

## An Investigation into the Relationship between Kolb's Learning Styles and Learning Idioms among Iranian ELT Students

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### Abstract

The main thrust of the study was to explore the relationship between learning styles and learning idioms among Iranian ELT students with a gender-based focus. To this end, 63 ELT BA students majoring English Translation (ET) 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 63 participants took the Kolb's (2006) Learning Style Inventory questionnaire, and the Idioms Test. The test and questionnaire answered by the participants were scored, the data were extracted and put into the SPSS22. Using the descriptive statistics, correlation, regression and t-test, the data were analyzed. The results of the study indicated that the Abstract Conceptualization (AC), followed by the Active Experimentation (AE) is 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 idiom 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 (2006) learning style and idiom learning. Likewise, the study proved the highest correlation between the experiential learning style (Concrete Experience (CE) and the idiom learning. meanwhile, the study showed non-significant correlation either between gender and idiom learning or between gender and learning styles.

**Keywords:** Learning Styles, Idiom Learning, Abstract Conceptualization (AC), Active Experimentation (AE), Concrete Experience (CE)

### INTRODUCTION

Learning any language including English causes many challenges for language learners as well as language teachers. Communicative competence demands that language involves several dimensions, i.e. grammatical, discourse, pragmatic and strategic. In fact, there is this consideration that language learning in any level and any skill demands an interaction among these four dimensions or competences. Nevertheless, one of the issues which influences the quality of language learning is related to pragmatics among

which learning expressions, idioms and idiomatic language are worth mentioning. Idiom, in peculiar, refers to a bundle of vocabulary which is collocated with each other. It is worth mentioning that the concept of idiom is something more than the individual vocabulary since its meaning is unrelated to the meanings of individual vocabulary, for example, the idiom of "a blessing in disguise" refers to something which "seems bad, but is actually good" or the idiom of "I'll toss it around" refers to "casually suggest an idea to people".

In the interim, idioms and idiomatic 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 idiom as "an expression that cannot be understood from the meanings of its separate words but that has a separate meaning of its own". Hence, the highest idiomatic structures, according to Kövecses (2001), are formed "based on conceptual metaphors and metonymies (p. 2). It means that the idiomatic expressions are "conceptually motivated by the underlying metaphors and metonymies" (Kövecses, 2001, p. 2). Accordingly, an idiom according to Rundell and Fox (2007), refers to "an expression (its) meaning is different from the meaning of the individual words" (p. 710). McGavigan (2009) argues that learning at least 3000 words are prerequisite for learning idiomatic language. Hence, idioms seem to play a crucial role in language learning since producing natural language demands utilizing due idioms and idiomatic expressions (McCarthy, O'Keeffe, & Walsh, 2010).

Considering the fact that memorizing formulaic language, in general, and memorizing idiomatic expressions, in particular, place heavy burden on EFL/ESL language learners in which there is vast mismatch between form and meaning (Najarzadegan & Ketabi, 2015) as well as the differences among language learners even the graduated ELT students in their repertoire in using and comprehending idiomatic expressions conjure this hallucination that maybe there are some interactive element influence the process of idiomatic language learning. Nevertheless, learning styles of students seem to be an influential variable on their language learning among which learning the idiomatic expressions is worth mentioning. In this regard, Oxford (2003) argues that "language learning styles and strategies are among the main factors that help determine how –and how well –our students learn a second or foreign language" (p. 1). Oxford (2003, p. 2) adds that "learning styles are the general approaches –for example, global or analytic, auditory or visual –that students use in acquiring a new language or in learning any other subject". Šabatová (2008), in a similar vein, considers learning styles as influential variable on learning a foreign language part of it is learning the idiomatic language.

One of the influential figures who provides his influential methodology for learning styles is David Kolb who presented his famous experiential learning theory (ELT), and learning styles inventory (LSI) in 1984. Kolb's learning styles, according to Chapman (2005), has composed of "four distinct learning styles (or preferences), which are based on a four-stage learning cycle" (p. 1). Chapman (2005) considers Kolb's model as an elegant one "since it offers both a way to understand individual people's different learning styles, and also an explanation of a cycle of experiential learning that applies to

us all” (p. 2). Kolb’s (2005) learning styles model considers a continuum from 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 inter-personal 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 one hand, is highly dependent on the meticulous consideration of other individuals and situations (Chapman, 2005). Abstract conceptualization (AC), on the other hand, prefers argumentative and analytical procedures in dealing with teaching (Chapman, 2005). It means that the individuals with the predominant AC learning style have the tendency towards the things where a theory-oriented approach is suitable and beneficial for them (Chapman, 2005). Accordingly, the objective, analytical, structured approach to learning provided the best learning contextual situation for the individuals with the dominant AC learning style (Chapman, 2005).

Active Experimentation (AE) learning styles, in effect, demonstrates a kinesthetic approach to learning where experimental activities benefit them (Chapman, 2005). Meanwhile, the individuals with the dominant AE learning style can improve their learning achievement through engagement in group discussion, tasks or activity-based experiments (Chapman, 2005). Hence the AE individuals don’t feel convenient with lectures.

Kolb’s (2005) learning styles model has presented a four-type definition of learning styles, namely, Diverging (CE/RO), Assimilating (AC/RO), Converging (AC/AE), and Accommodating (CE/AE) (cited in Chapman, 2005). It is worth mentioning that each of this four-type definition of learning styles has composed of two preferred styles. The following has extracted from McLeod (2013) which demonstrates the definition and characteristics of each of the four-type definition of learning styles:

The individuals with the dominant CE/RO can explore anything through a number of dimensions where consideration, imagination, creativity, and intuition are fundamental for them (Chapman, 2005). The individuals with the AC/RO, on the other hand, seek for the logical approach where focus is given to the concepts rather than to people and their relationship (Chapman, 2005). Hence, for the AC/RO individuals, explanations, reasons, and justifications provide a beneficial learning situation (Chapman, 2005). Meanwhile, 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).

Finally, the individuals with the CE/AE learning style approach the problems through their intuition by trial and error (Chapman, 2005). In fact, this group of individuals is looking for the challenging instructional contexts (Chapman, 2005).

The details of Kolb's learning styles model were illustrated above. Furthermore, the significance of learning idioms was discussed, too. Considering the aforementioned viewpoints, the researcher, particularly, is attempting to determine whether there is any relation between Kolb's Learning Styles Model and Learning Idioms among Iranian ELT 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.

Likewise, the main purpose of the study is to determine the relationship between learning styles and learning idioms among Iranian ELT students. In fact, the following may be considered among the main purposes of the study:

- Determining the relationship between Kolb's Learning Styles Model and Learning Idioms by Iranian ELT Students.
- The effect of gender on the preferred Kolb's Learning Styles and its relation to Learning Idioms by Iranian ELT Students (the idiom test scores will be analyzed with respect to their learning styles and gender differences).
- The preferred Kolb's Learning Styles by Iranian ELT Students.

## **METHOD**

### **Participants**

The participants of the study were ٦٣ ELT BA students studying English—translation—in the Islamic Azad University, Bandar Abbas branch who were selected out of 70 from two classes. The participants were from the both genders—27 males and 36 females with the age between 19 and 25. The included participants were mainly Persian native language with English as their second language. In selecting participants, random sampling procedure and cluster 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 whose scores were one standard deviation above and below the mean score were included. Meanwhile, 43% of the subjects were males and 57% females.

### **Design of the Study**

Following a correlational design the relationship between learning idiomatic expressions and learning styles among Iranian ELT students was investigated. Likewise, the relationship between gender with each variables of learning styles and learning idiomatic expressions were also explored. It is worth mentioning that this study is a correlational one in which we can just discuss about existence an association among variables. It means that the study could not discuss any causative relationship which

demands a totally different design, instrumentation and control. Meanwhile, the variables of the study were learning styles suggested by Kolb (2006) and students' American Idioms knowledge as well as their gender.

## **Instrumentations**

### ***Data Collection Procedures***

The instruments for collecting data were two tests and one questionnaire. They are adopted version of the Solutions Placement Test: Elementary to Intermediate which was developed by Edwards (2007), Kolb's (2006) Learning Style Inventory questionnaire, and an Idioms 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 need to choose the ones appropriate for them. The items of the Kolb's (2006) Learning Style Inventory questionnaire are related to different learning styles of activist, reflector, theorist and pragmatist. The Idioms Test (version 2006) composed of 15 multiple-choice items. Table1 shows the characteristics of each test or questionnaire.

**Table 1.** Characteristics of the Instrumentations

Test/Questionnaire	Number of Items	characteristics	Scoring Procedures
<i>Solutions Placement Test: Elementary to Intermediate</i>	55	Multiple-choice items	Based on the key answer for each item there is only one correct choice;
<i>Kolb's (2006) Learning Style Inventory questionnaire</i>	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;
<i>The Idioms Test (version 2006)</i>	15	Multiple-choice items	Based on the key answer for each item there is only one correct choice;

The selected tests and questionnaire are among the commercially distributed ones. It means that these tests and questionnaire are objective, and have piloted and refined. Accordingly, they enjoy from the appropriate validity—all of them cover the domain which is interested for study, have face validity, content validity and construct validity. In terms of reliability, Solutions Placement Test: Elementary to Intermediate (SPT) and The Idioms Test (IT) (version 2006) were administered to 25 female EFL learners in a language institute in Shiraz (Bahman Language Institute) which showed the acceptable reliability level (SPT: 71 & IT: 73).

### ***Data Analysis Procedures***

In analyzing the data Spearman's rank order correlation (Rho) statistic—to explore the relation between two variables (between learning styles and idiom learning; between learning styles and gender, between idiom learning and gender—as well as multiple regression—to explore the relation among the three variables, i.e. learning styles, idiom learning and gender—were utilized.

**RESULTS**

Table 2 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 illustrate a significant positive correlation between each type of Kolb Learning Style (KLS) and the total learning style.

**Table 2.** 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. Furthermore, 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.

Generally, 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). Meanwhile different four learning styles

are highly associated significantly and positively. Likewise, the correlation between the Concrete Experience (CE) and the Reflective Observation (RO) is 0.917. Moreover, the 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. The correlation between the Abstract Conceptualization (AC) as well as the Reflective Observation (RO) and Active Experimentation (AE) are 0.631 and 0.896, respectively. It is worth mentioning that the p-value for all of them is 0.000 which indicates a significant correlation. Examining the relationship between the total learning style as well as its types 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. The total learning style and its types also were examined in relation to the idiom learning among the participants. Table 3 demonstrates the results of the correlation.

**Table 4.** Associations between Idiom & the Kolb's Learning Style

		idiom	Style	CE	RO	AE	AC	
Spearman's rho	idiom	Correlation Coefficient	1.000	.854**	.868**	.804**	.732**	.645**
		Sig. (2-tailed)	.	.000	.000	.000	.000	.000
		N	63	63	63	63	63	63

As the table shows idiom learning is significantly and positively correlated not only with the total learning style but also with the four types of the Kolb's learning styles due to the results of the two-tailed test which is 0.000 for all of them. The correlation between idiom learning and total style is 0.854. Likewise, the correlation value between the idiom learning and the four types of learning styles which are Concrete Experience (CE), Reflective Observation (RO), Active Experimentation (AE), and Abstract Conceptualization (AC) are respectively, 0.868, 0.804, 0.732, and 0.645. Hence, the highest correlation is related to the Concrete Experience (CE). Figure 4.6 illustrates the correlation between idiom and learning styles. Considering the fissure shows that highest correlation is related to the Concrete Experience (CE) and the weakest one is related to the Abstract Conceptualization (AC).

Exploring correlation between gender and idiom revealed to be non-significant. As table 5 demonstrates the p-value is 0.637 and the correlation is 0.61 which is very weak. It indicates that gender is not a variable in idiom learning.

**Table 5.** Associations between Idiom & Gender

		gender	
Spearman's rho	idiom	Correlation Coefficient	.061
		Sig. (2-tailed)	.637
		N	63

Considering idiom learning as dependent variable and learning style and gender as the constant and independent variables, multiple regression was also explored.

**Table 6.** Correlational Statistics: Multiple Regression

Model	Sum of Squares	df	Mean Square	F	Sig.	
1	Regression	481.265	5	96.253	32.074	.000 <sup>b</sup>
	Residual	171.053	57	3.001		
	Total	652.317	62			

a. Dependent Variable: idiom  
 b. Predictors: (Constant), CE, gender, AC, RO, AE

Considering table 6 indicates to a significant regression among the variables, namely, total learning style, the four types of Kolb's learning style and gender with the idiom. The average (b=0.884) is significant (p=0.01), and the coefficient is positive for idiom learning only in relation to the Concrete Experience which indicates that the greater level of the Concrete Experience (CE), the higher level of idiom learning or performance. Next, the effect of gender, Active Experimentation (AE) Learning style, Reflective Observation (RO) learning style and abstract Conceptualization (AC) learning style as well as the total learning style are non-significant (p-value is much higher than the cut score) and their coefficient is negative indicating that females and the subjects outperformed in terms of writing.

**Table 7.** Coefficient Statistics: Multiple Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	-3.214	2.075		-1.549	.127
	gender	-.049	.454	-.007	-.107	.915
	AC	.095	.249	.055	.379	.706
	AE	.079	.308	.051	.256	.799
	RO	.091	.180	.077	.504	.616
	CE	.884	.245	.705	3.604	.001

a. Dependent Variable: idiom



In a further step, the researcher endeavored to examine the differences between the two genders in terms of the idiom learning and learning styles along with its type in order to determine if there is any significant difference between them.

**Table 8.** Normality Distribution Test

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
idiom	.154	63	.071	.920	63	.081
CE	.183	63	.007	.950	63	.08
RO	.112	63	.046	.975	63	.240
AE	.223	63	.09	.908	63	.09
AC	.130	63	.070	.952	63	.15
Style1	.136	63	.15	.955	63	.12

In realizing the aim, normality exploration test was run which indicated to the normality distribution due to the p-value which is lower than the cut score of 0.05. Accordingly, the t-test statistic was applied since its pre-requisite condition is realized. Table 9 demonstrates the results of the Chi-square test.

**Table 9.** Chi-square Test: Females vs. Males

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
idiom	Equal variances assumed	.078	.782	-.499	61	.619	-.41684	.83515	2.08682	1.25314
	Equal variances not assumed			-.493	51.693	.624	-.41684	.84485	2.11240	1.27872
CE	Equal variances assumed	.714	.401	-.713	61	.478	-.47401	.66461	1.80297	.85495
	Equal variances not assumed			-.700	50.129	.487	-.47401	.67752	1.83476	.88673
RO	Equal variances assumed	1.747	.191	-.682	61	.498	-.48545	.71139	1.90795	.93706
	Equal variances not assumed			-.704	58.962	.484	-.48545	.68998	1.86612	.89523
AE	Equal variances	.007	.933	.083	61	.934	.04470	.53944	1.03397	1.12337

	assumed								
	Equal								
	variances		.083	54.163	.934	.04470	.53890	-	1.12505
	not							1.03565	
	assumed								
	Equal								
	variances	.115	.736	-	61	.894	-.06549	.48812	-
	assumed			.134				1.04155	.91058
AC	Equal								
	variances			-	54.599	.893	-.06549	.48651	-
	not			.135				1.04064	.90966
	assumed								
	Equal								
	variances	.000	.994	-	61	.659	-.98025	2.21040	-
	assumed			.443				5.40021	3.43971
Style1	Equal								
	variances			-	55.135	.657	-.98025	2.19672	-
	not			.446				5.38234	3.42184
	assumed								

Table 9 shows that the p-value (2-tailed) is much greater than the cut score of 0.01 which indicates to the non-significant performance between the two genders in dealing with the four types of Kolb's Learning Styles, the total learning style and the idiom learning. The next section is devoted to the discussion where the raised questions are answered and some bases are presented in supporting or rejecting the suggested hypotheses.

## DISCUSSION

In exploring the relationship between the idiom learning and Kolb's learning style, three questions were raised which the study tried to find some bases in answering them. The first question tried to clarify the relationship between the two variables of the idiom learning and Kolb's learning style among Iranian ELT students. The results of the study indicated not only a significant correlation between the total learning style and idiom learning, but also a significant and positive correlation between the idiom 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 idiom learning.

In fact, the findings of the study are supporting Nasab and Hesabi (2014) who also argue about a significant correlation between the two variables. Meanwhile, the results of the study is in contrary with some researchers study like Khalid et al. (2013) whose findings revealed non-significant relationship between academic achievement and learning styles. 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 ELT 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. 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.

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 idiom learning among the Iranian ELT participants studying in Bandar Abbas University. 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 idiom learning. Meanwhile, Concrete Experience (CE) learning style was found to play the greatest role in the idiom learning among the participants.

Generally, 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 idiom learning. However, the study showed significant relationship between Kolb's Learning Style and idiom learning; non-significant relationship was found between gender and idiom learning as well as between gender and Kolb's learning style. In other words, gender is an indicator nor for learning style neither for idiom learning. Likewise, learning style and its types are indicators for idiom learning among the participants. Likewise, 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 idiom learning and Kolb's learning style are justifiable in light of Lane's arguments.

Meanwhile, 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 idiom learning and this point is emphasized by Silver, Strong and Perini (1997) who emphasize in the balance among different types of learning styles. Hence, the study also indicated that it is not a predominant learning style that may result into the increase and improvement of the idiom learning but the balance among the four Kolb's learning styles and the total learning style is crucial and fundamental. Meanwhile, personality characteristics especially the balance among the learning styles influence and improve language learning including idiom learning as it is discussed also by Wong (2011).

## **CONCLUSIONS & PEDAGOGICAL IMPLICATIONS**

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 idioms. 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 idiom learning. The results of the study indicated to 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 idiom learning. Accordingly, idiom 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.

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 idiom 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 idiom 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 could be practiced through tasks, worksheets, etc.

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