

ABSTRACT

**PROPOSED SUPPLEMENTARY MATERIAL PROJECT FOR
SOUTHWEST NATIONALITY INSTITUTE BASED ON THE
LEARNING STYLES OF ETHNIC GROUP STUDENTS IN
CHENGDU, SICHUAN PROVINCE
PEOPLE'S REPUBLIC OF CHINA**

Wen Jie

Payap University, Chiangmai, Thailand, 2000

The objectives of this study were to discover the students' language learning style preferences and to then design a supplementary material project (SMP) according to the results of the learning style survey. The sample group was selected from sixteen departments at the Southwest Nationality Institute in Chengdu, China. There were three instruments implemented in this study: first, a Chinese mandarin questionnaire was adapted to survey the students' language learning style preferences; second, a task framework was utilized to design the SMP; third, classroom observations were used to evaluate the effectiveness of the SMP. Then, another questionnaire was constructed to obtain the students' opinions of using the SMP.

The results of the study were as follows:

1. The students often used visual and individual styles in their language learning; they sometimes used syllabus-free, tactile, kinesthetic, global, analytic, and group styles. In addition, the students occasionally used introvert and auditory styles.
2. In terms of the students' learning style preferences, the SMP was constructed by using a task framework, which was designed based on Nunan's task components (1989). The consideration of the students' interests and the use of authentic input were also essential to the development of this SMP.
3. The classroom observations demonstrated that the SMP was effective in increasing the students' interests and motivating their independent learning. Particularly, the students were enthusiastic about using the authentic material and Internet access in language learning according to their learning styles.
4. Furthermore, this SMP reflected that the teachers needed to reconsider their traditional method of instruction and to create more appropriate classroom materials based on the students' learning styles by using authentic input.
5. However, some parts of this SMP needed to be improved due to the difficulty of some authentic input.