Kolb's Learning Approaches and teaching of American Slang

Kian Pishkar PhD, Nooshin Nasery, Taif Abdulhussein Dakhil

Article Info	Abstract
	This study concentrate on finding any possible relationship between Kolb's approaches and teaching and learning slang among students. 63 ELT BA students majoring English Translation (ET) were selected The 63 participants took the Kolb's (2006) Learning Style Inventory questionnaire, and the Slang Test. The test and the questionnaire answered by the participants were scored. Using the descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study showed that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant teaching and learning styles among the students. In terms of the descriptive statistics, both genders were found to have similar performances on both slang test and the Kolb's (2006) Learning Style Inventory questionnaire with partial differences. The results of the correlation demonstrated the positive, significant and high correlation between the Kolb's (2005) teaching and learning style and slang teaching and learning. The study proved the highest correlation between the experiential teaching and learning style (Concrete Experience (CE) and the slang teaching and learning. meanwhile, the study showed non-significant correlation either between gender and slang learning.

Introduction

One of the most significant current discussion in learning and teaching communicative methods, especially in informal language, is the teaching and learning of American slang and the slang is an important component in the learning and teaching communicative language and plays a key role in informal communication. (Slavin, 2000).

In the interim, American slang and American slang language, according to McPherron and Randolph (2014, p. 1), "are some of the most interesting and creative vocabulary terms to learn in any language". Online Merriam-Webster dictionary (2015) defines American slang as "an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own". Learning styles of students seem to be an influential variable in their language learning among which learning the American slang is worth mentioning. In this regard, Oxford (2003) argues that language learning approaches are main component that help determine how students learn a foreign language (p. 1). Šabatová (2008), claims that learning methods are effective variables in learning the slang language.

Kolb's (2005) learning styles model considers a continuum of concrete experience through active experimentation (concrete experience, reflective observation, abstract conceptualization and active experimentation).Concrete Experience (CE), according to Chapman (2005, p. 14), refers to learning which is mainly directed by affects. In fact, individuals with dominant CE learning style have a tendency towards interpersonal relationship with others. In other words, the individuals with dominant CE learning style tend to learn best in the situation where they learn empirically through trial and error which is best by cooperating with other peers (Chapman, 2005).

Reflective observation (RO), on the other hand, is highly dependent on the meticulous consideration of other individuals and situations (Chapman, 2005).

An abstract conceptualization (AC) individual, on the other hand, prefers argumentative and analytical procedures in dealing with teaching (Chapman, 2005).

Active Experimentation (AE) learning styles, in effect, demonstrates a kinesthetic approach to learning where experimental activities benefit them (Chapman, 2005).

The details of Kolb's learning styles model were illustrated above. Furthermore, the significance of learning American slang was discussed, too. Considering the aforementioned viewpoints, the writer, particularly, is attempting to determine whether

there is any relation between Kolb's Learning Styles Model and Learning American slang among Iranian EFL students. The next section clarifies the statement of the problem followed by the purposes of the study in which the research questions as well as research hypotheses are demonstrated.

Rodríguez and Moreno (2009) consider American slang as "a notoriously difficult area of foreign language learning and teaching because, by definition, American slang is conventionalized expressions whose overall meaning cannot be determined from the meaning of their constituent parts" (P. 240). Rodríguez and Moreno (2009) argue that the mismatch between form and meaning has complicated American slang learning and teaching. They also add that "the scarcity of teaching materials and the lack of a clear methodology make American slang a stumbling block for EFL students" (Rodríguez & Moreno, 2009, p. 241).

Purposes of the Study

The main purpose of the study is to determine the relationship between Kolb's Learning Styles and learning American slang among Iranian EFL students. In fact, the following may be considered among the main purposes of the study:

- To determine the effect of gender on the preferred Kolb's Learning Styles and its relation to Learning American slang by Iranian EFL Students (the American slang test scores will be analyzed with respect to their learning styles and gender differences);

- To determine The preferred Kolb's Learning Styles by Iranian EFL Students;

Research Questions

Q1. Is there any relationship between gender and Kolb's Learning Styles Model for teaching and learning American slang by Iranian EFL students?

Q2. Is there any relationship among gender, Kolb's Learning Styles Model, and Learning American slang by Iranian EFL students?

This part, following the main aim of the study, begins with an introduction to the concept of learning styles, its relations to individual differences and approaches in tackling learning styles. Hence, the six directions in dealing with learning styles are also explored, i.e. the Myers-Briggs type indicator (MBTI), Kolb's learning style model, Felder-Silverman learning style model, Visual, Auditory, Kinesthetic, Deductive and inductive learning, and the Dunn and Dunn model. In addition, implementation of the concept of learning styles in the educational context for teaching English is also clarified.

Kolb describes experiential learning as a four part process, where the learner is asked to engage themselves in a new experience, actively reflect on that experience, conceptualize that experience and integrate it with past experiences. Furthermore, they must make decisions based on their created concepts. "In the process of learning, one moves in varying degrees from actor to observer, and from specific involvement to general analytic detachment" (Kolb, 1984, p. 31). In one of the original documents on the model, Kolb and Fry (1975) describe the process in this manner: (1) here-and-now experience followed by (2) collection of data and observations about that experience. The data are then (3) analyzed and the conclusions of this analysis are feedback to the actors in the experience for their use in the (4) modification of their behavior and choice of new experiences. (p. 33-34)

As Hult (2012) states, "English tends to be framed as an allochthonous language that is penetrating Sweden from beyond its borders" (p. 234) and that "ELT in Sweden, thus, may be characterized as occupying a grey area between these perspectives. (Ibid., p. 235).

Theoretical Definitions

Teaching and learning styles depict approaches and directions in learning which differentiate learners in their preferences for learning. In this regard, Günes (2004)

considers learning style as the approach which is followed by an individual in tackling the learning task in processing, retaining and analyzing the incoming information or language input. Learning styles demand a vast variety of channels based on the characteristics of the learners as visual, auditory, kinesthetic (Slavin, 2000).

Approaches and Methods to Learning Styles

There are different approaches for dealing with learning styles, i.e. The Myers-Briggs type indicator (MBTI), Kolb's Learning Style Model, Felder-Silverman Learning Style Model, the modularity theory, and The Dunn and Dunn model.

The Myers-Briggs type indicator (MBTI) Model

The Myers-Briggs type indicator (MBTI) is rooted in Carl Jung's theory of psychological types which was introduced by Felder and Henriques (1995) classifies learning styles along two main types of preferences as intuition and sensation with different degrees and combinations. In fact, The Myers-Briggs type indicator (MBTI) considers four types of categories as extraverts vs. introverts, sensors vs. intuitors, thinkers vs. feelers and judgers vs. perceivers which can be combined in different ways which results in sixteen different learning styles (Günes, 2004). Table 1 illustrates the dimensions and learning styles considered by the Myers-Briggs type indicator (MBTI).

Table 1

The Myers-Briggs type indicator (MBTI)

The four preferences	Extroversion	vs.	Introversion
	Judging	vs.	Perceiving

Sensing	vs.	Intuition
Thinking	vs.	Feeling

As the table 1 shows the Myers-Briggs type indicator (MBTI) considers four categories-each with two dichotomies which demands 16 different preferences.

The first dichotomy, i.e. introversion-extroversion (E-I) demonstrates the individual's orientation regarding life. Individuals with extroversion-oriented personality type refers to the orientation where acceptance sought from outside and others which mean they are friendly and associable and search communication with others (Liz Conaty(2012).

The second dichotomy according to the Myers-Briggs type indicator (MBTI) is the judging-perceiving (J-P) where judging refers to acting in such way that order is sought Brown (2000, p. 157) points out that judging-perceiving illustrates individuals' "attitude towards the outer world" where individuals with dominant judging characteristics seek "closure, planning, and organization" and individuals with predominant perceiving characteristics are heavily "spontaneous, flexible, and conformable with open-ended contexts" (Brown, 2000, p. 157).

It is an inevitable fact that slang has penetrated even into mass media and it is a living, constantly expanding, and regularly evolving language phenomenon. It is for this reason that a student who learns a foreign language in Turkey often encounters some difficulties in understanding some TV serials as well as communicating with the people of a young generation. (Fernando, 1996) Language teachers are generally against teaching slang on the grounds that slang is inappropriate in an academic environment and that it is a lower level of language.

The students who are taught the four skills (listening, speaking, reading, and writing) through these course materials are active in class activities and can use the four skills with excellence. However, the same students can fail in communicating with native speakers, watching TV programs and movies, reading pop culture magazines, and especially when travelling to the country where the target language is spoken.

Slang is an important element of culture as well. Emmitt and Pollock (1997:47) describe culture as ideas, customs, skills, and tools which characterize a given group of people in a given period of time.

Hadley, A.O. (1993) believe Kolb's experiential learning theory is one of the best known educational theories in higher education, yet it appears to be hardly used by geographers outside the UK. The theory presents a way of structuring a session or a whole course using a learning cycle. The different stages of the cycle are associated with distinct learning styles. When students learn any language, they must also be taught the culture of the target language since culture influence our way of thinking and acting. We are unable to communicate efficiently and effectively without a complete grasp of the culture.

We need to appreciate that individuals who possess another language as their first language possess a different culture and a different way of creating meaning and reality (Emmitt & Pollock, 1997:48). If we don't enough knowledge of the target language from the point of socioculture, facts and contexts, comprehension fails to a great extent because we use language as a tool to express its culture. (Anderson & Lynch, 1988*)*. The slang is a reality and a living phenomenon, our goal should then be to guide our students acquire a communicative competence. Thus, they come to know the right register for a given context and recognize words from a particular register. This knowledge of an informal register helps them understand the discourse and take part in a different culture like a member of the culture being taught.

The Kolb's Learning Style Model

Kolb's Theory of Learning Styles, according to Kolb (2005), have composed of a continuum from concrete experience to active experimentation (concrete experience, reflective observation, abstract conceptualization, and active experimentation). The following illustrates each type of this continuum

Concrete Experience (CE):

Concrete Experience (CE), according to Chapman (2006, p. 14), refers to being a large part on judgments based on feelings. In fact, CE individuals are empathetic and people oriented. They are not primarily interested in theory; instead they like to treat each case as unique and learn best from specific examples. In their learning, they are more interested in peers than authority and they learn from discussion and feedback (Chapman, 2006, p. 17).

Reflective Observation (RO):

Reflective observation, on the other hand, refers to learning with an impartial, reflective and tentative approach (Chapman, 2006, p. 17). The RO individuals rely on their own and/or others experience (Chapman, 2006, p. 17), for example, they prefer lecture format learning.

Abstract Conceptualization (AC):

AC individuals, on the other hand, prefer a conceptual, analytical, rational evaluation and logical thinking approach to learning (Chapman, 2006, p. 17). The AC individuals pay attention to things rather than to people. They learn best from authority-directed learning situations (Chapman, 2006, p. 17).

Active Experimentation (AE):

Active Experimentation demonstrates that an active is learned with experimentation (Chapman, 2006, p. 17). The AE individuals learn best with engaging in homework, projects, and small group discussion (Kolb, 2005, p. 17). Hence the AE individuals don't fee convenient with lectures.

Learning Styles Descriptions:

Kolb (2005) has provided a four learning styles descriptions—each is a mixture of the aforementioned four above types which the following illustrates according to McLeod (2013).

Converging (doing and thinking - AC/AE):

Individuals with the dominant AC/AE learning characteristics look for the practical solutions in resolving the observed challenging tasks where people and their relationship are of little concern for them if any (Chapman, 2005). In fact, the AC/AE oriented individuals try to shed light on the theories and concepts by suggesting appropriate strategy in answering the problems and dilemmas (Chapman, 2005).

Kolb (1984) introduces his particular model which considers learning as transforming of the experiences. In fact, Kolb (2006) points out that any incoming information can be transformed into two types of insights, i.e. active experimentation and reflective observation. Kolb (2006) argues about four types of learning styles, namely, concrete experience, reflective observation, abstract conceptualization and active experimentation as following figure shows:
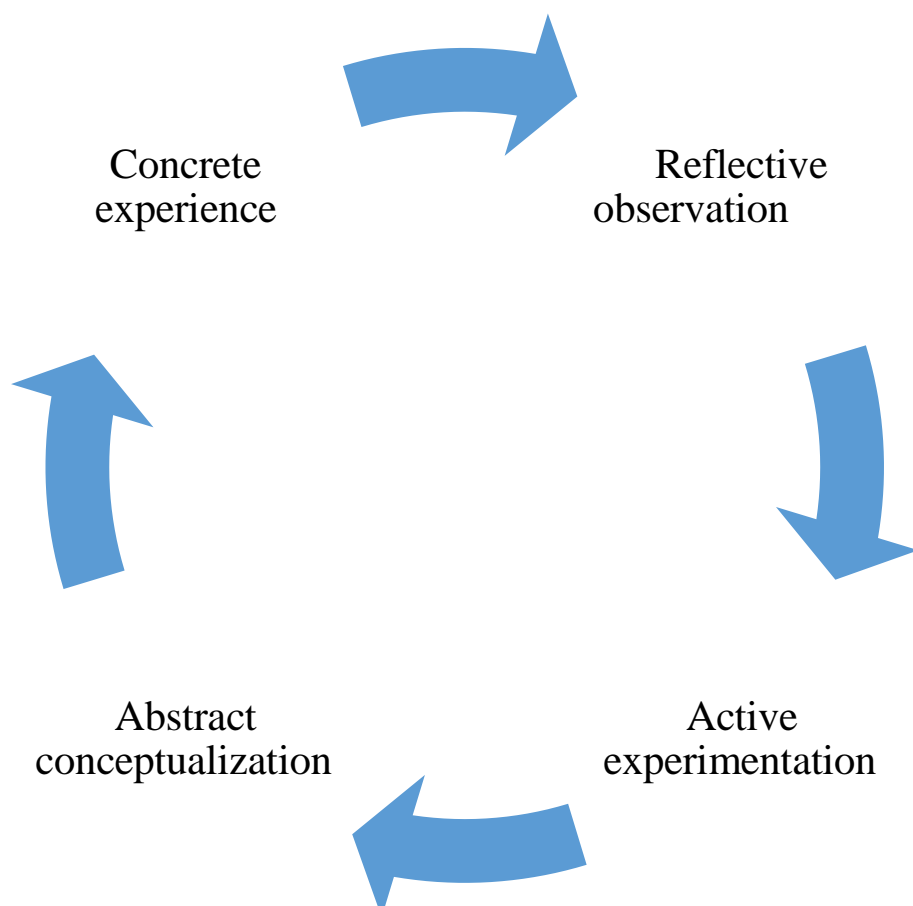
Figure 1: *Kolb's (2006) learning styles model*

Setting and Participants

The participants of the study were 63 EFL BA students studying English in the Tehran University who were selected out of 70 from two classes (they were selected through simple random sampling). The participants were from the both genders—27 males and 36 females with the age between 18 and 25. The included participants were mainly Persian native language with English as their foreign language.

Design of the Study

Following a correlational design the relationship between learning American slang expressions and learning styles among Iranian EFL students was investigated. Likewise, the relationship between gender with each variables of learning styles and learning American slang expressions were also investigated. It was worth mentioning that this study was a correlational one in which we could just discuss about existence an association among variables. It meant that the study could not discuss any causative relationship which demanded a totally different design, instrumentation and control.

The study was a correlational one in which the variables were investigated in order to determine that if these variables were correlated or not. Accordingly, the study was not going to determine whether a variable was the cause (independent variable) of other variables (dependent variables). It meant that the correlational studies investigate associations among naturally occurring variables, whereas in experimental studies the writer introduces a change in order to determine the cause of the independent variable(s) on the dependent variable(s). In this study, the correlation between learning styles, American slang learning and gender were investigated. Hence, the difference between correlational and experimental designs should be recognized since only well-controlled experimental designs allow conclusions about cause and effect.

Data Collection Procedures

The instruments for collecting data were two tests and one questionnaire*: Elementary to* Intermediate which was developed by Edwards (2007), *Kolb's (2006) Learning Style Inventory questionnaire,* and an *American Slang Test (version 2006).* The *Solutions Placement Test: Elementary to* Intermediate which was developed by Edwards (2007) composed of two parts of grammar and vocabulary (50 items), and reading (one passage and 5 items). *Kolb's (2006) Learning Style Inventory questionnaire* composed of 80 items among which the students needed to choose the ones appropriate for them. The items of the *Kolb's (2006) Learning Style Inventory questionnaire* were related to different learning

styles of activist, reflector, theorist and pragmatist. The *American Slang Test (version 2006)* composed of 15 multiple-choice items. Table 3.1 shows the characteristics of each test or questionnaire.

Table 2

Characteristics of the Instrumentations

Test/Questionnaire	Number of Items	Characteristics	Scoring Procedures
Solutions Placement Test: Elementary to Intermediate	55	Multiple-choice items	Based on the key answer for each item there is only one correct choice;
Kolb's (2006) Learning Style Inventory questionnaire	80	Simple statements out of the which the subjects select	Select the desired statements; no-correct answer; four sets of questions for a four-way classification;
The *American Slang Test (version 2006)*	15	Multiple-choice items	Based on the key answer for each item there is only one correct choice;

The randomized participants (63 out of 70) were divided into two groups-32 and 31- (both group almost with the same features in sex, age and level of education) and this group did not receive any instruction about teaching, learning and using of American slang,.

Since the Solutions Placement Test: Elementary to Intermediate (SPT) and The American Slang Test (IT) (version 2006) the standard and international tests , they enjoy from the appropriate validity—all of them cover the domain which is interested in the study, have face validity, content validity and construct validity. In terms of reliability, Solutions Placement Test: Elementary to Intermediate (SPT) and The American Slang Test (IT) (version 2006) were administered to the EFL students of Tehran University and the results according to the tables showed the acceptable reliability level . (Hadley, 1993)

Statistics

In analyzing the data Spearman's rank order correlation (Rho) statistic—to investigate the relationship between two variables (between learning styles and American slang learning to investigate the relation among the three variables, i.e. learning styles, American slang learning and gender—were utilized. Spearman's rank order correlation (Rho) refers to a statistic which calculated the association between two variables—at least one of them is non-parametric (the data that is nominal or ordinal which does not rely on numbers, but on ranking which in this case, learning style and gender is non-parametric).

Multiple regression was utilized to measure the association among several variables—at least three. So, multiple regression was utilized in order to calculate the association among gender, American slang test score and Kolb's learning styles.

Main Study

Initially, the homogeneity of the participants' informal communication proficiency based on using American slang was checked. The questionnaires were distributed between the participants (Solutions Placement Test: Elementary to Intermediate which was developed by Edwards (2007).

Then, the scores were submitted to SPSS22. First of all, the inter-rater reliability was checked via Cronbach's alpha, and a relatively high reliability was achieved ($\alpha=.89$).

After that, the normality of the data was examined via the one-sample Kolmogorov-Smirnov (K-S) test and Shapiro-Wilk test, the box plot and the histogram.

The second variable explored in the study was the participants' proficiency in comprehending the American slang and informal words in communication.

Table 3

American slang and informal words in communication among the Participants:

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Slang	63	5.00	15.00	9.7937	3.24365

The table shows that the minim score on the slang quiz was 5 and the maximum of 15 with the mean about 10 and the standard deviation about 3. Table 4.3 compares the performances of the participants on the slang exam.

Table 4

American slang and informal words in communication among the Participants:

Females vs. Males

	gender	N	Mean	Std. Deviation	Std. Error Mean
Slang	=female	37	9.6216	3.17413	.52182
	=male	26	10.0385	3.38799	.66444

As the table demonstrates the female participants have the mean of 9.62 and the standard deviation of 3.17. Moreover, the male participants showed the mean of about 10 and standard deviation about 3. Figure 4.3 demonstrates the issue clearly.
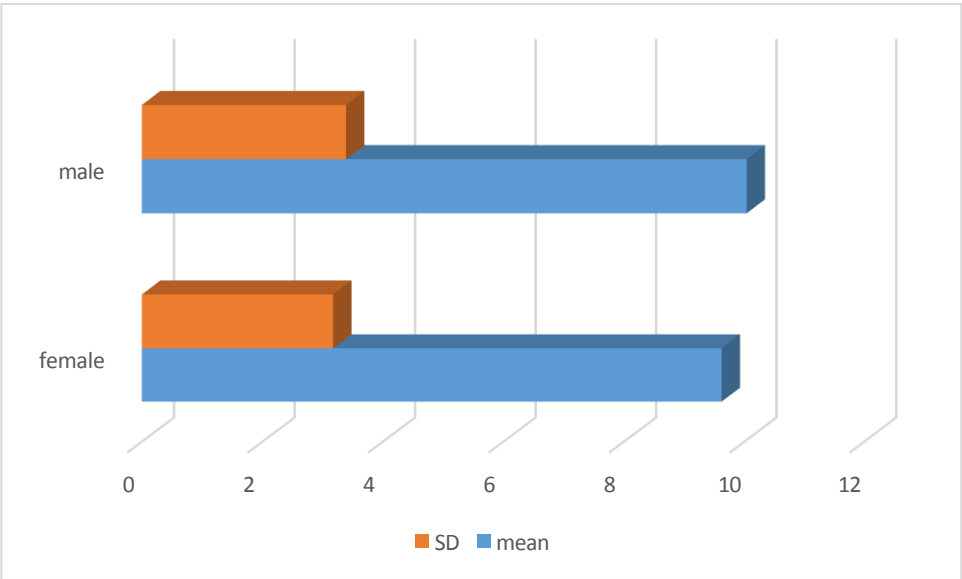

Figure 2: *Slang among the Participants: Females vs. Males*

Association between the Variables

In this section, the correlation between the variables, i.e. between different types of styles as well as between each learning style and slang performance of the participants were investigated. In addition, the variable of gender was examined in relation to learning style as well as in relation to its components and in relation to American slang and informal words in communication.

Table 5 demonstrates the relationship between each type of learning style with the others as well as with learning style in general. The results of the two-tailed test at the level of 0.01 illustrates a significant positive correlation between each type of Kolb Leaning Style (KLS) and the total learning style.

Table 5

Associations between the Kolb's Learning Styles

		Style	CE	RO	AE	AC
Style	Correlation Coefficient	1.000	.952[**]	.910[**]	.912[**]	.861[**]
	Sig. (2-tailed)	.	.000	.000	.000	.000
	N	63	63	63	63	63
CE	Correlation Coefficient	.952[**]	1.000	.917[**]	.822[**]	.719[**]
	Sig. (2-tailed)	.000	.	.000	.000	.000
	N	63	63	63	63	63
RO	Correlation Coefficient	.910[**]	.917[**]	1.000	.735[**]	.631[**]
	Sig. (2-tailed)	.000	.000	.	.000	.000
	N	63	63	63	63	63
AE	Correlation Coefficient	.912[**]	.822[**]	.735[**]	1.000	.896[**]
	Sig. (2-tailed)	.000	.000	.000	.	.000
	N	63	63	63	63	63
AC	Correlation Coefficient	.861[**]	.719[**]	.631[**]	.896[**]	1.000

Sig. (2-tailed)	.000	.000	.000	.000	.
N	63	63	63	63	63

Likewise, the correlation between the total learning style and the Concrete Experience (CE) is 0.952 which demonstrates a high and significant correlation where the p-value is 0.000. Moreover, the correlation between the total learning style and the Reflective Observation (RO) is 0.910 which is also a high and significant correlation with the p-value of 0.000. The correlation between the total learning style and the Active Experimentation (AE) is 0.912 which shows a high and significant correlation with the p-value of 0.000. Finally, the correlation between the total learning style and the Abstract Conceptualization (AC) is 0.861 which is significant at the level of 0.01 with the p-value of 0.000. All the four types of Kolb Learning Styles revealed to correlate significantly and strongly with the general learning styles; however, the greatest correlation was found to be by the Concrete Experience (CE). Correlation between the Concrete Experience (CE) and the Active Experimentation (AE) is 0.822. Furthermore, the correlation between the Concrete Experience (CE) and the Abstract Conceptualization (AC) is 0.719. In addition, the correlation between the Reflective Observation (RO) and the Active Experimentation (AE) is 0.735.

Considering figure 3 shows the relationship between the four learning styles. It is obvious that the two learning styles of the RO and CE had the greatest significant relationship where increase in one demands increase in the other.
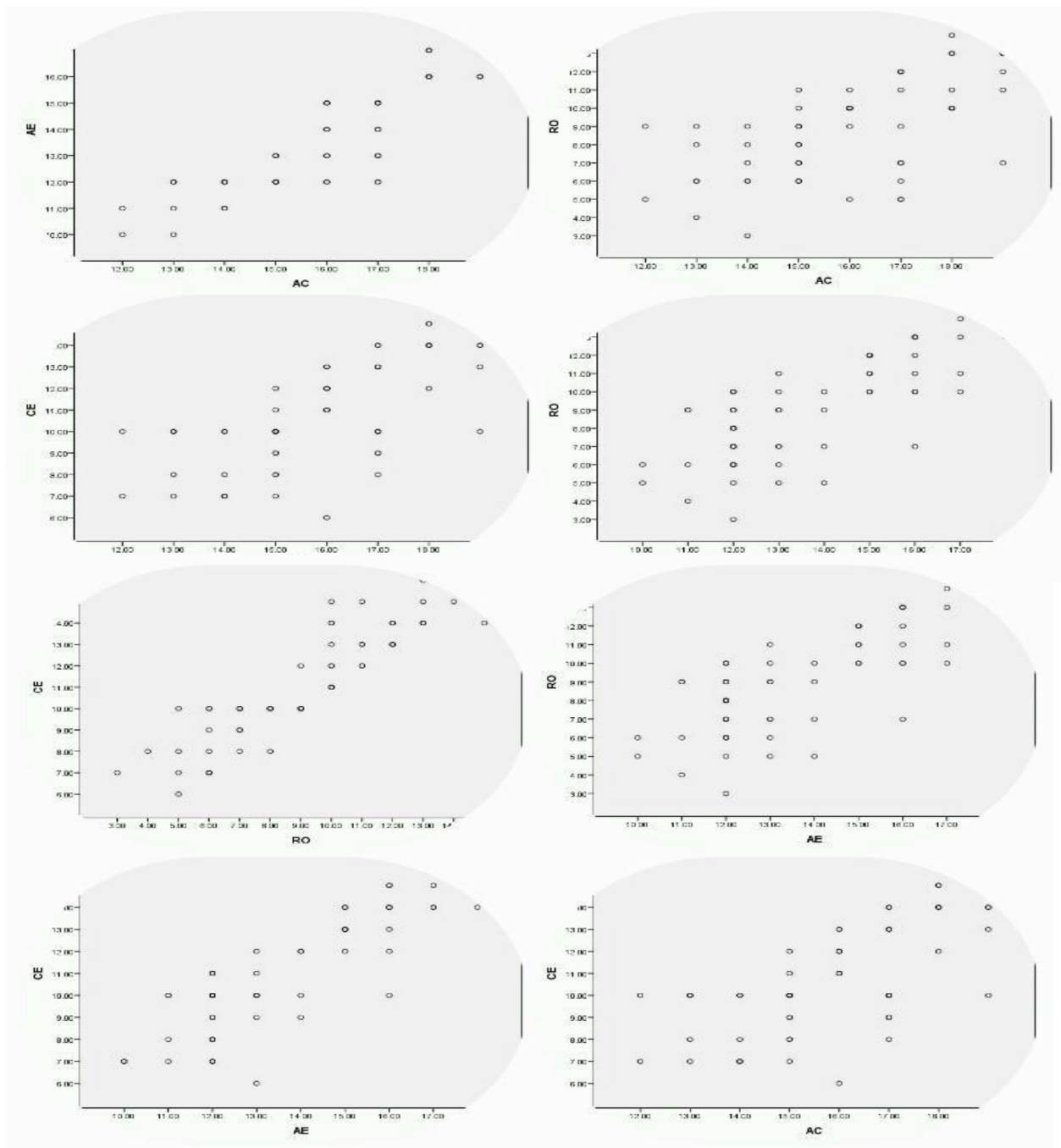
Figure 3: *Relationship between the Four Types of Kolb's Learning Styles*

Discussion and conclusion

Kolb's (2005) learning styles refers to a model composed of four types of learning styles differentiate individuals in terms of managing, grouping, perceiving and organizing information organizing. To this end, four different types of learning styles are presented as Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE).

In exploring the relationship between the slang learning and Kolb's learning style, four questions were raised which the writer tried to find some bases in answering them. The first question tried to clarify the relationship between the two variables of the slang learning and Kolb's learning style among Iranian EFL students. The results of the study indicated not only a significant and correlation between the total learning style and slang learning, but also a significant and positive correlation between the slang learning and all four types of Kolb's leaning styles. It is worth mentioning that a combination of the Concrete Experience (CE) and the Abstract Conceptualization (AC) revealed to be the greatest correlation with the slang learning.

Accordingly, the first hypothesis which suggested a null hypothesis where no-relation was indicated about the relationship between the two variables was rejected. In fact, the findings of the study are supporting Nasab and Hesabi (2014) who also argue about a significant correlation between the two variables. Likewise, the results of the study, instead of a particular learning style which some studies consider the Concert Experience (CE) (Mohammadzadeh, 2012), showed the balance among the four learning styles is also fundamental; however, the most contribution was attributed to the CE.

The second raised question, the study endeavors to answer was whether there is any relationship between gender and Kolb's Learning Styles Model among Iranian EFL Students. Analyzing the data demonstrates that there is non-significant correlation between gender and the total learning style as well as each four types of Kolb's learning styles. Put it in another way, the both female's and male's participants performed similarly in terms of

Kolb's Learning Styles. Hence, the second suggested hypothesis which considered non-significant relationship between gender and Kolb's Learning Styles Model among Iranian EFL students was supported.

Finally, considering gender and learning style as the fixed and indicator variables, the study attempted to examine the relationship between these two variables and their interaction with the slang leering among the Iranian EFL students. The results of the study illustrated that there is a significant regression among the variables, namely, total learning style, the four types of Kolb's learning style and gender with the slang learning. Meanwhile, Concrete Experience (CE) learning style was found to play the greatest role in the slang learning among the participants. The study showed that gender is not a variable differentiating between females and males in terms of their dominant learning styles and accordingly in their performance in slang learning. gender is an indicator neither for learning style nor for slang learning. Likewise, learning style and its types are indicator for slang learning among the participants. The results of the study showed that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant learning styles among the participants. The results of the study indicated a high, significant and positive regression total learning styles.

Lane (2001) is one of the writers who argues that learning styles lead into improvement in the attitudes of the participants which in its turn may results into improvement of academic achievements, creativity or productivity. The results of the study which showed significant relationship between slang learning and Kolb's learning style are justifiable in light of Lane's arguments. Every individual uses a number of learning styles in tackling any problem—however in different extent—which lead to the conclusion that there is significant correlation between different four types of learning styles and slang learning Hence, the study also indicated that it is not a predominant learning style that may result into the increase and improvement of the slang learning but the balance among the four Kolb's learning styles and the total learning style is crucial and fundamental. Personality characteristics especially the balance among the learning styles influence and improve language learning including slang learning as it is discussed also by Wong (2011).

344

This paper endeavored to clarify the relationship between learning styles and learning slang among Iranian EFL students with a gender-based focus. the study tried to explore the relationship between Kolb's learning style and slang; between Kolb's learning style and gender; as well as between slang and gender. the study utilized two tests and one questionnaire, i.e. adopted version of Edwards' (2007) *Solutions Placement Test: Elementary to Intermediate*, *Kolb's (2006) Learning Style Inventory questionnaire,* and a *Slang Test (version 2006).* likewise, 63 EFL BA students of Tehran University were selected as the participants of the study out of 70 through the proficiency test, i.e. Edwards' (2007) *Solutions Placement Test: Elementary to Intermediate.* The results of the study indicated that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) are the most dominant learning styles among the participants. In terms of the descriptive statistics, the both genders were found to have similar performances on the both *slang test* and the *Kolb's (2006) Learning Style Inventory questionnaire* with partial differences.

The results of the regression indicated a significant, positive and high relationship where the most contribution is played by the Concrete Experience (CE). Meanwhile, gender was found to not be correlated significantly with other variables. Non-significant differences were found between the two genders in terms of all the variables. It was found that there is significant and correlation between the total learning style and slang learning, between the slang learning and all four types of Kolb's leaning styles. The aforementioned issues lead to the rejection of the first and third hypotheses and support of the second and fourth hypotheses. It was concluded that the learning style and especially the balance among different learning styles are crucial at least for the situational context of learning English as a Foreign Language (EFL). The study also concluded that gender is not a variable differentiating between the two genders in terms of either learning styles or learning achievements of slang. The importance and balance between the two learning styles of the Concrete Experience (CE) and Abstract Conceptualization (AC) as the learning styles which play the most contribution in slang learning. The results of the study indicated a high, significant and positive regression total learning style, the four types of

345

Kolb's learning style, i.e. Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE) and gender with the slang learning. Accordingly, slang learning in an EFL situational context demands considering not only the lexical and cultural background—a point which is discussed by Banjar (2014)—but also the learning styles which the study proved to be significantly correlated. It means that processes apparently play fundamental role.

Pedagogical Implications

The results of the study may be of interest for all persons who are concerned with language in one way or another. For instance, the students who are in the process of language learning may imitate or model the powerful students who gain higher achievements in terms of the learning styles they are relied on. Likewise, the students may make benefit from the results of the study by consciously try to balance their utilization of different learning styles. The teachers, on the other hand, may devote some time of the class to teaching and instructing the processes and leaning styles beneficial for language learning including slang learning. The teacher's trainers may include instructing the beneficial learning styles in their lesson plan in order to raise the teachers' consciousness regarding such an important variable which may influence the speed and quality of language learning in general and its components including slang in particular. Finally, the curriculum developers or even syllabus designers need to include some sections where the utilization of different learning styles or combinations of them are practiced through tasks, worksheets, etc.

Suggestions for Further Research

In order to explore the other dimensions of the study, it is highly recommended that the results of the study are examined through an empirical research. Likewise, the results of the study may be strengthened by including participants with different background knowledge (age, native language, foreign language, culture, and education). The study may

also be replicated in other situational context by participating people with different native language or foreign language or with diverse ethnicity background.

References

Abel, B. (2003). English slang in the first language and second language lexicon: A dual representation approach. Second Language Research, 19(4), 329-358.

Abel, B. (2003). English slang in the first language and second language lexicon: A dual representation approach. Second Language Research, 19(4), 329-358.

Al-Shiraida,S.(2013). Linguistics Politeness. AlTurath University College.

Anderson, J. A,, and M. Adams. 1992. Acknowledging the learning styles of diverse student populations: Implications for instructional design. In Teaching for Diversity, eds., N. Chism and L. Border, pp. 19-33. San Francisco, California: Jossey- Bass.

Chapman, A. (2005). Kolb Learning Styles. Retrieved August, 2, 2015, from http://www.businessballs.com/kolblearningstyles.htm

Coffield F. J., Moseley D., V., Hall, E. & Ecclestone, K. (2004). Should we be using learning styles? What research has to say to practice? London: Learning and Skills Research Centre/University of Newcastle upon Tyne.

Cooper, T.C. (2001). Foreign Language Teaching Style and Personality. Foreign Language Annals, 34 (4), 301-312.

Diamantopoulos, G., Woolley, S. I., & Spann, M. (2009). A critical review of past research into the Neuro-Linguistic Programming Eye-Accessing Cues model. Current Research in NLP, 1, 8-22.

Dunn, R. S., & Dunn, K. J. (1993). Teaching secondary students through their individual learning styles: Practical approaches for grades 7-12. NY: Prentice Hall Publication Company.

Dunn, R., & Burke, K. (2006). Learning style: the glue to you. LSCY: Research and Implementation Manual.

Edwards, L. (2007). Solutions Placement Test: Elementary to Intermediate. Oxford Exam Support: Oxford University Press.

Ellis C.Nick. (2001). Vocabulary: Description, Acquisition and Pedagogy. Norburt Smith &

Fernando, C. (1996). Idioms and Idiomaticity. Oxford : Oxford University Press. Fernando, C.,

&Flavell, R. (1981). On Idiom: Critical Views And Perspectives. (Exeter Linguistic Studies, 5). Exeter: University of Exeter, pp. 18-48.Gibbs et. al .(1997).Metaphor in Idiom Comprehension. Journal of Memory and Language, Vol 37 , pp: 141-154. Michael Mc Carthy (ed).Vocabulary Acquisition: Word Structure, Collocation, Word-class, and Meaning. Cambridge: Cambridge University Press.

Emmitt, M. & Pollock, J. (1997). Language and Learning: An Introduction for Teaching 2nd Language. Melbourne: Oxford University Press.

Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. Foreign Language Annals, 28(1), 21-31.

Felder, R. M., & Henriques, E. R. (1995). Learning and teaching styles in foreign and second language education. Foreign Language Annals, 28(1), 21-31.

Felder, R. M., & Spurlin, J. (2005). Applications, reliability and validity of the index of learning styles. International journal of engineering education, 21(1), 103-112.

Fielding, M. (1994). Valuing difference in teachers and learners: Building on Kolb's learning styles to develop a language of teaching and learning. The Curriculum Journal 5:393417.

Gibbs, Raymond W. Jr. (1992). What Do Idioms Really Mean?. Journal of Memory and Language, p. 485.

Gibbs, R. W. (1984). The poetics of mind: Figurative thought, Language, and Understanding. Cambridge: Cambridge University Press.

Gibbs, R. W., Nayak, N., & Cutting, C. (1989). How to kick the bucket and not decompose: Analyzability and slang processing. Journal of Memory and Language, 28, 576-593.

Günes, C. (2004). Learning style preferences of preparatory school students at Gazi University. Unpublished Doctoral dissertation, Middle East Technical University, Turkey, Ankara.

Hadley, A.O. (1993). Teaching Language in Context. Boston: Heinle & Heinle Publishers.

Healey, M. 1998. Resource-based Learning in Geography. Chel- tenham, UK: Geography Discipline Network, Cheltenham and Gloucester College of Higher Education.

Heap, M. (1988) Neurolinguistic programming: a British perspective. Swedish Journal of Hypnosis in Psychotherapy and Psychosomatic Medicine, 15, 4-13.

Henry, J. (1989). Meaning and practice in experiential learning. In Making Sense of Experiential Learning: Diversity in Theory andPractice, eds., S. W. Weil and I. McGill,

pp. 25-37. Milton

Keynes, UK Society for Research into Higher Education and Open University Press. Hult M., F. (2012). English as a Transcultural Language in Swedish Policy and Practice. TESOL Quarterly, 46(2), pp. 230 –257.

K Rodriguez, J., & Winnberg, H. (2013). Teaching Slang Expressions in Language Classrooms-Like the Icing on the Cake. Retrieved on August, 18, 2015 from https://dspace.mah.se/bitstream/handle/2043/16123/Examensarbete%202013HJ.pdf?sequence=2

Khalid, R., Mokhtar, A. A., Omar-Fauzee, M. S., Kasim, A. L., Don, Y., Abdussyukur, N. F., Ponajan, F., A., Mahyuddin, A., Ghazali, S., N., B., Rosli,M., H, & Geok, S. K. (2013). The Learning Styles and Academic Achievements among Arts and Science Streams Student. International Journal of Academic Research in Progressive Education and Development, 2(2), 68-85.

Kolb, D. A. (1995). Experiential learning: Experience as the source of learning and development. Englewood Cliffs, NJ: Prentice-Hall.

Kolb, D., and R. Fry. (1975). Towards an applied theory of experiential learning. In

Theories of Group Processes, ed., C. L. Copper,pp. 33-58. London, UK John Wiley.

Kolb, A. Y. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. Academy of management learning & education, 4(2), 193-212.

Kolb, A. Y. (2005). The Kolb learning style inventory-version 3.1 2005 technical specifications. Boston, MA: Hay Resource Direct.

Kövecses, Z. (2001). A cognitive linguistic view of learning slang in an FLT context. Applied cognitive linguistics II: Language pedagogy, 87-115.

Lane, J.(2001).Absorptive capacity, learning, and performance in international joint ventures

Lewis, L. H., & Williams, C. J. (1994). Experiential learning: Past and present. In L. Jackson & R. S. Caffarella (Eds.), Experiential learning: A new approach (pp. 5-16). San Francisco: Jossey-Bass.

Liu, D. (2008). Slang: Description, comprehension, acquisition, and pedagogy. NY: Rutledge.

Liz, C, (2012) Using Idioms to Teach English as a Second Language. Guest.

Majuri, T. (2014). Slang and L2 Learners. The Effect of L1, Transparency and Frequency on

Slang Comprehension by Finnish and Italian Learners of English. Minor Subject Thesis, retrieved on February, 21, 2016 from https://www.doria.fi/bitstream/handle/10024/98842/gradu_majuri_2014.pdf?sequence=2

Nippold, M. A., Moran, C., & Schwarz, I., E. (2001). Slang understanding in preadolescents: Synergy in action. American Journal of Speech-Language Pathology, 10, 169-179.

Nippold, M. A., & Martin, S. T. (1989) Idioms interpretation in isolation versus context.

Journal of Speech and Hearing Research, 32,59-66.

Norris, M. J., & Ortega, L. (2006) Synthesizing Research on Language Learning and Teaching. Philadelphia, PA: John Benjamins Publishing Company.

Oxford, R. L. (2003). Language learning styles and strategies: Concepts and relationships. Iral, 41(4), 271-278.

Race, P. 1993. Never Mind the Teaching Feel the Learning. SEDA Paper 80. Birmingham, UK Staff and Educational Development Association.

Rodríguez, I. L., & Moreno, E. M. G. (2009). Teaching slang expressions to learners of EFL through a corpus based on Disney movies. In A survey of corpus-based research [Recurso electrónico] (pp. 240-253).

Rundell, M., & Fox, G. (2007). Macmillan English dictionary for advanced learners. London: Macmillan.

Rundell, M., & Fox, G. (2007). Macmillan English dictionary for advanced learners. London: Macmillan.

Šabatová, J. (2008). Learning styles in ELT. Brno. Retrieved on August, 2015 from https://is.muni.cz/th/104803/pedf_m/Learning_Styles_in_ELTsabatovajarmila.pdf

Tajalli, Ghaffar., & Tehrani, Hesam. (2009). Effects of Providing L1 Equivalents of English. Iranian EFL Journal

Tekiner, A. (2005). The relationship between perceptual and social learning styles and multiple intelligences and their effects on English proficiency of Turkish young adults learning English as a foreign language. Unpublished Doctoral dissertation, Middle East Technical University, Turkey, Ankara.

Titon, D. A. & Connine, C. M. (1999). On the compositional and noncompositional nature of slang expressions. Journal of Pragmatics, 31, 1655-1674.

Yilmaz-Soylu, M., & Akkoyunlu, B. (2009). The effect of learning styles on achievement in

different learning environments. TOJET: The Turkish Online Journal of Educational Technology, 8(4), 43-50.

Zarei, A. A., & Rahimi, N. (2012). Slang: Etymology, contextual pragmatic clues and lexical knowledge in focus. Germany: Lambert academic publishing.

Zhang, L. (2009). The effect of etymological elaboration on L2 slang acquisition and retention in an online environment. Lowa state Univercity,

Zuber-Skerritt ,O. (1992).Action Research in Higher Education: Examples and Reflections

Author Information

Kian Pishkar PhD (Islamic Azad University Jieroft Branch, Iran)
Kian.pishkar@gmail.com

Nooshin Nasery (Islamic Azad University Jieroft Branch, Iran)
N.nasery2013@gmail.com

Taif Abdulhussein Dakhil(Dijlah University College)
Taif.Abdulhssein@duc.edu.iq