

**Field Independence and Field Dependence Factor in SLA and Their Impact on Second
Language Acquisition**



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Archi Saha

ID: 13263008

Department of English and Humanities

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A Thesis
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by

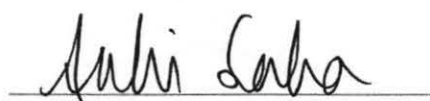
Archi Saha
ID 13263008

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Declaration

I, Archi Saha, hereby declare that this paper is a presentation of my original work. It has not been submitted to any other institution for any degree or reward. Wherever contribution of others is involved, it is clearly mentioned with due references and proper acknowledgement.

A handwritten signature in black ink, appearing to read 'Archi Saha', is written over a horizontal line.

Archi Saha

ID: 13263008

Department of English and Humanities

BRAC University

April 2018

Dedication

This paper is dedicated to my mother without whom I would not have existed.

Acknowledgement

My thank you goes to many great souls. My parents and my husband are the major sharer of my gratitude. I also express my heartfelt gratitude to my supervisor Mr. Mohibul Hasan for his invaluable support. Without his help it would not have been possible for me to complete my research. Finally, thanks to the respondents who participated in the survey and made this study possible.

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Archi Saha

ID 13263008

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Abstract

This research paper tries to recognize the cognitive style of adolescent second language learners of an English medium school of Dhaka. Field independence and field dependence are the cognitive styles which are considered. It aims to identify which style accelerates the success of second language acquisition. The hypothesis of this paper is- cognitive style active contribute to SLA and field independent learners are better at learning a second language. To test this hypothesis a survey was conducted among standard eight students of International Turkish Hope School Dhaka. After analyzing the findings of the study, the hypothesis has been proven right.

Table of Contents

Chapter 1: INTRODUCTION.....	1-6
1.1: Introduction.....	1
1.2: Hypothesis.....	5
1.3: Objectives of the study.....	5
1.4: Scopes.....	5
1.5: Limitations of the Study.....	6
Chapter 2: LITERATURE REVIEW.....	7-27
2.1: Learning Style: Definition.....	7
2.2: Cognitive Style.....	13
2.3: Learning Style and Cognitive Style.....	16
2.4: Field Dependence/Independence.....	18
2.5: Field Independence/Dependence in Education.....	22
2.6: Field Independence/Dependence in SLA.....	23
2.7: FI/FD as Measured by Cognitive Style Recognition Test.....	25
2.8: Field Independence/Dependence in Everyday Life.....	26
Chapter 3: RESEARCH METHODOLOGY.....	28-31

3.1: Research Design.....	28
3.2: Data Collection Procedure.....	28
3.3: The Participants.....	28
3.4: Instrumentation.....	29
A) Cognitive Styles Recognition Test.....	29
B) SLA Test.....	30
Chapter 4: ANALYSIS.....	32-37
Chapter 5: FINDINGS.....	38
Chapter 6: CONCLUSION AND RECCOMENDATION.....	39-40
REFERENCES.....	41-44
APPENDIX.....	45-58
 LIST OF TABLES AND FIGURES	
Table 1: Definitions of Learning Style.....	7
Table 2: Demographic characteristics of Participants.....	33
Table 3: Demographic characteristics of Participants.....	34
Table 4: FI and FD participants among SA competent participants.....	35

Table 5: Discussion of respondents' survey result of Questionnaire 1	36
Table 6: Discussion of respondents' survey result of Questionnaire 2	37
Figure 1: Ratio of FI and FD	33
Figure 2: Ratio of SLA competent and incompetent	34
Figure 3: Ratio of FI and FD among SLA Competent	35

Chapter 1: Introduction

1.1 Introduction

How a person learns a language is probably one of the most asked question in education research. In SLA there are many focused variables. There are students who learn a language more quickly and easily than others. In language learning some learners go a long mile through sheer determination, hard work and persistence. These factors can be controlled by learners. But there are other crucial factors influencing success that are largely beyond the control of learners. These factors can be categorized as internal and external. The way we learn things generally, and the approach we take to solve a problem has no fixed link between personality and cognition. This link is known as cognitive style. When cognitive styles are particularly related to an educational context, intermingling affective and physiological factors, they are generally referred to as learning styles. Cognitive styles and learning styles are relative in terms of definition in action.

Theoretically, there are many learning styles and learners exist. Also, the practical implications of learning styles for teaching-learning interaction are numerous. None the less only a few number of styles grabbed attention of L2 researchers. "Field independence"(FI) and "field dependence"(FD) are two of the most well researched styles in second language acquisition. FI/FD refers to how people perceive and memorize information (Chapelle: 1995).

Among the cognitive styles concepts field independence-dependence is one of the earliest and best-known theories. Researches assume this to be one of the variables playing an important role in learning. Witkin et al. (1954) is credited for the introduction of this term. In other words, it can be defined as cognitive style influencing people's perception and processing of

information. Also, it defines people's interaction with environment and depends on what extent they perceive themselves as part of the surrounding field. Most of the people fall under the categories of field independence and field dependence. Cognitive styles recognition test suggests that people have varying degrees of strength towards one mode of perception or the other (Witkin et al. 1977:5-7).

Concept of field independence confines on the perceptual skill of "seeing the forest for the trees.". FI individuals can spot things camouflaged within a picture. So, a person who can easily recognize the hidden castle or human face in 3-D posters is a FI. Children who can identify monkeys from a picture of forest are FI as well. Field independent people can see things independently without getting lot into the field. The "field" can be perceptual or abstract. It can be a set of ideas, thoughts, or feelings from which the task is to perceive specific subsets. Field dependents conversely, depend on the field, as a result the parts embedded within the field are not easily perceived, though that total field is perceived most clearly as a unified whole (Brown: 1994).

Cognitive styles apart, in general, there are two ways in which children may learn a second language: simultaneously or sequentially (McLaughlin et al., 1995; Tabors, 2008). Children under the age of 3 are simultaneous learners and are exposed to two languages simultaneously. Simultaneous learners are exposed to first one language by their parents and another language by providers in their early childhood program. Children with two separate language speaking parents are simultaneous learners too. Before a child hits 6 month of age, a simultaneous learner learns both languages at similar rates and do not prefer one language over the other. This happens because, for each of the languages they hear, they build separate but equally strong language systems in their brains. These separate systems allow children to learn more than one

language without becoming confused. In fact, the pathways children develop in their brain for multiple languages are like the single pathway developed by children who are only exposed to one language. Soon after 6 months, children begin to notice differences between languages and may begin to prefer the language they hear more. This implies, if parents want children to learn both language, they should carefully provide similar amounts of exposure to both languages. Otherwise, children may begin to drop vocabulary of the language to which they are less exposed (Espinosa, 2008; Kuhl, 2004; Kuhl et al., 2006; Tabors, 2008).

Sequential learners on the other hand includes children who have become familiar with one language but are then introduced or required to learn a second language. Second language learners are classic example of sequential learner. Unlike simultaneous language learning, sequential learning of languages can occur at any age and can be influenced by factors like the child's temperament or motivation.

The second language learning situation in Bangladesh resembles with sequential learning. And this can be taken for granted for both Bangla and English medium schools. Very few families of Bangladeshi children provide a multilingual environment and in most cases English as a second language is introduced to them in primary school level only. Emphasis provided on language (Bangla or English) differ slightly regarding the medium of education. English medium schools of our country tend to be different from Bangla medium in their discourse. Children from English medium schools have regular practice of speaking in second language whereas Bangla medium miss this discourse. English medium students have a better grasp in their second language but rather than just practicing the language can there be any cognitive factors lying behind their competence? How cognitive style of learning a language has an impact on them is a very crucial matter to be taken care of. Since, there is no study undertaken to identify the

cognitive factors of successful second language learning in Bangladesh, this paper aims to find if there is indeed any relationship between second language learning and cognitive styles.

It is known that dimensions of cognitive style facilitate a qualitative approach to intellectual differences. It reveals forms of functioning that are consistently manifested in the cognitive sphere. Cognitive styles are usually conceptualized as the characteristic ways in which individuals perceive environmental stimuli, and organize and cue information (Messick, 1984). Cognitive styles are person specific and influences how people look at their environment for information. Also, how they organize and interpret this information and how they use these interpretations to guide their actions (Hayes & Allinson, 1998). This style can differ from person to person, but this is the way every person processes a new information and retain it later. Now it is to study if any style facilitates the success in second language acquisition.

Many studies have been conducted on adult second language learners on how cognitive styles impact their second language learning. Works on children's cognitive styles of learning on the other hand, are rather few in number, especially, in Bangladeshi context. Except for FI and FD a number of cognitive learning style distinction have been made in cognitive psychology. Bruner, Goodnow and Austin distinguished "focusers" and "scanners". Focusers tackle a problem by concentrating on one feature at a time, in a step-by-step process. Scanners deal with several features at the same time and allow their ideas to crystalize slowly. Other distinctions which seem to reflect personality as much as learning style differences, include "impulsive" v. "reflective" thinkers and "divergent" v. "convergent" thinkers. However, only the distinction between field dependence and field independence has attracted much attention in SLA research. The age group of this study ranges between twelve to fourteen years old learners. Some would claim that language is a stable trait in adults. This is a questionable view.

Researcher choose young adolescents here as they are still learning a language and results of this study may help them learning. Subjects of this study are first identified as FI or FD learners.

Individuals show general tendencies toward one style or another, but that differing contexts will evoke different styles in one individual. Studies have shown that second language learners who are field independent performed better in deductive lessons while those with field dependent styles are more successful with inductive lesson designs. In this paper, the researcher will try to find out what extent cognitive learning style affect children's second language education.

1.2 Hypothesis

The hypothesis of this paper is- field dependency-independency effects adolescent's second language learning. Which needs to be identified to find out impact or importance of cognitive styles in second language learning.

1.3 Objective of the study

The objective of the study is exploring the different cognitive styles (field dependency and independency) of adolescent second language learners. And find out how field independency positively correlates success in second language learning.

1.4 Scopes

This study will work favorably for teachers and parents to understand their children's cognitive learning styles, it will be helpful for them to design deductive or inductive lessons in teaching second language. Also, if field dependence-independence prove to be a valuable tool in teaching second language we can manipulate/use natural, face-to-face communicative teaching or teaching language in classroom activities like drills, exercises, tests and so forth.

1.5 Limitations of the Study

- This research was only tested on pen-and-paper, participants were only judged by their acquired scores on two questionnaires. Hence this study lacks the participants second language speaking skill.
- The sample school teachers were not aware of their students' cognitive style, so it was not possible for the researcher to discuss or compare participant's FID styles with their real-life decision-making skills.
- This study does not consider participants speaking and writing skills

Chapter 2: Literature Review

2.1 Learning Style: Definitions

Learning style is an idea that comes from general psychology. "Learning style" refers to the understanding that every student learns differently. Usually, learning style goes under the idea of how students prefer to absorb, process, comprehend and retain information. According to both Cassidy (2004) and Dörnyei (2005) to give a definition of learning style is not a straightforward process. There are varied numbers of labels and style dimensions. Different scholars have defined it differently. Ehrman, Leaver and Oxford (2003, p. 314) agreed that learning style and cognitive style are the terms which are able to be exchanged with each other without making any difference in meaning. Though the ideas are close, differences are there too. Before understanding cognitive styles, learning style should be defined first. This section reviews different definitions of learning styles, so that its essential characters could be recognized. Later, this is to discuss the concept of cognitive style so that we can finally be able to identify the difference between these two.

Table One: Definitions of learning styles

Scholars	Definition of Learning Style
Reid (1995, p. viii)	[A]n individual's natural, habitual, and preferred way(s) of absorbing, processing and retaining new information and skills.
Ehrman (1996, p. 49, cited in Dörnyei 2005, p. 121)	[Learning styles are] broad preferences for going about the business of learning.
Dörnyei (2005, p. 121)	[The] concept represents a profile of the

	individual's approach to learning, a blueprint of the habitual or preferred way the individual perceives, interacts with, and responds to the learning environment.
Keefe (1979, cited in Ellis 2000, p. 499)	[The] characteristic cognitive, affective and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with and respond to the learning environment ... Learning style is a consistent way of functioning, that reflects underlying causes of behavior.
Brown (2007, p. 119)	Consistent and rather enduring tendencies or preferences within an individual ... those general characteristics of intellectual functioning ... that pertain to you as an individual, and that differentiate you from someone else.
Cohen (2001, p. 3)	The learners' typical preferences for approaching learning.
Cassidy (2004, pp. 420-421)	Learning style is defined based on the components which are not mutually exclusive. It considers cognitive style in a learning situation which is also taken as a

	significant component of learning style.
Oxford (2003, p. 273)	It is generally an approach which a student prefers when learns a subject, acquires a language or deals with a difficult problem. It is an overall pattern that provides an extensive suggestion to learning and makes the same method preferred/adopted by some students which is avoided by others.
Cohen and Dörnyei (2002, p. 176)	Different learners has differentmanner in learning. These differences are referred as learning styles.
Kinsella (1995, p.)	Learning style is an individual's innate ability to absorb, process and retain new information irrespective of teaching method and content. An individual's learning style is unique like signature. And this uniqueness is affected by both nature and nurture. It is a biological and developmental process. It also specifies the individual differences among students.

We can gather five potential characteristics from all these definitions:

- i) Learning style is a habitual behavior and it does not change often
- ii) It is a learner's general preferences when learning
- iii) It relates how learners absorb, process and retain new information

Field Independence-Dependence in SLA

- iv) It is neutral, so a learner can be successful and unsuccessful in each style position
- v) It integrates with the concept of cognitive style

Learning styles in short, are cognitive, affective and psychological traits that are relatively stable. It indicates how learners perceive, interact with and respond to the learning environment. These also reflect an individual's genetic coding, personality development and environmental adaptation process (Keefe 1982:44). According to Ehrman and Oxford, learning styles are patterns of mental functioning and dealing with new information. Knowingly, patterns are innate characteristics, not often easy to perceive or continuously used by learners for intaking and comprehending new information. It is intrinsic to every individual. Gradually, learners acquire new styles, but old styles get deep rooted as they become aware of its circumstances. Reinert (1976:161) defined learning style with association of destiny. It refers learning style as the most effective way a learner is inclined to learn, i.e., to receive, understand, remember, and be able to use new information. And destiny is associated as one cannot do much about changing it.

Learning style reflects a broad spectrum of psychological functioning. It shows different people have different level of abilities, and their preference to use it differently. Some researchers (e.g. Grigorenko and Sternberg 1995:205) prefer to see styles as interactions of intelligence and personality. In simple words they stated, styles are not abilities, rather how these abilities and the knowledge acquired through them are used in a day-to-day interaction with the environment. It implies, styles can be changed depending on the situation. This is how the intelligence of an individual's changes one's personality or way of handling the situation. Simply put, styles are how much intelligence we have, but how we use it. People have different styles in language learning, and they differ from person to person. This is how intelligence and personality meddle

in as different people have differences in intelligence and personality. Each of the language learners have their own preferred way of learning language. They may vary or determine by their cultural, educational background and by their personalities. Researchers have identified different perceptual styles: the visual, the tactile and kinesthetic, and the auditory. Others have considered cognitive styles and distinguished between field-independent and field-dependent learners. Styles were also introduced based on reflectivity and impulsiveness. Each of the learners based on their styles are briefly analyzed followingly:

Visual learners: They usually prefer reading and see words that they are learning. Pictures and flashcards can be two great realias in their learning.

Auditory learners: Auditory learners prefer to learn by listening. They ar every interactive and enjoy conversations with others. They don't need to see words written down.

Kinesthetic learners: These learners like movements and are very frequent to take breaks in desk activities.

Tactile learners: Learn by touching and manipulating objects. This activity is known as "hands-on" work.

Reflective learners: Reflective learners are thinkers. They tend to think about language and how to convey their message accurately. They take time to formulate what they want to say, so they tend to make less mistakes.

Impulsive learners: Impulsive learners are risk takers. Their target is to speak fluently rather than speaking accurately. As a result, they make more mistakes.

Field-independent learners: They are also known as analytic learners. FI learners like to concentrate to on the details of language, such as grammar rules and enjoy taking apart words and sentences. They pay attention to “parts”, so they miss the “big picture”.

Field-dependent learners: Otherwise known as global learners. Their focus goes to the whole picture and do not care about the details so much. For example, they are more careful in conveying the idea rather than correct grammar.

Some aspects of language learning seem to come easier than others and awareness in preferred learning style can explain that. There have been many researches on learning styles over last decades, but no one can surely say one learning style is better than other. It is because we cannot do very much to change how we prefer to learn and switch to a better one. There are many researches in education conducted to understand individual differences or preferences in learning style. Gregorc (1979, 1982, 1984) built a model of learning styles by using a phenomenological approach, cataloguing the obvious behavior of “good learners” to identify basic learning styles. He proposed two dimensions: perception and ordering. Perception refers to the mean by which people grasp information, and ordering refers to the ways in which people arrange, systematize, and use information. Perception can be concrete or abstract; on the other hand ordering can be either sequential or random. Perception and ordering are two sole foundationsthat accommodate receiving and expressing information. The channels which facilitate these are: concrete-sequential, abstract-sequential, abstract-random, and concrete-random. Concrete-sequential is hardworking, conventional and accurate; abstract-sequential is analytic, objective and logical; abstract-random is sensitive, imaginative and compassionate and finally, concrete-random is quick, intuitive and instinctive in processing information. Gregorc and Ward (1977), conducted interviews with high school students and adults to conclude that the

Field Independence-Dependence in SLA

whole system of thought and style characteristics are related. These characteristics are deeply related to inner psychological constructs.

2.2 Cognitive Style

Cognitive styles basically describe a person's typical mode of thinking, remembering or problem solving. It is a personality dimension which influences attitudes, values and social interactions. Witkin, Moore, Goodenough and Cox (1977) characterized cognitive styles as individual differences in the way people perceive, think, solve problems, learn and relate to others. The studies revealing existence of individual differences in simple cognitive tasks were conducted in the 1940s and early 1950s. Hanfmann (1941) showed some individuals used a perceptual approach when grouping blocks whereas others used a more conceptual approach to first formulate hypothesis about possible grouping. In Rod-and-Frame test Witkin and Ash reported significant individual differences in the way people perceive the "upright" position of a rod in different surrounding fields. They found that some subjects perceived the rods as upright only when it was aligned with the axes with the field whereas other subjects were not influenced by the field characteristics. Klein (1951) two types of individuals: sharpeners and levelers. Sharpeners are those who noticed contrasts and maintained a high degree of stimulus differentiation, and levelers who identified similarities and ignored differences. The main aim in these studies was to identify significant individual differences in the performance of simple cognitive tasks and to demonstrate that people differed in their overall success in the ways they perceived and solved the tasks. Which simply refers, people have different takes on different tasks and they do not match with each other. Before, there were no established label for these individual differences and were called perceptual attitudes, patterns, predispositions, cognitive

Field Independence-Dependence in SLA

attitudes, modes of responses or cognitive system principles. Cognitive style notion was introduced by Klein Schlesinger. He was interested in establishing a potential relation between individual differences in perception and personality. Perceptual attitudes are in lay man's term called adaptation. It is the process of changing to suit different conditions or environment. Klein suggested, adaptation is inclined with balancing inner needs and external requirements of the environment.

Witkin's study suggests people's perceptual tasks are permanent and they differ from person to person. The difference is seen over time and across tasks. This study came up with two categories called: field independent and field dependent. Field dependent are individuals who exhibit high dependency on surrounding field and field independents are those who are less dependent on field. The FD category can make good use of external social referent in unknown situation whereas FI individuals have more impersonal orientation.

Cognitive styles are perceived as self-consistent characteristic modes. Different people process experiences and knowledge differently and organize and retain them differently as well. Some need to visualize the task before starting. Some approach learning and teaching sequentially and some approach randomly. Some work quickly and some deliberately. To explain these differences many cognitive styles have been identified over the years. Field Independence versus Field Dependence is the most well-known style. These refers the tendency to approach the environment in an analytical, global fashion. Field independent personalities are able to distinguish figures as discrete from their backgrounds compared to field dependent individuals. Field dependent individuals experience events in an undifferentiated way. Additionally, field dependent learners have a greater social orientation in comparison to field independent personalities. In learning, field independent individuals are more likely to learn

Field Independence-Dependence in SLA

effectively under conditions of intrinsic motivation (self-motivation) and less influenced by social reinforcement. This aspect makes a radical difference in individual learning performances.

Except for FI and FD, other cognitive styles that have been identified are following:

- i) Scanning- refers different extent and intensity of attention that results varied experience and span of awareness
- ii) Leveling versus Sharpening- individual variations in differentiating and familiarizing events
- iii) Reflection versus Impulsivity- different consistencies in the speed and adequacy with which alternative hypothesis are formed
- iv) Conceptual Differentiation- different tendencies to categorize perceived similarities among stimuli in relation to separate concepts or dimensions

Considering different cognitive styles, we can say, cognitive styles tend to be pervasive.

And Field Independence versus Field Dependence embraces personalistic cognitive consistencies. This research focuses the differences only on Field Independent and Field Dependent individuals thus we are not taking other styles to account. Cognitive styles across diverse spheres of behaviors suggest deeper roots in personality structure than simply describing them as modes of cognition. Besides researchers of language learning study psychologists have much more to explore and explain here.

2.3 Learning Style and Cognitive Style

Field Independence-Dependence in SLA

All the ELT professionals would agree with the concept that learners approach learning in different ways and the differences are definite. These learning approaches are characterized by systematic learning styles. In same ways we can say, aptitude and intelligence imply success at learning. Cassidy's definition contributes an additional dimension to learning style or cognitive style, which defines as the way an individual usually thinks, perceives things, or solves a problem. By now we know that cognitive style refers an individual's preferred way of processing information. Cognitive styles are usually considered to be bipolar dimensions whereas abilities are unipolar. To have an ability is usually considered as beneficial while having a particular cognitive style simple denotes to have a particular manner or behavior. According to Stenberg (1987), the major cognitive style theories lack internal, external and construct validity. Still, it should be kept in mind that problems in style research reflect the fact that it is inherently subtler in term of precise definition compared to constructs like ability and trait. Cognitive styles are typically identified as being in the middle of personality and cognition. Beyond theories and findings, the basic idea of cognitive style research is solely based on the nomothetic experimental paradigm(Messick, 1987).

Learning styles specifically deals with the characteristic styles of learning. Which means how a learner's cognition works n the process of learning. Cognitive style and learning style theoretically can be used to predict what kind of instructional methods or strategies would be most effective in learning. Since the term has been coined, the term style has been modified, but its basic meaning is a habitual pattern or preferred way of doing something. When discussing learning style, we can ignore the term cognitive style as Allport (1937) defined cognitive style as a means of identifying distinctive personality types or types of behavior. Cognitive style can remain constant over long period of time and through different tasks. On other hand depending

Field Independence-Dependence in SLA

on different environmental situation and context learning style can be changed in an individual. Cognitive style definition is developed based on research on problem solving and sensory and perceptual abilities. However, styles in education are more researched these days and the term "learning style" has been newly coined. Cognitive style and learning style are two most talked about concepts in education research now.

These two terms are often used reciprocally. Riding and Cheema (1991:194) suggests the main difference between these two lies in the elements that contemplate. Cognitive style is a bipolar dimension, whereas learning style entails many elements. On top of that, the idea of learning style has emerged as a substitute for "cognitive style". Brown (1994:104-105) explains this as when cognitive styles are specifically related to an educational context, where affective and physiological factors are intermingled, they are usually more generally referred to as learning styles. In comparison to learning style and cognitive style, learning styles are more complex in its idea. Learning style elements are not perceived as opposites, but an individual may or may not possess any given element in his or her style and it's normal too. Absence of certain features in cognitive refers to its counterpart learning style. Learning style is seen in a wider spectrum, cognitive style falls under the umbrella of learning style along with affective and physiological styles. This proves, cognitive style is a part of learning style. Willing (1988:47) shared that cognitive style mostly circles around 'mental' phenomena. In addition to mental learning style encompasses physical and affective interests. This constitutes the individual differences in learning. According to Willing, cognition refers to an invisible higher state of mind which can be identified by asking subjects to perform tasks without obvious relation to simple activities. On the other hand, learning style is more stable, solid and visible. Daily activities can demonstrate this. How an individual performs his/her activities are related to

Field Independence-Dependence in SLA

learning style rather than cognitive style. Whereas, how a person processes a new information that later helps in his daily activities is cognitive style. Learning style is concerned with the whole of psychological functioning including cognitive constructs, physiology, sensory channels, personality and affective differences.

2.4 Field Dependence/Independence

Among different cognitive styles field independence/dependence theory is one of the most important variable playing role in learning. The tribute for its introduction is given to Witkin et al. Extensively, field dependence/independence are categorized by people's perception and processing of information. It also defines how an individual interact with his/her environment (Chapelle and Green 1992:48). It bases on how much a learner perceives himself/herself as a part of the surrounding field or environment. The relation between an individual and his/her surroundings fall upon two categories. Test results indicate individual strengths towards one mode of perception or other (FI/FD) varies. Some people feel lost in an overwhelming environment and some can concentrate on specific details and find their way out of the problem, these are real life demonstrations of the two extreme categories.

Analytical people are field independent, they solve problem analytically, try to find patterns among given information and do not get lost among infinite stimuli. They are more internally inclined as opposed to externally. According to Witkin and Goodenough internal/external inclination is one of the major constructs defining field independent/dependent. Second major element is cognitive skill and third is interpersonal skill(Witkin and Goodenough 1981:49). Field independent subjects are better at tasks which require omitting an element out of

Field Independence-Dependence in SLA

its original context and fitting it into a new context. They are good in restructuring context. They are controlled by independent force, are self-reliant in processing information and have the tendency to be competitive in nature. The name field independence entails the ability to work independently regardless of what the external field manifests. They can perform certain intellectual tasks such as imposing structure on a chaotic field, providing/designing structure different from the imposed one, process information from disorganized field. They can be called cool, aloof, individualistic, task-oriented as well as people who are psychologically distant from others. They are also perceived as cold and distant. They do not depend on others to boost their self-esteem. They experience their inner self as a separate identity with a great deal of internal differentiation, complexity and self-reliance. They are self-sufficient and do not care for other's approval.

A checklist can be made to identify FI people more accurately:

- i) FI people approach things analytically
- ii) Likely to analyze a field when it is organized or impose a structure on a field when it lacks organization
- iii) Prone to be impersonal
- iv) Have tendency to have self-defined goals and reinforcement
- v) Surrounding perceptual field influences a person's perception of items within it
- vi) More skillful at disambiguating information from its surrounding field and therefore are better problem solvers. Because they are better able to isolate task relevant information
- vii) Use inductive reasoning and inductive process to interpret inputs besides they focus on forms

Field Independence-Dependence in SLA

Field dependent individuals face challenges when they try to select relevant cues from a context. It mostly happens when the cues relevant in one context have no use in other context (Carter 1988:21). Field dependents are go with the flow kind of people who are more approving, passive and have spectator-like strategies in acquiring information. They depend on imposed organization of material and are scared of restructuring it. Cues are very important for them. They can't go beneath or beyond the cues. They are more attentive to set frames of society for reference. Even they look at people's face for their facial expression to take clues from. They rely on what others say or express. In Brown's (1994:106) words, they are more social, empathetic, perceive the feelings and thoughts of others. And usually, count on others for their approval.

Field Dependent people (are):

- i) Keen to interact other people
- ii) Has a global way of approach
- iii) Easy to be guided and to rely on external referent
- iv) Challenged in attending to, extracting, and using non-salient cues
- v) Focused on meaning and use deductive reasoning and process to interpret inputs
- vi) In a situation where surrounding field covers their sought after information, they find it difficult to identify
- vii) Tend to be extrinsically motivated

How a second language is acquired and the relationship between fielddependence/independence have been demonstrated in many studies. Field independence and high performance level are closely associated. Whereas, field dependent people are perceived as sensitive and people-oriented, field independents are self-sufficient, goal oriented, able to differentiate between figure and ground. Also they tend to analyze every situation they come across (Witkin, Goodenough and Oltman, 1979). L2 achievement and field independence are related positively. Krashen (1981) suggests that because of their analytical orientation, field independent learners are potentially better language learners. Naiman et al. (1978) proposed them as more successful language learner because they can distinguish between important elements to be learned than the less salient background factors to ignore. This is because learning a new language does not mean to retain all the information one learns but it is mostly how effectively one can remember the useful information only ignoring the insignificant ones. Some other researchers (Hansen and Stansfield (1981)) found that when the effects of scholastic ability are ruled out, most of the relationship between field independence and L2 achievement disappear. This means except the analytical ability, language learning cannot take place successfully. Chapelle and Green (1992) viewed field independence as a fluid ability that is closely related to language aptitude. These suggest that field independent individuals would be a better second language learner by nature.

2.5 Field Independence/Dependence and Education

The classic research regarding the relationship between FDI and education was conducted by Witkin and his colleagues during 1970s (Witkin et al., 1977; Witkin & Goodenough, 1977). It shows that relatively FI college and graduate students

demonstrate impersonal, analytical domains, whereas FD individuals favor interpersonal, non-analytical domains. This characteristic enables FI learners to be more successful in fields such as mathematics, sciences, experimental psychology, art, architecture, engineering, mathematics-and-science teaching, surgical nursing etc. These fields require more analytical, intrapersonal approach.

FD learners on the other hand are more likely to choose fields that are dependent on external cues such as elementary school teaching, clinical psychology, social work, and psychiatric nursing (Witkin et al., 1977; Witkin&Goodenough, 1977). A classic 10-year longitudinal study was conducted by Witkin and his colleagues (1977) to find out that college students shift their career choices with time inclining their FDI status. It is observed, students who identified mathematics or the natural sciences as their preliminary majors at college entry shift out of these domains by the time of college graduation or graduate school are basically FD learners. This proves, no matter what their primary choices were, by the end of the course they had to change their choices to prove their FD style more definitely. FI students on the other hand are less likely to shift their choices at the end of graduation. Which proves they are more aware of their self-potential and can take decision according to that. Being analytical FI learners have most advantages in mathematics which is a major FI characteristic. To test the effects on FDI Roberge and Flexer (1983) had a comparative study on mathematics achievement test scores with the scores on subtests of computations, concepts, and problem-solving. It is found that FI students did better than FD students on mathematics, concepts and problem-solving tests. It was also seen that FD students did poorly in geometry tests too.

Reading involves processing, organizing and reconstructing separate segments of information in text. Black (1985) challenges that these abilities develop awareness of text

Field Independence-Dependence in SLA

structure and help learners to comprehend the expository and literary text. As a result, FI individuals with higher cognitive restructuring ability are more competent in reading task than FD individuals to restructure text. FI learners outperformed FD individuals in reading tasks involving high memory and efficient restructuring skills. Considering different variables, studies have shown that FDI is the best predictor of children's readiness in reading. There is a positive relation between FI and reading achievement. Children who are quick at picking up reading skill are measured as field independent. A comparison was made between 30 extraordinary and 30 average secondary-level readers to find out that extraordinary readers are significantly FI than the latter on FDI measurement (Fehrenbach, 1994). This means we can prove both ways that FI learners are in comparison intellectually better learners and/or better learners are FI individuals as well.

2.6 Field Independence/Dependence and Second Language Learning

Many researches have been done to identify the effect of field independent-dependent cognitive style on second language learning. A researcher called Bean (1990) found that field dependent cognitive style can be problematic for learners of English as a second language. He conducted a study on Korean and Japanese ESL learners in university and community sponsored classes. He tested their English language ability and cognitive style. The results of these tested indicated that field independence correlated positively with English language ability.

Influence of cognitive style on standardized reading test was studied by Blanton (2012). She found cognitive style factor has more impact on students' performance on standardized reading test than factors of gender or ethnicity. It is found that field dependent students

Field Independence-Dependence in SLA

performed better when the reading tests were untimed multiple choice. Reading test provided a decreased difference in test performance between field independent and dependent individuals. We can say that field independence can be an advantage in classroom L2 learning. Conversely, Brown implies that field dependence can be suitable in naturalistic, untutored learning where learners depend more on field or surroundings. This is probably because naturalistic approach involves natural communication which the field dependent people are expert at. The virtue of empathy, social outreach, perception of other people can make people more successful learner outside of the classroom.

Field independent learners are more likely to analyze exposed linguistic material, identify the components, and explore relationship between these components. They are capable of channeling attention selectively and notice/prioritize important aspects of language. The way field independent individual processes information can benefit him/her for processing new information, but it is seen that he/she avoids situations where the language is actually going to be used in communication. These individuals are better at no-communicational and more cerebral tests. Since field dependents are more socially inclined they are more likely to receive relevant good quality input to use language to express meanings. Being comfortable and sensitive in communicative situation, field dependent learners are not seen to be effective information processors. So, they have more information to work with but exploit or use it less.

Both field independence and dependence cognitive styles have advantages and disadvantages for language learning. These two categories work best in two learning situations: inside the classroom and outside the classroom. Field independents master the classroom learning where analyzing, paying attention to details, excelling exercises, drills and other focused activities are necessary. In contrary, field dependents are highly successful in everyday language

Field Independence-Dependence in SLA

situations beyond the constraints of classroom. Also, they are more capable in tasks that require interpersonal communication skill. Field dependent person, when faced with an ambiguous sentence, cannot recognize the multiple meaning, whereas field independent learners can do such. Field independent learners are better than field dependents in lexical, grammar, reading and writing in second language acquisition. Having said that, they may not show good communicative (speaking) skill. Field dependent learners are superior in communication, so they are better in naturalistic learning situations.

2.7 Field Independence-Dependence as Measured by Cognitive Styles Recognition Test

Recognizing the cognitive style of a person various tests can be administered. First and foremost, comes the group embedded figures test. Witkin(1949, 1950) who is attributed for FID learning styles introduced and designed group embedded figure test. It is a test where participants are asked to identify simple figures integrated or embedded in more complex patterns. It is difficult for participants to see both simple forms and complex figures at the same time simultaneously. The hypothesis is that being analytic FI participants can identify a simple figure within a more complex pattern more easily, as they are consistent with spaces. General FDI dimension can be achieved by how easily an individual can separate an item from an organized field or background(Witkin, 1959; Witkin& Goodenough, 1981; Witkin et al., 1954). The more difficult it is for an individual, chances of being FD are more.

This test was simplified over time to a paper and pencil instrument which was named as EFT (Embedded Figure Test). The task remains same and the FI individuals are found to be more successful figuring simple figures from complex designs. This test can be done both individually or in groups.

Field Independence-Dependence in SLA

Another test to recognize cognitive style is called Matching Familiar Figures Test (MFFT). Matching familiar figures test provide support for the essential aspects of scientific reliability of cognitive style.

2.8 Field Independence-Dependence in Everyday Life

Cognitive styles (Field Independence/Dependence) can be observed and identified in individual's everyday life as well. It can define how a person perceives and processes an information and also completes a task. In everyday life a field dependent person is blind since he/she has a narrower view of visual field. His vision is more straight, literal and centered. These individuals while read something, cannot read the lines between the lines. Connotative meanings are missed by field dependent individuals. They make very small fixation and think beyond the lines. They can focus on only a single point without reference at a time. Other than their perception there are many fields' namely cognitive field and social field. Being good at analytical ability a field independent person can tell the newspaper he/she is reading is subliminally campaigning a political group, as he/she cannot read beyond the lines. Field dependents on the other hand have no clue as it is not clearly written or mentioned. In our daily life we face many situations where there is an obvious conflict between our feeling and outside stimulation that surrounds us. It is difficult to maintain oneself for a long time when at first, he/she resists the chaotic surrounding field without a reference point or without any objective reality. Sensory deprivation can be a prime example. Perceiving hidden reality and eye washing lies can be clearly achieved by a field independent in real life. People usually see the distorted world and perceives it as normal. Whatever people see, they want to perceive it as normal. Only the field independents can identify the missing elements from a reality. Primarily FD individual,

Field Independence-Dependence in SLA

through relying on his inner standards may judge the socially distorted and untrue reality, in practice he will gradually overcome the abnormal state and accept it as normal and true.

Propaganda and brainwashing lies on the basis of this perceptual laboratory. Perceiving everything normal in first place, field dependent people can hardly vary a propaganda from truth as he relies on the surface level information. This school of concept is widely used in various radical institutions that are causing major stir in today's world. Limiting the sources of information, some governments and private organizations use this model to surround people with stimuli that are presented as reality to fulfill their benefit. Brainwashing is also the same. People are continuously presented with distorted reality to make them believe in lie. Radicalism imposes the partial information, making FD people believe in that to get their approval. They may resist and protest in the beginning and perceive it suspiciously, but step by step they too may absorb to the normalization effect, to accept it as true, right and normal. In a nutshell a field dependent person are easy to motivate for others beneficiary.

Chapter 3: Research Methodology

3.1 Research Design

This is a small-scale research for finding out is there any significant difference between Field Independent and Field Dependent cognitive styles regarding their SLA competence.

3.2 Data Collection Procedure

It is impossible to measure one's cognitive style from interviewing them. People in most cases are not even aware of their cognitive style. Hence, the researcher used questionnaire to identify students' cognitive style. Questionnaire is one of the useful method of collecting data. There are number of advantages of questionnaire to make any qualitative or quantitative research reliable and interpretable. Since this research is a comparative analysis between field independent and field dependent, at first the researcher should have access to a school which will allow her to run a study.

3.3 The Participants

To conduct the research the researcher went to a reputed English medium school of Dhaka. After getting the authoritative permission researcher picked thirty students for her study. The students belong to standard eight. The range of the participants age was 12-14. There were only male participants. Before gathering the thirty students, researcher went through their academic result in language and picked students from highest, mediocre and lowest achievement.

Field Independence-Dependence in SLA

The students were not given any clue about their cognitive test, only were requested to follow the instructions of the questionnaires.

Note to be taken that all the students were Bangladeshi, only one were a Turkish student. English is the second language for all the students. These students in most cases do not speak in English in their daily life rather than just in classroom. It is worth mentioning the selected students were considered as advanced level students and they have acceptable knowledge of English as their second language.

3.4 Instrumentation

Two sets of printed questionnaires were provided to all thirty students. One was of cognitive style recognition test and another was English language test.

A. Cognitive Styles Recognition Test

In order to measure and recognize the participants' cognitive style, and to separate FI and FD participants, researcher designed a questionnaire with twenty-five questions. These questions are comprised of Group Embedded Figures Test (GEFT), Matching Familiar Figures Test (MFFT) and picture analysis. GEFT and MFFT are two of the best known cognitive styles tests. These standardized instruments (Guild & Garger, 1985) are popular and have been used worldwide to identify participants' cognitive/learning styles, personality, psychological differences and other various related characteristics. These are mostly used in psychological and instructional studies since the 1960's (Zhang, 2004). It also identifies analytical ability, social behavior and problem solving style.

The test was a timed pencil-and-paper recognition test in which participants were supposed to answer twenty questions from GEFT, four questions from MFFT and one picture analysis. Total testing time was about 30 minutes. It took forty minutes to complete this test including instruction. Each of the questions contain one mark and items in GEFT were arranged in order of increasing difficulty.

The total score ranged from 12 to 25. The test takers whose scores fall at or near the center of the continuum are field neutral/mixed, meaning these test takers vary in their learning preference depending on the context. These test takers are not taken into account for our study as we are looking for two extreme cognitive styles individuals. Participants whose scores were ranged from 0 to 8 were categorized as FD, and 13 to 25 as FI students. The test score is based on preference, 25 score indicates the most FI and score indicates the most FD one. Since the focus of this research is upon a dimension that establishes a continuum between two extreme positions (FI/FD), the intermediate scores do not appropriately define characteristics of field independent and field dependent subjects hence that result is not taken into account.

B. SLA Test

The participants were given an English as second language proficiency test which measures individuals' capacity to understand and use English at an advanced level. This questionnaire has twenty multiple choice questions with three parts. First part tests grammar and has 11 questions, second part is for vocabulary with 5 questions,

and the last part is reading comprehension with 4 questions. The test takers were supposed to answer the questionnaire in thirty minutes. Scores below 12 are considered as poor performance, ranging from 13 to 15 are mediocre and above 15 are competent in SLA.

Chapter 4: Analysis

The purpose of the study was to investigate the possible impact of field independence-dependence status on adolescents' (aged 12-14) SLA competence. The study investigated if there were any major differences in level of second language competence between FI and FD adolescents in a regular school day. The hypothesis of the study was there would be a significant difference in performance of SLA test and it is proven.

Data collection process involved thirty students from high school level (STD VIII) of a reputed school in Dhaka whose principal was informed and signed a consent form. These thirty students carried out a cognitive style recognition test and SLA test. None of the students showed unusual deviation in any of the questionnaires. Among thirty students top one-third scorers (n=22) were classified as FI individuals and the rest scorers (n=8) as FD individuals. These 30 students (22 FI, 8 FD) were participants of the study whose data were analyzed.

The results of data analysis were organized as follows: a) statistics of FI/FD in percentile, b) statistics of SLA competent/incompetent in percentile, c) statistics of FI and FD among SLA competent participants in percentile, d) discussion of Cognitive Styles Recognition Test's survey result, e) discussion of SLA Test's survey result

Field Independence-Dependence in SLA

Thirty students' basic demographic characteristics in terms of FI and FD are summarized in table one.

Table Two

Demographic characteristics of Participants

Participants (n=30)	FI Individuals (n=22)	FD Individuals (n=8)
n %	n %	n %
100	73.33	26.66

If the data of table one was analyzed, we can see that the 73.33 percent of respondents are FI individuals and 26.66 percent belong to FD category.

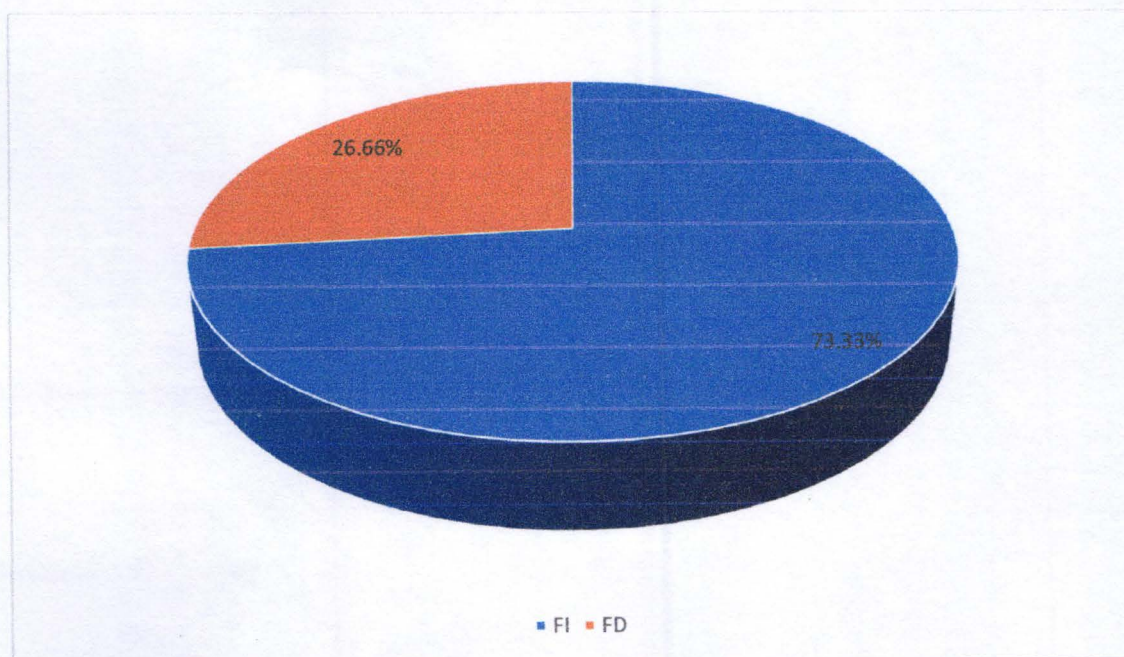


Figure 1: Ratio of FI and FD

Thirty students’ basic demographic characteristics in terms of SLA competent and incompetent are summarized in table two.

Table Three

Demographic characteristics of Participants

Participants (n=30)	SLA Competent Individuals (n=21)	SLA Incompetent Individuals (n=9)
n %	n %	n %
100	70	30

If the data of table two was analyzed, it can be seen that 70 percent of total participants are competent in SLA and 30 percent of are not competent in SLA.

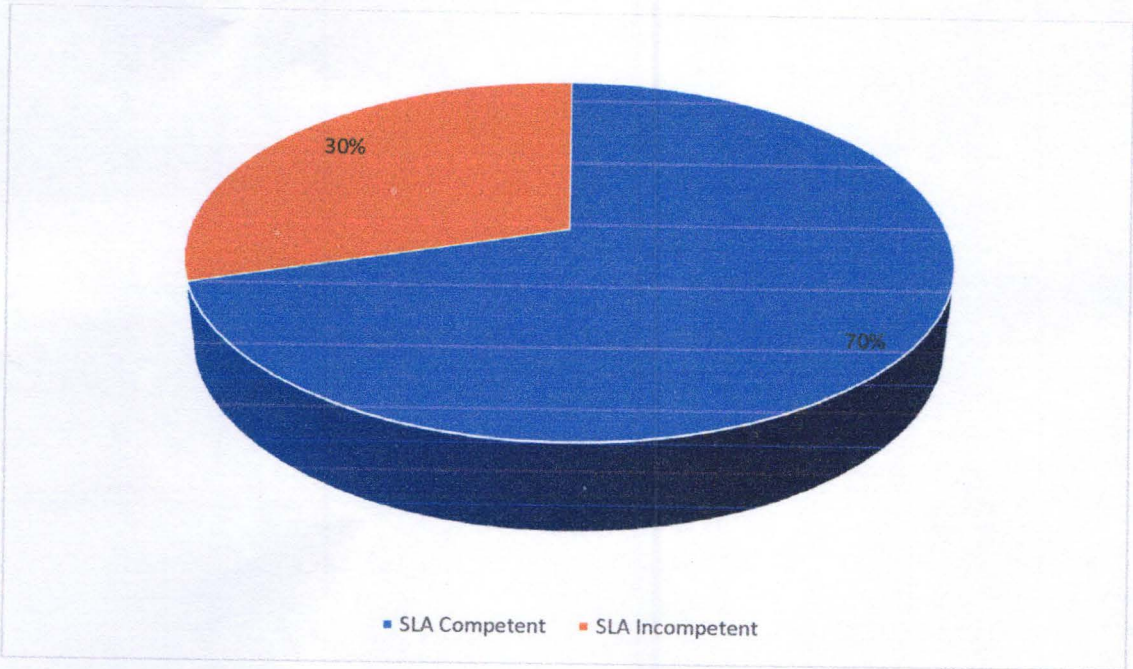


Figure 2: Ratio of SLA competent and incompetent

Field Independence-Dependence in SLA

Ratio of FI and FD individuals among SLA competent students’ is summarized in table three.

Table Four

FI and FD participants among SA competent participants

SLA Competent	FI Individuals	FD Individuals
n=21	n=15	n=6
n%	n%	n%
100	71.43	28.57

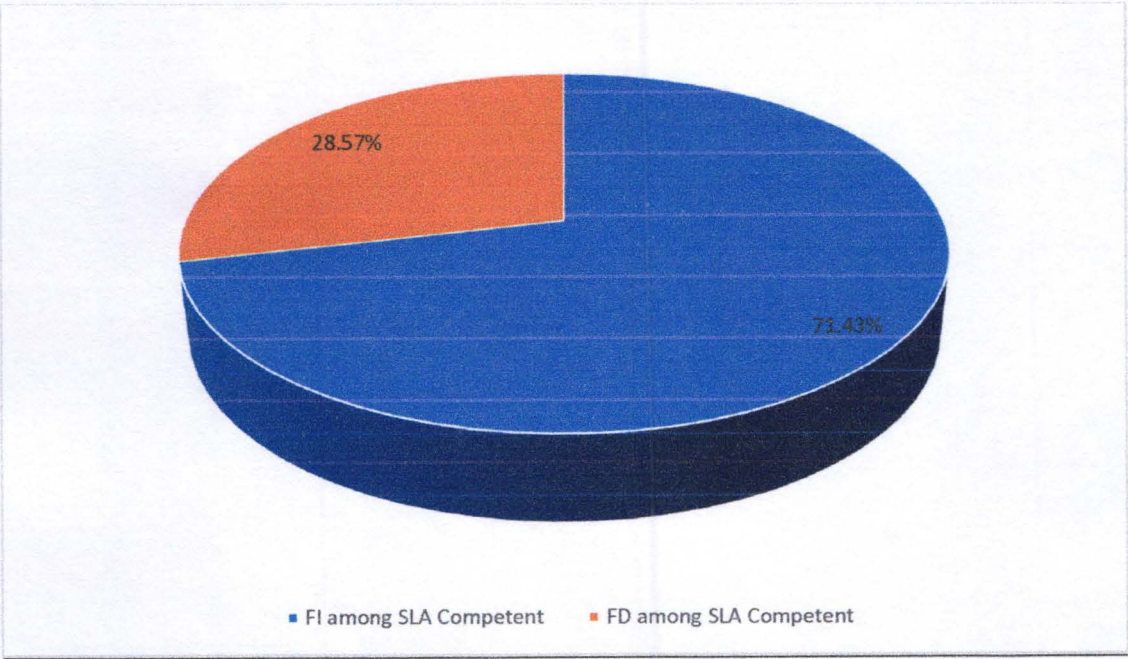


Figure 3: Ratio of FI and FD among SLA Competent

Table Five

Discussion of respondents’ survey result of Questionnaire 1

Criteria	Responses in Percentage	Responses in Percentage
GEFT (n=20)	Corrected 15 or more than 15: 76.67%	Corrected less than 15: 23.33%
MFFT (n=4)	Corrected 2 or more than 2: 96.67%	Corrected less than 2: 3.33%
Picture Analysis (n=1)	Corrected: 70%	Incorrected: 30%

If the collected data are analyzed, first we can see questionnaire one has three parts in it. For Group Embedded Figure Test (GEFT) there are 20 questions in total, in Matching Familiar Figure Test (MFFT) there are 4 questions, and finally there is only 1 picture analysis test. In total for the Cognitive Styles Recognition Test there are 25 questions. Participants performed differently in all three sections. As we mentioned earlier, individuals scored 18 or above are considered as FI individuals. Researcher divided 18 among three of the categories. In GEFT, the percentage of participants scoring 15 or above is 76.67 (n=23), participants scored less than 15 is 23.33% (n=7). As for MFFT, 96.67% (n=29) students corrected at least 2 or more that 2 answers. And only 3.33% (n=1) participant score less than 2. Finally, for picture analysis, 70% (n=21) of the students could figure out faces of people from a picture of tree ad 30% (n=9) could only see tree not the faces. If we see the numbers inside parenthesis we can see the highest number of students scored well in MFFT, second highest category is GEFT and students performed lowest in picture analysis. It seems, students were challenged when they see a picture with two sides f it.

Field Independence-Dependence in SLA

Table Six

Discussion of respondents' survey result of Questionnaire 2

Criteria	Responses in Percentage	Responses in Percentage
Grammar (n=11)	Corrected 9 or more than 9: 56.67%	Corrected less than 9: 43.33%
Vocabulary (n=5)	Corrected 3 or more than 3: 100%	Corrected less than 3: 0%
Reading Comprehension (n=4)	Corrected 3 or more than 3: 83.33%	Corrected less than 3: 16.67%

Data of table five shows how students responded to the SLA questionnaire. This questionnaire too has three parts: Grammar, Vocabulary and Reading Comprehension. There are 20 questions in total and participants scored equal to or above 15 are considered as competent in SLA. 15, divided among three parts of the SLA Test are as follows: 9 for Grammar, 3 for Vocabulary and 3 for Reading Comprehension. 56.67% (n=17) of participants scored 9 or more than 9 and 43.33% (n=13) scored less than 9 in Grammar part. In Vocabulary, 100% (n=30) participants scored 3 or more than 3. That naturally makes 0% (n=0) of students scoring less than 3. And finally, for Reading Comprehension section, 83.33% (n=25) students scored 3 or more than 3 and 16.67% (n=5) students less than 3. Judging the scores, participants scored highest in Vocabulary, scored second highest in Reading Comprehension and lowest in Grammar.

Chapter 5: Findings

The results of this investigation discovered a relationship between Field Independence-Dependence and second language acquisition. The perceptual and cognitive components of field dependence-independence are considered in this research. We tried to see whether there was any significant difference in second language acquisition between the subjects of FI, FD with the score language test. First we ran through two tests to categorize our sample population into two classes, FI and FD. When scores from the Cognitive Styles Recognition Test are considered to identify field independent and field dependent subjects, field independent individuals are found more than field dependent.

The conclusions that can be reached based on the results of the present study are:

1. Field Independent individuals in adolescents are higher in ratio.

Field Independence-Dependence in SLA

2. FI adolescents have a significantly higher level of SLA competence than FD adolescents.
3. The highest scorer individual in Cognitive Recognition Styles Test may not score high in language test.
4. No full marks on language proficiency test suggests that despite being adolescents, participants have more to learn in SLA.
5. Despite scoring high in Cognitive Styles Recognition Test some FI individuals did not show SLA competency.
6. Field Dependence-Independence is a personal trait, it has nothing to do with intelligence.
7. There are individuals who are competent in second language but not a Field Independent individual, this proves FI cognitive style is not only factor to consider or prioritize while teaching second language.

Chapter 6: Conclusion and Recommendation

6.1 Conclusion

Field Independence and Field Dependence cognitive styles have their fair share of advantages and disadvantages in SLA competence. It is seen that FI individuals are analytic, pay attentions to details, good at pen-and paper exams mastering focused activities. Therefore, they did comparatively well in Reading Comprehension section where they could find the correct answer despite irrelevant things in their field (text). On the other hand, FD individuals did relatively poorly in Reading Comprehension as the correct answer was hidden in cluster of other information, they got distracted easily.

From the research and data analysis it is discovered that, cognitive theory is very important to understand and explore children's second language learning ability. FI-FD category impacts psychology and can be an important aspect to consider for a second

Field Independence-Dependence in SLA

language teacher. It is clearly shown by this research that FI and FD cognitively has clearly great impact on second language competence. If taken into account, testing students' cognitive style at an early age by parents and teachers can be beneficial in many ways in developing their skills that they lack.

6.2 Recommendation

1. To activate the benefits of children's cognitive style abilities school authorities can introduce the Cognitive Styles Recognition Test
2. Parents should grow awareness of cognitive styles of their children as this is a major personality defining criteria among human beings.
3. Field Independent students can be trained and taught to do better in second language when interpersonal communication is needed.
4. Field Dependent individuals can be given more exercises or activities to improve their critical analytical thinking.
5. For academic and also real life purpose it is necessary for students to acquire complete skill set (reading, writing, speaking, and listening) of second language. In a second language learning situation language gradually becomes more hypothetical for students. Since language acquisition proficiency substantially differs in comparison to cognitive styles, it is wise to identify students' cognitive style first and design their language teaching pedagogy to make both categories proficient in language acquisition.

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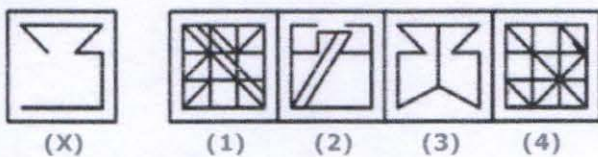
as variables in L2 achievement. *Second Language Research*

Appendix 1

Figure Embedded Test

In each of the following questions, you are given a figure (X) followed by four alternative figures (1), (2), (3) and (4) such that figure (X) is embedded in one of them. Trace out the alternative figure which contains fig. (X) as its part.

1. Find out the alternative figure which contains figure (X) as its part.



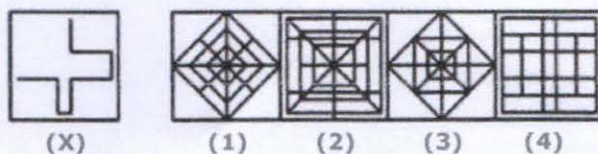
A. 1

B. 2

C. 3

D. 4

2. Find out the alternative figure which contains figure (X) as its part.



Field Independence-Dependence in SLA

A. 1

B. 2

C. 3

D. 4

3. Find out the alternative figure which contains figure (X) as its part.



(X)



(1)

(2)

(3)

(4)

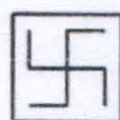
A. 1

B. 2

C. 3

D. 4

4. Find out the alternative figure which contains figure (X) as its part.



(X)



(1)

(2)

(3)

(4)

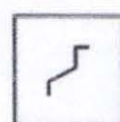
A. 1

B. 2

C. 3

D. 4

5. Find out the alternative figure which contains figure (X) as its part.



(X)



(1)

(2)

(3)

(4)

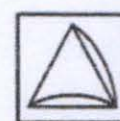
A. 1

B. 2

C. 3

D. 4

6. Find out the alternative figure which contains figure (X) as its part.



(X)



(1)

(2)

(3)

(4)

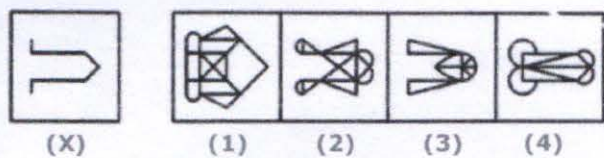
A. 1

B. 2

C. 3

D. 4

7. Find out the alternative figure which contains figure (X) as its part.



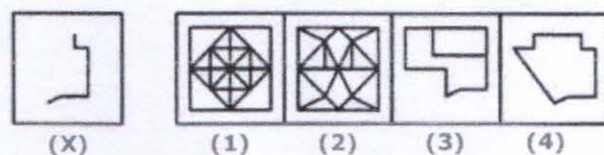
A. 1

B. 2

C. 3

D. 4

8. Find out the alternative figure which contains figure (X) as its part.



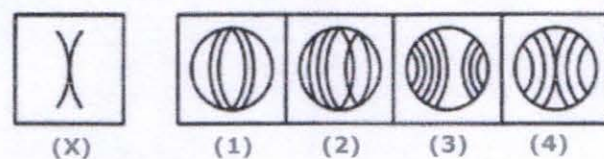
A. 1

B. 2

C. 3

D. 4

9. Find out the alternative figure which contains figure (X) as its part.



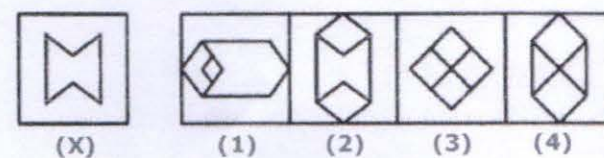
A. 1

B. 2

C. 3

D. 4

10. Find out the alternative figure which contains figure (X) as its part.



Field Independence-Dependence in SLA

A. 1

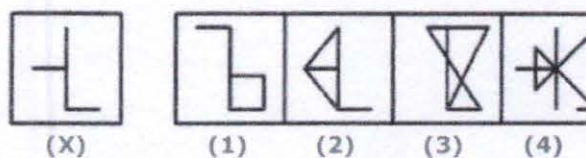
B. 2

C. 3

D. 4

11.

Find out the alternative figure which contains figure (X) as its part.



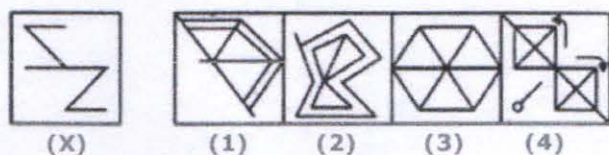
A. 1

B. 2

C. 3

D. 4

12. Find out the alternative figure which contains figure (X) as its part.



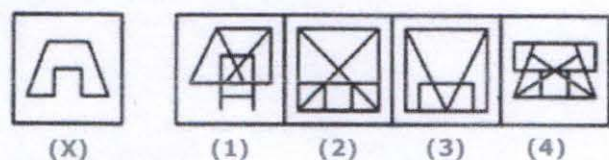
A. 1

B. 2

C. 3

D. 4

13. Find out the alternative figure which contains figure (X) as its part.



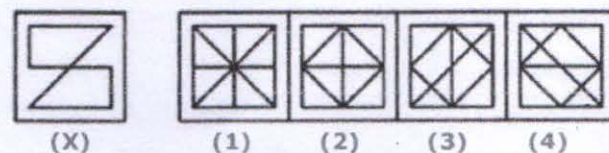
A. 1

B. 2

C. 3

D. 4

14. Find out the alternative figure which contains figure (X) as its part.



- A.

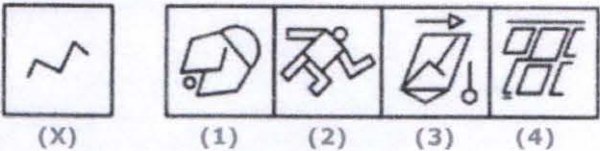
1
- B.

2
- C.

3
- D.

4

15. Find out the alternative figure which contains figure (X) as its part.



- A.

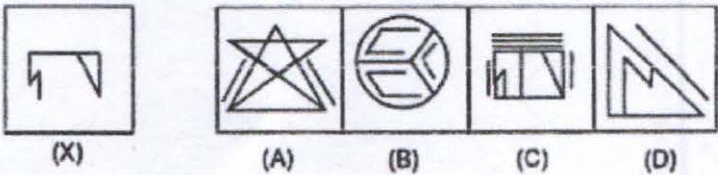
1
- B.

2
- C.

3
- D.

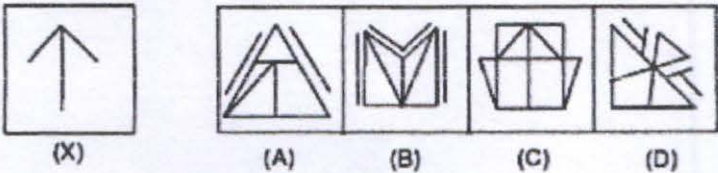
4

16. Find out the alternative figure which contains figure (X) as its part.



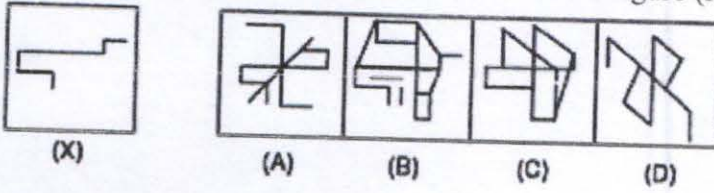
- A.[A](#)
- B.[B](#)
- C.[C](#)
- D.[D](#)
- E.[None of these](#)

17. Find out the alternative figure which contains figure (X) as its part.



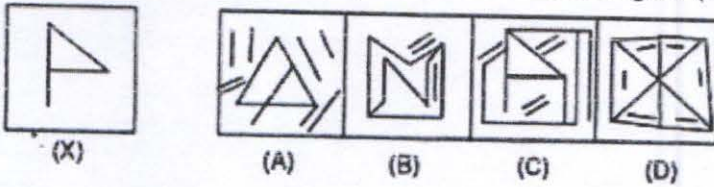
- A.[A](#)
- B.[B](#)
- C.[C](#)
- D.[D](#)
- E.[None of these](#)

18. Find out the alternative figure which contains figure (X) as its part.



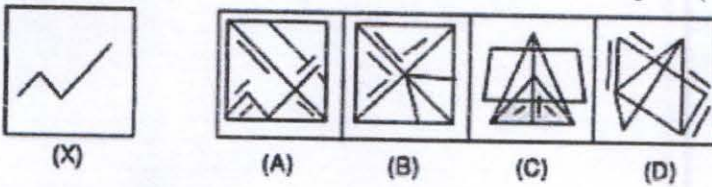
- A. [A](#)
- B. [B](#)
- C. [C](#)
- D. [D](#)
- E. [None of these](#)

19. Find out the alternative figure which contains figure (X) as its part.



- A. [A](#)
- B. [B](#)
- C. [C](#)
- D. [D](#)
- E. [None of these](#)

20. Find out the alternative figure which contains figure (X) as its part.

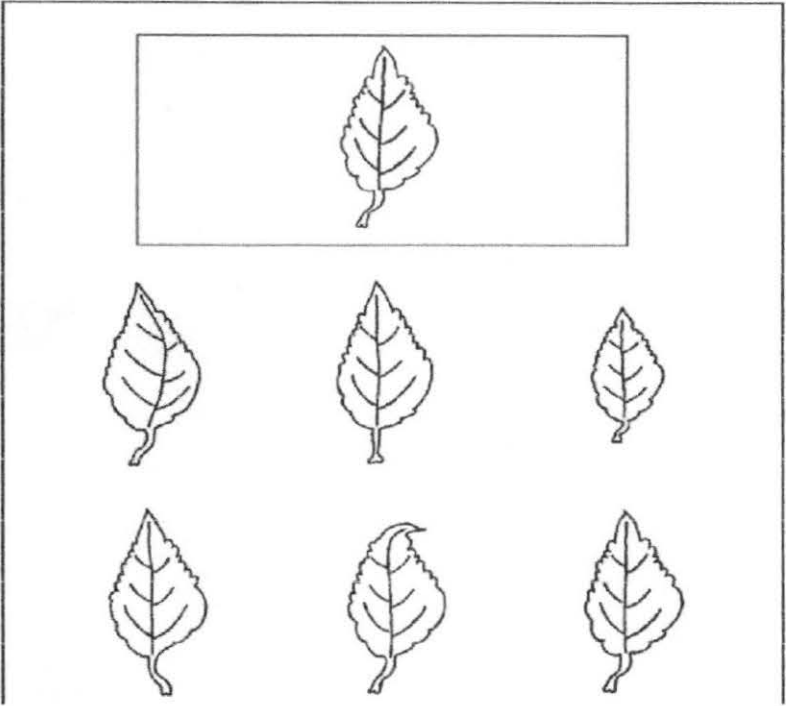


- A. [A](#)
- B. [B](#)
- C. [C](#)
- D. [D](#)
- E. [None of these](#)

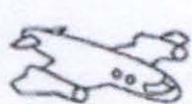
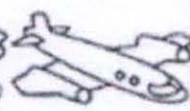
Matching Familiar Figure Test

Instruction: Circle the correct answer:

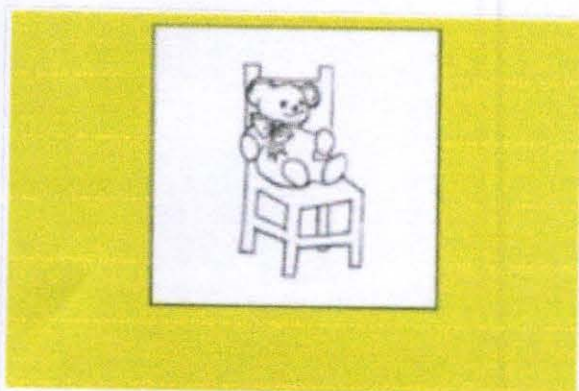
1.



Matching Familiar Figures Test

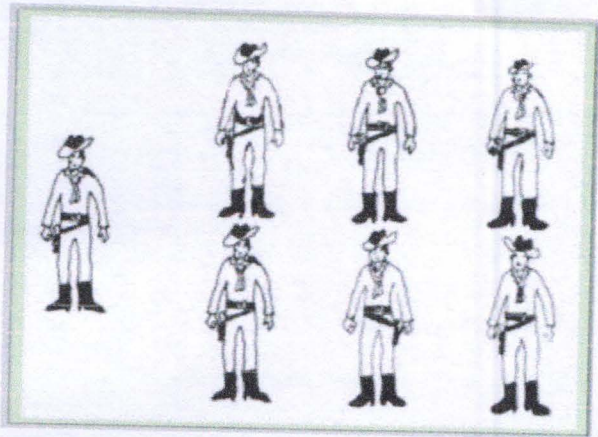


2.



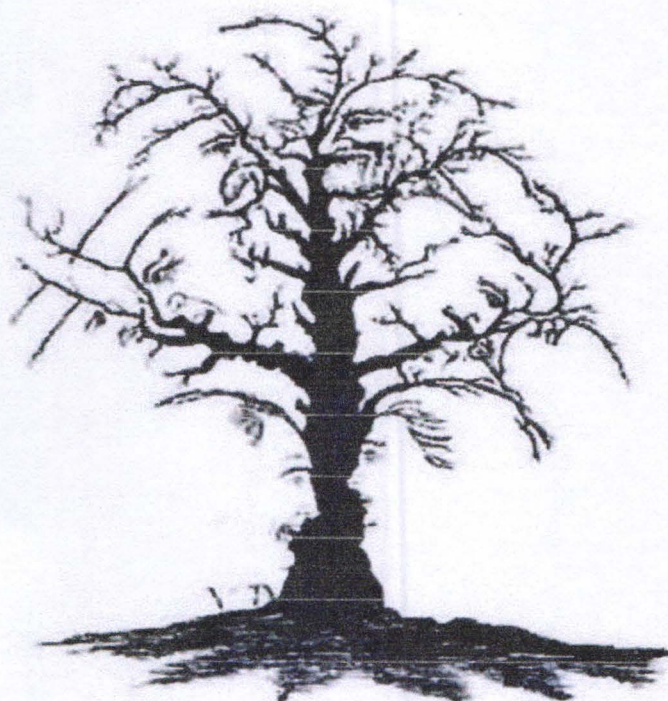
3.

4.



Picture Analyzing

- 1. What do you see in this picture?



Answer:

2. Do you see anything else?

Answer:

3. If you see something else how many of them can you figure out?

Answer:

Language Test

- ☐ Juan _____ in the library this morning.
- A is study
 - B studying
 - C is studying
 - D are studying
- ☐ Alicia, _____ the windows please. It's too hot in here.
- A opens
 - B open
 - C opened
 - D will opened
- ☐ The movie was _____ the book.
- A as
 - B as good
 - C good as
 - D as good as
- ☐ Eli's hobbies include jogging, swimming, and _____.
- A to climb mountains
 - B climb mountains
 - C to climb
 - D climbing mountains
- ☐ Mr. Hawkins requests that someone _____ the data by fax immediately.
- A sent
 - B sends
 - C send
 - D to send
- ☐ Who is _____, Marina or Sachiko?
- A tallest
 - B tall
 - C taller
 - D the tallest

Select the underlined word or phrase that is *incorrect*

☐ The majority to the news is about violence or scandal.

- A The
- B to
- C news
- D violence

☐ Takeshi swimmed one hundred laps in the pool yesterday.

- A swam
- B hundred
- C in
- D yesterday

☐ When our vacation, we plan to spend three days scuba diving.

- A When
- B plan
- C days
- D diving

☐ Mr. Feinauerdoes not take critical of his work very well.

- A does
- B critical
- C his
- D well

☐ Yvette and Rinaldo send e-mail messages to otheroften.

- A and
- B send
- C other
- D often

Select the best answer

☐ The rate of _____ has been fluctuating wildly this week.

- A money
- B bills
- C coins
- D exchange

- D exchange
- C come
- B put
- A move

The number of people has been decreasing rapidly this week.

Select the best answer.

- D often
- C often
- B soon
- A and

Yanis and Kostas send e-mail messages to Effendi at

- D well
- C his
- B cannot
- A does

Mr. Fournier does not take notice of the work very well.

- D often
- C often
- B often
- A when

When our vacation we like to spend time with our friends.

- D yesterday
- C in
- B yesterday
- A yesterday

Take an example of the perfect form in the book and read.

- D violence
- C new
- B to
- A the

The history of the world is about violence or peace.

Find independence-Dependence in 21 A

☐ The bus _____ arrives late during bad weather.

- A every week
- B later
- C yesterday
- D always

☐ Do you _____ where the nearest grocery store is?

- A know
- B no
- C now
- D not

☐ Jerry Seinfeld, the popular American comedian, has his audiences _____.

- A putting too many irons in the fire
- B keeping their noses out of someone's business
- C rolling in the aisles
- D going to bat for someone

☐ The chairperson will _____ members to the subcommittee.

- A appoint
- B disappoint
- C appointment
- D disappointed

Select the best answer:

☐ **Directions to Erik's house**

Leave Interstate 25 at exit 7S. Follow that road (Elm Street) for two miles. After one mile, you will pass a small shopping center on your left. At the next set of traffic lights, turn right onto Maple Drive. Erik's house is the third house on your left. It's number 33, and it's white with green trim.

☐ What is Erik's address?

- A Interstate 25
- B 2 Elm Street
- C 13 Erika Street
- D 33 Maple Drive

☐ Which is closest to Erik's house?

Field Independence-Dependence in SLA

- A the traffic lights
- B the shopping center
- C exit 7S
- D a greenhouse

☐ Date: May 16, 1998
To: Megan Fallerman
From: Steven Roberts
Subject: Staff Meeting

Please be prepared to give your presentation on the monthly sales figures at our upcoming staff meeting. In addition to the accurate accounting of expenditures for the monthly sales, be ready to discuss possible reasons for fluctuations as well as possible trends in future customer spending. Thank you.

☐ The main focus of the presentation will be _____.

- A monthly expenditures
- B monthly salary figures
- C monthly sales figures
- D staff meeting presentations

☐ Who will give the presentation?

- A the company president
- B Megan Fallerman
- C Steven Roberts
- D future customers