Perceptual Learning Styles Preferences among Iranian Gifted Elementary EFL Learners

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This study was aimed to identify the perceptual learning style preferences of gifted/talented and non-gifted students, to check whether there were significant differences in learning styles among the students, and to investigate to what extent the teachers were aware of their students' learning styles. To this end, after administering a standard language proficiency test, 110 Elementary EFL learners (57 gifted and 53 non-gifted) were selected out of 173 students; another group of participants was 10 female teachers. The students were asked to complete PLSPQ questionnaire to identify the students' perceptual learning style preferences and Brindley questionnaire to determine the extent of the teachers' awareness of the students' learning styles. Statistical analysis of the data revealed four important findings. First, the gifted students' learning styles were auditory, kinesthetic, group learning styles as major preferences and visual, tactile, individual learning style categories as minor learning style preferences. Second, non-gifted students preferred visual, auditory, kinesthetic learning styles as major preferences, and they considered tactile, group, individual learning style categories as minor learning style preferences. Third, there were significant differences between gifted and non-gifted students' learning styles; non-gifted students preferred visual learning style more than gifted students. Forth, the teachers were aware of the learners' learning styles in some cases and were not aware in the others. The findings of the study add new information to L2 research on learning styles and, pedagogically speaking, they have implications for EFL teachers and students.