

LEARNING STYLES AND STRATEGIES IN SECOND LANGUAGE LEARNING: THEORETICAL REVIEW

Aries Fitriani

Abstrak: *Setiap individu memiliki strategi dan gaya belajar yang berbeda-beda dalam pembelajaran dan perbedaan tersebut menjadi sangat penting bagi guru dalam proses pendidikan. Hal ini menjadi satu al diantara faktor- faktor yang membantu menentukan bagaimana siswa belajar bahasa kedua (L2). Ada beberapa cara untuk mengetahui gaya belajar seperti pendapat para tokoh sebagai berikut: Dunn dan Dunn, Ehrman dan Oxford, Myers-Briggs, Holland, and Witkin, Gardner, Kolb Felder-Silverman dan Charles Smith. Strategi pembelajaran bahasa diterapkan oleh pelajar bahasa sebagai alat untuk memperoleh dan menggunakan informasi yang telah diperoleh siswa, disimpan atau dimunculkan kembali, dan juga menyarankan untuk pembelajaran mandiri. Klasifikasi strategi belajar yang ditawarkan Oxford adalah: strategi kognitif, metakognitif, keterkaitan memori, kompensatori, afektif, dan sosial. Oleh karena itu, guru harus mempertimbangkan gaya belajar siswa dan meningkatkan strategi belajar siswa demi kesuksesan mereka.*

ملخص: كل فرد له استراتيجيته وأسلوبه الخاص في التعلم، وهذا الاختلاف الفردي مهم للمدرس في عالم التربية، ويكون هذا عاملا مهما من العوامل التي تساعد الطلاب في دراسة اللغة الثانية. وثمة كفاءات لمعرفة أسلوب تعلم الطلاب قدمها الخبراء كـ *Dunn, Ehrman dan Oxford, Myers-Briggs, Holland, and Witkin, Gardner, Kolb Felder-Silverman dan Charles Smith* وأسلوب تعليم اللغة طبقه دارسو اللغة الإنجليزية ليكون جهازا للحصول على المعلومات واستخدامها وتخزينها أم عرضها ثانية، ويمكن كذلك التعلم الذاتي. أما تصنيف أساليب التعلم التي قدمها أكفورد هي الأسلوب العقلي، وميتا العقلي، والاتصال الذاكري، وكومفنينستوري، والعاطفي والاجتماعي. لذا فإن على المدرس الاعتناء بأسلوب تعلم الطلاب، والمحاولة لترقية استراتيجيته تعلمهم لأجل نجاحهم في المستقبل.

Keywords: *Gaya belajar, strategi belajar, pembelajaran bahasa kedua*

INTRODUCTION

Students have different ways of learning. Some can assimilate in a better way the knowledge received visually, auditory or through a certain sense. How can we teach students if we do not know how they learn? Students' learning behavior has big influence towards students' learning process. It is an energy that supports the students to do their activities well and it results a good behavior of the students in a class. On the other hand, the students have different ways and strengths in processing information. Therefore, language learning styles and strategies are among the main factors that help determine how students learn a second language.

Learning styles can be defined as the preferences students' exhibit in their learning.¹ Learning style refers to any individual's preferred ways of going about learning.² It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience. According to Felder & Silverman, a learning style is defined as the characteristics, strengths and preferences in the way people receive and process information³. It refers to the fact that every person has its own method or set of strategies when learning. In the learning a second language, learning anything is cognitively complex. A study of learning styles conveys highlights numerous important variables. Such styles can contribute significantly to an understanding of how we learn and even how we teach.

In contrast to general styles, learning strategies are specific actions, behaviors, steps or techniques used by students to enhance their own learning. For example the strategy in looking for conversation partners, or giving oneself encouragement to grab a difficult language task. Learning strategies do not operate by themselves, but rather are directly tied to the learner's underlying learning styles (i.e., general approaches to learning) and other personality-related variables (such as anxiety and self-concept) in the learner.⁴

This paper describes language learning styles, strategies and the importance of them in second language learning. The paper will begin by providing operational

¹ Peter Hlebowitsh, *Design the School Curriculum*, (Boston, MA: Pearson 2004), 40

² David Nunan, *Language Teaching Methodology: a Textbook For Teachers*, (Prentice Hall International (UK) Ltd, 1991), 168.

³ Richard Felder & Linda K Silverman, L. Learning and Teaching Styles in Engineering Education. *Engineering Education*, 1988. 78 (7), 674-681.

⁴ Douglas H Brown. *Breaking the Language Barrier*, Yarmouth, ME: Intercultural Press, 1991), 56

description for second language learning. Then a broadening of the concept language learning styles and strategies will be elaborated.

SECOND LANGUAGE LEARNING

Brown explains that the second language learning process can be rather efficiently categorized and sequenced in cognitive terms by means of the eight types of learning⁵ namely:

1. Signal learning. It generally occurs in the total language process: human beings make a general response of some kind (emotional, cognitive, verbal, or nonverbal) to language.
2. Stimulus-response learning -The learner acquires a precise response to a discriminated stimulus.
3. Chaining - What is acquired is a chain of two or more stimulus-response-connections.
4. Verbal association -Verbal association is the learning of chains that are verbal. Basically, the conditions resemble those for other (motor) chains. However, the presence of language in the human being makes this a special type because internal links may be selected from the individual's previously learned repertoire of language.
5. Multiple discrimination - The individual learns to make a number of different identifying responses to many different stimuli, which may resemble each other in physical appearance to a greater or lesser degree. Although the learning of each stimuli-response connection is a simple occurrence, the connections tend to interfere with one another.
6. Concept learning. The learner acquires the ability to make a common response to a class of stimuli even though the individual members of that class may differ widely from each other. The learner is able to make a response that identifies an entire class of objects or events.
7. Principle learning. In simplest terms, a principle is a chain of two or more concepts. It functions to organize behavior and experience.
8. Problem solving. Problem solving is a kind of learning that requires the internal events usually referred to as "thinking." Previously acquired concepts

⁵ Douglas H Brown. *Styles and Strategies: Principles of Language Learning and Teaching*. Fourth edition, New York: Longman, 2000), 165.

and principles are combined in a conscious focus on an unresolved or ambiguous set of events.

Success in learning a foreign or second language depends on a variety of factors such as the duration and intensity of the language course, the characteristics and abilities of the teacher, the appropriateness of the teaching methodology, the quality of the textbook, the size and composition of the learner group, the amount of natural L2 practice opportunities and the characteristics of the language learners.

By identifying characteristics of the learners, teachers can actively address to increase the effectiveness of learning styles and strategies. The importance of learner characteristics cannot be overestimated. When students embark on the study of an L2, they are not merely 'empty vessels' that will need to be filled by the wise words of the teacher; instead, they carry a considerable 'personal baggage' to the language course that will have a significant bearing on how learning proceeds.

LEARNING STYLE

Learning Styles are simple but, various approaches or ways of learning. They involve education methods, particular to an individual that are resumed to allow that individual to learn best. It is commonly believed that most people favor some particular method of interacting with, taking in, and processing stimuli or information.

Students have different learning styles – characteristic strengths and preferences in the ways they take in and process information. It is generally considered that one's learning style will result from personality variables, including psychological and cognitive make-up, socio-cultural background, and educational experience.

Dunn and Dunn define learning styles as a term that describes the variations among learners in using one or more senses to understand, organize, and retain experience.⁶ Similarly, for Keefe learning styles are cognitive, affective, and physical traits that are relatively stable indicators of how learners perceive, interact with, and respond to the learning environment.⁷ Learning styles are

⁶ Mohammed Ashour Jhaish, *The Relationship among Learning Styles, Language Learning Strategies, and the Academic Achievement among the English Majors at Al-Aqsa University*, Thesis, the Islamic University, Gaza, 2010, 29.

⁷ M. Nur Ghufroon and Rini Risnawita, *Gaya Belajar*, (Yogyakarta: PT. Pustaka Pelajar, 2012), 43.

preferences and habits of learning that have been learned, and one is capable of going beyond the particular style preferred at the time.

Many researchers, educationalist, and psychologist given meaning of learning style according to own experience some of their ideas about learning style are given below:

1. Dunn and Dunn Learning Styles Model

According to Dunn and Dunn's Learning Styles Model, a person's learning style could be determined based on 21 elements organized into five stimuli groups which were environmental, emotional, sociological, physical, and psychological stimuli groups⁸. Learning style model developed by Dunn and Dunn is built on the theory that each individual has unique biological and developmental characteristics. Model of Dunn and Dunn learning styles can be seen clearly in the following table:

Table 1 Dunn and Dunn's Learning Style Dimensions

Dimension	Elements	Key questions
Environmental	Sound Light Temperature Seating design	noisy, busy, or quiet Dim or light Cold, medium or hot Formal or informal
Emotional	Motivational Persistence Responsibility Structure	Emotional support One job or many jobs Conforming or non conforming Guided to do something
Sociological	Individual Pairs Peer Team Adult Varied	Alone With a friend Friend In a group With adult Variety or routine
Physical	Perceptual Intake Time Mobility	Visual, auditory, kinesthetic By eating or drinking Morning, night Sit, move
Psychological	Global/analytical Impulsive/reflective Hemisphere city	Right/left brain Need time to say/think

⁸ Rita Dunn, & Kenneth Dunn, *Teaching Elementary Students Through Their Individual Learning Styles*, Boston: Allyn and Bacon, 1992), 47

Learners were either inhibited or stimulated by the four elements within the environmental stimuli group: sound, light, temperature, and nd design when the learners are trying to learn.⁹ For instance, some learners preferred to learn while listening to the music at the same time while some learners could only learn in a very quiet environment. Environmental characteristic (temperature, noise, illumination) as well as training techniques can affect learning and performance.¹⁰

The emotional stimuli group contained motivation, persistence, responsibility, and structure elements, which were developed from their experiences. Learners had different motivational levels and could be differently motivated. For example, teachers could exactly tell what they expected of highly motivated learners to learn and what the available resources were.

Peers, self, pairs, teams, adults, and a variation of these elements formed the sociological stimuli group in this learning style model. Some learners could learn best when they were learning as a team while some preferred learn by themselves.

In the physical stimuli group, perception, intake, time, and mobility were the elements. For instance, learners learned through different senses such as auditory, visual, and tactual senses.

Finally, psychological stimuli group included analytic vs. global, right vs. left-brain, and reflective vs. Impulsive elements. For example, global learners preferred to see the overall pictures before they learned, whereas analytic learners could learn step by step without seeing the overall picture.

2. Ehrman and Oxford Learning Styles Model

Ehrman and Oxford cited four dimensions of learning style that are likely to be among those most strongly associated with L2 learning. They are sensory preferences, personality types, desired degree of generality, and biological differences.¹¹

Sensory preferences can be broken down into four main areas: visual, auditory, kinesthetic (movement-oriented), and tactile (touch-oriented).

⁹ Reza Vaseghi, et al., "Language Learning Style Preferences: A Theoretical and Empirical Study," *Advances in Asian Social Science (AASS)*, Vol. 2, No.2, 2012, ISSN 2167-6429. <http://www.worldsciencepublisher.org>, accessed on 27th of April 2013).

¹⁰ Robert N. Singer, *Motor Learning & Human Performance* (New York: Mac Millan Publishing, 1975), 156.

¹¹ Madeline Ehrman, M. & Rebecca Oxford, Adult Language Learning Styles And Strategies In An Intensive Taining Setting, *Modern Language Journal*, 1990. 74, 311-326

Sensory preferences refer to the physical, perceptual learning channels with which the student is the most comfortable. Visual students like to read and obtain a great deal from visual stimulation. In contrast, auditory students are comfortable without visual input and therefore enjoy and profit from unembellished lectures, conversations, and oral directions. Kinesthetic and tactile students like lots of movement and enjoy working with tangible objects, collages, and flashcards.

Desired Degree of Generality contrasts the learner who focuses on the main idea or big picture with the learner who concentrates on details. Global or holistic students like socially interactive, communicative events in which they can emphasize the main idea and avoid analysis of grammatical minutiae. They are comfortable even when not having all the information, and they feel free to guess from the context. Analytic students tend to concentrate on grammatical details and often avoid more free-flowing communicative activities. Because of their concern for precision, analytic learners typically do not take the risks necessary for guessing from the context unless they are fairly sure of the accuracy of their guesses.

3. Myers-Briggs, Holland, and Witkin's models

Personality theory using the Myers-Briggs is based on four dichotomous psychological preferences: extraversion or introversion, sensing or intuition, thinking or feeling and judgment or perception.¹²

- a. Extraverted vs. Introverted. By definition, extraverts gain their greatest energy from the external world. They want interaction with people and have many friendships, some deep and some not. In contrast, introverts derive their energy from the internal world, seeking solitude and tending to have just a few friendships, which are often very deep.
- b. Intuitive-Random vs. Sensing-Sequential. Intuitive-random students think in abstract, futuristic, large-scale, and non-sequential ways. They like to create theories and new possibilities, often have sudden insights, and prefer to guide their own learning. In contrast, sensing-sequential learners are grounded in the here and now. They like facts rather than theories, want guidance and specific instruction from the teacher, and look for consistency.
- c. Thinking vs. Feeling. Thinking learners are oriented toward the stark truth, even if it hurts some people's feelings. They want to be viewed as competent and do not tend to offer praise easily—even though they might secretly desire to be praised themselves. Sometimes they seem detached.

¹² M. Nur Ghufroon and Rini Risnawita, *Gaya Belajar*, 49-62 .

In comparison, feeling learners value other people in very personal ways. They show empathy and compassion through words, not just behaviors, and say whatever is needed to smooth over difficult situations.

- d. Closure-oriented/Judging vs. Open/Perceiving. Closure-oriented students want to reach judgments or completion quickly and want clarity as soon as possible. These students are serious, hardworking learners who like to be given written information and enjoy specific tasks with deadlines. In contrast, open learners want to stay available for continuously new perceptions and are therefore sometimes called “perceiving.” They take L2 learning less seriously, treating it like a game to be enjoyed rather than a set of tasks to be completed.

Holland distinguish individual interests into six types namely realistic, investigative, artistic, social entrepreneurship, and conventional.¹³ It can be seen clearly in the following:

Table 2 The Nature of Each Personality Type

Type	Personality	
Realistic	Not sociable like compromise frank Strong will humble natural persistent	physical practical simple honest careful Not smocking
Investigative	Solitary analytic Be careful complex critical suspicious an orderly	intellectual logical often dreamy pessimistic right Fulfillment of the message systematic
Artistic	Abstract aesthetic complicate creative Often confusing emotional idealistic Unpredictable	imaginative free intuitive Original perceptive reflective That out of the ordinary

¹³ *Ibid*, 71.

Type	Personality	
Social	Care communicative compassionate dependence diplomatic friendly like giving likes to help	idealistic kind be responsible Clever carry themselves Spiritof the group be tolerant understanding
Entrepreneurship	can adjust ambitious observer confidence controllers enterprising extrovert	optimistic good atpersuading like finding the pleasure popular often take risk spontaneous materialistic
Conventional	Thorough going thorough good self-control cooperative efficient shy not creative	obey like something organized persistent practical stable careful traditional

4. Gardner's Multiple Intelligences Theory

Gardner's Multiple Intelligences (MI) theory recommended that all people possessed at least seven distinct forms of intelligence. These intelligences were Linguistic, Logical-Mathematical, Musical, Spatial, Bodily-Kinesthetic, Interpersonal, and Intrapersonal Intelligence.¹⁴ The way each individual used the seven intelligences determined his or her learning style.¹⁵

People who had strong "Linguistic Intelligence" had the ability to communicate effectively through writing and verbal communication and could learn best by verbalizing and seeing words. "Logical-Mathematical Intelligence" enabled people to use numbers effectively and to have good logical thinking skills. People with strong "Musical Intelligence" had the ability to perceive and use musical forms. "Spatial Intelligence" referred people's capability to perceive visual-spatial relationships. People with strong "Bodily-Kinesthetic Intelligence" processed knowledge through bodily sensations and had the ability to effectively use physical skills. "Interpersonal Intelligence" reflected people who

¹⁴ Howard Gardner, *Frames of Mind: The Theory of Multiple Intelligences*. (New York: Basic Books. 1983), 36

¹⁵ Sylvester E Pies. *I Have Got Style: A Learning Style Manual For The Adult Learner*. Seattle, WA: Aeon-Hierophant. 1994), 67

were sensitive to social relationships. Finally, people with high “Intrapersonal Intelligence” were aware of their own capabilities, temperament, strengths, and weaknesses, and they preferred independent projects.

5. Kolb’s Experiential Learning Model

Kolb’s experiential learning model drew from the intellectual origins of experiential learning in the works of John Dewey, Kurt Lewin, and Jean Piaget.¹⁶ The four basic modes of the learning in Kolb’s experiential learning model were the Concrete --Experience (CE), the Reflective Observation (RO), the Abstract Conceptualization (AC) and the Active Experimentation (AE).

Concrete-Experience (CE) mode focused on a preference for learning through direct experience and dealing with immediate human situations in a personal way. This mode emphasized feeling as opposed to thinking. Learners with a CE learning mode enjoyed and were good at relating to others. They were also good at intuitive decision-making.

Reflective-Observation (RO) mode focused on a preference for learning through careful observation and impartial description. This mode emphasized understanding as opposed to doing. Learners with a RO learning mode enjoyed using their own thoughts and feelings to form opinions and were good at seeing things from different perspectives.

Abstract-Conceptualization (AC) mode focused on a preference for learning through logic, ideas and concepts. This mode emphasized thinking as opposed to feeling. Learners with an AC learning mode enjoyed and were good at systematic planning, manipulation of abstract symbols and quantitative analysis.

Active-Experimentation (AE) mode focused on a preference for learning through practical application. This mode emphasized doing as opposed to reflective understanding. Learners with an AE learning mode enjoyed and were good at getting things done.

6. Felder-Silverman Learning Styles Model

Felder-Silverman Learning Styles model rates the student’s learning style in a scale of four dimensions. They are: active and reflective learners, sensing and intuitive learners, visual and verbal learners, and sequential and global learners.¹⁷ Active learners tend to retain and understand information best by doing something active with it-discussing or applying it or explaining it to others.

¹⁶ David A. Kolb, *Experiential Learning*. New Jersey: Prentice-Hall. 1984), 49

¹⁷ Richard M. Felder and Barbara A. Soloman. *Learning Style and Strategies* ., retrieved in March,16, 2012)

Reflective learners prefer to think about it quietly first. Active learners tend to like group work more than reflective learners, who prefer working alone.

Sensing learners tend to like learning facts. They often like solving problems by well-established methods and dislike complications and surprises. In contrast, intuitive learners often prefer discovering possibilities and relationships. They like innovation and dislike repetition. Visual learners remember best what they see—pictures, diagrams, flow charts, time lines, films, and demonstrations. Verbal learners get more out of words—written and spoken explanations.

Sequential learners tend to gain understanding in linear steps, with each step following logically from the previous one. They like to follow logical stepwise paths in finding solutions. Global learners tend to learn in large jumps, absorbing material almost randomly without seeing connections, and then suddenly “getting it.” They may be able to solve complex problems quickly or put things together in novel ways once they have grasped the big picture, but they may have difficulty explaining how they did it

7. Charles Smith Learning Style

Charles Smith proposed VAK learning style¹⁸. It uses the three main sensory receivers - Vision, Auditory, and Kinesthetic (movement and tactile or touch) to determine learning style. Learners use all three to receive information. However, one or more of these receiving styles are normally dominant. This dominant style defines the best way for a person to learn new information by filtering what is to be learned.

The VAK learning styles model provides a very easy and quick reference inventory by which to assess people’s preferred learning styles, and then most importantly, to design learning methods and experiences that match student’s preferences. There are three types of learning styles – visual, auditory and kinesthetic.

Visual learning style involves the use of seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flash cards etc. Visual learners tend to prefer reading and studying charts, drawings, and other graphic information. They like to read and obtain a great deal of visual stimulation. For them, lectures, conversations, and oral directions can be challenging.

¹⁸ Charles Smith, *Sensory Learning Styles: Visual, Auditory and Kinesthetic Learning Style in Grappling*. (Online) Retrieved from, <http://www.berger.org/etcc/courses/learningstyles/vis-aud-tac.html>, on March, 16, 2013.

Auditory learning style involves the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. Auditory learners prefer to hear the information. They prefer listening to lectures, audiotapes, conversations, and oral directions. They are often excited about classroom interactions in role-plays and similar activities. They sometimes have trouble with reading and writing.

Kinesthetic learning style involves physical experience touching, feeling, holding, doing, and practical hands-on experiences. Kinesthetic and tactile learners prefer hands-on activities with lots of movement and working with tangible objects. Sitting at a desk for long periods of time is not for them. They need to have frequent breaks and to move around the room.

LEARNING STRATEGIES

Effective learning requires students to take control over of their learning process and know how, when, and where to use various learning strategies. Language learning strategies have been defined in various ways. Learning strategies is the mental processes which learners employ to learn and use the target language.¹⁹ Good learners make their own opportunities, and find strategies for getting practice in using the language inside and outside the classroom. Willing draws a primary distinction between strategies for managing the learning process and strategies for managing information.²⁰ Managing the learning process involves such things as developing an understanding of one's own language learning preferences, managing communicative situations for learning purposes, practicing, monitoring and evaluating. Managing information includes strategies such as attending selectively, associating, categorizing, pattern learning and inference.

According to Wenden, language learning strategies can be defined from the aspect of language learning behaviors, such as learning and regulating the meaning of a second or foreign language, cognitive theory, such as learners' strategic knowledge of language learning, and the affective view, such as learners' motivation, attitude, etc.²¹ Fox and Matthews state that learning strategies are concerned with how learners use their brains consciously and

¹⁹ David Nunan, *Language Teaching Methodology*, 168.

²⁰ Ibid, 169.

²¹ Wenden, A. L. Conceptual Background And Utility. in A. L. Wenden & J. Rubin (Eds.), *Learner Strategies In Language Learning*. Englewood Cliffs, NJ: Prentice-Hall. 1987), 3-13.

purposefully to handle their learning and make it more effective'.²² Other expert said that language learner strategies are the actions learners employ to improve the development of their language learning skills.²³ Language learners will be successful in the tasks due to use of an appropriate language learning strategy.²⁴

In short, language learning strategies are applied by language learners as a meansto acquire and to use information that learners have acquired, stored or recalled, andcan also promote autonomous learning.

Classification of language learner strategies varies somewhat. Rebecca Oxford developed a new language learning strategy system, which includes two main classifications: direct strategies and indirect strategies. Direct strategies are specific ways that involve use of language, sub-divided into memory, cognitive and compensation strategies. The explanation is in the following:

1. *Memory-related strategies* help learners' link one L2 item or concept with another butdo not necessarily involve deep understanding. Various memory-related strategies enablelearners to learn and retrieve information in an orderly string such as acronyms, while othertechniques create learning and retrieval via sounds, images, a combination of sounds and images, body movement, mechanical means or location.
2. *Cognitive strategies* are very important strategies to improve students' ability. Specifically,these strategies are crucial for academic skills.Cognitive strategies enable the learner to manipulate the language material in directways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining,reorganizing information to develop stronger schemas (knowledge structures), practicing innaturalistic settings, and practicing structures and sounds formally.
3. *Compensation strategies* should be taught to students to have students develop more linguistic flexibility. Those strategies (e.g., guessing from the context in listening and reading; using synonyms and "talking around" the missing word to aid speaking and writing; and strictly for speaking, using gestures or pause words) help the learner make up for missing knowledge. Cohen asserted that compensatory strategies that are used for speaking and

²² James Fox, & Matthews, C. *Learner Strategies and Learner Needs in the Design of CALL Help Systems*, *Proceedings of EUROCALL*, Helsinki, 1991. 127-132.

²³ Rebecca Oxford, *Language Learning Strategies: What Every Teacher Should Know*. (Boston: Heinle and Heinle Publishers, 1990), 8

²⁴ Jack C Richard, *Reflective Teaching In Second Language Classroom*. (New York: Cambridge University Press. 1994), 47

writing (often known as a form of communication strategies) are intended only for language use and must not be considered to be language learning strategies.²⁵

Moreover, indirect strategies do not directly involve using the language, and divided into metacognitive, affective, and social strategies.²⁶

1. *Metacognitive strategies* allow learners to control their own cognition- that is, to coordinate the learning process by using functions such as centering, arranging, planning, and evaluating. Metacognitive strategies (e.g., identifying one's own learning style preferences and needs, planning for an L2 task, gathering and organizing materials, arranging a study space and a schedule, monitoring mistakes, and evaluating task success, and evaluating the success of any type of learning strategy) are employed for managing the learning process overall.
2. *Affective strategies*, such as identifying one's mood and anxiety level, talking about feelings, rewarding oneself for good performance, and using deep breathing or positive self-talk, have been shown to be significantly related to L2 proficiency.
3. *Social strategies* (e.g., asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) help the learner work with others and understand the target culture as well as the language.

Language learning strategies have been classified into five groups by Stern's They are as follows: Management and Planning Strategies, Cognitive Strategies 3 Communicative - Experiential Strategies, Interpersonal Strategies, and Affective Strategies.²⁷

1. Management and Planning Strategies

These strategies are actually connected with the learner's purpose to control his own learning. A learner has the capability to take responsibility for the improvement of his own planning when the language instructor supports him only as an adviser or a resource person. In other words the learner must: decide what dedications to make to language learning, set reasonable

²⁵ Andrew D Cohen, *Strategies in Learning and Using a Second Language*, Essex, U.K.: Longman. 1998), 45.

²⁶ Ibid, 18.

²⁷ Pezhman Zare. Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, *International Journal of Humanities and Social Science* Vol. 2 No. 5; March 2012.

objectives, decide on a suitable methodology, select proper resources, monitor progress, and evaluate his success based on previously determined objectives and expectations.

2. Cognitive Strategies

These strategies refer to procedures and activities which learners apply to improve their ability to learn or remember the materials, and solve the problems, especially those actions which learners use with specific classroom tasks.

3. Communicative - Experiential Strategies

Communication strategies, such as gesturing, paraphrasing, or asking for repetition and explanation are methods employed by learners to keep the conversation going. In other words, communication strategies involve the use of verbal or nonverbal instruments for the useful transfer of knowledge.

4. Interpersonal Strategies

Interpersonal strategies monitor the learners' development and evaluate their performance. Learners need to have communication with native speakers and cooperate with them. Learners need to get familiar with the culture of the target language.

5. Affective Strategies

Evidently, in the process of language learning, good language learners use various kinds of affective strategies. Sometimes, it can be frustrating to learn another language. It can arouse feeling of unfamiliarity and confusion. In some other cases, learners might not have a positive perspective towards native speakers. On the other hand, good language learners are relatively aware of these emotions, and they try to build positive feelings towards the foreign language and its speakers as well as the learning activities. To a great deal, training can be of assistance to the students to face these controversial feelings and to overcome them by drawing attention to the possible frustrations or mentioning them as they come up.

Appropriate learning strategies result in improved proficiency and greater self-confidence in many instances. Skilled learners tend to select strategies that work well for themselves. Thus, we can say that good language learners have specific personal characteristics, styles, and strategies.

THE IMPORTANCE OF LEARNING STYLES AND STRATEGIES IN SECOND LANGUAGE LEARNING.

There can be a discrepancy between the way the brain learns and the way students are taught. Students will learn content better through their preferred learning style and strategies. Recognizing students learning styles and strategies not only profits the students but the teachers as well. It is believed that it can help the teachers in developing an educational program that offers the most effective activities for the students.

It is important to know the students preferred learning styles and strategies. The reasons are (1) It can inform teaching and learning, (2) It lead to clear learning plans for individuals and/or groups, (3) It can be linked to targets with goals and objectives, (4) Students individual needs can be met, (5) It can empower students to be more effective and independent learners, (6) Students can work using their strengths but also strengthen their weakest areas and (7) It can be used for differentiation in learning.

Teachers need to be aware of the learning styles and strategies adopted by their students. This awareness allows teachers to design and implement learning strategy instruction and helps teachers raise their own awareness of styles and strategies used by students.

CONCLUSION

Language learning styles and strategies appear to be among the most important variables influencing performance in a second language. Much more investigation is necessary to determine the precise role of styles and strategies, but even at this stage in our understanding we can state that teachers need to become more aware of both learning styles and learning strategies through appropriate teacher training. Teachers can help their students by designing instruction that meets the needs of individuals with different stylistic preferences and by teaching students how to improve their learning strategies.

In conclusion, teachers should consider students' learning styles and enhance students' learning strategies for their successful learning. Learning a second language without good guidance is similar to sailing without a good map. When teachers are aware of the importance of learning styles and learning strategies, they can provide a good map to their students. It is time for teachers to seek a way to teach English so that students can swim in open seas.

REFERENCES

- Brown, H. Douglas. .“*Styles and Strategies.*”*Principles of Language Learning and Teaching*.*Fourth edition*, New York: Longman, 2000.
- Brown, H. Douglas. *Breaking the Language Barrier*, Yarmouth, ME: Intercultural Press. 1991.
- Cohen, Andrew .D, *Strategies in Learning and Using a Second Language*, Essex, U.K.: Longman. 1998.
- Dunn, Rita & Dunn, Kenneth. *Teaching Elementary Students through Their Individual Learning Styles*, Boston: Allyn and Bacon. 1992.
- Ehrman, M. & Oxford, R., Adult Language Learning Styles and Strategies in An Intensive Training Setting. *Modern Language Journal*, 1990, 74, 311-326
- Felder and Solomon. *Learning Style and Strategies*. (<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm>, retrieved in March, 16, 2012)
- Felder, R. & Silverman, L. Learning and Teaching Styles in Engineering Education. *Engineering Education*, 1988. 78 (7), 674- 681.
- Fox, J. & Matthews, C. *Learner Strategies and Learner Needs in the Design of CALL Help Systems*, *Proceedings of EUROCALL*, Helsinki. 1991.
- Gardner, Howard.. *Frames of Mind: The Theory of Multiple Intelligences*, New York: Basic Books. 1983.
- Ghufron M, Risnawita, R. *Gaya Belajar*, Yogyakarta: PT. Pustaka Pelajar. 2012
- Hlebowitsh, Peter, *Design the School Curriculum*, Boston, Pearson. 2004.
- Jhaish, *The Relationship Among Learning Styles, Language Learning Strategies, And The Academic Achievement Among The English Majors At Al-Aqsa University*, Unpublished thesis: The Islamic University of Gaza. 2010
- Kolb, D. A. *Experiential Learning*, Englewood Cliffs, NJ: Prentice-Hall. 1984.
- Nunan, David *Language Teaching Methodology: a Textbook For Teachers* UK: Prentice Hall International Ltd. 1991
- O'Malley, J.M. & Chamot, A.U., *Learning Strategies in Second Language Acquisition*, Cambridge, U.K.: Cambridge University Press. 1990.
- Oxford, Rebecca. *Language Learning Strategies: What Every Teacher Should Know*, Boston: Heinle and Heinle Publishers. 1990.

Pues, S. E. *I Have Got Style: A Learning Style Manual For The Adult Learner*, Seattle, WA: Aeon-Hierophant. 1994.

Richard, Jack. C. *Reflective Teaching in Second Language Classroom*, New York: Cambridge University Press. 1994.

Rubin, Joan and Thompson, Irene. *How to Be a More Successful Language Learner*, Boston: Heinle&Heinle.1982.

Smith, Charles . *Sensory Learning Styles: Visual, Auditory and Kinesthetic learning style in Grappling*. 2006 (Online), <http://www.berger.org/ettc/courses/learningstyles/vis-aud-tac.html>, Retrieved in March, 16, 2013)

Wenden, A. L. Conceptual background and utility. In A. L. Wenden& J.Rubin (Eds.), *Learner Strategies in Language Learning*, 3-13. Englewood Cliffs,NJ: Prentice-Hall. 1987.

Zare, Pezhman. Language Learning Strategies Among EFL/ESL Learners: A Review of Literature, *International Journal of Humanities and Social Science*, Vol. 2 No. 5; March 2012.