

Perceptual Learning Styles: The Case of Selected Female Saudi Learners

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Abstract

The realization of “individual differences” in learning makes ESL/EFL teachers or second language educators more sensitive to their roles in the teaching and learning process. Once understood and applied, teachers can match their teaching strategies with the learning styles of students. The study has attempted to analyse the learning styles of selected JUC Preparatory Year Program female Students in semester 352 AY- 2014-2015 at Jubail University College-Female Branch. This research has arrived at the conclusion that students have various learning styles in class. The findings have revealed that if teachers are aware of their students’ learning style, the teacher can easily adapt appropriate teaching strategies to be employed in class. In effect, students can experience various language teaching methodologies that will help them learn best in class.

Keywords: *individual differences, teaching strategies, learning style*

1. Introduction

Perceptual learning style generally means using varied experiences and the five senses. The basic idea of this study is to 1) improve teaching by analyzing our students’ learning styles 2) critically analyze how they can learn best, and 3) align teaching strategies with the predominant learning style or styles in the classroom. It is then imperative that anyone who is engaged in language teaching should be knowledgeable of the wide variety of learning styles. Learners undeniably demonstrate a high degree of creativity and originality in their effort to achieve the desired results. In other words, learners employ different ways or approaches in the acquisition of knowledge. There exists individual variation in the learning ability precisely because of individual differences. The differences abound in any language learning environment where learners come from different educational backgrounds.

According to Reid (1987) educational research has identified a number of factors for some of the differences in how students learn and one of these factors is the learning style. This prompted the researcher to conduct a study of the learning styles of selected Saudi female learners in the hope that with this critical information, she can create a positive learning environment that takes into account various learning styles of female students at JUC.

1.2. Statement of the Problem

Every student in the PYP level has her own learning style which can vary from one situation to another. This study has revealed the various perceptual learning styles of selected female Saudi learners. Verkkotoutor (2005) stated that people learn differently, and they are associated with dissimilar learners. This dissimilarity is due to the fact that learners prefer different learning styles.

1.3. Data Collection

Data of this current research was collected from students of Jubail University College enrolled in Semester 352 of Academic Year 2014-2015. As a first step, the “Learning Style Survey” conducted during the British Council Teaching English In-service Teacher Development, 2011 were distributed among the PYP students in two (2) different sections and skills, namely: Reading and Writing Level 2 and Listening and Grammar Level 2. Approximately, 45 students fully participated in the said survey. Then, these were roughly analyzed with the respondents using their scoring rubric. Thus, students were given a free hand to determine their own learning style. Finally, during the analysis, an informal interview with the students was conducted, and this provided the opportunity for the researcher to gain more insights into her students’ strategies of learning. All the information from the survey, observations, and interviews were recorded for the purpose of improving the researcher’s teaching strategies and methodologies.

1.4. Research Questions

- 1.4.1. What are the learning styles of the selected JUC PYP students?
- 1.4.2. What teaching strategies can be used to fit in with the learning styles of the students?
- 1.4.3. How do these learning styles and teaching strategies affect student learning?

1.5. Aims and Objectives

One of the major objectives of the research study is to find out the various learning styles among English language learners in the Saudi context. After the examination of the female Saudi students’ learning styles in Reading and Writing and Listening and Grammar courses,

the researcher concluded that awareness of classroom realities is an essential prerequisite for a tailor-made English language course. It is expected that the end result of this study will be full understanding and appreciation of the various learning styles coupled with efficient and effective teaching strategies customized to meet the varying and growing needs of the learners.

2. Literature Review

The amount of information processed by the learners is high in a language classroom. Learners employ different language styles in performing tasks and processing the new input they face. They are capable of using a wide variety of language learning strategies appropriately which can improve their language skills in a better way.

Ramsden (2003) believes that there is a chain of connections between learning and teaching in higher education. Good teaching helps to improve students' learning that leads to changes in understanding. He claimed that:

“The aim of teaching is simple; it is to make student learning possible. Teaching always involves attempts to alter students' understanding, so that they begin to conceptualize phenomena and ideas in the way scientists, mathematicians, historians, physicians, or other experts conceptualize them – in the way, that is to say, that we as academics want them to understand them.”

As a language teacher, one can exert a tremendous influence over the emotional atmosphere of the classroom. The author above suggested that teachers need to teach the learners to use effective strategies emphasizing more on dialogues, plays, games, energizers, guessing games, etc. This study is very similar to Ramsden's teaching-learning principle in that attitudes of learners are inextricably linked with their performance in language learning.

In principle “language is more caught than taught.” There are two laws involved: the law of use and disuse and the law of forgetfulness. These two contribute to the inability of the students to express themselves in English. Learning a language involves communication between the speaker and the listener. It actually involves a complex process: as a speaker communicates, the listener tries to infer from or react to what he hears, be it verbally or non-verbally. (Alingg, 2002). Learning a foreign language is not simply a question of learning new habits, but it also depends on the use of cognitive abilities. This study bears similarity with this author's as both deal with strategies. This view is validated by the definition of Kolb (1984) on learning that:

“Learning is the process whereby knowledge is created through the transformation of experience.”

According to Kolb (1984), individual learning styles result from a combination of two adjacent mode preferences in the experiential learning cycle. On the contrary, Gregore’s (1997) defines learning style as distinctive and observable behaviors that provide clues about the mediation abilities of individuals and how their minds relate to the world and therefore, how they learn.

Learners vary not only in terms of their purpose for learning English, but also in terms of individual differences in learning due to their educational diversities. To make ESL/EFL teaching and learning successful, educators must understand and respect individuals’ diverse learning styles and make efforts to create an optimal learning environment for learners.

In the L2 arena, early studies of the so called “good language learners” determined that such learners consistently used certain types of learning strategies such as guessing meaning from context. There is growing evidence that L2 teachers can and should conduct strategy instruction in their classroom. For example, it might be better to start out with small strategy interventions, such as helping L2 readers learn to analyze words and figure out their meaning from context, rather than starting them off on full scale instructions involving a vast array of learning strategies painstakingly designed to cover all language skills: reading, writing, speaking, and listening.

Oxford, (2003), in her study “Language Learning Styles and Strategies: an Overview,” differentiated the terms learning styles and learning strategies. She stated that learning styles refer to the general approaches such as auditory, visual, and others while learning strategies are defined as specific actions, behaviors, steps, or techniques used by students to enhance their own learning.

Kara (2009) revealed in her study that learning styles and teaching styles match at ELT department. He said that:

“Learners said that they feel unhappy and frustrated when their teachers do not teach the favored style. Teachers said that when they become aware of a mismatch, they change the presentation or type of activity. However, at the beginning of the semester, the teachers do not take learning styles into consideration.”

In contrast, in Jubail University College where I teach English at the PYP level, learning style survey is done at the beginning of the term. This is to ensure that teachers should know the students' learning style before teaching the students. There are so many models of learning styles, but in this study the BC survey questionnaire was used and it has similarities to the VARK model. The only difference is that in the BC questionnaire, mixed style was added while in the VARK model, Reading and Writing was one of its style. VARK was proposed by Fleming (2001) who claimed that learning style as an individual characteristics and preferred ways of gathering, organizing, and thinking about information. This is only based on perception thus this study deals mainly on the perceptual learning styles of some selected Saudi learners. To create a positive learning environment, these varied learning styles serve as a basis for designing appropriate teaching strategies.

This reviewed literature is closely similar or related with the present study in terms of the language learning styles, but the researcher focused only on the learning styles and the role of the language teacher. So, teachers in their best efforts, create positive teaching strategies.

3. Research Methodology

A mix of both quantitative, qualitative methods, and pragmatic approach were used in this study. Data collected through the British Council questionnaire format was analyzed quantitatively while data collected through interviews were investigated qualitatively. Data collected based on the British Council Questionnaire Survey (2011) from 45 students was examined quantitatively to identify the female Saudi learners' learning styles and this was the basis for an informal interview with the respondents regarding their answers to the questions. The results of the interview were carefully analyzed to find out how students learn best in that particular course. This helped the researcher to re-think her own teaching strategies.

4. Findings and Discussion

For the purpose of this survey, 45 students were interviewed. Questions were partly based on the BC specifically in relation to how respondents learn best in English. The analyses of the learning styles of the selected JUC PYP students in two different skills, i.e. reading and writing and listening and grammar were scrutinized and carefully presented in this study.

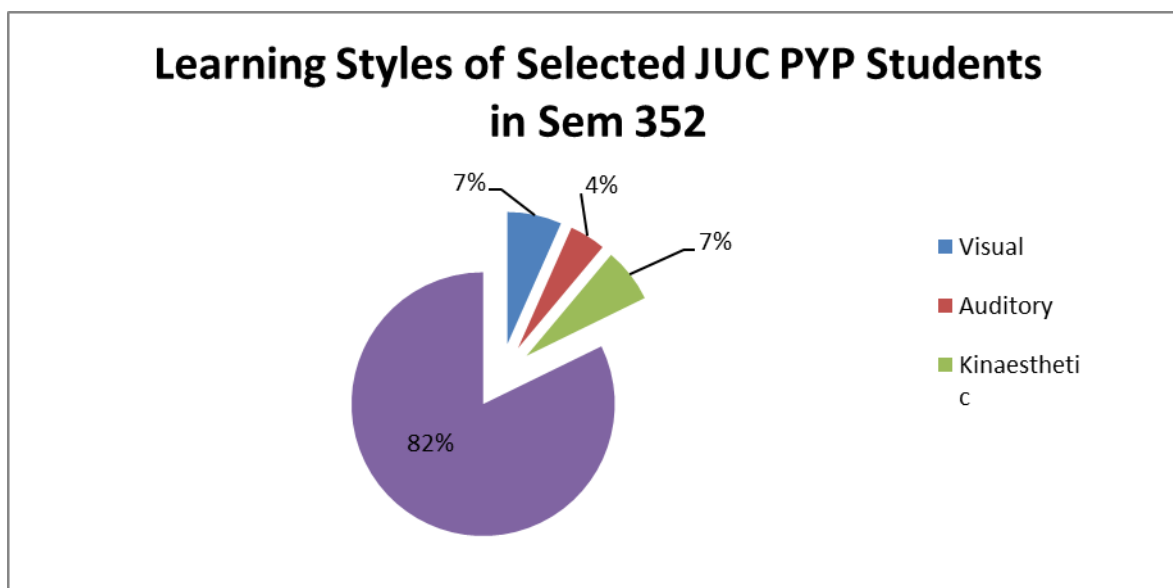
Kanninen (2008), said that learning is a process where a human absorbs information, memorizes and processes it for further use. There are many things and skills that we learn unconsciously or without further thinking, such as riding a bike. On the other hand, there are also a lot of things that we learn consciously and use different strategies to learn them. Kanninen (2008) expounded his view on this, saying that these are strategies we usually use

by doing what feels good and right and how we learn best. Everyone has his/her own learning style which can vary from one situation to another. However, not all learners can determine their own types of learning style on the spur of the moment. They need varied tools similar to the survey taken by selected JUC PYP students for them to pinpoint their own learning styles.

4.1. The Students' Learning Styles

A common and widely-used model of learning style is Fleming's (2001) Visual-Auditory-Kinaesthetic (VARK) model. According to this model, most people possess a dominant or preferred learning style; however, some people have a mixed and evenly balanced blend of the three styles as shown below:

Table 1: Learning Styles of Selected JUC PYP Students



4.1.1. *Visual Learners:* Of the 45 students surveyed as to their learning style in both skills (Reading/Writing and Listening/Grammar), it turned out that only 7% of the respondents are visual learners. In this context, these students at JUC PYP learn best by using images, maps, and graphic organizers to access and understand new information. The British Council's Learning Styles descriptors (2011) describe this learning style as learning best through seeing, flash cards, videos, diagrams, and charts. To assimilate learning and information, these students need to see something written such as, handouts or worksheets. They prefer to illustrate materials, preferably in color. When they make notes, they are well-organized and often illustrate their points, using diagrams and drawings. Further, they have an eye for detail when they need to remember faces, but forget names. These learners are sensitive to

body language and understand meaning, emotions and moods from facial expressions and posture. The students in this category usually learn through seeing things. As observed in class and during the interview with the visual learners, they reveal that they think about pictures in order to create images that will make them understand their meanings. They prefer to use the whiteboard and see the relationships of things rather than just listening to their teachers.

In an article “The Vark Modalities” (www.vark-learn.com retrieved September 8, 2015), it is stated that this learning style includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies, and other devices that people use to represent what could be presented in words. The respondents of the survey validated this idea. Visual learners tend to have visual skills which are demonstrated in crossword puzzle building, reading, writing, understanding charts and graphs, analogies through visual arts, designing objects, and interpreting visual images.

4.1.2. Auditory Learners: Fleming (2001) revealed that auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices. The selected PYP students claimed that they tend to learn best through listening passages. They prefer to listen and repeat the listening passage if they are not understood. They think in words rather than using pictures. They also learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Auditory learners tend to have these auditory skills demonstrated not only in listening, but also in speaking, writing, storytelling, explaining, teaching, using humor, understanding the syntax and meanings of words, remembering information, arguing their point of view, and analyzing language usage (www.vark-learn.com). In this study, 4% of respondents have this kind of learning style. This perceptual model describes a preference for information that is heard or spoken. Learners who have this learning style can learn best from lectures or group discussions. Students believe that they want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered questions. They have a need to say it themselves, and they learn through saying it – their way.

4.1.3. Kinesthetic Learners: The British Council described kinesthetic learners as those who learn best through moving, doing, and touching. They need to have ‘hands-on’ experience to assimilate learning. They like to take things apart to find out how they work, rather than

reading instructions or studying the diagrams. In class, they respond well to discovery techniques. They are good at drawing and they often participate actively during listening activities. They perform well in role plays and activities where they can move around and talk to others. They are easily distracted and have a tendency to fidget and talk during lectures. They also get bored quickly if they have to sit for too long. They remember things by recalling actions. They like to think things through and work out problems while they are taking exercise. In this study, 7% are kinesthetic learners. The respondents are all agreed about having a good sense of balance and eye-hand coordination when learning. According to them, they remember and process information through interacting with people around them. The problem here is that they could hardly sit for a long period of time and have the tendency to become distracted by their need for activity and exploration. These kinds of students learn through acting, miming, using body language, and expressing their emotions through their body.

4.1.4. Mixed Style: In the same venue the British Council (2011) described this style in a learning context as one that can easily be adapted to in any learning situation. As revealed in this study, the majority of the respondents, 82%, fall into this category of learning style. In an interview with these students, they admitted that they have mixed learning styles in the sense that they can adjust to any environment depending on the activity. In the classroom setting, for example, they are equally comfortable with listening to lectures and spoken information. They believed that having this mixed style of learning can help them develop, explore, and enhance their learning strengths. The more a student learns through a combination of all the styles, the more embedded the learning will be (www.vark-learn.com).

4.2. The Learning Styles and its effect on student learning

The article, "Learning and the Senses" (www.cortland.edu) retrieved September 1, 2015, discusses effective teaching which usually combines several approaches, or multi-sensory instruction. It has been observed that this method of teaching encourages the child to use more than one sense at a time while learning. Multi-sensory approaches work well because of the way our brain is organized. When we learn, information takes one path in our brain. Consequently, with each sense taking a separate path and by using more than one sense, we bombard our brain with the new information in multiple ways. As a result:

“Students learn in many ways – by seeing and hearing; reflecting and acting; reasoning logically and intuitively; memorizing and visualizing and drawing

analogies and building mathematical models; steadily and in fits and starts.” (Felder: 1988).

In Felder’s study (1988), he claimed that teachers vary their methods of teaching depending on students’ learning styles. Such methods include lecture, discussion, principle focused, applications, and some stress on the memory and understanding. He found out that there were mismatches existing between common learning styles of engineering students and traditional teaching styles of professors.

Undoubtedly, Saudi female learners like other typical students have different learning styles which have a direct bearing on how they learn. The use of the BC learning survey was found to be effective in determining different learning styles of students in the PYP level. The questionnaire gave the respondents the opportunity to discover their kinds of learning styles and how they can learn best. Through the interview process and informal feedback, students revealed how they could improve their learning. The researcher has developed this plan for Listening/Speaking and Grammar course as illustrated below.

Table 2: Sample Plan of Teaching Strategies Based on the textbook “Q-Skills Listening/Speaking 2” by Miles Craven and Kristin D. Sherman

UNIT	ILO	ACTIVITY/STRATEGY	LEARNING STYLE		
			V	A	K
1	Speak about the importance of an object which they can really created themselves without asking other people to do it.	a. Brainstorm about Do-it-yourself (DIY) projects.	✓	✓	✓
		b. Show some illustrations about objects	✓		✓
		c. Compare some pictures or objects using comparative/superlative adjectives.	✓		✓
		d. Elicit grammar lessons by identifying the part of speech in the vocabulary	✓	✓	✓
		e. Make a 5-minute presentation about the importance of an object	✓	✓	✓
2	Create a panel discussion or role play a discussion focusing on	a. Allow students to go out for 5 minutes to look for trash, and then put them in garbage cans/baskets.	✓		✓

	the topic "recycling of materials."				
		b. Classify the different items (trash) and identify those which can be recycled.	✓		✓
		c. Conduct a panel discussion in class about the recycling and reusing of trash/items.		✓	✓
		d. Summarize to check the audience' understanding about the presentation.	✓	✓	✓
3	Relate a personal story and apply the vocabulary discussed from the text.	a. Brainstorm some vocabulary/words that students already know, and allow them to tell any story using the words they mentioned.	✓	✓	✓
		b. Write sentences on the board (using simple past and narrative present).	✓		✓
		c. Elicit grammar lesson with the use of sequence words or phrases,	✓	✓	✓
4	Create a dialogue or conversation about giving a child his independence.	a. Tell the importance of numbers in the pictures posted on the board.	✓	✓	
		b. Write sentences on the board using the modals could, might, and might not. (The sentences must be based on the pictures.	✓		✓
		c. Role-play a show of independence and by bringing out the importance of numbers.	✓	✓	✓
5	Give a persuasive presentation focusing on a problem and providing a possible solution to a problem.	a. Discuss the use of water everyday (group work).	✓	✓	
		b. Complete tables about the importance of water at home, school or work, and in other ways.	✓	✓	✓
		c. Pronounce the function words and stress correctly.		✓	

		d. Listening and identifying facts from opinions.		✓	
		e. Analyze a case study and find solutions to the problem of water.	✓	✓	✓
6	Role play accurate and inaccurate first impressions they have experienced outside the campus.	a. Call some volunteer students to role play an inaccurate first impression. Make inferences about the information given by the students.	✓		✓
		b. Match words to their meanings based on the topic: first impressions.		✓	✓
		c. Test comprehension about the presentation.	✓	✓	✓
		d. Write all suffixes and other word endings in this unit.	✓	✓	✓
		e. Complete the chart about first impression based on the degree of importance (important, very important, and not so important).	✓		✓
7	Interview classmates or friends about the importance of food to their body.	a. Conduct a survey in class regarding food preferences.	✓	✓	✓
		b. Make a brief presentation about the survey conducted on food preference using charts/graphs/tables.	✓	✓	✓
		c. Analyze the graphs/tables/charts used in the presentation.	✓		✓
		d. Make a short criticism about their food preferences by giving advice about nutritious food that they should eat.		✓	
8	Discuss successful and unsuccessful personal experiences and explain what you learned from them.	a. Reflect on the question: in what ways do you think you are successful?	✓	✓	✓
		b. Pronounce vocabulary/words	✓	✓	✓

		correctly.			
		c. Create a dialogue of a lecturer and a student using listening for example phrases.		✓	
		d. Write sentences on the board and analyze gerunds and infinitives as the objects of the verbs.	✓		✓
9	Participate in a group discussion emphasizing the advantages and disadvantages of change.	a. Answer a short questionnaire about how do students feel about change? Analyze the results in the class.	✓	✓	
		b. Complete the sentence with the correct word/vocabulary.	✓	✓	✓
		c. Using a word web diagram, find out the different meanings of a word.	✓	✓	✓
		d. Discuss the advantages and disadvantages of change through a mini-debate.	✓		✓
10	State and explain your opinions about your responsibility for issues impacting our world.	a. Given a one-paragraph text about the topic ‘responsibility’, the students should be able to comprehend questions and role play the situation.		✓	✓
		b. Listen to a passage and infer a speaker’s attitude.	✓		✓
		c. Elicit grammar lesson based on the listening passage given by creating a tag questions to statements.	✓	✓	
		d. Pronounce tag questions correctly.	✓	✓	✓
		e. Prepare a group discussion “on TV” about the proposition: are we responsible for the world we live in?	✓	✓	✓
11	Role play an advertisement and discuss how advertisers can influence their decisions.	a. Given some illustrations/photos of products, the students should be able to role play their own advertisement.	✓		✓
		b. Compare the techniques of each presenter/group on the type of	✓	✓	✓

		advertising and their purpose for advertising. Write all the answers on the board using the vocabulary in the unit.			
		c. Give and support their opinions concerning the influence of advertising on their behavior through a short presentation.		✓	
12	Give a short talk about risk and reasons why do they need to take risks.	a. Complete the paragraph with the correct word given in this unit.		✓	
		b. Answer a survey questionnaire about the risk a writer take when publishing and promoting a book.	✓	✓	✓
		c. Explore the use of dictionary to find out word families and categorize them with the correct part of speech.	✓	✓	✓
		d. Listen to a presentation about risk, then, create their own 2-minute presentation explaining the reasons for taking that risk.		✓	✓
13	Give and recap a presentation highlighting what you like and dislike about a particular city.	a. Brainstorm about the city which made the biggest impression on them. The words and phrases in this unit can be used to describe the city.	✓	✓	✓
		b. In a group discussion, give a short presentation on what they like and dislike about a particular city, and summarize them in their own words.	✓	✓	✓
14	Participate in a group discussion evaluating the influence of money has on happiness.	a. Write the three things on the board that make them the happiest person. Discuss these with their classmates and elicit questions from them.	✓	✓	✓
		b. Discuss the importance of money in a group and analyze its importance through a mini-debate in class showing the advantages and disadvantages of having lots of	✓	✓	✓

		money.			
		c. Summarize the discussion by giving the correct expressions/phrases used for agreeing and disagreeing a point.		✓	✓
15	Role-play a phone call discussing an emotional event you have experienced.	a. Given the different scenarios, the students should be able to make their own conversation on the phone an emotional event they have experienced.	✓	✓	✓
		b. Discuss on the phone call conversation the type of event, what happened, and how did they feel about it. Use the phrases given in this unit.		✓	

4.2.1. The Analyses

The data above shows the students' preferred learning style in their effort to meet the objectives of the lesson. This obviously brings home Dr. Malcom Knowles theory that adult learning should be "learner-centered." Dr. Knowles described this theory as the movement from dependent to independent or self-directed learning. This means that the learner is actively involved in the process of learning. As shown above, most of the activities require movements, group discussions, presentations, and the like. These strategies are so designed that they pave the way from the traditional teacher-centered to learner-centered approach in which students with their teachers acting as gentle facilitators are progressively encouraged to take an active role in their own learning with a view to making independent learners out of them.

The theory further suggests that focusing on the learners' needs, interests and abilities will motivate them to study harder to achieve the goals they have set for themselves. This is based in large part upon the conviction that when course content and activities are designed to reflect the student's own life and interests, learning becomes authentic, relevant and even more fun. This is very crucial to the learning process as the relevance of the course to the students' needs becomes the primary motivating factor.

In the class, survey for example, students prefer to speak and give their opinions. Moreover, during the interview, they express preference for longer brainstorming sessions about certain topics of general interest to enhance and develop their speaking skills. The researcher believes that the BC Learning Style Survey has helped a lot in identifying their own learning

preferences, allowing them to choose the activities they want in order to learn better and faster. Among the teaching strategies mentioned above, students love to do presentations and student-talking time (STT). They show great enthusiasm in every activity. Learning the English language is fun for them, due in large part to the paradigm shift in the English language instruction. For one thing, the shift in teaching grammatical structures, from one that is rule driven to a content-based approach is clearly a case in point. Lesson presentation is geared towards discovery learning, allowing learners to draw upon their observations, experience and prior knowledge, which in effect engages them in more meaningful exploration activities through meaningful and authentic language use.

While we want to see our students take a more active role in class, performing REAL-WORLD tasks that demonstrate meaningful applications of taught knowledge and skills. It is, therefore, important that we monitor their progress in a manner that shows sensitivity to their pace and learning preferences. This in effect will enable them to develop skills leading to the achievement of target outcomes.

At this stage, it is also worthwhile to bear in mind that Teacher Talking Time (TTT) should be minimal and that active listening on the part of the teacher be consistently observed. It is vital that teachers pay careful attention to students' discussions, brainstorming sessions, and a host of other language points that need to be clarified or reinforced. Nowadays, the field of research into language learning and teaching is constantly evolving. The single approach of teaching, has long given way to multi-approaches to meet the varying learning styles of students. After giving students a series of learner-centered activities, for example, it is imperative that teachers provide oral as well as written feedback as a form of assessment to determine the students' extent of learning. To get everybody actively involved in the learning process, students also take turns to present their ideas to elicit peer feedback meant to improve the content and process of their work

In an informal interview with some language teachers at JUC during the Professional Development (2015), there appears to be a general consensus among them about the need for a combination of different strategies. Experience has taught them that one strategy that works best for one group of learners may not be effective for other groups. Therefore, it is their belief that application of a variety of strategies will definitely improve students' interest and concentration. Another effective way they concede is the use of personalized material. Course content and activities that reflect the student's own

life and interests will have intrinsic meaning and value to the students. Learning then becomes authentic, meaningful relevant and even more fun.

Determining students' learning styles, therefore, is the first step in the right direction. With their learning preferences clearly established, teachers can now work out for creative ways to focus on learning needs, interests and abilities designing course content, and teaching strategies to match the learning styles of students. Obviously, on the table above, visual learners recognize words by sight. On the other hand, auditory learners solve problems by talking about them and using sounds as memory aids. They like the teacher to provide verbal instructions and enjoy dialogues, discussions, and plays. Kinesthetic learners learn best when they are physically alert, moving around and not just sitting for long periods. Activities which involve getting up and going around the room or outside the room work to their advantage as they use movement as a memory aid. Knowing the predominant learning style or styles in class, the teacher can best determine and design her strategies to produce the desired results.

5. Conclusion

The easiest way for a teacher to learn the various learning styles within a group is to try to incorporate a variety of activities in the lessons and strategies that will produce results and outcome as envisioned by the learners and the teacher. When students have enough exposure to various teaching strategies, they learn best at their own pace and time. In this research, the idea of individual differences is revealed, however, students can learn best by having various activities and strategies that will test all their types of learning. Once these learning styles are matched with appropriate teaching strategies, students tend to learn by themselves, finding out information by themselves, and solving problems collaboratively with others. This study has been conducted to help improve the quality of the English language education. Through creative implementation of various tried and tested teaching strategies, the researcher, together with her peers intends to equip students with adequate opportunities to learn and develop their learning skills. It goes without saying that the lessons learned in this study will immensely help all concerned to prepare their students particularly those who plan to use English for academic and professional purposes to become proficient, persuasive and effective communicators.

6. Recommendation:

To the Administration and Faculty of JUC: The findings will pave the way for a better language program that would effectively reinforce language learning strategies of students.

Learning strategies that would affect significantly the learning of English would be given much attention.

To the Preparatory Year Program Female Students: The result of this study will serve as an encouragement and motivation for them to make use of learning strategies they find very effective in learning English. The optional use of their strategies will help the students in the acquisition of the needed skills for effective communication at school, at home, and in the community.

Furthermore, the researcher believes that this study is significant since it dealt with Saudi female learners and the researcher, being a Filipino as an English teacher. Hence, this would shed light on how these students from the Middle East learn, perform, and achieve competency in English language.

Therefore, it is recommended that the researcher elevates this study to a well-detailed format. In the revised format, the researcher will enumerate the identified learning styles and the corresponding teaching strategies deemed appropriate and responsive to the learning needs of the students.

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