

The significance of learning styles for Pedagogical efficacy

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Abstract:

This article attempts to discuss the importance of the style of learning for the success of teaching and learning process. It is assumed that, if a learner followed appropriate valid learning style, the efficacy of teaching will be effective. Similarly, if the teachers deliver their teaching in consonance with the learners learning style, the learning process will be very successful. Most of the time the characteristics of the learners are good enough for a successful learning process except for the problem with the style of learning, however, the whole learning and teaching processes will be a failure. This is due to the lack of focus and efforts might end as futile as a barren land. It is believed that appropriate organizing of learning and utilizing time sagaciously will yield a fruitful learning and teaching process.

Key words: Teaching, learning, styles

BACKGROUND OF THE STUDY:

Learners in the context of the study are first generation learners of foreign language. Their learning experience is rudimentary and their characteristics are also very modest. This is because of many complex factors among which are the

applied efforts and erroneous learning styles. Of course I would claim that there is a difference, first of all, between learning styles in learning in L1 where the learner has strong memory for learning in the mother tongue and learning in L2 where the learners' memories are comparatively weaker in learning acquisition in L2. However, the point of discussion in this article is not the weakness of memory itself in the second language, but the focus is on the importance of the contribution of learning style to the success of learning process with the first generation learners. Notwithstanding, one cannot avoid discussing any one of the learners' characteristics without involving the others. The learning style has determinative role in the first generation learners' learning acquisition process. This because they obviously do not know how to learn the language, what to learn, they have none in the family to fall back on for assistance and no attention is given by teachers to training learners to improve learning styles which are very important for the first generation learners because teachers takes it for granted that learners already have known some suitable learning styles and the learners had made their minds by now about the most effective learning styles suitable for them. Of course learning styles are not the only characteristics that contribute to the success in language learning and teaching, but if it is neglected as usual, it will remain a neglected hindrance for the learners and no one realize the reason for the failure of learners because teachers, pedagogics and syllabus designers pay no attention to it. Some universities are aware the importance of the learning style in the leaning progress and success of teaching and learning, therefore, they introduce a full fledge course for that purpose in their curriculum map. Consequently, the standard of their product i.e. the outcome of their teaching process is very rewarding in spite of the facts that their learners are first generation leaners and the lacuna in other factors of success is very high.

1-INTRODUCTION

Much has been said and much more will be said as far as teaching and learning styles are concerned for the teachers, learners' characteristics and the best approaches are uncertain and nothing can be construed as the last word particularly in the context of the various interfering factors in the teaching and learning process. It is really as much intricate of epistemic skepticism and complex Aporetics as any other work of applied linguistics has been, given the diversity of experiments in terms of learners, contexts, quality of input, different approaches, methods and techniques. The terms like learners Characteristics, teachers quality ,teaching materials , syllabus designers , administration etc. have been in circulation since the beginning of 17th century and hundreds of books ,circulars, hundred suggestions and many theories were enunciated by many of the finest and best talented and experienced educationists, pedagogists and writers. However, no one can claim that he has the truth and the only final say about the topic. This is because of the nature of the elements involved. All are illusive and indeterminate. Especially under the category of learner there are many various and varied factors that can interfere in the performance of a learner. However, these diversity and richness of the topic has always enchanted me, enthralled me and even bemused me since my concern is and love to delve into such issues related to teaching and learning because the inquiry into interacted issues in teaching in teaching and learning elevates my soul and increases my joy and happiness.

Learning style, teaching methods and approaches are complimentary to each other. It is observed that in spite of the fact that the very good standard of teaching quality, excellent characteristics of a very qualified teacher, a learner of good characteristics will not be a successful in his learning career without good learning styles.

A learner's involvement in the act of learning is based on the instructions of the teachers but a teacher is just a guide to connect him to the ways of learning. A learner's skill depends on the degree of his interest, the level of involvement and the kind of response he evokes in the process of learning. A teacher does not have the magic wand to transmit the instruction unless of course the learner has a schedule to follow like doing the home works, back up studies and the receptivity in a given situation. Communication and interface are the tools a learner can rely as means of getting the instructions and the instructions cannot be effective if the learner has a laid back approach and waits for the instructions to be revealed through means other than what the teacher does. There are two sets of learners, active learners who are willing to be involved in the deliberations and the passive learners with a withdrawal syndrome and being dispassionate to the undesirable extent. In course of receiving instructions the learner has to be on a high alert to create the degree of intelligibility and the techniques employed by the teachers to get them the way they are given. Time management is crucial to the receptive ability of the learners because there has to be a pattern in the very act of learning. It might be argued that the difference in terms of individual talent always plays a role in the communication of the messages but the slow learners have to have a strict schedule to follow in case the instructions are something which might leave them panicky.

2. THEORETICAL BASIS FOR ENHANCING EXPERIENTIAL LEARNING STYLE:

Writers such as, Kurt Lewin, Carl Jung, Jean Piaget, William James, Paulo Freire, Carl Rogers, John Dewey and others develop an all-inclusive model of the experiential learning process and a multilink model of adult progress (Kolb, 1984). The following six proposals are common for them.

1. The focus is laid on the process of learning which contribute greatly to learning rather on the outcome. Dewey (1897: 79) rightly says that, “[E]ducation must be conceived as a continuing reconstruction of experience: . . . the process and goal of education is one and the same thing”.
2. Through the process the learners' beliefs and ideas about a topic are revealed so that they can be studied, verified, and integrated with more advanced ideas
3. Learning occurs as a result of resolving of the clashes between opposed modes of adaptation to the world because learning process is derived by Conflict, differences, and disagreement in the process of learning one is called upon to move back and forth between opposing modes of reflection and action, and feeling and thinking.
4. For them, learning is a complete adaptation to the world not just the result of cognition; learning involves the integrated functioning of the total person, thinking, feeling, perceiving, and behaving.
5. As a result of interaction between person and milieu, learning is substantiated.
6. Knowledge can be acquired by reading and process of leaning. The experiential learning theory introduces a productive learning theory through which the nuances of the society is created and restructured in the learner' information. This concept is the opposite of the current educational understanding that dictates the transmission of the ideas from older generation to the learners.

The researcher is in agreement with Kolb and Kolb, (1984: 41) that Experience Learning Theory equates learning with the transformed experience because learning is the process whereby knowledge (grasping and transforming experience) is created. I however beg to differ slightly from him. I suspect that learning in the sense that is understood by the current conception is confined to the experience only because learning a

little bit more refined than the immediacy of experience which does not need equal intellectual capability.

The ELT mentioned two models for grasping experience. These are concrete experience and abstract conceptualization. Again two other modes are assigned for transforming experience; namely Reflective Observation and Active Experimentation. The knowledge is looked at as a construction of a building.

“Experiential learning is a process of constructing knowledge that involves a creative tension among the four learning modes that is responsive to contextual demands. This process is portrayed as an idealized learning cycle or spiral where the learner “touches all the bases”—experiencing, reflecting, thinking, and acting—in a recursive process that is responsive to the learning situation and what is being learned” **(Kolb and Kolb 2005)**

3-THE NATURE OF LEARNING STYLE

Learning styles are partly a traditional inheritance descended from older educated family members, relatives or society to younger ones in a sense that the elderly family members try to help guide and transfer their early experience to the younger ones and partly individual learning style. Based on the learning styles a learner gets from elderly ones, he develops his own genuine style. Of course, one cannot deny that individual learning style differences must have important role in enhancing positive leaning style; however, individuality developed within the learnt experience. For example, a learner has to rely on aforementioned categories, at the beginning, in order to develop his/her own private originality afterwards. Learners incorporate a variety of active learning strategies to innovate and accommodate diversity of learning styles .Learners keep on changing and evaluating different learning strategies continuously until they adhere to specific successful tested set of strategies.

These are the different learning styles in general. The language learning styles are comparatively different from the learning styles in the first language. These is because the learning of a second or specifically foreign language, where learners has to be equipped with extra capacities and abilities for learning the four different language skills that mandates at the same time venerating new vocabulary, knowing their meanings according to the context of the vocabulary, needs knowledge of using monolingual and bilingual dictionaries, knowledge of studying the structures and linguistic patterns (grammar), method for learning phonology etc. In other words a language learner needs the appropriate learning styles, methods, techniques and approaches in order to be able to utilize his/her time fruitfully. The time devoted to learning language

Why teaching English to the first generation learners is involved in this cogency which is devoted to the learning styles. This is because learning styles, I would argue, is a part of the problem of the first generation leaners in addition of being a psychological one. It is assumed in this respect that learning style is culturally developed with the progress and the development of the society and culture. When a specific science is deeply rooted in a family or a society, the members of the family would be cultured and knowledgeable of the skills of leaning and acquiring it and the visa versa is also true; when a science is newly introduced to the family or society, the first generation leaners have to exert a lot of efforts to learn it. Not only that they will need special teaching, care and attention. The transfer of knowledge from the first to the second generation entails two important factors, heredity and environment, which constitute a kind of supporting background for the learners to inherit. But given the fact that the first generation which does not have the history of learning the kids will have to develop his/her own resources to acquire the knowledge with assistance from the outside sources. Heredity makes it easier but its absence impedes the progress of learning

and so does the absence of environment. Here in Saudi Arabia and wadi-Ad-Dawser in particular, in most of the cases the abrupt exposure to education or learning sans a culture of learning and the factors like parental guidance, monitoring and the education of mother which is the first school of learning do not exist and, therefore, learning process becomes a long rope which creates a sense of ennui among the learners. A more convenient route for the generation of environment which can sustain their interest will have to be created and the first generation learners must be much more opened to the appreciation of the adverse conditions in which they are generally placed. For example the teaching for the first generation learner mandates a special type of teachers and teaching.

Teaching English to first generation learners require extra efforts on the part of all the involved components; namely, course designers, teachers, learners and concerned educational institution. This is because of several reasons. One of which is the family and the society who initiate the learning and teaching process remains neutral if not negative factors in the whole learning and teaching process. If it is assumed that the family and the society are neutral in the learning and teaching process, it is expected that they will not play any role in the learning and teaching process. Where learning was introduced to the family in the earlier generations, usually learners are given assistance by their family or relatives even before the beginning of their educational career. Most of the learners if not all of them in the second and third generation learners are taught at least the alphabets before going to schools and when they join they are followed and assisted by the family members or relatives. However, parents who have no or very little literacy of English language skill cannot help their children in learning English. Some people are not able even to extend their help to their children in studying in the mother tongue schools leave alone helping them in the foreign language. This is

because many school learners' families are still illiterate or their education below the secondary schools. Consequently, learners depend entirely on the teaching imparted on them and instruction given to them in a classroom only. Fresh language learners (beginners) need extra-care and attention in learning a new language. The beginners of a second and foreign language need more care and attention than that given to learners learning in the mother tongue. Children learn a language: its sounds, morphology, semantics and pragmatics, even the alphabets and to some extent reading and writing before they go to schools. They become fluent speakers, listeners before starting formal learning in the mother tongue. They have the most qualified teachers in their mother tongue; and in spite of all these potentialities, one of the family always stands ready to support, train, clarify, guide and practice with the learner in the mother tongue. This is what should ideally happen in learning the second or foreign language in the second generation language learners where the education is deeply rooted in the culture of the society and a family. The families in the second, third generation learners and on wards give the same care and attention to their learners who study English as is given to the learners in the first language learners. Thus, second, or foreign language learners, teachers and syllabus designers' responsibilities are multiplied. A learner, teachers and syllabus designers start from scratch. A learner needs a good model for listening, speaking, reading and writing. Similarly appropriate time to learn and practice. They need enough exposure to language and supervised practice from the school and at home. The first generation learners lacking all these factors for enhancing their foreign language learning. They go to school classes where there are between 30 -60 learners in the best situations. They sit there for thirty five minutes. They do not know what the unit of learning is. They do not know how to study or what to study at home. Even they do not know whether they articulate the words correctly or not.

There is nobody to fall back on for help or consultations. They are perplexed and consequently frustrated specially when there are home assignments that appear as a puzzle for them. First generation learner is defined by NISA School Leaders Summit (Des 5 2012)

Similarly, special care should be given to the learning styles that make learning easy in the sense that it generates interest in the learners for exerting more efforts and consequently succeed in the task of leaning which is a kind of reward for his hard working .This will encourage them to work harder in order to get more success and satisfaction. For this reason the learner should be equipped with the techniques and methods of learning process which might enable them to learn better and thereby create an atmosphere conducive to learning. Therefore, away from approaching learning styles from psychological research perspectives I will approach learning styles from learning and teaching experience. I will claim that the success of teaching and learning relies on learning styles in addition to the social and environmental surroundings and conditions. Teachers, educationists and syllabus designers knowing the learning style of specific category of learners would contribute in enhancing the success of learning and teaching process. Therefore, teachers' educationists and syllabus designers should better be aware of the learning styles of the learners in order to frame the syllabus, present the teaching materials and teaching them in harmony with learning and teaching styles. Susan M. Montgomery and linda N. Groat say:

“We have both discovered that an understanding of learning styles is fundamental to our individual approaches to teaching. We believe it can have an impact on the teaching approaches of all faculties.”

The above quoted statements affirm the role and importance of the learning styles for the success of learning and teaching processes.

Teaching and learning experience and artifacts articulating experiences, achievements and evidence of the success of learning styles in learning process is advocated by many pedagogists and researchers. in the same vein *John Dewey* ,for example corroborates that *"There is a) need of forming a theory of experience in order that education may be intelligently conducted upon the basis of experience."*

Here it is argued as previously stated that the current study would examine leaning styles on experiential basis as a framework for understanding the interface between student learning styles on the one hand and the success of their learning and teaching offered on the other the implication of learning styles is based on the real practice(experiences, experiments, planning, preparation, revision, memorizing, summarizing, organizing time, time-tabling, studying etc.) of learners whether in the class or outside the class i.e. the teaching and learning process in the class or all the learners' leaning activities outside the class. In this sense the learning styles in the class implies the teaching styles. Hence, the learning styles include the teaching and the learning; from now on wards learning styles inside classroom will include also teaching styles. In other words, teaching, approaches and techniques of teaching are parts of the learning styles. Susan M. Montgomery and Linda N. Great(1998,1-2) mentioned the following reasons for incorporating learning styles in teaching (i.e. considering learning styles as teaching): *Interface between the learner and teacher is given priority over inculcation instructional method, teaching is diversity oriented rather than specific category oriented, adequacy and comprehensibility of teaching materials in consonance with successful imparting of knowledge, neutrality in offering the style of teaching practice rather than projection of self-reflection style, reconstruction of our disciplines with an eye on future. It is obvious that the focus is concentrated on teaching method as a style of leaning. Accordingly one cannot judge the sagacity and the appropriateness of specific approach*

only when it is contextualized. This entails that the backgrounds of the learners must also be thoroughly investigated and accordingly the teaching styles rightly chosen and implemented. Learners' experience of learning and his equal important entity should be taken into consideration by the teachers. Of course this statement should not be generalized on all learners because education and educators also requires respect, modesty, humility and obedience for the teachers in order to perform their message and achieve their goals. The learner should be looked at as an entity in his own context and culture and his all-over experience (i.e. all that referred to as the cheers/jeers experiential continuum) has to be respected so that he feel as important element of the learning community. This will lead to the enhancement of the learning process. On the contrary, if a learner feels that he is alienated, alone, unrecognized, and devalued in jeers learning environments his learning progress will be hampered. Summers (2003: 64) is also with the view that : "The only true measure of a successful educational model is our students' experience of it."

Previous learning experience of a learner would no doubt contribute the learning and teaching process because the new scientific theory of learning of Bradford, Brown, & Cocking (2000) which is grounded on the cognitive constructivist theories of Piaget and Vygotsky that accentuate that people build new knowledge and understanding from what they already previously experienced and believe. According to Zull (2002) previous information is in the brain as neuronal systems (network) that cannot be removed by the explanation of a teacher. Alternatively, teacher base his explanation on the prior knowledge and believe.

4-TYPES OF LEARNERS:

Students, in fact all individuals, are most effective when they are taught in their personal learning style. In fact, there are

three major types of learners: visual, auditory, and tactile/kinesthetic. While most individuals without disabilities can learn using any one of these styles, most people have one for which they show a stronger affinity.

Visual learners are characterized by their ability to respond to concrete ideas and such as pictures and dramatizations of the abstraction. They often prefer to see things written down in a handout, text or on the overhead. They find maps, graphs, charts, and other visual learning tools to be extremely effective. They remember things best by seeing something written.

Auditory learners generally learn best by listening. They typically like to learn through oral presentations, lectures, dialogical interactions and reading loudly. They remember best through hearing or saying items aloud.

Kinesthetic Learners (or tactile, learners) learn best through touching, feeling, and experiencing that which they are trying to learn. They remember best by writing or physically manipulating the information.

These are the guiding embers for the teachers to try to act accordingly. Teachers should try to divide their learners into these categories and vary their teaching accordingly. Even when they give their learners exercises and home assignments, there should be these three categories of exercises and assignments for each category to choose its likes.

5-THE EFFICACY OF TEACHING APPROACHES:

The process of turning back to theories and approaches of teaching and learning using them in practice become springboard for enlightening teachers, educationist and syllabus designer and expanding their abilities in preparation of teaching materials, organizing, structuring and delivering and explaining them to learners. Most inexperienced teachers find benefit and comfort in deriving guidelines and

explanations of the problematic array of disconcerting situations of the academic environs. However, *Many inexperienced educationists, pedagogists and teachers go by the glow of the names of the teaching approaches devoid of their appropriateness and their efficacy in a specific context. For example, such category takes it for granted that direct method in teaching has the upper hand in all situations and contexts regardless of the context of teaching and learning, the learners' characteristics and spatiotemporal factors. This attitude calls for reconsideration because it is so obvious even for the non-educationists or non-experts even for ordinary man whose proverb states "dance according to the fluting". Why approaches are being discussed here. This is because they have become a very important element of learning styles. I will whisper something in your ears that I sometimes used to teach through grammar translation method not because I was not capable of teaching through other approaches and methods but because it is sometimes the most appropriate one in that context. In one lecture, sometimes, I use four or five methods and approaches based on the requirements. So, a teacher has to be flexible enough to encounter any possibilities, sense the different learners' styles and needs and continuously change the methods, approaches, techniques and even his mood. In these ways a teacher will be able to respond to the different styles of leaning and situations otherwise, there will be less learning. Other traditionalist teachers persist with their traditional approaches of teaching on one frequency without attempting to take learners into their strides They leave their nearly two thirds of their learners to their destiny encountering difficulties without extending their help to them.*

6-PRACTICAL APPLICATION OF DIFFERENT STYLES:

Teachers cannot integrate the above explained three learning styles altogether at one and the same time but at least they

include visual, and auditory learning and manipulate the third such as writing a text on the board and ask the learners to read and act it in a form of a question by a learner and the rest answer one by one loudly in turn. Teachers could involve their learners in debates, role-playing, dramatization and discussing. In this respect syllabus designers have to shoulder their responsibility towards the teaching and learning process. The fact that the majority of teachers cannot design teaching materials to meet the needs of different styles of teaching; however, no need to worry about this if one publishing house does not do it, it will be the loser, there will always be many which compete to do it.

7-STYLE OF LEARNING OUTSIDE THE CLASS:

Learners should have very clear strategies for learning outside the class. These strategies are wide and variant according to individual differences and the efforts exerted by them. Learning style outside the class fluctuate from person to person according to the family and the society of the learners. Therefore, style of learning are classified into two different types:

The first generation learners: These types of learners rely entirely on the teachers or private tutors. Otherwise they will not know how to study English language specifically as a foreign language. In my experience as a teacher of a first and a second generation learners for decades, it is observed that the English learners remain in a great predicament since no help or assistance extended to them from the family. They simply do not know the appropriate way of how to write the alphabets in cursive writing because their teachers in the preparatory or secondary schools do not know the way of writing English letters and they do not teach their learners or they cannot train and follow their learners individually. This is one of the factors that hinder their learning process of the first generation learners. So, the first generation learners needs cultivate the

learning styles in them and places them on the right path. They need to be told how to use different types of dictionaries, how to search for information, how to utilize them, memorizing appropriate meanings of words according to context, how to prepare for a lecture how to revise, how to learn and what to learn, how much to learn regularly in a day etc. It was discovered that some learners learn only two or three days before the exams.

Other category of learners is those who receive continuous guidance from their parents or members of the family. The problem of this category is that they do not exert the efforts needed for studying a language because they study English occasionally like the study of any other subjects. They lack the organization, planning, organization of their time etc.

8-SUGGESTIONS FOR BOTH THE CATEGORIES OF LEARNERS:

In addition to what have been demonstrated in the cogency above the following suggestions is very necessary for language learners because in spite of all the efforts exerted by the teachers, they cannot learn for their learners. They can advise, guide , stand aside to help within the limits of logic and possibilities; however the learner are the locus, focus and centrifuge where the leaning takes place. Therefore, learners have to allocate enough specific time for daily and weekly learning and revision for a number of times because it is a language learning which needs memorization of vocabulary and that happens only by revising at different intervals .This help learners to retain all types of learnt information. A language learner should always use dictionaries and be cognizant of the organization of information in them, and how to read the symbols of pronunciations. Teachers at the beginning of a new lecture should verify whether learners learnt the previous lecture or not. However, many teachers neglect reviewing

material during class time, expecting student to review the information on their own. Reviews have to occur before the beginning of every new lecture or lesson and before every unit and exam. Teachers should verify whether learners follow their instructions by giving them regular very short oral or written tests in order to keep them always on a tight leash and focused. Some of the review techniques are rehearsal, that help the learners to transfer information from short to long term memory, elaboration that is translating the information into another form, organization of the information, that is put in appropriate order so that they can be retained better, integrating the information, that is connecting the related information, taught at different interval, together, and the last and for most important and difficult technique is reconstruction which is a kind of re-teaching and elaboration of what has been already taught and learnt. Teachers should attempt to create harmony among different factors of differences that might be found in the life of learners and the learning process Sanford, (1966) affirms the need for freedom of expression of difference in learning facing and embracing differences by learners disregard of the type of differences (skilled differences, expert performance and one's novice status, differences between deeply held ideas and beliefs and new ideas, or differences in the life experience and values of others that can lead to understanding them. Hence, intolerance of differences in from both sides of the involved and concerned partners of learning process will hinder the entire process of learning. Nothing like the harmony and tolerance for difference in the style among the component of the learning and teaching process. As Robert Kegan says, (1994: 42). "people grow best where they continuously experience an ingenious blend of challenge and support". According to him it is easy to present challenge but difficult to present support, because, the former is within the immediacy of situation whereas the latter is far beyond the existing condition. The relation of the learner and teacher

should be established on the mutual understanding and co-operations for achieving the goal of the teaching process. However, the cultural ambiance should be taken in to cognizance. It should not be an open ended fearless communication as Nouwen, (1975: 60) states "students and teachers can enter into a fearless communication with each other and allow their respective life experiences to be their primary and most valuable source of growth and maturation". Yes, restricted fearless communication is encouraged but within the cultural milieu other ways fearless communication would lead to the opposite negative state of being. For, example, fearless communication between a learner and a teacher in the USA is natural thing ,but in Yemen or KSA where the teacher if characterized by the traditional aura of awe , respect and omniscience fearless communication will be impudence. Fear is a very damaging to the learning process and disbelief in oneself is the first step to the failure. So, encouraging and building confidence of learners by teachers are mandatory. Teachers, should infuse in their learners much zeal impetus and avid direct criticism and rebuke especially among the rest of the students. Teacher should make learners know and believe that that their interests are his utmost goal and happiness. Teachers should help the learner to discover their own best style of learning. David Hunt (1987, 1991) talked about the relationship between success in learning and focus on introspective experienced self- knowledge (a blend of inherent and acquire understanding) as a point of embarkation for learning (inside-outside learning which ignites deep-down inspirations for the expansion of knowledge. (Deci & Ryan, 1985; Kohn 1993; Ryan & Deci, 2000) have the view that making learning scopes that emphasize extrinsic reward can drive out intrinsically motivated learning.

8-CONCLUSION:

On the basis of the established facts stated in the above cogency, logical inferences earlier concluded, the quoted opinions of the renowned connoisseurs and the referred to approaches and theories, it can be safely concluded that differences between learners' style of learning and the style of the delivery of teaching can be challenging and threatening to the entire teaching process. Accordingly, teachers should deliver their teaching styles in consonance with the learners' different styles of learning. This will guarantee class effective teaching and learning. The task of teacher will not end there but he has to ensure that his learners follow appropriate leaning style at home because leaning takes place inside and outside the class. It is also proved that the first generation leaners usually lack appropriate learning styles. This is because learning culture and skills are a continuous process that develops and descends from older generation to the new one. Therefore , the first generation learner who does not have any member of the family extend help to him, support and guidance will be badly needed the help and support of the teacher more than the other types of learner who gets helps and guidance from the member of the family i.e. third generation learners . Moreover, it was argued that the successful learning and teaching processes require a learning space that encourages different characteristics of learners to proceed in their learning. The expression of differences and the psychological safety to support the learner in encountering differences in the style of teaching will no doubt enhance learners' leaning speed. *Keeton, Sheckley, & Griggs, (2002), affirm that if the skills and abilities of the learners are taken care of, they will be empowered to take responsibility for their own learning by understanding how they learn best and the skills necessary to learn in regions that are uncomfortable for them.* Hence, the educational institutions are called upon to

shoulder their responsibility and extend the necessary help and giddiness not only for learners but also teachers through regular workshops and insightful discussions. This will guarantee the development of learners' and teachers' metacognitive learning skills learning spaces that emphasize extrinsic reward can drive out intrinsically motivated learning. To implement these educational learning space principles requires a holistic program of institutional development that includes curriculum development, faculty development, student development, administrative and staff development, and resource development. Programs in these areas need to be coordinated around an institutional vision and mission to promote learning. Such a coordinated institutional approach can provide the synergy necessary for dramatic organizational change, while fragmented approaches in one area are often frustrated by lack of interest or understanding in others. One can develop a state of the art learning-focused curriculum that is doomed to failure if faculty members are not on board with it philosophically and technically. If administrative leadership has priorities focused on income and ratings, the resources for learning promotion will not be available in other developmental areas.

Another important issue that the administration should be aware of is the identification of the problem and attributes it to the real causative instead of shouldering the responsibility on the wrong side. It has been a long time in the Department of English, college of Arts and Science, Wadi Ad-Dawasir since the authority attempts to improve the learning situation without attempting to diagnose the source of the problem. The assumption is always that by improving the quality of teaching they will improve the quality of learning. The fact that it should be the other way around the administration and they *should have realized that by developing the effectiveness of learners (Keeton, Sheckley, & Griggs, 2002).*

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