

**LEARNING STYLES ADOPTED BY THE LEARNERS OF
ENGLISH OF GRADE 11 AND 12**

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

**Submitted by
TulasiLimbu**

**Faculty of Education
Tribhuvan University
Sukuna Multiple Campus
Sundarharaincha, Morang
2021**

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Date of Submission: 4 Feb, 2021
Viva Date:**

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: 2021

TulasiLimbu

RECOMMENDATION FOR ACCEPTANCE

This is to certify that **Ms. TulasiLimbuhas** prepared this thesis entitled **Learning Styles Adopted by the Learners of English of Grade 11 and 12** under my guidance and supervision.

I recommend this thesis for acceptance.

Date:2021

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TulasiLimbu

ABSTRACT

The present thesis entitled **Learning Styles Adopted by the Learners of English of Grade 11 and 12** aimed to find out the learning styles adopted by secondary level learners of English and to find out the personality differences in the use of learning styles in English classroom. Keeping the objectives in consideration, 70 English learners of secondary school from Letang, Morang were sampled through non-random purposive sampling procedure. A set of structured questionnaire was the tool of data collection. After analysis and interpretation of data, it has been found that majority of the students used visual learning styles and least of the students used field independent learning styles. Likewise, all of the learning styles mentioned in the questionnaire i.e. perceptual styles, introvert, extrovert, deductive, inductive, field independent and field dependent learning styles were found to be used by both 35 introvert and 35 extrovert learners with slight variation in the degree of use.

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

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LIST OF ABBREVIATIONS AND ACRONYMS

SLA	Second Language Acquisition
L2	Second Language
ESL	English as a Second Language
etc.	et cetera
p.	page
pp.	pages
M.Ed.	Master of Education
e.g.	forexample
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