International Journal of English Language & Translation Studies
ISSN: 2308-5460

Relationship between Gender and Learning of American Slang by Iranian EFL Students: A Study following Kolb's Learning Styles Model

[PP: 134-142]

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ABSTRACT

One of the most significant current discussions in learning and teaching communicative methods, especially in informal and communicative language, is the teaching and learning of American slang. There are few studies related to American slang, and there is not any study about the relationship between Kolb's Learning Model and Learning American slang among Iranian EFL students. Here there is a gap, so this study concentrated on finding any possible relationship among Gender, Kolb's approaches and teaching and learning slang among students. In this study sixty three EFL BA students were selected randomly out of 70 through the Edwards' (2007) *Solutions Placement Test: Elementary to Intermediate.* The 63 participants took the *Kolb's (2006) Learning Style Inventory questionnaire,* and then 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 into the SPSS22 were analyzed. The outcomes of the study indicated that the Abstract Conceptualization, followed by the Active Experimentation, 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 outcomes of the correlation illustrated the significant and high positive correlation between the Kolb's (2005) teaching and learning model and slang teaching and learning. The study demonstrated the highest correlation between the experiential teaching and learning style (Concrete Experience) and the slang teaching and learning. Meanwhile, the study showed non-significant correlation either between gender and slang learning. The implication of this study may be useful for all persons who are concerned with language teaching and learning.

Keywords: *Abstract Conceptualization, Active Experimentation, Concrete Experience, Learning Style, Slang Learning*

ARTICLE INFO	The paper received on	Reviewed on	Accepted after revisions on
	01/01/2018	**03/02/2018**	**25/04/2018**

Suggested citation:
Biabani, M. & Izadpanah, S. (2018). Relationship between Gender and Learning of American Slang by Iranian EFL Students: A Study following Kolb's Learning Styles Model. *International Journal of English Language & Translation Studies*. 6(1). 134-142.

1. Introduction

Learning any language involving English causes many problems for learners as well as teachers. Communicative competence demands that language involves several dimensions, i.e. grammatical, discourse, and pragmatic methods. In fact, language learning at any level and any skill depends on an interaction among these four components or competences.

Online Merriam-Webster dictionary (2017) defines slang as words that are not considered part of the standard vocabulary of a language and that are used very informally in speech especially by a particular group of people. McGavigan (2009) declares that learning at least 3000 words are necessary for learning slangatic language. American slang may play a crucial role in learning and teaching informal and communicative language since producing natural language demands utilizing due American slang, informal and colligative American expressions (McCarthy, O'Keeffe, & Walsh, 2010).

Kolb (1984), according to David and Levin's previous efforts, offers a complete theory that is the basis for an approach to education and learning as a perpetual process that lies in the intellectual principles of social and cognitive psychology and philosophy (Zuber- Skerritt, 1992a, 98). Kolb's learning model considers four different stages of learning which are convertible to the next stage. In fact, in any stage a particular dimension will be

clarified, for instance, in the concrete experience stage the whatness of the experience, in the reflective observation the meaning, in the abstract conceptualization and in the active experimentation the howness (*A. Y. Kolb & D. A. Kolb*, 2005).

It is worth mentioning that any learning starts with the concrete experience in order to result into the active experimentation which in its turn leads to another concrete experience. Meanwhile, a successful learning experience demands going through the four stages; however, there are preferences among individuals in following any two types learning styles- concrete experience vs. abstract conceptualization or reflective observation vs. active experimentation (*A. Y. Kolb & D. A. Kolb*, 2005).

One can use the Kolb method as a description of the learning process (Henry, 1989), but he strongly emphasizes its reflection and experience-based learning. The importance of reflection by Boreham (1987, 89), also takes into account the importance of reflection, and points out that the expression Learning from experience means learning from reflection of experience. Boud (1985) has a slogan in his book title: "*Reflection: turning experience into learning*." Students may continue to make mistakes without reflection in the experience. The Kolb Multistage Model Principle is a simple explanation of the learning process that explains how the experience is used through reflection in the active experiment and the selection of new experiences. According to Kolb, these are several steps: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE) (McKenna, Copnell, Butler, & Lau, 2017).

The process steps should be arranged to provide feedback, which is the basis for the new activity and the evaluation of its results. The learners should be in this cycle several times, so it might be better to think about that spiral cycle. The college considers the research process to be a helix of practice and research, which includes four main points: "*program, action, observation and reflection*" (Zuber-Skerritt, 1992b, 11). Race (1993) examines the steps, demands, performances, feedback, and digestion that a researcher uses in learning groups of students and geography staff (Healey, 1998).

With this background, the aim of this study was to investigate the relationship of gender on the preferred Kolb's Learning Styles and its relation to Learning American slang by Iranian EFL Students.

The study attempted to answer the following research question-

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

2. Review of Literature

2.1 American slang

Macmillan English dictionary views American slang as an informal nonstandard vocabulary composed typically of coinages, arbitrarily changed words, and extravagant, forced, or facetious figures of speech. These words that are not considered part of the standard vocabulary of a language and that are used very informally in speech.. (Rundell & Fox, 2007). Meanwhile, American slang learning demands a pre-requisite 3000 vocabulary size (McGavigan, 2009) which indicates to the complicated nature of American slang learning.

Hence, an American slang is a multi-word expression which has a fixed order with a non-literary meaning and that has to be learned in association with cultural, pragmatic and sociological use (Saberian, & Fotovatnia, 2011).

Hence, American slang learning, according to Rodriguez and Winnberg (2013), demands a cultural knowledge. Nippold and Taylor (2002), in a similar vein, consider the cultural knowledge as the pre-requisite for American slang learning which gets started in childhood and is improving during the life of any speaker.

2.2 Learning Styles:

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. Hence, learning styles refer to the relatively permanent direction in utilization and response to the particular language input that the language learners are exposed to the educational contexts (Nielsen, & Kreiner, 2017).

2.3 English language teaching and strategies to promote slang knowledge and communication

Most studies conducted in the field of lexis indicate that vocabulary should be included in the language training center because the language contains grammatical lexical, not lexicalized grammar. Lewis

(1993) indicated that the lexical method is a change in language teaching from grammar to vocabulary training; as language does not include none grammatical or traditional vocabularies, but often fragments made of several words (Lewis, 1997). These patches include slang collocations, fixed and semi-fixed terms. These patches are "*formulaic language*".

2.4 Approaches and Methods to Learning Styles

According to Vizeshfar, F., & Torabizadeh, C. (2018) understanding learning styles can help to use appropriate teaching methods. There are different approaches for dealing with learning styles, i.e. the Dunn and Dunn learning model, the Myers-Briggs type indicator (MBTI), Felder-Silverman learning model, the modularity theory, and Kolb's learning model.

2.5 The Kolb's Learning Style Model

Kolb's Theory of Learning Model, according to Kolb (2005), is composed of a continuum from concrete experience to active experimentation (concrete experience, reflective observation, abstract conceptualization, and active experimentation). The following explanes different type of this continuum:

2.5.1 Concrete Experience (CE):

Concrete Experience (CE), according to Chapman (2006, p. 14), refers to being An important part of judgments is emotional. In fact, individuals are deprived of people and are people-oriented. They do not like the theory. They learn from specific cases and examples. They learn more from discussions with peers and feedback. (Chapman, 2006, p. 17).

2.5.2 Reflective Observation (RO):

Reflective observation is related 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.

2.5.3 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 no people. They learn from authority-based learning cases (Chapman, 2006, p. 17).

2.5.4 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. 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 researcher, particularly, is attempting to explain if there is a relationship between Kolb's Learning Model and Learning American slang among Iranian EFL students. The next section the research questions as well as research hypotheses are demonstrated and the purposes of the study and the statement of the problem are clarified.

So far, some researchers have investigated few studies about American slang and American slang expressions and since they have not studied about the relationship between Kolb's Learning Model and Learning American slang among Iranian EFL students we tried to do this. So, the researcher wanted to recognize whether there was any relation between Kolb's Learning Model and Learning American slang among Iranian EFL students.

2.6 Empirical Studies on Learning Styles in relation to Language Learning

In this section, some empirical studies are mentioned in order to shed light on the direction of the relation between language learning including American slang learning and learning styles. Nasab and Hesabi (2014) explored the association between the learning styles and the use of pictures in comprehension of American expressions among Iranian EFL learners. To this end, 39 Iranian B.A University students who were studying English literature major were selected in two intact classes as the participants of the study and went through different instructions on number some American expressions. One of the group just received definitions and examples for American expressions and the other picture in addition to the definitions and examples. The results of the study indicated to the significant correlation "between the participants' learning styles and their comprehension of American expressions in the picture group" (Nasab & Hesabi, 2014, p. 1892).

Günes (2004) explored the association between the learning style preferences and gender, proficiency level of

English and achievement scores on listening, reading, grammar, and writing in the English Course of the students. To this end, 367 students were selected as the subjects of the study which resulted into non-significant difference between students' learning style preferences, gender, as well as level and achievement scores.

3. Methodology

3.1 Participants

The participants in this study were 63 EFL BA students in University of Tehran who were selected out of 70 from two classes (they were selected with simple random sampling). The participants were from the both genders—27 males and 36 females with the age between 18 and 25, with Persian native language, and with English as their foreign language. In selecting participants, random sampling procedure was utilized. In fact, two classes were selected randomly and the participants took the *Solutions Placement Test: Elementary to* Intermediate which was developed by Edwards (2007), out of them, the participants with scores one standard deviation below and above the mean score were included. Meanwhile, 43% of the participants were males and 57% females.

3.2 Design of the Study

In a nutshell, 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 occurs among natural variables, while it creates a change in researcher's empirical studies in order to determine the cause of the independent variable(s) in the dependent variable(s). In this study, the correlation between learning styles and American slang learning were investigated. Hence, the difference between correlational and experimental designs should be recognized since only empirically controlled designs can well make conclusions about the cause and effect.

3.3 Instruments & 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 to recognize different learning models of activist, reflector, theorist and pragmatist. The American Slang Test (version 2006) composed of 15 multiple-choice items. Table 1 shows the characteristics of each test or questionnaire.

Table 1: 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 in University of Tehran and the results according to the tables showed the acceptable reliability level . (Hadley, 1993)

3.4 Data Analysis Procedures

In analyzing the data Spearman's rank order correlation (Rho) statistic were utilized 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 and American slang learning. 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 is non-parametric). Multiple regressions, on the other hand, were utilized to measure the association among several variables-at least three. So, multiple regressions were utilized in order to calculate the association among gender, American slang test score and Kolb's learning styles.

4. Results

4.1 Descriptive Statistics

The descriptive statistics of each gender were also computed in terms of the learning styles as table 2 shows. According to the table, the Concrete Experience (CE) among the females showed the mean of 10.75 and the standard deviation of about 2.50. Meanwhile, the male participants showed the mean of 11.23 and the SD of 2.76.

Table 2: Kolb's Learning Styles among the Participants: Females vs. Males

	Gender	N	Mean	Std. Deviation	Std. Error Mean
CE	=female	37	10.7568	2.47662	.40715
	=male	26	11.2308	2.76127	.54153
RO	=female	37	8.7838	2.96400	.48728
	=male	26	9.2692	2.49091	.48851
AE	=female	37	13.6216	2.11281	.34734
	=male	26	13.5769	2.10092	.41202
AC	=female	37	15.9730	1.92190	.31596
	=male	26	16.0385	1.88639	.36995
Style1	=female	37	49.1351	8.75964	1.44008
	=male	26	50.1154	8.45850	1.65885

The Reflective Observation (RO), on the other hand, revealed the mean of 8.78 and the standard deviation of about 3 among the female participants. Meanwhile, the male participants showed the mean of 9.26 and the SD of 2.50. The Active Experimentation (AE) demonstrated the mean of 13.62 and the standard deviation of 2.13 among the female participants. Meanwhile, the male participants showed the mean of 13.57 and the SD of 2.10. Finally, the Abstract Conceptualization (AC) illustrated the mean of about 16 for the both genders and the standard deviation of about 2 for the both genders. Meanwhile, the male participants showed higher utilization the styles where males' share showed the mean about 49 for female and 50 for males. Likewise, the SD for the females was 8.75 and for male about 8.50. Considering figure 1 which sheds light on the mean utilization of each style for the both genders clarifies that the both genders have relatively similar tendency in their utilization of the styles.

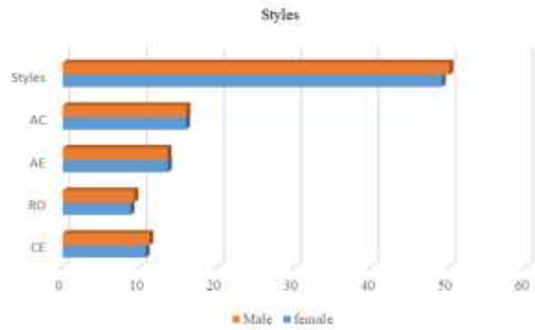

Figure 1: Kolb's Learning Styles among the Participants: Females vs. Males

4.2 Correlation between the Variables

In this section the correlation between the variables such as between different kinds of styles as well as between each learning style and slang performance of the participants are discussed. 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.

4.3 Learning Style and Gender

Examining the relationship between the total learning style as well as its kinds and gender is represented in table 3.

Table 3: Associations between Gender & the Kolb's Learning Style

		Style	CE	RO	AE	AC	Gender
Gender	Correlation Coefficient	.053	.093	.090	.003	.031	1.000
	Sig. (2-tailed)	.679	.470	.483	.983	.807	.
	N	63	63	63	63	63	63

Considering the results of table 3 shows that gender plays a neutral role where gender is not significantly correlated with the total learning style as well as with each type of Kolb's learning styles. In fact, the correlation between a gender and each type of learning styles and total learning style is very weak below 0.01 and the p-value is much higher than the cut-score of 0.01 or even 0.05.

5. Discussion

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

The results of the study showed a significant and correlation between the total learning style and slang learning, and 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.

The findings of the study supported Nasab and Hesabi (2014) who also argued about a significant correlation between the two variables. Likewise, the results of the study, instead of a particular learning style which some studies considered the Concert Experience (CE) (Mohammadzadeh, 2012), showed the balance among the four learning styles was also fundamental; however, the most contribution was attributed to the CE. The Concert Experience frames and methods is the one of the so practical approached among the other methods which gives a direct way to the learners and instructors for learning and teaching American expressions and informal and real social communication among participants.

The study showed that there was non-significant correlation between gender and the total learning style as well as each four types of Kolb's learning styles, and the both female's and male's participants performed similarly in terms of Kolb's Learning Styles. Considering the non-significant relationship between gender and learning style is in line with Günes' (2004) finding whose study also showed that gender is not an indicating variable for learning style. Acording to Gradl-Dietsch, Korden, Modabber, Sönmez, Stromps, Ganse, & Knobe, (2016) gender did not have impact on learning.

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.

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. These styles are the base for learning models which can compose a new frame for teaching and learning American style in order to enhance the informal potential of ability of real social communication.

Different four types of learning styles and slang learning can be used in same time with both gender in common and real informal communication and of course as the researcher has indicated in above lines, 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, so we don't expect a great and quick enhance in their informal communication among participants.

6. Conclusion

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 showed that there is no difference 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 illustrated a high, significant and positive regression total learning style, the four types of 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 but also the learning styles which the study proved to be significantly correlated. It means that processes play fundamental role.

The results of the study can be useful for teachers, students, book writers, syllabus designers, and curriculum developer.

In order to study other aspects of the study, it is strongly recommended that the study results 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.

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Appendix I: Kolb's Learning Styles

1.	I have strong beliefs about what is right and wrong, good and bad.
2.	I often act without considering the possible consequences.
3.	I tend to solve problems using a step-by-step approach.
4.	I believe that formal procedures and policies restrict people.
5.	I have a reputation for saying what I think, simply and directly.
6.	I often find that actions based on feelings are as sound as those based on careful thought and analysis.
7.	I like the sort of work where I have time for thorough preparation and implementation.
8.	I regularly question people about their basic assumptions.
9	What matters most is whether something works in practice.
10.	I actively seek out new experiences.
11.	When I hear about a new idea or approach I immediately start working out how to apply it in practice.
12.	I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
13.	I take pride in doing a thorough job.
14.	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
15.	I take care over the interpretation of data available to me and avoid jumping to conclusions.
16.	I like to reach a decision carefully after weighing up many alternatives.
17.	I'm attracted more to novel, unusual ideas than to practical ones.
18.	I don't like disorganised things and prefer to fit things into a coherent
19.	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
20.	I like to relate my actions to a general principle.
21.	In discussions, I like to get straight to the point.
22.	I tend to have distant, rather formal relationships with people at work.
23.	I thrive on the challenge of tackling something new and different.
24.	I enjoy fun-loving, spontaneous people.
25.	I pay meticulous attention to detail before coming to a conclusion.
26.	I find it difficult to produce ideas on impulse.
27.	I believe in coming to the point immediately.
28.	I am careful not to jump to conclusions too quickly.
29.	I prefer to have as many sources of information as possible — the more data to think over the better.
30.	Flippant people who don't take things seriously enough usually irritate me.
31.	I listen to other people's points of view before putting my own forward.
32.	I tend to be open about how I'm feeling.
33.	In discussions I enjoy watching the manoeuvrings of the other participants.
34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programmes, contingency planning, etc.
37.	I tend to judge people's ideas on their practical merits.
38.	Quiet, thoughtful people tend to make me feel uneasy.
39.	I often get irritated by people who want to rush things.
40.	It is more important to enjoy the present moment than to think about the past or future.
41.	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
42.	I tend to be a perfectionist.
43.	In discussions I usually produce lots of spontaneous ideas.
44.	In meetings I put forward practical, realistic ideas.
45.	More often than not, rules are there to be broken.
46.	I prefer to stand back from a situation and consider all the perspectives.
47.	I can often see inconsistencies and weaknesses in other people's arguments.
48.	On balance I talk more than I listen.
49.	I can often see better, more practical ways to get things done.
50.	I think written reports should be short and to the point.
51.	I believe that rational, logical thinking should win the day.
52.	I tend to discuss specific things with people rather than engaging in social discussion.
53.	I like people who approach things realistically rather than theoretically.
54.	In discussions I get impatient with irrelevancies and digressions.
55.	If I have a report to write I tend to produce lots of drafts before settling on the final version.
56.	I am keen to try things out to see if they work in practice. 0 57. I am keen to reach answers via a logical approach.
58.	I enjoy being the one that talks a lot.
59.	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
60.	I like to ponder many alternatives before making up my mind.
61.	In discussion with people I often find I am the most dispassionate and objective.
62.	In discussions I'm more likely to adopt a "low profile" than to take the lead and do most of the talking.
63.	I like to be able to relate current actions to a longer term bigger picture.
64.	When things go wrong I am happy to shrug it off and 'put it down to experience'.
65.	I tend to reject wild, spontaneous ideas as being impractical.
66.	It's best to think carefully before taking action.
67.	On balance I do the listening rather than the talking.
68.	I tend to be tough on people who find it difficult to adopt a logical approach.
69.	Most times I believe the end justifies the means.
70.	I don't mind hurting people's feelings so long as the job gets done.
71.	I find the formality of having specific objectives and plans stifling.
72.	I'm usually one of the people who puts life into a party.
73.	I do whatever is expedient to get the job done.
74.	I quickly get bored with methodical, detailed work.
75.	I am keen on exploring the basic assumptions, principles and theories underpinning things and events.
76.	I'm always interested to find out what people think.
77.	I like meetings to be run on methodical lines, sticking to a laid down agenda, etc.
78.	I steer clear of subjective or ambiguous topics.
79.	I enjoy the drama and excitement of a crisis situation.
80.	People often find me insensitive to their feelings.

Appendix II: American Slang Test [American Slang Test - ProProfs Quiz]

1

- A lot of students at the high school across the street smoke grass during lunch hour.
  - A.
  - Smoke cigarettes
  - B.
  - Smoke marijuana
  - C.
  - Smoke cigars

2.

- Cathy is really happy at her new job. It's pure gravy.
  - A.
  - A really frustrating place
  - B.
  - A job with great cafeteria gravy
  - C.
  - Lucrative and easy

3.

- I don't want that sandwich. It looks gross.
  - A. Disgusting
  - B. Expensive
  - C. Really delicious

4.

- Where should we go for some good grub?
  - A. Drinks
  - B. Food
  - C. Insects

5.

- You've been very lazy this past semester. Now, you have to really pull your socks up if you want to graduate in June.
  - A. Work hard
  - B. Wear nice clothes
  - C. Be nice to teachers

6.

- My roommate usually looks pretty grubby when she goes out.
  - A. Unclean and sloppy
  - B. Neat and boring
  - C. Fashionable

7.

- It takes a lot of guts to stand up for what you believe in, especially when your opinion is not a popular one.
  - A. Happiness
  - B. Courage
  - C. Stamina

8.

- I don't like your jacket. It looks a little grungy.
  - A. Fashionable
  - B. Dirty
  - C. Dated

- 9.
- That road was really hairy. We should take another route next time.
  - A. Scenic
  - B. Boring
  - C. Dangerous
- 10.
- We have to sit down and hammer out an agreement before the end of the week.
  - A. Possibly work on
  - B. Quickly work out
  - C. Pay for
  - 11
- This was **a blow-off course**.
  - A. a very difficult course
  - B. a very old course
  - C. a very easy course
  - 12
- You have to **pull an all-nighter** before the test.
  - spend all night sleeping
  - stay up all night studying
  - relax through the night
- 13
- He **bombed** the test.
  - failed
  - passed
  - ignored
  - forgot
- 14
- The lecturer gave his students **a pop quiz** today.
  - an easy quiz
  - a difficult quiz
  - an unannounced quiz
- **15**
- She **aced the final exam.**
  - got a C
  - got a B
  - got an A