Abstract

Learning styles, i.e. the relatively stable and individualistic tendencies toward learning something play a very significant role in the acquisition of foreign languages and language skills. And a great deal of research has been done on the relationship between these learning styles and four main language skills. The relationship between L2 vocabulary and these styles, however, has received less attention specifically with regard to the possibility of the various interrelations between perceptive and productive vocabulary knowledge and these styles. Therefore, the current investigation distributed the Learning Style Survey developed by Cohen et al. (2009) among 120 upper-intermediate and advanced EFL learners at Imam Khomeini International University, Qazvin to find their learning styles. These participants were selected based on convenience sampling. Nation and Belgar’s (2007) standardized vocabulary size test was used to check learners’ perceptive or recognition vocabulary knowledge. Then, learners were asked to use 20 frequent words selected from the same test in at least two example sentences. The lexico-grammatical and social appropriateness of the produced examples were checked and scored with the help of a native English speaker. Data analysis using multiple regression revealed that sensory (visual, auditory, tactile/kinesthetic), global-particular, synthesizing-analytic, impulsive-reflective, and field-dependency (FI/FD) styles correlated significantly with L2 perceptive and productive vocabulary. But, introversion-extroversion, random-intuitive vs. concrete-sequential, inductive-deductive, closure-oriented vs. open, and metaphoric-literal styles were not reliable predictors of L2 perceptive and productive vocabulary. The findings suggest that teachers and learners should be aware of these learning styles to enhance their development of perceptive and productive vocabulary.

Keywords: Learning styles, Perceptive vs. productive vocabulary, EFL learners

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