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Feeding the ELT Students' Needs Through Kolb's Learning Styles Inventory

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ABSTRACT

Contrary to learning styles seem the same as what abilities refer, they are related to them in the sense that they decipher how individuals desire to use their capabilities. There have been diverse learning styles theories intent to explain the individual differences on account of the acceleration and the amount of absorbed knowledge. Learning styles have been defined under the notions of cognitive, affective and physiological attributes that serve as nearly strong indicators of how learners distinguish, combine, and reciprocate to the learning phenomena which gains importance and provide basis for language education process as well. Thus, this study aims to determine the learning styles of English language teaching (ELT) students studying at Amasya University, Faculty of Education in 2017-2018 academic year. The participants of the study consist of totally 109 out of 122 from 1st, 2nd, 3rd and 4th grade students of English Language Teaching Department. The data collection instrument was Kolb's Learning Style Inventory including four sets of work labeled as Concrete Experience, Reflective Observation, Abstract Conceptualization, and Active Experimentation and the students were expected to rank order the 12 items listed for each category via assigning a 4 to the word which best characterizes their learning style, a 3 to the next best, a 2 to the next, and a 1 to the least characteristic word. By this way, ELT students' dominant learning styles which refer to their learning profiles has been specified descriptively. Furthermore, the learning styles of ELT students has been interconnected with the content of the courses they need to take during their teacher education process and suggestions for the members of ELT departments has been provided based on the findings of these learning styles.

Key Words: Learning styles, Kolb's learning style inventory, English language teaching.

1. Introduction

Each student is unique in that the way he/she receives and processes information in a classroom setting is distinct from each other. The common proven fact that every learner learn differently from each other has attempted the psychologists to throw light upon the characters of distincitive learner types and classify them into particular "learning styles."

The set of frequent and usual ways of learning refers to learning styles. The assumption of important and particular learning requirements results in different individual processing capabilities among learners which lies under the basis of learning styles theory (Anderman & Anderman, 2009). The learners may benefit from the learning styles in various ways. They may have multimodal learning preferences underlying the combination two ore more specific learning styles, techniques or approaches, however; they may utilize the leading and usual learning style attributing unimodal learning preference. (Prithishkumar & Michael, 2014).

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As a matter of fact, each classroom involves numerous distinct learning styles in itself. Hence, it emerges as impossible for teachers to keep themselves away from identifiying what type or types of learning style(s) their students have. For this reason, teachers are in need of using variety of materials, techniques and approaches that fit best to cater for the individual differences or learning types of the learners in their classroom.

2. Literature Review

As Yanardöner (2010) clarifies there are major learning style models delved into by various psychologists, educationist and researchers sequencing as: The Dunn & Dunn Learning Style (Jonasen & Grobowski, 1999), Grasha & Riechman's Style of Learning Interaction Model (Jonassen & Grabowski (1999), Reinert's Learning Style Model (DeBello, 1990), Gregorc's Learning Style Delineator (Jonnassen & Grobowski, 1999), Honey and Mumford's Learning Preference Model (Riding & Rayner, 1998), McCarthy's 4MAT System (McCarthy, 1990) and Kolb's Learning Styles (Kolb, 1984). Among these learning styles, Kolb's Learning Styles was the most studied model since it had the flexibility to apply widespreadly to other research which included adult learners as well (Yanardöner, 2010).

2.1. Inspiring Learning Style Models

Providing basis for this study, above mentioned significant models and theories will be explained in detail. Starting with the Dunn & Dunn Learning Style, it would be appropriate to claim that it has focused on the learner's preferred modes for concentration and learning difficult information. According to Dunn (1984) learning style is an individual way of absorbing and retaining information or skills. They have the priority to be the earliest researchers who focused on individual differences in learning and learning styles. According to them, four variables affect learners' relation to learning environments, which are environmental, sociological, emotional, and physical, and each of these has some sub factors (Dunn & Griggs, 1998). Their learning style classification underlines five stimuli labeled as environmental, emotional, sociological, physical, psychological factors resulting in the simultaneous and successive processing of learning.

According to Jonassen and Grabowski (1999), Grasha & Riechman's Style of Learning Interaction Model addressed the importance of social and affective perspectives of learners preferred in the classroom settings. The preferred styles of teachers and learners for interacting with each other provides different learning styles such as Participant-Avoidant which measures how much a learner wants to become involved in the classroom environment, his or her reactions to classroom procedures, and attitudes towards learning; Competitive-Collaborative which measures the drives that learners have while interacting with others; Dependent – Independent which measures how much a learner wants freedom or control the learning environment and, his or her attitudes towards teachers (Jonassen & Grobowski, 1999).

Reinert's Learning Style Model pays more attention to the individual's natural "perceptual modality" while s/he responds to the learning environment. This theory shares references of cognitive personality and suggest four different learning styles: Visual modality, Verbal modality, Auditory modality and Activity based modality underlying the idea that how the learners receive new information effects the way they perceive during their own learning process.

Gregorc's Learning Style Delineator was developed by the humans' preferred way of making sense of the world through two important processes: the perception and ordering of incoming information. Moreover, perception could be in two forms, either in an abstract (processing information through intuition and reason) or concrete (physical aspects of information is processed through senses) manner. Likewise, ordering incoming information can happen in two ways: either in sequential (a linear, step by step organizational scheme) or random (relating data to each other in variety of forms) ways. Combining these perceptions and ordering forms, he proposed four types of learning styles: Concrete sequential, abstract sequential, abstract random and concrete sequential (Jonnassen & Grobowski, 1999).

People with concrete sequential learning styles are orderly, sequential and logical. They derive information through practical experience and use their five senses well and frequently. Concrete random learners like to experiment with ideas and concepts and prefer trial and error in learning. It is easy to move from fact to theory for them, they are insightful, and do not prefer authority in the learning environment. Abstract sequential learners have a very good ability of decoding written, verbal, and image symbols. They are logical, analytical and synthesizing, and they do not like authority and distraction. The people with random learning styles are holistic in perceiving and absorbing information, and use their personal and emotional experiences in evaluation. They prefer to be in unstructured learning environments like group discussions, and multisensory activities. They are focused on relationships, imaginative, and tuned to the nuances of mood and atmosphere (Jonnassen & Grobowski, 1999).

Honey and Mumford's Learning Preference Model was developed based on the model of Kolb's learning styles. They categorized their learning styles into four groups: activists, theorists, pragmatists, and reflectors (Riding & Rayner, 1998). Activists like new experiences, group work, and tend to use their intuition in decision making. They like brain storming and role - playing activities and dislike administration or program implementation. Theorists are oriented towards logic, ideas, generalizations and systematic planning, and they do not like intuitive insight and social involvement. Pragmatists stay away from deep thinking and observations; they seek for group work, risk taking, discussion, debate and practical application. Reflectors like to focus on understanding meaning, observing and describing process or predicting outcome (Riding & Rayner, 1998).

McCarthy's 4MAT System was shaped based on Kolb's experiential learning construct that the gathering of information and the transformation of it determines an individual's learning style. When the two dimensions of perceiving, which are sensing/feeling, and the two dimensions of processing, which are doing and watching, are juxtaposed, a four – quadrant model is formed. Each quadrant corresponds to a learning style. The four learning styles in his models t are: Imaginative Learners defined as perceiving information concretely and processing it reflectively referred as curious, aware and perceptive; Analytic Learners who are critical, fact seeking and philosophizing, and they perceive information abstractly and process it reflectively; Common Sense Learners who perceive information abstractly and process it actively labeled as hands-on, practical, and oriented towards the present and Dynamic Learners perceiving information concretely and process it actively defined adaptive, inventive and enthusiastic (McCarthy, 1990).

2.2. Kolb's Learning Styles Model

The underlying principle of Kolb's Learning Style Model is that the model of learning style was constructed from the theory of experiential learning. Therefore, before mention about this learning style model, it would be appropriate to give a brief explanation about experiential learning theory. The origins of Kolb's experiential learning theory lie in the works of Dewey, Lewin and Piaget (Kolb, 1984). For Dewey, Lewin and Piaget, the basic characteristic of learning is the importance of process rather than outcome, and they emphasize that knowledge change regularly by experience. Kolb (1984) brings a definition by combining these three authors' main ideas about learning: Learning is a kind of tranformation process through which is performed by converting the knowledge into experience the (p. 38). In his definition of learning, there are two characteristics that stand out. First, he gives importance to the process of learning rather than outcomes. Second, he believes that knowledge is continuously created and recreated by the transformation process.

According to Kolb (1984), the process of experiential learning can be described as a four stage cycle involving four adaptive learning modes: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In his model, concrete experience/abstract conceptualization-called comprehension- form one distinct dimension in the learning cycle, while reflective observation/active experimentation-called transformation- form the other dimension. The first dimension is about how an individual grasps experience, either by concrete experience or abstract conceptualization. Concrete experience, called apprehension, means the experience is tangible or hands on, whereas abstract conceptualization, called comprehension, appears when experience is grasped in a symbolic or abstract way. The second dimension is about how to transform this grasped representation of experience, either by reflective observation, called extension, or active experimentation, called intension. Kolb (1984) states that "knowledge results from the combination of grasping experience and transforming it "(p. 41).

Based on his learning cycle, Kolb (1984) proposed four forms of knowledge which are created by the combination of comprehension and transformation modes:

> Experience grasped through apprehension and transformed through intension results in what will be called divergent knowledge. Experience grasped through comprehension and transformed through intention results in assimilative knowledge. When experience is grasped through comprehension and transformed through extension, the result is convergent knowledge. And finally, when experience is grasped by apprehension and transformed by extension, accommodative knowledge is the result (p. 42).

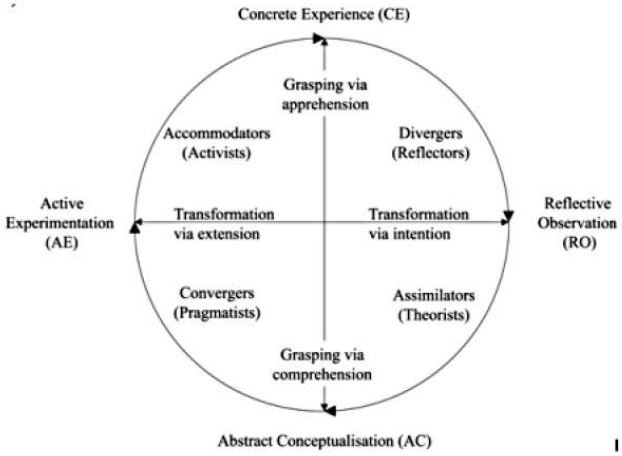

Figure 2.1. Kolb's learning styles Source: Kolb, 1984, p. 42.

These forms of knowledge correspond to Kolb's labeling of four learning styles which are divergers, assimilators, convergers and accommodators (see Figure 3). Each person makes one of these learning styles dominant over the others during his or her life journey because of the inheritence, background experiences and requirements of the existent surrounding (Kolb, 1984).

2.3. Significance of the Current Research

There have been many studies in national and international literature related with Kolb Learning Style theory. Aiming to identify English Language Teaching Department students' learning style preferences and profiles in ELT classrooms on the basis of Kolb's learning style model, the current study also intends to give the comparative analysis between the same and different grades regarding male and the female students at Bachelors level. By this way, this research will provide teachers with a better and comprehensive framework of their learners learning preferences. This desire will call for better teaching methods and strategies, taking consideration of students' unique ways of learning. Related to this, the answers of the following research questions were explored:

1. What are the learning style profiles of ELT students in Amasya University?
2. Are there significant differences between the ELT students studying at the same level?
3. Are there significant differences between the ELT students studying at the different levels?

3. Method

This part of the study includes details of the participants, data collection instrument, data collection and data analysis procedures.

3.1. Design

In the current study, both qualitative and quantitative research types incorporating the learning styles of ELT department students counting on the statistics of collected data named as a mixed-type research were used. The reason of using a mixed type research design is that it is known "as a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study

or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, and provides a better understanding of research problems than either approach alone." (Creswell & Clark, 2011).

3.2. Participants

Although 122 English Language Teaching students consisted the population, 109 English Language Teaching students registered to English Language Education Department of Amasya University voluntarily participated in this study at the end of spring semester of 2016-2017 and beginning of the Fall Semester of 2017-2018 Academic Year. No selection of the participants was done because of the limited number of participants continuing ''1st, 2nd, 3rd and 4th grade at bachelor degree'' and non-existent missing values of coded data. Thus, the convenience sampling method referring to when researchers take whatever individuals happen to be easiest to access as participants in a study has been preferred. According to the collected data, the participants ranged in age from:

Table 3.1. Age Distribution of Participants

	Age	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	18	11	10.1	10.1	10.1
	19	22	20.2	20.2	30.3
	20	30	27.5	27.5	57.8
	21	27	24.8	24.8	82.6
	22	11	10.1	10.1	92.7
	23	3	2.8	2.8	95.4
	24	1	.9	.9	96.3
	25	1	.9	.9	97.2
	26	1	.9	.9	98.2
	32	1	.9	.9	99.1
	42	1	.9	.9	100.0
Total		109	100.0	100.0	

The results indicated that in terms of age distribution the study included heterogeneous participants. However, primarily the participants ranged in age 20 with the frequency of 30 (27.5%) and 21 with the frequency of 27 (24.8%). Following this, the participants ranged in age 19 and 18 with the frequencies of 22 (22.2%) and 11(10.1).

Table 3.2. Gender Distribution of Participants

	Gender	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	Male	32	29.4	29.4	29.4
	Female	77	70.6	70.6	100.0
Total		109	100.0	100.0	

Table 3.2. Gender Distribution of Participants revealed that the study consisted of 77 female (70.6%) and 32 male (29.4%) participants. As seen, the overall inclination of the female students to the department of English Language Teaching in Turkey could be accepted as normal because of few preferences of male students.

Table 3.3. Grade Distribution of Participants

	Grade	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Valid	First Grade	23	21.1	21.1	21.1
	Second Grade	36	33.0	33.0	54.1
	Third Grade	31	28.4	28.4	82.6
	Fourth Grade	19	17.4	17.4	100.0
Total		109	100.0	100.0	

In terms of the grade, 23 (21.1%) 1st grade, 36 (33%) 2nd grade, 31 (28.4%) 3rd grade and 19 (17.4%) 4th grade English Language Teaching students studying at Amasya University participated in the study.

3.3. Data Collection Instrument

The English version of Kolb's Learning Style Inventory Version II (Kolb, 1985) which is basically designed for adult learners and it is one of the most studied inventories and easy to administer (Aşkın, 2006) was conducted in the study. The inventory consisting of 8 "While learning I ..." items and 4 "I can learn best when…" items equaling to totally 12 items were applied to each ELT department student at Amasya University.

According to Kolb (1984) this Learning Style Inventory measures a person's relative emphasis on each of the four modes of learning process designated as concrete experience (CE) and reflective observation (RO), abstract conceptualization (AC) and active experimentation (AE). The combination scores of two modes of learning indicates to what extent the individuals have abstractness over concreteness (AC-CE) and to what extent they prefer to be active over reflective (AE-RO) (p. 68).

3.4. Data Collection and Analysis Procedures

The students were expected to rank order the 12 items listed for each category via assigning a 4 to the word which best characterizes their learning style, a 3 to the next best, a 2 to the next, and a 1 to the least characteristic word in order to find out the dominant learning styles of ELT students which referred to their learning profiles.

Each one of the four columns in each sentence corresponds to a mode. By adding 12 numbers given to each column, learning mode is found. The raw score range is from 12 to 48 , after which the combination score is found by subtracting the concrete experience score from the active abstract conceptualization score and the reflective observation score from the active experimentation score. Combined score range is between +36 to -36.

Although the reliability level of Kolb's Inventory was provided by many other studies, the reliability levels for each learning modes calculated from the scale has been presented in the following table:

Table 3.4. The Reliability Level of Kolb's Inventory

Learning Modes	*Number of Items*	*Number of Participants*	*Cronbach's Alpha*
Concrete Experience	12	109	.92
Reflective Observation	12	109	.95
Abstrct Observation	12	109	.96
Active Experimentation	12	109	.88
Abstract-Concrete	12	109	.95
Active-Reflective	12	109	.92

According to Cronbach Alpha, it is seen that the results demonstrate that the scale enjoys the required reliability perfectly for each learning modes indicating learning styles of ELT students. Since the scales used in the social sciences research requires the reliability level of >.70. In the data analysis process, all of the statistics were calculated via Statistical Package for the Social Sciences (SPSS) Version 20. In order to seek the answers of the research questions, descriptive (frequency, percentage) statistics and one-sample t-test, one-way analysis of variance (ANOVA) which is used when there is a categorical independent variable and a continuous dependent variable, and the difference in the means of dependent variable broken by the levels of the independent variable could be estimated (Gravetter & Wallnau, 2009) were used as parametric statistics. In addition, when the results did not satisfied the researcher because of the participants' being under 30 in quantity, one of the non-parametric statistics named as Kruskal Wallis was applied.

4. Findings and Discussion

Table 4.1. Mean and Standart Deviation Values of Learning Modes

Learning Modes	*Mean*	*Std. Deviation*	*Std. Error Mean*
Concrete experience	25.99	5.82	.55
Reflective observation	30.96	5.44	.52
Abstract conceptualization	30.77	6.28	.60
Active experimental	32.37	6.19	.59
Abstract-concrete	4.78	10.24	.98
Active-reflective	1.41	9.64	.92

Table 4.1. Mean and Standard Deviation Values of Learning Modes explains the mean, standard deviation and standard error mean values of learning modes. According to the results, ELT students studying at Amasya University have the highest mean value for active experimental ($\overline{X}$ = 32.37) learning modes which is followed by reflective observation ($\overline{X}$ = 30.96), abstract conceptualization ($\overline{X}$ = 30.77) and concrete experience ($\overline{X}$ = 25.99). The least mean values of learning modes belong to the active-reflective ($\overline{X}$ = 1.41) and abstract-concrete ($\overline{X}$ = 4.78).

Table. 4.2. One-Sample Test Result

Learning Modes	*t*	*df*	*p*	*Mean Difference*	*95%Confidence Interval of the Difference*	
					Lower	*Upper*
Concrete-Experience	46.60	108	.000	25.99	24.88	27.09
Reflective-Observation	59.40	108	.000	30.96	29.93	31.99
Abstract-Conceptualization	51.11	108	.000	30.77	29.58	31.97
Active-Experimental	54.54	108	.000	32.37	31.19	33.55
Abstract-Concrete	4.87	108	.000	4.78	2.84	6.73
Active-Reflective	1.52	108	.129	1.41	-.418	3.24

Table. 4.2. One-Sample Test Result shows the difference levels between the modes of learning. As shown in the table, except for the active-reflective modes of learning, the other modes of learning have significant difference between each other in terms of their mean values t(108)= 46.60 for concrete-experience, 59.40 for reflective-observation, 51.11 for abstract- conceptualization, 54.54 for active-experimental, and 4.87 for abstract-concrete, $p<.05$. Thus, the students learning modes differs meaningfully which supports the descriptive statistics given in Table 4.1.

Table 4.3. Learning Styles of Learners

Learning Styles	*Frequency*	*Percent*	*Valid Percent*	*Cumulative Percent*
Accommodating	14	12.8	12.8	12.8
Assimilating	27	24.8	24.8	37.6
Converging	52	47.7	47.7	85.3
Diverging	16	14.7	14.7	100.0
Total	109	100.0	100.0	

After the learning mode of each student was calculated, the learning style of the students were found utilizing the analysis diagram of Kolb's inventory. Table 4.3. Learning Styles of Learners presents the number of the students who have accommodating, assimilating, converging or diverging styles. As inferred from table, the converging learning style corresponds to the majority of the total sample with 52 students (47.7%). In pursuit of it, assimilating learning style with 27 (24.8%), accommodating learning style with 14 (12.8%), and diverging learning style with 16 (14.7%) students represent the other part of the sample of this study.

Figure 4.1. Learning Styles of Learners

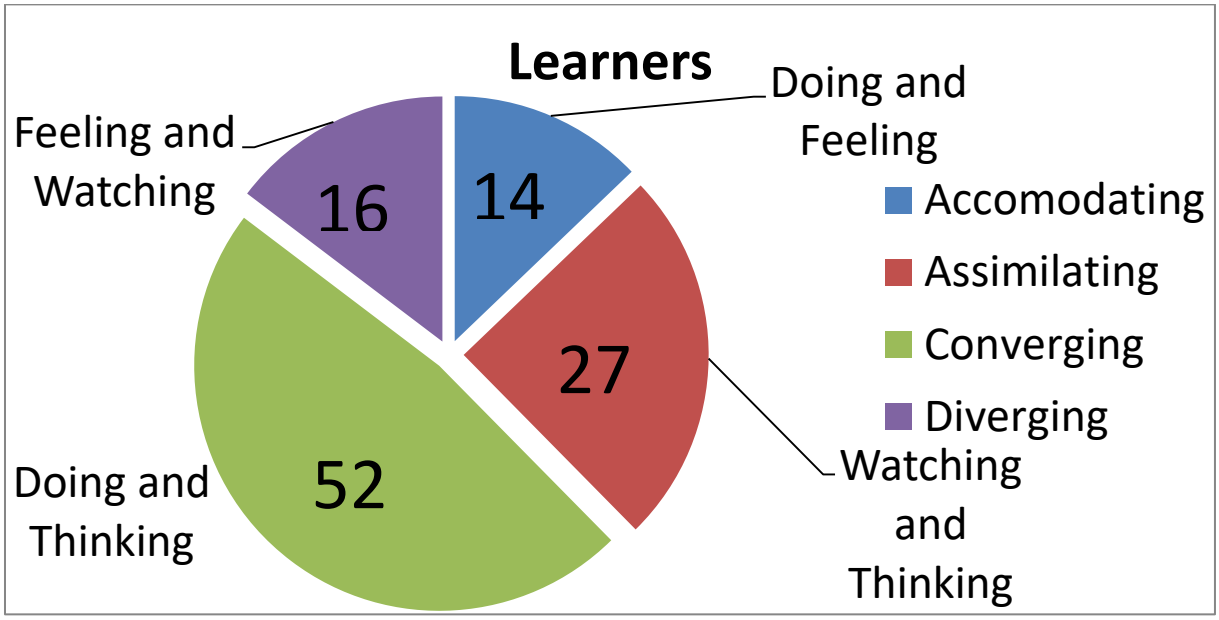

Figure 4.1. Learning Styles of Learners aims to reflect each learning style of accommodating, assimilating, converging and diverging giving the functions of them by clarifying which of them represents doing and feeling; watching and thinking, doing and thinking; feeling and watching. By this way it is seen that most of the students have doing and thinking ability addressing the converging learning style.

Table 4.4. Descriptive Statistics of ANOVA and Kruskal Wallis Results for the Same Grade

Grade	*Styles*	*N*	*Mean*	*Std. Deviation*
1st Grade	Accommodating	3	7.33	7.09
	Assimilating	3	6.00	3.60
	Converging	12	15.50	6.28
	Diverging	5	10.00	5.24
	Total	23	12.00	6.78
2nd Grade	Accommodating	6	20.00	8.67
	Assimilating	11	15.09	10.37
	Converging	13	21.23	11.64
	Diverging	6	17.33	10.57
	Total	36	18.50	10.53
3rd Grade	Accommodating	0	-	-
	Assimilating	9	21.22	8.22
	Converging	18	12.05	8.27
	Diverging	4	22.00	5.88
	Total	31	16.00	9.09
4th Grade	Accommodating	5	8.40	7.63
	Assimilating	4	12.50	4.50
	Converging	9	10.22	5.26
	Diverging	1	6.00	.
	Total	19	10.00	5.62

In order to find out whether there is significant difference between the students at the same grade, at first one-way analysis of variance (ANOVA) was calculated. Afterwards, since there were two groups of which participants number was under 30, the results were testified by recalculated them via its non-parametric statistics of Kruskal Wallis. As the table conveys, for all 1st, 2nd, 3rd and 4th grades, the converging is the highest learning style with the frequency of 12 ($\overline{X}$ = 15.50), 13 ($\overline{X}$ = 21.23), 18 ($\overline{X}$ =12.05) and 9 ($\overline{X}$ =10.22). As the table clarifies, the mean values of learning styles are not parallel to the frequencies of them. By the way, in terms of the mean values, the difference levels of learning styles are presented statistically in the following table:

Table 4.5. One Way ANOVA Results for Repeated Features of Learning Styles

Source of Variation	*Sum of Squares*	*Sd*	*Mean Square*	*f*	*p*	*Significant Difference*
Between Groups	669.500	2	334.750	5.177	.012	Assimilating-Converging Converging-Assimilating
Within Groups	1810.500	28	64.661			
Total	2480.000	30				

In this part of the analysis process, One Way ANOVA known as as a parametric method which cites the normal distribution of the participants or the data about the participants was used in order to compare the independent samples consisting of ELT students' scores in terms of the learning styles. Thus, the scores of ELT students' learning styles were compared by this analysis. As for Table 4.5. One Way ANOVA Results for Repeated Features of Learning Styles, it is clearly seen that there are significant differences between 1st, 2nd, 3rd and 4th grades with respect to the assimilating and converging learning styles F(2, 28)= 5.17, p p<..05. The mean values of converging learning style in the 1st and 2nd grades ($\overline{X}$ = 15.50), ($\overline{X}$ = 21.23) are higher than the assimilating learning styles ($\overline{X}$ = 6.00), ($\overline{X}$ = 15.09). In sequence, the mean values of assimilating learning style in the 3rd and 4th grades $\overline{X}$ = 21.22), ($\overline{X}$ = 12.50) are higher than the converging learning styles ($\overline{X}$ = 12.05), ($\overline{X}$ = 10.22).

Table 4.6. Descriptive Statistics of ANOVA and Kruskal Wallis Results for Different Levels

Grades	*N*	*Mean*	*Std. Deviation*
First Grade	23	2.82	.93
Second Grade	36	2.52	.97
Third Grade	31	2.83	.63
Fourth Grade	19	2.31	.94
Total	109	2.64	.88

Table 4.6. Descriptive Statistics of ANOVA and Kruskal Wallis Results for Different Levels defines and summarizes the number of the participants, mean values and the standard deviation of coded data used to search for the significant difference between the grades. Although the number of the ELT student between the grades differ from each other, it is clarified that the mean values of coded data are nearly the same in total which underlies the distribution of data used in the statistic of this research occurs normally.

5. Conclusion and Recommendations

As the study under the scope of this article determines to specify the ELT learners in Foreign Language Education Department of Amasya University, it can be concluded that most of the students in number have the converging learning style which is described as liking to practice with new ideas, to arouse stimulation, and to intereseted in practical applications. In general these learners' styles underlines the notions that they can deal with solving problems and will use their learning to find practical solutions for problematic issues. Because of these learners being less concerned with the interactions between people and having less interpersonal preferences, they are assigned to handle various technical tasks. In addition, individuals with a converging learning style are best at searhing for practical uses for ideas and theories. They also have the ability to suggest solutions for problems and are easy going in making decisions for the solutions of problems and questions. Individuals having a converging learning style, therefore; enables specialist and technological abilities related with the attractive technical tasks and problems rather than social or interpersonal aspects of life contrary to what language education process assigns to learners (McLeod, 2013). This underlines the reality of these learners should be under the influence of parallel applications and practices during their teacher education programs.

More than this, as the study pays attention to the importance of the learners' learning styles at their bachelor degree, the other learning styles should not be disregarded as well. Since the number of the learners who has assimilating preferences underlying concise, logical approach; diverging preferences requiring looking at things from different perspectives; accommodating preferences relying on intuitions rather than logic have vital importance for the equality and chances in educational practices, the sample applications these learners as the foreign language teachers of the future received may serve as an input for their learners. The more they receive different perspectives, the more they may reflect the same issues in their professional life.

Thus, the learners in English Language Teaching Department may gain confidence in contemporary kinds of practices and develop respect to different learning styles of their learners in future. Moreover, it is hoped that this research may improve the perspective of professionals even at the bachelor degree to use more learning-style friendly materials and applications during their courses. To see the effectiveness of this point, this study may be repeated to observe whether there are relations of learners accomplishments with their learning style preferences or not. Apart from this, the same study could be repeated with other university students in order to compare and contrast the results in addition to turn out the findings more general. It is expected that this study may influence the professionals in English language teaching departments and English as a foreign language (EFL) teachers in positive way and shed lights on further studies in language education.

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