenty five from gender-based perspectives, it seems to be the most variant style of this category since the girls to use it always outnumbered the boys by 14.3%. However, the weighted means 4.51 and 4.82 of the boys and girls respectively indicate slight gender variation in use of that style. Likewise, the weighted mean 3.4 of both genders is the signal to show similarity between genders in case of item no. twenty six. So, the equal portion of boys and girls adopted that style. In addition to, item no. twenty seven proves gender similarity rather than variation since the weighted means are 3.6 and 3.45 of the boys and girls respectively. 42.9 % boys often and 34.3% sometimes and the same percentage of the girls often used that style.

Item no. twenty eight shows slight variation between genders since the weighted means are calculated 2.37 and 1.82 of the boys and girls respectively. Majority of the boys, i.e. 37.2% rarely used it whereas majority of the girls, i.e. 45.7% never used that style. However, there is again similarity between genders in case of item no. twenty nine since 20% boys and 28.6% of both never used this style. Therefore, the weighted means are 2.11 and 2.2 of boys and girls respectively, which indicates less popularity of that style between both genders. Item no. thirty also doesn't show gender variation since 48.6% boys and 54.3% girls always loved that style. The weighted means 4.17 and 4.4 of the boys and girls respectively indicate high popularity of that style between both genders.

To sum up, we saw equal popularity of introvert learning styles between both genders from the analysis of data provided by the informants.

3.6 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 sixth part of the questionnaire comprised of six items

associated to find out the extrovert learning styles. The themes of those items were:

- preference of discussion and interaction techniques
- interaction with friends to understand language rules
- preference of group work and pair work
- feeling enjoyment to talk with natives
- developing personal contact easily
- learning better through combined study

All of these items with the responses have been analyzed in detail in table no. eleven below:

Table No. 11
Extrovert Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
31.	42	60	21	30	5	7.2	2	2.9	-	-	4.47
32.	18	25.7	31	44.3	15	21.4	3	4.3	3	4.3	3.82
33.	18	25.7	26	37.2	21	30	3	4.3	2	2.9	3.78
34.	25	35.7	21	30	18	25.7	5	7.2	1	1.4	3.91
35.	23	32.9	23	32.9	15	21.4	8	11.4	1	1.4	3.84
36.	24	34.3	27	38.6	16	22.9	3	4.3	-	-	4.02

Item no. thirty one 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 4.47 as shown in table no. eleven. It also shows that 60% students always, 30% often and 7.2% sometimes used that style. However, only 2.9% students rarely used that in their learning

of English. It is also evident that this style was the most preferred among all the categories under extrovert style. Item no. thirty two 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 3.82. It seems that 44.3% students often, 25.74% always and 21.4% sometimes used it.

Item no. thirty three 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 3.78 marking it the least used style under extrovert styles. It seems that 37.2% students often, 30% sometimes and 25.7% always adopted that style. The analysis of items no. thirty four also shows that majority of the students, i.e. 35.7% always, 30% often and 25.7% sometimes used the style. The weighted mean 3.91 indicates that it was favoured by the students in average.

Item no. thirty four was meant to know whether the students develop personal contact easily or not. It seems that 32.9% always and often, 21.4% sometimes and 11.4% students rarely used that style. In overall, the weighted mean is 3.84. The last item under this category sought to know if the students learn through combined study. The table shows that the style was favoured by most of the students since the weighted mean is 4.02. It shows that 34.3% always, 38.6% often and 22.9% student sometimes used the style.

3.6.1 Gender-based Analysis of Extrovert Learning Style

The gender-based analysis of this style is presented in the table no twelve:

Table No. 12
Gender - based Analysis of Extrovert Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
31.	17	48.6	25	71.4	12	34.3	9	25.7	4	11.4	1	2.9	2	5.7	-	-	-	-	-	-	4.25	4.68
32.	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	3.71	3.94
33.	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	-	-	3.68	3.88
34.	13	37.2	12	34.3	13	37.2	8	22.9	8	22.9	10	28.6	-	-	5	14.3	1	2.9	-	-	4.05	3.77
35.	10	28.6	13	37.2	14	40	9	25.7	8	22.9	7	20	3	8.6	5	14.3	-	-	1	2.9	3.88	3.8
36.	13	37.2	11	31.4	12	34.3	15	42.9	7	20	9	25.7	3	8.6	-	-	-	-	-	-	4	4.05

Looking at the item no. thirty one from gender-based perspective, it seems that both the boys as well as girls 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 extrovert styles since 48.6% boys and 71.4% girls always adopted the style. I see no marks of gender variation in it. Item no. thirty two also proves gender similarity since the weighted means of the boys and girls are 3.71 and 3.94 respectively. The table shows that 25.7% boys as well as girls always and 37.2% boys and 51.4% girls often used that style. Item no. thirty three also signals gender similarity in use of that style since the weighted means are somehow equal to each other, i.e. 3.68 of the boys and 3.88 of the girls respectively.

Gender-based analysis of the item no thirty four depicts that 37.2% boys and 34.3% girls always adopted that style. Similarly, 37.2% boys and 22.9% girls often used it. However, the weighted means are 4.05 and 3.77 of the boys and girls respectively which indicates that most of the boys as well as girls employed it. Item no. thirty five also does not show any gender differences in use of that style, the table presents that 40% boys often and 37.2% girls always used that style. The weighted means 3.88 and 3.8 respectively indicate no variation between genders. The item no. thirty six is also not an exceptional case in terms of gender based analysis. It reveals that 37.2%, majority of the boys, often and 42.9%, majority of the girls, often adopted that style in learning. The weighted means 4 and 4.05 of the boys and girls respectively depict much similarity between genders in use of that style.

In conclusion, it is difficult to see gender difference between boys and girls in their adoption of extrovert learning styles in learning English.

3.7 Analysis of Risk-Taking Learning Styles

The last part of the questionnaire comprised of six items associated with 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 six 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
- desire to be certain about what things mean in target language
- planning things carefully before speaking

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 no. thirteen below:

Table No. 13
Risk-taking Learning Styles of the Students

No.	Responses										Weighted mean
	5		4		3		2		1		
	f	%	f	%	f	%	f	%	f	%	
37.	34	48.6	27	38.6	9	12.9	-	-	-	-	4.35
38.	16	22.9	20	28.6	20	28.6	10	14.3	4	5.7	3.42
39.	7	10	12	17.2	14	20	9	12.9	28	40	2.44
40.	18	25.7	25	35.7	20	28.6	4	5.7	3	4.3	3.72
41.	22	31.4	29	41.4	16	22.9	2	2.9	1	1.4	3.98
42.	27	38.6	19	27.2	14	20	5	7.1	5	7.1	3.82

Item no thirty seven in the questionnaire was the inquiry on if the students like to know how the rules are applied and why or not. The analysis as shown in the table depicts that 48.6% of the students always, 38.6% often and 12.9% sometimes used that style. There was not even single student to reject that style. This was the most favoured style among all the categories under risk-taking style with 4.35 weighted mean. Similarly, item no. thirty eight was

meant to know whether the students are afraid of making mistakes while speaking or not. The table presents that 28.6% students often and sometimes, 28.9% always and 14.3% students rarely used that style. However, 5.7% students never used that style. Anyway, the weighted mean 3.42 indicates satisfactory role of that style among students.

In the similar vein, item no. thirty nine 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 40% students never used that style. So, it was the least liked style among all the categories under risk-taking styles. Item no. forty was the discovery on if the students need to know the consequences before starting the study or not. It seems that 35.7% students often, 28.6% sometimes and 25.7% always adopted that style. However, the weighted mean 3.72 indicates that average students adopted that style.

Item no. forty one was meant to know if the students like to be certain about what things mean in target language or not. The weighted mean 3.98 marks that a good portion of the students adopted that style. It also shows that 41.4% students often, 31.4% always and 22.9% sometimes employed that style. The last but not the least item of the questionnaire was the inquiry on if the students plan carefully before speaking or not. It seems that 33.6% students always, 27.2% often, 20% sometimes used the style. The weighted mean is 3.82 which signal that most of the students adopted the style. They found to be less risk taker from that style.

3.7.1 Gender-based Analysis of Risk-taking Styles

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

Table No. 14
Gender - based Analysis of Risk-taking Learning Styles

No.	Responses																				Weighted mean	
	5				4				3				2				1				Boys	Girls
	Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls		Boys		Girls			
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%		
37.	15	42.6	19	54.3	15	42.6	12	34.3	5	14.3	4	11.4	-	-	-	-	-	-	-	-	4.28	4.42
38.	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
39.	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
40.	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
41.	11	31.4	11	31.4	15	42.6	14	40	7	20	9	25.7	1	2.9	1	2.9	1	2.9	-	-	3.97	4
42.	10	28.6	17	48.6	12	34.3	7	20	7	20	7	20	2	5.7	3	8.6	4	11.4	1	2.9	3.62	4.02

To look at the item no. thirty seven from gender-based eyes, table no. fourteen demonstrates that almost all the boys as well the girls adopted that style since the weighted means are 4.28 and 4.42 respectively. It seems that 42.6% boys and 54.3% girls always used that style. It indicates gender similarity rather than differences. The gender based analysis of item no. thirty eight also does not show variation between genders. The weighted means of the boys and girls are 3.4 and 3.57 respectively. It shows that 31.4% boys often and 28.6% girls always adopted that style. Similar is the case with the item no. thirty nine. It is the least preferred style between boys and girls both because the weighted means are 2.11 and 2.77 respectively. However, it also signifies similarity between genders.

Gender-based analysis of the item no. forty indicates the similar result as in the previous cases, i.e. gender similarity. The weighted means of the boys and girls are 3.77 and 3.68 respectively. It shows that 28.6% boys always and often and 42.6% girls often employed that style. Similarly, item no. forty one is not an exceptional case, i.e. it also proves gender similarity. It was always adopted by 31.4% boys and girls both and often by 42.6% boys and 40% girls. The weighted means are 3.97 and 4 of the boys and girls respectively. The last item of that category has also been analyzed from gender-based perspective. It appears to be the most variant mode under risk-taking styles since the weighted means are 3.62 and 4.02 respectively. It seems that 28.6% boys and 48.6% girls always and 34.3% boys as well as 20% girls always adopted that style.

In overall, we saw no gender variation in use of risk-taking learning styles as the table showed. It indicates that both the genders were risk-taker in equal manner in learning English.

CHAPTER FOUR

FINDINGS AND RECOMMENDATION

4.1 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:

1. Almost all the learning styles mentioned in the questionnaire, viz. perceptual styles, introvert, extrovert and risk-taking styles were found to be used by almost all the students though the degree of use was variant from one-another.
2. All the styles mentioned in the questionnaire were found to be used by both of the genders with slight variation in the degree of use.
3. To compare the learning styles mentioned in the questionnaire, extrovert style was found to be the most dominant style with the overall mean 23.82 whereas introvert style was the least used style with 20.14 overall mean.
4. To talk about genders, the same extrovert style was found to be the most frequent style between boys as well as girls with the overall means 23.57 and 24.12 respectively. Likewise, the same introvert style was found to be the least used style between boys and girls yielding 20.18 and 20.11 overall means respectively.
5. The most frequently used visual learning style was sitting in front of the class to see teachers' gestures and writings of the blackboard which was always used by 61.4% of the students whereas the least used visual learning style was creating pictures to match with the words since only 12.9% students always favoured it. In terms of gender, understanding through diagrams, slides, posters and visual aids was found to be the

most variant since 51.4% boys and 68.6% girls always favored it respectively.

6. Getting impressed by the voice, pitch and tones of teachers in learning was the most frequent mode under auditory learning styles because 64.3% of the students always preferred it whereas doing loud reading was the least used, i.e. only 17.2% students preferred it. However, learning through teachers' description was variant with respect to 29% between boys and girls.
7. Under kinesthetic learning styles, feeling happy to solve the exercises, problems and drills of textbook was found to be the most frequent mode always favoured by 61.4% of the students but learning from computer labs than class lectures was found to be used always by very few students i.e. only 14.3%. Likewise, learning through involving the whole body seemed to be different between boys and girls yielding 42.9% and 28.6% respectively.
8. Of all the tactile learning styles, highlighting the most important information in learning seemed to be the most preferred style which yielded 78.6%. Instead, learning through drawings was favoured always only by 4.3% students. Nevertheless, gender difference was seen mostly in taking notes while listening since only 20% boys but 42.9% girls always loved it.
9. The most frequent introvert learning style was found to be studying in silent place always favoured by 78.6% of the students whereas sitting alone when teachers are introducing new lessons was the least used style, i.e. only 1.4% students used it always. Anyway, gender difference was notably seen in the same most frequent mode since the percentages of the boys and girls to favour it always are 71.4 and 85.7 respectively.
10. Among all the categories of extrovert learning styles, preference of discussion and interaction techniques was seen the most frequent

whereas doing class work in group and pair was the least used style with the regular favour of 60% and 35.7% students respectively. Similarly, the same most frequent mode showed difference between boys and girls with respect to 22.8%.

11. 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. 48.6% students used it regularly but very few students liked to compare their learning with gambling. Nearly 40% students never used it. In terms of gender, the difference was seen in planning things carefully before speaking since it was always used by 28.6% boys and 48.6% girls respectively.
12. Among all forty-two items mentioned in the questionnaire, highlighting the important information under tactile learning style and studying in silent place in learning under introvert learning styles were found to be the most favoured mode yielding 4.67 weighted mean. Instead, being irritated to do exercises in groups under introvert style was the least preferred mode yielding only 2.1 weighted mean.

4.2 Recommendations

On the basis of the findings listed above, I would like to put forward some recommendations:

1. Before instructing the learners, the instructors are suggested to assess and recognize the styles employed by the students to meet the latter's needs so that both of the parties could be facilitated.
2. The instructors are recommended to bring variation in teaching rather than always depending on lecture method only.

3. Instead of emphasizing in individual study much, group work, pair work, discussion and interaction techniques should be used regularly so that extrovert learners benefit much.
4. The gender did not seem to affect in the selection of appropriate styles. So, the same methods can be used to teach the combined classes of the boys and girls.
5. The instructors should always remember that no single L₂ methodology fits all the students.
6. Teachers should encourage the students to take charge of their learning by expanding their preferred styles to meet the teaching methods used in class.
7. Curricularists, textbook writers and material designers should try to include different modes of gaining information to facilitate multiple learners.
8. The administrators are suggested to manage the classroom environment in such a way that all types of learners could benefit from teaching.
9. Students should also use multiple sense of learning to have more access to the language presented through multiple methods.
10. Students' achievement should be assessed through different ways to respect different styles of expressions.

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APPENDICES

APPENDIX- A

SURVEY QUESTIONNAIRE

This questionnaire has been prepared to have the authentic data to achieve the objectives of the study entitled" **Learning Styles Adopted by M.Ed. Students"** which is conducted under the supervision of Mr. Ashok Sapkota, Teaching Assistant, Department of English Education, Faculty of Education, T.U. Kirtipur, Kathmandu. I hope that your invaluable co-operation will be a great contribution in the accomplishment of my research work.

Researcher

Kalpana Kumari Bhatta

Personal Information

Name:.....

Age:.....

Gender: Male: () Female: ()

Class: 1st year: () 2nd year: ()

Please tick the alternatives on the basis of your own experiences.

Visual Learning Styles

1. I learn English better by seeing and watching the content.
a. always b. often c. sometimes d. rarely e. never
2. I learn more by reading the English textbooks than by listening to others.
a. always b. often c. sometimes d. rarely e. never
3. When I see diagrams, slides, posters visual aids, I understand better.
a. always b. often c. sometimes d. rarely e. never
4. I need to sit in front of the class to see teachers' gesture and writings of the black board.
a. always b. often c. sometimes d. rarely e. never
5. I like to create pictures to match with the words.
a. always b. often c. sometimes d. rarely e. never
6. I can't get meaning until I visualize the lesson.
a. always b. often c. sometimes d. rarely e. never

Auditory learning styles

7. I prefer listening lectures to reading textbooks.
a. always b. often c. sometimes d. rarely e. never
8. When reading a lesson, I do loud reading.
a. always b. often c. sometimes d. rarely e. never
9. I prefer to talk to myself when learning a new rule.
a. always b. often c. sometimes d. rarely e. never
10. I get impressed by the voice, pitch and tone of teachers in learning.
a. always b. often c. sometimes d. rarely e. never

11. I quickly pick up new vocabulary listening to my friends talking.
a. always b. often c. sometimes d. rarely e. never
12. The lesson becomes clear to me when I listen to the teachers' description.
a. always b. often c. sometimes d. rarely e. never

Kinesthetic learning styles

13. I learn English better, when I do things in class.
a. always b. often c. sometimes d. rarely e. never
14. I enjoy manipulating the things of class in learning English.
a. always b. often c. sometimes d. rarely e. never
15. It makes me happy to solve the exercises, problems and drills of textbook.
a. always b. often c. sometimes d. rarely e. never
16. I prefer learn from computer labs to class lectures.
a. always b. often c. sometimes d. rarely e. never
17. Learning becomes easier for me when the whole body is involved.
a. always b. often c. sometimes d. rarely e. never
18. Dramatization, simulation and role play are the techniques I prefer in learning.
a. always b. often c. sometimes d. rarely e. never

Tactile Learning Styles

19. I learn more when I make a model of something.
a. always b. often c. sometimes d. rarely e. never
20. I need to highlight the important information in learning
a. always b. often c. sometimes d. rarely e. never
21. I like to play with object while learning.
a. always b. often c. sometimes d. rarely e. never

22. Moving my fingers, pencil or ballpen stimulates my learning.
a. always b. often c. sometimes d. rarely e. never
23. While listening, I prefer taking notes.
a. always b. often c. sometimes d. rarely e. never
24. I learn English better, when I make drawing as I study.
a. always b. often c. sometimes d. rarely e. never

Introvert Learning Styles

25. I learn easily when I study in a silent place.
a. always b. often c. sometimes d. rarely e. never
26. In a large group, I tend to keep silent.
a. always b. often c. sometimes d. rarely e. never
27. I become happier with a book than with other people.
a. always b. often c. sometimes d. rarely e. never
28. The idea of doing exercise on group irritates me.
a. always b. often c. sometimes d. rarely e. never
29. When teachers are introducing new lessons, I tend to sit alone.
a. always b. often c. sometimes d. rarely e. never
30. The content becomes clear when I get chance to think deeply.
a. always b. often c. sometimes d. rarely e. never

Extrovert Learning Styles

31. Discussion and interaction are the techniques I like best.
a. always b. often c. sometimes d. rarely e. never
32. Language rules become transparent when I interact with friends.
a. always b. often c. sometimes d. rarely e. never
33. Doing class work in group and pair appeals me.
a. always b. often c. sometimes d. rarely e. never

34. Learning English entertains me when I get chance to interact with natives.
a. always b. often c. sometimes d. rarely e. never
35. Whenever I go, I develop personal contact easily.
a. always b. often c. sometimes d. rarely e. never
36. I learn English better through combined study.
a. always b. often c. sometimes d. rarely e. never

Risk- taking learning styles

37. I like to know how the rules are applied and why.
a. always b. often c. sometimes d. rarely e. never
38. I am not afraid of making mistakes while speaking.
a. always b. often c. sometimes d. rarely e. never
39. Learning English is like gambling for me.
a. always b. often c. sometimes d. rarely e. never
40. I need to know the consequences before starting my study.
a. always b. often c. sometimes d. rarely e. never
41. I like to be certain about what things mean in target language.
a. always b. often c. sometimes d. rarely e. never
42. I plan things carefully only then speak.
a. always b. often c. sometimes d. rarely e. never

THANK YOU FOR YOUR KIND CO-OPERATION.

APPENDIX- B

Frequencies, Percentages and Weighted Means of the Responses to the Survey Questionnaire

S.N.	Always		Often		Sometimes		Rarely		Never		Weighted Mean
	f	%	f	%	f	%	f	%	f	%	
1.	24	34.3	21	30	14	20	10	13.3	1	1.4	3.81
2.	20	28.6	30	42.9	16	22.9	4	5.7	-	-	3.94
3.	42	60	19	27.2	7	10	2	2.9	-	-	4.44
4.	43	61.4	14	20	6	8.6	3	4.3	4	5.7	4.27
5.	9	12.9	13	18.6	33	47.1	10	14.3	5	7.2	3.15
6.	9	12.9	20	28.6	26	37.1	10	14.3	5	7.2	3.25
7.	12	17.2	24	34.3	24	34.3	8	11.4	2	2.9	3.51
8.	12	17.2	5	7.2	18	25.7	18	25.7	17	24.3	2.61
9.	19	27.2	29	41.4	18	25.7	2	2.9	2	2.9	3.87
10.	45	64.3	16	22.9	7	10	2	2.9	-	-	4.48
11.	18	25.7	22	31.4	28	40	2	2.9	-	-	3.8
12.	34	48.6	28	40	6	8.6	2	2.9	-	-	4.34
13.	30	42.9	20	28.6	14	20	3	4.3	3	4.3	4.01
14.	15	21.4	20	28.6	23	32.9	10	14.3	2	2.9	3.51
15.	43	61.4	20	28.6	7	10	-	-	-	-	4.51
16.	10	14.3	13	18.6	24	34.3	12	17.2	11	15.7	2.98
17.	25	35.7	16	22.8	17	24.3	6	8.6	6	8.6	3.68
18.	29	27.2	23	32.9	22	31.4	5	7.2	1	1.4	3.77
19.	16	22.9	26	37.2	18	25.7	7	10	3	4.3	3.64
20.	55	78.6	10	14.3	2	2.9	3	4.3	-	-	4.67
21.	11	15.7	19	27.2	20	28.6	10	14.3	10	14.3	3.15
22.	10	14.3	19	27.2	15	21.4	11	15.7	15	21.4	2.97
23.	22	31.4	28	40	17	24.3	1	1.5	2	2.9	3.95

24.	3	4.3	11	15.7	28	40	16	22.9	12	17.2	2.67
25.	55	78.6	11	15.7	2	2.9	-	-	2	2.9	4.67
26.	17	24.3	20	28.6	18	25.7	6	8.6	9	12.9	3.42
27.	11	15.7	27	38.6	23	32.9	6	8.6	3	4.3	3.52
28.	2	2.9	6	8.6	14	20	23	32.9	25	35.7	2.1
29.	1	1.4	17	24.3	8	11.4	10	14.3	34	48.6	2.15
30.	36	51.4	21	30	10	14.3	3	4.3	-	-	4.28
31.	42	60	21	30	5	7.2	2	2.9	-	-	4.47
32.	18	25.7	31	44.3	15	21.4	3	4.3	3	4.3	3.82
33.	18	25.7	26	37.2	21	30	3	4.3	2	2.9	3.78
34.	25	35.7	21	30	18	25.7	5	7.2	1	1.4	3.91
35.	23	32.9	23	32.9	15	21.4	8	11.4	1	1.4	3.84
36.	24	34.3	27	38.6	16	22.9	3	4.3	-	-	4.02
37.	34	48.6	27	38.6	9	12.9	-	-	-	-	4.35
38.	16	22.9	20	28.6	20	28.6	10	14.3	4	5.7	3.42
39.	7	10	12	17.2	14	20	9	12.9	28	40	2.44
40.	18	25.7	25	35.7	20	28.6	4	5.7	3	4.3	3.72
41.	22	31.4	29	41.4	16	22.9	2	2.9	1	1.4	3.98
42.	27	38.6	19	27.2	14	20	5	7.1	5	7.1	3.82