



The connection between giftedness and learning styles in EFL learning

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Zásady pro vypracování:

Práce se bude zabývat učebními styly žáků, kteří byli pedagogicko-psychologickou poradnou diagnostikováni jako mimořádně nadaní. Cílem práce bude odpovědět na otázku, zda a jak se liší učební styly a strategie žáka, který byl diagnostikován jako mimořádně nadaný, od žáka nadprůměrného a žáka průměrného. Teoretická část práce bude obsahovat informace o tom, co mimořádné nadání vlastně je, jak se může projevovat při studiu jazyka, jak probíhá jeho diagnostika a jak je vzdělávání mimořádně nadaného žáka ukotveno v české legislativě. Dále se také bude věnovat definicím, kategorizacím učebních stylů a vymezením základních pojmů. Praktická část práce bude obsahovat tři případové studie – žáka mimořádně nadaného, žáka talentovaného a žáka průměrného. Tato případová studie bude zkoumat učební styly žáků, jejich učební strategie, zkušenosti, motivaci ke studiu anglického jazyka a jejich vztah k němu.

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- Zanetti, M., Cascianelli, M., Gualdi, G. 2019. *Understanding Giftedness: A Guide for Parents and Educators*. Taylor & Francis Ltd.

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Poděkování

Děkuji PhDr. Ivě Koutské, PhD. za trpělivé vedení mé diplomové práce a za to, že mi v celém procesu byla oporou. Mé poděkování patří též respondentům z mé případové studie, kteří věnovali svůj volný čas k vyplnění dotazníků a následnému rozhovoru.

Anotace:

Diplomová práce se zabývá definicí pojmů nadání, definicí nadaných žáků, včetně pojmu nadaný žák anglického jazyka. Práce kategorizuje jednotlivé učební styly a v případové studii analyzuje učební styly a strategie 4 vybraných žáků – žáka nadaného, žáka talentovaného, žáka průměrného a žáka s diagnostikovanou dvojitou výjimečností. Práce obsahuje také zasazení nadaného žáka v české legislativě a současné změny v její podobě.

Klíčová slova:

Mimořádné nadání, nadání žáci anglického jazyka, anglický jazyk, vzdělávání nadaných žáků, učební styly, angličtina jako cizí jazyk

Annotation:

This diploma thesis deals with definitions of the terms giftedness and gifted learner, including the term gifted learner of English language. The thesis distinguishes various learning styles and in its' practical part, it examines the learning styles and strategies of four students – a gifted learner, a talented learner, an average learner and a twice-exceptional learner. This thesis also includes an overview of the current Czech legislature concerning gifted learners.

Keywords:

Exceptional giftedness, gifted learners of English language, English language, education of gifted children, learning styles, English as a foreign language (EFL)

Abbreviations

2e – twice-exceptional child – a child who is both gifted and disabled in some way (e.g.: autism, ADHD, dyslexia...)

IQ – an intelligence quotient

ADHD - attention deficit hyperactivity disorder

EFL – English as a foreign language

ESL – English as a second language (English is already spoken in that country, but it is not the first official language of the country)

LSI – learning style inventory

WAIS - Wechsler Adult Intelligence Scale

IEP – individual educational plan

ISL – Independent school league

VAK – visual, auditory, kinaesthetic (learning styles)

VARK – visual, auditory, reading-writing, kinaesthetic (learning styles)

VAKOG – visual, auditory, kinaesthetic, olfactory, gustatory (learning styles)

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Terminology

This segment introduces my own understanding of the following terms, explaining the context in which they are used in this particular thesis. Other definitions of those terms can be found (see respected chapters in the theoretical part of the thesis), as many authors perceive the terms variously.

Talented learner – A learner whose ability to learn and perform in classroom or extracurricular activities seems above average but does not have the confirmation of a counselling centre declaring his giftedness. (The child is recognized by his teachers, parents, and peers but does not have an official document stating that he is gifted.)

Gifted learner – A learner whose ability to learn and perform is extraordinary in both the classroom and extracurricular activities and does have the confirmation that they are gifted. (The counselling centre diagnoses the child as gifted.)

Counselling centre - educational and psychological counselling centre or pedagogical-psychological counselling centre (in the Czech Republic commonly referred to as pedagogicko-psychologická poradna or PPP). An institute that cares for learners with disabilities, gifted learners or twice-exceptional learners, providing pedagogical-psychological and, in particular, special pedagogical guidance.

Giftedness – one's ability to perform exceptionally well in one (kinaesthetic giftedness, mathematical giftedness, ...) or multiple areas without the necessity to work as hard as the others

Talent – a set of skills a person has got and has the option to further develop throughout their lives, making them more likely to become excellent in that particular area

Intelligence – “A mental quality that consists of the abilities to learn from experience, adapt to new situations, understand and handle abstract concepts, and use knowledge to manipulate one’s environment.” (Britannica.com, 16/02/2022)

Aptitude – “The capacity to acquire competence or skill through training.” (American Psychological Association, 16/02/2022)

Excellence – Outstanding abilities in a particular area (16/02/2022, Merriam Webster Dictionary)

Gifted learner / gifted child / gifted student – All terms in this thesis refer to a human being who is younger than 18 years old and who has received confirmation from educational and psychological counselling centre that he/she is gifted (Britannica.com, 16/02/2022)

Learning intelligence – A term used by Larsen-Freeman in her book *Techniques and principles in language teaching* (2014), referring to an extended theory of Howard Gardner’s, which was used while teaching. Learning intelligence is a matter in which a particular learner receives and internalises new information the best – for some learners, it may be through hearing the information being said and repeated, for some, it may be seeing a graphical representation of what is being taught, or a photo, etc. (Larsen-Freeman, 2014).

'Core' learning styles – Under the term 'core' learning styles, I include the auditory, visual and kinaesthetic learning styles, three of the most commonly recognized learning style divisions amongst authors in the field (e.g., Willingham, 2005 or Barbe and Milone, 1981)

'Peripheral' learning styles – All the other learning styles mentioned in chapter 3.1, i.e., social learning styles or affective learning styles.

Learning preferences – A term related to factors such as: prefers colder/warmer environment while studying, prefers to be seated at a table, prefers to listen to music while studying, prefers to eat while studying, etc. (used by Dunn and Dunn, 1975)

Introduction

Giftedness is an often-overlooked issue within the Czech educational system. Among elementary schools, high schools and even among universities, which are responsible for preparing future teachers for their careers.

Many people assume that if students do not have bad marks and do not struggle evidently, then they do not need an individual approach. This, however, is as far from the truth as it can be. Even with their good marks, gifted learners are still learners with special educational needs, which needs to be taken into serious consideration when preparing teachers for fulfilling their duties, when raising a gifted child, or even when preparing lessons for such learners. It is not only their faster pace but also their heightened sensitivity towards outer stimuli, their creativity and a different outlook on situations, along with their mature sense of humour and boundless creativity, that makes them stand out from the rest (and sometimes not in appropriate ways).

Not even the Czech legislature pays much attention to those. The legislature only suggests ways to keep the gifted learner stimulated and busy.

Topics such as working with the learner, so they can master their intense emotions, using their creativity for the good of the whole classroom, or exercising and utilizing their creativity stay untouched, even though they may ultimately be more important than keeping the learners occupied.

It may seem unlikely that a teacher regularly comes across a gifted learner, but this is another great myth among our society. Not all gifted learners possess

official confirmation that they are gifted. Does that make them any less ‘gifted’, special, or qualified to get the help of their parents and teachers? My answer would be: no, it certainly does not. From my experience, many gifted learners do not wish to be recognized as gifted, even though they either already have the confirmation of their giftedness or they almost certainly know that they are gifted because they have all the necessary characteristics. According to the National Association for Gifted students, only around 3 % of students get recognized as gifted, while the estimate is that 6-10 % of students are, in fact, gifted. This creates a big gap, where unrecognized gifted students reside without the support they (in some cases desperately) need (National Association for Gifted students, 2011).

All the reasons stated above made me truly curious about this matter and made me choose it as the topic of my diploma thesis, as I deem it an important issue within our schooling system. Moreover, being a full-time teacher at an elementary school, which is primarily focused on teaching languages and being an English teacher of a few gifted children myself, made me want to learn more about this topic and how to teach a gifted learner better - more specifically, a gifted learner of language.

This diploma thesis is divided into a theoretical part and a practical part. Within the first part of the theoretical part, the thesis is focused on the explanation of the terms surrounding giftedness, such as intelligence, talent, aptitude, etc., which often get confused or misused. Its’ second part contains a description of a gifted child and possible classifications of giftedness and according to which teachers can better spot the gifted learner(s) in their classroom. Furthermore, it

mentions twice-exceptional learners, a special type of gifted children/learners who also have some sort of learning deficiency. It also describes a gifted learner of (English) language and how gifted learners, in general, are incorporated into the Czech legislature. Its' last part describes various learning styles and how they manifest in learners, along with some learning strategies in general. The last two parts of the theoretical part introduce the learning styles and strategies gifted learners use both inside and outside of an EFL classroom.

The practical part contains a case study of four different types of learners: a gifted learner, a talented learner, an average learner, and a twice-exceptional learner. Originally, the case study should have inspected only three types of learners (a gifted, a talented, and an average learner). However, due to the fact that I found out that I know and teach a twice-exceptional learner, I decided during the process to include him in the case study, too, as twice-exceptional learners are still gifted learners. The case study is based on the results of an LSI questionnaire, followed by a semi structured interview based on the questionnaire results, and accompanied by a long-term observation of the children, as I teach (or at least supply teach) all of the inspected subjects. Based on all the acquired knowledge and the result of studies about gifted learners mentioned in the thesis, I put together a short methodical aid for teachers, providing activities for teaching English as a foreign language to gifted learners (or gifted learners of language), following the most prominent learning styles of those.

Four research questions were established to guide both the theoretical and the practical part of this thesis. The research questions for this thesis were:

- 1) What are the predominant learning styles of gifted learners?
- 2) What are the predominant learning styles of non-gifted learners? (if there is a learning style pattern for non-gifted learners)
- 3) Do learning strategies of gifted learners reflect their learning styles?
- 4) How do the learning styles of gifted learners manifest in ELF lessons?

Theoretical part

1 Giftedness

1.1 Giftedness by definition

Similarly, to many terms used in psychology, giftedness does not have one precise definition agreed upon by all specialists. Most (i.e. Sternberg, 2004; Pfeiffer, 2018) can agree that giftedness is a man's extraordinary ability to perform in a specific sphere. The prevailing idea among experts is that 'gifted learners' must reach an IQ of 130 or more. On the other hand, authors such as Fleming, Gardner or Larsen-Freeman point out a current trend of including a wide variety of talents, such as verbal, spatial-visual, musical, mathematical, inter, and interpersonal abilities, into the equation (Felming, 1992; Gardner, 1983; Larsen-Freeman, 2014). It is often agreed that giftedness is tied with the ability to perform exceptionally well in one or more areas (Machů, 2010).

The first question, which often causes many disputes, is whether giftedness is an aspect of personality we are born with or whether it is the result of our environment – upbringing, education, our cultural and social environment, etc. If it is a given trait or we are able to acquire it. Hielat and Al-Shabatat argue that those two components (aspects of nature and aspects of nurture) are predominantly entangled and dependent upon each other. It is never only one factor that makes a child exceptional (Hielat and Al-Shabatat, 2012). Dočkal agrees to a great extent and further explains that genetics create only a mere predisposition which, however, does not need to be (fully) developed in case a child lives in a non-stimulating environment despite the exceptional genetic precondition (Dočkal, 2005).

The Ministry of Education, Youth and Sports of the Czech Republic, stays outside of the nature x nurture conflict and states that a gifted person is one, whose composition of abilities allows him to reach exceptional results and high levels of creativity in all aspects of performing: including cognitive, kinaesthetic, artistic, and social skills (MŠMT, 2021).

1.2 Talent

A term that often gets confused with giftedness is talent. In a similar manner to giftedness, talent is defined in various ways, from being focused strictly on the tremendous potential in the non-intellectual aspects (such as sports or art) to being a synonym to the term giftedness (Průcha, 2009). Portešová has a very interesting view on this problem and states that giftedness is the potential one has been given for the development of a unique skill set, while talent is the set of skills we have and use to unlock this potential and unfold the actual skillset which would point to a deep interconnectedness between those two terms. Some scientists (for example, Weissler and Landau, 1993), however, argue that giftedness is always inherited and genetically based, while talent appears and evolves due to the environment one lives in and the possibilities he has been given to advance in his potential (Portešová, 2011).

These two terms are still a matter of great discussion among psychologists (for example Gagné, 1985). In this thesis, I will use the term ‘talented learner’ to name children with extraordinary potential and outstanding overall performance, without the actual confirmation of the educational and psychological counselling centre.

1.3 Intelligence

Another term which is connected to the topic of giftedness is intelligence. Many authors (i.e., Mate, 2016) and educational and psychological counselling centres follow the premise that a gifted child (or a person) is the one who reaches the score of 130 (and above) in standardized IQ tests, along with receiving a very high score in other performance tests. But is it really that simple?

Intelligence itself became a remarkably diverse term, which can point not only to intellectual abilities but also to noteworthy kinaesthetic, verbal, interpersonal, or even intrapersonal skills (Merriam Webster, 2022; Gardner, 1993).

Howard Gardner, the author of the Multiple intelligencies theory, distinguishes eight types of intelligences:

Spatial: which indicates a remarkable ability to think in 3D, to work with images and imaginary concepts without the need to physically see the picture or work with the scene and it also includes excellent spatial awareness.

Musical: a higher-than-average capacity to discern pitch, rhythm, tone, and also the ease to reproduce it or imitate it through other instruments.

Bodily-kinaesthetic intelligence points to extraordinary synchronization of the body and the mind, where a person can perform and use a variety of physical skills.

Interpersonal intelligence is similar to emotional intelligence. An interpersonally intelligent person is very empathetic towards other people, can sense the mood in the room

without words, can easily understand people and can entertain perspectives that are different from his own.

An intrapersonally intelligent person understands himself, his feelings, thoughts, and mental operations very profoundly.

A person who has logically-mathematical intelligence is able not only to calculate, quantify and carry out a mathematical operation in his head but can also deduce intricate hypotheses and see relationships and connections many are not able to perceive.

Linguistic intelligence helps one think in words, express himself and understand very complex and intricate texts. It allows us to understand others and be understood by others, because we are able to convey our thoughts in an understandable manner and reflect on our use of language. Linguistic intelligence includes the understanding of metalanguage – a language within a language, the terminology, etc. (Gardner, 1993).

And naturalistic, which has been added recently by Gardner is described as the ability to live among living objects and be sensitive to different features of the natural world. Put in very simple words: one is able to read nature. Gardner later distinguished a rather unique type of intelligence - existential intelligence, which refers to one's ability to answer deep questions about human existence, such as why are we here, what is the purpose of living and dying, and how did we get here (Gardner, 2006).

When it comes to theories about intelligence, Gardner followed in the footsteps of many relevant theoreticians. A great example would be the American psychologist, William Stern, who was the first to use the term IQ and defined intelligence as a general

ability to adapt to new and constantly changing conditions of his surroundings (Stern, 1914). Conversely to this definition, Robert Steinberg argued that intelligence is the ability to reach particular aims and standards within the span of his socioeconomic and sociocultural possibilities (Steinberg in Kaufman and Grigorenko, 2009).

Unlike talent and giftedness – intelligence can be measured via structured, standardized tests, such as the IQ test or the WAIS test. The problem with the current testing system is summed up by Czech psychologist, Monika Stehlíková, who thinks that you would need to measure a child's analytical intelligence (the IQ), as well as practical and creative intelligence in order to be able to tell if the child is gifted or not. She views giftedness as a very complex manner, as opposed to intelligence, which is simpler to measure and point out (Stehlíková, 2018).

1.4 Aptitude and excellence

Another term closely related to giftedness, talent, and learning, in general, is aptitude. According to both Merriam Webster dictionary (09/07/2022) and Cambridge dictionary (09/07/2022), aptitude means a natural skill or ability to do something. It is related to cognitive and physical skills; therefore, it can be used in connection to all the terms mentioned in the first sentence. In praxis, one can have 'an aptitude for sport', 'an aptitude for computer studies', or 'an aptitude for languages' (Merriam Webster, 2022; Cambridge dictionary, 2022).

Excellence is a term which means that a person exudes a quality or an ability that is outstanding in its' field (Britannica, 2022). Excellence can result from innate giftedness, talent, or aptitude, connected with the determination and discipline of a person who wants to be the best in a particular field. To quote Aristotle: *“Excellence is an art won by training and habituation. We do not act rightly because we have virtue or excellence, but we rather have those because we have acted rightly. We are what we repeatedly do. Excellence, then, is not an act but a habit.”* (Aristotle, 350 B.C.E.)

2 Gifted children

As said in the introductory part of this thesis, the term gifted child can be replaced by the terms gifted learner or gifted student when referring to a human being who is younger than 18 years old and who has received confirmation of educational and psychological counselling centre that he/she is gifted.

According to Stehlíková, gifted children are a problematic subject in the Czech educational environment. Different enough to feel like they do not belong, yet not different enough to be given proper care and have their special needs met. Even though gifted children usually do not struggle with the amount of work and new material assigned to them, they are still learners with special educational needs. (Stehlíková, 2018)

The differences one can observe and by which we can distinguish gifted children from 'normal' children in the classroom and outside of the classroom do not have to be (and usually are not) very prominent. It is often a mosaic of smaller personality and ability components, slowly leading us to the conclusion that one might possibly be gifted. The first evidence can be observed as soon as a few months after the birth of the child. According to Steiner, the cognitive development and physical development are deeply interconnected in the first few years of children's life. Being able to hold their heads, crawl, sit, or even to hold an object and being able to examine it very closely (what it does, what is its' function, what does one use it for) can accelerate cognitive development significantly. So does having a larger space for observing and learning about the world that goes hand in hand with being able to sit, crawl or even walk sooner than other infants (Steiner, 2011). The

connection between cognitive and physical development was highlighted already in 1939 by Swiss philosopher and psychologist Jean Piaget. Children who develop motor skills earlier also tend to start speaking faster than most of their peers. Non-gifted children usually start producing the first word-resembling components (or babbling) around the age of 8 months, start producing actual words at the age of 10-15 months and start producing the first simple sentences around the age of 18 months. Whereas gifted children can start babbling even at 4 months, producing individual words at the age of 9 months, but when we inspect their ability to form simple sentences, gifted children rarely start to speak at earlier than 18 months, which is comparable with normal children (Piaget and Inhelder, 1969).

Among other common signs of giftedness is the ability to recognize letters, read or even write before entering school. Zanetti emphasises that gifted children often exude great curiosity and genuine interest in many different fields. Parents do not have to force the child to learn to read or write before they are ready: the child's natural interest will lead them in that direction. In most cases, the assistance of a parent or other older figure is necessary, but few instances of children who learned to read on their own were also recognized in the past (Zanetti et al., 2019).

Rotigel states that child's premature development is closely tied with the fact that gifted children often do not like the feeling of boredom and unproductivity. At a very young age, they learn to seek tasks that help them explore and develop, frequently through their parents, whom they ask to assign them new tasks or provide them with lengthy explanations of how everything around them works. Gifted children ask more often than

‘normal’ children for games, which can assist in their evolvment. They want to understand the world around them as thoroughly as possible. Their questions may also seem rather advanced for their age group and are likely to include a variety of fields and topics. Many gifted children start thinking or asking about issues such as death, the purpose of life, justice, equality and inequality, the environmental issues, or other relatively ‘abstract concepts’ much earlier than non-gifted children (Rotigel, 2003). According to developmental psychology, children are typically able to think about abstract models and systems around the age of 14 (Piaget and Inhelder, 1969).

Being able to discuss exceptionally complex issues at a young age also has its disadvantages, warns Aziz. Despite their ability to reason and argue about complex and abstract topics, children are usually unable to handle the heavy emotions that come with debating such difficult topics. As a result, they are more prone to suffer from depression, anxiety, panic disorders, and severe nightmares; hence the coping strategies and the capacity to process intense negative emotions have not reached their peak yet. Even though this capacity will, of course, develop as the child matures and acquires tactics for efficient processing of (negative) emotions, gifted children usually maintain higher levels of sensitivity for the rest of their lives (Aziz et al., 2021).

Higher levels of emotionality are generally problematic in gifted children. Many authors (including Fonseca in her book *Emotional Intensity in Gifted Students*) describe their default state of being as ‘emotionally intense’, suggesting that besides dealing with particular negative emotions earlier than their peer group, most gifted children tend to experience emotions considerably more fully and with greater depth. Heightened sensitivity

can be perceived as both: blessing and a curse (Fonseca, 2015). Undoubtedly, heightened intuition, being able to experience the world and its beauty much more vividly, to connect to people, animals and nature easily, being empathetic, and experiencing loving relationships on deeper levels are all incredible gifts, however (just by the sheer nature of life), gifted children are also bound to experience the lowest of emotions of the spectrum to their fullest (Gere et al., 2009).

Fonseca explains that experiencing negative emotions to their fullest potential can be excruciating. The author argues that it is not only harder to manage very powerful emotions in the midst of feeling them, but that there is also a higher possibility of those emotions getting stored in one's affective memory. This will force the child to recall these intense feelings every time a location, a person, or a subject will remind them of the situation in which they felt the emotions, and have them to re-live the situation over and over again, leaving the child frustrated, overstimulated, or even traumatized (Fonseca, 2015). It may also be more difficult for the child to remain calm and react adequately in certain situations. Depending from person to person, one child may be able to handle their strong emotions fairly well in public and then deal with them later, in private, yet another might showcase a great degree of anger and frustration outwardly without even meaning to. Some gifted children are very sensitive and have the tendency to cry easily, and some may 'shut down' and refuse to talk about their feelings because they lack the capacity to explain their intense emotions in words. Stehlíková compared this phenomenon to the feeling of sitting in a room, which does not have the comfortable temperature of 23 °C we are all used to and comfortable in. Depending on the level of child's sensitivity, it can feel like the

default temperature of the room we are sitting in is between 40, 50, and 60 °C, and gets hotter with every strong negative impulse. All of these may leave the child feeling misunderstood, different, or ‘strange’, unable to fit in, unheard. The people in the outside circle (the people who do not know about the diagnosis of the child) may get the impression that the child is unable to control his emotions and he is simply rude and naughty, which is usually not the case. As this problem never fully fades, gifted children are more prone to feeling isolated and alone in their issues. This gap can diminish in size as the person ages, however in some cases, the gifted people will remain emotionally underdeveloped for the rest of their lives (Stehlíková, 2018). Emotional (un)stability influences many areas in the gifted learners’ lives.

Some gifted children have trouble finding friends within their age group, especially at a younger age. For numerous gifted children who are slightly ahead in their cognitive development and like to discuss more advanced topics, it may become more difficult to find friends they can resonate with and discuss topics which are interesting and important to them among their peers. It is not uncommon to see gifted children connecting with adults or older peers (Hollingworth, 1931).

Even though it may seem like gifted children are very hard on other people, the issue often stems from the children being exceptionally hard on themselves first. Many would think that being recognized as a gifted person gives one a significant boost of confidence. In most cases, the opposite tends to be closer to reality. Roedell supports this claim by stating that being diagnosed as a gifted child early in one’s life usually comes with an immense expectation that the person or the child will always exceed everybody else in

the room. Over time, this expectation enhances children's already strong innate perfectionistic tendencies, which may even stop them from being willing to better themselves or make them hide their giftedness in general because of the great fear of either not living up to the expectations of their surrounding people or due to their fear of failure. This may build a wall of resentment within the child and can cause the gifted children to mentally contract and become almost average in the perception of others (Roedell, 1984).

2.1 The classification of giftedness

As it was mentioned in the first chapter of this thesis (chapter 1.1), giftedness does not have only one type and only one way to manifest itself in people. According to Tannenbaum, throughout history, people selected fields that were beneficial to all humanity and could have been considered as socially valuable (scholars, philosophers or advisors of important people throughout history). In most of those fields, people with extraordinary performances or abilities were found. During the 20th century, the first ideas to use this knowledge to our advantage were recorded. (Tannenbaum, 2000)

However, as recorded by Hříbková, the biggest historical progress of recognizing, distinguishing, and classifying of giftedness came in the 19th century. The classification which is mostly used today defines the horizontal and the vertical line of giftedness.

The vertical line of giftedness differentiates this extraordinary potential into two categories: latent and manifested. *Latent giftedness* is a term used for giftedness within the skillset of a person but has not shown itself outwardly. A potential for becoming gifted.

Manifested giftedness is evident - already developed and observable type at the moment, according to one's current performance and abilities. One does not have to belong to only one end; this division is a spectrum. This classification assists in the prediction of the future development of the extraordinary potential (Hříbková, 2009).

The horizontal line of classification specifies the field in which one is gifted. This type of classification very closely resembles Gardner's typology of multiple intelligences (Gardner, 1993) that specifies various kinds of information processing within all people, where one (or few) are always dominant, which helps one define his strong suits and direct him in a particular direction, a career path, etc. Similarly to this, the horizontal line of classification divides non-cognitive excellence: artistic giftedness, musical giftedness, kinaesthetic giftedness, and cognitive excellence: mathematical giftedness, technical giftedness, scientific giftedness (referring to natural sciences), and language giftedness, which will be further discussed in this thesis. Myers-Briggs adds, that among the cognitive line, we can also distinguish organizational giftedness, which defines one extraordinary ability for creating and maintaining structure and outstanding leadership skills. People with this skillset tend to be remarkable teachers, managers, coaches, or even marketers (Briggs-Myers and Briggs-Myers, 1995).

2.2 Classification of gifted learners

Not only giftedness itself, but also the gifted learners can be classified into several categories according to their ambitions, behaviour, personal characteristics and other diagnoses, but also according to their experience and the environment they grew up in.

Betts and Neihart (1988) recognized six types of gifted students. The successful, the challenging, the underground, the dropout, the double-labelled, and the autonomous. However, the authors, Betts and Neihart, warn that this classification should serve only as a tool for identifying and guiding gifted children in their development. More so as a generalized portrayal, an archetype, or a clue than a thorough description of every gifted child, created to help parents and teachers to recognize gifted children in their families and classrooms (Betts and Neihart, 1988). I personally chose this type of classification, as I deem it one of the most comprehensive and complex classifications on this matter written until today.

Closely looking at Betts' and Neihart's typology: the first type is 'The Successful'. The authors state that around 90 % of identified children who are part of the traditional education fall into this category. Those children have 'understood the system'. They are well behaved, listen to their parents' and teachers' wishes, learned and comprehended their learning style, and learned to use it to their advantage, so they are able to score very well with little effort. Due to their great learning strategies and the fact that their natural intelligence and intuition is above average, they are able to score incredibly well in achievement tests, including IQ and skillset tests which allow them to be identified as gifted. Due to the fact that studying comes easily and naturally to them, these children, unfortunately, have the tendency to get bored during regular school lessons which can result in worsened behaviour. However, that does not have to be the case in every child. Some would see this free time as a perfect opportunity to peruse their own matters of interest, hobbies, and projects. These children usually wait for directions from either a

parent, a teacher, or a trainer. They have the gifts and the right circumstances, but they do not possess the right attitude and autonomy to reach their full potential – especially as adults, they tend to underperform because of this. Despite being usually liked in social groups (schools, workplaces) due to their unproblematic and submissive nature, their self-concept tends to be extremely dependent on the opinions of others, which may cause them many struggles with self-esteem, once they come into contact with a manipulative or a negative person, who uses criticism habitually. That is especially true in workplaces, where the opinion of superiors determines their future and fate.

‘The Challenging’ are the divergently gifted. Schools often have a problem with identifying this type of gifted children unless the school program puts in a lot of effort into recognizing gifted students. These children possess a high degree of creativity, and they tend to be very stubborn, direct, even sarcastic, and do not succumb to authority easily. Being very non-conform towards the usual system can present a major challenge for parents, teachers, and other authorities, yet it can give the child an advantage to seek answers and solutions in places where nobody else would look for them. Unfortunately, their actions often stay misunderstood and receive more criticism than praise. This can be discouraging for the children and threaten the chances of reaching their full potential, leaving them feeling frustrated and struggling with self-esteem.

Due to his frequent conflicts with authorities, the child may be left out of peer groups, activities and group projects. However, this may not be the case for every child in this category: some have managed their behaviour enough to appear confident and

amusing, therefore appealing to their peers. Nevertheless, their behaviour can have a detrimental effect on the atmosphere and performance of the entire classroom.

If the signs of inappropriate behaviour are not taken seriously, and dealt with soon enough (specialists mention the period of upper elementary school), the challenging children are at higher risk of developing a drug addiction, alcohol addiction, or pathological behaviour later on in life.

The third type of children is called 'The Underground Gifted'. The word "underground" refers to their effort to hide their gifts from other people. Generally appearing more among young girls during lower secondary school, this type of giftedness can also be found among boys towards the end of lower secondary school or at the beginning of high school. The reason this type of giftedness is at its peak during this time is that children around the age of 10-15 have strong belonging needs which cannot be met if the child is too different from his peers. This is often the case for gifted children, since it is not common to find a group of gifted kids at one school, or for example, in one smaller city. They begin to hide and refuse their intelligence and skills because they seclude them from the others. These children often feel insecure and anxious. Some may even lose their passions and hobbies. The change can be swift and sudden. A conflict with teachers and parents can arise due to this abrupt change in child's direction. Many will try to push the child in order to get him back to his usual performance, however, this can only lead to greater resistance on the counterpart of the child.

Rather than pushing the child back to his old habits and routines, alternatives should be presented to him. Parents should consider introducing their child to a group of

other gifted children who have similar issues and challenges, or guide the child to explore other related fields, that the child might find interesting while undergoing his transition. Pushing the child may cause him to mentally contract and alienate himself from those who can help him.

‘The Dropouts’ are the next type. These children are usually easy to recognize due to their immense anger towards the world. They are angry that the system has failed them and was not able to meet any of their needs. Manifesting in their depressed and reactive behaviour, they may appear withdrawn from their surroundings. The reason for this is usually not that the teachers do not try hard enough, but that the child has other interests, which are often based outside of the classroom, and which makes the school appear almost irrelevant in the view of the child. Parents often try to convince the child of the importance of school for their life, often only exacerbating the aversion towards school, leading the child to leave the educational system at the first possible moment. These children need an individual approach, which is tailored specifically to their needs and interests. Visiting a classroom with fewer children, or even considering a form of alternative education (such as the Montessori school), where the children can incorporate his own interests into their educational process, can be the solution for this problem. However, if the child has been left bitter from his previous schooling experiences, it might take time for the child to start trusting in the educational process again. Family counselling is also recommended for this type of gifted children, providing parents with strategies to handle the negativity of the child in a constructive and productive manner.

The fifth type according to Betts and Neihart (1988) is 'The Double-Labelled child'. Due to the significance of this type for the diploma thesis topic, characteristic traits of the double-labelled children and subsequent implications for education are described in an individual chapter (see chapter 2.3).

'The Autonomous Learner' is the sixth type in Betts and Neihart's classification. The characteristic traits of the autonomous learners are in many instances the same, or similar to the characteristics of the 'Successful'. Autonomous learners are usually successful at school, they learn fast and well, similarly to the 'Successful'. The main difference is that the 'Successful' type of gifted learners finds ways to do the bare minimum to succeed, while the 'Autonomous learner' type finds ways to make the system work to its advantage. They enjoy the challenge and look for new opportunities to grow within the system. Often recognizable by their solid self-esteem and positive self-concept, they gain from overcoming one brainteaser after another, they are successful at what they do and get encouraging feedback from their teachers and other educators. Their needs are being met. 'The Autonomous' learner type of students and/or pupils are well respected by their peers and adults, and they are usually put into leading roles, whenever one is needed. These students are the epitome of a gifted child. Highly intelligent, confident, self-directed, willing to undergo risks, well aware of the fact that they can rely on themselves. They have a strong sense of self and immense personal power, which allows them to be high-achieving adults later on in life (Betts and Neihart, 1988).

2.3 Twice-exceptional children

When discussing gifted children, twice-exceptional (or 2e) children must not be forgotten (in Betts and Neihart, 1988 named as The Double-Labelled children). Twice-exceptional children are children who have an extraordinary ability on one side, while also being affected by a physical or a mental handicap on the other. They are gifted, while also facing developmental challenges and difficulties in learning. Among the usual issues 2e children have are ADHD, dyslexia, dysgraphia, autism, or other learning difficulties.

In a similar to manner to giftedness, twice-exceptionality comes in various degrees. The child can be meeting the 'lower standard' for being gifted, while having a very strong learning disability, as well as being very strongly gifted with a low-degree learning or behavioural disability. The combination of extraordinary potential and intellect with disabilities makes the situation for 2e children especially tricky, since it makes many twice-exceptional children appear, according to Betts and Neihart, 'just average', lazy, or even misbehaved in the eyes of others, even though they desperately need the help and the support of parents, teachers and specialists (Betts and Neihart, 1988).

Arky points out that it is also not uncommon for twice-exceptional children to hide either their gifts or their difficulties in order not to stand out. For that reason, both the giftedness and the disability often remain unrecognized until their adulthood, when they are ready to discuss their issues with a professional, or possibly forever. When trying to hide their struggles, 2e children may end up being misunderstood by the people around them, even the closest ones.

Hence the wide range of manifestation of twice-exceptionality, these children might experience difficulties even if they are recognized and receive professional support. They might easily get placed into either too easy, or too difficult schooling programme, which might leave them feeling frustrated and isolated. (Arky, 2021)

The identification process of those children is not easy. Since there are no official standards by which we can surely recognize giftedness, and 2e children often hide both their strengths and their weaknesses, it is challenging even for a professional with many years of experience to tell whether a child is twice exceptional. In the USA, a big study was carried out between the years 2013 and 2015, and as twice-exceptional were recognized only 0.5 % of children”, and around 6 % as gifted learners (National Association for Gifted Children, 2021).

2.4 Gifted learner of English

Gifted learners, in general, are an underrated problematic within the Czech educational system. Gifted learners of language, however, are truly overlooked. Gifted sportsmen are in most instances recognized very early on by their trainers and taken into elite sports clubs, which help them reach their fullest potential. Gifted learners of math often get recognized as well. They are the smart, logical children, who are (for example) able to find the square root of any number as soon as at the age of 6, just by showing them the principle of how it is done. Gifted musicians and artists tend to be very obvious and visible among their peers, due to their artistic expressions. They are placed into special extracurricular programs, where they can expand their talents. However, gifted learners of language are often the children who are praised by their parents and teacher, but rarely does anybody assume, that this learner may also be gifted.

Not all gifted learners excel in all aspects of learning, how even the Czech legislature may suggest (see chapter 2.5). Some gifted learners, as it was already mentioned above, often get good marks in all/most subjects, but their strengths lean significantly in one particular direction. This was also suggested by Gardner (see chapter 2.1), who mentioned that we all possess various types of intelligencies (musical, linguistic, kinaesthetic, logical-mathematical, etc.). However, one (or few of them) tend to be more dominant than the others which can help us distinguish the field of the learner's strengths (Gardner, 1993). I believe, that with giftedness, it can work in a similar manner.

Gifted learners of a language can be recognized by their ability to learn the language more rapidly and with much less effort than their peers. In the Czech Republic, it is common to use the idioms that a person has “an ear for languages”, or he has “the gift” of being able to learn any language easily and rapidly, even when learning multiple foreign languages at the same time. All of this suggests that the learner has language giftedness (see Biedron and Pawlak, 2016), linguistic intelligence (see Gardner, 1993), in other words a talent for languages and may be linguistically gifted.

Bainbridge claims that it is often enough for the gifted learner, if you explain a new piece of grammar once, provide him with an example of a practical sentence, where the grammar is used and then they are able to apply the rule for any sentence given. However, this is not the case only for learning English as a foreign language. Among the strong suits of such learners is usually not just learning English, but learning languages in general (Bainbridge, 2021).

Palmer defines gifted learners of language as children *„who have strong language skills. Verbally gifted kids become competent in language before other kids their age do. They also perform better on verbal and general information tests and tests of English expression than mathematically gifted children do”* (Palmer, 2011). During lessons, gifted learners of English usually showcase broader vocabulary knowledge, fluent speaking and outstanding (for their level) writing abilities. This ability may be evident from an early age, when gifted children may be able to retain new vocabulary and phrases right during the lesson with no necessary at-home revision following (Bainbridge, 2021).

As found in Belin and Blank, gifted learners of language switch between languages easily and smoothly, and they are often able to translate orally from one language to another with no issues. Creativity and flexibility with the language also tends to be present in gifted learners of language. They find it easy to understand poetry or to even create one of their own, write short stories, make puns and play with the language (Belin and Blank, 2008).

The authors further found out that the gifted learner of English is able to read, translate, understand and use language, which is two grade levels above his own. Once the student gets to higher levels of language knowledge, the learners often start to think in the other language. Sometimes, teachers can catch them speaking to themselves quietly in English, or sometimes even out loud, when discussing an issue and verbalizing the thought process. Moreover, they are able to understand idioms, jokes and puns, which require a deeper understanding of the culture and the language than knowing vocabulary and grammar (for more Belin and Blank, 2008).

Munro discloses that gifted learners of languages have a rather sensitive hearing apparatus, which allows them to notice relative 'subtleties' (for a person, who just started learning a new language), such as the correct stress of words and sentences (to be able to grasp the important part of the sentence), changes in tone, pitch, where are the words in sentences linked together, and the pronunciation of individual words and sounds. Hearing the differences draws their attention to such details and helps them reproduce the words or sentences with precise pronunciation and stress. To inherit correct pronunciation is not easy for EFL learners (Munro, 2018).

Holubička states the fact, that there are big differences between the sentence stress, or even the word stress in different languages (particularly between Czech and English, where in the Czech language, there is a fixed stress at the beginning of each word, whereas in English, the word stress moves according to the word class, whether there is a schwa in the word, whether there is an aspirated consonant, etc.), as well as the pronunciation of diphthongs, triphthongs, silent letters or some phonemes patterns, which may not exist in some languages. There are many homophones and homographs in English, that the students need to learn by heart in order to be able to reproduce and use them accurately. It is, therefore, a big advantage if a student is able to hear those subtleties and learn them just by hearing them. We can observe this ability even among younger learners of English (depending on the school, it is usually grade 1-3, or even during kindergarten in the Czech Republic), who are starting to learn English audio-orally (without writing) and are able to reproduce individual words and sounds flawlessly just by hearing them a few times, while some of the others are almost fine-tuning the pronunciation of the words to fit the pronunciation patterns that are similar to the ones in their mother tongue (Holubička, 2020).

A problematic aspect of having a gifted learners of English language present in the classroom may be very similar to what many educators experience with gifted learners in general - hence the learners are often ahead in their knowledge of given subject matter, they can sometimes get bored in the classroom. If students experience boredom during the lessons repeatedly, they can consequentially become unmotivated and disinterested in the subject altogether, which can worsen his performance significantly, despite them being gifted in that field. Depending on the type of gifted learner (see chapter 2.2), some may just

become quiet, while a more active and energetic type can cause serious issues in the classroom, due to his misbehaviour caused by him being understimulated for a longer period of time. Some gifted children even have the tendency to become frustrated with their classmates, who are unable to grasp the concepts as fast/at all, and can become verbally aggressive towards them (David, 2018). In my view, this leads us to understanding one of the important reasons, why it is critical for gifted learners to get recognized in time, i.e., so they do not become detrimental to themselves or the classroom.

2.5 Gifted learners in Czech legislature

The Czech legislature perceives gifted learners as learners with special educational needs. Even though, people who are not teachers or educated in the matter may think of pupils with AD/HD, pupils with autistic spectrum disorder, ‘dys-’ learning disabilities (dyslexia, dyspraxia, etc.) or handicapped children - gifted children are also learners with special educational needs. As said by Frank (2006), they require to have supportive measures and the material altered, in order to help them reach their full potential.

Within the Czech legislature appeared a change in the recent years. We used to be referring to section 16, paragraph 9 of the Czech Education Act. More specifically, its fourth part, which focused particularly on gifted learners. § 27 defined the gifted learner and stated that only learners recognized by the educational and psychological counselling centre (often based on the recommendation of his/her school) were allowed to demand special treatment at school and/or in other situations, where the certificate of giftedness

plays a role. As gifted could be considered “*a child, who at adequate support shows a high level in one or more areas of mental ability, movement, manual, artistic or social skills when compared to peers. A student whose distribution of abilities reaches an extraordinary level with high creativity throughout range of activities, or in individual areas of mental abilities, movement, manual, artistic or social skills.*” (MŠMT, 2016).

Based on this definition, one is able to observe that the Czech legislature did not explicitly recognize the linguistically or verbally gifted learners as a separate group, or provided any additional support to them. However, it stated that the headmaster of school is allowed to create groups of pupils of different age and grades, within which pupils can be educated separately in certain subjects and that gifted pupils are allowed to be educated in a form of internships, even abroad with the consent of the headmaster, which could internally present an opportunity for gifted learner of language.

According to the Czech legislature, the schooling of a gifted child can be enhanced by providing the child with an individual educational plan, which gives the teachers certain guidelines, according to which teacher can support the children and help them evolve. In most cases, children can be given extra material, their own textbooks and workbooks, or teachers are allowed to give them extra work, or material that examines the subject matter on a deeper level. Sometimes, the students can even be given their own curriculum, according to which they will be educated. This can happen in instances, where the difference between the gifted pupil and other pupils is tremendous, or the pupils cannot be educated in the same way because the behavioural problems on the side of the gifted children cannot be ignored. (MŠMT, 2016).

The individual educational plan (IEP) contains the recommendations of Educational counselling centre and the conclusions of Psychological and educational counselling centre. Apart from that, it also includes information on the method of providing individual pedagogical, special pedagogical or psychological care to an exceptionally gifted pupil. Data for needed adjustments that should (or need to) be followed during the lessons, the list of educational aids and tools and you can find the designation of a pedagogical staff member of a school counselling facility there, with which the school will cooperate in providing care for an exceptionally gifted pupil. The IEP has to be prepared without a significant delay, right after the beginning of the education of the exceptionally gifted pupil at school. To be more specific: no later than within 1 month from the day when the school received the recommendation. The individual education plan can be (and it usually is) expanded and modified during the school year. It is the duty of the Educational counselling centre to monitor the fulfilment of the IEP and help the school with necessary adjustments. If the IEP is not followed, their obligation is to inform the headmaster about it.

The headmaster is also authorized to transfer the student into a higher grade without completing the previous one on the base of missionary testing, with the commission of at least three people– the headmaster, the teacher who is responsible for updating the IEP and the teacher of the given subject. There can only be one exam per one day. The commission then votes on whether they deem the student a right candidate for the transfer, or not. If the votes are even then the chairman shall have the casting vote.

This thorough description of approaching gifted learners was, however, heavily edited by decrees published in years 2020 and 2022. Nowadays, it can be found under section 17, not 16 as it used to be, and it is also significantly shorter and much more general compared to its past form. The whole approach of the school is supposed to create an environment and conditions which support the development of gifted children. In order to develop particular strengths and talents of each of the students, extended teaching of a subject or group of subjects may take place. Lastly, the document states that the child can (with the consent of its legal representative) be transferred into a higher grade and/or can be given an IEP (MŠMT, 2022).

3 Learning styles and strategies

Aside from giftedness, there are many factors which determine whether a learner will experience success in an ELF classroom. Their relationship with English as a school subject, their relationship with the teacher, materials provided to the learners, textbooks used by the school, methods used in the classroom, previous experience with language learning, the environment of the classroom, not to forget their gender, age, and culture of the environment they grew up in but also their learning styles and strategies – all of this can play a tremendous role in their attempt to learn a new language successfully. The next chapters look more closely at learning styles and learning strategies and their interconnectedness with giftedness and linguistic giftedness.

3.1 Learning styles

Learning styles can be defined and classified in various ways. Some of the most well-known and used definitions of a learning style are “*A complex manner in which, and conditions under which, learners most efficiently and most effectively perceive, process, store, and recall what they are attempting to learn.*” (James and Gardner, 1995), or “*The preference or predisposition of an individual to perceive and process information in a particular way or combination of ways*” (Zajacova, 2014). In a very simplified manner, we can state that a learning style is a preferred way in which given learner absorbs new information (Tophat.com, 2022).

The main approaches taken into consideration when talking about categorizing learning styles are, as described e.g. in Ali: cognitive, affective, and social. (Ali, 2011).

3.1.1 Cognitive learning styles

Cognitive learning styles are concerned with the fact that different individuals process information in different ways. This brings out a rather important issue: whether a learner is able to learn with or without the help of other participants of the educational process (teachers, peers...), further dividing this category into field-dependence and field-independence (Violand-Sanchez, 2001).

Schmeck in his book *Learning Strategies and Learning Styles: Perspectives on Individual Differences* mentions the division of field-dependence and field-independence of cognitive learners.

Field-dependent learners are great social learners. They learn best through the interaction with their peers and teachers, and tend to think holistically, in a broader scale of things ('they perceive the forest rather than trees separately'). The downside to field-dependent learners is that they are very dependent on evaluation and directions coming from outside sources.

Field-independent learners, on the other hand, prefer to work on their own, independently, and are much less affected by praise or criticism from outside sources. They tend to be very secure in themselves and their self-concept. They usually have well-developed learning strategies that work for them and are based upon their strengths. Their main source of motivation is their willingness to get better and the feeling that the activity brings to them, rather than praise or external rewards – they are intrinsically motivated (Schmeck, 1988).

Another type of division, which can be included in cognitive learning styles is the Springer's division into left-brain and right-brain learners, by which he separates the very analytical learners, who thrive in a very structured and well-organized learning settings (the left-brain learners), from the more spontaneous, open-minded and flexible learners (the right-brain learners) (Springer, 2001 in Margić and Vodopija-Krstanović, 2004).

To cognitive styles of learning one can also count the perceptual learning category. Within the perceptual learning category, there are four main types of learning styles recognized among the experts in the field of education (i.e.: Bonwell, 1991 or Fleming). The four learning styles are often referred to via the abbreviation VARK, which stands for Visual, Auditory, Reading and Writing and Kinaesthetic. According to Kinsella, they closely resemble Gardener's typology of intelligence but in a much more condensed variation (Kinsella,1995).

The first type are visual learners, who best retain new information when it is presented to them through diagrams, charts, symbols, videos, or even pictures or drawings that summarize the material learned during the class. Those learners usually use colour coding, doodling and/or making list as a means of organizing their notes, so that they are easier for them to understand, learn and recall. They are also the ones, who usually take the most detailed notes in the classroom.

Auditory learners, on the other hand, are often the ones, who take very few notes but are very engaged in the lecture, give many questions and are willing to discuss the topic to great depths. They learn through sound, rather than through writing, drawing and colour coding. These students need to hear the new material, or to discuss it with their

peers, in order to retain the new material. Auditory learners can sometimes be challenging learners in the classroom, if the teacher is not very fond of questions, debates and students, who need to talk in order to learn. Something, which is not very common in the Czech schooling environment is audiotaping the lessons. This can be an incredibly powerful tool for auditory learners; however, it allows the teacher very little space for errors, hence everything he/she says is being recorded – which is, I believe, a big reason why some teachers are still quite uncomfortable with letting students record their lessons. The situation is nevertheless slowly getting more rigged in the favour of auditory learners, because recording of school lessons became ‘the new normal’ during the covid-19 global pandemic.

The third learning style is reading and writing. Similarly, to visual learners, these learners enjoy taking elaborate notes and colour coding them, so that they are more memorable. What sets them apart from visual learners is the fact, that visual learners try to summarize large amounts of text into a graphical format. Learners with reading and writing learning style enjoy anything text-heavy – textbooks, books, articles, journals. When it comes to the writing part – these learners usually enjoy writing essays, researches, deliberations, reviews, or even practicing writing letters and e-mails is very beneficial to these students.

Kinaesthetic learners tend to be the ‘fidgety’ ones. They move around a lot and have a difficult time sitting still and listening. With those learners in the classroom a teacher may have the tendency to perceive them as naughty or misbehaved, due to their need to project their energy outward. It can be quite problematic in a situation, where a teacher

has over 30 learners in one classroom. However, their high levels of energy can be used for a greater good of all the learners as well. If the child is not incredibly shy, teacher can pull him out for live demonstrations (total physical response technique, dramatization of the subject, miming or pantomiming), or to be a part of the teaching process by giving him/her an assistant teacher role for a small part of the lesson (Reid 1995).

3.1.2 Affective learning style

“This approach deals with students’ emotions and attitudes toward learning and different situations in a classroom. When a teacher knows that students have different personalities and that they react to the same situation in numerous ways, he/she can recognize the need for catering to different personality types.” (Dubravac, 2016).

One of the first personality characteristics which has a tremendous impact on learner’s experience in a classroom setting is whether he/she is introverted or extraverted. Introverted students will enjoy activities that allow them to work on their own, at their own pace and without the need to constantly interact with other learners, cooperate and make compromises in order to finish a task (specifics closely tied to being a field-independent learner, see chapter 3.1.1). They are the ones, who usually make fewer, but deeper friendships and are not very fond of working in random groups. Extraverts, on the other hand, enjoy working in pairs or groups and usually enjoy competitive activities, where they can showcase their strengths.

Next categorization, as described by Frank, falls onto intuitive-random and sensing-sequential learners. Within this category, intuitive-random learners prefer to theoretical

tasks over practical ones. They work very independently and require very little help from their teachers. Sensing-sequential learners enjoy practical tasks and dealing with facts, rather than theories. They are very consistent, like to keep matters organised, but also require lot of assistance and guidance along their journey. (Frank, 2006).

Within the next category, experts (e.g. Frank, 2006 or Briggs-Myers and Briggs-Myers, 1995) divide learners into thinking and feeling individuals. Thinking learners are very rational and logical, even in scenarios, where their decisions can possibly hurt the other person. They desire to be viewed as sensible, capable and stable, when it comes to their ways of thinking and manners in which they decide their next step. Feeling learners, on the other hand, rely more on their instincts and on the way which the particular situation makes them feel. Their decisions are often very subjective and personal. They tend to be more 'humane' in their manners, but they are also more unstable and change minds more often. They are the sensitive empathes of the classroom (Frank, 2006 and Briggs-Myers and Briggs-Myers, 1995).

The other two types within the affective category according, to Felder, are open (perceiving) and closure-oriented (judging). *"Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called "perceiving." Since judgers work in a planned way, and perceivers are flexible and enjoy doing different activities, teachers should match these students in group activities as they make a good team."* (Felder et al., 2002 in Putintseva, 2006).

Felder also offers a comprehensive perspective on learning styles while pointing out that *“students with different type preferences tend to respond differently to various teaching styles. Extroverts like activity and group work; introverts prefer working alone. Sensors like concrete learning experiences and clearly defined expectations and dislike instruction heavy in abstractions such as theories and mathematical models; intuitors like instruction based on understanding concepts rather than on memorization of facts, rote substitutions, and repetitive calculations. Thinkers like logically organized presentations, material and feedback related to their work. Feelers like those teachers who establish a personal rapport with them and show appreciation of their efforts. Judgers like well-structured instruction with clearly defined assignments, goals, and milestones. Perceivers like to have choice and flexibility in their assignments and dislike rigid timelines.”* (Felder et al., 2002 in Putintseva, 2006).

An author who also mentioned the significance of emotions affecting the language-learning process is Stephen Krashen (1985). In his Affective filter hypothesis, he suggests that feeling uncomfortable during lessons due to the teacher’s behaviour, classmates’ behaviours, or competitive attitude in the classroom, etc. may have a tremendous effect on learner’s ability to learn and retain new information – especially when learning or acquiring a second language. He suggests to keep the atmosphere of a classroom very light-hearted and incorporate music playing, songs, games, or even watching videos or movies to regular lessons, as he believes that keeping the atmosphere stress-free will help reduce the anxiety around learning and therefore increase their capacity to learn (Krashen, 1985). This observation can be incredibly impactful especially for gifted learners, who are prone to be

more stressed due to their perfectionistic tendencies and heightened sensitivity (see chapter 2) can certainly benefit from a more playful approach to learning.

Neurological studies support Krashen's theory. During those studies (for instance Judy Willis's study; *The neuroscience behind stress and learning*, 2016) electric and metabolic activity in the brain was measured, and the research team found out that when learning, a synchronization of brain activity needs to occur, for the information to be able to get passed on from the somatosensory cortex, through hippocampus and amygdala to the limbic system. This informational input is passed on through electrical impulses inside of the brain. When a learner is working in an environment that feels stressful to him, the amygdala gets overactivated due to high cortisol levels, and that significantly reduces the chances of getting the information to the limbic system, where it can be stored and from where it can get recalled later on. The limbic system is a part of middle and end brain, and it is responsible for long-term memory, the regulation of one's behaviour, his emotions, etc. (Willis, 2016).

3.1.3 Social learning styles

One of the more prominent models which showcases the social learning preferences is the The Reichmann-Grasha model (1974), see Baykul 2010. This model focuses on the student attitudes toward learning, classroom activities, teachers, and peers. This model identifies the following types: the avoidant, participative, competitive, collaborative, dependent and independent students.

Avoidant are the students, who try to avoid their responsibility, do not work very well and usually have higher amount of absenteeism. Participative students, on the contrary, like to participate in various classroom activities and are well integrated among their peers. Competitive students crave recognition and rewards. Their relationship with their peers is often quite complicated, since they tend to perceive their peers as a threat. Collaborative students are their direct opposite. They enjoy working in groups or pairs, and help teachers or lecturers to achieve a harmonious atmosphere, where most learners feel very comfortable and confident. Dependent students easily become discouraged, when faced with a new situation they have to overcome on their own. Independent students (very similarly to field-independent students) prefer working on their own, with very little help or interference from their peers and teachers (Baykul et al. 2010).

3.1.4 Sensory modalities model

A model which explores the ways in which the human brain processes information, an issue tightly connected to learning styles as such, is a system that is recognized under the abbreviation VAKOG. This system creates a tool for educators, informing them about how individuals attach meaning to events and how they formulate ideas in their own world. The abbreviation VAKOG stands for Visual, Auditory, Kinaesthetic, Olfactory and Gustatory - sensory systems, through which we receive and perceive stimuli from the outside world. As a teacher, if one wants to maximise the 'growth potential' of his students, he should engage all (or as many as possible) of the sensory systems of his learners, to enable them to activate themselves to a much fuller extent than they would in a strictly frontal-verbal lesson, enabling them to connect objects of their real world to new knowledge they are

learning about. Providing a stimulating environment for all learners to find their very own connections and mental networks, where the newly learned vocabulary or language can be stored.

Already Johannes Amos Comenius (1628) mentioned that the best way to learn is through senses, and created the concept called sensory education. He believed that it was not rational to expect children to memorise the names of things and learn about them only theoretically. They should be able to touch, smell, or even taste the objects they are learning about. Interact with them and inspect how they work. This was a revolutionary way of thinking about education back then, and the basis of similar theories and practices - such as VAKOG, or Maria Montessori's education (Sternberg, 1982).

VAKOG is based on a very similar belief to Comenius's sensory learning (which he further explains in his book *Didactica Magna*, 1628, later creating his textbook and an illustrated dictionary, *Orbis Sensalia Pictus* in 1658) – the true way to learn something and to 'engrave' it into our long-term memory is to engage our senses while learning. However, similarly to Gardner's belief (1993), the strengths of each of us are based in a different sense. As well as having a learning style, which is unique to us, each of us has a dominant sensory canal, though which he learns the most, the easiest and the fastest. By including sensory learning, which engages all senses during a lesson, we can ensure that everybody in the classroom has the chance to perceive, receive and internalise the presented material easier than in the case of spoken lecture, from which only a part of the learners is able to benefit (Sprackling, 2018).

One of the main counter-arguments to this method could be that it is rather time consuming to use during short, 45 minutes long lessons. Spending more time with the material, however, helps the student to develop their attention span and aid in enhancing cross-curricular thinking skills, which can lead the student to new discoveries that are connected to the subject and that could have stayed uncovered, if the subject matter was taught in a standard manner. Forming of the cross-curricular connections helps the learners to truly understand and connect the knowledge from one subject to the knowledge they learned in other subjects (for instance: what they learned about the brain during an English lesson to what they know about the brain from Biology lesson, what they learned about a country in Geography to how to say it in another language, so they are able to write a letter about it to a pen friend who lives abroad, etc.), making them more likely to use the learned knowledge in real life (Pekařová, 2010).

In real classroom setting, students who benefit the most from visual stimulation will enjoy the inclusion of pictures, videos, or real objects in the lesson. Auditory-based learners will benefit from discussions, storytelling, singing songs or listening to tapes and podcasts. Kinaesthetically-based learners will appreciate being able to touch the objects, manipulate with them, play with them, or showcase the words and stories through movement of their body (roleplay, dance, drama, games...). Olfactory-based learners will remember the smells of places, dishes or even animals and flowers very easily and they will engrain them into their brains. And finally, gustatory-based learners like to taste the world around them. In my opinion, gustatory learners are the hardest ones to cater to, hence you cannot taste

countries, (some) animals or even (some) chemical substances during chemistry lessons. But noting is impossible.

3.2 Learning strategies used in an ELF classroom

A term which is closely tied with learning styles is learning strategy. In my teaching experience, I observe that since early years of lower elementary school, every learner is trying to find ways to learn new information easily and efficiently. We all learn the tactics that work the best for us at school. For some, it may be colour-coding their notes, to visually connect the information together. For other, it may be recording the lessons, or recording themselves reading their notes out loud, and replaying them over and over again. All of those are connected to learner's learning style. Visual learners will prefer the colour-coding, whereas auditory learners will prefer recordings of any kind, as described above.

The main difference between successful and unsuccessful learners is the ability to recognize and later on employ these strategies in real life. If recognized and used correctly, I believe, that it may uplift an average student to 'above-average' results. When the students know what learning strategies work for them and they willing to use them consistently, it can take them to getting superior results without the necessity to spend enormous amount of time studying. The same applies for gifted learners and gifted learners of language

3.2.1 Peer-teaching

One strategy that appears to be particularly useful across all learning styles is when the students teach other students (a student-led classroom, or peer-teaching), as it is mentioned in Gordon (2005), or Sutton and Westberry (2016). The students become teachers for one (or more) lessons, or even for a segment of a lesson. They have the responsibility of preparing the explanation for a particular grammar, or a particular topic, they have to prepare few exercises (and try them themselves), and then adjusting them, so it is understandable to everyone in the classroom. A lot of preparation is needed to be able to successfully achieve a student-lead classroom. Therefore, it is very necessary to provide the students with a proper guidance and the possibility of consultations, when preparing and managing peer-teaching, but it can be exceptionally helpful to the classroom and the presenting learner himself.

Mahanta describes, however, one significant disadvantage of student-led classrooms, and that is that the students often tend to prepare only one type of activity, which best suits their learning styles, hence they feel, that this one is the best. This disadvantage, however, can be prevented, when the teacher asks the students to send or show him their work beforehand (Mahanta, 2022).

Even though, this may seem as more of a teaching strategy, it is actually a very good learning technique, as the learners need deep understanding of the matter in order to be able to teach it to others.

3.2.2 Guided Imagery

Conforming to theories of Galyean and Krishnamurti (1981), using guided imagery is another great strategy for students across multiple learning styles. It accommodates auditory learners, because they get to hear the information, it also accommodates visual learners, because it allows them to use their imagination to create a 3D picture in their head (which can also be transferred onto a paper). An activity using guided imagery can take various forms. The usual approach is to let the learners close their eyes and the teacher tells them a very detailed a vivid story to help them engage as many ‘internal senses’, as possible. Students are engaging multiple senses at once (they have the visual image in their minds, they hear the story being told, they recall what the touch feels like, what it smells like, what it tastes like, the emotions they associate with a same or similar situation) and it causes them, to have an internal experience, which is more likely to leave an imprint in learner’s mind, therefore it makes the story easier to remember for most student.

3.2.3 Multiple intelligencies

Based on Gardner’s theory of Multiple intelligencies (1993) (see chapter 3.1), Larsen-Freeman suggests that teacher should at least try to incorporate a variety of activities, each focused on different type of ‘learning intelligence’ (see terminology) for two reasons – to facilitate language acquisition in most of his/her students and to help them realize their full potential with/in all of them. It does not have to fit into one teaching unit, you can spread it over multiple lessons. This approach is suitable for any level, any age, any type of student, and can help the teacher to make all the students feel seen and supported in their lessons. The multiple intelligencies method allows the learners to explore

and understand their learning styles and by providing them with various learning strategies that suit multiple learning styles, it helps them find strategies that work the best for them. (Larsen-Freeman and Anderson 2014).

3.2.4 Learning (and teaching) strategies for different core learning styles

What are some of the tasks and strategies a teacher can introduce to his students during lessons, to support their learning according to their learning style? Perfect activities and tasks for visual learners include for example guided imagery, mind maps, photo essays or showcasing data through diagrams and charts. Also, finding (and making collection of) videos, photos and creating colourful notes can help them to sustain new information better (SproutLabs.com.au, 2022). Including plenty of pictures in your presentations, letting the learners draw a comics or other form of picture-story, or even utilizing modern technology, such as apps where the learners can create their own avatar and with that avatar, they can write a script and create a video about their family, their hobbies, or their daily routines. Speaking of modern technology – despite the fact that many schools ban using mobile phones in their areas, the children are usually allowed to use them outside of school. You can ask your students to capture a photo which is meaningful to them, or to shot a short video, which they can edit, to which they can add subtitles or captions, music etc. This is a perfect activity for many different learning style students, because it requires full attention of the children and a plan backed by intention.

Auditory learners may find useful recording voice memos from lessons (or recording themselves reading their notes) or even having a friend or a parent with whom they can discuss what they have learned so far out loud. As a teacher, you may offer them

to sit in the front of the classroom, where they can hear better and stay focused on what the teacher is saying without unnecessary distractions. You can also work with your pitch and tone, to help auditory learners stay engaged, or include panel debates or other discussion activities more often. Commented brainstorming and letting the students read out loud may also be helpful (ThoughtCo.com, 2022).

Kinaesthetic learners appreciate the incorporation of total physical response method, where they can showcase newly learned vocabulary through their body. In a similar manner – dramatization or miming can be an incredible tool for kinaesthetic learners. If you are able to incorporate rhythmical exercises (clapping to identify stressed syllable or sentence stress, learning to accentuate the rhythm of short poems), you can play around with ways to show the stress – clapping hands together, stomping with your feet, high and low jumps (jumping high where there is a stressed syllable and hopping low, where there is not, for instance), or various ways of clapping. We cannot forget about running dictations, changing ‘stations’ (you can have many stations where learners can find articles/information, which they will write down to their worksheets or notebooks) during a lesson, or even something as simple as let these students come to the board more often, so they do not have to sit through the whole lesson and can stay focused for longer periods of time (ThoughtCo.com, 2022).

I believe, that most of us found out learning strategies that best suit our preferences by trying them at school. It is truly a trial-and-error process, but sometimes we may discover surprising strategies that work, even though they do not align with our predominant learning style. It is, therefore, important to help the students become familiar

with various learning strategies and let them try it, so they can pick the ones that work very well for them and use them in their own learning process.

3.3 Learning styles of gifted learners

A study has been done in 2010 under the Karadeniz Technical University in Turkey which observed the learning styles of gifted and non-gifted lower-secondary learners. The study found out that compared to the non-gifted learners, most of the examined gifted learners are very 'fluid' when it comes to their learning styles. In a similar manner, they tend to have one or two learning styles that are more prominent, but they are still able to learn very easily and efficiently in other ways as well. A surprising finding was that most gifted students who participated in the study had a kinaesthetic learning style as their dominant one. From my own experience, in most traditional school settings, kinaesthetic learners tend to be overlooked, since it is often very difficult and time-consuming to manage a classroom of 30+ learners during a physical activity. But since gifted learners are not as restricted by their learning styles, they can adjust to their environment much easier than their non-gifted peers (Altuna and Yazici, 2010).

The finding that gifted learners often prefer to use kinaesthetic learning style is also backed up by the data in research done by Dunn in 1983 and Price & Milgram in 1993. These studies examined large groups of gifted learners in multiple countries (for example Israel, Korea, USA, The Philippines...) and came to a similar conclusion (Dunn, 1983; Price and Milgram, 1993).

Another interesting discovery for me was that there were differences between male and female learners – to be more specific, female learners responded better to auditory impulses than male learners, but did not perform significantly worse than their male counterparts when using kinaesthetic or visual learning styles. The study suggested that this may be due to more developed language skills of women, who (as infants and toddlers) tend to speak earlier, in a larger quantity and with broader vocabulary than men (see Eriksson et al., 2012). Despite mentioning that, the second most prevalent learning style among gifted learners came to be the auditory learning style, regardless of their gender. The least used of the three main learning styles (auditory, kinaesthetic and visual) was the visual learning style, which was, however, the most dominant among non-gifted learners (Altuna and Yazici, 2010).

This finding is partially supported by a study done by Ducan in 2012, which observed the learning styles of almost 400 non-gifted Brazilian students of public and private schools of both genders, and various attitudes towards school and schooling system in their country, and the results pointed out, that the visual learning style is the most common of all learning styles. The visual learners were almost double the number of auditory learners. Majority of the students asked stated that they prefer active, sensing (prefer learning facts over theories - see chapter 3.1.2) visual and sequential learning (Ducan, 2012).

A study done in 2011 by Lam, Lam & Chan, which was done with both gifted and non-gifted learners in Hong-Kong, also came to the similar conclusion – that kinaesthetic learning style is the most prevalent in the gifted learners they inspected, compared to their

non-gifted peers, where the visual learning style was dominant and kinaesthetic learning style seldom appeared. Furthermore, the study revealed one more interesting point. The observed gifted learners mostly agreed on the fact that they prefer to express themselves and their thoughts through writing, rather than orally, which was surprising to me, because most of the other studies agreed that the most dominant kinaesthetic learning style is followed by auditory learning style, while this finding would point us in the direction of kinaesthetic learning style being followed by the visual learning style. However, the writing ability is closely tied to both – visual and auditory learning style, and some authors, such as Fleming (see chapter 3.1.1), identify reading and writing as the fourth, main learning style (the VARK model), which is separate from both visual and auditory (Lam, Lam and Chan, 2011).

The issue of dominant learning styles among gifted learners will never be a crystal clear. As it was mentioned before, and will certainly be mentioned after – each of us is unique and different, regardless of being gifted or not. There will always be somebody, who will seem to be completely different from all the definitions that were mentioned as the ‘tell-tell signs that you student is gifted’, while still being one of them. However, from the studies on the topic I was able to find, there seems to be a learning style pattern when it comes to gifted pupils, which is rather evident, and that is the clear dominance of the kinaesthetic learning style, usually followed by the auditory learning style. This observation may be helpful for teachers in the process of identifying potentially gifted learners in their classrooms, hence there may be more to the fidgety learner, who always wants to touch

something, play with something and do something that it seems. It can also be helpful when constructing lesson plans for classrooms, where there is (or might be) a gifted learner.

3.4 Learning styles of linguistically gifted and strategies to teach gifted learners in an EFL classroom

A lot has been mentioned in this thesis about how to recognize define gifted learners in general or linguistically gifted learners, but how do we recognize a gifted learner of language in an EFL classroom?

Based on a study done by Okan and Işpınar, with 105 gifted or talented language learners, the vast majority (over 100 respondents) has good views on English as a subject and sees English lessons as fun and useful. Most (103 respondents) also recognize the motivation of their parents, who are pleased that they are learning English as their second language (Okan and Işpınar, 2009).

Being a gifted student is not only the matter of motivation, or having superior IQ (of 130 or above) compared to the rest of the students, giftedness can (and according to Renzuli, 2006, it usually does) showcase itself in the student as being verbally articulate and fluent, already having a broader vocabulary and picking up new vocabulary fast and being very sensitive to the pitch and stress of newly learned words (see chapter 2.4). The gifted students of language may already possess some knowledge from following their own interests and learning on their own, or are able to comprehend grammatical and syntactical structures rapidly during the lesson. This is partially due to the heightened auditory sensitivity of gifted learners. We can, therefore, assume that the auditory learning style must be rather prevalent in gifted learners of EFL, as it allows them to internalize the language fast and with ease.

As it was already mentioned in chapter 2, gifted learners may also possess the disadvantage of sometimes sounding rude or cheeky, due to their quick and witty verbal responses that draw attention to mistakes or gaps in the material provided, or even humorous slips of tongue of the teacher. From my own teaching experience, they can sometimes be critical and seem to not be as conform, as some of the others. On the other hand, according to Okan and Işpınar (2009), despite sometimes sounding rude, gifted learners of language tend to communicate well with adults, also because they tend to have a wider and more mature spectre of interests than some of their peers; i.e., politics, art, history and culture. Along with that, they tend to have strong views and opinions on such stuff already, due to the fact that they inspected the topic to great depths and spent a lot of time on research, so they are sure of their views. All of this can go hand in hand with a specific sense of humour, that may not be shared by their peers or their teachers (Okan and Işpınar, 2009). Those manifestations are a an important and telling giveaway of language giftedness or giftedness in general.

According to Piaget's theory of cognitive development (1936), children at the age of ten should be able to use the language structures of their mother tongue properly, and should be able to understand basic syntactic structures. They should also be able to understand symbols, and they can generalize and systemize (Scott and Ytreberg, 1990). In case of gifted language learners, one is able to notice a better and broader base, which usually makes it even easier for them to build upon. As Zuhail and Işpınar mention, they may have already acquired a deeper understanding of the language, by the time they first stepped into an EFL classroom (Zuhail and Işpınar, 2009).

The next challenge presents itself in the form of working with the gifted learners properly, so you are able to assist them in their development. The issue with gifted learners of language is that there are often very few (if not just one, or even an unrecognized one) in a classroom, which makes the cooperation and chance of the gifted children developing together rather rare. Consequentially, it is left to the teacher to take care of the individual needs and constant improvement of such learner.

One way to approach things would be to start strict differentiated teaching - to divide the children into groups within the classroom, according to their level of knowledge. We can speak about 2-3 groups, but in some cases, that may not be sufficient. Each group would receive an individual focus of the teacher and appropriated material for their current level and abilities. In this manner, everybody would have the chance to evolve at their own pace and ideally, take as much time as needed to study a particular material. Despite the fact, that this may be the best option for individual development of the children, it is incredibly demanding and difficult for the teacher, due to the fact that the teacher never works with a homogenous group of learners. Teaching few classes per week in this strictly differentiating, individualised and personalised manner seems achievable and realistic, but teaching full-time (22 lessons per week in the Czech Republic) appears almost impossible.

Considering all of that, and to sum up the issue of gifted learners in EFL classroom, it is not possible to lead gifted learners to achieve their fullest potential without some sort of differentiations, hence their starting point is usually somewhere else than the starting points of others. And if that is not the instance, they tend to develop their skills and abilities much faster than the rest. It would be a waste of their giftedness to ignore their 'gift' and

leave them unstimulated while persisting on teaching the classroom as one, homogenous group. On the other hand, differentiating all classroom work is also not entirely possible.

Some of the newer English textbooks provide teachers with both tests and activities for learners, who need some support due to their learning disabilities and for gifted/talented learners. An example of such book would be English plus from Oxford University Press. The book includes plenty of extra material (such as worksheets that practice grammar or new vocabulary, extra speaking and reading practice), which is suited for all levels and speeds. From my personal perspective, this saves the teachers a significant amount of time during lesson planning and allows them to differentiate the classroom work, while still keeping in within one topic and one grammar, with similar vocabulary and a similar extent. Students are, therefore, still on one level and you are able to join them into one group (for various activities) at any given moment, while providing gifted learners with extra material to help them expand.

Teachers of gifted learners of language can, of course, create their own material, and/or with material found on the internet (adapt or edit the ready-made material, according to their needs). Websites such as British council, ISLcollective, LiveWorksheets.com etc. provide teachers with many resources for students of various levels, concerning a wide range of topics.

According to Hyde in her *Gifted and talented teacher guidebook*, it is possible to give gifted children a task, which is two to four levels higher from the placement test and they should be able to cope with it (Linda Hyde et al., 2016).

Gifted learners usually prefer flexible programs which involves the higher cognitive concepts and processes as defined by Bloom and Guilford (Bloom, 1956; Guildford 1955). Gifted children are often not satisfied with just plain memorisation of words, facts and grammar structures. They want deeper understanding of the matter, which should, in my opinion, be the goal of the teacher anyway. Instead of just remembering, the teacher should focus on application of the newly learned material, it's analysis, synthesis, evaluation and their own creations within the subject matter 'field'. In ISL, this can be taken into practice through the creation of projects, presentations for the whole classroom, debate circles, or even connecting the newly learned grammar in connection with practiced and well-known grammar, motivating the children to use the grammar and vocabulary in context.

According to Okan and Işınar, the children should be left to complete open-ended tasks and questions both during lessons and tests. Open-ended tasks allow gifted learners of language to showcase and further develop their abilities and their thinking by giving them the space to come up with their own answers and solutions to problems (Okan and Işınar, 2009). The biggest advantage of using open-ended questions in EFL lessons for gifted learners is that they provide them with a choice of direction of how to answer that particular question. It further supports development divergent thinking skills and sometimes even critical thinking which are highly sought-after abilities in current society (Responsiveclassroom.org, 2007).

If the school has the opportunity, it is advisable to provide the gifted students with extra books connected to the given topic, or a tablet where they have the chance to inspect the topic from other sides, or to greater depths, compared to their peers. It is also helpful, if

the teacher prepares extra tasks or questions for the gifted learners, so they are provided with a structure to follow and does not feel utterly overwhelmed by the topic (see chapter 4.3.4). Having to find information on one's own exposes the learner to authentic content and new levels of English, which may present a challenge that eventually leads to growth in the particular area (Responsiveclassroom.org, 2007).

Using authentic material (such as newspapers, videos, articles, books, podcasts, songs...) that was not meant for teaching, but rather for normal, communicational or entertaining purposes, and which was not altered, is according to Shameem, another great way to help gifted learner learn useful phrases that may be slightly too difficult for the others. Since gifted learners tend to pick-up and retain new phrases, structures and vocabulary at a faster pace than regular learners, using authentic material should be slightly demanding and requiring some extra work on the part of the gifted learner, yet it should be fun and motivating to learn something new and useful, which the student did not know before (Shameem 2017).

4 Practical part

What I consider to be a great issue in the Czech educational environment, and many Czech experts, e.g.: Stehlíková, Portešová, Hříbková,... tend to agree upon, is the fact that unless the child stands out in a wrong way – for example problems with socialization and interaction with other children, behavioural issues caused by boredom, or giftedness, possibly combined with a learning disability – the parents and the teachers do not send the children to educational counselling centre, to find out, whether their child is gifted or not.

Prior to my research, I was searching for a gifted child, who has the confirmation of a counselling centre. Many headmasters or school psychologists told me, that they think (or they know) they have many gifted children at their schools (according to their characteristics, results, performance during lessons) but none of them has the certificate and do not feel the need to get one. After a long search, I finally managed to find one gifted child (a girl) in one elementary school in Liberec, in 9th grade by chance. To keep the anonymity of all examined subjects, I will from now on refer to these learners by means of their initials – such as E.L. or V.I.

Conversation with E.L. about the whole process of finding out that she was gifted revealed that sometimes not even the children want to be recognized as gifted (see chapter 2), as it puts immense amount of pressure and expectation on them. Also, the girl (E.L.) was afraid that the teachers may be more prone to overloading her with work even in areas where she does not see herself as particularly strong and advanced. As a result, she is for fact gifted, she has her giftedness confirmed by the counselling centre, but she persuaded

her parents to never tell the teachers or the headmaster, so she is not treated differently. In her own words: *“I was the weird child. I was too different from the other kids. The teacher noticed, my parents noticed, I felt like I don’t fit in ever since I was very little. I asked weird questions, I never share the sense of humour my classmates had. But I had good marks, so nobody really paid any attention to it. When I was 9, I told my father about my problem and he offered me to take me see somebody, who might be able to help me, or at least, give me explanation. They had a dialogue with me about my experience at school, my interests, hobbies, the relationships I have with peers, ... Then they invited me to the Mensa centre, to take their IQ tests. When the scores came back, they told me that my IQ is in the zone of giftedness, 138. And all was explained. But I chose not to give this information to our school (it was my father’s initiative that I take the tests, it was not recommended by a school [E.L.’s father is a teacher at another school], so the school did not expect any confirmation or report), so that I do not get a different treatment than the others.”*

I believe, that this will not be the only instance of such logic, where the child itself chooses not to stand out and be recognized as gifted. In some cases, parents may be the ones who do not want their children to either put themselves too high above other children, or they do not want them to be rejected by other children for having a stigma (even though it is a positive stigma).

My aim for the practical part of this thesis was to examine the learning styles of 4 students – a gifted learner of English, a talented learner, an ‘average’ learner and a twice exceptional learner. The twice-exceptional learner was added to this thesis later, as I realized his condition later in time and thought that it might be interesting to observe, if

there are any differences between the gifted learner and the twice exceptional learner, when it comes to their learning styles and preferences. All of them were 15 years old, in the 9th grade of elementary school (two of them from the same school, two of them from different schools). All of them started learning English in 3rd grade. Three of them (the gifted learner, talented learner and average learner) were girls, one of them was a boy (the twice exceptional). All of them have a positive relationship with English as a subject and their teacher.

4.1 Research methods and limitations

Various research methods were used while writing the practical part of this thesis. The aim of the practical thesis was to create a case study, which will observe the learning styles and strategies of gifted, talented, average and twice-exceptional learners. A case study can be defined as *“an intensive study of a person, a group or a unit, in which the researcher aims to examine data relating to several variables. Case studies examine complex phenomena in the natural setting to increase understanding of them”* (Heale and Twycross, 2018).

A case study can consist of the results of many different research methods: the first method I chose was a long-term observation of each of the learners. According to Dudovskiy (year unknown) *“Observation is one of the most important research tools in the social and human sciences, having a vital role to play in helping to understand and interpret the social, cultural and economic environment. Any research benefits from observation, which entails use of senses to collect data from the external environment, because this tool is widely used.”* (Dudovskiy, year unknown). It is often used to collect data about (for instance) the behaviour of particular groups, information about various cultures in their natural environment or the relationship dynamics in a classroom.

In this thesis, unstructured observation was used, due to the fact that for a long time I did not know which children to choose for my research. However, being their teacher for two years, I intentionally observed their learning styles and strategies from a far regardless, for the purpose of being able to teach them more efficiently and cater to their learning styles and preferences.

The first chance to observe the respondents was offered to me during my educational apprenticeships, which were a part of my master studies. Later, I became a teacher to half of them and a supply teacher, who is in contact with them on a regular basis to the rest. Therefore, I had the chance to monitor their learning styles, strategies and preferences in ELF learning for a longer period of time - almost three years, to be exact. During this time, I inspected the ways in which they make notes, the comments they were making, the speed of their thoughts and the ways in which they thought, learnt and studied both at school and at home, their interests and how their hobbies connected to what we did together in our lessons.

As the second research method, I used a standardized LSI (learning styles inventory) questionnaire, created by Rita and Kenneth Dunn (1975). This inventory measures environmental, emotional, social, physiological, and psychological preferences as they affect learning. It helps teachers, parents and other contributors of the educational processes to learn what the dominant learning styles and preferences of the child are and consequently allows them to work with the child more efficiently, based on that knowledge. The questionnaire (1975) contains 54 questions, where the learners can choose whether they agree or disagree with that particular statement (yes x no). Its Czech version, which was edited and translated by Dr. Mareš and Dr. Skalská (1992) has 71 questions. Some questions were added as extras, compared to the original. The main difference between the Czech version and the original version were the options provided to the learner, where in the case of the original there were only 2 (yes or no), whereas in the case of the Czech version there are 5 (I agree, I rather agree, it is hard to tell, I rather disagree and I disagree).

This was the one of the main reasons, why I opted for the usage of the Czech version. The Czech version of the questionnaire allowed me to have a dialogic interview following the questionnaire and let the learners elaborate more on why they chose that particular answer.

For the realization of the questionnaires, I followed the instructions that were provided with the questionnaire. The students were all given the same instructions (see in the attachments) on what type of questions to expect, what are the options for their answers and what is the aim of the questionnaire. Each of them had 35 minutes to go through the questions and write down the answers to them. All of them finished in under 35 minutes, so I consider the limit sufficient for their age and speed.

The third and the final research method was a semi-structured interview with the learners, based on the results of their questionnaires a following questions that arose from their answers (analysing their apparent learning styles in a deeper manner). A semi-structured interview, according to Reichel, *“is a method of qualitative research, which stands between a structured and unstructured interview, meaning that the researcher has a guideline prepared beforehand, which does not need to be strictly followed. This method allows the researcher to change the question order, leave some questions out or even add more, according to the development of the interview.”* (Reichel, 2009)

The interview allowed us (the researcher and the respondents) to discuss their choices in the questionnaire. I was able to tell them my findings and observations and they could tell me, whether they agree with my conclusions or not, and why. It also provided me with the option to ask them about the “It is hard to tell” and “I rather agree/I rather

disagree” answers and find out why they chose these answers in each case, i.e. to explain further their choices.

The limitations of this research are as follows: due to the small number of respondents and a limited amount of time, I was able to create a case study, in a specific time-span. Nevertheless, the observations, questionnaires and interviews which gave me answers to questions, such as: “Is it true that the dominant learning styles of gifted learners of language (specifically in an EFL class) is kinaesthetic and auditory as the theoretical literature suggests?” for that particular learner. In a similar matter, I was able to examine the learning styles and leaning preferences, i.e. strategies they opted for, of those, whom I observed, but I am unable to draw a general conclusion on gifted learners of language as a group. To come to conclusions valid for the whole group, or at least a majority of its members, would require a much more in depth and long-term analysis of the problematics, which may take many years, many people working on the research simultaneously, and many subjects of examination to complete.

4.2 Introduction of the observed pupils

4.2.1 E.L. - The gifted learner

E.L., a 15-year-old girl from Liberec is a student of the 9th grade of elementary school. She was diagnosed as a gifted learner when she was 9 and is now the member of the Mensa club for her second year. Mensa is a group of gifted learners which tries to “*use their superior intelligence to benefit humanity*” (Mensa, 2021). Mensa supports the research

about giftedness among other topics, or helps to create a nurturing and respecting environment for gifted learners.

Among her hobbies, she listed are sports like cross-country skiing and floorball, visiting extracurricular science courses and learning new information. She does great in all school subjects and is preparing herself for studying at 'gymnasium'. She sees herself as an introvert, she does not have many friends and sometimes feels lonely and misunderstood by her peers. However, she mentions that it got better compared with her earlier years on elementary school.

4.2.2 V.I. - The talented learner

V.I. is also a 15-year-old girl from Liberec and she is also a student of 9th grade of elementary school in Liberec. She does not have any official confirmation that she is gifted, but her behaviour and her level of knowledge would lead one to believe that she is gifted. She reaches great results in all school subjects. She is very likeable and popular among her peers. Rather nice and polite to adults and has no trouble in finding common topics to discuss with people, who are out of her age group. Her hobbies include in-line skating, traveling with her family, competitive dancing, learning languages and spending time with her friends. Similarly to E.L., she is now preparing herself for studying at one of the best 'gymnasiums' in Liberec.

4.2.3 V.E. - The average learner

V.E. is a 14-year-old girl, a student of the 9th grade of an elementary school, a former competitive swimmer. She plans to enrol into 'gymnasium' and works very hard to achieve her dream. Within her classroom, she is adored by almost all of her classmates and is very polite and nice even towards all adults. As a student, she has sweet personality and appears to be very smart, but all her teachers know that she is exceptionally disciplined and determined to get the best marks possible. Her hobbies are swimming, playing ball games (floorball, basketball), reading and spending time with her friends. She does not have any confirmation that her intelligence levels are out of ordinary, or that she is gifted, nor she has ever been considered to be a candidate for an examination of a counselling centre.

4.2.4 A.D. - The twice-exceptional learner

A.D. is a twice-exceptional learner – he is confirmed by the counselling centre that he is gifted but he also has the Tourette syndrome and AD/HD. A boy, who is fifteen years old, a student of a 9th grade of elementary school, which is focused on languages. Among his hobbies are cars, computer programming and technology, as well as spending time with his friends, his girlfriend and family. As a student, he used to be quite demanding for the teachers, as he was incredibly smart, but also very susceptible to boredom, which consequentially lead to him being very loud and troublesome due to the combination of high intellect and short attention span, combined with the ticks that naturally come with having the Tourette syndrome.

Being one of his teachers for second year, I can testify that his behaviour became significantly calmer and more manageable in the past two years – and my colleagues along

with his parents agree, adding the information that this has continued for the past three years – and as a result, his giftedness is becoming more evident as he gets older.

4.3 The results of the LSI test

The learning style inventory (LSI) “*measures environmental, emotional, sociological, physiological, and psychological preferences as they affect learning.*” (Dunn and Dunn, 1975) It is a tool for teachers to learn about the learning styles and preferences of their students and help them create the optimal environment to aid their learning experience.

4.3.1 E.L. – The gifted learner

E.L. is a typical gifted learner in the sense that her dominant learning style is kinaesthetic (see chapters 3.1.1. and 3.2) – she prefers to try everything with her hand, manipulate with it, or even have the full-body experience of performing it out. She loves doing sports, experiments, performing drama... I believe that this is the main reason her favourite subject is physics, because the lessons at her schools are led in such a way, that she is able to try most of the experiments first-hand and not only read about the theoretical concepts of how things work and on what principles. This, however, may not be the case for all gifted learners at all schools. It depends greatly on the teacher who is teaching the subject and the methods he/she uses while teaching.

Close second came the auditory learning style for her. She mentioned that it is best for her if she can hear the information being said out loud, or even better, have somebody

to discuss the problematic with. Another fact about her learning style is that she enjoys learning with people (see chapters 3.1.1 and 3.1.3). That person can be a friend, a peer or even a teacher – she is an extraverted learner. We can assume that she is also a field-dependent learner (see chapter 3.1.1), since she mentions her strong will to please her teachers and parents, her motivation for studying or learning may be extrinsic to a certain degree. She does not like to be alone when she is learning new material, nor is she fixated on one place where she is able to study. She can study at school, in library or even in a café where there is noise around and many distractions present. The distractions do not bother her greatly.

Among her other preferences is studying in the morning rather than in the afternoon or at night, claiming to be more alert and awake in the earlier hours of the day. She also states that she is more creative in those hours, which is important particularly for her because she informed us in her questionnaire that she employs task-solving as a learning strategy. She often tasks herself instead of being given one task and being told exactly, step by step, what to do and how to complete it. Which is trait that distinguishes her from the other girls I did this questionnaire with.

As her preferred learning strategies, she mentions, for instance, being able to teach others (even if she is ‘lecturing’ her parents at home, or her friends during a study meeting), as she states that it builds a sense of confidence in knowing the matter, helps her to identify current gaps in her knowledge and formulate new questions connected to the topic. If she is not able to do that, she likes to make audiotapes of the material she is learning and listen to it over and over, as it helps her to fixate the newly learned knowledge in her memory.

As mentioned previously, E.L. is a kinaesthetic learner and enjoys experimenting and drama. If she is able to see, touch or experience what she is studying (for example while studying for biology, if she can see, touch and inspect the plant outside, or even in a botanical garden, or while studying for English, if she is able to actually use the language in action, or even better, in a real-life situation), she will. If she cannot, she likes to draw a picture or a comic strip to represent the topic. E.L. was also one of two learners, who stated that they like to change their location and position while studying. She does not like to sit at a desk for long periods of time, she rather changes her location and position every thirty minutes to an hour, to help her stay awake and focused. If she is feeling very hyperactive, or the exact opposite – exhausted, it also helps her to chew a gum and have something to play with on hand, as it helps her feel more relaxed.

4.3.2 V.I. – The talented learner

From the results of the LSI questionnaire, it is evident that V.I. is a visual learner (see chapter 3.1.1.) who has the preference of learning alone, in her room, in silence, when there is a lot new material to learn. Otherwise, she does not mind studying in a peer group outside, in a café or in library, but only if she is confident enough with her knowledge of the material beforehand (so we can say that she does not mind revising the material with her peers once she is already familiar with it). Furthermore, she likes to change the location where she is studying quite frequently, because it helps her to stay alert, when she is supposed to be studying for a long time. This was especially important for her know, while she is preparing herself for the entrance exams after two years of distance learning due to the covid-19 global pandemic.

She favours knowing exactly what she is supposed to do, instead of finding her goals and strategies herself, she does not find pleasure in experimenting with the material she has been provided with. On the other hand, she agreed strongly with the statement that it is helpful for her to feel strong feelings, while she is learning new material.

In a similar manner to V.E. (see 4.3.3), she is very dependent on other people when learning something. Her parents are very supportive and curious of her and her study ambitions, she deeply cares about her teachers and believes that her teachers are happy if she does well. This can lead us to believe that she is mostly a field-dependent learner (see chapter 3.1.3).

Her second dominant learning style seems to be auditory. Similarly, to E.L., she stated that she likes to talk about what she is learning with someone else and that it is much more helpful for her to hear the information being said than read about it in books, or on the internet. This goes hand in hand with what she stated about revising for tests with her friends and peers once she is familiar with the material (see chapter 3.1.1.).

As her preferred learning strategies, V.I. mentions colour-coding her notes, with synchronized notes included in her notes: *“It helps me stay organize a memorise the things which are linked together, but may be on different pages. Also, adding my own notes in that colour help me find them quicker and remember how they are connected even after a long time. However, sometimes, my brain remembers the exact colour of that note, the exact placement of that note, but not what did the note say... But that does not happen often, thankfully.”*. Her colour-coding strategy was evident even during lessons, where you could

observe all the colourful pages in her notebook, which were clearly following a system that was suggesting her understanding of each topic.

Following colour-coding, V.I. likes to make pictures and/or graphs, charts and diagrams of what is she learning, whenever it was possible. She states that in connection with colour-coding, it helps her picture what she is learning and understand the material better. She stated, that making flashcards was also a one of her favourite tools to use while preparing for a test.

What I found very interesting were daily ‘to do lists’, where she wrote down every task she needs to accomplish on that particular day. She even had a separate section where she planned every step of what she needs to learn, including pages and times.

In a similar matter to E.L., V.I. also likes to discuss what she is learning with other people and finds teaching others a tremendous help in her own learning process. This makes sense according to her statement that she likes to study in a peer group, but only if she knows the tested matter, or she deems the material easy to learn. This strategy points to the fact that her second most dominant learning style is auditory. As an auditory learning myself, I noticed that V.I. is always engaged during lessons and she tries to be part of the debate during lessons as much, as possible. This can also be considered a learning strategy; hence it reduces the amount of studying an auditory learner has to do at home, due to the fact that auditory learners remember information they hear easily. It is especially beneficial in the case of IFL learning, as she is able to hear the correct pronunciation of the newly learner words and is able to retain phrases and idioms.

Lastly, V.I. mentioned that she enjoys watching educational videos on the matter she is learning as it helps her learn more than ‘just’ what the lesson offered and, therefore, understand the matter better, but it also helps her revise before exams and hear the new information repeatedly, which is usually not possible in case of normal school lessons. This learning strategy combines both of her dominant learning styles – visual and auditory.

4.3.3 V.E. – The average learner

The results of the LSI test shows us that V.E. is an independent learner who prefers to study on her own, despite classifying herself as an extraverted person. She is an auditory learner, whose least used learning style - regardless of her sporty nature - is kinaesthetic (she stated that she does not like to or does not need to work directly with the object and does not enjoy doing hands-on experiments, she is happy sitting and studying the theoretical part without the need to manipulate an actual object). Her preferred way of studying is alone, at home, at her desk, at a normal temperature, with some food to eat, to keep her brain fresh and energized, but with no distractions or people around. Appropriate amount of light, ideally seated in a desk chair. Similarly, to E.L. (see 4.3.1), she likes to listen to what she is learning, but conversely to her, she does not like to discuss it with others.

Her second preferred learning style was visual learning style. Her favourite way of utilizing this learning style was through learning strategies such as colour-coding her notes and visually representing data she is studying through sketches and pictures. She also remembers and retains information well through repetitive reading and mnemonics, which would lead us to the conclusion that V.E.'s linguistic intelligence is also quite dominant.

Almost contrary to her solitary learning style, her motivation appears to be primarily extrinsic, where she deems her school results very important. She also follows with a statement that her good marks and her learning process overall are important to her parents, that her parents want her to have good marks, and she also feels that it pleases her teachers, when she does well in her exams. In our interview, she confirmed this information and

followed it by saying that she has been very obedient to her parent's wishes ever since she was a child – at school, in sport, in her personal life... She is, of course, happy that she is able to achieve such good marks (all throughout her elementary school, she received all 1s on her report cards), but if it was only up to her, she would be satisfied with worse marks and less stress in her daily life. Yet she does not forget to mention her awareness of the fact that she is doing all of this for her future self, who is going to benefit from her consistent effort, especially following her educational journey into university.

She appreciates having structure in her learning. She does not enjoy coming up with her own ways to complete a task, she prefers being told exactly what is wanted from her and what should she do to accomplish the goal. If necessary, she is usually able to figure out the solution to problem at hand, but it is not enjoyable learning process for her, particularly. During our reflection post-testing, she mentioned that she prefers studying in the morning, over studying in the evening (as was mentioned in the test), but she is able to manage both, if necessary.

4.3.4 A.D. – The twice-exceptional learner

An analysis I, personally, was the most curious about was certainly the analysis of twice-exceptional (2e) learner - A.D (see chapters 2.3 and 5.2.). Learning styles of twice-exceptional students are still quite an undiscovered field, and we have very limited material exploring 2e learners in general, moreover their learning styles and learning strategies, plus almost complete lack of research in giftedness in EFL classes.

The results of A.D. were quite similar to the results that were expected from a gifted learner. The most dominant learning style was kinaesthetic, closely followed by auditory. His learning style naturally reflects in his matters of interest, as well as in his choice of his future majors at high school (which are IT and programming and Car Technology – both involve direct manipulation with the object and both are very practical and focused on experience in the given field rather than theory). His auditory learning style manifests in his ability to easily learn and retain new vocabulary and has a feel for the language (tenses, structures, word order – in all Czech, English and French). As many other auditory learners do, he can detect and replicate sounds fairly easily,

As for his environmental preferences, he prefers, as most of my respondents do, studying at a desk with proper lighting and slightly colder temperatures. He mentioned in our interview that warmer weather and higher temperatures in general make it harder for him to focus and concentrate on what he is studying. He prefers studying in the evening, when all his responsibilities of the day are out of the way and he has the opportunity to focus solely on one task for a longer period of time, without being distracted. Despite the fact that he enjoys the process of studying in a group, he states that he feels like it takes more time to actually learn something and he does less work since he gets distracted and ends up talking with the others more than actually doing what he came to do. We can, thus, consider him more of a solitary learner.

His main motivation is intrinsic. He enjoys the process of learning and is fully aware of the fact that he is learning for himself, not his parents or teachers. Consequently,

he is able to persist in completing one task, even when feeling tired or frustrated during the process.

In contrast to V.E. (see 4.3.3), A.D. likes being able to structure the course of his day and his activities (or even his learning process) himself. He does not like being told what to do, and gets bored (and thus distracted) with routine processes easily. However, he likes having some sort of structure to the task provided to him at school – we can call it a guideline or a framework – and during lessons, so he is able to follow the lesson or a task. Due to his condition of being diagnosed with the Tourette syndrome, he is more likely to get distracted than other learners in the classroom; therefore, his need for loose structure seems reasonable. Needing ‘a line’ to follow, but in his own way, enables him to maintain higher levels of concentrations, while dividing his work in such way, where he is allowed to rush through easy tasks, take a mental break and then continue working on the rest.

The need for his own working pace was something I was able to observe during our English lessons, where A.D. was always one of the first learners to complete the task in order to ‘gain time’ for a mental break e.g.: quietly whispering to the child sitting next to him, doodling on a piece of paper for a second or at least doing something with his hands to release the overflowing energy, while sitting down and not disturbing the still working majority. As said above, his ‘energy-management skills’ have gotten much better over the years. In the past, he used to be a very loud and hyperactive student, who often disturbed the whole classroom because of his giftedness and speed. While working with a therapist and a specialist in problem behaviour, he learned how to cope with the sudden rushes of energy calmly and quietly. This improvement may also be caused by his subsiding puberty.

As for the learning strategies, A.D. spoke about practical trials of the subject matter (in subjects such as physics or chemistry) whenever it is possible, which resembles E.L.'s learning preference/strategy (see chapter 4.3.1). In ELF, A.D. prefers role play and being able to perform interviews out loud, sometimes even in the form of a short sketch. This strategy combines both kinaesthetic and auditory learning styles.

In the past, he used to carry a squishy 'stress ball' to every lesson. This simple tool helped him release stored energy, which was distracting him during lessons and was otherwise manifesting itself in a form of misbehaviour, A.D. making loud noises and being fidgety. He does not carry this ball with him anymore, however, during our interview he mentioned that he sometimes still uses it while studying for a difficult exam, or studying for a long time. This is also similar to E.L.'s need to play with an object, while studying for a long time. I believe, it may be directly connected to the dominance of their kinaesthetic learning styles.

As one of his favourite strategies of learning EFL, A.D. mentions watching movies, series and videos in English, listening to music and podcasts in English – right now, he is listening to many F1 (Formula 1) podcasts, as it is a current matter of interest for him. Even though, all those activities may seem partially unrelated to systematic learning of language, they can enhance the content the students are able to learn tremendously, as they are able to hear the language from native speakers, with proper pronunciation, stress and also learn idioms and phrases, which they may not be able to learn in the classroom. Based on his already very broad knowledge of language, he very rarely has to systematically study

for an English test, as he is able to grasp the grammatical rules during lessons and seldom comes across new vocabulary. We can consider this working with authentic material.

4.4 Conclusion of the findings

The aim of the case study was to find out and compare the learning styles, learning preferences and learning strategies of four different types of learners – a gifted learner, a talented learner, an average learner and a twice-exceptional learner.

As the research was based on a case study of four subjects only, I was very curious to see how the results of my research compare with known and documented theories about the learning styles and strategies of gifted students, and whether the learning styles and strategies of the gifted, talented and twice-exceptional learner will be any different, from these theories and from each other, especially, how do they differ from the learning style and learning strategies of an average learner.

With the students I observed profound similarities between the gifted and the twice-exceptional learners, which I anticipated, hence they are both recognized as gifted learners, but each in a slightly different manner. The dominance of kinaesthetic learning style, followed by auditory, which allows them to learn languages fast and easily was rather evident and explained their ease while learning foreign languages (in E. L's case – English and German, in A.D.'s case – English and French), as both are excellent learners of languages, both have excellent results and both went to language Olympics and other competitions to represent their schools. It also confirmed the theories mentioned in studies

(see chapter 3.3) about the kinaesthetic learning style and auditory learning style being dominant in gifted learners.

I, however, found a big difference in the tolerance of noise while studying between the gifted and the twice exceptional learner, which were also expected due to the diagnosed AD/HD, which is present in the 2e learner and is closely tied to his heightened sensitivity towards noise and other distractions, which are a minor obstacle for the gifted learner, E.L., who does not have any diagnosis when it comes to learning or behavioural disabilities. Despite the fact that A.D. stated that he learns more, while studying alone, both of the learners agreed that they enjoy the process of studying in a peer group. So does the talented learner, V.I., thus making V.E. (the average learner) the only true solitary learner in my observed group.

The environmental preferences among observed learners differed significantly and I did not find any true pattern as why this type prefers this and this type prefers that. It is understandable that in many cases, lower temperatures and a well-light room helps you stay alert and concentrated on the task for longer. Especially when accompanied by some fresh air. However, V.I. and V.E. both stated that it is hard for them to concentrate on a task in a room which is cold, as they get so focused to the fact that they are cold that they find it hard to focus on anything but that for longer periods of time. All of them are able to study at a desk, but some of them stated that it is helpful to change the location while studying, because it keeps their mind fresh and alert. In cases of A.D. and E.L., being able to do smaller movements while studying is also beneficial.

A big difference was observed in the motivation of different genders. The girls interviewed were more extrinsically motivated than the one boy, who was the only one intrinsically motivated, and directly stating that he likes learning new things and he has good marks because he wants to be a good learner for himself. Knowing his parents personally – A.D. is truly not forced to have all 1s. His parents find greater interest in having a happy, content child than having a child who is confirmed as a smart child in accordance to his school results. This may be also caused by the fact that girls (generally) tend to be little more conform to the ‘good child expectation’ than boys, and they like to please their teachers and parents more – a claim inherited from Giddens (2013). (Giddens, 2013) This may also be given by higher expectations of good marks in girls, which is still very normal in the Czech society, even though it does not make a lot of sense to me, personally.

I have not noticed any particular pattern in their preference of being told what to do and having structure in their school routine. However, in the cases I observed, I always found their answers logical to their personalities, where E.L. is very creative and loves to explore and find out new discoveries along the way. V.E. needs to be told, what is expected out of her, so she understands the aim she has to reach and can set up her method to achieve it. It can be very stressful for a determined and goal-oriented student to have a loose structure, where the student feels like he is running in circles and does not know what is the ultimate goal, whether he is doing it right and whether he is headed in the right direction or not. Leaving him feel like he is not making any progress, therefore leaving him feeling unmotivated (right now, I am speaking from a personal experience of a student, who likes

to be provided with a structure, so he knows what to do). It does not make her a dependent student, however. She is capable of working alone and finishing her tasks completely on her own, but she needs to have the goal clearly defined for her. V.I. feels the same way about having a structure in her school routine. A.D.'s answer, I assume, was heavily influenced by his condition, where it is hard for him to focus on a task, which is very loosely defined, has no boundaries and no real aim. He does not mind exploring and experimenting with the subject matter, but when he gets too involved in a task, it can steer him in a wrong direction, leading him out of the topic task completely.

As for the time of the day, when the learners feel the most productive, only A.D. and E.L. had a true preference, where E.L. prefers to study in the morning, when she feels the most alert and focus, whereas A.D. prefer to study in the evening, when he has all the tasks for the day out of the way, and can focus solely on what he is learning. Both V.I. and V.E. are somewhere in the middle, where they are used to leaning in the morning, but do not mind studying in the evening. I, personally, always like to refer to an article of Marc Wittmann, *Social jetlag: misalignment of biological and social time* (Wittmann et al., 2006), where he mentions the harmful effects of the society's ignorance towards the fact, that each of us has a different circadian rhythm, where some of us are perfectly fine with waking up extremely early and working in the morning, needing to go to sleep early, while others need to sleep in in the morning, but can work until midnight, or even later. This causes a phenomenon called "social jetlag" in big part of the society, possibly resulting in premature health problems, such as heart attack, cancer, and generally worsen performance.

So, in this case, I believe that it is more about our chronotype than it is about our study preference.

To summarise my conclusions – there were similarities evident between the gifted learners (A.D. and E.L.). Both shared dominant kinaesthetic and auditory learning styles, which confirmed theories about the learning styles of gifted students which I wrote about in chapter 3.3. Conversely to that, the other two learners (V.I. and V.E.) both shared visual learning styles as their dominant one, followed by auditory learning style, which tells us why they are rather strong learners of language. They both had the kinaesthetic learning style as their least preferred.

When it comes to their learning strategies, they seemed to be rather similar. Both kinaesthetic learners (A.D. and E.L.) enjoy performing some sort of movement while studying, regardless of the type – role play, performing dialogues, sketches, or something as seemingly insignificant, as playing with a ball, or moving around often. In a similar matter, both the talented and average learner (V.I. and V.E.) prefer colour-coding their notes and creating visual representations and graphs connected to the matter they are learning about. V.I. seems to be slightly more organized with her to-do lists for every day. V.I. and E.L. both shared peer-teaching (or explaining/teaching the matter to someone else) a very beneficial strategy for revision and further reinforcement of the information learned, which possibly stems from the auditory learning style being their second most dominant learning style.

This may lead us to the belief, that learning styles and strategies of gifted and non-gifted learners may truly be different, but if you are able to find the learning style that best

suits your needs and inherit learning patterns, then you can be very successful in your learning endeavours, regardless of whether you are considered to be gifted or not. Of course, the gifted learners may have an easier path to success due to their heightened auditory sensitivity and incredible memory skills, but their results are not unattainable for other learners. Despite the limited number of respondents I had in my little examination, it may be worth inspecting this matter further in my career as a language teacher and observe if there is a connection between giftedness and the kinaesthetic learning style. However, to give a sure answer to that question would require years in research.

5 Methodological aid – Teaching English as a foreign language to gifted learners

While writing this thesis, I learned a lot about recognizing gifted learners, their issues in life, what strategies they use to help them in the learning process, and which learning styles tend to be more dominant among gifted learners. Of course, every learner is different. This is the case for gifted and non-gifted students both, so I cannot say that I have a magical formula that shows how to teach gifted children effectively that is always applicable for all of them. Still, from observing a gifted learner almost daily for the past three years and from what many experts, who dedicated their life to studying gifted students have found out, I acquired a few tips about how to work with a gifted learner in an EFL classroom.

The first tip would be to incorporate more kinaesthetic activities into your lessons. It appears that many gifted learners like to have the option to try what they are learning in theory more ‘hands-on.’ This could be taken into practice through dramatizing stories, playing out dialogues more fully, not just sitting in their desks or standing in front of the classroom with a paper in their hands. Possibly even having the chance to create their own stories, or include their own narratives, while still incorporating the given key phrases – this little step makes the story much more memorable for all the learners in the room.

For instance: instead of reading a dialogue on the topic ‘Asking for help in case of an injury’, learners can create a rich backstory to the event. They were on a holiday in Austria. They went skiing with their whole family and one day, on the tallest slope of the whole city, their ski got stuck in a pile of slightly melted, heavy snow. Their leg hurts and it

is possibly a twisted ankle, but they cannot get up and ski down. One of them will be the injured person on a slope, the other will be the member of the mountain rescue service and they will make a phone call about what happened, where he is and that he needs help as soon as possible, and the other one will practice reacting in a critical situation.

Charades are a great option for kinaesthetic learners if a teacher wants to do something more fun and play a game. Usually used to act out verbs, but can also be used to act out nouns and adjectives (which are often more difficult to showcase, but it is possible to perform a wide range of personal characteristics, when the learners get creative), students can be divided into two teams or into pairs and they try to mime the words without speaking. The team or the pair who has the most correctly guessed words gets a point.

An example of a verb which can be acted out is swimming. The person, who is performing can use props, such as the table, to illustrate the water and he can jump on top of it and pretend to swim. The others have to guess the verb he is playing out. There is usually a limit of 2 minutes for the others to guess the verb, otherwise the point is lost.

Another great activity would be dramatization and role-play. It can include the dramatization of made-up stories, literary stories, or real-life situation, such as speaking with a receptionist, buying a ticket, ordering a meal, phoning, etc. This activity is appropriate for any level, but it is especially great for more advanced students, who have much broader vocabulary and already know many phrases. It is also very beneficial, since

students are speaking with other learners, who are on a similar level to their own, hence their nervousness and the stress surrounding speaking is significantly lowered for many.

This, again, can be used to practice reacting to surprising or difficult events, in which (when faced with in real life) the students can feel overwhelmed and lost for words. My personal favourite way to run this activity is to tailor the given situations to the classroom I am teaching and use the knowledge I have about the students. For instance, if you know that a student drives a motor bike, you can give him the situation, where he sees an accident on the motorway and has to phone the ambulance and told them, who is he/she, what has happened, where he/she is and what should he/she do. Or you can give them a more personal situation, such as reacting to bad news – such as loss of a family member, or informing a friend about a break up. As silly as it may sound, all of those are situations the students will deal with at some point in their life.

This activity can also be used to practice discourse and show the students, that the tone and words used can transform a situation drastically.

Both groups are given the situation, that they have been released from their position at work. One group also gets the note that this is a happy news, because they hated their job with passion, their boss was very rude to them, their co-workers hated them, their spouses were angry that they are always at work. The other group gets the note, that this is a terrible news, because they have no other income, no savings and a family with three children at home, waiting for them to provide for them.

Running dictations can also be a great tool for learners who need more movement in their lessons. It connects movement with listening, speaking and writing, so it benefits many learners (of various learning styles) at the same time. It can be adjusted to basically any level of English, since you can easily choose the topic, or choose to use only words, phrases, or even whole sentences, therefore it helps you practice any target grammar or vocabulary you feel like is necessary.

The principle is very easy – you divide students into two or more groups, name the first listener and the first writer. You whisper the word, phrase or the sentence to the first listener and he needs to whisper it to the person next to him, who then whispers it to the next and continue, until the writer (who is the last one of the group) hears it and then runs to the board to write the word, phrase or sentence down on it. In the next round, the writer goes to the back and becomes the listener and the second person becomes the writer. The roles change with every new round.

A traditional way to incorporate movement into lesson is the game Simon says. A game, which is best for younger learners but can also be used with older ones who are just starting to learn English or who are learning new vocabulary.

The game is rather simple, the teacher (or one of the students) says “Simon says...” and finishes the sentence with for example “...touch your belly” or “...touch the window” and the students are supposed to do the task. This way, they are practicing vocabulary while still having to move and possibly even run around.

A great activity for the beginning of the lesson are catch-ball drills. The only thing teacher needs is a ball and the knowledge of what he or she wants to practice.

Teacher says a word, a phrase or a sentence in English or in Czech and throws a ball to one of the students. The students translate it into the other language and throw the ball back to the teacher. The teacher then says another word, phrase or a sentence and throws the ball to another one of the students, who then translates it into the other language. You can easily practice antonyms, negatives or even questions this way.

Second most dominant learning style amongst gifted children appears to be the auditory learning style. Auditory learners learn by what they hear. They usually prefer to listen during the lessons, repeat what was said and they truly benefit from the repetition, they easily recall songs, poems and anything that has rhythm. Learn easily from videos and songs, like discussing the issues they are learning about etc.

An ESL/EFL activity which is well-suited for auditory learners is letting students have dialogues which they can customize to their own speaking needs. Even though repeating prepared and structured dialogues can aid in remembering specific phrases due to the higher number of repetitions of that particular phrase, it may not be the best idea when it comes to keeping the engagement of the classroom.

From my own teaching practice, I noticed that students are well aware of the fact that something is not very authentic and often not practical for real life situations, or more specifically – their daily life situations. It is certainly good to use already pre-structured dialogues from time to time, or to use them as an example, to introduce new vocabulary or

other possible ways of expressing an idea, but it is even more helpful if you let your students create their own dialogue while still using few targeted key phrases, that prepare them for a situation, they may possibly end up in. Often times this also introduces a fun element into the classroom and it helps the students relax, which certainly enhances their ability to learn and retain new information.

Living in a digital age and having the option to use on-line resources gave us the access to materials of teachers, students and methodologists from all over the world through portals such as You Tube, Live Worksheets, ISL Collective etc. Sometimes, you can even find books that are not available in your country on the internet.

Since English is taught all over the world, we are usually provided with many options to choose from: including songs about various grammar issues (for example the irregular verbs), songs including vocabulary connected to many topics (adjectives, personal characteristics, or even vocabulary for beginners, such as colours, numbers and the alphabet) and even songs about historical events. These are wonderful for auditory learners, who have easier time remembering what they hear, than trying to memorise what they see on a paper. Another benefit of using songs to teach English is that (for example in the case of history-based songs and some vocabulary-based songs) aside from the rhythm and the melody, they usually provide some context, which makes the information in it even more memorable.

Not only songs, but having the option to record lessons – just the audio, or even with the video – can be a tremendous help for auditory learners.

They can revisit the recording and replay it as many times as they need to in order to remember the information or to check the information, they are not sure about. Even if they cannot record the lecture itself, they can read their notes out loud and record themselves reading their notes out loud for the sake of practicing or revising before a test.

Audiobooks can also be a helpful tool, especially when learning new vocabulary. However, when choosing an audiobook (regardless of whether we are using a part of it during our lesson, or we are recommending it to our students), a teacher must be aware of the fact that many books contain language, which is too difficult for the learners, which can demotivate some students in learning foreign language even further, hence they would feel incompetent. Therefore, it is important that the teacher checks the book thoroughly beforehand and makes sure that the book is suitable for the language level his students are currently on. If there are some new words, the teacher should explain their meaning before the class starts the listening, or he should point out the words and tell the students to try to focus on those particular words and their meanings in context and check their meaning after the listening together, or 'consult it' with a dictionary. Audiobooks are a wonderful tool because they give the learners full context in which the vocabulary is used, or can be used, which not only makes the words easier to remember, but also connects it with phrases or idioms, that may be unfamiliar to the learner. Learners also get the opportunity to hear the language in its authentic form. Various tenses, the passive, idioms, fixed expressions, prepositional phrases, informal language, accents, dialects etc.

When mentioning hearing the language in its authentic form, we must not forget few other popular ways in which students nowadays learn English and those would be movies, series, YouTube videos and video games.

Many of those can also be used in the classroom (for example giving the learners questions to answer while watching a movie, or giving them parts of the script to fill in tenses, tag questions or vocabulary), but they are always fun way to learn even outside the classroom, in their free time. I personally think that even students need to relax after school or during the weekend, but they can do that more productively, when they are immersing themselves in the language they are learning. Finding a group of other students where you can speak for hours in a foreign language face-to-face may not be easy, but communicating with others while playing video games, broadening their vocabulary by words or sentences they see in the games (instruction, narratives, equipment, ...) is usually pretty easy even for learners, who are often shy to speak in the classroom.

Watching YouTube videos or movies seems to be more passive, but I, as an auditory learner myself owe a lot to watching videos, movies and series in English, with English subtitles.

This is especially helpful, because you not only hear the language, but you see the written language as well, which helps you learn how the new words are written and helps with the revision of the spelling of the words you already know. Similarly to listening to audiobooks, learners can hear the language being use in its authentic form and conversely

to many audiobooks, they get to hear a very informal language, which is used in casual conversations between friends, families, partners etc.

Even though, this can have the disadvantage of learners learning improper structures and possibly even parasitic words (such as the words ‘like’ or ‘literally’, which get overused by many native speakers of a particular age group in the recent years), in my opinion, the benefits still outweigh the negatives.

And a last classroom tip would be incorporating oral presentations or letting the students to take over a part of the lesson.

Giving a presentation in a foreign language or explaining new vocabulary or grammar often seems scary to learners, who know, they are not fluent and free of mistakes in that language, nevertheless, it is a good way to practice coherent speaking for more than just a few sentences and it also tends to help the peers, because they usually use appropriate level of English for all the learners to understand and they are explaining the matter from their perspective and in their own words (which, again, sometimes makes it easier to understand for the other learners in the classroom). It also carries the element of ‘novelty’ and freshness, since the classroom is not used to seeing that person in front of the board/classroom and they are more likely to listen and pay attention. All types of learners benefit from this activity (especially if every learner gets the opportunity to present).

Last part of this methodological aid is specific advice for gifted children. In this thesis I first offered advice for two of the most prominent learning styles among gifted

children (auditory and kinaesthetic), but there is also some general advice about how to structure a lesson so it helps gifted learners to develop to their full potential.

As well as non-gifted children are, each gifted child is slightly different. This is something that must be kept in mind at all times, because there is no one technique that fits all students. Almost everything in education is a matter of trial and error, what has worked for one student, may not work for another and vice-versa. First tip would be to offer the most difficult task first. If the students are able to handle the level of the material, they do not need to go back to the easy tasks, they can proceed to more challenging tasks in that particular field or topic. It requires the teacher to have extra material on hand, which carry the subject matter to another level.

For example, you can give the students extra vocabulary, which are one level above the material the rest was provided with. Or you can give them an article which is on the same topic as what you are doing with the rest of the class, but with much more difficult language structure and vocabulary (and provide the learner with a vocabulary). You can even alter the material yourself, or some books nowadays (for instance the English Plus by Oxford Press) offer a curriculum extra material, which is slightly more challenging, but manageable for all learners at that particular level. That would also be a great option. This way, the gifted learner is still learning something new and not stagnating, but it is not interrupting your lesson as such, since the topic is the same. Be sure to create some time in your lesson to work with the gifted learner/s as well. While the rest of the students is writing or completing an exercise, go check on your gifted student/s, if they need some help or advice.

Second tip would be to let gifted students co-operate, if you have more than one in the classroom. Teachers usually try to follow the rule where the working groups are balanced in level – for instance: there is one talented child, 3 average and 2 weaker children per group of five (on average). They do this because they feel that with balanced group, even the weaker children will have the chance to succeed. But especially with gifted children present in the classroom, this can be misused by others in the group, where they let the gifted learner do all the work and do nothing themselves. This does not teach them cooperation. The gifted learner possibly knows the subject matter already and it does not give the non-gifted learners much either. In this case, it would make more sense to let most of the classroom cooperate, watch them and let gifted children cooperate on their own, while allowing them to work more in-depth on that particular topic.

For instance, if the topic is Queen Elizabeth II., the task for the non-gifted learners can be to find information about the life and the reign of Queen Elizabeth II. The task for the group of gifted learners can be to create a family tree of the House of Windsor, explaining the relationships within the family and what novelties the dynasty brought to England. A much more demanding task, but still achievable within the range of approximately two grade levels above the current level of their peer group (see chapter 2.4).

A strategy which is sometimes present in classrooms with different levels of students is that their teachers simply create smaller groups within one classroom where they divide the students according to their levels. The biggest issue of this approach is that it is very difficult when it comes to preparation for the lessons. It takes a significant amount of

time and thought, if you want to do it properly. Especially with a subject like English, where you have multiple lessons in one week. In some cases, you can give the weaker students fewer exercises and the more advanced students more, and considerably more difficult exercises.

Some textbooks nowadays even offer a various level of exercises within a lecture, which makes it easier for the teacher, because he does not need to come up with new ideas and look for new exercises constantly. The downside of this approach is that the students within the classroom will never be on the same level, which makes it even more difficult when you want to play a game or do an activity with the whole classroom. It also creates problems when a teacher is absent for a longer period of time and somebody else needs to teach a classroom of children, where there are three (or more) completely different levels of language knowledge present.

Even though this can benefit gifted children greatly and it can allow for each learner to go at their own pace, I would (personally) not choose this approach as my own, as it is not very practical in real-life teaching. Although it certainly is a possibility. However, I can imagine myself working with the entire classroom and for a part of the lesson use tiered assignments.

In tiered assignments, the aim and the content of the task is the same, but gifted students have more difficult activities to get to the finish and lower-tier students have easier ones. This way, the classroom stays united while still catering to both gifted learners, and possibly even learners with either a slower tempo or a learning disability.

If a learner was diagnosed as gifted by the counselling centre some time ago, there is a high probability that he or she has parents, who know how to work with this diagnosis and can tell you, what is suitable for their child's level and what is not.

It is therefore useful, to work closely with the parents, so you are able to achieve the best results. Sometimes, the parents even found their own material, they have been given it from a specialist in that field, or you will be able to find one together. Not only that, but also, working closely and consistently with the parents will help you understand the gifted learner much better and guide you in effective teaching and leadership of such child.

The most commonly known tip on how to work with gifted children is to utilize their interests and strengths for the good of the whole class.

This tip can go various ways. You can either use their interests in a way where you let them create presentations and projects, or even to prepare a lesson (with teacher's help) for the whole classroom, or (especially if the gifted learner is not fully comfortable with speaking about their hobby, or are more shy and quiet, and do not enjoy being the focal point of the lesson) let the learner create a project or let him create a paper surrounding that particular subject matter, while providing him with ideas on how to go deeper or wider, so it expands his horizons and his knowledge. If the student is very shy, you can be the only one to discuss the project or the paper with him. This way, he still has the feedback and he still has the partner to discuss and brainstorm his interests with, without feeling vulnerable in front of the classroom, who may not understand, or be interested in that topic, or even possibly ridicule him for having such interest, which would be counterproductive. You can also use the gifted students when coming up with ideas for

classroom activities that would be fun for all (including them). They are the ones who live with the classroom, who have all the possible insight and who will be completing the tasks, so they are the best people to ask for opinion on that. This can, of course, be practiced with gifted and non-gifted learners, it does not require much time for the teacher, or the students and it can truly benefit your lessons and increase the engagement you receive from the students during lessons.

Conclusion

This diploma thesis focused on gifted learners, their most dominant learning styles and strategies and its connection of learning English as a foreign language (EFL).

The aim of the theoretical part this diploma thesis was to inform the reader about the problematics of giftedness, its' many definitions, and the specifics of gifted learners in general. It mentioned the place of gifted learners within the Czech educational system, and within the Czech legislature, and finally, the thesis spoke about the learning styles (and strategies), their classifications and the learning styles of gifted learners, along with their significance of their knowledge for the educational process, later connecting those findings to teaching English as foreign language.

The aim of the practical part of the thesis was to answer the research questions: what are the dominant learning styles of a gifted learner and what are the dominant learning styles of non-gifted learners (a talented learner and an average learner) and subsequently, the twice-exceptional learner. If they are the same or different and how do they correspond with the findings mentioned in theoretical part. And lastly, whether their learning strategies correspond with the found learning style and how do the learning styles and strategies manifest in ELF lessons.

The results of my case study agreed with the findings of most studies already done on this matter. The most prevailing learning style among gifted learners was kinaesthetic, which was closely followed by the auditory learning style, whereas in the case of 'average' learners, the most dominant learning style was visual, followed by auditory. In the case of

the twice-exceptional learner, I came to the same result, as with the gifted learner. What differentiated the learners significantly, however, were their ‘peripheral’ learning styles and learning preferences, such as their social learning styles, environment preferences, learning time preferences, field (in)dependence etc. Each of the inspected learners, therefore, had a very specific set of needs or preferences in order to reach optimal conditions for learning. Their learning strategies, in all cases, corresponded with their stated learning styles. The learning styles were manifested during the ELF lessons – the kinaesthetic learners were very fond of any activities, which included movement, such as role play, playing out a dialogue, or even pantomiming and playing motional games, such as Charades. Visual learners liked creating graphs, diagrams, mind maps, colour-coding their notes according to the connections between the facts in them, making lists, or drawing, what they were learning. All of the learners had auditory learning style as their second most dominant learning styles in common, which manifested through their receptiveness during lessons, willingness to lecture other learners to enforce their own knowledge, and willingness to communicate in English at all times. Their communicativeness in the target language and ease while learning English were evident, as well as their skill of picking up accurate pronunciation fast.

Comparing my findings to studies and literature already published by researches and experts in the field, the findings in my thesis came to the same conclusion as most of the specialized literature in the field of giftedness and verbal/linguistic giftedness.

Even though there are many different classifications of learning styles, in my research, I chose to follow primarily the VAK model, while mentioning the other models in

both the theoretical and practical thesis, further dividing them into ‘core learning styles’ and ‘peripheral learning styles’. As the main method for my research, I chose a case study, since I wanted to observe complex phenomena (giftedness and learning styles and strategies) on few specific learners. For collecting data about each of the subjects, I chose a standardize questionnaire, unstructured long-term observation and semi structured interview as my research methods.

Even though, there has been a lot of research done on the topic of giftedness and gifted learners, there are very few books and studies inspecting gifted learners of language, or verbally gifted children, moreover gifted learners of English as a foreign language. This was the reason I did not state any particular learning strategies of gifted learners of EFL, as I was not able to find many backed up by research. This field may require more attention of specialists in the future, hence English as an ‘international language’ continues to reach more and more countries all around the world, due to globalization. The estimated number of learners of English is now close to 2 billion people across the globe (according to British Council, 2019), which is almost one quarter of population, when omitting native speakers. Gifted learners of language can, therefore, become a matter of greater interest in following years.

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Attachments

1 Learning style inventories

Learning Styles Inventory (LSI) – English version

	Yes	No
1. I like to listen and discuss work with a partner.	_____	_____
2. I learn by hearing my own voice on tape.	_____	_____
3. I prefer to learn something new by reading about it.	_____	_____
4. I often write down the directions someone has given me so that I don't forget them.	_____	_____
5. I enjoy physical sports or exercise.	_____	_____
6. I learn best when I can see new information in picture form.	_____	_____
7. I am able to visualize easily.	_____	_____
8. I learn best when someone talks or explains something to me.	_____	_____
9. I usually write things down so that I can look back at the later.	_____	_____
10. If someone says a long word, I can count the syllables that I hear.	_____	_____
11. I have a good memory for old songs or music.	_____	_____
12. I like to discuss in small groups.	_____	_____
13. I often remember the size, shape, and color of objects.	_____	_____
14. I often repeat out loud the directions someone has given me.	_____	_____
15. I enjoy working with my hands.	_____	_____
16. I can remember the faces of actors, settings, and other visual details of a movie I saw in the past.	_____	_____
17. I often use my hands and body movement when I'm explaining something.	_____	_____
18. I prefer to practice redrawing diagrams on a chalkboard rather than on paper.	_____	_____
19. I seem to learn better if I get up and move around while I study.	_____	_____
20. If I wanted to assemble a bike, I would need pictures or diagrams to help with each step.	_____	_____
21. I remember objects better when I have touched them or worked with them.	_____	_____
22. I learn best by watching someone else first.	_____	_____
23. I tap my fingers or my hands a lot while I am seated.	_____	_____
24. I speak a foreign language.	_____	_____
25. I enjoy building things.	_____	_____
26. I can follow the plot of a story on the radio.	_____	_____
27. I enjoy repairing things at home.	_____	_____
28. I can understand a lecture when I hear it on tape.	_____	_____
29. I am good a using machines or tools.	_____	_____
30. I find sitting still for very long difficult.	_____	_____

	Yes	No
31. I enjoy acting or doing pantomimes.	_____	_____
32. I can easily see pattern in designs.	_____	_____
33. I need frequent breaks to move around.	_____	_____
34. I like to recite or write poetry.	_____	_____
35. I can usually understand people with different accents.	_____	_____
36. I can hear many different pitches or melodies in music.	_____	_____
37. I like to dance and create new movements or steps.	_____	_____
38. I enjoy activities that require physical coordination.	_____	_____
39. I follow written directions better than oral ones.	_____	_____
40. I can easily recognize differences between similar sounds.	_____	_____
41. I like to create or use jingles/rhymes to learn things.	_____	_____
42. I wish more classes had hands-on experiences.	_____	_____
43. I can quickly tell if two geometric shapes are identical.	_____	_____
44. The things I remember best are the things I have seen in print or pictures.	_____	_____
45. I follow oral directions better than written ones.	_____	_____
46. I could learn the names of fifteen medical instruments much easier if I could touch and examine them.	_____	_____
47. I need to say things aloud to myself to remember them.	_____	_____
48. I can look at a shape and copy it correctly on paper.	_____	_____
49. I can usually read a map without difficulty.	_____	_____
50. I can “hear” a person’s exact words and tone of voice days after he or she has spoken to me.	_____	_____
51. I remember directions best when someone gives me landmarks, such as specific buildings and trees.	_____	_____
52. I have a good eye for colors and color combinations.	_____	_____
53. I like to paint, draw, or make sculptures.	_____	_____
54. When I think back to something I once did, I can clearly picture the experience.	_____	_____

Jo/02

DOTAZNÍK STYLU UČENÍ - LSI

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Pokyny pro vyplňování

Dotazník se ptá na tvoje učení *doma*, když se učíš něco nového nebo dost těžkého. Přečti si pozorně každou větu a promysli, co říká. Potom rozhodni, jestli věta vystihuje tvůj způsob učení nebo ne.

Dotazník se ptá na to, jak postupuješ při učení nejčastěji, jaký způsob učení ti nejvíc vyhovuje. Některé otázky se opakují v trochu pozměněné podobě. To proto, abychom získali spolehlivější výsledky. Neraď se s kamarády, odpovídej jen za sebe. Vždyť každý z vás má trochu jiný způsob učení.

Nespěchej, odpovídej co nejpřesněji. Žádnou otázku nemůžeš přeskočit. Odpovídá se zakroužkováním jedné z nabízených možností. Odpovědi zahrnují škálu od úplného nesouhlasu po úplný souhlas. Vyplňování trvá přibližně půl hodiny. Než začneš pracovat, prohlédni si pořádně ukázky a způsob odpovídání! Uvědom si, že přiděluješ body, neznámkuješ.

Tady je ukázka, jak odpovídat. Když se spleteš, škrtni to, co neplatí a zakroužkuj správnou odpověď.

možné odpovědi

nesouhlasím	spíš nesouhlasím	těžko rozhodnout	spíš souhlasím	souhlasím
1	2	3	4	5

ukázka otázek

Moc rád něco stavím	1	2	3	4	5
Učím se rád s kamarády	1	2	3	4	5

Ted' můžeš začít s odpovídáním!

1. Učení mně jde lépe, když je kolem ticho.	1	2	3	4	5
2. Vyhovuje mně, když mám při učení hodně světla.	1	2	3	4	5
3. Jsem raději, když mně někdo přesně řekne, co mám při učení dělat a nemusím to vymýšlet sám.	1	2	3	4	5
4. Nejlépe se soustředím na učení, když jsem v teple.	1	2	3	4	5
5. Nejlépe se mně doma učí, když sedím u stolu nebo u pracovního stolu.	1	2	3	4	5
6. Když se učím, raději sedávám v měkkém křesle nebo se rozložím na gauči.	1	2	3	4	5
7. Záleží mi na tom, abych měl ve škole dobré výsledky.	1	2	3	4	5
8. Obvykle je mi příjemněji v teplejším prostředí, než v chladnějším.	1	2	3	4	5
9. Mimoškolní záležitosti jsou pro mne důležitější, než učení ve škole.	1	2	3	4	5
10. Nejlépe se mně učí ráno.	1	2	3	4	5
11. Často mně dělá potíže dokončit zadané úkoly.	1	2	3	4	5
12. Když mám hodně učení, nejraději se učím sám.	1	2	3	4	5
13. Učivo si lépe zapamatuji, když ho čtu, než když poslouchám výklad.	1	2	3	4	5
14. Lépe mně to myslí, když během učení něco jím.	1	2	3	4	5

15.Mám raději, když ve škole dostanu přesné pokyny, co mám udělat, než když to učitel nechá na nás.	1	2	3	4	5
16.Nejlépe si věci zapamatuji, když se je učím brzo ráno.	1	2	3	4	5
17.Učivo potřebuji trochu prožívat, mít při učení nějaké pocity.	1	2	3	4	5
18.Zvuky mně obvykle překážejí v tom, abych se soustředil na učení.	1	2	3	4	5
19.Nové věci se raději učím tím, že o nich mluvím, než tím, že si o nich čtu.	1	2	3	4	5
20.Doma se obvykle učím tak, že si rozsvítím jen lampičku. Jinak je v celé místnosti šero.	1	2	3	4	5
21.Velmi rád dělám při učení nějaké pokusy, experimentuji.	1	2	3	4	5
22.Učení mně dělá potíže.	1	2	3	4	5
23.Na učení se nejlépe soustředím, když jsem v chladnějším prostředí.	1	2	3	4	5
24.Když se učím, rád se rozložím třeba na koberci, na dece, na gauči, v křesle nebo na posteli.	1	2	3	4	5
25.Myslím, že když mi to ve škole jde, má z toho náš učitel radost.	1	2	3	4	5
26.Co se mi řekne, to nezapomenu udělat. (Pokud souhlasíš, zakroužkuj 5.)	1	2	3	4	5
27.Učím se věci lépe tím, že si je čtu, než tím, že o nich povídám.	1	2	3	4	5
28.Když se zaberu do práce, přestávám vnímat zvuky kolem sebe.	1	2	3	4	5
29.Úkoly obvykle všechny dokončím.	1	2	3	4	5
30.Když mám něco udělat do školy, musí se mně to několikrát připomenout.	1	2	3	4	5
31.Snadněji si zapamatuji učivo, které mně není lhostejné, které jsem při učení prožíval.	1	2	3	4	5
32.Vyhovuje mně, když se mně přesně řekne, přesně „nalinkuje“, co mám dělat a já se nemusím sám rozhodovat.	1	2	3	4	5
33.Moji rodiče se zajímají, jak mi to ve škole jde.	1	2	3	4	5
34.Vyhovuje mně, když doma při učení mohu měnit místo, kde se učím.	1	2	3	4	5
35.Když mám spoustu učení, nejraději se učím úplně sám.	1	2	3	4	5
36.Při učení vydržím sedět na jednom místě velmi dlouho.	1	2	3	4	5
37.Učení ve škole mně nebaví. (Pokud souhlasíš, zakroužkuj 5.)	1	2	3	4	5
38.Lépe si věci zapamatuji, když o nich slyším, než když o nich čtu.	1	2	3	4	5
39.Nikoho moc nezajímá, jak mně ve škole učení vlastně jde. (Pokud souhlasíš, zakroužkuj 5.)	1	2	3	4	5
40.Baví mně něco vymodelovat vlastníma rukama.	1	2	3	4	5
41.Když se učím rozsvítím všechna světla.	1	2	3	4	5
42.Když se učím, musím při tom něco jíst, pít, nebo aspoň žvýkat žvýkačku.	1	2	3	4	5
43.Když mám hodně učení, rád se učím s několika spolužáky či kamarády.	1	2	3	4	5
44.Učivo si nejlépe zapamatuji, když se učím brzo ráno.	1	2	3	4	5
45.Často zapominám, že máme nějaké úkoly.	1	2	3	4	5
46.Nejlépe mi to myslí večer.	1	2	3	4	5

47. Než začnu řešit nějaký úkol, potřebuji, aby mi někdo dal bližší pokyny a nenechával to jenom na mně.	1	2	3	4	5
48. Nejlépe se cítím tak kolem desáté hodiny dopoledne. To mně jde učení samo.	1	2	3	4	5
49. Když se učím, potřebuji, aby byl po ruce někdo z dospělých.	1	2	3	4	5
50. Naše rodina si přeje, abych měl ve škole dobré známky.	1	2	3	4	5
51. Nejraději se učím, když mohu něco vyrábět, skládat, prostě vytvářet vlastníma rukama.	1	2	3	4	5
52. Často raději začínám něco úplně nového, než abych dokončoval rozdělané věci.	1	2	3	4	5
53. Často se mně stane, že zapomenu udělat to, co mně bylo uloženo.	1	2	3	4	5
54. Lépe se vžívám do učiva, když ho mohu vyjádřit nějakým pohybem, když mohu ten pohyb prožívat.	1	2	3	4	5
55. Rád se učím pomocí opravdových zážitků, když mohu učivo prožívat.	1	2	3	4	5
56. Když se doma učím, jsem rád, když je na dosah někdo z dospělých.	1	2	3	4	5
57. Když se zaberu do učení přestanu vnímat většinu okolních zvuků.	1	2	3	4	5
58. Když se mám naučit něčemu novému, raději si o tom sám čtu, než abych si o tom s někým povídal.	1	2	3	4	5
59. Nejlépe mi jde učení dopoledne, tak kolem desáté hodiny.	1	2	3	4	5
60. Školu mám docela rád.	1	2	3	4	5
61. Věci si lépe zapamatuji, když si o nich mohu s někým popovídat, než když si o nich jenom čtu.	1	2	3	4	5
62. Když se doma učím, musím přitom něco přikusovat.	1	2	3	4	5
63. Učím se rád s kamarády.	1	2	3	4	5
64. Je pro mne těžké, abych vydržel při učení sedět dlouho na jednom místě.	1	2	3	4	5
65. Lépe si věci pamatuji, když se učím až večer.	1	2	3	4	5
66. Myslím, že náš učitel chce, abych měl dobré známky.	1	2	3	4	5
67. Rád se učím s dospělými, ne sám.	1	2	3	4	5
68. Moc rád něco stavím.	1	2	3	4	5
69. Při učení mi vadí hluk a různé zvuky.	1	2	3	4	5
70. Když mám moc učení, raději se učím se spolužáky.	1	2	3	4	5
71. Velmi rád se učím nové věci.	1	2	3	4	5

Došel jsi až na konec. Děkujeme ti za trpělivost a prosíme: projdi ještě jednou dotazník, jestli jsi někde nezapomněl zakroužkovat odpověď. Těžko bychom ji za tebe potom vymýšleli!

2 Filled in questionnaires

2.1 E.L. – the gifted learner

E.L.

DOTAZNÍK STYLU UČENÍ - LSI

R. Dunn, K. Dunn (St. John's University, Jamaica, NY),
G. E. Price (Price Systems, Inc., Lawrence, Kansas)
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třída: 9.B

identifikace: E.L.

chlapec - dívka

Pokyny pro vyplňování

Dotazník se ptá na tvoje učení *doma*, když se učíš něco nového nebo dost těžkého. Přečti si pozorně každou větu a promysli, co říká. Potom rozhodni, jestli věta vystihuje tvůj způsob učení nebo ne.

Dotazník se ptá na to, jak postupuješ při učení nejčastěji, jaký způsob učení ti nejvíc vyhovuje. Některé otázky se opakují v trochu pozměněné podobě. To proto, abychom získali spolehlivější výsledky. Nerad se s kamarády, odpovídej jen za sebe. Vždyť každý z vás má trochu jiný způsob učení.

Nespěchej, odpovídej co nejpřesněji. Žádnou otázku nemůžeš přeskočit. Odpovídá se zakroužkováním jedné z nabízených možností. Odpovědi zahrnují škálu od úplného nesouhlasu po úplný souhlas. Vyplňování trvá přibližně půl hodiny. Než začneš pracovat, prohlédni si pořádně ukázky a způsob odpovídání! Uvědom si, že přiděluješ body, neznámkuješ.

Tady je ukázka, jak odpovídat. Když se spleteš, škrtni to, co neplatí a zakroužkuj správnou odpověď.

možné odpovědi

nesouhlasím	spíš nesouhlasím	těžko rozhodnout	spíš souhlasím	souhlasím
1	2	3	4	5

ukázka otázek

Moc rád něco stavím	1	2	3	4	5
Učím se rád s kamarády	1	2	3	4	5

Ted' můžeš začít s odpovídáním!

1. Učení mně jde lépe, když je kolem ticho. 1 (2) 3 4 5
2. Vyhovuje mně, když mám při učení hodně světla. (1) 2 3 4 (5)
3. Jsem raději, když mně někdo přesně řekne, co mám při učení dělat a nemusím to vymýšlet sám. (1) 2 3 4 5
4. Nejlépe se soustředím na učení, když jsem v teple. 1 (2) 3 4 5
5. Nejlépe se mně doma učí, když sedím u stolu nebo u pracovního stolu. 1 2 (3) 4 5
6. Když se učím, raději sedávám v měkkém křesle nebo se rozložím na gauči. 1 (2) 3 4 5
7. Záleží mi na tom, abych měl ve škole dobré výsledky. 1 2 3 4 (5)
8. Obvykle je mi příjemněji v teplejším prostředí, než v chladnějším. 1 (2) 3 4 5
9. Mimoškolní záležitosti jsou pro mne důležitější, než učení ve škole. 1 2 (3) 4 5
10. Nejlépe se mně učí ráno. 1 2 3 4 (5)
11. Často mně dělá potíže dokončit zadané úkoly. 1 (2) 3 4 5
12. Když mám hodně učení, nejraději se učím sám. 1 2 (3) 4 5
13. Učivo si lépe zapamatuji, když ho čtu, než když poslouchám výklad. (1) 2 3 4 5
14. Lépe mně to myslí, když během učení něco jím. 1 2 (3) 4 5

- E. 7.
15. Mám raději, když ve škole dostanu přesné pokyny, co mám udělat, než když to učitel nechá na nás. 1 2 3 4 5
16. Nejlépe si věci zapamatuji, když se je učím brzo ráno. 1 2 3 4 5
17. Učivo potřebuji trochu prožívat, mít při učení nějaké pocity. 1 2 3 4 5
18. Zvuky mně obvykle překážejí v tom, abych se soustředil na učení. 1 2 3 4 5
19. Nové věci se raději učím tím, že o nich mluvím, než tím, že si o nich čtu. 1 2 3 4 5
20. Doma se obvykle učím tak, že si rozsvítím jen lampičku. Jinak je v celé místnosti šero. 1 2 3 4 5
21. Velmi rád dělám při učení nějaké pokusy, experimentuji. 1 2 3 4 5
22. Učení mně dělá potíže. 1 2 3 4 5
23. Na učení se nejlépe soustředím, když jsem v chladnějším prostředí. 1 2 3 4 5
24. Když se učím, rád se rozložím třeba na koberci, na dece, na gauči, v křesle nebo na posteli. 1 2 3 4 5
25. Myslím, že když mi to ve škole jde, má z toho náš učitel radost. 1 2 3 4 5
26. Co se mi řekne, to nezapomenu udělat.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
27. Učím se věci lépe tím, že si je čtu, než tím, že o nich povídám. 1 2 3 4 5
28. Když se zaberu do práce, přestávám vnímat zvuky kolem sebe. 1 2 3 4 5
29. Úkoly obvykle všechny dokončím. 1 2 3 4 5
30. Když mám něco udělat do školy, musí se mně to několikrát připomenout. 1 2 3 4 5
31. Snadněji si zapamatuji učivo, které mně není lhostejné, které jsem při učení prožíval. 1 2 3 4 5
32. Vyhovuje mně, když se mně přesně řekne, přesně „nalinkuje“, co mám dělat a já se nemusím sám rozhodovat. 1 2 3 4 5
33. Moji rodiče se zajímají, jak mi to ve škole jde. 1 2 3 4 5
34. Vyhovuje mně, když doma při učení mohu měnit místo, kde se učím. 1 2 3 4 5
35. Když mám spoustu učení, nejraději se učím úplně sám. 1 2 3 4 5
36. Při učení vydržím sedět na jednom místě velmi dlouho. 1 2 3 4 5
37. Učení ve škole mně nebaví.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
38. Lépe si věci zapamatuji, když o nich slyším, než když o nich čtu. 1 2 3 4 5
39. Nikoho moc nezajímá, jak mně ve škole učení vlastně jde.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
40. Baví mně něco vymodelovat vlastníma rukama. 1 2 3 4 5
41. Když se učím rozsvítím všechna světla. 1 2 3 4 5
42. Když se učím, musím při tom něco jíst, pít, nebo aspoň žvýkat žvýkačku. 1 2 3 4 5
43. Když mám hodně učení, rád se učím s několika spolužáky či kamarády. 1 2 3 4 5
44. Učivo si nejlépe zapamatuji, když se učím brzo ráno. 1 2 3 4 5
45. Často zapomínám, že máme nějaké úkoly. 1 2 3 4 5
46. Nejlépe mi to myslí večer. 1 2 3 4 5

47. Než začnu řešit nějaký úkol, potřebuji, aby mi někdo dal bližší pokyny a nenechával to jenom na mně.	1	2	3	4	5
48. Nejlépe se cítím tak kolem desáté hodiny dopoledne. To mně jde učení samo.	1	2	3	4	5
49. Když se učím, potřebuji, aby byl po ruce někdo z dospělých.	1	2	3	4	5
50. Naše rodina si přeje, abych měl ve škole dobré známky.	1	2	3	4	5
51. Nejraději se učím, když mohu něco vyrábět, skládat, prostě vytvářet vlastníma rukama.	1	2	3	4	5
52. Často raději začínám něco úplně nového, než abych dokončoval rozdělané věci.	1	2	3	4	5
53. Často se mně stane, že zapomenu udělat to, co mně bylo uloženo.	1	2	3	4	5
54. Lépe se vžívám do učiva, když ho mohu vyjádřit nějakým pohybem, když mohu ten pohyb prožívat.	1	2	3	4	5
55. Rád se učím pomocí opravdových zážitků, když mohu učivo prožívat.	1	2	3	4	5
56. Když se doma učím, jsem rád, když je na dosah někdo z dospělých.	1	2	3	4	5
57. Když se zaberu do učení přestanu vnímat většinu okolních zvuků.	1	2	3	4	5
58. Když se mám naučit něčemu novému, raději si o tom sám čtu, než abych si o tom s někým povídal.	1	2	3	4	5
59. Nejlépe mi jde učení dopoledne, tak kolem desáté hodiny.	1	2	3	4	5
60. Školu mám docela rád.	1	2	3	4	5
61. Věci si lépe zapamatuji, když si o nich mohu s někým popovídat, než když si o nich jenom čtu.	1	2	3	4	5
62. Když se doma učím, musím přitom něco přikusovat.	1	2	3	4	5
63. Učím se rád s kamarády.	1	2	3	4	5
64. Je pro mne těžké, abych vydržel při učení sedět dlouho na jednom místě.	1	2	3	4	5
65. Lépe si věci pamatuji, když se učím až večer.	1	2	3	4	5
66. Myslím, že náš učitel chce, abych měl dobré známky.	1	2	3	4	5
67. Rád se učím s dospělými, ne sám.	1	2	3	4	5
68. Moc rád něco stavím.	1	2	3	4	5
69. Při učení mi vadí hluk a různé zvuky.	1	2	3	4	5
70. Když mám moc učení, raději se učím se spolužáky.	1	2	3	4	5
71. Velmi rád se učím nové věci.	1	2	3	4	5

Došel jsi až na konec. Děkujeme ti za trpělivost a prosíme: projdi ještě jednou dotazník, jestli jsi někde nezapomněl zakroužkovat odpověď. Těžko bychom ji za tebe potom vymýšleli!

DOTAZNÍK STYLU UČENÍ - LSI

R. Dunn, K. Dunn (St. John's Univerzity, Jamaica, NY),
 G. E. Price (Price Systems, Inc., Lawrence, Kansas)
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třída: 9.C

identifikace: V.I.

chlapec - dívka

Pokyny pro vyplňování

Dotazník se ptá na tvoje učení *doma*, když se učíš něco nového nebo dost těžkého. Přečti si pozorně každou větu a promysli, co říká. Potom rozhodni, jestli věta vystihuje tvůj způsob učení nebo ne.

Dotazník se ptá na to, jak postupuješ při učení nejčastěji, jaký způsob učení ti nejvíc vyhovuje. Některé otázky se opakují v trochu pozměněné podobě. To proto, abychom získali spolehlivější výsledky. Neraď se s kamarády, odpovídej jen za sebe. Vždyť každý z vás má trochu jiný způsob učení.

Nespěchej, odpovídej co nejpřesněji. Žádnou otázku nemůžeš přeskočit. Odpovídá se zakroužkováním jedné z nabízených možností. Odpovědi zahrnují škálu od úplného nesouhlasu po úplný souhlas. Vyplňování trvá přibližně půl hodiny. Než začneš pracovat, prohlédni si pořádně ukázky a způsob odpovídání! Uvědom si, že přiděluješ body, neznámkuješ.

Tady je ukázka, jak odpovídat. Když se spleteš, škrtni to, co neplatí a zakroužkuj správnou odpověď.

možné odpovědi

nesouhlasím	spíš nesouhlasím	těžko rozhodnout	spíš souhlasím	souhlasím
1	2	3	4	5

ukázka otázek

Moc rád něco stavím	1	2	3	4	5
Učím se rád s kamarády	1	2	3	4	5

Ted' můžeš začít s odpovídáním!

1. Učení mně jde lépe, když je kolem ticho.	1	2	3	4	5
2. Vyhovuje mně, když mám při učení hodně světla.	1	2	3	4	5
3. Jsem raději, když mně někdo přesně řekne, co mám při učení dělat a nemusím to vymýšlet sám.	1	2	3	4	5
4. Nejlépe se soustředím na učení, když jsem v teple.	1	2	3	4	5
5. Nejlépe se mně doma učí, když sedím u stolu nebo u pracovního stolu.	1	2	3	4	5
6. Když se učím, raději sedávám v měkkém křesle nebo se rozložím na gauči.	1	2	3	4	5
7. Záleží mi na tom, abych měl ve škole dobré výsledky.	1	2	3	4	5
8. Obvykle je mi příjemněji v teplejším prostředí, než v chladnějším.	1	2	3	4	5
9. Mimoškolní záležitosti jsou pro mne důležitější, než učení ve škole.	1	2	3	4	5
10. Nejlépe se mně učí ráno.	1	2	3	4	5
11. Často mně dělá potíže dokončit zadané úkoly.	1	2	3	4	5
12. Když mám hodně učení, nejraději se učím sám.	1	2	3	4	5
13. Učivo si lépe zapamatuji, když ho čtu, než když poslouchám výklad.	1	2	3	4	5
14. Lépe mně to myslí, když během učení něco jím.	1	2	3	4	5

15. Mám raději, když ve škole dostanu přesné pokyny, co mám udělat, než když to učitel nechá na nás. 1 2 3 4 5
16. Nejlépe si věci zapamatuji, když se je učím brzo ráno. 1 2 3 4 5
17. Učivo potřebuji trochu prožívat, mít při učení nějaké pocity. 1 2 3 4 5
18. Zvuky mně obvykle překážejí v tom, abych se soustředil na učení. 1 2 3 4 5
19. Nové věci se raději učím tím, že o nich mluvím, než tím, že si o nich čtu. 1 2 3 4 5
20. Doma se obvykle učím tak, že si rozsvítím jen lampičku. Jinak je v celé místnosti šero. 1 2 3 4 5
21. Velmi rád dělám při učení nějaké pokusy, experimentuji. 1 2 3 4 5
22. Učení mně dělá potíže. 1 2 3 4 5
23. Na učení se nejlépe soustředím, když jsem v chladnějším prostředí. 1 2 3 4 5
24. Když se učím, rád se rozložím třeba na koberci, na dece, na gauči, v křesle nebo na posteli. 1 2 3 4 5
25. Myslím, že když mi to ve škole jde, má z toho náš učitel radost. 1 2 3 4 5
26. Co se mi řekne, to nezapomenu udělat.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
27. Učím se věci lépe tím, že si je čtu, než tím, že o nich povídám. 1 2 3 4 5
28. Když se zaberu do práce, přestávám vnímat zvuky kolem sebe. 1 2 3 4 5
29. Úkoly obvykle všechny dokončím. 1 2 3 4 5
30. Když mám něco udělat do školy, musí se mně to několikrát připomenout. 1 2 3 4 5
31. Snadněji si zapamatuji učivo, které mně není lhostejné, které jsem při učení prožíval. 1 2 3 4 5
32. Vyhovuje mně, když se mně přesně řekne, přesně „nalinkuje“, co mám dělat a já se nemusím sám rozhodovat. 1 2 3 4 5
33. Moji rodiče se zajímají, jak mi to ve škole jde. 1 2 3 4 5
34. Vyhovuje mně, když doma při učení mohu měnit místo, kde se učím. 1 2 3 4 5
35. Když mám spoustu učení, nejraději se učím úplně sám. 1 2 3 4 5
36. Při učení vydržím sedět na jednom místě velmi dlouho. 1 2 3 4 5
37. Učení ve škole mně nebaví.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
38. Lépe si věci zapamatuji, když o nich slyším, než když o nich čtu. 1 2 3 4 5
39. Nikoho moc nezajímá, jak mně ve škole učení vlastně jde.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
40. Baví mně něco vymodelovat vlastníma rukama. 1 2 3 4 5
41. Když se učím rozsvítím všechna světla. 1 2 3 4 5
42. Když se učím, musím při tom něco jíst, pít, nebo aspoň žvýkat žvýkačku. 1 2 3 4 5
43. Když mám hodně učení, rád se učím s několika spolužáky či kamarády. 1 2 3 4 5
44. Učivo si nejlépe zapamatuji, když se učím brzo ráno. 1 2 3 4 5
45. Často zapomínám, že máme nějaké úkoly. 1 2 3 4 5
46. Nejlépe mi to myslí večer. 1 2 3 4 5

47. Než začnu řešit nějaký úkol, potřebuji, aby mi někdo dal bližší pokyny a nenechával to jenom na mně.	1	2	3	4	5
48. Nejlépe se cítím tak kolem desáté hodiny dopoledne. To mně jde učení samo.	1	2	3	4	5
49. Když se učím, potřebuji, aby byl po ruce někdo z dospělých.	1	2	3	4	5
50. Naše rodina si přeje, abych měl ve škole dobré známky.	1	2	3	4	5
51. Nejraději se učím, když mohu něco vyrábět, skládat, prostě vytvářet vlastníma rukama.	1	2	3	4	5
52. Často raději začínám něco úplně nového, než abych dokončoval rozdělané věci.	1	2	3	4	5
53. Často se mně stane, že zapomenu udělat to, co mně bylo uloženo.	1	2	3	4	5
54. Lépe se vžívám do učiva, když ho mohu vyjádřit nějakým pohybem, když mohu ten pohyb prožívat.	1	2	3	4	5
55. Rád se učím pomocí opravdových zážitků, když mohu učivo prožívat.	1	2	3	4	5
56. Když se doma učím, jsem rád, když je na dosah někdo z dospělých.	1	2	3	4	5
57. Když se zaberu do učení přestanu vnímat většinu okolních zvuků.	1	2	3	4	5
58. Když se mám naučit něčemu novému, raději si o tom sám čtu, než abych si o tom s někým povídal.	1	2	3	4	5
59. Nejlépe mi jde učení dopoledne, tak kolem desáté hodiny.	1	2	3	4	5
60. Školu mám docela rád.	1	2	3	4	5
61. Věci si lépe zapamatují, když si o nich mohu s někým popovídat, než když si o nich jenom čtu.	1	2	3	4	5
62. Když se doma učím, musím přitom něco přikusovat.	1	2	3	4	5
63. Učím se rád s kamarády.	1	2	3	4	5
64. Je pro mne těžké, abych vydržel při učení sedět dlouho na jednom místě.	1	2	3	4	5
65. Lépe si věci pamatuji, když se učím až večer.	1	2	3	4	5
66. Myslím, že náš učitel chce, abych měl dobré známky.	1	2	3	4	5
67. Rád se učím s dospělými, ne sám.	1	2	3	4	5
68. Moc rád něco stavím.	1	2	3	4	5
69. Při učení mi vadí hluk a různé zvuky.	1	2	3	4	5
70. Když mám moc učení, raději se učím se spolužáky.	1	2	3	4	5
71. Velmi rád se učím nové věci.	1	2	3	4	5

Došel jsi až na konec. Děkujeme ti za trpělivost a prosíme: projdi ještě jednou dotazník, jestli jsi někde nezapomněl zakroužkovat odpověď. Těžko bychom ji za tebe potom vymýšleli!

DOTAZNÍK STYLU UČENÍ - LSI

R. Dunn, K. Dunn (St. John's Univerzity, Jamaica, NY),
 G. E. Price (Price Systems, Inc., Lawrence, Kansas)
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třída: 9. B

identifikace: V.E.

chlapec - dívka

Pokyny pro vyplňování

Dotazník se ptá na tvoje učení *doma*, když se učíš něco nového nebo dost těžkého. Přečti si pozorně každou větu a promysli, co říká. Potom rozhodni, jestli věta vystihuje tvůj způsob učení nebo ne.

Dotazník se ptá na to, jak postupuješ při učení nejčastěji, jaký způsob učení ti nejvíc vyhovuje. Některé otázky se opakují v trochu pozměněné podobě. To proto, abychom získali spolehlivější výsledky. Nerad se s kamarády, odpověď jen za sebe. Vždyť každý z vás má trochu jiný způsob učení.

Nespěchej, odpověď co nejpřesněji. Žádnou otázku nemůžeš přeskočit. Odpovídá se zakroužkováním jedné z nabízených možností. Odpovědi zahrnují škálu od úplného nesouhlasu po úplný souhlas. Vyplňování trvá přibližně půl hodiny. Než začneš pracovat, prohlédni si pořádně ukázky a způsob odpovídání! Uvědom si, že přiděluješ body, neznámkuješ.

Tady je ukázka, jak odpovídat. Když se spleteš, škrtni to, co neplatí a zakroužkuj správnou odpověď.

možné odpovědi

nesouhlasím	spíš nesouhlasím	těžko rozhodnout	spíš souhlasím	souhlasím
1	2	3	4	5

ukázka otázek

Moc rád něco stavím 1 2 3 4 5

Učím se rád s kamarády 1 2 3 4 5

Ted' můžeš začít s odpovídáním!

- Učení mně jde lépe, když je kolem ticho. 1 2 3 4 (5)
- Vyhovuje mně, když mám při učení hodně světla. 1 2 3 (4) 5
- Jsem raději, když mně někdo přesně řekne, co mám při učení dělat a nemusím to vymýšlet sám. 1 2 3 4 (5)
- Nejlépe se soustředím na učení, když jsem v teple. 1 2 3 (4) 5
- Nejlépe se mně doma učí, když sedím u stolu nebo u pracovního stolu. 1 2 3 4 (5)
- Když se učím, raději sedávám v měkkém křesle nebo se rozložím na gauči. 1 (2) 3 4 5
- Záleží mi na tom, abych měl ve škole dobré výsledky. 1 2 3 4 (5)
- Obvykle je mi příjemněji v teplejším prostředí, než v chladnějším. 1 2 3 4 (5)
- Mimoškolní záležitosti jsou pro mne důležitější, než učení ve škole. 1 (2) 3 4 5
- Nejlépe se mně učí ráno. 1 2 3 (4) 5
- Často mně dělá potíže dokončit zadané úkoly. 1 (2) 3 4 5
- Když mám hodně učení, nejraději se učím sám. 1 2 3 4 (5)
- Učivo si lépe zapamatuji, když ho čtu, než když poslouchám výklad. 1 2 (3) 4 5
- Lépe mně to myslí, když během učení něco jím. 1 2 3 (4) 5

15. Mám raději, když ve škole dostanu přesné pokyny, co mám udělat, než když to učitel nechá na nás. 1 2 3 4 5
16. Nejlépe si věci zapamatuji, když se je učím brzo ráno. 1 2 3 4 5
17. Učivo potřebuji trochu prožívat, mít při učení nějaké pocity. 1 2 3 4 5
18. Zvuky mně obvykle překáží v tom, abych se soustředil na učení. 1 2 3 4 5
19. Nové věci se raději učím tím, že o nich mluvím, než tím, že si o nich čtu. 1 2 3 4 5
20. Doma se obvykle učím tak, že si rozsvítím jen lampičku. Jinak je v celé místnosti šero. 1 2 3 4 5
21. Velmi rád dělám při učení nějaké pokusy, experimentuji. 1 2 3 4 5
22. Učení mně dělá potíže. 1 2 3 4 5
23. Na učení se nejlépe soustředím, když jsem v chladnějším prostředí. 1 2 3 4 5
24. Když se učím, rád se rozložím třeba na koberec, na deku, na gauč, v křesle nebo na posteli. 1 2 3 4 5
25. Myslím, že když mi to ve škole jde, má z toho náš učitel radost. 1 2 3 4 5
26. Co se mi řekne, to nezapomenu udělat. 1 2 3 4 5
- (Pokud souhlasíš, zakroužkuj 5.)
27. Učím se věci lépe tím, že si je čtu, než tím, že o nich povídám. 1 2 3 4 5
28. Když se zaberu do práce, přestávám vnímat zvuky kolem sebe. 1 2 3 4 5
29. Úkoly obvykle všechny dokončím. 1 2 3 4 5
30. Když mám něco udělat do školy, musí se mně to několikrát připomenout. 1 2 3 4 5
31. Snadněji si zapamatuji učivo, které mně není lhostejné, které jsem při učení prožíval. 1 2 3 4 5
32. Vyhovuje mně, když se mně přesně řekne, přesně „nalinkuje“, co mám dělat a já se nemusím sám rozhodovat. 1 2 3 4 5
33. Moji rodiče se zajímají, jak mi to ve škole jde. 1 2 3 4 5
34. Vyhovuje mně, když doma při učení mohu měnit místo, kde se učím. 1 2 3 4 5
35. Když mám spoustu učení, nejraději se učím úplně sám. 1 2 3 4 5
36. Při učení vydržím sedět na jednom místě velmi dlouho. 1 2 3 4 5
37. Učení ve škole mně nebaví. 1 2 3 4 5
- (Pokud souhlasíš, zakroužkuj 5.)
38. Lépe si věci zapamatuji, když o nich slyším, než když o nich čtu. 1 2 3 4 5
39. Nikoho moc nezajímá, jak mně ve škole učení vlastně jde. 1 2 3 4 5
- (Pokud souhlasíš, zakroužkuj 5.)
40. Baví mně něco vymodelovat vlastníma rukama. 1 2 3 4 5
41. Když se učím rozsvítím všechna světla. 1 2 3 4 5
42. Když se učím, musím při tom něco jíst, pít, nebo aspoň žvýkat žvýkačku. 1 2 3 4 5
43. Když mám hodně učení, rád se učím s několika spolužáky či kamarády. 1 2 3 4 5
44. Učivo si nejlépe zapamatuji, když se učím brzo ráno. 1 2 3 4 5
45. Často zapomínám, že máme nějaké úkoly. 1 2 3 4 5
46. Nejlépe mi to myslí večer. 1 2 3 4 5

47. Než začnu řešit nějaký úkol, potřebuji, aby mi někdo dal bližší pokyny a nenechával to jenom na mně.	1	2	3	4	5
48. Nejlépe se cítím tak kolem desáté hodiny dopoledne. To mně jde učení samo.	1	2	3	4	5
49. Když se učím, potřebuji, aby byl po ruce někdo z dospělých.	1	2	3	4	5
50. Naše rodina si přeje, abych měl ve škole dobré známky.	1	2	3	4	5
51. Nejraději se učím, když mohu něco vyrábět, skládat, prostě vytvářet vlastníma rukama.	1	2	3	4	5
52. Často raději začínám něco úplně nového, než abych dokončoval rozdělané věci.	1	2	3	4	5
53. Často se mně stane, že zapomenu udělat to, co mně bylo uloženo.	1	2	3	4	5
54. Lépe se vžívám do učiva, když ho mohu vyjádřit nějakým pohybem, když mohu ten pohyb prožívat.	1	2	3	4	5
55. Rád se učím pomocí opravdových zážitků, když mohu učivo prožívat.	1	2	3	4	5
56. Když se doma učím, jsem rád, když je na dosah někdo z dospělých.	1	2	3	4	5
57. Když se zaberu do učení přestanu vnímat většinu okolních zvuků.	1	2	3	4	5
58. Když se mám naučit něčemu novému, raději si o tom sám čtu, než abych si o tom s někým povídal.	1	2	3	4	5
59. Nejlépe mi jde učení dopoledne, tak kolem desáté hodiny.	1	2	3	4	5
60. Školu mám docela rád.	1	2	3	4	5
61. Věci si lépe zapamatuji, když si o nich mohu s někým popovídat, než když si o nich jenom čtu.	1	2	3	4	5
62. Když se doma učím, musím přitom něco přikusovat.	1	2	3	4	5
63. Učím se rád s kamarády.	1	2	3	4	5
64. Je pro mne těžké, abych vydržel při učení sedět dlouho na jednom místě.	1	2	3	4	5
65. Lépe si věci pamatuji, když se učím až večer.	1	2	3	4	5
66. Myslím, že náš učitel chce, abych měl dobré známky.	1	2	3	4	5
67. Rád se učím s dospělými, ne sám.	1	2	3	4	5
68. Moc rád něco stavím.	1	2	3	4	5
69. Při učení mi vadí hluk a různé zvuky.	1	2	3	4	5
70. Když mám moc učení, raději se učím se spolužáky.	1	2	3	4	5
71. Velmi rád se učím nové věci.	1	2	3	4	5

Došel jsi až na konec. Děkujeme ti za trpělivost a prosíme: projdi ještě jednou dotazník, jestli jsi někde nezapomněl zakroužkovat odpověď. Těžko bychom ji za tebe potom vymýšleli!

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třída: 9.Aidentifikace: A.D.chlapec - dívka**Pokyny pro vyplňování**

Dotazník se ptá na tvoje učení *doma*, když se učíš něco nového nebo dost těžkého. Přečti si pozorně každou větu a promysli, co říká. Potom rozhodni, jestli věta vystihuje tvůj způsob učení nebo ne.

Dotazník se ptá na to, jak postupuješ při učení nejčastěji, jaký způsob učení ti nejvíc vyhovuje. Některé otázky se opakují v trochu pozměněné podobě. To proto, abychom získali spolehlivější výsledky. Neraď se s kamarády, odpovídej jen za sebe. Vždyť každý z vás má trochu jiný způsob učení.

Nespěchej, odpovídej co nejpřesněji. Žádnou otázku nemůžeš přeskočit. Odpovídá se zakroužkováním jedné z nabízených možností. Odpovědi zahrnují škálu od úplného nesouhlasu po úplný souhlas. Vyplňování trvá přibližně půl hodiny. Než začneš pracovat, prohlédni si pořádně ukázky a způsob odpovídání! Uvědom si, že přiděluješ body, neznámkuješ.

Tady je ukázka, jak odpovídat. Když se spleteš, škrtni to, co neplatí a zakroužkuj správnou odpověď.

možné odpovědi

nesouhlasím	spíš nesouhlasím	těžko rozhodnout	spíš souhlasím	souhlasím
1	2	3	4	5

ukázka otázek

Moc rád něco stavím	1	2	3	4	5
Učím se rád s kamarády	1	2	3	4	5

Teď můžeš začít s odpovídáním!

1. Učení mně jde lépe, když je kolem ticho.	1	2	3	4	5
2. Vyhovuje mně, když mám při učení hodně světla.	1	2	3	4	5
3. Jsem raději, když mně někdo přesně řekne, co mám při učení dělat a nemusím to vymýšlet sám.	1	2	3	4	5
4. Nejlépe se soustředím na učení, když jsem v teple.	1	2	3	4	5
5. Nejlépe se mně doma učí, když sedím u stolu nebo u pracovního stolu.	1	2	3	4	5
6. Když se učím, raději sedávám v měkkém křesle nebo se rozložím na gauči.	1	2	3	4	5
7. Záleží mi na tom, abych měl ve škole dobré výsledky.	1	2	3	4	5
8. Obvykle je mi příjemnější v teplejším prostředí, než v chladnějším.	1	2	3	4	5
9. Mimoškolní záležitosti jsou pro mne důležitější, než učení ve škole.	1	2	3	4	5
10. Nejlépe se mně učí ráno.	1	2	3	4	5
11. Často mně dělá potíže dokončit zadané úkoly.	1	2	3	4	5
12. Když mám hodně učení, neraději se učím sám.	1	2	3	4	5
13. Učivo si lépe zapamatuji, když ho čtu, než když poslouchám výklad.	1	2	3	4	5
14. Lépe mně to myslí, když během učení něco jím.	1	2	3	4	5

15. Mám raději, když ve škole dostanu přesné pokyny, co mám udělat, než když to učitel nechá na nás. 1 2 3 4 5
16. Nejlépe si věci zapamatuji, když se je učím brzo ráno. 1 2 3 4 5
17. Učivo potřebuji trochu prožívat, mít při učení nějaké pocity. 1 2 3 4 5
18. Zvuky mně obvykle překážejí v tom, abych se soustředil na učení. 1 2 3 4 5
19. Nové věci se raději učím tím, že o nich mluvím, než tím, že si o nich čtu. 1 2 3 4 5
20. Doma se obvykle učím tak, že si rozsvítím jen lampičku. Jinak je v celé místnosti šero. 1 2 3 4 5
21. Velmi rád dělám při učení nějaké pokusy, experimentuji. 1 2 3 4 5
22. Učení mně dělá potíže. 1 2 3 4 5
23. Na učení se nejlépe soustředím, když jsem v chladnějším prostředí. 1 2 3 4 5
24. Když se učím, rád se rozložím třeba na koberci, na deku, na gauči, v křesle nebo na posteli. 1 2 3 4 5
25. Myslím, že když mi to ve škole jde, má z toho náš učitel radost. 1 2 3 4 5
26. Co se mi řekne, to nezapomenu udělat.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
27. Učím se věci lépe tím, že si je čtu, než tím, že o nich povídám. 1 2 3 4 5
28. Když se zaberu do práce, přestávám vnímat zvuky kolem sebe. 1 2 3 4 5
29. Úkoly obvykle všechny dokončím. 1 2 3 4 5
30. Když mám něco udělat do školy, musí se mně to několikrát připomenout. 1 2 3 4 5
31. Snadněji si zapamatuji učivo, které mně není lhostejné, které jsem při učení prožíval. 1 2 3 4 5
32. Vyhovuje mně, když se mně přesně řekne, přesně „nalinkuje“, co mám dělat a já se nemusím sám rozhodovat. 1 2 3 4 5
33. Moji rodiče se zajímají, jak mi to ve škole jde. 1 2 3 4 5
34. Vyhovuje mně, když doma při učení mohu měnit místo, kde se učím. 1 2 3 4 5
35. Když mám spoustu učení, nejraději se učím úplně sám. 1 2 3 4 5
36. Při učení vydržím sedět na jednom místě velmi dlouho. 1 2 3 4 5
37. Učení ve škole mně nebaví.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
38. Lépe si věci zapamatuji, když o nich slyším, než když o nich čtu. 1 2 3 4 5
39. Nikoho moc nezajímá, jak mně ve škole učení vlastně jde.
(Pokud souhlasíš, zakroužkuj 5.) 1 2 3 4 5
40. Baví mně něco vymodelovat vlastníma rukama. 1 2 3 4 5
41. Když se učím rozsvítím všechna světla. 1 2 3 4 5
42. Když se učím, musím při tom něco jíst, pít, nebo aspoň žvýkat žvýkačku. 1 2 3 4 5
43. Když mám hodně učení, rád se učím s několika spolužáky či kamarády. 1 2 3 4 5
44. Učivo si nejlépe zapamatuji, když se učím brzo ráno. 1 2 3 4 5
45. Často zapomínám, že máme nějaké úkoly. 1 2 3 4 5
46. Nejlépe mi to myslí večer. 1 2 3 4 5

47. Než začnu řešit nějaký úkol, potřebuji, aby mi někdo dal bližší pokyny a nenechával to jenom na mně.	1	2	3	4	5
48. Nejlépe se cítím tak kolem desáté hodiny dopoledne. To mně jde učení samo.	1	2	3	4	5
49. Když se učím, potřebuji, aby byl po ruce někdo z dospělých.	1	2	3	4	5
50. Naše rodina si přeje, abych měl ve škole dobré známky.	1	2	3	4	5
51. Nejraději se učím, když mohu něco vyrábět, skládat, prostě vytvářet vlastníma rukama.	1	2	3	4	5
52. Často raději začínám něco úplně nového, než abych dokončoval rozdělané věci.	1	2	3	4	5
53. Často se mně stane, že zapomenou udělat to, co mně bylo uloženo.	1	2	3	4	5
54. Lépe se vžívám do učiva, když ho mohu vyjádřit nějakým pohybem, když mohu ten pohyb prožívat.	1	2	3	4	5
55. Rád se učím pomocí opravdových zážitků, když mohu učivo prožívat.	1	2	3	4	5
56. Když se doma učím, jsem rád, když je na dosah někdo z dospělých.	1	2	3	4	5
57. Když se zaberu do učení přestanu vnímat většinu okolních zvuků.	1	2	3	4	5
58. Když se mám naučit něčemu novému, raději si o tom sám čtu, než abych si o tom s někým povídal.	1	2	3	4	5
59. Nejlépe mi jde učení dopoledne, tak kolem desáté hodiny.	1	2	3	4	5
60. Školu mám docela rád.	1	2	3	4	5
61. Věci si lépe zapamatuji, když si o nich mohu s někým popovídat, než když si o nich jenom čtu.	1	2	3	4	5
62. Když se doma učím, musím přítom něco přikusovat.	1	2	3	4	5
63. Učím se rád s kamarády.	1	2	3	4	5
64. Je pro mne těžké, abych vydržel při učení sedět dlouho na jednom místě.	1	2	3	4	5
65. Lépe si věci pamatuji, když se učím až večer.	1	2	3	4	5
66. Myslím, že náš učitel chce, abych měl dobré známky.	1	2	3	4	5
67. Rád se učím s dospělými, ne sám.	1	2	3	4	5
68. Moc rád něco stavím.	1	2	3	4	5
69. Při učení mi vadí hluk a různé zvuky.	1	2	3	4	5
70. Když mám moc učení, raději se učím se spolužáky.	1	2	3	4	5
71. Velmi rád se učím nové věci.	1	2	3	4	5

Došel jsi až na konec. Děkujeme ti za trpělivost a prosíme: projdi ještě jednou dotazník, jestli jsi někde nezapomněl zakroužkovat odpověď. Těžko bychom ji za tebe potom vymýšleli!