**Cognitive styles in Foreign Language Learning / Teaching/ Acquisition**

INTRODUCTION

Learning styles refer to the variations in how an individual learns based on their preferences, strengths, and weaknesses. The individual’s learning style has a significant influence on the learning strategy choices. When left to learn the language on their own, and if not encouraged by the teacher or forced by the lesson to use a certain set of strategies, learners typically use learning strategies that reflect their basic learning styles. The learning process is most effective when it is in line with our learning style preferences. Therefore, it is useful to know which learning methods are likely to be most effective for us, to help us acquire knowledge quickly and effectively. Cognitive learning styles are the most essential styles in foreign language education.

This is an article critique paper of three articles related to this topic. The first article I have chosen is *The Positive Effects of Cognitive Learning Styles in English as a Language Teaching Classes*  by *Ozlem Yagcioglui* ( European Journal of English Language Teaching, 2016). In this paper, explained games on cognitive learning styles and shared sample classroom activities that handled the positive effects of cognitive learning styles. I evaluated this article in both positive and negative ways. On the positive side, the author offers helpful books, videos, and websites on cognitive learning styles. On the negative side, here we see only the general conclusion of each question. The author gives the definitions of cognitive learning and cognitive styles only from the works of other authors, but not his own.

The second article is named  *Cognitive style and learning strategies* by *JoAnn Salvisberg* (Manchester University,2005)*.* This article provides a brief overview of the differences between styles and strategies, and their value for learning. My evaluation for this article is positive, despite the fact that the information is explained briefly, there how FD and FI students acquire the second language in different stages of age (children vs adults).

Last article is by *Yuan Yunbo* (Advances in Social Science, Education and Humanities Research, May 2018) and his work named *Study on the Significance of Cognitive Styles in Foreign Language Learning and Teaching.* The purpose of this article is to practically judge the participants' cognitive style by evaluating their degree of Independence and Dependence tendency of each student through a questionnaire that is designed with 20 questions. As far as I can tell, this article will be rated positively as the author explains the difference between FI and FD in learning English by analyzing the test results and observing the performance of class members.

CRITICAL EVALUATION

The first article by *Ozlem Yagcioglui* was seen as subjective work. The aim of this article was by using cognitive learning styles to show positive effects in ELT classes. Students in Ozlem Yagcioglui classes at Dokuz Eylul University found the teaching procedure very useful and they realised that they improved their language skills. It goes without saying that the aim was achieved. This study shows us the evidence that cognitive learning is the most effective and enjoyable method in English language teaching classes. Teachers will have the opportunity to freshen up their knowledge on learning styles in language classes with the help of this study.

It was concluded that students regularly brought in their essays and homework and informed the teacher that their interests and motivation were growing day by day. The students were interested in learning English as a foreign language and in developing and improving their language skills. They appreciated their own learning and the teaching methods used in their classrooms in a positive way.

The second article, written by *Joanne Salvisberg*, is presented objectively because it is based on the results of psychological analysis, that is, on the facts. The fact refers that both field independence (FI) and field dependence (FD) are linked to SLA. Field independence (FI) is believed to involve ‘analysis, attention to details, and mastering of exercises, drills, and other focused activities’. On the other hand, field dependence (FD) learners, who are usually more social, empathetic and perceptive of others, are better at acquiring communicative skills.

In addition, the author mentioned that studies have shown children with predominant FL subconsciously acquire functional language, whereas adults learn by paying more attention to form (e.g., grammar). This not only supports the theory that first language (FL) children have an advantage over adults in SLA. However, we should not assume that all adults are field independent and can not acquire the language. As a final observation, the author says that the teacher's job in the L2 classroom, is to identify each student's general aptitudes and to encourage them to be flexible in their style choices.

Last work by *Yuan Yunbo* is clear and objective. This work begins with literature reviews of cognitive style and ends with the importance of paying attention to the students' different cognitive styles in foreign language teaching. The goal of this work is that teachers should help (by identifying students' cognitive styles, such as FI or FD) students learn more effectively, and to support and encourage their individual control and self-learning. As mentioned above by *Joanne Salvisberg*, the author also proposes the assumption that there is a close relationship between cognitive styles and foreign language learning, and appropriate learning strategies adopted can help to improve learning efficiency. Field-dependent learners prefer to read humanistic and social articles in groups, while field-independent learners prefer to read natural science articles independently. This hypothesis is used for the evidence. After all is said and done, here is the author's suggestion that teachers should pay attention to the differences between the two cognitive styles in order to get the teaching methods recognized by most students, since students show two different cognitive approaches to foreign language learning. By combining the characteristics of students and teaching tasks, teachers should develop a unique and practical teaching strategy to maximize students' potential and achieve the desired teaching effect.

CONCLUSION

In this paper I examined the role of FD/ FI cognitive style in foreign language achievement. Also, the three papers emphasize that among all cognitive styles, field dependence and independence are considered the most studied aspect with the broadest application to educational issues and especially to second language learning. They emphasize that the role of teachers must be dynamic so that they can help students create their own cognitive model.

By looking at *Ozlem Yagcioglui*'s work, I realized that positive effects in сognitive learning style could be demonstrated using the author's suggestions (helpful books, videos, and websites on cognitive learning style).

From *Joanne Salvisberg*'s work, we can briefly and clearly read the difference between FD and FI, the way how learners (child/ adult) acquire and learn a second language.

In all of this work, what caught my attention is that *Yuan Yunbo* covered the entire topic, including: cognitive style, the differences between FD and FI in English language learning, and how teachers should work with these students.

In this article with the help of the critique tasks , I have improved my critical thinking task and realized that the role of learning the content of cognitive responses is crucial in a persuasive situation. Cognitive reactions occupy an important place in people's lives.

REFERENCES

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