



## LANGUAGE LEARNING STYLES AND STRATEGIES INTERDEPENDENT ON MOTIVATION

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### ABSTRACT

In Multiple Intelligence (MI) approach, learners are viewed as possessing individual learning styles, preferences or intelligences. Learning takes place through the process of listening/hearing, comparing, usage, style, strategy and understanding. Any learning situation can be meaningful if the learners have a meaningful learning set. That is a disposition to relate the new learning task with what they already know. Besides, the new learning task opens a room to assimilate their cognitive power; (in addition to styles and strategies) since learners are possessing individual intelligence learning is interdependent on styles and strategies.

**Key words:** learning-style-strategies-cognitive-meaningful

### INTRODUCTION

“Learning is acquiring or getting of knowledge of a subject or skill by study, experience or introduction or a relatively permanent change in human behavior”(Brown 7). The process of perceiving, attending, stating and recalling are central to the task of internalizing a language. Besides, every individual has his/her own capability of learning. There are different styles and strategies used in this process.

“Style” is a general characteristic of intellectual functioning and personality that pertains as an individual, which differentiates one from the other. “Strategies” are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Styles are general characteristic that differentiate one individual from another and strategies are those specific attacks that the learner makes on a given

problem, they are the moment-by-moment technique that we employ to solve problems.

Any reader knows number of possible ways to solve/understand a particular problem in learning but something he is supposed to choose one or several sequence for taken/given problem. Everything depends upon one’s own area of interest in specific understanding of a problem. Learners have to understand pronounced words through different grasping ability and comparison. When a learner comes across a foreign word, he/she is tempted to assume, recall with native/vernacular language to confirm actually what he/she heard/read.

Learning strategies mediate between emotion and cognition. Learner’s styles are determined by the way they internalize their total environment and since that internalizing process is not strictly cognitive. The learner finds that physical, affective and cognitive domains merge in learning

styles (Language learning and teaching). In an unfamiliar situation, when there is no one to help, the learner has to act accordingly through his cognitive behavior rather than any preplanned action.

#### What is learning?

“Learning” is nothing but understanding. It takes place every nook and corner, even through signs and meaningless words. For example, there is no determined meaning for this word “Hello”. Yet it is used for capturing attention. Is it possible to understand an individual without learning? Of course not. Because, both learning and understanding are interconnected. If one fails to understand, a message or concept, it may be transferred, but will not get a fruitful answer and your communication (fazi) will become meaningless/irrelevant/obscure. So we are in need of a good understanding language to communicate. Therefore, language learning plays a vital role in comprehension skills. Learning is rest on one’s ability. As “language learning is seen as a cognitive, mental process with learners ultimately responsible for their own learning” (Krishnaswamy 93). whether in the first language or second language learning we are learning through mother, father, family and society. Society possesses much importance in its.

Language governs everything, in order to face the society one must have learnt a language to share his ideas and get feed backs. Besides, a child learns the language of its social surrounding. The role of language determines the central factor of cognitive and affective states of individual. Therefore language growth is dependent upon intellectual growth in other words styles and strategies. Normally people learn second language associated with first language.” Actual learning of a language is accompanied by emotional actions. The whole process of learning a language is one of forming associations. When we learn our own language we associate words and sentences with thoughts, ideas, actions, events” (H.H.Stern 310).

Skills are rest on one’s own ability. When a learner comes across native speakers, he finds it very difficult to cope up with the situation. In this difficult situation he has to use his own intellectual power to survive rather than getting angry. In addition to this devastating situation some

techniques like memorizing and recalling, sign language will be helpful. “Language is a part of human behavior” (Quirk 111).

#### What are learning styles?

Research has been undergoing on learning styles and strategies since two decades. Yet they play an important role in learning – language. Both styles and strategies lay paramount importance in learning. Styles determine one’s own capability of doing any action which is undermined on cognition. Strategy sheds light on a specific skill on doing a work. Actually, learners are in need of encouragement to do anything. Without this encouragement they never feel good. When they come across to deliver an explanation in learning environment, they are not ready to accept some comments from co-learners or others. As they have own styles to understand. For instance, if the tutor pronounces ‘Apple’, each learner understands the word through their experience or what they have already understood. They may compare the word ‘Apple’ with related things or colour of apple or size of apple or shape of apple. That is depends upon their capability/style of understanding. It is quite common to all. As Sabatova denotes, Kolb’s definition of learning style, “learning is the process whereby knowledge is created through the transition of experiences” (21). That is why people have unique individuality/ style in their performance.

When cognitive styles are specifically related to an educational context, where effective and physiological factors are intermingled, they are usually referred to as learning styles. Understanding capability varies from individual characters it depends on cognitive skills. We cannot determine a person through his silent hours. Nevertheless, none of the personality utilize own mental power by conscious. When these two factors unite together to form a new style which says about complete concentration of a problem, as every individual differs from one another to show, how it is identified. Despite, manipulated ideas emphasized number of intelligence as a token of comprehension. Thus styles include two sorts of things, they are comprehension and conformity. In this devastating circumstance he has to create /utilize power of intension to gather whole intellectual skills to make

others to understand what he wants to say and to understand other's utterances. If he loses hope on ambiguity or patience tolerance, he will be neglected as well as segregated by the group. So he should keep on creating new ideas to handle any situation and wake up cognitive styles.

Those people have enough tolerance will come across many innovative ideas rather than just nodding heads for what they heard. But other sort of people never gives room for any thinking, instead act immediately once they heard. Nevertheless this, ambiguity characters' proposition, perception and solution to solve problem are long last. Moreover, right and left hemisphere governs all the function happening in brain which is the central of thinking /cognition. Some sorts of characters have other features, such as reflective and impulsive. "Reflective characters show calculated decision and impulsive lays quick or gambling guess at any situation. Reading, chart, graphical, drawing covers visual learners while listening, and audiotapes attract auditory learners" (Stern 126). Of course successful learners utilize both input and output.

#### **What are learning strategies?**

As strategies are different methods to achieve goals. There are number of various methods in learning. They are deduction, recombination, imagery, auditory representation, keywords, contextualization, elaboration, transfer, inference, co-operation, and question for clarification and so on. One sort of strategy is auditory representation that is listening and reproducing the same whether it is right or wrong sentence. The utterance is appreciated in any stage of learning. Though it is produced by small people in case of telling few words, with or without grammatical mistake, might be praised. A small girl uttered, "Erie and me has just buyed lots of funks" (Quirk 103). Here the sentence is not identified or specified by anyone for the comments of child. Instead, it is praised, for both pronunciation and sentence structure; without any hesitation child uttered these words. This is a learning strategy.

Memorization of phrases and words will be helpful to recall or use in correct context. It is emphasized in compensatory strategies. Besides code-switching may be added in certain places being the recall of heard words. First and second

language mixing, each other while bringing in to target language this also enhances one's memory power. Moreover if someone got struck for particular word/phrase in second language, that will make the learner to think in different ways and will misunderstand the meaning or context. So they are supposed to clarify with questions to avoid these problems. "Nor it is useful to distinguish two stages of learning through which we must pass. The first stage aims at comprehensibility and the second at conformity" (Bennett 79).

It is true that there is a kind of logic or reasoning which is very powerful in learning strategies: if a man wears open neck shirt in summer season and closed neck shirt in winter season nobody will take as awkward, but it reciprocally happened certainly comments be inevitable. Like that potential strategies are governing in tip of tongue and ability in many field show styles

Strategy changes people's behavior completely. Strategy is a specific technique/tool to improve in learning skills handled by the learner itself. Nevertheless, learners use specific tool/technique in any learning situation in order to show themselves as better than others. Learners never want to be a worst example. As all the individuals, expect to be a good model for the environment, using own latent in a specific way to enhance them. However, strategy is determined on acquisition and cognitive power. Acquisition is meant for understanding and cognitive is meant for tactful understanding a specific task. Besides, learners are supposed to use these two individual abilities (i) to express themselves fluently or (ii) to make others to understand what they know. Self-understanding is like a lamp into a pot. But the second one leads red carpet to the society. Naime expresses, O Malley and Chamot's definition for learning strategies as "particular ways or abilities which the learner adopts to analyze information for the purpose of better understanding and making better use of it"(498). Thus the learners' both styles and strategies must have a motivation to emancipate themselves.

#### **Motivation inter-mingles style and strategy**

"Motivation" is a combination of all dynamic relationship with his work. The complexity of this factor is in itself and explanation of the small

amount of attention usually paid to it. Without going in to the nature of the course or the range of language teaching materials it is possible to consider the personal; factors apart from motivation which will influence the efficiency of the learning. Visual and aural perceptions are physical aptitude with no large intellectual component. Yet they are highly important to language learning. A high efficiency of learning will depend on matching material and means to individual needs. The greatest attention is given to the phonemic, lexical and grammatical aspects of the foreign language. There is no disagreement among the members of the English – speaking world about what is right and what is wrong. It is natural in every speech community members to reach harmony about this grammatical convention, so that most of learners have no difficulty in adopting the forms used by our relatives, neighbors and immediate friends.

In the second language learning, learners often affect competence sometime they go beyond the limit(grammar) in other words forget to construct sentence structure, form etc. this is the reason of the first language influence. Though it is a difficult task at the beginning level of learning but there are plenty of opportunities to over-come this small mistakes often getting good practice in both written and spoken language of L2. In this situation learners are expected to motivate. "Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process: indeed all the other factors involved in L2 acquisition purposes motivation to some extent"(Dornyei 117). Hence it increases autonomy in learning. If the learners have enough knowledge in first language, easily acquires the second language. This form of learning manipulates both style and strategy. The learners who completed their first language acquisition have been found more successful in SLA. "Motivation is another factor affecting second language acquisition, achieving motivation lets the learners a desire to learn a language. Studies on motivation shows that motivated learners are successful in second language acquisition" (Nuri 217).

Strategically learning learners achieve more than other learners. This proficiency on learning increases. Learning strategies also help learners to

gather new information and to assimilate those acquired information into their existing knowledge. "Appropriate language strategies help explains the performance of good language learners; similarly, inappropriate language learning strategies would add the misunderstanding of the poor language learning" (Weg pei-shi 230).

#### CONCLUSION

Motivation leads to do something. It is the cause of any action. Consciously and unconsciously motivation leads to use both style and strategy in the language learning. An individual could not learn a language without intension. While studying one could mingle /gather all his/her efforts to understand the concept. Intension makes to gather knowledge of a concept. Furthermore gathering all efforts mean collecting, styles and strategies to do a task satisfactorily. This satisfaction will help to continue further studies. Therefore, self-motivation lays many eggs to meet all efforts and learning. Language learning is not an easy task unless an individual have good/concrete motivation.

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